

ECSE School Psychologist

DEPARTMENT:	Student Services	REPORTS TO:	Principal and Assistant Principal
WORK SCHEDULE:	10 months	COMPENSATION:	Certified Salary Schedule
FULL/PART TIME:	Part Time	FLSA STATUS:	Exempt

Position Description

Develop and implement individual or schoolwide interventions or strategies to address educational, behavioral, or developmental needs of students. Conduct evaluations with students to determine their eligibility for special education services or gifted services. Support the Assist Team in determining needs and developing and implementing interventions of Tier 2 students.

Task Title	Essential Job Functions	Percent of Time Spent
Special Education Evaluation	<ul style="list-style-type: none"> Conduct special education evaluations with students Compile and interpret students' test results, along with information from teachers and parents, to diagnose conditions and to help assess eligibility for special services. 	43%
Gifted Services	<ul style="list-style-type: none"> Administer cognitive evaluations for students under evaluation for gifted services Manage reporting for students under evaluation for gifted services Coordinate and facilitate all aspects of non-public gifted evaluations 	20%
Diagnostic Coordinator Duties	<ul style="list-style-type: none"> Coordinate parents, evaluation team, teachers, and therapists as needed for the evaluation process via phone calls and emails Manage paperwork for the evaluation process 	15%
Student Support	<ul style="list-style-type: none"> Serve as a core member of the Assist Team; participate in Assist Team meetings Develop individualized educational plans in collaboration with teachers and other staff members. Work with teachers and support staff to determine student needs and develop, implement, and monitor progress of interventions Facilitate and consult on various student needs not yet at the Tier 2 or Special Education referral level Maintain student records, including special education reports, confidential records, records of services provided, and behavioral data. 	12%

Task Title	Essential Job Functions	Percent of Time Spent
Kindergarten Transition	<ul style="list-style-type: none"> ● Facilitate the Early Childhood side of the special education Kindergarten transition process ● Participate in First Steps transition process to ECSE 	10%

The intent of this job description is to provide a representative description of the types of duties and responsibilities required for this position. Employees may be asked to perform other job-related duties as assigned.

Supervisory Responsibilities

- **Supervisory Responsibility:** Not responsible for supervising employees
- **Supervisory Activities:** None
- **Budget Signing Authority:** No budget signing authority.
- **Decision-making Authority:** Decisions impact a functional area or department

Qualifications

Required

- **Education:** Specialist or equivalent degree with an emphasis in school psychology
- **Licensure:** Missouri school psychologist certificate
- **Certificates, Certifications, or Other Training:** Training on specific assessments used
- **Previous Work-Related Experience:** 1-3 years

Knowledge & Skills

Knowledge

- **Intermediate:**
 - Administrative: Administrative and office procedures, functions and basic office tasks
 - Computers/IT: Electronic equipment, and computer hardware and software, including applications and programming.
- **Advanced:**
 - Management: Business/management principles involved in strategic planning, resource allocation, leadership, and coordination of people and resources.
 - Health Services: Treating and preventing disease, and improving and preserving physical and mental health and well-being.
 - Safety/Security: Equipment, policies, and procedures for the protection of people, data, property, and the organization.
 - Law/government: Relevant local, state, and national laws and government regulations including KSD Board of Education policy
- **Expert:**
 - Psychology: Knowledge of human behavior and performance; individual differences in ability, personality, and interests; learning and motivation; and the assessment and treatment of behavioral and affective disorders.
 - Customer and personal service: Principles and processes for providing customer and personal services.
 - Education/Training: Principles and methods for curriculum and training design, teaching and instruction, and measuring training effects.

- Tests and measurements: Administration and interpretation of standardized assessments.

Skills

- **Constantly (More than 5.6 hours or 69% of the day):** Mathematics, Reading comprehension, Science, Speaking, Writing, Active learning, Active listening, Critical thinking, Learning strategies, Monitoring, Time management, Coordination, Instructing, Service orientation, Social perceptiveness, Complex problem solving, Judgment and decision making
- **Frequently (Between 2.6 hours and 5.5 hours or 33% to 68% of the day):** Negotiation, Persuasion
- **Occasionally (Up to 2.5 hours or 32% of the day):** Management of personnel resources

Working Conditions

Physical Demands

- **Constantly (more than 5.6 hours or 69% of the day):** Finger Dexterity, Hearing
- **Frequently (Between 2.6 hours and 5.5 hours or 33% to 68% of the day):** Sitting, Standing, Walking, Repetitive motion
- **Occasionally (Up to 2.5 hours or 32% of the day):** Crouching/Kneeling, Multi-limb coordination, Reaching
- **Rarely (Less than 1 hour or 12% of the day):** Crawling, Balancing, Carrying/Lifting, Climbing, Pulling/Pushing, Color Vision

Mental and Psychological Demands:

- *High demands:* The job requires significant mental effort and involves high levels of stress (e.g., Frequent need to deal with difficult customers or manage emotions when interacting with others, often works under tight deadlines, exposure to public criticism, regularly requires extended periods of concentration on complex tasks).

Work Type/Physical Demands

- *Light work:* Exerting up to 20 pounds of force occasionally, and/or up to 10 pounds of force frequently, and/or a negligible amount of force constantly to move objects. If the use of arm and/or leg controls requires exertion of forces greater than that for sedentary work and the worker sits most of the time, the job is rated for light work.

Working Environment

- *Everyday risk and discomfort level:* The environment involves everyday risks or discomforts that require normal safety precautions typical of such places as offices, meeting and training rooms, libraries, residences, or commercial vehicles, e.g., use of safe work practices with office equipment, avoidance of trips and falls, observance of fire regulations and traffic signals. The work area is adequately lighted, heated, and ventilated.

EEO Statement

Kirkwood School District is an Equal Opportunity Employer and does not discriminate on the basis of race, color, religion, national origin, age, disability, or sex, including pregnancy, sexual orientation, and gender identity and other characteristics protected by law.

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