

Position Title: Director of Pupil Services/School Psychologist
Qualifications: Wisconsin DPI Certification 62 and 80
Department: West Salem School District Office
Reports To: Superintendent
Approved By: Board of Education
Date: May 13, 2003

I. Summary:

The Director of Pupil Services /School Psychologist shall be the educational leader and supervisor of the district special education and school nursing programs. Shall be responsible for education for programs that meet the full range of exceptional educational student needs, school nursing and school psychology services for the district.

II. Essential Duties and Responsibilities:

- A. Be the custodian of all district special education records.
- B. Supervise the process of obtaining parental permission for all evaluations.
- C. Assign evaluations to be completed at the middle and high school.
- D. Assemble evaluation reports for middle and high school and review elementary level evaluation reports completed by the School Psychologist.
- E. Obtain and monitor tuition agreements with vendors and school districts.
- F. Supervise related services for OT, PT, HI, VI, Specialized Adaptive PE, home bound instruction.
- G. Conduct weekly special education staff meetings at the middle and high school levels. Meet with the elementary level staff when warranted.
- H. Participate in weekly middle and high school pupil services staff meetings and weekly administrative meeting.
- I. Remain up to date and inform the district and building administrators of all DPI statutory, fiscal, and management requirements concerning special education.
- J. Participate in the recruitment and selection of all special education and school nursing personnel.
- K. Complete federal and state reports required to receive reimbursement for special education and Medicaid.
- L. Plan and administer the Fund 27 budget(s) and bill for cooperative and district special education programs.
- M. Work collaboratively with building principals on evaluations of all special education and complete other assigned staff members.
- N. Develop and coordinate "Non-Discrimination" policies and serve as the district contact person.
- O. Coordinate the "School Age Parent" and nursing program.
- P. Coordinate the district's Title IX plan.

- Q. Coordinate English Language Learners evaluation process and program delivery.
- R. Coordinate Section 504 plans and procedures.
- S. Provide leadership in the planning and allocation of district resources and ensure procedural safeguards in the IEP evaluation process.
- T. Recommend policies and procedures related to pupil services and special education students to the Policy Committee.
- U. Prepare documentation that will provide assurance that the district is compliance with state and federal legislation relating to Pupil Services.
- V. Provide communication and staff development including Individuals with Disabilities Act (IDEA) procedural requirements.
- W. Work with parents of special education children to assist them in understanding and fulfilling their role and responsibility in the education of their child.
- X. Receive, investigate, mediate, and process complaints under the IDEA and Section 504 of the Rehabilitation Act of 1973.
- Y. Serve as needed as the Middle and High School Psychologist.
- Z. Work with the Curriculum Director to provide opportunities for special education and regular education staff development.
- AA. Perform all such other duties as assigned by the superintendent.
- BB. Be knowledgeable of and follow all district policies.
- CC. Courteously and effectively work with students, staff, administrators, vendors and the public at all times.

III. Supervisory Responsibilities:

Cooperate with the building principals to supervise the special education staff. Cooperate with Account Manager to supervise the Pupil Services Administrative Assistant. Cooperate with CESA administration to supervise independently contracted personnel (Occupational Therapist, Vision Impaired, Hearing Impaired, Orientation and Mobility Specialist). Supervises the district School Psychologist, Physical Therapist, and School Nursing staff

IV. Qualification Requirements:

To perform this job successfully, an individual must be able to perform each essential duty satisfactorily. The requirements listed below are representative of the knowledge, skill and/or ability required.

A. Education and/or Experience

Master's of Science degree in education, School Psychologist and additional coursework in Director of Special Education and Pupil Services.

- B. Certificates, Licenses, Registrations:
WI Cert. # 62 - School Psychologist and WI Cert. # 80 - Director of Special Education and Pupil Services, and maintain updated First Aid, CPR and AED certification and hold a current driver's license.
- C. Language Skills:
Ability to read, analyze and interpret general business periodicals, professional journals, technical procedures, or governmental regulations. Ability to take meeting notes, write drafts of meeting minutes, edit reports, and complete business correspondence. Ability to effectively respond to requests and questions from groups of staff, school board members, and the general public. Ability to make oral presentations to groups of staff, students, parents and or community members.
- D. Mathematical Skills:
Ability to read charts, graphs and compute sums.
- E. Reasoning Ability:
1. Ability to define problems, collect data, establish facts and draw valid conclusions.
 2. Ability to interpret an extensive variety of technical instruction in deal with several abstract and concrete variables.
 3. Ability to maintain a high degree of confidentiality within and outside the school and work collegially with all staff members.
- F. Technology Skills:
1. Demonstrate the ability to use appropriate technology to process, store, and retrieve data required for the position.
 2. Demonstrate appropriate software skill levels for word processing, spreadsheet development, and construct and present visual presentations, and telecommunications skills.
- G. Physical Demands:
1. The physical demands described here are representative of those that must be met by an employee to successfully perform the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.
 2. While performing the duties of this job, the employee is regularly required to stand, walk, sit, talk or hear. The employee is occasionally

required to reach with hands and arms, stoop, kneel, crouch or crawl. The employee must occasionally lift and/or move up to 50 pounds. Specific vision abilities required by this job include close vision, distance vision and the ability to adjust focus.

H. Work Environment:

1. The work environment characteristics described here are representative of those an employee encounters while performing the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.
2. The noise level in this environment is quiet to loud, depending upon the activity in the particular part of the day.

The information contained in this job description is for compliance with the American with Disabilities Act (ADA) and is not an exhaustive list of the duties performed for this position. The individual currently holding this position performs additional duties and additional duties may be assigned.

REVISED: August 9, 2010