

DeKalb County School District

Position Specification

Title: Nurse, School (RN & LPN)

DIVISION: School-Based

GRADE/SCHEDULE: 117 (LPN) / 122 (RN)

DEPARTMENT: School-Based

WORK DAYS: 186

REPORTS TO: Principal; Nurse Coordinator

FLSA STATUS: Non-Exempt

RETIREMENT: Teachers Retirement System

APPROVED (HR): July 1, 2021

General Statement of Job

Under general supervision, provides appropriate health/medical services to designated students in an effort to minimize absences due to illness and create a climate of health and well-being in the schools for the DeKalb County School District (DCSD).

Specific Duties and Responsibilities

Essential Functions:

The following duties are representative for this position. The omission of specific statements of duties does not exclude them from the classification if the work is similar, related, or a logical assignment for this classification. Other duties may be required and assigned.

• Performs student health procedures and assists students with administration of medication
• Performs respiratory assessment
• Reports to parents, school personnel, physicians, clinics and other agencies on school health matters
• Maintains up-to-date health records on students
• Observes students on a regular basis to detect health needs
• Maintains responsibility for emergency care of assigned students
• Advises on modification of the education program to meet health needs of individual students
• Prepares and submits reports for the Nurse Coordinator and Principal
• Performs other duties as assigned

Education and/or Experience:

Registered Nurse or equivalent education/training or Practical Nursing or equivalent education/training is required.

Minimum one (1) year registered nurse, practical nursing or closely related experience is required. Experience in pediatric nursing is preferred.

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Certificates, Licenses, Permits:

- Valid State of Georgia Registered Nurse or Practical Nurse license is required.
- Valid certificate in cardio pulmonary resuscitation (CPR) and First Aid required.

Knowledge, Skills & Abilities:

Knowledge of normal and abnormal child development; educational principles and approaches pertinent to children with traumatic brain injuries, children with various intellectual and learning disabilities, special needs preschool children, visually, hearing and orthopedically impaired children, and children with emotional and behavioral disorders; principles of nursing; and DCSS policies and procedures.

Skill in oral, written and interpersonal communications, including communications for sight, hearing and speech impaired; establishing and/or facilitating individualized and group special education, vocational and community skills training programs, programs for the disabled, speech and language programs and teacher support programs; educational approaches for planning and implementation of intervention programs for children and families; pediatric nursing based on prior professional experience; and public health management.

Ability to understand and interpret a wide variety of assessment tests relative to intellectual, emotional and physical abilities and disabilities; interpret results of medical findings; apply professional nursing principles and practices; identify symptoms of diseases and chronic medical problems; and lift and move persons and objects.

ADA Requirements:

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 force greater than that for sedentary work and the worker sits most of the time, the job is rated light work.

Balancing: Maintaining body equilibrium to prevent falling when walking, standing or crouching on narrow, slippery or erratically moving surfaces.

Stooping: Bending body downward and forward by bending spine at the waist. Requires full use of the lower extremities and back muscles.

Reaching: Extending hand(s) and arm(s) in any direction.

Standing: Particularly for sustained periods of time.

Walking: Moving about on foot to accomplish tasks, particularly for long distances.

Fingering: Picking, pinching, typing or otherwise working, primarily with fingers rather than with the whole hand or arm as in handling.

Grasping: Applying pressure to an object with the fingers and palm.

Feeling: Perceiving attributes of objects, such as size, shape, temperature or texture by touching with skin, particularly that of fingertips.

Talking: Expressing or exchanging ideas by means of the spoken word. Those activities in which one must convey detailed or important spoken instructions to others accurately, loudly, or quickly.

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Hearing: Ability to receive detailed information through oral communication, and to make fine discrimination in sounds, such as when making fine adjustments on machined parts with or without correction.

Vision: The ability to perceive the nature of objects by the eye. Acuity (near and far vision), depth perception (three dimensional vision), accommodation (adjustment of lens to eye to bring an object into sharp focus), field of vision (area that can be seen up and down or to the right or left while eyes are fixed on a given point) and color vision (ability to distinguish and identify colors) are required factors.

Personal Care of Students: The ability to assist students with toileting, feeding, transference from one seat to another seat or location. The ability to remove students' clothing, diaper students, and clean students.

Performance Factors:

Interaction with Others: Ability to maintain, on a regular and consistent basis, relationships that are not characterized by high levels of hostility, social withdrawal or failure to communicate. Ability to be flexible relative to daily routines. Ability to demonstrate sensitivity to the differences among diverse populations.

Concentration: Ability to maintain workflow and thought processes in the presence of frequent distractions. Ability to ignore irrelevant sights or sounds and intrusive thoughts or stimuli. Ability to manage multiple tasks simultaneously with only few or no errors.

Stressful Circumstances: Ability to produce quality work when short or unexpected deadlines are presented. Ability to adjust work processes without incident when new and unexpected directions are given relative to a project that may be in process. Ability to maintain composure and not compound a situation when interacting with persons who may be angry, demanding or otherwise less than polite.

Independent Judgment: Ability to complete work tasks without being given precise directions relative to work steps or the final project.

Decision Making: Ability to make appropriate business decisions.

Public Contact: Ability to communicate professionally and effectively, both verbally and in writing, with superiors, colleagues, and other individuals within and external to the school system. Ability to demonstrate professionalism while interacting with others and to maintain constructive working relationships.

Attendance and Dependability: Ability to be depended on to report to work at the scheduled time and to seldom be absent from work. Ability to complete work in a timely, accurate manner and to be conscientious about work performance.

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