

## School Psychologist

**Location:** Itinerant

**Salary Schedule:** Certificated

**Work Year:** 186 Days + 5 Addl. Days

**Supervisor:** Director of Special Education

**Purpose:** Provide psychological services to schools, including testing, counseling and consulting to assist in meeting the social, emotional and education needs of students in regular and special education programs. Administer and interpret psychological assessments of students, prepare recommendations regarding the evaluation and placement of students; consult with teachers, administrators, specialists, agency and district personnel and parents; counsel students; and perform related duties.

**Minimum Education, Experience, Credentials and Licenses Required:**

Master's Degree, Pupil Personnel Services credential or equivalent authorizing services as a school psychologist, and a valid driver's license or other form of photo identification.

**Work Environment and Physical Demands:**

Regular physical requirements: Sitting, standing, walking, talking, listening, operation of technology such as computers or other appropriate devices. Regularly lift and/or move up to 10 pounds and occasionally lift and/or move up to 35 pounds.

**Knowledge Of:**

State and Federal laws, regulations and guidelines governing special education services, eligibility and programming. Proper protocols for psychological testing. Technology and computer software applications relative to the requirements of the position.

**Ability To:**

Establish and maintain cooperative relationships with students, school personnel, parents, co-workers and the public. Provide professional communication in the English language both orally and in writing. Meet schedules and timelines. Work independently with appropriate direction. Analyze situations accurately and adopt an effective course of action. Use tact, patience and courtesy when dealing with people. Understand and be sensitive to those of culturally and linguistically diverse backgrounds.

**Essential Functions:**

- Consult with parents, teachers, administrators and appropriate agencies in the planning of educational and therapeutic programs; agency personnel may include but are not limited to private physicians, psychiatrists, nurses, social workers, probation officers and mental health professionals.
- Screen and evaluate referred children including selecting appropriate instruments (educational and psychological), administering tests, observations, and writing comprehensible, objective reports which state the evaluation findings and provide for educational program recommendation and remediation in accordance with State and Federal regulations.
- Conducts required re-evaluation on Special Education students. Completes evaluations and re-evaluations within the state and federal mandated timelines.
- Interprets and analyzes the assessment results with regard to the intellectual, academic, social, emotional and behavioral development of pupils and the implications of results for the instructional program.

- Provides psycho-educational and behavioral assessments that are relevant to the presenting problem, student characteristics and that are intervention and results oriented.
- Collaborates and assists the Behavior Analyst when student behavior plans are necessary.
- Collaboratively, with identified general education and special education staff, develops individual group or system level interventions, which improve or resolve the identified problems or concerns including, academic, social/emotional/behavioral and mental health needs as they relate to educational progress.
- Provides support, instructions, technical assistance and ongoing monitoring of progress towards measurable, identified goals for students at individual, group or system level.
- Participates on IEP teams and IEP reviews.
- Maintains appropriate records, effectively managing time and tracking the necessary information to complete required documents such as IEPs, MAA billing, etc.
- Provides collaborative consultation and documentation of results including assisting general education staff with suggestions and implementation of Multi-Tiered Systems of Support (MTSS).
- Provides crisis counseling and completes threat assessments as needed.
- Refers individual students to appropriate community resource agencies as needed.
- Assures procedural safeguards and confidentiality for all students.
- Other duties as assigned.