



SCHOOL PSYCHOLOGIST

DIRECTLY RESPONSIBLE TO

Director II – Special Education and Pupil Services

PRIMARY FUNCTION

School psychologists are uniquely qualified members of school teams that support students' ability to learn and teachers' ability to teach. They apply expertise in mental health, learning, and behavior, to help children and youth succeed academically, socially, behaviorally, and emotionally. School psychologists' partner with families, teachers, school administrators, and other professionals to create safe, healthy, and supportive learning environments that strengthen connections between home, school, and the community.

ESSENTIAL DUTIES AND RESPONSIBILITIES

- Complete the psychoeducational assessment process, in all areas of suspected disability, by using a variety of assessment tools, measures and strategies to gather relevant functional, developmental, and academic information, including information provided by the parent, from records and through observation of the student
- Use technically sound instruments that are not discriminatory on a racial or cultural basis and are provided and administered in the child's native language or other mode of communication
- Administer assessments in accordance with any instructions provided by the publisher
- Prepare a legally defensible written report of the results of the assessments that summarize and analyze the data and consider the effects of environmental, cultural, or economic disadvantage
- Participate as a member of the Individualized Education Program (IEP) team to support the development of IEP goals, objectives, adaptations, accommodations, modifications and instructional plans
- Assist the IEP team in analyzing academic and behavioral data and developing plans for students experiencing behavioral, educational and/or social/emotional challenges.
- Conduct Functional Behavioral Assessments (FBA) and assist in the development and initial implementation of Behavior Intervention Plans (BIP) for students with disabilities
- Provide psychological counseling for individuals, groups and families
- Consult with school administrators to consider school-wide practices and policies that support the implementation of school wide Positive Behavior Interventions and Supports (PBIS), Multi-Tiered Systems of Supports (MTSS)
- Attend and participate, as appropriate, in IEP, early intervention/pre-referral meetings and other assigned meetings and conferences for both general and special education students
- Perform a variety of professional activities to support students at assigned school site such as:
 - Observe and consult on academic, emotional and behavioral needs
 - Assist with adjusting classroom environment and routines to support student engagement and diverse learning needs
 - Provide information and resources for school personnel and parents related to students with disabilities
- Collaborate and consult with site and district personnel, parents, community agencies and mental health professionals (i.e. school counselors, school based mental health clinicians, social services, youth services agencies) to address student needs and develop intervention plans.
- Meet all district, state and federal special education timelines

KNOWLEDGE AND ABILITIES

KNOWLEDGE OF:

- Federal and State laws and regulations surrounding the provision of special education services and district policies and procedures
- Principles, methods, techniques, strategies, and trends in educational and social/emotional adjustment
- Applicable and appropriate psychological and achievement instruments, techniques, and procedures
- Social services and youth services agencies
- Developmental, social/emotional and behavioral characteristics of infant, preschool, and school age students
- Evidence-based interventions and techniques
- Basic computer and technology skills
- Best practices in Multi-Tiered Systems of Supports (MTSS)
- Trauma Informed Care
- Crisis Intervention Techniques

ABILITY TO:

- Organize and maintain accurate caseload at assigned site(s)
- Communicate effectively in oral and written form with minimal accountability controls
- Utilize time management skills
- Serve as a resource to school personnel and parents
- Model nondiscriminatory practices in all activities
- Use district, digital special education information management system
- Establish and maintain cooperative and effective working relationships with community agencies, students, families, administration, and fellow employees

WORKING CONDITIONS

ENVIRONMENT:

- Indoor and outdoor work environment

PHYSICAL ABILITIES:

- Bend at the waist, kneel or crouch to assist students
- Lift to assist students; lift to move equipment and materials
- Sit or stand for extended periods of time
- Walk extended lengths to move around offices, campuses and community
- Hearing and speaking to exchange information and make presentations
- Seeing to read, prepare and review a variety of reports and to monitor staff and student interactions

JOB REQUIREMENTS

- Master's Degree
- Pupil Personnel Services Credential, authorizing School Psychology

EXPERIENCE

- Experience working with students in K-8 setting preferred
- Successful experience working with students with positive behavioral programming and/or programs for students with autism, low incidence disabilities, moderate/severe disabilities, and serious emotional disturbances preferred

SALARY

In accordance with the Certificated Educators' Salary Schedule