

POSITION DESCRIPTION

Whiteriver Unified School District

TITLE: School Psychologist

LOCATION: District Wide

CONTRACT TERMS: 10 Months

SALARY CLASSIFICATION: Exempt

GENERAL STATEMENT OF RESPONSIBILITIES:

The job of School Psychologist is done for the purpose/s of measuring and interpreting the intellectual, adaptive, academic, social, and emotional development of children; interpreting results of psychological studies; interpreting and applying state and federal codes; and developing strategies and interventions to address the special needs of eligible students.

ESSENTIAL FUNCTIONS/PRINCIPAL DUTIES:

Administers standardized and/or supplemental assessments for the purpose of measuring the intellectual, adaptive, academic, social and emotional development of children and/or determining eligibility for services in compliance with regulatory requirements.

Assesses students' functional capabilities and home and/or classroom environment for the purpose of determining student's functional level and developing recommendations and/or placement.

Communicates with students and/or parents with teachers and/or other personnel for the purpose of evaluating situations, solving problems and/or resolving conflicts.

Compiles information from a variety of sources (e.g. teachers, nurse, probation officer, mental health agencies, other professionals, etc.) for the purpose of producing a comprehensive evaluation report in compliance with established guidelines.

Consults with teachers, parents, other personnel and/or outside professionals for the purpose of providing requested information, developing plans for services and/or making recommendations.

Coordinates with community agencies including medical, judicial, social service and mental health services for the purpose of determining appropriate treatments, etc. to meet the needs of specific students.

Counsels students, parents and guardians for the purpose of enhancing student success in school.

Develops behavior plans, curriculum modifications, etc. for the purpose of implementing treatment programs.

Facilitates meetings, processes, etc. for the purpose of meeting curriculum guidelines and/or ensuring that state mandates are achieved.

Implements school wide program development and program evaluation (e.g. crisis intervention services, etc.) for the purpose of ensuring effective programs to assist children who experience physical, mental, social or emotional difficulties.

Intervenes in occurrences of inappropriate behavior of students for the purpose of assisting students in modifying such behavior and developing successful interpersonal skills.

Participates in meetings, workshops and seminars as assigned (e.g. threat assessment, student intervention, student success, crisis, etc.) for the purpose of conveying and/or gathering information required to perform functions.

Prepares a wide variety of written materials (e.g. extension requests, correspondence, memos, behavior plans, Medicaid billings, reports, required documentation, Psych Ed Summary, Psych Report, etc.) for the purpose of documenting activities, providing written reference, and/or conveying information.

Researches resources and methods (e.g. intervention and treatment techniques, assessment tools and methods, community resources, etc.) for the purpose of determining the appropriate approach for addressing students' functional goals.

Supervises interns, practicum students and others for the purpose of monitoring performance, providing for professional growth and achieving overall objectives of school's curriculum.

Other Functions:

Performs other related duties as assigned for the purpose of ensuring the efficient and effective functioning of the work unit.

Job Requirements: Minimum Qualifications

Skills, Knowledge and Abilities

SKILLS are required to perform multiple tasks with a potential need to upgrade skills in order to meet changing conditions. Specific skill based competencies required to satisfactorily perform the functions of the job include: applying assessment instruments; operating standard office equipment including pertinent computer software, and preparing and maintaining accurate records.

KNOWLEDGE is required to perform basic math, including calculations using fractions, percents, and/or ratios; read a variety of manuals, write documents following prescribed formats, and/or present information to others; and understand complex, multi-step written and oral instructions. Specific knowledge based competencies required to satisfactorily perform the functions of the job include: psychology and educational principles; and pertinent codes, policies, regulations and/or laws.

ABILITY is required to schedule activities; collate data; and use basic, job-related equipment. Flexibility is required to work with others in a variety of circumstances; work with data utilizing defined but different processes; and operate equipment using defined methods. Ability is also required to work with a wide diversity of individuals; work with similar types of data; and utilize job-related equipment. Problem solving is required to identify issues and create action plans.

Problem solving with data may require independent interpretation; and problem solving with equipment is limited. Specific ability based competencies required to satisfactorily perform the functions of the job include: adapting to change work priorities; communicating with diverse groups; maintaining confidentiality; meeting deadlines and schedules; working as part of a team; working with detailed information/data; and maintaining effective working relationships.

Responsibility

Responsibilities include working under direct supervision using standardized routines; providing information and/or advising others; utilization of some resources from other work units may be required to perform the job's functions. There is a continual opportunity to have some impact on the organization's services.

Work Environment

The usual and customary methods of performing the job's functions require the following physical demands: some lifting; carrying, pushing, and/or pulling. And significant fine finger dexterity. Generally the job requires 60% sitting, 20% walking and 20% standing. This job is performed in a generally clean and healthy environment.

Certificates and Licenses:

ADE School Psychologist Certification

Graduate degree from NASP-Approved School

Psychology program preferred

BCBA Certification preferred

School psychologist experience in a public school system preferred

Clearances:

Valid IVP Fingerprint Clearance Card

Background Clearance

FLSA Status – Exempt

Primary Location: Special Education