

CHURCHILL COUNTY SCHOOL DISTRICT

SCHOOL PSYCHOLOGIST

FLSA Status: Exempt

Created: 3/12/2018

Last Revised:

DEFINITION:

The School Psychologist will assist students to succeed academically, socially, and emotionally. They collaborate with educators, administrators, families, and other mental health professionals to create safe, healthy, and supportive learning environments for all students and strengthen connections between home and school. The School Psychologist will provide a full range of psychological services to children, including screening and assessment, designing remedial education programs, individual and group counseling with school staff, parents, and outside agencies as appropriate. The School Psychologist functions as a member of the multi-disciplinary team to determine the student's eligibility for special services, appropriate programming, and on-going progress.

SUPERVISION RECEIVED AND EXERCISED:

Work is performed under the direction of the principal and/or Director of Special Services.

ESSENTIAL FUNCTIONS: *(Performance of these functions is the reason the job exists. Assigned job tasks/duties are not limited to the essential functions).*

1. Provide individual and group services to children and/or parents that emphasize improved educational performance and/or conduct.
2. Screen and evaluate referred children including selecting appropriate instruments, administering tests, observations, and writing reports, which state the evaluation findings and provide for educational program recommendations.
3. Administers appropriate assessments to students, on referral, interprets results, summarizes findings for parents, and reports findings via approved district procedures; writes intervention plans; ensures that assessments and plans are implemented within stipulated time frames and according to guidelines; processes appropriate referral documentation.
4. Participate as a member of the multi-disciplinary team and the individualized education program (IEP) committee contributing evaluation findings and collaborating on the child's education plan.
5. Provide collaborative consultation and documentation of results including assisting basic education staff with suggestions, pre-referral intervention strategies, and providing recommendations and modifications to assist basic education staff in working with special education students in the classroom setting.
6. Consult with parents, teachers, and other appropriate staff regarding the child's program and any adaptations/materials needed to facilitate improved performance in the classroom or at home.

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7. Provide direct services through a variety of methods (e.g. classroom presentation, co-teaching in general education settings, in-services to staff/parents, etc.) as needed.
8. Maintain appropriate data on students to document current levels of performance and other pertinent information. Re-evaluate, as appropriate, to determine extent of progress and effectiveness of therapy.
9. Support and implement District policies, regulations, procedures, and administrative directives; demonstrates loyalty to the District and other administrators. Supports and follows the policies and procedures of the school districts served.
10. Submit records, reports, and assignments promptly and efficiently.
11. Demonstrate ability to adjust to and use new approaches in the performance of his/her duties.
12. Seek and take advantage of opportunities for professional growth.

QUALIFICATIONS:

Knowledge, Skills, and Abilities: (KSAs are the attributes required to perform a job; generally demonstrated through qualifying experience, education, or training.)

Knowledge of:

- State and federal regulations regarding the identification and placements of students in special education.
- Current theories and methodologies of effective family instructional intervention and behavior modification.
- Community support resources and family service agencies

Skills to:

- Obtain, clarify, and exchange information and provide instruction to parents related to the use of behavior modification techniques.
- Communicate effectively both written and orally.
- Participate as a collaborative member with other faculty and staff.

Ability to:

- Effectively communicate instructional strategies and interventions, maintain confidentiality, act as a liaison with community family service agencies and other support resources, establish and maintain effective working relationships with a variety of people in a multicultural diverse socio-economic setting.
- Maintain security of confidential information

Experience and Training Guidelines: *Any combination of training, education, and experience that would provide the required knowledge, skills, and abilities. A typical way to gain the required knowledge, skills, and abilities is:*

Master's degree from an accredited college or university in School Psychology or related field.

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Required Certifications and Licenses:

Licenses and Certifications: Must possess or be able to acquire a valid teaching certificate issued by the Nevada Department of Education and be certified in the relevant subject area.

Physical and Mental/Intellectual Requirements: The physical and mental requirements described here are representative of those that must be met by an employee to successfully perform the essential functions of the job.

Strength, dexterity, and coordination to use keyboard and video display terminal for prolonged periods. Strength and stamina to bend, stoop, sit, and stand for long periods of time. Dexterity and coordination to handle files and single pieces of paper; occasional lifting of files, stacks of paper or reports, references, and other materials. Some reaching for items above and below desk level. Some reaching, bending, squatting, and stooping to access files and records is necessary. The manual dexterity and cognitive ability to operate a personal computer using word processing and databases. The ability to interact professionally, communicate effectively, and exchange information accurately with all internal and external customers. Light lifting (up to 25 pounds) is occasionally required.

Please see chart below indicating specific physical requirements.

In compliance with applicable disability laws, reasonable accommodations may be provided for qualified individuals with a disability who require and request such accommodations. Applicants and incumbents are encouraged to discuss potential accommodations with the employer.

PHYSICAL CAPACITY REQUIRMENTS FOR POSITION

(Mark with an X, leave blank where not applicable)

ESSENTIAL FUNCTIONS	LESS THAN 25% OF TIME	25% TO 49% OF TIME	50% TO 74% OF TIME	75% TO 100% OF TIME
Sitting	X			
Standing	X			
Walking	X			
Bending/Stooping/Squatting/Twisting	X			
Crawling				
Kneeling				
Reaching above the body	X			
Reaching away from body	X			
Climbing Stairs				
Climbing while working (ladders, stools, roofs, poles)				
Balancing				
Lifting &/Or Carrying objects:				
50 Pounds or 1/3 Bodyweight	X			
Pushing				

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ESSENTIAL FUNCTIONS	LESS THAN 25% OF TIME	25% TO 49% OF TIME	50% TO 74% OF TIME	75% TO 100% OF TIME
Pulling				
Grasping/Gripping	X			
Handling				
Applying Torque (arms)				
Fine Manipulation				
Repetitive Work	X			
Weight Bearing				
Typing, Keyboarding, or Entering Data		X		
Computer Monitor/CRT		X		
Driving a Vehicle		X		
Working Alone				
Operating Machinery or Equipment:				
Heavy Equipment				
Vibrating Equipment				
Power Tools				
Machine/Electrical Hazards				
Ladders > 6 Feet				
Personal Protective Equipment				
Respirator Use				
Work Conditions:				
High Noises				
Heights				
Confined Spaces				
Heat Stress	X			
Cold Stress	X			
UV Exposure	X			
Hazardous Chemicals/Waste >8 Hours Per Day				
Overtime/Irregular Hours				
Senses:				
Eyes				
Visual Demanding Work	X			
Near Vision	X			
Far Vision				
Depth Perception				
Basic Color Discrimination				
Hearing Protection				
Speech Discrimination	X			
Audio Arms				

Working Conditions:

Work is performed under the following conditions:

Exposure to climate controlled classroom settings to outside weather with temperatures ranging from mild/moderate to extreme cold/heat. May involve exposure to noise levels

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ranging from moderate to very loud and occasional to frequent time periods. May involve work in crowded environments.

Hazards: Classroom furniture, playground/office equipment, communicable diseases, chemicals (as related to specific assignment), and power/hand operated equipment and machinery (as related to specific assignment).

Employee's Acknowledgement: I acknowledge that I have read the above job description and have received a copy for my records.

Employee Name: _____

Employee Signature: _____ Date: _____

Human Resources Signature: _____ Date: _____