

Jordan School District
LICENSED JOB DESCRIPTION

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| Job Title: School Psychologist | Lane Placement: <u>Schedule C</u> |
| Department / Location: Schools | FLSA Classification: <u>Exempt</u> |
| Supervisor's Title: Principal | Contract: <u>Various</u> |
| Guidance Approval: <u>[Signature]</u> | Date: <u>6-6-17</u> |
| Department Approval: <u>[Signature]</u> | Date: <u>6-7-17</u> |
| ADA Review: <u>[Signature]</u> | Date: <u>6-7-17</u> |
| Human Resource Approval: <u>[Signature]</u> | Date: <u>6-7-17</u> |
| Superintendent Approval: <u>[Signature]</u> | Date: <u>6/12/17</u> |
| Original date: <u>04/2000</u> | Revised: <u>07/15</u> Revised: <u>06/17</u> Revised: <u> </u> |

GENERAL FUNCTION

Under the direction of the school principal, the **School Psychologist** will assist in the identification, evaluation and remediation of students with disabilities as mandated by State and Federal regulations. Meet with students individually or in group sessions and frequently work with administrators, classroom teachers, school counselors, school nurses, parents, and community groups. Will provide responsive services, guidance curriculum, and system support to address student needs. Use data and ongoing program evaluation to ensure that student needs and school goals are met. Required to spend 1/2 day per week at the Jordan Family Education Center (JFEC) to be scheduled and coordinated by the JFEC Coordinator.

The incumbent is responsible to follow all policies and guidelines as detailed by District policy.

ESSENTIAL FUNCTIONS

- Function as the mental health member of the resource and special education support class teams and attend team and Individual Education Plan (IEP) meetings as directed by the LEA representative.
- Provide the team with information (i.e., screening, observations, diagnosis, classification, written psychological reports, student progress, testing needs, parent contacts and recommendations for programming) on referred students. Psychological reports are to be completed within thirty working days of the date of the last test administered.
- Assist in the screening and classification of students with disabilities prior to the development of the IEP and placement of students in programs.
- Administer appropriate assessment instruments to assess students' strengths and weaknesses. Comply with State and Federal regulations in the area of assessment.
- Assist the team in interpreting information provided by the parents from outside providers.
- Assist in developing IEPs for students with disabilities, including writing, implementing and monitoring appropriate annual goals and short term objectives, if needed.
- Assist in the development and implementation of classroom management and mental health programs and interventions designed to provide appropriate educational opportunities for all students.
- Provide individual and/or group counseling to students with disabilities and consultation services to their parents.
- Cooperate with educators and support personnel in scheduling students for services.
- Provide the principal with a daily schedule of student contacts and related activities. The schedule will be reviewed and updated as needed.
- Obtain appropriate and necessary Parent Consent to Evaluate and Parent Consent for Placement forms for students who may be qualified as having an emotional disturbance and whose primary service provider is the school psychologist.

- Maintain data required by State and Federal regulations (including an updated student log) for all students for whom guidance services are provided. Maintain Medicaid logs on Special Education students who are receiving guidance services.
- Maintain accurate, complete, confidential and secure student files and assessment materials.
- Complete, submit and maintain SCRAM (Self-Contained Resource Accounting Master) records for students whose primary service provider is the school psychologist as required by local and state agencies.
- Act as a liaison between school and outside agencies to meet mental health needs of students.
- Provide in-service and materials to parents, educators, and other team members related to mental health issues.
- Provide counseling, intake assessments and/or parent education classes through the JFEC.
- Provide counseling services on an individual and/or group basis to students.
- Provide leadership for the school in:
 - Knowledge of media, materials, programs and tests related to guidance activities;
 - Implementation of preventive and developmental guidance programs; and
 - Remediation of problems related to guidance issues.
- Maintain a current list of programs and materials (inventory).
- May provide services in multiple schools daily which requires travel using own transportation.
- May be expected to provide support for individual (Tier III-LRBI Manual) behavior interventions and/or emergency safety interventions for students based on assigned location which includes:
 - **Physical Guidance**-Physically guiding a student through proper motions to complete a task or demonstrate a skill in response to mild resistance that does not pose a risk of danger to self or other, on behalf of the student, while at the same time does not restrict, immobilize or reduce the ability of the student to freely move their torso, arms, legs or head.
 - **Physical Restraint**-Implement an emergency safety intervention where the student's behavior poses an immediate danger to themselves or others. This would include a personal restriction that immobilizes or reduces the ability of an individual to move their arms, legs, body or head.
- Required to travel to District schools or other locations using own transportation.
- Participate in appropriate educator evaluation procedures as per State and District guidelines in accordance with DP311-Evaluation of Licensed Personnel.
- Maintain professional competence through in-service education activities required by the District and State, as well as self-selected professional growth activities.
- Demonstrate professional ethics as outlined by the Utah Professional Practices Advisory Commission. Represent the District in a professional, ethical and positive manner.
- Attend and participate in faculty/department and Guidance meetings as required.
- Participate in a reasonable number of faculty committees as requested.
- Follow District procurement guidelines with administrative approval.
- Create a clean and organized environment that is conducive to student learning.
- Is responsible for understanding and adhering to all District policies and complete the annual crucial policy review.
- Adhere to contract time.
- Other duties and responsibilities as assigned by the principal/administrator.

- This description should not be construed to contain every function/responsibility that may be required to be performed by an incumbent assigned to this position.
- Incumbent is required to perform other related functions as assigned. Other related functions can be performed for no more than 20% of an employee's normal workweek (i.e. eight (8) hours per week, or thirty-two (32) hours per month).

QUALIFICATION REQUIREMENTS

- Requires compliance with USBE state license requirements.
- Requires a Master's Degree in School Psychology from an accredited college or university.
- May be required to complete research-based District trainings on understanding the cycle of crisis and de-escalation strategies (i.e. ASPEN, Mandt, etc.).
- Requires strong oral and written communication skills with students, parents and staff.
- Requires strong computer and educational technological skills.

- Requires effective problem solving, organizational, multi-tasking, and time management skills.
- Requires the ability to implement effective counseling strategies and provide crisis intervention and follow-up.
- Requires the ability to complete psychoeducational assessments and reports.
- Requires thorough knowledge and background in Individuals with Disabilities Education Act (IDEA) as well as State/Federal regulations for Special Education.
- Requires the ability to establish and maintain effective working relationships with students, parents, school staff, District staff, and patrons.
- Requires the ability to work as a member of a team as well as the ability to work independently with little direct supervision.
- Requires knowledge of State Core Standards and Board of Education adopted guidelines.
- Requires the ability to adapt readily to change on an ongoing basis.
- Requires knowledge and ability to provide behavioral interventions.
- Requires the ability to provide consultation in areas related to behavior or academics to teachers, staff, and parents.
- Requires a valid driver's license that allows incumbent to legally operate a motor vehicle in Utah.
- Fulfill the employee immunization requirements or complete the applicable health department exemption form if required.

To perform this job successfully, an individual must be able to perform each essential duty satisfactorily. The requirements listed above are representative of the education, knowledge and experience requirements; the machine, tools and equipment used; and any licenses or certifications required. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions of this position.

Machines, Tools & Equipment Used:

- Standard office equipment, educational technology, computers, standard machines used in a teacher workroom.

Physical Requirements – Not limited to the following:

- While performing the duties of this job, the school psychologist is frequently required to speak and/or hear. The employee is frequently required to sit; stand or walk; occasionally reach with hands and arms and stoop, kneel, or crouch. The school psychologist is occasionally required to use hands to handle materials or objects.
- The employee must frequently lift and/or move up to 10 pounds and occasionally lift and/or move up to 30 pounds.
- Specific vision abilities required by this job include close vision, distance vision and peripheral vision.
- As determined by the Special Education department, may be required to provide Physical Guidance and/or Physical restraint as outlined in the LRBI Manual.

- Occasional (0-33%) Frequent (34-66%) Constant (66-100%)
- Physical ability to perform the essential functions listed above with or without reasonable accommodation.
- Possess the physical, mental and emotional stability to work under stressful condition, including but not limited to: deadlines, contract requirements, inspection requirements and interaction with critical personnel.

NOTE: *This list of essential and marginal functions and of physical requirements is not exhaustive and may be supplemented in accordance with the requirements of the job.*