

POLICY: GCA PSY
Approved: November 27, 2006
Reviewed:
Revised:

JOB DESCRIPTION – SCHOOL PSYCHOLOGIST

Qualifications:

A School Psychologist has a master's degree from an accredited college or university. In addition, a School Psychologist has completed course work in all of the following which shall include a minimum of 30 graduate level semester credits beyond a master's degree in the areas of Psychological Foundations (developmental psychology, measurement theory, personality theory, psychology of learning, psychopathology/abnormal behavior disorder, research theory, and methods and statistics); Education Foundations (regular education methods or curriculum and special education methods); Core Professional Program (individualized academic and behavioral programming, psycho educational interventions, assessment including intelligence, personality, achievement, adaptive and sensory motor assessment, school psychological services including role, issues, ethics, laws and regulations, and at least 600 hours of supervised practicum). A School Psychologist must have one year of successful experience, or an internship as a School Psychologist, under the supervision of a cooperating School Psychologist. School Psychologists are licensed by the Department of Public Instruction.

Reports to:

The School Psychologist is under the supervision of the Director of Pupil Services.

Roles and Responsibilities:

A. Assessment

1. Review and communicate the Federal and State regulations regarding services for children with Special Education Needs.
2. Determine intellectual, academic, social and behavioral functioning as it pertains to the school environment.
3. Assist in the ongoing assessment of students and use assessment data to develop appropriate services for students.
4. Provide written summaries and documentation as needed to accomplish 1-3 above. Participate in planning and decision-making as a member of IEP teams and other decision-making teams.
5. Review the results of individual student performance at the District's kindergarten screening and communicate the results to the child's parents and District Administration.
6. Complete individual evaluations of students who are candidates for early admission to kindergarten and communicate results and recommendations to parents and the appropriate school staff/administration.

7. Assist in the review of information and/or complete evaluations of students as needed in the identification of children who are disabled as defined under Section 504 of the Rehabilitation Act of 1973. Assist in the development of interventions and/or accommodations as needed.

B. Consultation

1. Assist in the review of information and/or complete evaluations of students as needed in the identification of children who are disabled as defined under Section 504 of the Rehabilitation Act of 1973. Assist in the development of interventions and/or accommodations as needed.
2. Consult with staff in development and management of special education programs.
3. Consult and collaborate with parents, teachers and outside agencies in providing services for students.
4. Review educational records of students as needed to determine patterns of behavioral and academic functioning, school attendance, prior interventions, etc. Communicate the results of the examination of records to the appropriate school personnel.
5. Serve as a member of the building student assistance team, participating in team consultation and problem solving regarding students' academic and behavioral functioning within the school setting.
6. Consult with parents, teachers and administrators regarding truancy, student expulsion and student retentions.
7. Consult with teachers, parents and/or administrators regarding students who are transitioning from elementary to middle school and middle school to high school.

C. Intervention

1. Plan and implement intervention strategies to facilitate positive academic and behavioral changes within the individual or group.
2. Provide psychological services to special education students as directed by the student's IEP.
3. Assist with the crisis management of situations within the school setting to promote the safety and mental health of students and staff.
4. Participate in counseling regular and special education students to promote positive cognitive, emotional and behavioral changes.

D. Administrative

1. Serve as case manager and coordinator for IEP Team evaluations as assigned by the Director of Pupil Services.
2. Assist in the development of forms and procedures to guide the IEP Team process and building consultation team.

E. Other

Other duties as assigned by the Director of Pupil Services or other designated administrator.