

Jordan School District  
**LICENSED JOB DESCRIPTION**

Job Title: **School Psychologist—Evaluation Support (506)**

Department / Location: District

FLSA Classification: Exempt

Supervisor's Title: School Psychologist Consultant

Contract: Various

Original date: 12/2021 Revised: \_\_\_\_\_ Revised: \_\_\_\_\_ Revised: \_\_\_\_\_

**GENERAL FUNCTION**

Under the direction of the **School Psychologist Consultant**, the **School Psychologist- Evaluation Support**, from a central District office location, will assist site-based school psychologists in the identification, evaluation, and intervention for students with disabilities as mandated by State and Federal regulations at various locations throughout the District. Evaluate students individually and frequently work with administrators, school-based school psychologists, classroom teachers, school counselors, social workers, school nurses, parents, and community groups. Use data and ongoing program evaluation to ensure that student needs and school goals are met. Required to provide services at the Jordan Family Education Center (JFEC) in addition to the assigned contract hours as scheduled and assigned by the JFEC Coordinator or designee.

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

**ESSENTIAL FUNCTIONS**

- 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).
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- Function as a part of the Individual Education Plan (IEP)/504 team by recommending, conducting, interpreting, and reporting psychological testing and reports when assigned.
  - Provide the school IEP/504 team with information (i.e., screening, observations, 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
  - As a condition of employment, incumbent is required to provide child-centered family counseling, intake assessments, support groups or classes for students and/or parent education classes through the Jordan Family Education Center which is in addition to the regularly assigned contract hours. Requires an additional two to three hours per week in the evenings each quarter, depending on the assignment. Additional compensation or time off is provided.
  - Administer appropriate assessment instruments to assess students' strengths and weaknesses. Comply with State and Federal regulations in the area of assessment.
  - Assist the IEP/504 team in interpreting information provided by the parents from outside providers.
  - Assist schools with the development of Functional Behavior Assessments (FBA) and/or Behavior Intervention Plans (BIP).
  - May assist in the development and implementation of classroom management and mental health programs and interventions designed to provide appropriate educational opportunities for all students.
  - May provide individual and/or group counseling to students with disabilities and consultation services to their parents.
  - Support and promote a Restorative MTSS with positive behavior intervention supports (PBIS), trauma-responsive practices, mental health services and supports, prevention and response planning, and inclusivity, equity, and cultural competence.
  - Cooperate with school and District personnel in scheduling students for assessment and/or support services.
  - Provide the School Psychologist Consultant with a daily schedule. The schedule will be reviewed and updated as needed.

- 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.
- May assist in the completion, submission, and maintenance of SCRAM (Self-Contained Resource Accounting Master) records as required by local and state agencies.
- Act as a liaison between District, school and outside agencies to meet mental health needs of students.
- May provide in-service and materials related to psychological assessments.
- Function as a member of the District Crisis Response Team.
- May Provide leadership for schools in:
  - Knowledge of media, materials, programs and tests related to guidance activities; and
  - Remediation of problems related to guidance issues.
- Maintain a current list of programs and materials (inventory).
- 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 at multiple locations 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.
- 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.
- 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. Requires daily attendance at assigned work location.
- 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.
- Other duties and responsibilities as assigned by the principal/administrator.

- 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.*

## **QUALIFICATION REQUIREMENTS**

- Requires compliance with USBE state license requirements.
- Requires a Master's or Specialist'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.