

Jordan School District
LICENSED JOB DESCRIPTION

Job Title: **School Psychologist - Specialist (507)**

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 Specialist** will assist in development and implementation of school psychological goals, strategies, evaluations, programs, standards, and other supportive measures including training and in-service programs. Will assist in the identification, evaluation and remediation of students with disabilities as mandated by State and Federal regulations. Will frequently work with administrators, site-based school psychologists, classroom teachers, school counselors, social workers, school nurses, parents, and community groups. Will provide responsive services, guidance curriculum, and system support to address student and site-based needs. Use data and ongoing program evaluation to ensure that student needs and District goals are met. Will assist in coordinating the Jordan Family Education Center (JFEC) in addition to the assigned contract hours.

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).

- Function as a member of the District Mental Health Team (DMHT), and may attend team, Individual Education Plan (IEP) meetings, and others as needed and/or directed.
- Provide training and support (i.e., screening, observations, diagnosis, classification, written psychological reports, student progress, testing needs, parent contacts and recommendations for programming) as directed.
- Assist in the development and implementation of training/professional development regarding screening and classification of students with disabilities.
- Will assist with the coordination, supervision and delivery of 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 or more hours per week in the evenings each week, depending on the assignment. Additional compensation or time off is provided.
- Administer, train and support school psychologists with appropriate assessment instruments to assess students’ strengths and weaknesses. Comply with State and Federal regulations in the area of assessment.
- Assist in preparing materials, reports, budgets, presentations, and recommendations as assigned.
- Function as a member of the District Crisis Response Team.
- 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.
- Assist with 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.
- Assist the Section 504 coordinator, Section 504 specialist, and primary case manager by with determining eligibility, conducting, implementing, and monitoring Section 504 plans as needed and as assigned. Assist with Section 504 grievance and/or OCR investigations.

- Assist in providing consultation and coordination of additional services related to assessments, crisis intervention, counseling services, behavioral supports, or coverage for FMLA.
- Maintain accurate, complete, confidential and secure student files and assessment materials.
- Act as a liaison between District and outside agencies to meet mental health needs of students.
- Provide in-service and materials related to mental health issues.
- Provide counseling services on an individual and/or group basis to students as assigned.
- Provide leadership 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.
- 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.
- 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.