

KYRENE SCHOOL DISTRICT, ARIZONA

CLASS SPECIFICATION

CLASS TITLE: School Psychologist

BAND	GRADE	SUBGRADE
C	5	2
DEPARTMENT: Teacher	ACCOUNTABLE TO: Director of Psychological Services and Student Assessment	FLSA STATUS: Exempt
CLASS SUMMARY: Incumbents are responsible for applying skills and knowledge of modern psychology to the process of educating children by involving the students, teachers, administrators, and other district personnel. Duties include: providing school-based collaboration and consulting to eliminate or reduce student learning and behavioral problems and to increase skill levels of teachers, parents, administrators and other key staff; evaluating students for purposes of diagnosis of disabilities, educational planning, and compliance with assessment plans; providing primary, secondary and tertiary mental health services; critically examining, delimiting, and communicating findings of medical and psychoeducational research literature and implications for children's learning, education environments, and behavioral processes to teachers, parents and administrators; determining how rights of parents and children effect decision making at critical junctures; coordinating school problem solving teams; providing systems level collaboration by linking with external mental health resources to best address the mental health and learning needs of students; and, facilitating organizational change by applying knowledge of behavioral science technology, research, and theory.		
DISTINGUISHING CHARACTERISTICS: The School Psychologist is a stand-alone classification.		

DUTY NO.	ESSENTIAL DUTIES: (These duties are a representative sample; position assignments may vary.)	FRE-QUENCY	BAND/ GRADE
1.	Provides school-based collaboration and consulting to eliminate or reduce student learning and behavioral problems and to increase skill levels of teachers, parents, administrators and other key staff to include identifying and prioritizing issues and problems, determining focus of collaborative problem solving, determining type of structure needed for collaborative problem solving, and determining training or knowledge needs of teachers, parents, and other key personnel.	Daily	C4

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2.	Evaluates students for purposes of diagnosis of disabilities, educational planning, and compliance with assessment plans to include identifying referral questions, selecting appropriate assessment methods and data recording procedures to answer referral questions, selecting and assigning staff roles, educating parents and teachers regarding child development needs, lending expertise to Assessment Advocates and school based assessment teams, monitoring and adjusting individualized plans, identifying the most appropriate remedial or compensatory plan to improve the child's functioning, and determining the most appropriate interpretation of the assessment data.	Daily	C4
3.	Provides primary, secondary and tertiary mental health services to include determining educational impact of mental health needs of the child, determining the appropriateness of individual or group counseling or referral to and outside agency, and determining the nature and scope of the problem and the resources necessary for crisis intervention.	Daily	C4
4.	Determines how rights of parents and children affect decision making at critical junctures to include making decisions related to alleged child abuse, remaining cognizant of key legal issues that impact learning and behavioral issues, convening school based teams to discuss these issues, identifying factors that may impinge on a special education child's right to education in the least restrictive environment, facilitating functional behavior assessment of disabled children who require frequent discipline, and determining manifestation of behavior in manners of suspension of special education students.	Daily	C4

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5.	Coordinates school problem solving teams to include determining and making recommendations for children’s special education eligibility, determining and making recommendations for children’s eligibility for accommodation under section 504 of the Rehabilitation Act, assisting with the identification of problems to be addressed in Child Study Teams, assisting with determining allocation of funds for tobacco, alcohol, and drug prevention activities, determining need for informal planning teams to address learning and behavioral needs of children, and negotiating and mediating conflicts to resolve differences with regard to problem identification, problem remedies, interpretation of guidelines of Individuals with Disabilities Education Act of 1997 and Section 504 of the Rehabilitation Act of 1973 eligibility, and role ambiguity.	Daily	C4
6.	Examines, delimits, and communicates findings of medical and psychoeducational research literature and implications for children’s learning, education environments, and behavioral processes to teachers, parents and administrators to include identifying specific research to be reviewed based on identified issues, determining if conclusions of the author/researchers are sound based on known findings, and choosing best mode for communicating findings.	Weekly	C4
7.	Provides systems level collaboration by linking with external mental health resources to best address the mental health and learning needs of students to include determining school based needs and necessity of various types of mental health services, identifying external resources and agencies to address student mental health needs, determining need for individual referral to an outside agency and facilitating referral with parent, and determining need for counseling groups facilitated at school sites by counselors from outside agencies.	Monthly	C4

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8.	Facilitates organizational change by applying knowledge of behavioral science technology, research, and theory to include determining and responding to need for change, determining structure of and conducting a needs assessment, facilitating the identification of a specific area to be changed by clarifying goals and objectives, determining needs to be remedied, and recommending course of action based on identified needs and targeted outcomes.	Monthly	C4
9.	Submit Medicaid billing as directed.	Monthly	A1
10.	Performs other duties of a similar nature or level.	As Required	N/B

Knowledge (position requirements at entry):

Knowledge of:

- Data analysis techniques as applied to qualitative and quantitative statistical analysis;
- Scope and sequence of curriculum;
- Theoretical models and approaches to counseling;
- Normal developmental sequence of childhood including cognitive, emotional, physical, social, and academic;
- Normal and abnormal human development and psychopathology;
- Community resources including medical, social, and legal;
- A wide variety of assessment instruments and methodologies including psychometric properties, reliability and validity, best practices;
- Laws, rights, guidelines, and ethical principals;
- Current research relevant to all facets of psychology and education as related to behavior and learning problems of children;
- Human behavior from a social systems perspective.

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Skills (position requirements at entry):

Skill in:

- Using office equipment such as telephones, white boards/easels, copy machines, dictaphones, overhead projectors, and fax machines;
- Using computers and accompanying software applications;
- Reading and analyzing professional journals and books;
- Using assessment instruments specific to psychological and educational assessment, play therapy games, various props, stop watches, and sports equipment;
- Problem solving techniques;
- Establishing interpersonal relationships;
- Analyzing and interpreting formative and summative data and qualitative and quantitative research findings;
- Mentoring and assisting colleagues to become better problem-solvers;
- Applying counseling techniques;
- Administering, scoring, interpreting, and applying assessment tests and results;
- Coordinating District and outside agency services to meet the needs of the student population;
- Applying ethical principals in decisions affecting students, teachers, administrators, and parents;
- Providing leadership;
- Evaluating research findings;
- Facilitating openness to change within a system;
- Communication, interpersonal skills as applied to interaction with coworkers, supervisor, the general public, etc. sufficient to exchange or convey information and to receive work direction.

Training and Experience (position requirements at entry):

Masters Degree in School Psychology; or, an equivalent combination of education and experience sufficient to successfully perform the essential duties of the job such as those listed above. A Doctorate is preferred.

Licensing Requirements (position requirements at entry):

- Arizona School Psychologist Certificate K-12
- AHCCCS number to submit Medicaid billing (within four weeks of hire).

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Physical Requirements:

Positions in this class typically require: stooping, reaching, standing, walking, fingering, grasping, talking, hearing, seeing, and repetitive motions.

Incumbents may be subjected to hazardous materials such as body fluids.

Sedentary Work: Exerting up to 10 pounds of force occasionally and/or a negligible amount of force frequently or constantly to lift, carry, push, pull or otherwise move objects, including the human body. Sedentary work involves sitting most of the time. Jobs are sedentary if walking and standing are required only occasionally and all other sedentary criteria are met.

Classification History:

Draft prepared by Fox Lawson and Associates LLC (ARK)

Date: 3/98

Revised: 4/99