

**KYRENE SCHOOL DISTRICT
CLASS SPECIFICATION
SCHOOL PSYCHOLOGIST**

<u>DEPARTMENT:</u>	<u>BAND/GRADE/SUBGRADE:</u>	<u>FLSA STATUS:</u>
Allied Health	C/5/2	Exempt

CLASS SUMMARY:

The School Psychologist is the second level of a two level series. Incumbents are responsible for applying skills and knowledge of modern psychology, within the professional scope of practice of psychology, to the process of educating children in conjunction with students, teachers, administrators, and other District staff including the supervision of School Psychologist Interns.

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; and providing systems level collaboration by linking with external mental health resources to best address the mental health and learning needs of students.

Incumbents supervise staff performing a full range of supervisory duties including directing work, training and coaching, discipline, and performance evaluation. Incumbents may be working supervisors and as such may be responsible for performing the same duties as those they supervise.

The School Psychologist is distinguished from the School Psychologist Intern in that the former supervises the delivery of services by the latter.

Chain of Command:

The School Phycologist works under the supervision of the school principal and reports to the Director of Exceptional Student Services.



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<u>ESSENTIAL DUTIES:</u> This class specification represents only the core areas of responsibilities; specific position assignments will vary depending on the needs of the department.	<u>PERCENT OF TIME</u>	<u>BAND/ GRADE RATING</u>
Provides school-based collaboration, consulting, and supervision of interns to eliminate or reduce student learning and behavioral problems and to increase skill levels of teachers, parents, administrators and other key staff including identifying and prioritizing issues and problems; determining focus and structure of collaborative problem solving; and determining training or knowledge needs of teachers, parents, and other key personnel.	Daily 20%	C/4
Evaluates students for purposes of diagnosis of disabilities, educational planning, and compliance with assessment plans including 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 20%	C/4
Provides primary, secondary and tertiary mental health services including determining educational impact of mental health needs of the child; determining the appropriateness of individual or group counseling or referral to an outside agency; and determining the nature and scope of the problem and the resources necessary for crisis intervention.	Daily 20%	C/4
Determines how rights of parents and children affect decision making at critical junctures including making decisions related to alleged child abuse; remaining cognizant of key legal issues that impact learning and behavioral issues and convening school based teams to discuss such 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 10%	C/4



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<p>Coordinates school problem solving teams including determining and making recommendations for children’s special education and accommodation under section 504 of the Rehabilitation Act eligibility; assisting with determining allocation of funds for prevention activities; determining need for informal planning teams and child study 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 applicable federal laws, and role ambiguity.</p>	<p>Daily 5%</p>	<p>C/4</p>
<p>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 including 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.</p>	<p>Weekly 5%</p>	<p>C/4</p>
<p>Provides systems level collaboration by linking with external mental health resources to best address the mental health and learning needs of students including 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.</p>	<p>Monthly 5%</p>	<p>C/4</p>
<p>Facilitates organizational change by applying knowledge of behavioral science technology, research, and theory including determining and responding to need for change; determining structure of and conducting a needs assessment; and 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.</p>	<p>Monthly 5%</p>	<p>C/4</p>
<p>Submits Medicaid billings.</p>	<p>Monthly 5%</p>	<p>A/1</p>
<p>Performs other duties of a similar nature and level as assigned.</p>	<p>As Required</p>	

Training And Experience:

Master’s degree in psychology is required; doctorate degree is preferred; or, an equivalent combination of education and experience sufficient to successfully perform the essential duties of the job such as those listed above.



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Licensing/Certification Requirements:

- AZ School Psychologist Certificate K-12;
- AHCCCS number for Medicaid billing within four weeks of hire;
- AZ Fingerprint Clearance Card.

Knowledge of:

- Pertinent federal, state, and local laws, codes, rules, regulations, codes, and statutes;
- District policies, procedures, organization structure and school requirements;
- Psychology principles and practices;
- School psychology subject matter including human behavior and social systems, theoretical counseling models and approaches, normal and abnormal human development and psychopathology, and normal cognitive, emotional, physical, social and academic developmental sequence of childhood;
- Relevant medical, social, and legal community resources;
- Assessment instruments and methodologies;
- Current relevant research related to psychology and behavior and learning problems of children;
- Safety procedures.

Skill in:

- Working under pressure to meet timelines and handling multiple and changing priorities;
- Use of a variety of office and school equipment;
- Analyzing information from journal articles, books, research findings, etc.
- Use of relevant assessment tools and problem solving techniques specific to psychological and educational assessment;
- Mentoring and providing leadership related to school psychology issues;
- Administering, interpreting and applying testing results;
- Communicating effectively, both orally and in writing;
- Customer service and public relations including coordination of District and community-based services;
- Counseling, conflict resolution and problem solving;
- Interpreting and applying laws, regulations, codes, ethical considerations and policies;
- Use of a variety of computer-based technologies; and
- Establishing and maintaining harmonious working relationships with those contacted in the course of work; demonstrating tact, diplomacy and patience.



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ADA and Other Requirements:

Positions in this class typically require: stooping, kneeling, crouching, fingering, standing, walking, pushing, reaching, lifting, feeling, talking, hearing, seeing, and repetitive motions.

Incumbents may be subject to travel, body fluids, fumes, odors, dusts, gases, poor ventilation, workspace restrictions, and intense noise.

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.

Class History Information:

Prepared by Fox Lawson & Associates 10.24.08

Revised by KSD 12.5.19

