



**POSITION:** PSYCHOLOGIST-BRICK ELEMENTARY

**FLSA STATUS:** EXEMPT

**FTE STATUS:** 1.0

**REPORTING RELATIONSHIP:** BUILDING PRINCIPAL/DIRECTOR OF STUDENT SERVICES  
AND SPECIAL EDUCATION

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**SUMMARY:**

The School Psychologist promotes and enhances the overall academic mission by providing services that strengthen home, school and community partnerships and address barriers to learning and achievement. The School Psychologist completes comprehensive diagnostic evaluations which will assist the IEP Team in making appropriate decisions regarding special education eligibility and/or placement. The School Psychologist continuously improves their practice through professional learning and collaboration with peers.

**PSYCHOLOGIST PERFORMANCE RESPONSIBILITIES:**

- Commits to ongoing learning and the development of their craft; encourages, supports and mentors ongoing learning in students.
- Commits to high expectations for students, developing a vision of success for each student and moving the student towards achievement.
- Commits to positive relationships and communication, promoting and modeling a safe and supportive learning culture for all.
- Commits to honoring all students, embracing their community and diversity.
- Commits to collegiality and professionalism of self and staff.

**ESSENTIAL DUTIES AND RESPONSIBILITIES:**

- Administers comprehensive evaluations as directed by the state and federal laws and LCS.
- Consults with school personnel, parents and outside agencies concerning the assessment of students as prescribed by Michigan School Code and Public Law 94-142.
- Interprets results of evaluation to parents, teachers, school administrators, and other involved persons.
- Attends IEP Team meetings as a diagnostic staff member of children evaluated, as prescribed by state and federal regulations. This may include documentation forms on which eligibility is determined ahead of the placement meeting.
- Consults with other special education members concerning relevant information which may facilitate their diagnosis and treatment of students with disabilities, including in-service training.
- Provide information to IEP team for students being evaluated, i.e. testing, strengths, needs, etc.
- Maintains accurate, complete, and correct records as required by law, district, policy, and administrative regulations.
- Provide consultation and collaboration to students, their family members, and school staff.
- Supports Strategic Plan and School Improvement process.
- Focuses on student achievement and growth.
- Effectively and appropriately assesses and addresses the needs, characteristics and interactions of students, families, staff and community.

- Develops long- and short-term intervention plans consistent with curriculum, students' needs, strengths, diversity and life experiences, and social and emotional factors.
- Provides services to students in ways that build upon individual strengths and offers students maximum opportunities to participate in the planning and direction of their own learning experience.
- Advocates and facilitates change that effectively responds to the needs of students, families and school systems using appropriate statutes, case law, policies and procedures.
- Promotes services to students and their families within the context of multicultural understanding and competence that enhances families' support of students learning experiences.
- Consults on such issues as attendance, diversity, mental health, behavior management, delinquency, crisis intervention, homelessness, child abuse, neglect and the importance of confidentiality.
- Effectively plans, implements and evaluates programs that promote student and family success.
- Score and interpret results of all test measurements utilized for an evaluation to parent, teachers, administrators, and others.
- Provide a written report of all evaluations completed and file them with the Multidisciplinary team report.
- Provide consultation to other school personnel when needed.
- Interact with co-workers, administration, students, parents, and the community in positive, supportive and cooperative ways.
- Participates in professional development, maintains appropriate certification and qualifications and keeps current in changing pedagogy.
- Participate in organizational quality.
- Participates in district and school initiatives, adheres to building and district school improvement plans.
- Keep in confidence all personal, student or personnel records and information.
- Participates in district and school initiatives, adheres to building and district school improvement plans.
- Adheres to district and school rules and procedures.
- Conducts behavior to demonstrate collegiality and professionalism.
- Mandated Reporter for Child Abuse and Neglect.
- Regular and reliable attendance is an essential function of the position.
- Other duties as assigned by the Supervisor/Director of Student Services and the Principal

**SUPERVISORY RESPONSIBILITIES:**

- Position includes supervisory responsibilities over Students.

**QUALIFICATIONS:**

*To perform this job successfully, an individual must be able to perform each essential duty satisfactorily. Alternative requirements that may be appropriate and acceptable to the Board of Education may be considered. The requirements listed below are representative of the knowledge, skill and/or ability required. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.*

**EDUCATION and/or EXPERIENCE:**

- Possess at least a master's degree in school psychology or its equivalent. Completion of a minimum of 45 graduate semester hours in school psychology in addition to an internship. Completion of not less than a 500 clock hour supervised internship with school aged students under the supervision of an approved school psychologist training institution.
- Meet all competencies as set forth in R 340-1156.
- Completion of one year of successful experience as a school psychologist with direction from a fully approved school psychologist.
- Knowledge of the organization and administration of local and state agencies and their services for pupils.
- Skills in the administration and interpretation of tests, which shall include intelligence, achievement, personality, and perceptual-motor tests.
- Skills in integrating data obtained from tests and from other sources of information through both written and oral communication.
- Skills in psychological report writing.
- The capacity to interview, consults, and counsel with school personnel, parents, pupils, and others.
- The capacity to plan and implement classroom management procedures pertaining to behavior of pupils.
- Competency in the planning and prescribing of teaching and curriculum strategies for pupils.
- The acquisition and mastery of a broad understanding of the psychology of learning and learning impairments of pupils.
- A comprehensive understanding of personality development and the assessment of human behavior.
- The capacity to communicate the psychological findings to professionals, parent, pupils and others in a meaningful manner.
- Demonstrated ability to successfully deal with the diverse students, parents and staff of a large urban school district.
- Such alternatives to the above qualifications as the Board may find appropriate and acceptable.
- Applicants must satisfactorily pass a criminal background check as defined by the State of Michigan.

**LANGUAGE SKILLS:**

- Ability to explain and demonstrate appropriate teaching techniques.
- Ability to read, analyze and interpret periodicals and professional journals.
- Ability to effectively present information and respond to questions from groups of educators, students and the general public.
- Ability to write lesson plans, business correspondence and other related correspondence.
- Ability to express self clearly, both orally and in writing.
- Ability to read, analyze and interpret information.

**TECHNICAL SKILLS:**

- Ability to integrate technology into the everyday work flow is necessary.
- Ability to utilize District technology and work to maintain proficiency, as required skill sets change with technology and/or the needs of the District.
- Ability to use computer technology for research, data management, communications and other instruction.
- Ability to use a personal computer (PC) or MAC in a networked environment to utilize the Internet and other electronic communications mechanisms.
- Knowledge of productivity applications such as Microsoft Office (word processing, spreadsheets, database and presentation software) is required.

**MATHEMATICAL SKILLS:**

- Ability to apply the concepts of basic math, algebra and geometry consistent with the duties of this position.

**REASONING ABILITY:**

- Highly proficient in subject areas of: reasoning, problem solving, organizational dynamics and emotional intelligence.
- Ability to solve practical problems and deal with a variety of concrete variables in situations where only limited standardization exists.
- Exhibit high level of professionalism with the ability to handle confidential information, use good judgment, plan and handle complex projects and maintain a flexible attitude.
- Ability to interpret a variety of instructions furnished in written, oral, diagram or schedule form.
- Ability to define problems, collect data, establish facts and draw valid conclusions.

**INTERPERSONAL SKILLS:**

- Ability to build rapport with others and to serve diverse publics.
- Ability to take initiative; work well with others as a collaborative team member and exhibit good communication skills.
- Ability to work effectively and collaboratively with other departments, agencies and individuals.

**PHYSICAL DEMANDS:**

*The physical demands described here are representative of those that must be met by an employee to successfully perform the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.*

While performing the duties of this job, the employee is regularly required to stand; walk; use hands to finger, handle or feel objects, tools, or controls; reach with hands and arms; talk or hear; and taste or smell. The employee is occasionally required to sit and stoop, kneel, crouch, or crawl. The employee must occasionally lift and/or move up to 35 pounds such as books and teaching material. Specific vision abilities required by this job include close vision, distant vision and the ability to adjust focus. The ability to travel to other buildings is required. The position requires the individual to sometimes work irregular or extended work hours and meet multiple demands from several people.

**ENVIRONMENTAL ADAPTABILITY:**

*The work environment characteristics described here are representative of those an employee encounters while performing the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.*

The noise level in the work environment is quiet to loud depending upon the activity in the particular part of the day. The employee is frequently required to interact with the public and other staff. The employee is directly responsible for the safety, well-being and work out-put of students. The employee is exposed to infections at a greater risk than the average person. Occasionally the employee may be required to be outdoors for a short period of time, and therefore subject to varying weather conditions, for purposes of accomplishing the essential functions of this job.

**TERMS:**

The contract, salary and other employment conditions will be established by the Board of Education in conjunction with the Lincoln Consolidated Schools and the Washtenaw County Education Association/MEA/NEA collective bargaining agreement. Further, applicant must agree to fully participate in all relevant training inclusive of or unique to the building assigned and the District.

**FUNCTIONS OF POSITION DESCRIPTION:**

This position description has been prepared to define the general duties of the position, provide examples of work and to detail the required knowledge, skills and ability as well as the acceptable experience and training for the position. The description is not intended to limit or modify the right of any supervisor to assign, direct and control the duties of employees under supervision. Lincoln Consolidated Schools retains and reserves any and all rights to change, modify, amend, add to or delete from any portion of this description in its sole judgment.

This position description is not a contract for employment.

Lincoln Consolidated Schools is an equal opportunity employer, in compliance with the Americans with Disabilities Act. The District will provide reasonable accommodations to qualified individuals with disabilities and encourages both prospective and current employees to discuss potential accommodations with the employer.

Lincoln Consolidated Schools does not discriminate on the basis of race, color, religion, national origin, sex, disability, age, height, weight, familial status, marital status, genetic information or any legally protected characteristic, in its programs and activities, including employment opportunities.

"The employee shall remain free of any alcohol or non-prescribed controlled substance in the workplace throughout his/her employment in the District."

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Employee Signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
Human Resources Signature

\_\_\_\_\_  
Date