POSITION SUMMARY: This position will entail provision of direct and indirect services for students including but not limited to evaluations for eligibility determination for special education services, intervention plan development, and consultation and collaboration with school personnel and multidisciplinary team members. School psychologists also may provide individual and group counseling sessions on an as needed basis.

TYPICAL PHYSICAL DEMANDS: While performing the duties of this job, the employee is regularly required to sit and stand, use hands to handle or feel objects, tools, or controls and talk or hear. The employee frequently is required to walk, reach with hands and arms, climb or balance and stoop, kneel, crouch, or crawl.

The employee must occasionally lift and/or move up to 25 pounds. Specific vision abilities required by this job include close vision, distance vision, color vision, peripheral vision, depth perception, and the ability to adjust focus.

TYPICAL WORKING CONDITIONS: While performing the duties of this job, the employee regularly works in a typical school and office environment. The noise level in the work environment is usually moderate. There are no environmental hazards indicated for this position. Local travel will be required.

EXAMPLES OF DUTIES: (This list may not include all of the duties assigned.)

Essential Functions:

1. Abides by ethical principles and employs professional standards applicable to the field of school psychology as set forth by the National Association of School Psychologists (NASP) and the American Psychological Association (APA).
2. Demonstrates knowledge of Federal and State special education law.
3. Ensures accuracy of records and maintains confidentiality of information.
4. Selects, administers, analyzes, and interprets results of psychological and psychoeducational assessment procedures based upon referral concerns.
5. Integrates evaluation findings and data into systematic case formulations and intervention plans through written reports and oral presentation of results.
6. Participates in Case Conference Committee (CCC) meetings to interpret evaluation results and review recommendations.
7. Reviews evaluations from private agencies and supplements with assessments as needed for special education eligibility under Article 7.
8. Adheres to established timelines and procedures per district policies and Article 7.
9. Participates in building level team meetings as needed.
10. Consults and collaborates with general education teachers, special education teachers, counselors, principals, families, and other school personnel on methods to enhance students’ educational performance (e.g., consultation regarding Individual Education Plan (IEP) development, conducting Functional Behavior Assessments (FBAs), and developing Behavior Intervention Plans (BIPs)).
11. Supports Response to Intervention (RtI) and/or Multi-Tiered System of Supports (MTSS) framework and district processes and procedures. Assists with data collection and analysis as needed.
12. Provides individual and group counseling sessions on an as needed basis.
13. Engages in continuing professional development in order to stay informed of current legal requirements, procedures, research, and techniques in the field.
15. Supervises students of school psychology during their training and/or mentors school psychologists during their first years of practice as needed or as requested.
16. Respects the roles and areas of expertise of members of the multidisciplinary team and of other school personnel.
17. Communicates professionally and effectively with all levels of the organization.
18. Other duties as assigned by the Director of Unified Student Services.

PERFORMANCE REQUIREMENTS:

Knowledge, Skills & Abilities: Knowledge of psychological theory and practice including assessment and test theory, statistics, and the practices, methods, and techniques used in the special education process for evaluation procedures; knowledge of and adherence to legal policies and procedures within local, state, and federal policies governing special education, including Article 7 and IDEA laws and guidelines; knowledge of and adherence to professional and ethical standards of the National Association of School Psychologists (NASP) and the American Psychological Association (APA); knowledge of academic, social/emotional, and behavioral intervention techniques; excellent oral and written communication skills; ability to work and collaborate with school personnel, families, and community agencies.

Education: Master’s degree (M.S. or M.A.) plus 30 hours or Ed.S. in School Psychology including completion of a one year School Psychology internship. Ph.D., Ed.D., or Psy.D. in School, Counseling, or Clinical Psychology including completion of a one year doctoral internship in professional psychology. Training must allow candidate to be licensed as a school psychologist in the state of Indiana. For doctoral applicants, training must allow candidate to be licensed as a school psychologist or as a psychologist licensed to practice independently in the state of Indiana (Health Service Provider in Psychology (HSPP) endorsement).

Applicants with a doctoral degree in Clinical or Counseling Psychology will be considered if they possess licensure to practice independently in the state of Indiana and have applicable work experience in the schools and knowledge of federal and state special education law.

Experience: Experience working with children and adolescents in a school, clinic, or hospital setting. Experience in an education setting is preferred.

Certificate/License: Valid license in School Psychology by the Indiana Department of Education. Applicants with independent licensure by the Indiana State Psychology Board also will be considered.

START DATE: This position is for the 2019-2020 academic year. The first staff day is August 1, 2019.

CONTACT: To apply go to: https://www.zcs.k12.in.us/apps/pages/employment_opportunities For more information, contact Dr. Amanda Slonaker, Coordinator of Psychological Services, at aslonaker@zcs.k12.in.us