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Job Description

JOB TITLE:	School Psychologist-INTERN
DEPARTMENT:	Special Education
REPORTS TO:	Administrator for Accountability and Program Improvement
WORK LOCATION:	Ionia County ISD/Local District of Assignment
WORK SCHEDULE:	184 days; work hours vary
SALARY SCHEDULE:	\$30,000 Annual-per individual contract

QUALIFICATIONS:

- In the process of or has obtained preliminary school psychologist certification
- In the final internship year (preliminary certification year) of completing School Psychology Master's Degree, or School Psychology Educational Specialist Degree

ESSENTIAL DUTIES AND RESPONSIBILITIES: The core duties of a school psychology intern include supervised practice in assessment, intervention, consultation, and system-level support, including:

- Administering, scoring, and interpreting a variety of assessments (cognitive, academic, social-emotional, behavioral) to determine eligibility for special education and identify student strengths and needs.
- Collecting and interpreting student, classroom, and school-wide data to monitor progress and evaluate the effectiveness of interventions.
- Compiling assessment data into comprehensive, written reports and communicating findings effectively to students, families, and school teams (e.g., at Individualized Education Program or IEP meetings).
- Delivering individual, group, and classroom counseling services focused on skills like coping, social skills, conflict resolution, and stress management.
- Designing and implementing evidence-based interventions to improve academic skills (e.g., reading or math) and modify challenging behaviors.
- Participating in the school's crisis team activities, including preventative programming and responding to acute crises or trauma.
- Collaborating with teachers to develop and implement effective classroom management strategies, design academic accommodations, and monitor intervention fidelity.
- Meeting with families to help them understand their child's learning and mental health needs, and connecting them with relevant school or community-based services.

- Working as part of multidisciplinary teams (e.g., IEP teams, Student Support Teams) to coordinate services and ensure equitable outcomes for all students, particularly those with diverse needs.
- Contributing to the development and implementation of school-wide initiatives, such as Multi-tiered Systems of Supports (MTSS), Positive Behavioral Interventions and Supports (PBIS), or mental health promotion programs.

Other knowledge, skills and abilities:

- Strong interpersonal and communication skills
- Ability to interpret, comprehend, and follow oral and written instructions in order to perform duties described above
- Strong organizational skills and the ability to work independently
- High level of discretion and integrity
- Regular and predictable attendance at the workplace

The above statements are intended to describe the general nature and level of work being performed by a person in this position. They are not to be construed as an exhaustive list of all job duties that may be performed by such a person.

LANGUAGE SKILLS:

Ability to effectively present information and respond to questions from groups of administrators, staff, students, parents, and the general public. Communicate clearly and concisely both orally and in writing.

MATHEMATICAL SKILLS:

Basic math skills are required.

REASONING ABILITY:

Apply common sense understanding to carry out instructions furnished in written, oral, or diagram form. Deal with problems involving several concrete variables in standardized situations.

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 sit and talk or hear. The employee is occasionally required to stand, walk, bend, and reach with hands and arms. Specific vision abilities required by this job include close vision and the ability to adjust focus.

WORK ENVIRONMENT:

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 varies.

The primary work environment will be in a school building. The employee's individual work space may vary depending on availability of space in the building. Shared office spaces are

sometimes necessary. The noise level in the work environment varies. Employees are frequently required to interact with the students, staff, administration, and parents.

TRAVEL:

The employee may be expected to travel to the Intermediate School District, Local District school buildings of assignment, professional development conferences/trainings, and to other events as necessary.

Approved by: _____ Date _____
Supervisor

Received and Agreed by: _____ Date _____
Employee

Printed name of Employee: _____

Revised 11/18/2025