

JOB DESCRIPTION

Job Title: Psychologist

Original Date: August 1988

Revised Date:

Supervisor: Director of Special Education and Community Education

Department: Special Education

Basic Function and Scope of Responsibilities:

To improve the education experience of students by facilitating their best possible adjustment to school through a program of psychological services.

Essential Functions:

- Participates in the screening, referral, evaluation, and placement of students.
 - Provides a comprehensive psych educational evaluation to determine the academic, social, and emotional needs of individual students.
 - Provides guidance to the school staff regarding implementation of recommendation for students.
 - Provides counseling services for students as identified by the screening team to help the students become successful in the school environment.
- Demonstrates knowledge of the Arizona State Board of Education's regulations and state laws in regard to special education.
- Works with outside agencies regarding testing and counseling of all students.
 - Makes home visits when necessary.
 - Re-evaluates special education students as per the requirements of the law.
 - Demonstrates knowledge and adheres to the guidelines of P.L.94-142 in the referral, evaluation, and placement of exceptional students.
 - Continues development as a professional (i.e.. continued professional growth, shares, and communicates with colleagues).
 - Communicates appropriately with parents regarding evaluation, placement, and counseling of students.
 - Maintains frequent and proper communications with principals and the Special Education Director regarding students at each campus.
 - Serves as testing coordinator under the supervision of the Special Education Director.
 - Consults with staff to promote good discipline throughout the student body.
 - Assists staff in processing new and replacement materials for present program.
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- Produces high quality written material for distribution to both students and parents.
- Develops and maintains lines of communication between special education staff, regular program staff, parents, and other agencies.
- Works positively with members of all District staff on school problems of more than school import (i.e.. transportation, food services, and maintenance).
- Effectively communicates to the Governing Board program related activities, events, and concerns.
- Assists in reviewing and evaluating results of district-wide testing programs and other evaluative measures used by the school.
- Assists teachers directly in improvement of instruction through conferencing and classroom improvement.
- Possesses broad knowledge of special education curriculum and is able to transfer this knowledge into program activities.
- Assists in planning and supervising the orientation program for new teachers.
- Effectively responds to written and oral requests for information on a timely basis.
- Supports the ethics and policies of the school district as adopted by the Governing Board.
- Performs other duties as assigned.

Reasonable accommodations may be made to individuals with disabilities.

***EDUCATION REQUIREMENTS:** (R) if required or (P) if preferred

- Masters or advanced degree in psychology (R)

***EXPERIENCE, AREA(S) OF STUDY, AND/OR LICENSURE(S):** *(R) if required or (P) if preferred*

- Valid Arizona psychologist certificate(s) (R)
- Experience with school age children (R)
- Valid Fingerprint Clearance Card (R)

***KNOWLEDGE AND SKILLS:** (R) if required or (P) if preferred

- Knowledge of applicable federal, state, and local laws, codes, rules, regulations, statutes, policies and procedures (R)
- Knowledge of current issues and practices pertinent to assigned areas (R)
- Knowledge of management principles, practices, and techniques (P)
- Knowledge and experience in development and execution of educational programs (R)
- Demonstrated ability to work effectively in a team setting (R)
- Demonstrated skill in curriculum development and program assessment at the school or district level (P)
- Outstanding written and oral communication skills (R)
- Outstanding interpersonal skills (R)
- Skill in operating a personal computer utilizing a variety of software applications (R)

- Skill in leadership, training and decision making (R)

*Such alternatives to the above as the Board may find appropriate and acceptable.

PHYSICAL ACTIVITIES AND VISUAL ACUITY:

The usual and customary methods of performing the jobs functions require the following physical requirements: Light work: Exerting up to 20 pounds of force occasionally, and/or up to 10 pounds of force frequently, and/or a negligible amount of force constantly to move objects. The physical activities include: climbing, balancing, stooping, kneeling, crouching, crawling, reaching, standing, walking, pushing, pulling, lifting, fingering, grasping, feeling, talking, hearing, and repetitive motions.

The worker is required to have close visual acuity to perform an activity such as: preparing and analyzing data and figures; transcribing; viewing a computer terminal and extensive reading.

WORKING CONDITIONS:

None: The worker is not substantially exposed to adverse environmental conditions (as in typical office or administrative work).

TERMS OF EMPLOYMENT:

Exempt: 9-month contract

Salary and employment terms based on Psychologist Placement Chart as established by the Governing Board.

EVALUATION:

Performance of this job will be evaluated annually in accordance with District policy.