

SCHOOL DISTRICT OF ST. JOHNS COUNTY

SCHOOL PSYCHOLOGIST

JOB DESCRIPTION

QUALIFICATIONS:

- (1) Master's degree or higher in school psychology from an accredited educational institution; must meet certification requirement for a school psychologist (grades Pre-K – 12) and prior work experience as a school psychologist preferred.
- (2) Experience in implementing Multi-Tiered System of Supports/Response to Intervention (MTSS/RtI).
- (3) Valid Florida teacher certificate in School Psychology or Florida Department of Health valid licensure for Clinical Psychology.
- (4) Satisfactory criminal background check and drug screening.

KNOWLEDGE, SKILLS AND ABILITIES:

Knowledge of the MTSS/RtI process (problem-solving, data collection, etc). Knowledge of School Board policies and practices. Knowledge and experience with a variety of psycho-educational testing instruments. Knowledge of requirements for Exceptional Student Education eligibility, preferably as related to Florida. Ability to communicate orally and in writing with students, parents, and others. Ability to work effectively with peers, administrators and others. Ability to consult with teachers and staff regarding all types of student issues and needs. Ability to write concise, analytical reports. Ability to relate to and cooperate with teachers, counselors, principals, county personnel, parents, community professionals and agency personnel.

REPORTS TO:

Coordinator, Intervention Services
Senior Director, Accountability and Intervention Services

JOB GOAL

School psychologists help children and youth succeed academically, socially and emotionally. They collaborate with educators, parents and other professionals to create a safe, healthy and supportive learning environment for all students that strengthens connections between home and school. Each employee of the St. Johns County School Board will model the six pillars (as defined by Character Counts!) of the character education program.

SUPERVISES:

N/A

PERFORMANCE RESPONSIBILITIES:

Service Delivery

- *(1) Help schools design programs for children at-risk.
- *(2) Evaluate the effectiveness of the student's response to academic and /or behavior interventions based on data.
- *(3) Develop and/or recommend effective evidence-based interventions.

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- * (4) Participate in all facets of the MTSS/RtI process to ensure that the decisions made by the school-based team are justified by the data.
- * (5) Understand and use progress monitoring tools to evaluate student performance and to design intervention plans.
- * (6) Evaluate learning environments.
- * (7) Evaluate student data (school wide, classroom, individual students).
- * (8) Psycho-educational testing of students for suspected disabilities or gifted or as part of the re-evaluation process.
- * (9) Pre-school screenings and testing
- * (10) Determine social-emotional development and mental health status.
- * (11) Provide psychological counseling for students to help resolve interpersonal or family problems that interfere with school performance.
- * (12) Provide psycho educational support for all students.
- * (13) Help families and schools manage crises such as death, illness, or community trauma.
- * (14) Be knowledgeable about and implement the District's behavior policies and procedures.
- * (15) Recognize overt indicators of student distress or abuse and take appropriate action based on school procedures and law and collaborate with other professionals.
- * (16) Foster student responsibility, appropriate social behavior, integrity, valuing of cultural diversity, and respect for self and others by role modeling and learning activities.

Expectations of All Employees

- * (17) Meet and deal effectively with the general public, staff members, parents, administrators and other contact persons using tact and good judgment.
- * (18) Follow attendance, punctuality, proper dress code and other qualities of an appropriate work ethic.
- * (19) Ensure adherence to good safety standards.
- * (20) Maintain confidentiality regarding school/workplace matters.
- * (21) Model and maintain high ethical standards.
- * (22) Maintain expertise in assigned area to fulfill position goals and objectives.
- * (23) Participate successfully in the training programs offered to increase skill and proficiency related to assignment.
- * (24) Demonstrate initiative in the performance of assigned responsibilities.
- * (25) Each employee of the St. Johns County School Board is charged with the responsibility of being familiar with the Character Count! Program and with modeling the characteristics of citizenship, character education, and literacy.

Inter/Intra-Agency Communication and Delivery

- * (26) Respond to inquiries and concerns in a timely manner.
- * (27) Actively participate in the MTSS/RtI process at the school and district level.
- * (28) Communicate effectively, both orally and in writing, with other professionals, students, parents and community.
- * (29) Collaborate with teachers, parents, and administrators to find effective solutions to learning and behavior problems.
- * (30) Help others understand child development and how it affects learning and behavior.
- * (31) Strengthen working relationships between teachers, parents, and service providers in the community.
- * (32) Collaborate with school staff to develop programs to make schools safer and more effective learning environments.

SCHOOL PSYCHOLOGIST (Continued)

- * (33) Collaborate with school staff and community agencies to provide services directed at improving psychological and physical health.
- * (34) Collaborate with parents and teachers to promote healthy school environments.
- * (35) Collaborate with peers and other professionals to enhance student learning.

Professional Growth and Improvement

- * (36) Provide inservice/support on topics such as MTSS/RtI, ESE procedures, teaching and learning strategies, classroom management techniques, crisis management, and working with students who have disabilities or unusual talents.
- * (37) Provides teachers and school based MTSS/RtI teams resources regarding research-based interventions.
- * (38) Provide inservice/support to school staff on how to utilize progress monitoring tools.
- * (39) Engage in a continuing improvement of professional skills and knowledge.
- * (40) Establish and implement an individual Professional Development Plan annually in accordance with state and district requirements.
- * (41) Participate successfully in training programs, conferences, and workshops, as assigned and appropriate to keep abreast of current district approved practices, programs, legal issues and character education.
- * (42) Promote tolerance, understanding and appreciation of diversity within the school community.
- * (43) Participate in district approved local inservice programs, state training programs and courses to increase the level of department services.
- * (44) Keep informed and disseminate information about current research, trends, and best practices in area of responsibility.
- * (45) Serve on district, state or community councils or committees as assigned or appropriate.
- * (46) Provide oversight and direction for cooperative planning with other agencies.
- * (47) Act in a professional and ethical manner and adhere at all times to The Code of Ethics and Principles of Professional Conduct of the Education Profession in Florida.
- * (48) Maintain confidentiality of student and other professional information.
- * (49) Comply with policies, procedures and programs.
- * (50) Exercise appropriate professional judgment.
- * (51) Support school improvement initiatives.

Systemic Functions

- * (52) Keep supervisor informed of potential problems or unusual events.
- * (53) Follow federal and state laws as well as School Board policies, rules, and regulations.
- * (54) Prepare all required reports in an accurate and timely manner and maintain all appropriate records.
- * (55) Represent the District in a positive and professional manner.
- * (56) Develop annual goals and objectives consistent with and in support of District goals and priorities.

Leadership and Strategic Orientation

- * (57) Provide advice in the development of policies and procedures for department services.
- * (58) Provide oversight and direction for cooperative planning with other agencies.
- * (59) Assist in the interpretation of programs, philosophy and policies of the district to staff, students, parents and the community.
- * (60) Use technology resources effectively.
- * (61) Set high standards and expectations for self and others.

SCHOOL PSYCHOLOGIST (Continued)

- *(62) Exhibit interpersonal skills to work as an effective team member.
- *(63) Demonstrate initiative in identifying potential problems or opportunities for improvement and take appropriate action.

Perform other tasks consistent with the goals and objectives of this position.

*Essential Performance Responsibilities

PHYSICAL REQUIREMENTS:

Light Work: Exerting up to 20 pounds of force occasionally and/or up to 10 pounds of force as frequently as needed to move objects.

Worker is required to use two or more of the following on a regular basis: telephone / other voice communication devices; audio-visual equipment; personal computer; copy machine; calculator; personal safety devices such as back support or safety glasses necessary for the operation of power tools / equipment; physical fitness / therapy devices; other specialized equipment typically used in school buses and classrooms for exceptional students, resource rooms, vocational shop / laboratory, gymnasiums, physical therapy laboratory or room, or practice field .

II. PHYSICAL EXERTION REQUIREMENTS OF THIS POSITION:

In an emergency, worker may be required to restrain a physically active individual as a temporary safety precaution.

III. PHYSICAL ACTIVITY DURING A TYPICAL DAY:

A typical day's activities include sitting, standing, walking, bending, stooping, pushing, pulling, lifting, stretching, twisting and reaching; normal finger dexterity, visual acuity (with or without corrective glasses), hearing, talking, and firm grasping are also required to carry out essential functions.

IV. WORKING CONDITIONS:

Indoors and outdoors. Worker is subject to both conditions with most work occurring inside. The worker is subject to moderate noise levels such that loud talking or even shouting is required to be heard on occasion.

TYPICAL JOBS:

Jobs requiring the activities described above may include the following: Teachers of the Profoundly Handicapped, Emotionally Disturbed, Physically Impaired; Physical and Occupational Therapy; Physical Education, Industrial Vocational Education; ESE Aide in classes for the moderate to severely handicapped or certain vocational courses; Bus Attendant for the physically handicapped; or other jobs requiring similar physical activity.

TERMS OF EMPLOYMENT:

Salary and benefits shall be paid consistent with the district's approved compensation plan.

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Length of the work year and hours of employment shall be those established by the District.
This position is exempt as per the Fair Labor Standards Act (FLSA).
220 day position 8 hours per day

EVALUATION:

Performance of this job will be evaluated annually in accordance with provisions of the Board's policy on evaluation of personnel.

POSITION CODE: 61420

Pay Type: 20 Pay Grade: Instructional Negotiated Contract Salary Schedule

BOARD APPROVED: November 2010

REVISED: June 2021