SCHOOL PSYCHOLOGIST
JOB DESCRIPTION

DIVISION: Instructional Services	**GRADE:** Technical/Other Professional – Group A
DEPARTMENT: Exceptional Student Education	**WORK DAYS:** 196/216/227/236
REPORTS TO: Executive Director of Exceptional Student Education	**FLSA STATUS:** Exempt
ESSENTIAL PERSONNEL: No	

POSITION SUMMARY

To improve student achievement, behavioral/social skills and emotional wellbeing through either direct contact with students or through consultations with other professionals

MINIMUM REQUIREMENTS

- Master's degree with certification in School Psychology or Florida state licensure in school psychology
- Internship in a school setting

CERTIFICATION: Valid Florida Certification as School Psychologist and/or National Certification as a School Psychologist (NCSP)

WORK EXPERIENCE: Three (3) years' experience in the field of psychology or related field preferred.

PREFERRED QUALIFICATIONS

- Knowledge of child growth and development; theory and research on conditions that affect learning and behavior; test and measurement theory and foundations; and community resources and services available for student assistance
- Ability to conduct comprehensive psychoeducational evaluations of students
- Ability to verbally communicate and consult effectively with parents, school personnel and the public
- Ability to communicate results of evaluation findings in written reports and correspondence
- Ability to assist students, parents and school personnel in the resolution of problems in student learning, behavior and mental health
- Ability to interact successfully with parents, school personnel and administrators
- Ability to communicate effectively orally and in writing
- Skill and ability to apply and interpret federal, state and local laws and policies governing the provision of educational services to students with disabilities
- Knowledge of effective crisis intervention techniques
- Ability to effectively use technology

SUPERVISES

N/A

ESSENTIAL DUTIES

- Assessment/Evaluation and Report Writing: select, administer, score and interpret individual tests of intelligence, academic achievement, psychological processing, and personality and attitudes for referred students.
- Problem solve with stakeholders to develop appropriate interventions, strategies, and progress monitoring tools to assist students in academic and/or social/behavioral progress.
- Analyze data to make data-based decisions regarding eligibility or ineligibility, review student records and analyze information.
- Collaborate with stakeholders: parents, teachers, school personnel and others through written reports and oral presentations to communicate evaluation findings.

BOARD APPROVED: 04/18/2023

- Participate in the district's Exceptional Student Education planning process and collaborate with other district departments.
- Provide training and assistance in intervention techniques and strategies designed to improve student success in the school setting.
- Skill and ability to apply and interpret current federal, state and local laws and policies governing the provision of educational services to students with disabilities.
- Participate and provide input during manifestation determination review meetings.
- Participate in 504 evaluations, eligibility and plan development and continued problem solving.
- Perform other duties as assigned.

Professionalism:

- Demonstrates prompt and regular attendance
- Maintains confidentiality in all district matters
- Models ethical behavior and displays leadership qualities
- Effectively communicates a team attitude

Working Conditions: Normal office and school environment and/or classroom environment.
Physical Demands: Routine physical activity associated with normal office and school environment.
Light Work: Involves exerting up to 20 pounds of force occasionally or up to 10 pounds of force frequently.
Vision: (Which may be corrected) to read small print; view a computer screen for prolonged periods.
Hearing: (Which may be corrected) to answer telephones and tolerate exposure to noisy conditions.
Speech: To be understood in face-to-face communications; to speak with a level of proficiency and volume to be understood over a telephone.
Upper Body Mobility: Use hands and fingers to feel, grasp, and manipulate small objects; manipulate fingers, twist and bend at wrist and elbow; extend arms to reach outward and upward; use hands and arms to lift objects; turn, raise, and lower head.
Environmental Conditions: Encounter constant work interruptions; work cooperatively with others; work independently; work indoors.
Minimum Mental Requirements: Ability to read, write, understand, interpret and apply information at a moderately complex level essential for successful job performance; judgment and the ability to process information quickly; learn quickly and follow verbal procedures and standards; give verbal instruction; rank tasks in order of importance; copy, compare, compile and coordinate information and records.

Martin County School District does not discriminate on the basis of race, color, national origin, gender, age, disability or marital status in its educational programs, services or activities, or in its hiring or employment practices. The district also provides equal access to its facilities to the Boy Scouts and other patriotic youth groups, as required by the Boy Scouts of America Equal Access Act.

This job description is intended to accurately reflect the position activities and requirements. However, management and administration reserve the right to modify, add, or remove duties and assign other duties as necessary. It is not intended to be and should not be construed as an all-inclusive list of all the responsibilities, skills, or working conditions associated with the position.