



POSITION TITLE	SCHOOL PSYCHOLOGIST
WORKING TITLE	School Psychologist
SCHOOL/DEPARTMENT	Counseling and Student Services (CaSS)
LOCATION	School Site
PAY GRADE	School Psychologist
FLSA STATUS	Exempt
REPORTS TO	Director-School Psychology
SUPERVISES	None
WORK WEEK SCHEDULE	Monday-Friday
WORK HOURS	School business hours (minimum five-day, forty-hour work week; occasional evenings or weekends)
NUMBER OF MONTHS PER YEAR	11 or 12

POSITION PURPOSE:

Collaborates, problem solves, intervenes, and evaluates to support the whole child within a Multi-Tiered System of Support (MTSS). Uses evidence and/or research-based interventions to overcome barriers to student success. Evaluates and analyzes data to support student growth across the tiers.

MINIMUM QUALIFICATION:

KNOWLEDGE, SKILLS, AND ABILITIES:

- Considerable knowledge of the National Association of School Psychologists’ Model for Comprehensive and Integrated School Psychological Services and the NC Professional School Psychology Standards;
- Considerable knowledge of Multi-Tiered System of Supports (MTSS) framework for service delivery including universal screening, progress monitoring, problem solving process, and Implementation Science;
- Considerable knowledge of school environments, child development and curriculum and instruction;
- Considerable knowledge of state and federal policies and regulations related to special education;
- Considerable knowledge of Microsoft Office specifically Word, Excel, and PowerPoint; and Google Apps;
- Effective consultation skills;
- Experience with a variety of formal and informal student assessment measures when considering all areas of suspected disabilities;
- Effective critical thinking and problem-solving skills;
- Ability to reflect on practice and engage in continuous improvement;
- Ability to communicate clearly and concisely both in oral and written form using a variety of communication techniques and tools to ensure the appropriate flow of information, collaborative efforts, and feedback;
- Ability to establish and maintain effective working relationships with school system staff, students, parents, mental health professionals, external agencies.

EDUCATION, TRAINING, AND EXPERIENCE:

- Advanced sixth-year level degree in School Psychology.

CERTIFICATION AND LICENSE REQUIREMENTS:

- Must hold or be eligible for a North Carolina professional educator’s license in school psychology;
- Must hold and maintain a valid motor vehicle operator’s license according to the State of North Carolina requirements.

PREFERRED QUALIFICATIONS:

- Experience that incorporates comprehensive and integrated school psychological services;
- Experience providing crisis and suicide prevention and intervention;
- Demonstrated skills to design and deliver professional development;
- Understanding Section 504/Americans with Disabilities Act (ADA) policies;
- Nationally Certified School Psychologist (NCSP) credential.



ESSENTIAL DUTIES AND RESPONSIBILITIES:

1. Collaborates with district and school level staff to deliver a MTSS that provides high quality instruction and intervention matched to student need across tiers.
2. Provides services to schools including direct and indirect support of universal screenings, use of data-based problem-solving, data-based decision making, development of academic and behavioral interventions, progress monitoring, and interpretation of data to various stakeholders.
3. Consults with school system staff, families, community members, private agencies and others individually or through team meetings regarding cognitive, academic, social and behavioral performance/needs of individuals and groups of students.
4. Administers relevant assessments, as needed, to provide additional data and understanding regarding a student's response to intervention.
5. Administers and provides written reports of comprehensive psychoeducational assessments to address areas of suspected disability when required, including review of records, interviews with stakeholders, observations of students, and direct testing.
6. Promotes a respectful environment for diverse populations by using knowledge of school environments, child development, curriculum, and instruction to improve student achievement.
7. Addresses and promotes student safety through intervention and crisis response to schools, suicide screenings and threat assessments.
8. Provides mental health and social-emotional learning within a MTSS.
9. Provides professional development to stakeholders on pertinent topics; participates in professional learning activities.
10. Engages in professional growth that is linked to professional goals and district/school improvement plans and strategic plans.
11. Perform other related duties as assigned.

WORKING CONDITIONS:

PHYSICAL ENVIRONMENT

Must be able to use a variety of office equipment such as computers, copiers, and scanners. Be able to frequently lift, carry, push, pull or otherwise move objects up to twenty-five pounds. The work frequently requires driving automotive equipment. Due to the amount of time spent standing and/or walking, physical requirements are consistent with those for medium work.

WORK ENVIRONMENT

Must be able to work in an office and school environment, and come into direct contact with school system staff, students, parents, mental health professionals, external agencies.

REVISION DATE: 5/2022

DISCLAIMER: *The above statements are intended to describe the general purpose and responsibilities assigned to this position. They are not intended to contain or be interpreted as a comprehensive inventory of all duties, responsibilities, and skills that may be required of the employees assigned to this position. This description may be revised by the supervisor, with HR review and approval, at any time.*