**Hawkins County Schools**

**School Psychologist**

**Reports To:**

Special Education Director and/or Assistant Special Education Director

**Qualifications:**

Educational Specialist Degree or Master’s Degree in Psychology/School Psychology with certification/licensure through a state department of education

**Purpose Statement:**

School psychologists are school-based mental health professionals with training in child psychology, learning and development, school organization, and classroom learning environments. School psychologists have specialized training to work with students, families, and educators in meeting both educational and mental health needs in schools.

**Essential Duties & Responsibilities:**

* Performs psycho-educational assessments on referred students including selecting appropriate instruments, administering tests, observations, reviewing existing information, and writing reports documenting findings and providing for educational program recommendations.
* Evaluates eligibility for special education services within a team format.
* Participates as member of IEP teams contributing and interpreting evaluation findings and collaborating on the development of the educational plan.
* Participates on the District Level RTI team to review district level data to determine intervention effectiveness and refinement of the process.
* Provides collaborative consultation and documentation of results including assisting general education staff with suggestions and implementation of RTI, pre-referral intervention strategies, and providing recommendations and accommodations to assist general education staff in working with special education students in the classroom setting.
* Participates in building level RTI teams to assist in interpreting data and developing interventions.
* Conducts re-evaluations of special education students to determine present levels of performance, continued eligibility, extent of progress, and needed services and supports.
* Reviews educational records of students transferring from other school systems to assist in determining eligibility and services.
* Assists with design and implementation of progress monitoring of students.
* Participates on the crisis response team.
* Provides short-term counseling for youngsters struggling with learning and social/emotional difficulties.
* Acts as a team member of Functional Behavior Teams.
* Assists with grade-level and individual gifted screenings.
* Prepares and presents educational workshops as appropriate.
* Researches resources and methods (interventions, assessment tool, etc.)
* Consults with teachers, parents, other personnel, and/or outside professionals as appropriate regarding cognitive, affective, social, academic, and behavioral performance.
* Assists school personnel in determining appropriate instructional levels for deficit areas.
* Assists teachers in determining and writing narratives for present levels of educational performance.
* Collaborates with instructional coaches, teachers, central office personnel on refining the RTI process.
* Assists teachers working in behavior modification classrooms.
* Trains teachers on de-escalation strategies for youngsters in crisis.
* Assists teachers in strategies to create positive classroom environments.
* Assists teachers and parents with motivation strategies to engage students in learning.
* Consults with teachers and parents regarding associated deficits and strategies for youth with specific disabilities such as Autism.
* Adheres to the ethical standards and codes of the profession and to the established rules, regulations, and laws governing special education programs.
* Participates in activities that promote continued professional development and uses clinical/educational research to enhance school psychology services.
* Performs other duties as assigned by the Director of Special Education and/or Assistant Special Education Supervisor

**Capacity and Ability Requirements:**

The usual job demands requires the following physical requirements: some lifting, carrying, pushing, pulling, some stooping, kneeling, and physical dexterity.

**Terms of Employment:**

Salary and benefits shall be paid consistent with the District’s approved compensation plan. Length of the work year and hours of employment shall be those established by the District.

**Evaluation:**

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