

MARION COUNTY JOB DESCRIPTION

Position Title: LEAD SCHOOL PSYCHOLOGIST

Department: District Wide

Reports To: Director of Exceptional Child Education or Superintendent

Approved By: Marion County Board of Education

Date: May 2020

SUMMARY:

The purpose of the Lead School Psychologist is to provide expertise and guidance in all matters pertaining to the development, implementation and monitoring of a consistent Multi-Tiered System of Support (MTSS) framework of tiered intervention processes and procedures across the district to promote academic and social/emotional growth for all students. The Lead School Psychologist will oversee the school psychology department and services which are comprehensive in nature to facilitate the education of students in both the special education and regular education programs.

ESSENTIAL DUTIES AND RESPONSIBILITIES: *Other duties may be assigned.*

- Provide training, consultation, and support to administrators, teachers, and school-based leadership teams to facilitate implementation of a Multi-Tiered System of Supports (MTSS). Activities include observation and feedback, modeling, interpreting data and other supportive assistance necessary to implement a Multi-Tiered System of Supports.
- Conduct professional development in all aspects related to MTSS, including philosophy, problem-solving methodology, system change, universal screening, progress monitoring, decision making, and intervention methods at all tiers for both academic and social/emotional needs.
- Monitor the fidelity of implementation of MTSS at the building level and district levels, including both academic and social emotional support systems.
- Monitor processes to ensure compliance and adherence to district procedures, state guidelines, and federal regulations.
- Ensure that the MTSS process and all problem solving processes maintain a focus on racial equity and equitable treatment and decision making on behalf of students based exclusively on their individual needs. Facilitate and provide professional development on a problem solving process for individual students not making adequate progress.
- Consult with and collaborate with instructional staff, parents, community services and other professionals in addressing student concerns, making

- appropriate referrals, to address problems. Provide professional expertise and assistance to individuals, other district staff and the community concerning areas of expertise/knowledge.
- Attend training sessions, conferences, seminars, district and departmental meetings.
 - Consult with the school psychology team to facilitate the identification of special needs of at-risk children by overseeing the psychological and educational assessment process.
 - Consult with teachers and other staff members in planning, implementing, evaluating school programs and interventions to meet the identified needs of individuals and groups of children.
 - Plan and manage a program of psychological services including:
 - o Pre-referral, referral and assessment services
 - o Early identification services
 - o Intervention and counseling for children
 - o Parent counseling and training
 - o Program evaluation and applied research
 - o Staff development and in service
 - Serve as a member of ARC/RTI/504 committees when appropriate.
 - Consult with supervisors and principals, and assist with screening processes for preschool and/or gifted/talented programs.
 - Oversee the inventory of all testing materials and order new materials for testing administration.
 - Perform other related duties as assigned by the Director of Special Education or the Superintendent.

KNOWLEDGE AND ABILITIES:

KNOWLEDGE OF:

- Kentucky Administrative Regulations governing the assessment of students, and federal/state regulations governing the due process protections of special needs and at-risk populations.
- Assessment tools in all areas of intellectual, academic, behavioral, and social/emotional development.
- Best practices/research, related to the psychological and behavioral needs of students.
- Data collection and analysis related to the academic and social/emotional growth of all students
- Program evaluation and effective problem solving processes to facilitate student growth at the school and district level.

ABILITY TO:

- Collect and interpret the necessary data to ensure appropriate service delivery.
- Effectively and professionally manipulate technology for the purposes of research, data analysis and report writing, as required.
- Communicate research and program evaluation data to the appropriate staff/agency members for the purposes of supporting school and district initiatives.
- Make district and school recommendations as to the implementation of a MTSS to facilitate the academic and social/emotional growth of students.
- Manage the communication protocols between the district and school teams.
- Communicate effectively and professionally with community partners to provide a continuum of student support services.

QUALIFICATION REQUIREMENTS: To perform this job successfully, an individual must be able to perform each essential duty satisfactorily. The requirements listed below are representative of the knowledge, skill, and/or ability required. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

EDUCATION and/or EXPERIENCE:

- Specialist Degree in Education or Psychology with Kentucky Department of Education certification as a school psychologist.
- Knowledge of state and federal regulations related to student support services.
- Experience in public school systems and program evaluation.
- Willingness to review educational/psychological literature and translate into practice.
- Training and experience in creating and leading professional development opportunities.
- Expertise in research based interventions and a tiered system of support.
- Five (5) years of successful professional experience in appropriate areas.

CERTIFICATES, LICENSES, REGISTRATIONS: Valid Kentucky Certification for School Psychologist.

LANGUAGE SKILLS: Ability to read, analyze, and interpret general business periodicals, professional journals, technical procedures, or governmental regulations. Ability to write reports, business correspondence, and procedure manuals. Ability to effectively present information and respond to questions staff or students.

MATHEMATICAL SKILLS: Ability to calculate figures and amounts such as discounts, interest, commissions, area, circumference, and volume. Ability to apply concepts such as fractions, percentages, ratios and proportions to practical situations.

REASONING ABILITY: Ability to solve practical problems and deal with a variety of concrete variables in situations where only limited standardization exists. Ability to interpret a variety of instructions furnished in written, oral, diagram or schedule form.

OTHER SKILLS and ABILITIES: Ability to develop effective working relationships with students, staff and the school community. Ability to communicate clearly and concisely, both orally and in writing. Ability to perform duties with awareness of all district requirements and Board of Education policies.

PHYSICAL DEMANDS: The physical demands described here are representative of those that must be met by an employee to successfully perform the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

While performing the duties of this job, the employee will frequently stand and talk or hear and sometimes walk and sit. The employee will occasionally reach forward or above the head, bend and twist at the neck and trunk more than the average person. Employee must have the ability to visit various buildings in the district. The employee must occasionally lift and/or move and push up to 50 pounds. Specific vision abilities required by this job include close vision, distance vision, and depth perception.

WORK ENVIRONMENT: The work environment characteristics described here are representative of those an employee encounters while performing the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

The noise level in the work environment is moderate to loud. Duties are performed indoors and occasionally outdoors.

The information contained in this job description is for compliance with the American with Disabilities Act (A.D.A.) and is not an exhaustive list of the duties performed for this position. Additional duties are performed by the individuals currently holding this position and additional duties may be assigned.