

JOB SUMMARY
SCHOOL PSYCHOLOGIST

QUALIFICATIONS:

1. Minimum of MA in School Psychology from an approved program (district can provide supervision for EdS or SSP internship year)
2. Holds appropriate Montana Certification and Endorsements
3. Knowledge and abilities in various psychoeducational service delivery models and methods, including academic, psychosocial, and behavioral processes and interventions
4. Ability to work collaboratively and professionally with students, parents, outside agencies, and other staff members on an individual, group, and systems level
5. Understands and adheres to the professional, ethical, and legal standards of the profession
6. Understands and adheres to Federal, State, and district policies and regulations
7. Evidence of ability to communicate clearly, concisely, and professionally--both verbal and written
8. Ability to accurately interpret a variety of written and oral information
9. Ability to write professional reports and complete special education paperwork within mandatory timelines
10. Ability to independently manage time and responsibilities to successfully complete all job duties efficiently
11. Ability to handle stressful situations in a professional manner
12. Experience with a variety of student disabilities and age ranges, preferred
13. Knowledge and abilities in implementing and interpreting a wide variety of psychoeducational evaluation assessments and procedures, preferred
14. Experience with Montana OPI's state special education data reporting system, preferred
15. Other qualities as deemed appropriate

PERFORMANCE RESPONSIBILITIES:

1. Evaluate and consult on children referred for suspected disability in such areas as academics, social/emotional, intellectual, developmental, attention/executive functioning, behavior, self-regulation, autism, etc.
2. Serve as the psychoeducational expert and advisee on assigned multidisciplinary teams and committees.
3. Provide information, consultation, and/or in-service training on various academic, social, emotional, and/or behavioral challenges/disabilities.
4. Suggest and recommend environmental and student-based interventions, accommodations, modifications, and educational setting placements to enhance student achievement, independence, and mental health.
5. Complete evaluations, written reports, data-entry, and other duties within mandatory deadlines.
6. Advise on appropriate referral resources in the community to meet referred student needs.
7. Participate in regular Child Find screening activities, such as developmental preschool screenings.
8. Provide counseling services to students, if necessary.

IMMEDIATE SUPERVISOR: Special Education Coordinator, Building Principals

TERMS OF EMPLOYMENT: Salary, benefits, and other working conditions as negotiated by the Frenchtown Public Schools Board of Trustees and the Frenchtown Education Association (FEA).

EQUIPMENT USED: Computer/tablet, calculator, scanner/copier/fax machine, telephone/voice mail

WORK ENVIRONMENT: While performing the duties of this job, the employee regularly works inside in what can be a stressful environment. The duties of the job entail extensive paperwork, accurate data recording, and precise documentation. The employee must exercise excellent self-sufficiency, organization, time management, and efficiency skills to meet mandatory deadlines. The employee is frequently required to attend meetings. The employee is directly responsible for the safety and well-being of students.

The noise level in the work environment is usually quiet to moderate, depending upon the task at hand.

PHYSICAL DEMANDS: While performing the duties of this job, the employee is frequently required to sit; occasionally walk and stand; travel between campuses and to other sites. Specific vision abilities required by this job include close vision, distance vision, depth perception, and the ability to adjust focus. The employee is required to be able to hear conversations in quiet environments.

MENTAL/MOTOR DEMANDS: While performing the duties of this job, the employee rarely performs routine work. The employee frequently must exercise mental flexibility, self-regulation skills, and novel problem-solving. Guidance and reinforcement are intermittently available, and the employee is frequently required to exercise initiative and dependability. The employee must be well organized, efficient, and self-disciplined to maintain accurate, orderly records and work within tight time constraints. The employee is frequently involved in social interactions which require pragmatic, oral, and written communications.

The physical demands, work-environment characteristics, and mental/motor demands described within this job description 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.

It is the prerogative of the District to assign staff so as to best meet the needs of the District.