



DEER VALLEY

Unified School District

JOB DESCRIPTION

JOB TITLE: **Psychologist for Public Day School**

Position Type: Certified	Department: Student Support Services
Salary Schedule: Other Professional Staff	Location: District Office/School
Reports to: Director of Student Support Services	
Term of Employment: 10 months	Shift: Day
Approved by: Human Resources	Date: August 18, 2023

POSITION SUMMARY:

Contributes to the district's goal to commit to preparing today's youth for tomorrow's challenges by maximizing their options for life through academic and social growth.

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.

ESSENTIAL FUNCTIONS:

- Acts as the School Threat Manager and is a member of the District Safe Schools Committee. Plans and coordinates all school threat management activities. Updates threat management procedures as needed. Monitors the threat management activities of the School Threat Assessment Team. Is the chairperson of the School Threat Assessment Team and coordinates its activities.
- Administers and interprets a wide range of individualized standardized assessment instruments in all psychological domains. Will be able to administer appropriate tests of academic achievement and other assessment instruments as appropriate. The psychologist will be competent in guiding other staff in the administration of academic achievement tests.
- Administers and interprets a wide range of personality and socio-emotional instruments, including projective assessments, and other such tests and assessments, as appropriate. The psychologist will make use of the Psychologists' Library for learning and administering various instruments.
- Implements district policies and procedures for screening, referral, evaluation, placement, and programs for prospective students with disabilities ages three through twenty-two.

- Consults with administration and staff to insure that efforts of the psychologist are consistent with district goals and philosophy, including integration, inclusive practices and educational success.
- Assists in the training of, and consultation with, home school teams of public day school students on the requirements and processes of IDEA and on various other topics within the field of psychology, as needed and appropriate.
- Coordinates staff development and in-service training of staff members (special education and general education) who provide programs and services for students with disabilities.
- Provides consultation to the transportation department in the management of students with disabilities on school vehicles, as needed.
- Reviews in-district, out-of-district, and Independent Educational Evaluations of students in public day school, and makes recommendations for implementation within the public day school.
- Data-based decision making and accountability: the Psychologist will make certain that curriculum-based assessment is collected by the Service Coordinators as part of the evaluation and will consult with service coordinators and others, when needed, in collecting such data. Able to use assessment data to develop and implement evidenced-based instructional strategies that are intended to improve student performance.
- Evaluates adaptive behavior of children, when appropriate, through the use of appropriate adaptive behavior instruments.
- Conducts effective psychological, including psycho-educational, diagnostic, prescriptive reevaluations of children, as needed and appropriate.
- Writes comprehensive diagnostic, prescriptive evaluation reports based on evaluation results and, in conjunction with the Multidisciplinary Evaluation Team (MET) as a whole, determines student eligibility for special education programs in compliance with IDEA, State Board of Education rules and regulations, and local procedures within required timelines.
- Must have knowledge of computers and the report writing system used by the district.
- Diagnoses a full range of educational (learning), psychological, and mental disorders in children utilizing the current edition of the Diagnostic and Statistical Manual of Mental Disorders (DSM) published by the American Psychiatric Association, and includes diagnostic information in written reports of evaluation.
- Uses a consultative problem-solving process for planning, implementing, and evaluating academic and mental health services. Coordinates and consults with related service staff (i.e. Speech, OT, PT, Vision, Audiology, etc.) as part of the evaluation process. Insures that appropriate staff is invited to the MET meeting.
- Consults and collaborates at the individual, family group, and systems levels. Participates in staff meetings pertaining to students of interest on the public day school campus.
- Consults to all district schools on the ability of the public day school to meet the needs of prospective students in advance of placement, and on any other matters that may arise pertaining to public day school students, as needed and appropriate.
- Is able to plan and implement positive behavioral interventions and supports within the context of the public day school philosophy to assist in developing academic, social, and behavioral competencies. Is familiar with Individual Education Plans (IEP) and is able to consult on writing and implementing IEP goals.

- Knows confidentiality requirements; meets required timelines and submits compliance documentation as required by federal, state, and district guidelines. Maintains a system to safeguard children's rights regarding privileged communications.
- Maintains a comprehensive record keeping system in compliance with federal, state, and district guidelines.
- Acts as the primary evaluator on the MET in conducting re-evaluations of students in public day school and chairs multidisciplinary conferences to determine student eligibility for special education, as necessary and appropriate.
- Provides guidance and leadership to the IEP team in the conduct of Functional Behavior Analyses (FBA) using research-based practices, and in the development of effective, positive-reinforcement based Functional Behavior Intervention Plans (FBIP) from the FBA data.
- Consults with staff regarding children's educational and emotional needs.
- Provides consultation and support to parents in implementing students' behavior plans.
- Consults with school/district personnel in the selection of appropriate interventions to improve students' social, emotional, and educational functioning.
- Continues professional growth through reading, workshops, and coursework.
- Contributes to the profession through contact with professional organizations.
- Shares professional knowledge with peers.
- Communicates and consults, as needed, with community health facilities, schools, consulting physicians, psychologists, and other resources, which offer services to children and schools.
- Knows and adheres to a professional code of ethics (American Psychological Association and National Association of School Psychologists).
- Collaborates with other professionals to design, implement, and evaluate individual and group behavioral management programs.
- Provides counseling services to students in public day school as needed and appropriate.
- Uses information and assistive technology resources to enhance student's cognitive and academic skills.
- Demonstrates knowledge of students. Integrates behavioral supports and mental health services/referrals with academic and learning goals for children.
- Assesses student learning. Provides a continuum of developmentally appropriate mental health services including individual and group counseling, behavioral coaching, classroom and school-wide social emotional learning programs. Is able to provide positive behavioral support and parent education and support.
- Demonstrates respect and rapport with administrators, faculty, staff, parents, students, and colleagues.
- Conducts test sessions in a professional manner and provides appropriate setting and materials.
- Organizes physical office space and school and community resources.
- Demonstrates flexibility and responsiveness.
- Contributes to school and district by sharing specialized knowledge.
- Shows professionalism.

MARGINAL DUTIES:

- Assists other personnel as may be required for the purpose of supporting them in the completion of their work activities.
- Completes other job related duties as assigned by the supervisor.

SUPERVISORY RESPONSIBILITIES:

- Supervises students.

OTHER SKILLS/ABILITIES/KNOWLEDGE/WORK STYLE:

- Must have expertise in administering disability law regulations.
- Demonstrates the ability and desire to provide outstanding customer service.
- Demonstrates the ability to effectively use technology as a tool for planning and implementing instructional strategies.
- Demonstrates the ability to work effectively under time constraints.
- Must be organized with the ability to multitask.
- Must be detail-oriented and self-motivated.
- Must have excellent memory and ability to function well under stress.
- Must be able to work independently with minimal supervision and/or assistance.
- Must demonstrate an extremely high regard for confidential and sensitive information.
- Must demonstrate flexibility, common sense, and good judgment.
- Must have ability to keep abreast of information pertinent to the job.
- Must maintain a well-groomed appearance and follow the DVUSD Dress Code.
- Must have a basic knowledge of computers.
- Adheres to the district/school vision, mission and goals in collaboration with staff and supervisor.
- Conscientiously fulfills responsibilities and follows directives by meeting deadlines.
- Demonstrates collaborative problem-solving skills.
- Participates in district professional development activities in a timely manner.
- Uses professional day in a productive manner.
- Demonstrates knowledge of and adheres to district policies and administrative procedures.
- Completes assigned tasks and projects in a competent and timely fashion.
- Adheres to legal and procedural guidelines regarding confidentiality and disclosure of information.

CERTIFICATES, LICENSES AND REGISTRATIONS REQUIRED:

- Must have authorization to work in the United States as defined by the Immigration Reform Act of 1986.
- Valid Arizona Psychologist License preferred but not required.
- Arizona School Psychologist Certification.
- State Psychologist Certification.
- Nationally Certified School Psychologist (NCSP) Certification preferred but not required.
- Must be trained in Non-Violent Crisis Intervention.

EDUCATION AND/OR EXPERIENCE:

- Doctorate Degree in Psychology or equivalent discipline (Preferred).
- Must have a Master's Degree.
- Experience in the areas of learning disabilities, emotionally handicapped, and intellectually disabled students in a psycho-educational setting.

LANGUAGE SKILLS:

- Demonstrates the ability to read, analyze, and interpret general business periodicals, professional journals, technical procedures, or governmental regulations.
- Demonstrates the ability to write reports, business correspondence, and procedure manuals.
- Demonstrates the ability to effectively present information and respond to questions from groups of managers, clients, customers, and the general public.

MATHEMATICAL SKILLS:

- Demonstrates the ability to calculate figures and amounts such as discounts, interest, commissions, proportions, percentages, area, circumference and volume.
- Is able to apply concepts of basic algebra and geometry.

REASONING ABILITY:

- Demonstrates the ability to solve practical problems and deal with a variety of concrete variables in situations where only limited standardization exists.
- Is able to read and interpret a variety of instructions and data furnished in written, oral, diagram, or schedule form.
- Utilizes student testing and related data to identify student strengths and weaknesses.

PHYSICAL DEMANDS:

- Regularly required to stand, reach with hands and arms, talk or hear and taste or smell.
- Frequently required to use hands to finger, handle, or feel objects, tools, or controls.
- Must be able to walk, and occasionally climb or balance; stoop, kneel, crouch or crawl.
- Must regularly lift and/or move up to 50 lbs.
- Must have close vision, distance vision, color vision, peripheral vision, depth perception, and ability to adjust focus.

ENVIRONMENTAL CONDITIONS:

- The noise level in the work environment is usually moderate to high.
- 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.

COMMENTS:

This job description is intended to be representative of the work performed by employees in this position and is not all-inclusive. The omission of a specific duty or responsibility will not preclude it from the position if the work is similar, related, or a logical extension of position responsibilities as defined by the supervisor. This is a temporary management guide tool, subject to change.