



## SCHOOL PSYCHOLOGIST CLASSIFICATION DESCRIPTION

Job Classification Title:	<b>School Psychologist</b>	
Working Title(s):	Psychologist	
FLSA Status:	Exempt	Pay Grade: C45
<i>This job classification description is intended to be generic in nature and not an exhaustive list of all duties and responsibilities. The specific tasks/duties may vary based on position assignment and as determined by the District.</i>		

### **JOB CLASSIFICATION SUMMARY**

Responsible for supporting students' learning, social development, and mental and behavioral health using problem solving, assessment, data-based decision-making, and the delivery of evidenced-based interventions. School Psychologists collaborate and consult with educators, families, and other professionals to help create safe, healthy, and supportive learning environments for all students.

### **DISTINGUISHING CHARACTERISTICS**

This is a professional level classification responsible for providing a comprehensive range of services as described in the current standards from the National Association of School Psychologists. The school psychologist's functions as part of the district's Child Find Services team. This team collaboratively provides a multi-tiered system of supports through implementation and monitoring of evidence-based behavioral and academic interventions for all students in need. Child Find Services also includes consultation with faculty, administration and parents regarding special needs students; facilitating the site multidisciplinary team used for making referrals, evaluations, program placement and individual program development for students.

### **ESSENTIAL DUTIES**

*The following are intended to describe core work functions of this classification. While the level and broad nature of essential duties may not change, specific work tasks will vary over time depending on the District's needs.*

*\* In-person attendance is an essential function of this classification.*

- Applies their knowledge of both psychology and education through consultation and collaboration with teachers, school administrators, parents, and community providers;
- Participate in effective data-based decision-making using a foundation of assessment and data collection;
- Engage in specific services for students, such as direct and indirect interventions that focus on academic skills, learning, socialization, and mental health;
- Provide services to schools and families that enhance the competence and well-being of children, including promotion of effective and safe learning environments, prevention and remediation of academic and behavior problems, response to crises, and improvement of family-school collaboration;
- Models and maintains compliance with federal and state statutes, district policies, and procedures;



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- Provides school-based collaboration, consulting, and supervision of interns to eliminate or reduce student learning and behavioral problems and to increase skill levels of teachers, parents, administrators and other key staff including identifying and prioritizing issues and problems; determining focus and structure of collaborative problem solving; and determining training or knowledge needs of teachers, parents, and other key personnel;
- Provides primary, secondary and tertiary mental health services including determining educational impact of mental health needs of the child; determining the appropriateness of individual or group counseling or referral to an outside agency; and determining the nature and scope of the problem and the resources necessary for crisis intervention;
- Determines how rights of parents and children affect decision making at critical junctures including making decisions related to alleged child abuse; remaining cognizant of key legal issues that impact learning and behavioral issues and convening school based teams to discuss such issues; identifying factors that may impinge on a special education child's right to education in the least restrictive environment; facilitating functional behavior assessment of disabled children who require frequent discipline; and determining manifestation of behavior in manners of suspension of special education students;
- Coordinates school problem solving teams including determining and making recommendations for children's special education and accommodation under section 504 of the Rehabilitation Act eligibility determining need for informal planning teams and child study teams to address learning and behavioral needs of children; and negotiating and mediating conflicts to resolve differences with regard to problem identification, problem remedies, interpretation of guidelines of applicable federal laws, and role ambiguity;
- Provides systems level collaboration by linking with external mental health resources to best address the mental health and learning needs of students including determining school based needs and necessity of various types of mental health services; identifying external resources and agencies to address student mental health needs; determining need for individual referral to an outside agency and facilitating referral with parent; and determining need for counseling groups facilitated at school sites by counselors from outside agencies;
- Facilitates organizational change by applying knowledge of behavioral science technology, research, and theory including determining and responding to need for change; determining structure of and conducting a needs assessment; and facilitating the identification of a specific area to be changed by clarifying goals and objectives, determining needs to be remedied, and recommending course of action based on identified needs and targeted outcomes.
- Submits Medicaid billings; and,
- Performs related work as assigned.

### **KNOWLEDGE**

- Federal, state, and local laws, codes, rules, regulations, and statutes.
- District policies, procedures, organization structure and school requirements.
- Psychology principles and practices.
- School psychology subject matter including human behavior and social systems, theoretical counseling models and approaches, normal and abnormal human



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development and psychopathology, and normal cognitive, emotional, physical, social and academic developmental sequence of childhood.

- Relevant medical, social, and legal community resources.
- Assessment instruments and methodologies.
- Current relevant research related to psychology and behavior and learning problems of children.

### **SKILLS**

- Working under pressure to meet timelines and handling multiple and changing priorities.
- Use of a variety of office and school equipment.
- Analyzing information from journal articles, books, research finding, etc.
- Use of relevant assessment tools and problem solving techniques specific to psychological and educational.
- Utilizing communication and interpersonal skills as applied to interaction with coworkers, supervisors, the general public and others to sufficiently exchange or convey information and to receive work direction.

### **MINIMUM QUALIFICATIONS** (for new hires at job entry)

#### Education and Experience:

Master's and/or Doctorate Degree in School Psychology.

#### Required Certifications/Licenses:

- Arizona School Psychologist's Certification.
- Arizona Fingerprint Clearance Card (FPCC).

### **CLASS HISTORY INFORMATION**

Created: 11/2021

Amendments:



## SCHOOL PSYCHOLOGIST PHYSICAL & ENVIRONMENTAL FACTORS

### **OVERALL PHYSICAL STRENGTH DEMANDS:**

<b>Physical Strength for this position is indicated below with an "X"</b>	
<input checked="" type="checkbox"/>	Sedentary: Exerting up to 10 lbs. occasionally or negligible weights frequently; sitting most of the time.
<input type="checkbox"/>	Light: Exerting up to 20 lbs. occasionally, 10 lbs. frequently, or negligible amounts constantly OR requires walking or standing to a significant degree.
<input type="checkbox"/>	Medium: Exerting 20-50 lbs. occasionally, 10-25 lbs. frequently, or up to 10 lbs. constantly.
<input type="checkbox"/>	Heavy: Exerting 50-100 lbs. occasionally, 10-25 lbs. frequently, or up to 10-20 lbs. constantly.
<input type="checkbox"/>	Very Heavy: Exerting over 100 lbs. occasionally, 50-100 lbs. frequently, or up to 20-50 lbs. constantly.

### **PHYSICAL DEMANDS:**

C Continuously 2/3 or more time	F Frequently 1/3 to 2/3 of time	O Occasionally Up to 1/3 time	R Rarely < 1 hour per week	N Never Never occurs
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Note: This is intended as a description of the way the job is currently performed. It does not address the potential for accommodation.

Physical Demand	Brief Description	C	F	O	R	N
Standing	Communicating with co-workers, observing work site, observing work duties	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Sitting	Desk work	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Walking	To other departments/offices/office equipment	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Lifting	Supplies, files	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Carrying	Supplies, files	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Pushing/Pulling	File draws, tables and chairs	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Reaching	For supplies, for files	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Handling	Paperwork	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Fine Dexterity	Computer keyboard, telephone pad, calculator, calibrating equipment	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Kneeling	Filing in lower drawers, retrieving items from lower shelves/ground	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Crouching	Filing in lower drawers, retrieving items from lower shelves/ground	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Crawling	Under equipment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Bending	Filing in lower drawers, retrieving items from lower shelves/ground	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Twisting	From computer to telephone, getting inside vehicles	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Climbing	Stairs, step stool	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Balancing	On step stool	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Vision	Reading, computer screen, driving	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Hearing	Communicating with co-workers and public and on telephone, listening to equipment	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Talking	Communicating with co-workers and public and on telephone	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Foot Controls	Driving	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Other (Specify)		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>



## SCHOOL PSYCHOLOGIST PHYSICAL & ENVIRONMENTAL FACTORS

### **MACHINES, TOOLS, EQUIPMENT, SOFTWARE AND HARDWARE:**

Basic office tools and equipment.

### **ENVIRONMENTAL FACTORS:**

<b>D</b> Daily	<b>W</b> Several Times Per Week	<b>M</b> Several Times Per Month	<b>S</b> Seasonally	<b>N</b> Never
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<b>Health &amp; Safety Factors</b>	<b>D</b>	<b>W</b>	<b>M</b>	<b>S</b>	<b>N</b>	<b>Health &amp; Safety Factors</b>	<b>D</b>	<b>W</b>	<b>M</b>	<b>S</b>	<b>N</b>
Mechanical Hazards	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Respiratory Hazards	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Chemical Hazards	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Extreme Temperatures	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Electrical Hazards	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Noise and Vibration	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Fire Hazards	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Wetness/Humidity	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Explosives	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Physical Hazards	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Communicable Diseases	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>						
Physical Danger or Abuse	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>						
Other (Specify Below	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>						

### **PROTECTIVE EQUIPMENT REQUIRED:**

None.

### **NON-PHYSICAL DEMANDS:**

<b>C</b> Continuously 2/3 or more time	<b>F</b> Frequently 1/3 to 2/3 of time	<b>O</b> Occasionally Up to 1/3 time	<b>R</b> Rarely < 1 hour per week	<b>N</b> Never Never occurs
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<b>Description of Non-Physical Demands</b>	<b>C</b>	<b>F</b>	<b>O</b>	<b>R</b>	<b>N</b>
Time Pressure	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Emergency Situation	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Frequent Change of Tasks	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Irregular Work Schedule/Overtime	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Performing Multiple Tasks Simultaneously	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Working Closely with Others as Part of a Team	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Tedious or Exacting Work	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Noisy/Distracting Environment	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other (Specify Below)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>



## SCHOOL PSYCHOLOGIST PHYSICAL & ENVIRONMENTAL FACTORS

### **PRIMARY WORK LOCATION**

<input checked="" type="checkbox"/>	Office Environment
<input type="checkbox"/>	Warehouse
<input type="checkbox"/>	Shop
<input type="checkbox"/>	Recreation/Neighborhood Center
<input type="checkbox"/>	Vehicle
<input type="checkbox"/>	Outdoors
<input type="checkbox"/>	Other (Specify Below)



## SCHOOL PSYCHOLOGIST ACKNOWLEDGEMENT

### SIGNATURE – REVIEW AND COMMENTS:

I have reviewed this description and find it to be an accurate representation of the demands of the classification.

\_\_\_\_\_  
Signature of Employee

\_\_\_\_\_  
Date

\_\_\_\_\_  
Job Title of Supervisor

\_\_\_\_\_  
Signature of Supervisor

\_\_\_\_\_  
Date

\_\_\_\_\_  
Job Title of Department Head

\_\_\_\_\_  
Signature of Department Head

\_\_\_\_\_  
Date

Comments: \_\_\_\_\_

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\_\_\_\_\_  
The above statements are intended to describe the general nature and level of work being performed by individuals assigned to this classification. They are not intended to be an exhaustive list of all responsibilities, duties, and skills required. This description is subject to modification as the needs and requirements of the classification change.