



ORANGE COUNTY SCHOOLS

POSITION DESCRIPTION

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| POSITION TITLE | Psychologist |
| SCHOOL/DEPARTMENT | Assigned school(s) |
| SALARY | Psychologist salary schedule plus supplement |
| FLSA STATUS | Exempt |
| REPORTS TO | Director of Exceptional Children |
| SUPERVISES | None |
| WORK WEEK SCHEDULE | Monday – Friday |
| WORK HOURS | 40 |
| NUMBER OF MONTHS PER YEAR | 10 |

POSITION PURPOSE:

The School Psychologist collaborates with teachers, parents, and school personnel to improve classroom management strategies and/or parenting skills; addresses mental health issues; assesses, identifies and works with students with disabilities; and to improve teaching and learning strategies for all students. The School Psychologist is expected to coordinate and facilitate the needs of students and the school district including evaluation, counseling, consultation, crisis intervention, threat and risk assessment, staff development, research, educational planning and coordination with outside agencies. Additionally, the School Psychologist must maintain confidential records on all referred students.

MINIMUM QUALIFICATIONS:

KNOWLEDGE, SKILLS, AND ABILITIES

- Comprehensive knowledge of psychological theory and practice including assessment and test theory, diagnostic categories, personality assessment, learning disabilities, statistics, and counseling theories

- Comprehensive knowledge of and adherence to legal procedures as contained in local, state and federal policies governing special education, including IDEA, HIPPA and FERPA laws and guidelines
- Comprehensive knowledge of and adherence to professional and ethical standards of the American Psychological Association and the National Association of School Psychologists
- Comprehensive knowledge of counseling techniques, behavioral management techniques, classroom instructional interventions and parent training strategies
- Considerable knowledge of psychological services that are appropriate for school age children
- Considerable knowledge of appropriate action to be taken in emergency situations
- Considerable knowledge of the current literature, trends, methods and developments in the area of school psychological services
- General knowledge of the principles of supervision, organization and administration
- Ability to interpret student behavior, system policies and state procedures
- Ability to coordinate and oversee large programs
- Ability to develop, counsel and support staff
- Ability to evaluate the effectiveness of programs and make recommendations for improvements
- Ability to use common office machines and current computer-driven work processing, spreadsheet and file maintenance programs
- Ability to maintain complete and accurate records and to develop meaningful reports from them
- Ability to effectively express ideas orally and in writing
- Ability to establish and maintain effective working relationships as necessitated by work assignments

EDUCATION, TRAINING, AND EXPERIENCE

- Master's Degree from and accredited institution in School Psychology
- Completion of a one-year school-psychology internship
- Eligibility for, or recipient of, endorsement as a School Psychologist
- Experience working with children and adolescents in a school, clinic, or hospital setting

CERTIFICATION AND LICENSE REQUIREMENTS

- Must possess, or be eligible to possess, valid certification (026) as a School Psychologist by the State of North Carolina
- Must possess a valid driver's license issued by the NC Department of Motor Vehicles

PREFERRED QUALIFICATIONS:

- Clinical Psychologist or Doctoral-level School Psychologist; Doctoral Degree in Clinical or School Psychology
- Completion of a one-year doctoral internship in professional psychology
- Licensed or eligible for licensure as a Clinical or School Psychologist upon completion of residency year

ESSENTIAL DUTIES AND RESPONSIBILITIES

1. Serve on student support teams and special education committees at each school in the district
2. Conduct individual child evaluations designed to identify strengths and weaknesses that can be used to develop effective interventions
3. Select, administer, analyze and interpret results of psychological and psycho-educational assessment procedures
4. Analyze and interpret assessment data using statistical techniques, knowledge of instruments and understanding of disabling conditions
5. Integrate findings into systematic case formulations and plan for intervention through written reports and oral presentation of results
6. Provide psychological counseling individually and in groups for students who have behavioral, emotional, and/or academic problems that affect their academic performance or their ability to interact well with others
7. Consult with school personnel (teachers, administrators, special education staff), parents and outside agencies to identify and develop interventions that address the academic, behavioral, and/or social/emotional needs of students
8. Conduct or participate in field-based research with students
9. Develop and implement prevention and early intervention programs
10. Recommend instructional accommodations for both regular and special education students via 504 Plans, IEPs and MTSS
11. Present in-service and educational programs to school staff, parents, community agencies, and students that will expand psychological awareness of issues related to children and adolescents and to perform preventative mental health services
12. Provide teachers and parents with information about appropriate developmental tasks and expectancies in cognitive, social, communication, physical and self-help areas
13. Make appropriate student referrals to specialists and/or community agencies
14. Perform other duties as assigned by the Director of Exceptional Children

| WORKING CONDITIONS | |
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| PHYSICAL DEMANDS | Work is considered light physical work requiring the exertion of up to 20 pounds of force. |
| WORK ENVIRONMENT | Employees in this position are required to work in indoor and outdoor environments, and come into direct contact with OCS staff, students and the public. |
| ACKNOWLEDGEMENTS | |
| The following signatures acknowledge that the supervisor has verified the accuracy of the position description, has discussed position requirements with the employee, and has advised the employee of work performance expectations | |
| <i>Reviewed by: Employee's Signature</i> | <i>Date</i> |
| <i>Approval by: Supervisor's Signature</i> | <i>Date</i> |
| The completed and signed position description shall be maintained at the employee's work location, shall be reviewed with the employee by his or her immediate supervisor, should be revised as required, and shall serve as the basis for all required evaluations. | |

DISCLAIMER: *The above statements are intended to describe the general purpose and responsibilities assigned to this position. They are not intended to contain or be interpreted as a comprehensive inventory of all duties, responsibilities, and skills that may be required of the employees assigned to this position. This description may be revised by the supervisor, with HR review and approval, any time.*