POSITION TITLE: School Psychologist, Early Intervention Diagnostic Team

CONTRACT YEAR: Eleven months (Varying work days)

PAY GRADE: Based on Teacher Salary Schedule

QUALIFICATIONS:

**Education** - State certification as Specialist in School Psychology.

**Experience** - Supervised internship in approved School Psychology Training Program.

OR

Satisfactory experience or training in evaluating pre-school children.

**Special Qualifications** - Clinical experience in diagnostic prescriptive work with pre-schoolers is desirable. Bilingual skills preferred. Computer skills as required for the position.

DIRECT ACCOUNTABILITY:
The Director, School Readiness and The Director, Psychological Services

SUPERVISION: None

GOAL: To work in collaborative relationship with other members of the Early Intervention Diagnostic Team to understand students in terms of their assets, their liabilities and their dynamics and to recommend steps to be taken to facilitate the student's learning and overall adjustment.

ACCOUNTABILITY PROCEDURES: The Director, School Readiness and the Director, Psychological Services will evaluate the effectiveness of the School Psychologist - Early Intervention Diagnostic Team annually with respect to the performance of specific job responsibilities.
PERFORMANCE RESPONSIBILITIES: The School Psychologist - Early Intervention Diagnostic Team shall

1. serve as a member of Early Intervention Diagnostic Team to screen kindergarten and first grade students.

2. provide indepth psychological evaluations of kindergarten and first grade students who fail the screening.

3. make diagnosis regarding why the child is behaving as he is based on
   a) information from the parents
   b) information from the school
   c) psychological evaluation

4. prepare written report of findings and recommendations.

5. serve as a member of the diagnostic team to develop individual curriculum for children in need of special programming.

6. counsel parents, teachers, administrators, and other appropriate personnel regarding the implications of findings and recommendations.

7. assume responsibility for
   a) staying thoroughly familiar with current criteria for identifying and recommending placement of exceptional students
   b) carefully follow District Procedures in processing all students who may be candidates for Exceptional Student Programs.

8. serve on staffing committees where all pertinent information is reviewed, an educational plan is prepared and placement in appropriate Exceptional Education Program is recommended.
9. participate in periodic reviews and reevaluations of students in Exceptional Student Programs.

10. assist in the development and identification of relevant research.

11. participate in the development, implementation and provision of inservice training programs.

12. review current developments, literature and technical sources of information related to job responsibility.

13. ensure adherence to good safety procedures.

14. perform other duties as assigned by the Director, School Readiness and the Director, Psychological Services

15. follow federal and state laws, as well as School Board policies.

Board Approved: 4/20/78

ER80-12 Approved: 10/2/80

Revised: 11/19/04
Revised: 7/1/05