

PUEBLO SCHOOL DISTRICT 60
PROFESSIONAL JOB DESCRIPTION

It is essential that all employees of Pueblo School District 60 understand our mission is to provide a high-quality education that assures each student the knowledge, skills, and dispositions to lead a life of purpose and impact. Employees support the community and thrive in connecting with our students by embracing the core values of the district, which state:

- We believe that the success of every student is our most important commitment.
- We believe that collaboration and engagement with our community, parents, staff, and students are essential to our success.
- We believe that we must act with integrity, celebrate diversity, and promote equity.
- We believe that each individual must be treated with dignity and respect.
- We believe that the social and emotional well being of our students is as important as their academic needs.
- We believe that it is our responsibility to provide a safe, positive, and supportive environment for our students and staff
- We believe that our community heritage, traditions, and history should inform our response to future student and district needs.

As we embrace these values and consider their impact, we will achieve our vision of being a high performing school district that inspires community confidence. Each employee plays a part, and that contribution should bring us closer to helping each student achieve their dreams.

Job Title: School Psychologist
Prepared Date: 7/30/2008
Revised Date: 9/1/2021
Work Year: 173 days
Department: Exceptional Student Services
Reports To: ESS Coordinator
Salary Range: APT Salary Schedule
Benefits: Fringe Benefits based on
Status: FLSA Status: Exempt

SUMMARY OF FUNCTIONS:

The primary responsibility of the School Psychologist is to provide a wide range of evaluation and consultation services to assist in decisions relative to students with disabilities; plan, organize, manage and coordinate a comprehensive system of psychological assessment and mental health services to assist students to stay in school on target to graduate; coordinate and implement educational and transition services that are in compliance with district policies and state and federal laws.

QUALIFICATIONS:

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. The physical demands, work environment factors, and mental functions described below 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.

REQUIRED:

- A minimum of an Educational Specialist Degree (Ed.S.) from a School Psychology graduate program
- Valid Colorado Special Services License with a School Psychologist endorsement
- Valid Colorado Driver's license and reliable transportation for on the job travel
- Employee must complete a fingerprint-based criminal background check and must be cleared by the Office of Human Resources
- Must be able to communicate effectively in English, both orally and in writing, using proper grammar and vocabulary

PREFERRED:

- School, educational, or clinical psychology degree
- Experience or training in the following:
 - Educational identification of IDEA's disability categories
 - Instructional program planning/implementation
 - Threat/suicide assessments and crisis counseling
 - Behavior management & affective education
 - Current educational technology
 - Child abuse reporting
- Public School Experience
- Doctorate in appropriate field in education

SKILLS AND KNOWLEDGE:

- Knowledge of methods for coaching and supporting new teachers.
- Knowledge of assessment, data, and statistics.
- Knowledge of effective individual and group counseling techniques.
- Knowledge of applicable federal and state laws, and district/department policies, procedures, and regulations.
- Knowledge of IEP preparation and implementation methods and procedures.
- Working knowledge of IDEA and 504 statutes, regulations and procedures
- Knowledge of appropriate referral agencies.
- Knowledge of accurate record-keeping techniques.
- Oral and written communication skills.
- Ability to communicate, interact, and work effectively and cooperatively with all people, using tact, patience, and courtesy.
- Demonstrate sound work ethic.
- Demonstrate an understanding, patient, and receptive attitude towards children with special needs.
- Ability to plan, organize, and coordinate a comprehensive system of educational and psychological assessment and mental health services.
- Ability to perform professional evaluations of educational, psychological, and social needs of students.
- Ability to utilize various testing techniques, materials, equipment and instruments.

- Ability to prepare and maintain confidential records and files.
- Ability to analyze situations accurately and adopt an effective course of action.

ESSENTIAL JOB DUTIES AND RESPONSIBILITIES:

The following statements of duties and responsibilities are intended to describe the general nature and level of work being performed by individuals assigned to this position. These statements are not intended to be an exhaustive list of all duties and responsibilities required of all personnel within this position. This organization believes that every individual makes a significant contribution to our success. That contribution should not be limited to assigned responsibilities. Therefore, this position description is designed to define primary duties, qualifications and job scope but should not limit the incumbent nor the organization to the work identified. It is our expectation that every employee will offer his/her services wherever and whenever necessary to ensure the success of the District's/department's goals. Actual duties, responsibilities, frequency, and percentages may vary depending upon building assignments and other factors.

- Assume role as a member of multiple school-based teams including MTSS and IEP teams
- Administer, score and interpret educational and psychological assessments; conduct student observations
- Provide short-term counseling for students on assigned caseload
- Provide consultation services relating to children with educational or social/emotional/behavioral difficulties
- Integrate and synthesize multiple sources of data and be able to report out both verbally and in a written report
- Assist in the development, writing, and implementation of comprehensive Individual Education Plans (IEP) for special education students
- Evaluate students for grade acceleration and giftedness using the appropriate psychological instruments
- Prepare educational/psychological reports including recommendations; communicate and make referrals to outside agencies or special services as appropriate.
- Participate in 504 meetings to help ensure compliance with applicable federal and state laws regarding Special Education and Section 504 of The American's with Disabilities Act
- Write and keep appropriate, accurate, and confidential reports and records
- Serve as director designee for designated special education meetings
- Conduct threat and suicide assessments and be able to provide crisis response services

NON-ESSENTIAL DUTIES:

- Perform any and all other duties as assigned by ESS Administration

The physical demands, work environment factors, and mental functions described below 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.

PHYSICAL DEMANDS:

While performing the duties of this job, the employee is required to stand; walk; sit; use hands

and fingers to handle, or feel. The work requires the use of telephone and using fingers to operate computer or typewriter keyboards. The employee is continually hearing and speaking to exchange information. The employee is required to reach with hands and arms; climb or balance; and stoop, kneel, crouch, or crawl.

In an 8-hour workday, this job requires:

R – Rarely (Less than .5 hr per day)

F – Frequently (2.5 – 5.5 hrs per day)

NA – Not Applicable

O – Occasionally (.5 – 2.5 hrs per day)

C – Continually (5.5-8 hrs per day)

Physical Requirements	NA	R	O	F	C
Sitting				X	
Stationary Standing			X		
Walking (level surface)				X	
Walking (uneven surface)		X			
Crawling		X			
Crouching (bend at knees)			X		
Stooping (bend at waist)			X		
Twisting (knees/waist/neck)			X		
Turn/Pivot			X		
Climbing (stairs)			X		
Climbing (ladder)		X			
Reaching overhead		X			
Reaching extension		X			
Repetitive use arms		X			
Repetitive use wrists		X			
Repetitive use hands grasping		X			
Repetitive use hands squeezing		X			
Fine manipulation			X		
Using foot control	X				
*Pushing/Pulling Maximum weight: 40 lbs.			X		
Lifting/Carrying Maximum weight: 40 lbs.			X		

WORKING CONDITIONS:

Employee will work primarily in a school/office environment with both natural and fluorescent lighting; fast-paced work; constant interruptions; driving a vehicle to conduct work; contact with dissatisfied or abusive individuals; daily work schedules will vary depending on student and school needs.