

Alamance-Burlington School System

Position Description

POSITION TITLE	School Psychologist
DEPARTMENT	Exceptional Children
LOCATION	School Site(s)
PAY GRADE	School Psychologist
REPORTS TO	Lead School Psychologist & Chief Special Education Officer
WORK HOURS	Full-time: 40 hours (Part-time: negotiable)
MONTHS PER YEAR	10
APPLICATION LINK	https://nc.teachermatch.org/applyteacherjob.do?jobId=470267
CONTRACT OPPORTUNITIES	Option for full- or part-time contract work with DPI-licensure. If interested, email: Jennifer Reilly, Lead School Psychologist at jennifer_reilly@abss.k12.nc.us
INTERNSHIP OPPORTUNITIES	We enjoy supervising school psychology interns and offer a stipend. If interested, email: Laura Pierce (laura_pierce@abss.k12.nc.us) and/or Jennifer Reilly (jennifer_reilly@abss.k12.nc.us)

POSITION PURPOSE:

School psychologists help students succeed academically, socially, and emotionally. School psychologists collaborate, problem-solve, intervene, and evaluate to support the whole child within a Multi-Tiered System of Support. They use / support the use of evidence- and/or research-based interventions to overcome barriers to student success, and they analyze and evaluate data to support student growth. They work with multi-disciplinary educators, administrators, families, and other community based mental health professionals to create safe, healthy, and supportive learning environments for all students and strengthen connections between home and school.

REQUIRED QUALIFICATIONS:

KNOWLEDGE, SKILLS, AND ABILITIES

- Working knowledge of the National Association of School Psychologists' *Model for Comprehensive and Integrated School Psychological Services* and the *NC Professional School Psychology Standards*
- Understanding of state and federal policies and regulations related to special education
- Knowledge of the Multi-Tiered System of Support (MTSS) framework for service delivery including universal screening, progress monitoring, problem solving process, and program evaluation

- Knowledge of school environments, child development and curriculum and instruction
- Knowledge of the current literature, trends, methods, and developments in the area of school psychological services
- Effective consultation skills
- Effective oral and written communication skills
- Effective critical thinking and problem solving skills
- Ability to reflect on practice and engage in continuous improvement
- Ability to maintain complete, accurate, and confidential student records
- Ability to adhere to and meet established state, district, and department timelines
- Ability to establish and maintain effective working relationships with school system staff, students, parents, mental health professionals, and external agencies
- Ability to use current technology applications related to word processing, email, internet, presentation, document sharing, collaboration, and data collection programs

EDUCATION, TRAINING AND EXPERIENCE

- Advanced sixth-year level degree in School Psychology from an approved school psychology training program
- One year internship providing psychological services

CERTIFICATION AND LICENSE REQUIREMENTS

- Must hold or be eligible for a North Carolina professional educator's license in School Psychology
- Must possess a valid driver's license

ESSENTIAL DUTIES AND RESPONSIBILITIES:

- Collaborate with district and school leadership to implement a Multi-Tiered System of Support in order to ensure high quality instruction matched to student need
- Provide services to schools including direct and indirect support of universal screenings; use of data-based problem-solving; data-based decision making; development of academic, social-emotional, and behavioral programming; progress monitoring; and interpretation of data to various stakeholders
- Consult with district staff, school staff, families, and community agencies regarding cognitive, academic, social, and behavioral performance/needs of individuals and groups of students
- Collaborate with Exceptional Children staff in order to prepare for initial referral and triennial reevaluation meetings
- Administer relevant assessments as needed in order to determine student strengths, needs, and areas of suspected disability
- Compose written reports of comprehensive psychoeducational assessments that assist with developing appropriate programming and instruction for students and provide these reports to various stakeholders
- Assist with the development, implementation, and review of Functional Behavior Assessments and Behavior Intervention Plans
- Address and promote student safety through intervention and crisis response to schools, suicide screenings and threat assessments

- Provide professional development to stakeholders on pertinent topics
- Participate in professional learning activities
- Engage in professional growth that is linked to professional goals and district/school improvement plans and department strategic plans
- Perform other related duties as assigned

WORKING CONDITIONS:

PHYSICAL AND COGNITIVE REQUIREMENTS

- Operate a variety of equipment including computers, copiers, fax machine, etc.
- Operate a motor vehicle with a valid driver's license
- Exert up to 20 pounds of force occasionally and/or a negligible amount of force constantly to lift, carry, push and pull or otherwise move objects (e.g., test kits)
- Light work usually requires walking or standing to a significant degree

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.