

Job Title:	School Psychologist	Job Category:	Certified
Department/Group:	Exceptional Children	Job Code/ Req#:	
Location:	District-Wide	Travel Required:	Yes
Level/Salary Range:	Certified Salary Schedule	Position Type:	Full-time
HR Contact:	Kim Klosterman	Date:	March 2025

Job Description

Job Summary

This position entails conducting psychological assessments of students, serve as the primary evaluator for diagnosis of disability and eligibility determination for students who have been referred for specialized instruction and related services. Specialize in assessing students' cognitive, emotional, and behavioral needs, and work collaboratively with educators, administrators, families, and other professionals develop evidence-based interventions and strategies to enhance student learning, accessibility, and well-being. This role supports the Director of Special Education in implementing special education procedures, ensuring compliance with federal and state regulations, and promoting collaboration among families, teachers, and administrators to provide appropriate educational services for students with disabilities.

General Duties and Responsibilities

- Conduct psychological assessment, utilizing a variety of techniques and measures, including standardized instruments, performance/curriculum-based data collection, behavioral observations, interviews and rating scales, to evaluate academic skills, learning aptitudes, personality and emotional development, social skills, learning environments, and school climate.
- Interpret evaluation results and develop written integrated, multidisciplinary report of findings, including diagnosis and eligibility components, educational implications, recommendations, classroom/instructional modifications and accommodations, for student referred for specialized instruction and related services.
- Create comprehensive assessment reports for parents/guardians and school personnel, presenting key insights in a clear and accessible manner. The insights are meant to help parents/guardians and school personnel better understand the students' progress or needs and assist in making informed decisions regarding educational programming as it relates to the child's specific disability. Provide a concise explanation of a student's IQ from cognitive assessments and relay the information to members of Admission and Release Committee.
- Plan a comprehensive evaluation of each child during the initial referral and re-evaluation process for preschool that includes assessment tools/strategies which provide relevant information that will directly assist in the determination of eligibility and identification of the educational needs of the child. All tests must be selected to ensure that the results accurately reflect the child's aptitude and achievement or whatever other factors the test purports to measure, rather than reflecting the child's impaired sensory, manual, or speaking skills (unless those skills are the factors that the test purports to measure).
- School psychologists have a foundation in the knowledge bases for both psychology and education, including theories, models, research, evidence-based practices, and implementation

strategies within the domains, as well as the ability to communicate important principles and concepts.

- Participate in Admission and Release Committee meetings to assist in the referral process, identify, develop, and monitor appropriate educational and behavioral strategies and interventions, develop an evaluation plan, present evaluation findings, diagnose specific disabilities and provide leadership in determining eligibility for special education and related services in accordance with local, state, and federal guidelines.
- Develop programs and provide professional development on topics related to response to interventions (RTI), psycho-educational, and/or mental health issues, such as: teaching and learning strategies, classroom management techniques, working with students who have disabilities or unusual talents, substance abuse, or crisis management.
- Provide social skills training, behavior management and other strategies focused on the development of specific competencies for students who demonstrate deficiencies, as well as engage in primary prevent activities for at-risk populations.
- Identify potential learning and behavioral difficulties, provide training and supports to parents and teachers to develop skills and strategies to cope with disruptive behaviors; and assist in designing programs for children at risk for failure.
- Conduct evaluations for students in accordance with criteria specified in the Diagnostic and Statistical Manual: Fifth Edition, as per requirements for Medicaid.
- Utilize current knowledge about learning and behavior to evaluate the effectiveness of academic programs, behavior management systems, and other services as requested.
- Conduct research and planning activities to generate new knowledge about learning and behavior and contribute to planning and evaluating systems change which could impact school-wide reform and restructuring.
- Work with children, families, school personnel, medical and mental health service providers, and community agencies to provide integrated community services focusing on psychosocial wellness and health-related issues.
- Act as a resource liaison with mental health and medical professionals, community agencies, and other service providers to strengthen working relationships between educators, parents/guardians, and community services.
- School psychologists use effective strategies and skills in domains to help students succeed academically, socially, behaviorally, and emotionally.
- School psychologists integrate knowledge and professional skills across the 10 domains of school psychology practice to deliver a comprehensive range of services in professional practice that results in direct, measurable outcomes for students, families, school, etc.
- Attend Professional Learning Communities (PLC's) and work together with teachers and administrators to create meaningful, student-centered learning experiences while maintaining accountability for educational outcomes for students with disabilities.
- Attend professional development activities as needed to acquire knowledge, skills, and proficiency relevant to individual assessment and special education guidelines and regulations.
- Provide best practices in being informed of legal requirements, standards, and guidelines governing special education on the federal, state and local level and work toward total compliance.
- Attend Special Education Exceptional Caregiver Group meetings.

- Comply with all federal and state guidelines and regulations regarding the referral, evaluation, placement, temporary placement and reevaluation of students with suspected or identified disabilities.
- Monitor and evaluate program effectiveness, making data-driven adjustments as needed for preschool program.
- Cooperate with and serve as a resource to parents/guardians, school personnel, and students regarding the referral, evaluation, placement and reevaluation of students with suspected or identified disabilities in preschool.
- Develop and write integrated assessment reports for students in the evaluation and re-evaluation process.
- Keep Informed regarding school schedules and special activities in order to schedule Admissions and Release Committee (ARC) meetings when required membership is available to attend and to schedule testing when students are available and will not miss essential activities.
- Administer evaluation tools in accordance with instructions provided by the producer of the test. Train and assist staff in administering and completing evaluation tools and assessments.
- Score all assessments in accordance with any instructions provided by the producer of the tests and/or the scoring software developed by the producer or publisher of the test.
- Ensure appropriate test security and ethical assessment practices are followed.
- Actively maintain an ongoing record of the available evaluation tools and instruments, regularly checking their quantity and condition, and placing orders for replacements when necessary for cognitive assessment evaluation tools.
- Monitor all referral and reevaluation timelines to ensure that all are completed within regulatory constraints (timelines) for preschool and speech-language only.
- Serve as a consultant to administration and teachers on matters pertaining to the psychology and educational programming of students with disabilities.
- Offer mentorship and coaching to special education staff to enhance instructional effectiveness, Individuals with Disabilities Education Act (IDEA) compliance, and to ensure long-term sustainability.
- Present a positive image of the school to parents and other stakeholders, conveying to them the district's genuine concern with education, growth and development of ALL students.
- Review, maintain, and oversight of Due Process and CO folders for student record retention by combining inactive Due Process and CO folders, move inactive files, pull inactive folders dated 2005 and older, and reduce to place and label in inactive filing system then box to be destroyed as part of special education records.
- Maintain regular attendance.
- Performs other duties as assigned.

Physical Demands:

- Work is performed while standing, sitting and/or walking.
- Requires the ability to communicate effectively using speech, vision, and hearing.
- Requires the use of hands for simple grasping and fine manipulations.
- Requires bending, squatting, crawling, climbing, and reaching.
- Requires the ability to lift, carry, push, or pull light weights.

Knowledge and Abilities:

- Knowledge of Individuals with Disabilities Education Act (IDEA)

- Knowledge of Kentucky Administrative Regulations (KARs) 707 KAR 1:002 – 707 KAR 1:380 governing special education program.
- Complete all standardized intelligence testing and write psychological report for K-12 evaluations.
- Knowledge of district curriculum, instruction, and assessment.
- Knowledge of evaluation tools for identifying educational disabilities.
- Ability to produce, analyze, interpret, and summarize multiple types of data.
- Ability to interpret and apply policy and procedures.
- Demonstrate effective organizational skills and project management.
- Ability to evaluate programs and practices and develop short and long-term plans.
- Knowledge and understanding of districtwide intervention programs and MTSS.
- Ability to establish and maintain effective working relationships with multiple audiences including faculty, staff, students, families, related service providers, and mental health providers.
- Able to communicate effectively, both orally and in writing.
- Must have extremely strong and effective public relation skills.

Education and Experience:

- Master’s Degree

Licenses and employment:

- Kentucky Certificate as a School Psychologist
- Salary: Based upon adopted salary schedule of the Newport Board of Education.

Reviewed By:		Date:	
Approved By:		Date:	
Last Updated By:		Date/Time:	