



MISSISSINEWA COMMUNITY SCHOOLS School Psychologist

Job Description:

A school psychologist has the primary responsibility for evaluating individual students referred for testing through a building's Multi-Tiered System of Support (MTSS) team. Additional duties include in-servicing staff, meeting with parents, and providing information and advice to Response to Intervention (RTI) teams and to individual staff members in each assigned district/building. The school psychologist will be responsible to and evaluated by the Director of Special Services. The terms of employment will be for 200 days. The school psychologist must hold a current Indiana license in the area of school psychology.

Responsibilities:

1. Contacts classroom teachers and parents once a referral for evaluation has been received
2. Meets with parents of students referred for evaluation and develops a social and medical history of that individual student
3. Investigates individual student's backgrounds, medical history, and classroom concerns
4. Remains current regarding latest testing measurements, research, and initiatives in the field of school psychology
5. Provides in-service to staff in buildings regarding latest research and best practices in serving students with special needs
6. Administers tests and provides a written report on individual students within the timelines established by state and federal law
7. Establishes rapport with building staff, students, and parents in order to provide the best possible evaluation of individual students
8. Responds to requests to provide required data to Director of Special Services as needed
9. Maintains a daily and weekly schedule and communicates the schedule with the secretaries in each district Special Education office
10. Provides suggestions and recommendations to classroom teachers in verbal or written form as needed
11. Conducts systematic observations of students experiencing behavioral and academic problems.
12. Obtains required releases and contacts therapists or other service agencies as needed on students being evaluated
13. Dealing with individuals with a range of moods and behaviors in a tactful, congenial, personal manner so as not to alienate or antagonize them
14. Examining and evaluating data
15. Prioritizing multiple responsibilities
16. Communicating clearly and concisely, both orally and in writing
17. Using independent judgment and initiative in making sound decisions and in developing solutions to problems

18. Establishing and maintaining effective working relationships with school officials, students, parents, teachers and staff
19. Responding tactfully and courteously to requests and inquiries
20. Reading, analyzing, and interpreting procedures
21. Presenting information effectively
22. Defining problems, collecting data, establishing facts and drawing conclusions

Knowledge and Skills:

Knowledge of:

- Policies, procedures and functions of Grant County Special Education Cooperative
- Indiana's Article 7: Special Education Laws and Policies
- Multi-Tiered Systems of Support (MTSS) Response to Intervention (RtI) processes and intervention options
- Indiana Association of School Psychology guidelines and practices

Ability to:

- Plan, organize and schedule priorities
- Use independent judgment and initiative in making sound decisions and in developing solutions to problems
- Discreetly handle confidential and politically sensitive matters
- Make independent decisions in accordance with established policies and procedures
- Communicate clearly and concisely, both orally and in writing
- Tactfully and courteously respond to requests and inquiries/complaints from the general public and staff
- Establish and maintain effective working relationships with students, staff and the community

It is the policy of Mississinewa School Corporation not to discriminate on the basis of race, color, religion, sex, national origin, age, or disability, in its programs, activities, or employment policies as required by the Indiana Civil Rights Law (I.C. 22-9-1), Title VI and VII (Civil Rights Act of 1964), the Equal Pay Act of 1973, Title IX (Educational Amendments), Section 504 (Rehabilitation Act of 1973), and the Americans with Disabilities Act (42 USCS §12101, et. seq.)