PRINCE GEORGE COUNTY PUBLIC SCHOOLS
POSITION DESCRIPTION SUMMARY FORM

TITLE: School Psychologist

QUALIFICATIONS: 1. Possess a Pupil Personnel License with a School Psychologist endorsement from the Virginia State Board of Education
2. Minimum requirements include: Master’s Degree plus 30 hours in School Psychology with a one year supervised internship completed or Educational Specialist Degree in School Psychology with a one year supervised internship completed. Virginia State Board of Education requirements for School Psychologist for licensure must be met; Nationally Certified School Psychologist preferred

REPORTS TO: Director of Student Services

SUPERVISES: N/A

JOB GOAL: To promote educationally and psychologically healthy environments for students in Prince George County schools by providing comprehensive psychological services

PERFORMANCE RESPONSIBILITIES: 1. Assist with the early identification of students at risk for school problems by:
   a. serving as a resource on School Based Intervention Teams
   b. assisting with kindergarten screenings when requested
   c. following up on referrals made by community agencies
   d. collaborating with community partnerships in prevention/intervention services to students and families (i.e., Back to School Fair, Toddler Fair, Transition Fair, etc.)
   e. collaborating with school personnel at secondary level with suicide prevention programs
   f. assisting schools with the implementation of the Suicide Prevention Guidelines
2. Assist in the determination of educational disabilities for those students preschool through high school level referred for a comprehensive evaluation by serving as a permanent member of the Eligibility Committee
   a. completing initial and triennial psychological evaluations of students referred for special education
b. reviewing psychological reports received from outside evaluators

3. Assist with appropriate placement of disabled students by:
   a. serving on the IEP committee when requested
   b. serving as an IEP member for Manifestation Determination Review, when requested.
   c. serving as a team member to conduct Functional Behavioral Assessments and assist in the development of Behavior Intervention Plans, when requested

4. Serve as a consultant to school personnel by:
   a. providing in-service to faculty and staff when requested
   b. interpreting psycho-social information, as appropriate
   c. making recommendations regarding appropriate teaching methods or learning environments, upon request
   d. consulting with school administrators regarding students who commit discipline infractions
   e. acting as liaison between school system and mental health community
   f. assisting in the development of appropriate classroom programs (behavior modification, token economies) as necessary
   g. conducting student mental health assessments as part of the Threat Assessment process when requested by the Threat Assessment team
   e. completing an intelligence test on students referred for Gifted & Talented assessments, when requested

5. Work with community agencies on identified youth in need of services by:
   a. providing information requested by Social Services, Mental Health, or other agencies when appropriate releases are provided
   b. assisting with secondary level student transition services in collaboration with community services
   c. serving as a member with the Family Assessment & Planning Team, when requested

6. Provide interventions for students when needed by:
   a. counseling individual students
   b. counseling groups of students with identified special needs
   c. counseling selected identified at-risk students
   d. assisting with School Crisis Intervention
   e. assisting with School Threat Assessment Teams

7. Encourage family support for student achievement by:
   a. involving parent/guardians in conferences
   b. presenting education programs for parents
   c. making home visits when necessary
   d. participating in school and community resource days to assist students and families

8. Assist the Director of Student Services by:
   a. supervising the school psychologist intern, when needed
   b. attending staff meetings called by the Director
c. serving on school committees requiring a psychologist's expertise when requested
9. Remain current in school psychology best practices by
   a. attending professional development opportunities sponsored by
      the Virginia Department of Education
   b. obtaining professional development as part of the Virginia
      Licensure Renewal process by attending conferences sponsored
      by the Virginia Academy of School Psychologists
   c. participating in community/state/national committees and
      organizations that address the needs of school-age children
10. Perform other duties as assigned

PHYSICAL
    REQUIREMENTS:  Involves frequent traveling to and from schools
                  Involves mild to moderate lifting/carrying of testing materials to and from
                  schools
                  Involves fine and gross motor skills as part of testing and counseling
                  sessions with students

TERMS OF
    EMPLOYMENT:  10, 11 or 12 month year contract as determined by the School Board;
                  Salary based upon teacher's scale extended days

EVALUATION:  Performance of this job will be evaluated in accordance with provisions
              of the Board’s policy on Evaluation of Personnel.