

**BRANCH INTERMEDIATE SCHOOL DISTRICT**  
**JOB DESCRIPTION**

**DIVISION:** Special Education  
**JOB TITLE:** School Psychologist  
**CLASSIFICATION:** Professional

*The statements contained in this job description are intended to describe the general nature of the position.  
This is not to be construed as an exhaustive list of all requirements and job duties.  
This job description does not constitute a contract for employment.*

**I. Requirements**

- A. Qualification requirements which the psychologist must possess:
    - 1. Education and/or certification:
      - a. valid Michigan School Psychologist certification
      - b. Ed.S. Degree or equivalent in School Psychology
  
  - B. Essential Functions:
    - 1. Mental Tasks:
      - a. Ability to communicate/relate in writing and verbally.
      - b. Ability to demonstrate organizational skills
      - c. Ability to complete necessary forms for evaluation and instruction.
  
    - 2. Physical Tasks:
      - a. Ability to bend, stoop, squat, and kneel in handling correspondence, working on equipment, assisting students, etc.
      - b. Ability to lift and move objects of at least 50 lbs (i.e.reams of paper, textbooks)
      - c. Ability to drive from school to school to complete assessments, consult, and attend IEPC meetings.
  
    - 3. Equipment - Utilize office and classroom equipment such as computers, printers, copiers, calculators, and other related equipment.
  
  - C. Policy requirements that the psychologist must follow:
    - 1. Adhere to applicable Master Agreement, district and/or building policies and procedures including the staff handbook.
    - 2. Attend all required meetings and submit required reports on time.
    - 3. Maintain student records, student objectives, and security/inventory of equipment and materials according to identified system.
    - 4. Follow administrative directives, verbal and/or written.
    - 5. Safely supervise students during contact hours.
    - 6. Maintain confidentiality.
    - 7. Remain free of any alcohol or non-prescribed controlled substance abuse in the workplace throughout his/her employment in the District.
    - 8. Demonstrate acceptable ethical standards of the profession.
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II. **Job Performance**

- A. Communication and interpersonal relationship skills expected:
    - 1. Communicate clearly and accurately when writing/speaking.
    - 2. Communicate student concerns to appropriate:
      - a. administrator
      - b. other school personnel
      - c. external personnel
      - d. parents (verbal, written, telephone and home contacts)
  
  - B. Management and organization skills expected:
    - 1. Complete assignments and paperwork accurately, on time, and without constant supervision.
    - 2. Use a written instructional plan and operate an organized program according to identified system.
    - 3. Know whereabouts of students at all times.
    - 4. Recommend equipment, material, and resource purchases.
    - 5. Maintain an environment that is conducive to student learning by creating a balanced rapport among staff and students.
    - 6. Supervise and train paraprofessionals as assigned relative to all instructional strategies and materials for implementing student program objectives.
  
  - C. Application of job knowledge expected:
    - 1. Demonstrate logical problem solving skills.
    - 2. Demonstrate skill in assisting students to meet objectives and in utilizing educational equipment, materials, and resources.
    - 3. Provide positive reinforcement to students.
    - 4. Update instruction, program objectives, and instructional materials in a systematic way.
    - 5. Utilize a variety of educational materials and techniques to meet individual needs of students.
    - 6. Meet specific performance objectives developed jointly with immediate supervisor.
    - 7. Demonstrate ability to use technology to perform basic teaching responsibilities such as student data, electronic communications, student attendance, etc., to enhance and supplement student instruction.
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- D. Other:
1. Complete initial assessments on all referrals received from the constituent school districts.
  2. Demonstrate competence as a diagnostician in administering all of the following: intellectual assessments, academic achievement assessments, learning disability checklist, assessment of adaptive skills, and personality and behavioral assessments.
  3. Communicate to appropriate school officials and parents, the results of the psychological assessment and make viable recommendations for the individual being assessed.
  4. Attend IEPC meetings as requested by immediate supervisor.
  5. Attend Child Study meetings as requested by building principals and complete the Multidisciplinary Evaluation Team Report for filing at the central office.
  6. Write a psychological report for all initial assessments, and a written statement for all re-assessments.
  7. Provide appropriate psychotherapeutic intervention for students in the Emotionally Impaired program upon request of immediate supervisor.
  8. Assist Special Education classroom teachers and supervisor in meeting and counseling with parents of Special Education students.
  9. Consult with and assist Community Special Education classroom teachers in providing appropriate instruction and/or therapeutic intervention for their students.
  10. Assist with the implementation of students' individualized health care plans.
  11. Other duties as assigned.