

## SCHOOL DISTRICT OF JACKSON COUNTY

### JOB DESCRIPTION

#### SCHOOL PSYCHOLOGIST

##### QUALIFICATIONS:

- (1) Meet qualifications as prescribed in Florida State Board Rule 6A-4.0311

##### KNOWLEDGE, SKILLS AND ABILITIES:

Knowledge of child growth and development; tests and measurement theory and foundations; and of community resources and services available for student assistance. Ability to conduct comprehensive psycho educational evaluations of students; to verbally communicate and consult effectively with parents, school personnel, and the public; to communicate results of evaluation findings in written reports and correspondence; to assist students, parents, and school personnel in the resolution of problems in student learning, behavior and mental health; and ability to interact successfully with parents, school personnel, and administrators. Skills in communicating effectively, both in written and oral contexts. Skill and ability to apply and interpret federal, state, and local laws and policies governing the provision of educational services to students with disabilities.

##### REPORTS TO:

Director of Student Services

##### JOB GOAL

To improve the academic achievement, behavioral/social skills, and emotional well being of all students through either direct contact with students or through consultations with other professionals.

##### SUPERVISES:

Assigned Support Personnel

##### PERFORMANCE RESPONSIBILITIES:

- (1) Select, administer, score and interpret individual tests of intelligence, academic achievement, psychological processing, and personality and attitudes of referred students.
- (2) Analyze evaluation data and formulate hypotheses and conclusions relating to learning and behavioral issues.
- (3) Develop appropriate interventions and strategies to assist individual students in academic growth and school adjustment.
- (4) Conduct informal and formal observations of students as part of the evaluation process.
- (5) Participate as a member of school educational planning teams and staffing teams to develop assistance plans for at-risk students.
- (6) Review student records and analyze information pertinent to student learning and school adjustment needs.
- (7) Determine test score eligibility or non-eligibility of individuals for programs and services for disabled students.
- (8) Communicate evaluation findings to parents, teachers and others through written reports and oral presentations.
- (9) Present evaluation findings in exceptional student education staffings to determine eligibility and placement.

Board Approved April 20, 1998

Amendment Board Approved April 15, 2003, August 1, 2006, October 2, 2006

**Amendment Pending Board Approval March 13, 2025**

- (10) Participate in the periodic re-evaluation of students with disabilities who are served in exceptional student education programs.
- (11) Utilize knowledge of behavioral principles to develop and assist in the implementation of specific behavioral management plans for individual students, classrooms and schools.
- (12) Provide training and assistance in intervention techniques and strategies designed to improve student success in the school setting.
- (13) Participate in student expulsion meetings.
- (14) Serve as expert witness in due process hearings related to students with disabilities.
- (15) Interpret state and federal rules, laws and policies as they relate to identification, placement and service provisions for students with disabilities or gifted ability and maintain current knowledge of the same.
- (16) Perform other incidental tasks consistent with the goals and objectives of this position.
- (17) Other duties assigned by the immediate administrator or supervisor.

**PHYSICAL REQUIREMENTS:**

Light Work: Exerting up to 20 pounds of force occasionally and/or up to 10 pounds of force as frequently as needed to move objects.

**TERMS OF EMPLOYMENT:**

~~Approved Unit Compensation plan, pay grade 19-22~~  
~~District Administrative Staff, pay grade 10-15~~  
~~11 months (226 days), 12 months (256 days)~~  
~~7.5 7.75~~ hours per day

**EVALUATION:**

Performance of this job will be evaluated in accordance with provisions of the Board's policy on evaluation of personnel.

**6A-4.0311 Specialization Requirements for Certification in School Psychology (Grades PK-12) – Specialty Class.**

(1) Plan One. A doctorate degree with a specialization in school psychology which includes a twelve-hundred (1200-hour), supervised internship with at least six-hundred (600) hours completed in an elementary or secondary school setting; or

(2) Plan Two. A degree from a specialist-level program of study (e.g., EdS, PsyS, CAGS, Master's) from a National Association of School Psychologists (NASP) or American Psychological Association (APA) accredited or approved graduate training program in school psychology that includes the following:

(a) A minimum of sixty (60) semester hours of graduate credit in school psychology;

(b) Completion of a minimum of three (3) semester hours of supervised and sequenced practica experiences prior to the internship in paragraph (2)(c); and,

(c) Completion of a twelve-hundred (1200) hour, supervised internship with at least six-hundred (600) hours completed in an elementary or secondary school setting. No more than six (6) hours of internship credit may be applied to the sixty (60) semester hour requirement in paragraph (2)(a); or

(3) Plan Three. A valid credential as a Nationally Certified School Psychologist issued by the National Association of School Psychologists (NASP); or

(4) Plan Four. A doctorate degree or a degree from a specialist-level program of study in clinical psychology or counseling psychology with a non-degree respecialization in school psychology. Respecialization must include:

(a) Completion of an individualized plan of study and supervised field experiences in a NASP-approved graduate preparation program in Florida that grants recognition for previously completed, relevant coursework and field experiences, and identifies additional graduate courses and supervised experiences consistent with the NASP Graduate Preparation Standards. A minimum of fifteen (15) credits must be completed in the school psychology training program that documents eligibility for non-degree certification.

(b) Completion of a twelve-hundred (1200) hour, supervised internship with six-hundred (600) hours of a supervised school psychology internship completed in an elementary or secondary school setting. Supervised internships previously completed as part of the health services psychology graduate training program may meet up to six-hundred (600) hours of the school psychology internship requirement.

(c) Documentation from the school psychology graduate training program that the candidate demonstrates the competencies of a professional school psychologist across the NASP Domains of Professional Practice and meets the criteria for non-degree certification as a school psychologist.

*Rulemaking Authority 1001.02, 1012.55, 1012.56 FS. Law Implemented 1012.54, 1012.55, 1012.56 FS. History—New 7-1-92, Amended 10-27-20.*