



Job Title: School Psychologist

Salary Schedule: Instructional

Pay Grade: Instructional

Job Code: 309400

JDE: P-16.03

MAJOR FUNCTION:

Support students, families, teachers, school administrators, and other professionals to create safe, healthy, and supportive learning environments that strengthen connections between home, school, and the community through consultation and direct services. School psychologists conduct comprehensive psychoeducational evaluations, provide social, emotional, behavioral, and mental health consultation, and conduct data analysis and problem-solving of student learning needs. This position may be eligible for remote work after obtaining a Remote Working Agreement approved by the Superintendent.

MINIMUM QUALIFICATIONS:

- Master's degree from an accredited institution in School Psychology, Educational Psychology or closely related field with additional graduate work in education and psychology, equivalent of a Master's degree plus thirty (30) semester hours.
- State certification or licensure as a School Psychologist or eligibility for certification or licensure if not currently held.
- Valid Florida Driver's License.

PREFERRED QUALIFICATIONS:

- Doctorate degree from an accredited institution with a specialization in School Psychology.
- National Certification as a School Psychologist (NCSP) from the National Association of School Psychologists.

Relevant work experience or education may be substituted to satisfy qualification.

KNOWLEDGE, SKILLS, AND ABILITIES:

- Clear and concise verbal and written communication skills; analytical, mathematical, organizational, and prioritization skills; flexibility and adaptability in dealing with rapidly changing priorities and demands.
- Knowledge of and the ability to interpret and enforce pertinent regulations, policies, and procedures for the functional area of assignment, including basic legal protections for students with disabilities.
- Knowledge of and experience using multiple project management tools and methodologies.
- Knowledge of HIPAA, Public Records, Sunshine Law, FERPA, and other laws/regulations related to student and employee privacy, public information, and records retention.
- Ability to communicate technical information to technical and non-technical personnel.
- Ability to deliver high-quality customer service in a timely and professional manner.

REPORTS TO: Designated Supervisor or Designated Administrator

ESSENTIAL JOB FUNCTIONS:

- Assist all school personnel in improving the achievement, social/emotional well-being, and college/career readiness of all children.
- Administer and interpret current psychoeducational evaluation instruments according to best practices in school psychology.
- Analyze, integrate, and interpret data from multiple sources and use the data to inform individuals and groups of systems-level decisions within a problem-solving framework.
- Share student performance and other assessment data to stakeholders (students, teachers, parents, administrators, school teams) in a way that is understandable and relevant.
- Assist teams in identifying evidence-based interventions targeting specific skill and performance deficits.
- Provide direct support and interventions to students with emotional/behavioral difficulties or social deficits.
- Consult with teachers, families, and other school-employed mental health professionals (i.e., school counselors, school social workers) to improve support strategies; work with school administrators to improve school-wide practices and policies; and collaborate with community providers to coordinate needed services.
- Consult with District and school leadership teams to identify instructional programs that are resulting in improved outcomes for large groups of students and those that are not resulting in improved outcomes.
- Perform Medicaid administrative claims reimbursable activities as directed in accordance with Chapter 3 of the federally approved School District Administrative Claiming (SDAC) Guide.
- Any job-related job duties as assigned.



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OTHER JOB FUNCTIONS:

- Attend staff meetings and participate in conferences and other trainings to enhance job performance.
- Seek out professional development opportunities and maintain professional licensure and certifications.
- Promote the District's interest in increasing student achievement by working with the educational interests of students in mind at all times.
- Maintain positive communication with colleagues, community members, parents, and students to promote an increase in community engagement in education.
- Support the retention of Highly Effective and Effective employees by exhibiting professionalism and making positive contributions to workplace morale.
- Promote a culture of high performance and continuous improvement by valuing learning and making a commitment to quality.

EXERTION TYPE:

- Light work. Position requires exerting up to 20 pounds of force occasionally, and/or up to 10 pounds of force frequently, and/or a negligible amount of force constantly to move objects.

OTHER PHYSICAL REQUIREMENTS:

The following selected physical activities are required to perform the essential functions of this position.

| Physical Requirement | Description | Percent of Time |
|--|--|-----------------|
| <input checked="" type="checkbox"/> Balancing | Maintaining body equilibrium to prevent falling and walking, standing or crouching on narrow, slippery, or erratically moving surfaces. This factor is important if the amount of balancing exceeds that needed for ordinary locomotion and maintenance of body equilibrium. | 10% |
| <input checked="" type="checkbox"/> Climbing | Ascending or descending ladders, stairs, scaffolding, ramps, poles and the like, using feet and legs and/or hands and arms. Body agility is emphasized. This factor is important if the amount and kind of climbing required exceeds that required for ordinary locomotion. | 10% |
| <input checked="" type="checkbox"/> Crawling | Moving about on hands and knees or hands and feet. | 10% |
| <input checked="" type="checkbox"/> Crouching | Bending the body downward and forward by bending leg and spine. | 10% |
| <input checked="" type="checkbox"/> Feeling | Perceiving attributes of objects, such as size, shape, temperature or texture by touching with skin, particularly that of fingertips. | 30% |
| <input checked="" type="checkbox"/> Finger Dexterity | Picking, pinching, typing or otherwise working, primarily with fingers rather than with the whole hand as in handling. | 80% |
| <input checked="" type="checkbox"/> Grasping | Applying pressure to an object with the fingers and palm. | 30% |
| <input checked="" type="checkbox"/> Hearing | Perceiving the nature of sounds at normal speaking levels with or without correction. Ability to receive detailed information through oral communication, and to make the discriminations in sound. | 100% |
| <input checked="" type="checkbox"/> Kneeling | Bending legs at knee to come to a rest on knee or knees. | 10% |
| <input checked="" type="checkbox"/> Lifting | Raising objects from a lower to a higher position or moving objects horizontally from position-to-position. This factor is important if it occurs to a considerable degree and requires substantial use of upper extremities and back muscles. | 10% |
| <input checked="" type="checkbox"/> Pulling | Using upper extremities to exert force in order to draw, haul, or tug objects in a sustained motion. | 10% |
| <input checked="" type="checkbox"/> Pushing | Using upper extremities to press against something with steady force in order to thrust forward, downward, or outward. | 10% |
| <input checked="" type="checkbox"/> Reaching | Extending hand(s) and arm(s) in any direction. | 30% |
| <input checked="" type="checkbox"/> Repetitive Motion | Substantial movements (motions) of the wrists, hands, and/or fingers. | 20% |



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|---|---|------|
| <input checked="" type="checkbox"/> Seeing | The ability to perceive the nature of objects by the eye. | 100% |
| <input checked="" type="checkbox"/> Sitting | Particularly for sustained periods of time. | 70% |
| <input checked="" type="checkbox"/> Standing | Particularly for sustained periods of time. | 10% |
| <input checked="" type="checkbox"/> Stooping | Bending body downward and forward by bending spine at the waist. This factor is important if it occurs to a considerable degree and requires full motion of the lower extremities and back muscles. | 10% |
| <input checked="" type="checkbox"/> Talking | Expressing or exchanging ideas by means of the spoken word. Those activities in which they must convey detailed or important spoken instructions to other workers accurately, loudly, or quickly. | 90% |
| <input checked="" type="checkbox"/> Walking | Moving about on foot to accomplish tasks, particularly for long distances or moving from one work site to another. | 20% |

TERMS OF EMPLOYMENT: Work year and salary as established by the Board and the TALC bargaining unit through the collective bargaining process.

DAYS PER YEAR: 196, 206, 216, 226

FLSA STATUS: Exempt

BARGAINING UNIT: TALC

WORKER'S COMP. CATEGORY: 8868 – School Professionals

BOARD ADOPTION: 12-20-74

REVISED: 5-2-17, 12-11-18, 7-28-20, 1-26-21, 9-10-24

REVIEWED: COMPENSATION & LABOR RELATIONS WILL COMPLETE