
BOARD AGENDA ITEM

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Item: Request for a replacement position – School Psychologist to replace Social Worker/Behavior Coach

Submitted by: Paul Dymowski *Paul Dymowski* 04DD4FE49C1DB267DFB7FA484C0A2636 recdysign **Date:** August 4, 2023

Recommended by: Dave Rodgers *Dave Rodgers* 8B96C311328D83C2E5B8A548AFAE55275 recdysign **Board Meeting Date:** Aug 21, 2023

RECOMMENDATION:

Due to increased student behavioral needs at Lincoln School and a shortage of Social Workers, it is our recommendation to replace the current vacant Behavior Coach position at Lincoln School with a School Psychologist to assist in evaluations and behavioral services.

BACKGROUND:

While interviewing social workers and behavioral coaches for Center Programs in July, we had internal discussions regarding the increased behavioral needs at Lincoln School. Based on those increased needs, we had at that time, recommended replacing our vacant Social Worker position at Lincoln School with a board-certified behavior analyst (BCBA) in the role of behavior coach. Given the shortage of Social Workers, we believe a School Psychologist will be able to meet the needs of Lincoln students by assisting with evaluations and behavioral services, thereby helping our students to be more independent within both their school and community settings.

Account Number for this new position: 21-1-214-1430-021-0000-21230-2927-2120

POSITION DESCRIPTION

Title:	School Psychologist
Location:	Lincoln School
Classification:	KIEA
Reports to and Evaluated By:	Administrator of Center Programs
Terms of Employment:	182 day position subject to all rules and regulations covering KIEA personnel.
Positions Supervised:	None

BROAD STATEMENT OF RESPONSIBILITIES:

The School Psychologist's primary role is as a diagnostician on the special education evaluation team. Additionally, this individual supports Center Program teams regarding a Multi-Tiered System of Supports (MTSS) model implementation relative to intensifying interventions and programming for students with disabilities. Participation with functional behavior assessments and behavior planning is also included in this role.

DUTIES AND RESPONSIBILITIES:

1. Provide School Psychological services to any pupil as outlined in Special Education Rules and Regulations.
2. Works with staff, students, parents, local educational agencies, public school academies, and community to build a shared vision of learning for students with disabilities.
3. Support program teams regarding Multi-Tiered System of Supports (MTSS) model implementation relative to intensifying interventions and programming for students with disabilities.
4. Serve as a member of the school's School Improvement and PBIS team.
5. Works with staff to develop meaningful IEP's and programming to support increased student growth and achievement for students with disabilities.
6. Collaborate with staff in planning educational intervention, curriculum, behavior management, and teaching strategies.
7. Provide psychological evaluation for pupils referred as candidates for special education programs and provide comprehensive and accurate reports to appropriate educational authority.
8. Complete systematic direct observation of students as required.
9. Administer tests, including intelligence, achievement, adaptive behavior, perceptual-motor, etc.
10. Interpret and analyze psychological data for professionals, parents, students, and other appropriate stakeholders.
11. Provide own transportation between assigned buildings and transport psychological assessment materials to required locations.
12. Collaborate in program planning and evaluation services for student-focused decision-making purposes.

13. Collaborate with case managers and staff in the completion of the Review of Existing Evaluation Data (REED).
14. Develop functional behavior assessments and behavior intervention plans to facilitate successful learning and socialization opportunities. Provide services and disseminate information to encourage school-wide positive behavior supports.
15. Identify and coordinate accommodations and modifications of school environment for a student to obtain access to general education curriculum and instruction.
16. Provide and interpret assessments and evaluations to determine eligibility for special education, and identify needs for programs and services.
17. Provide professional development for teachers.
18. Perform all other duties as appropriate and determined by Principal/Administrator.

KNOWLEDGE, SKILLS AND ABILITIES REQUIRED:

1. Meet all Michigan Department of Education requirements for School Psychologist certification.
2. Experience working in Center Programs, preferred.
3. Expert knowledge in all areas of child development, special education, and assessment.
4. Knowledge of and proficiency with administration of a variety of current criterion referenced and curriculum-based assessments and scales used to evaluate students.
5. Ability to work with various personality types and staff members with varying levels of knowledge relating to specific interventions.
6. Ability to prioritize through planning and organizing to ensure strict compliance deadlines while maintaining the ability to be flexible based on individual student and situational needs.
7. Demonstrate independent work habits while maintaining consistent communication with school staff and Supervisors.
8. Student-focused mindset with goal to increase student achievement.
9. Knowledge of positive behavior supports, FBAs, and BIPs.
10. Exceptional knowledge of effective, research-based instructional and social-emotional strategies.
11. Ability to facilitate and collaborate effectively with multidisciplinary teams.
12. Outstanding skills, both written and verbal, in communicating with students, parents, teachers, and administrators.
13. Expert knowledge of student electronic information/data systems.
14. Knowledge of Michigan curriculum and content standards.
15. Ability to follow directives and work effectively with administrators.
16. Must pass criminal background check as required by School Safety Legislation.

The above is intended to describe the general content of and requirements for the performance of this position. It is not to be construed as an exhaustive statement of duties, responsibilities, or requirements.