

LIVINGSTON SCHOOL DISTRICTS 4 & 1

SCHOOL PSYCHOLOGIST

Live, work and play in one of the best learning communities in Montana. The Livingston School District is accepting applications for a School Psychologist. The work of the successful applicant is a critical link to our growing education community and to the ongoing development of future generations.

This position requires a Montana Teaching Specialist License with appropriate endorsement at the time of employment. The District provides a comprehensive cafeteria style benefit package which includes: retirement plan, sick and personal leave, tuition reimbursement, health insurance, life insurance, a retirement plan and numerous tax-sheltered annuities (403b's and 457b's).

Required application materials include: completed district Certified application, letter of interest, resume, and college transcript copies. Applications accepted immediately. This position will remain open until filled. Livingston School Districts #4 & 1 is an Equal Employment Opportunity Employer.

District online application and complete job description is available at:

<http://www.livingston.k12.mt.us/employment.html>

Livingston School District

Human Resources Office

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SCHOOL PSYCHOLOGIST JOB DESCRIPTION

TITLE	School Psychologist
PURPOSE	This position is responsible for evaluating students referred as potential candidates for Special Education programs in accordance with the mission and vision of the Livingston School District
REPORTS TO	Director of Pupil Services and Special Education

The Pupil Services and Special Education Department of the Livingston School District is a fundamental component of the education process. Students, parents and community members commit time, energy and resources to ensure students are afforded the opportunity to learn in a supportive, competitive and engaging environment.

School psychologist to provide direct support and interventions to students, consult with teachers, families, school administrators and other professionals to improve support strategies, work with school administrators to improve school-wide practices. Job duties include: Data

collection and analysis, assessment, progress monitoring, program development to enhance school-wide practices that promote learning, consultation and collaboration, academic/learning interventions, mental health and interventions, behavioral interventions.

The psychology staff are responsible for adhering and modeling the guiding principles of the District as well as ensuring the mission of creating a student-centered educational community.

CRITICAL JOB FUNCTIONS:

- Conducts student evaluations and reporting in accordance with District policy and best practices.
- Conducts extensive psychological and academic examinations of referred students.
 - Assess student emotional and behavioral needs
 - Provide individual and group counseling
 - Promote problem solving, anger management and conflict resolution
 - Reinforce positive coping skills and resilience
 - Promote positive peer relationships and social problem solving
 - Participates in case conferencing.
 - Serves as a resource person to teachers, parents and students.
 - Interprets exam results, diagnoses to school personnel, other professionals, parents and students.
 - Recommends assistance and applicable service plans for effective student engagement.
 - Makes referrals to and help coordinate community services provided in schools
- Improve Academic Achievement
 - Promotes student motivation and engagement facilitating individualized instruction and interventions.
 - Manages student and classroom behavior and progress.
 - Collects and interprets student and classroom data.
- Support Diverse Learners
 - Assesses diverse learning needs.
 - Provides culturally responsive services to students and families from diverse backgrounds.
 - Plans appropriate Individualized Education Programs for students with disabilities.
 - Modifies and adapt curricula and instruction.
 - Adjusts classroom facilities and routines to improve student engagement and learning.
 - Monitors and effectively communicate with parents regarding student progress.
- Create Safe, Positive School Climates
 - Prevents bullying and other forms of violence.
 - Supports social–emotional learning.
 - Assesses school climate and improve school connectedness.
 - Implements and promote positive discipline and restorative justice.

- Implements school-wide positive behavioral supports.
 - Identifies at risk students and school vulnerabilities.
 - Provides crisis prevention and intervention services.
- Strengthen Family–School Partnerships
 - Helps families understand their child’s learning and mental health needs.
 - Assists in navigating special education processes.
 - Connects families with community service providers when necessary.
 - Helps effectively engage families with teachers and other school staff.
 - Enhances staff understanding and responsiveness to diverse cultures and backgrounds.
 - Helps students transition between school and community learning environments, such as residential treatment or juvenile justice programs.
 - Improves School-Wide Assessment and Accountability Monitor individual student progress in academics and behavior.
 - Generates and interpret useful student and school outcome data.
 - Collects and analyze data on risk and protective factors related to student outcomes.
 - Plans services at the district, building, classroom, and individual levels.
- Performance Responsibilities
 - Participates as an MTSS member across assigned buildings
 - Collaborates with outside agencies in order to ensure the best quality education for students
 - Assists team members in using data to drive instructional practices
 - Effectively creates and helps to implement Positive Behavior Support Plans and Aversive Treatment Plans for students
 - Provides direct services to students
 - Works with the pupil services/special education director to assist families as they enter into the special education process and provides resources as needed
 - Assists with transitions between grade levels as well as schools
 - Completes transfer paperwork in a timely manner as well as makes recommendations dependent on the transfer student’s individualized education plan

QUALIFICATIONS REQUIRED:

Master’s degree in school psychology or equivalent. Preferred work experience demonstrating proficiency of technical skill and student/patient care. Strong understanding of secondary education and specifically the purpose and mission of the Livingston School District.

Valid Teaching certificate with one or more special education endorsements.

Must have excellent organizational skills and the ability to manage a large volume of diverse priorities, conflicting goals and navigate difficult situations.

Excellent computer skills including word processing, spreadsheets, email, data programs and teaching software. Must be proficient with Microsoft office products and technology.

PREFERRED QUALIFICATIONS

- Desires to work in an MTSS district
- BCBA preferred but not necessary based on other qualifications
- An ideal candidate would be dual certified as a school psychologist and as a school counselor

LANGUAGE SKILLS:

Ability to read, analyze, and interpret general business periodicals, professional journals, technical procedures, or governmental regulations. Ability to write reports, business correspondence, and procedure manuals. Ability to effectively present information and respond to questions from groups of managers, clients, customers, and the public.

MATHEMATICAL SKILLS:

Ability to work with mathematical concepts such as probability and statistical inference, and fundamentals of plane and solid geometry and trigonometry. Ability to apply concepts such as fractions, percentages, ratios, and proportions to practical situations.

REASONING ABILITY:

Ability to define problems, collect data, establish facts, and draw valid conclusions. Ability to interpret an extensive variety of technical instructions in mathematical or diagram form and deal with several abstract and concrete variables.

OTHER SKILLS and ABILITIES:

Ability to apply knowledge of current research and theory to instructional program; ability to plan and implement lessons based on division and school objectives and the needs and abilities of students to whom assigned. Ability to establish and maintain effective working relationships with students, peers, parents and community; ability to speak clear and concisely in written or oral communication.

PHYSICAL DEMANDS:

The physical demands described here are representative of those that must be met by an employee to successfully perform the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

While performing the duties of this job, the employee regularly will sit, walk and stand. Specific vision abilities required by this job include close vision.

WORK ENVIRONMENT:

The work environment characteristics described here are representative of those an employee encounters while performing the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

The noise level in the work environment is occasionally quiet to moderate. The employee is frequently required to interact with the public and other staff. The employee is directly responsible for the safety, well-being of students.

COMPETENCIES:

Effective demonstration of the following behavioral competencies along with measurable, observable actions associated with the fulfillment of this job description directly related to skills, abilities and knowledge contribute to the success of the individual within the district.

INITIATIVE AND ADAPTABILITY:

Ability to identify where and when to take action and address needs in the interest of the district without being asked to do so. Acts independently with a focus on the school district's interest, and assumes responsibility and accountability for one's actions.

The ability and motivation to see a project to completion in the face of obstacles, issues or circumstance with professionalism and mindfulness.

Ability to set priorities, plan and allocate time and resources in the best interest of the district. Attend to detail to ensure high quality outcomes and effective information.

COMMUNICATION AND INTEGRITY:

Cooperating with others while maintaining focus on district initiatives.

The ability to work effectively with different people and teams while promoting clear, non-defensive communication.

Acknowledging diverse opinions, promoting consensus, while being respectful of other's interests and district's interests.

Understanding and applying flexibility and the confidence to stand firm on a decision depending on what the situation requires.

Demonstrating leadership at an appropriate level by adjusting approach to the situation, and maintaining professionalism on behalf of the district.

Ability to work well under pressure, with ambiguity and multiple leaders while maintaining personal self-control, effective communication and district purpose.

INFLUENCE AND PERSONAL EFFECTIVENESS:

Demonstrates positive, professional behaviors in the office and on behalf of the Livingston School District, working with set standards, with appropriate authority. Demonstrates leadership, shared ideas, solutions, inspires confidence, honors agreements and develops effective working relationships with peers, coworkers, clients and the public.

Ability to instill trust and demonstrate integrity through daily interactions, work functions and as a team member. Is responsive to change, district interests and ability to act responsively, responsibly, and professionally in difficult situations.

SERVICE AND ORGANIZATIONAL COMMITMENT:

The ability to understand and be sensitive to a diverse client base with divergent needs and perceptions. To provide prompt, efficient service that meets expectation of the clients and holds to the highest value the district's approach and service.

Demonstrated actions that show steady commitment, loyalty, support of district decisions and active participation in district activities, committees and duties outside of normal expected job description functions.

The information contained in this position description is for compliance with the American with Disabilities Act (A.D.A.) and is not an exhaustive list of the duties performed for this

position. Additional duties are performed by individuals currently holding this position and additional duties may be assigned.