

GUILFORD COUNTY SCHOOL SYSTEM JOB DESCRIPTION

JOB TITLE: DIRECTOR II - PSYCHOLOGICAL SERVICES EXCEPTIONAL CHILDREN SERVICES CURRICULUM AND ORGANITONAL DEVELOPMENT

GENERAL STATEMENT OF JOB

Under limited supervision, performs a variety of supervisory and administrative tasks in monitoring and assisting the operation of psychological services in the County school system. Employee oversees services delivered by school psychologists, monitoring their effectiveness, providing staff development opportunities, and ensuring adherence to federal, state and local policies and procedures. Employee develops a budget for the division and controls expenditures. Employee supervises and evaluates school psychologists, office support, and a custodian. Also serves as the building manager of the Psychological Services – Idol Building. Reports to Executive Director of Exceptional Children.

SPECIFIC DUTIES AND RESPONSIBILITIES

ESSENTIAL JOB FUNCTIONS

Implements a psychological services program for preschool through 12th grade students; assigns schools to school psychologists; consults with school psychologists regarding individual cases, system policies and general programs; interprets and enforces system policies and state procedures.

Supervises a staff of approximately 50 school psychologists, 1 Lead Psychologist, 2 office support staff, 4 interns, and a custodian; coordinates annual contracts for psychologists in private practice; performs basic personnel administration duties for subordinates, including hiring, scheduling, evaluating, disciplining, approving travel reimbursement, monitoring attendance and granting leave.

Directs, monitors, and assesses services provided by the school psychologists and school psychology interns in the system; conducts at least 3 on-site observations of all school psychologists; provides direct feedback and advice; conducts monthly analysis of referral loads for each school psychologist; conducts annual performance appraisals for all school psychologists.

Provides leadership in developing and implementing practices and procedures that enable students to be served effectively (e.g., guidelines for responding to students who may be at risk for becoming violent (threat assessments), an evaluation process for students suspected of having a disability, best practices for reevaluating students with special needs, etc.).

Provides leadership in developing programs to serve students with special needs (e.g., a proposal for a continuum of intervention services for GCS kindergarten students lacking the essential social skills to be successful in school).

DIRECTOR II - PSYCHOLOGICAL SERVICES

Works closely with school administrators, families, local and state agencies, and community organizations to promote academic achievement, and positive social and emotional outcomes for all students.

Develops, coordinates, and provides training for school-based staff on a variety of topics (e.g., Suicide Intervention Training (SIT), Intervention Support Team training (IST), universal screening training (DIBELS, AIMSweb), training on the administration of screening tests for students suspected of having Attention Deficit Hyperactivity Disorder (KBIT, KTEA, ADHD Rating Tool), school-based mental health, Positive Behavior Interventions and Supports (PBIS), Multi-tiered System of Supports (MTSS), training on the use of brain-friendly teaching strategies, etc.).

Advises and assists school psychologists in crisis situations; resolves problems as non-routine situations arise; refers students to outside agencies as needed.

Provides leadership in developing and implementing practices, procedures and programs that enable students, including students with special needs, to be served effectively.

Coordinates one of the three District Level 2 Crisis Teams.

Conducts monthly staff meetings for school psychologists; holds weekly group consultation/supervision sessions, provides staff with a written reports of information relevant to the division; provides staff development opportunities for school psychologists; makes presentations to classes, parents and staff on special topics as requested.

Conducts an annual evaluation of services provided by the Psychological Services department; develops an annual summary for superiors.

Develops and monitors operating budget for psychological services including; office supplies, test kits and protocols, staff development, contracted services, internship stipends, mileage reimbursement, and custodial supplies to support the work of the school psychologists, office support and custodian; submits payroll and purchase orders for the division.

Routinely collaborates with the Chief Student Services Officer, the Chief Officer for Curriculum & Organizational Development, and the Executive Directors for Curriculum and Instruction, on various projects to promote student academic, behavioral, and socio-emotional growth.

Serves as a member of the Exceptional Children Leadership Team.

ADDITIONAL JOB FUNCTIONS

Completes special projects, conducts research, and/or other tasks assigned by the Executive

DIRECTOR II - PSYCHOLOGICAL SERVICES

Director of Exceptional Children and the Chief Academic Officer. Performs other related work as required.

Provides various trainings, workshops, and presentations upon request to: Academic Services, GCS School Board, Principal Meetings, EC Program Administrator, Student Services, Curriculum and Instruction, School Resource Officers, etc.

Assists in covering and providing direct psychological services to schools (evaluations, IEP meetings, parent/teacher/administrator consultation, etc.) when requested, during maternity leaves, or when positions are unfilled.

Serves as Project Manager for Strategic Plan Deployment Projects as assigned.

Serves as the district contact for Intervention Support Teams; consulting with school psychologists and school-based staff on questions related to Interventions Support Teams and providing targeted support and trainings.

Assists the Executive Director in developing and implementing standards, policies, and procedures related to exceptional children services.

MINIMUM TRAINING AND EXPERIENCE

60 hour Master's degree in school psychology from an approved school psychology training program plus a one year internship providing psychological services; and 5 to 7 years of experience as a school psychologist, preferably with supervisory experience; or any equivalent combination of training and experience which provides the required knowledge, skills and abilities.

SPECIAL REQUIREMENTS

Must be certified as a school psychologist by the State of North Carolina. Must possess a valid North Carolina driver's license.

MINIMUM QUALIFICATIONS OR STANDARDS REQUIRED TO PERFORM ESSENTIAL JOB FUNCTIONS

Physical Requirements: Must be physically able to operate a variety of equipment including computers, copiers, typewriters, overhead projectors, etc. Must be physically able to operate a motor vehicle. Must be able to exert up to 80 pounds of force occasionally, and/or a negligible amount of force constantly to lift, carry, push, and pull or otherwise move objects, including the human body. Light work usually requires walking or standing to a significant degree.

DIRECTOR II - PSYCHOLOGICAL SERVICES

Data Conception: Requires the ability to compare and/or judge the readily observable, functional, structural or composite characteristics (whether similar or divergent from obvious standards) of data, people or things.

Interpersonal Communication: Requires the ability to speak and/or signal people to convey or exchange information. Includes giving instructions, assignments or directions to assistants or subordinates.

Language Ability: Requires the ability to read a variety of correspondences, reports, forms, requisitions, referrals, manuals, etc. Requires the ability to prepare correspondence, reports, forms, records, proposals, appraisals, etc., using prescribed formats and conforming to all rules of punctuation, grammar, diction, and style. Requires the ability to speak to people with poise, voice control and confidence.

Intelligence: Requires the ability to apply principles of logical or scientific thinking to define problems, collect data, establish facts, and draw valid conclusions; to interpret an extensive variety of technical instructions in mathematical or diagrammatic form; and to deal with several abstract and concrete variables.

Verbal Aptitude: Requires the ability to record and deliver information, to explain procedures, to follow oral and written instructions. Must be able to communicate effectively and efficiently in a variety of technical or professional languages including psychological terminology.

Numerical Aptitude: Requires the ability to utilize mathematical formulas; to add and subtract; multiply and divide; utilize decimals and percentages; and to apply the theories of descriptive statistics and statistical theory.

Form/Spatial Aptitude: Requires the ability to inspect items for proper length, width and shape.

Motor Coordination: Requires the ability to coordinate hands and eyes rapidly and accurately in using office equipment.

Manual Dexterity: Requires the ability to handle a variety of items such as office equipment. Must have minimal levels of eye/hand/foot coordination.

Color Discrimination: Requires the ability to differentiate between colors and shades of color.

Interpersonal Temperament: Requires the ability to deal with people beyond giving and receiving instructions. Must be adaptable to performing under stress and when confronted with emergency situations.

DIRECTOR II - PSYCHOLOGICAL SERVICES

Physical Communication: Requires the ability to talk and hear: (Talking: expressing or exchanging ideas by means of spoken words. Hearing: perceiving nature of sounds by ear). Must be able to communicate via telephone.

KNOWLEDGE, SKILLS AND ABILITIES

Considerable knowledge of federal, state and local policies and procedures regarding Special Education and Psychological Services.

Considerable knowledge of psychological services appropriate for school age children.

Considerable knowledge of appropriate actions to be taken in crisis and emergency situations.

Considerable knowledge of the current literature, research, trends, methods and developments in the area of school psychological services.

General knowledge of the ethical guidelines applicable to the position as outlined by professional organizations and/or federal, state and local laws, rules and regulations.

General knowledge of the principles of supervision, organization and administration.

Ability to interpret student behavior, system policies and state procedures.

Ability to coordinate large programs.

Ability to develop, counsel and support staff.

Ability to evaluate the effectiveness of programs and make recommendations for improvements.

Ability to use common office machines and popular computer-driven word processing, spreadsheet and file maintenance programs.

Ability to maintain complete and accurate records and to develop meaningful reports from them.

Ability to effectively express ideas orally and in writing.

Ability to establish and maintain effective working relationships as necessitated by work assignments.

DIRECTOR II - PSYCHOLOGICAL SERVICES

DISCLAIMER

The preceding job description has been designed to indicate the general nature and level of work performed by employees within this classification. It is not designed to contain or be interpreted as a comprehensive inventory of all duties, responsibilities, and qualifications required of employees to this job.