

Job Description –Student Services Coordinator/School Psychologist/Testing Coordinator

- TITLE:** Student Services Coordinator/School Psychologist/Testing Coordinator
- QUALIFICATIONS:** Sixth year certificate in School Psychology
- REPORTS TO:** Director of Special Education and Federal Programs Director
- SUPERVISES:** There are no direct supervisory or administrative (personnel) responsibilities. This position works in concert with school personnel, parents and various agencies. During state assessment, some supervisor duties may ensue regarding test security, testing assignments, training, assisting with investigations of possible security breaches, etc.
- JOB GOALS:** Assist and support school personnel, students and parents. This role fits under the headings of consultation, technical assistance, and assessment.
- PERFORMANCE RESPONSIBILITIES:**
1. Consultations with school personnel and/or parents presents as a primary service feature, especially within the framework of Response to Intervention (RTI), the Student Support Team (SST) and 504 meetings. Although there are school level RTI Coordinators and 504 Coordinators, the Student Services coordinator reviews referrals, attends SST meetings and/or RTI and 504 meetings as requested to review procedures, make suggestions and maintain the fidelity of the process. In addition, the Coordinator reviews support folders prior to completion to ensure they are in compliance. Consultations with students may occur on a shorter basis within the framework of crisis intervention, assessment and/or the agency linkage process. School-based/classroom observations often present as a critical prerequisite for teacher and parent consultation and action plan development. School psychologist may also provide support through in-service and training sessions on a variety of topics.
 2. Provision of comprehensive psychological/educational evaluations and formal reports relating to learning, social/emotional, behavioral and related problems within the school setting are also job responsibilities. This includes students from Babies Can't Wait and other settings, which identify children from 3+ through Child Find. This includes formal written psychological and eligibility reports. The use of GO IEP is required for the Special Education processes. Formal evaluations may be for Special Education (initials, re-evaluations, updates) the county level risk assessment team or as defined by circumstances/need. Subsequently, participation in various committee meetings, such as risk assessment, agency, Special Education eligibility and/or IEPs are necessary to aid in interpretation/application of evaluation results and participation in action plan development. Expertise in data analysis and service provision may warrant inclusion in intervention/school improvement action meetings at the school or district level.
 3. Gifted Assessment: although school personnel may provide assistance as time allows, during the session opening, this staff member orchestrates organization, assessment and eligibility process. Once notification that the referral period is open the committee holds a meeting then distributes forms and posts notices in media outlets. Once the permission for assessment is obtained, the students are assessed based on state and local policies for gifted eligibility (currently Torrance, Cogat, ITBS and Motivation instrument) and eligibility meetings are held and parents notified. This typically occurs twice yearly. Student data must then be keyed into the Gifted Eligibility form in SLDS.
 4. State Assessment: The coordination of State Assessment involves attending the required webinars, maintaining district assessment files, coordinating the district and school-level testing calendar. Responsibilities include scheduling assessments, ordering test materials, maintaining test security, training staff in security and administration, liaison with DOE for assessment questions or concerns, maintaining security for test materials, working with the on-line test platforms (ACCESS-GA Milestones-DRC), NAEP as needed, and GKids. Set up of 504 and

SPED accommodations, GAA reviews and management, and management of test security certifications. Dissemination of test results to required parties in a secure and appropriate manner is also part of the required duties.

5. State Reporting: The role also requires that certain reports are completed in a timely manner including semi-annual test certification (Superintendent Sign-Off), non-participation reports, assessment matching, GAA Surveys, Irregularity reports, and others as needed.
6. Attends the PBIS meetings and provides technical assistance as needed.
7. Other duties – The current job role as included managing survey production and roll out (local and external), various instruction technology set-ups and management (istation, ilearn, plato), member of MCMS Leadership team, and various school and district level committees.
8. Other Duties as assigned by the Director of Special Education and Federal Program Coordinator.

TERMS OF EMPLOYMENT: Ten, eleven, or twelve-month year. Salary and work year to be established by the Board

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