

## Position Job Description

<b>Job Title:</b>	School Psychologist / School Social Worker
<b>FTE:</b>	Full Time – 1.0 FTE
<b>Date Prepared:</b>	June 5, 2026
<b>Implementation:</b>	2026-27 School Year
<b>Salary Scale:</b>	SW, SP & SSEL: \$55,000 - \$78,286 annually min-mid
<b>Work Year:</b>	184 Contact Days/Year (1 Jul – 30 Jun)
<b>FLSA Status:</b>	EXEMPT
<b>Benefits Eligible:</b>	Yes, full (full benefits eligibility at .75 FTE)
<b>Reports To:</b>	Executive Director or Designee
<b>Direct Report(s):</b>	None

### Position Summary:

The School Psychologist/School Social Worker provides a range of services for students who demonstrate difficulties with learning, academic achievement, social/emotional functioning, and behavior. Serve as a psycho-educational service provider involved in proactive, preventative activities, as well as responding to identified concerns. The School Psychologist/School Social Worker provides services based on a combination of problem-solving, consultative, and direct service models. They promote the social emotional wellness of students and staff through programming that supports a positive culture and climate, coordinating specialized social emotional instruction and behavior supports, and providing evidence-based targeted supports for students on Individual Education Plans (IEP's). They also support students across the continuum with MTSS. This support may include, but is not limited to, one-on-one support, group work, classroom and teacher support, and collaborative problem solving with both prevention and intervention models. Lead, advocate, and collaborate to promote equity and access for all. Provide universal, targeted, and intensive support that match student needs and promote academic, social-emotional, and behavioral development.

### Essential Duties and Responsibilities:

Specific duties include (other duties may be assigned):

#### ASSESSMENT, EVALUATION & DATA-DRIVEN DECISION MAKING:

- **Conduct and Interpret Evaluations:** Administer and interpret norm-referenced, curriculum-based, and psychological assessment measures, including student record reviews, interviews, and direct observations.
- **Behavioral Analysis & Progress Monitoring:** Facilitate Functional Behavior Assessments (FBAs) to design, implement, and monitor behavioral intervention plans.
- **Analyze Program & Student Data:** Review school-wide and individual data to evaluate counseling program effectiveness, identify achievement/attendance gaps, and guide building staff in interpreting data.

#### INTERVENTIONS & STUDENT SUPPORT:

- **Multi-Tiered Support (MTSS):** Design and deliver evidence-based individual, group, or system-level interventions (Tiers 1, 2, and 3) to support academic, social, emotional, and mental health needs.
- **Direct Student Counseling:** Utilize evidence-based school counseling theories and techniques in individual or integrated classroom settings to promote holistic student development.
- **Program Planning:** Develop annual outcome goals, action plans, and universal programming (e.g., SEL instruction, conflict resolution, time management) to foster a positive school climate.
- **Support Frameworks:** Coordinate and utilize diverse student support structures, including ALPs, 504 plans, safety plans, behavior plans, and special education processes.

#### COLLABORATION, CONSULTATION & LIAISON:

- **Interdisciplinary Teamwork:** Partner with school leadership, teachers, and mental health colleagues in MTSS, IEP, eligibility, and re-evaluation meetings to determine special education services.
- **Stakeholder Consultation:** Consult with school staff and parents to develop, modify, and support student intervention strategies.
- **Community Connection:** Serve as a liaison between the district, school, families, and community resources, making external referrals when appropriate.
- **Crisis Response:** Collaborate with the school mental health team to provide immediate response and support during crisis situations.

#### COMPLIANCE, PROFESSIONALISM & ADVOCACY:

- **Ethical & Legal Alignment:** Adhere to the legal and ethical standards, professional competencies, and practices of school psychology/social work/counseling, including the NASP Practice Model.
- **Policy & Administrative Compliance:** Comply with Exceptional Student Services and district policies, including handling Medicaid billing and data input via the ezEDMed system.
- **Diversity & Inclusion:** Champion practices that demonstrate respect for diversity within the home, school, local, and global communities.
- **Other Duties:** Consult with leadership on ethical or legal questions as they arise, and perform other duties as assigned.

#### **Experience:**

- Successful experience working with elementary and middle school age students, including those with special needs.
- A minimum of two years school social psychologist or school social worker experience is highly desired
- Experience with effective use of technology
- Prior experience and formal training in Restorative Practices, Zones of Regulation and Social Thinking highly desired

**Education:** Bachelor's Degree required; Master's degree preferred from accredited college or university

## **Certificates, Licenses, & Registrations:**

- Current Colorado Special Service Provider License with endorsement in School Psychologist or School Social Worker required
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## **Skills, Knowledge & Abilities:**

### THEORETICAL & PROFESSIONAL KNOWLEDGE:

- **Educational & Psychological Theories:** Working knowledge of developmental, learning, counseling, research, and educational theories to impact developmental issues affecting student success.
- **Specialized Frameworks:** Knowledge of best practices in School Psychology and/or School Social Work, as well as knowledge of Restorative Practices.
- **Contextual Application:** Ability to integrate educational theory, research, and expertise into appropriate practices for local contexts to facilitate positive change and continuous improvement.

### COMMUNICATION, COLLABORATION & RELATIONSHIP BUILDING:

- **Interpersonal & Team Skills:** Ability to work collaboratively, develop effective relationships, and function smoothly as a team member with school staff, District personnel, and external vendors.
- **Communication Abilities:** Excellent verbal, oral, and written communication skills, including the ability to write reports, professional correspondence, and express ideas clearly.
- **Facilitation & Leadership:** Proven group facilitation skills, creative problem-solving, and a demonstrated initiative in community building and the professional learning community model.

### DATA, TECHNOLOGY & ADMINISTRATION:

- **Data Analysis & Decision Making:** Ability to successfully analyze complex information, use data to make educationally sound decisions, report results, and apply appropriate mathematical concepts with strong attention to detail and thoroughness.
- **Technology Proficiency:** Knowledgeable and comfortable using and integrating technology in daily work (including email, internet, efficient voicemail systems, Google suite and MS Word and Excel).
- **Specialized Documentation:** Competence in entering data and writing IEPs (Individualized Education Programs).

### CORE WORK HABITS & PERSONAL ATTRIBUTES:

- **Organization & Time Management:** Excellent organizational, time management, and follow-through skills, with the ability to handle conflict resolution and decisive problem-solving.
- **Flexibility & Autonomy:** Willingness to be extremely flexible, self-motivated, and able to work independently to respond to the changing needs of students, staff, families, and the district.

- **Professional Obligations: Dependable** work habits such as meeting deadlines, honoring schedules, accepting responsibility, and coordinating resources in an effective and timely manner.
- **Ethics & Integrity:** Is ethical, honest, demonstrates respect for others, and maintains a high level of confidentiality regarding employees, students, and parents.

COMPLIANCE & STUDENT SUPPORT:

- **Regulations & Policies:** Thorough understanding and high level of accuracy in recalling and interpreting District/school policies and procedures, as well as applicable local, state, and federal laws (including facility security, child/adolescent behavior, and intervention guidelines), protocols and best practices.
- **Student Needs:** Ability to physically meet the direct needs of the students. Ability to analyze complex situations, identify potential risks, and devise effective solutions. Ability to remain calm and composed under pressure and maintain professional demeanor while dealing with stressful or sensitive situations. Flexibility to adapt to varying schedules, unexpected crises, and changes in school policies or procedures.

**Equipment:** Computer (desktop/laptop/tablet) and communications technology equipment including software, office equipment (copy machine, fax, etc.), e-mail, and voice mail.

**Decision Making:** Work is assigned by Executive Director and by self. Requires strong judgement, quick decision making, analytical skills, and tact to determine urgency of a situation and appropriate action within school and district policies and procedures, oftentimes in absence of the supervisor. Decision making may require collaboration with administrators, staff, parents and/or students. Errors in decision making could lead to loss of confidence and/or impact the image of the school and/or district. Collaborates with Board of Directors, Principal and administrative staff in decision making.

**Community Relations:** Regular contact with families and school leaders to exchange information, advise, build partnerships, and advise in service to Excel Academy Mission, Vision, and Values. Requires tact and diplomacy to maintain relationships, resolve problems, negotiate matters, including those requiring a high degree of confidentiality.

**Span of Control:** No direct reports.

**Complexity of Work:** Requires analytical skills, independent thinking, considerable judgment, and the ability to forecast financial models with multiple variables. Must manage personnel and physical plant. Must have a strong understanding of School, District, and Charter culture and current political and economic climate.

*The physical demands, work environment factors, and mental functions 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.*

**Physical Demands:** While performing the duties of this job, the employee is regularly required to stand, walk, reach with hands and arms, talk or hear, and taste or smell. The employee frequently is required to use hands to finger, handle, or feel. The employee is occasionally required to sit; climb or balance; and stoop, kneel, crouch, or crawl. The employee must regularly lift and/or move up to 25 pounds and occasionally lift and/or move up to 100 pounds. Specific vision abilities required by this job include distance vision, peripheral vision, depth perception, and ability to adjust focus.

**Mental Functions:** While performing the duties of this job, the employee regularly is required to compare, analyze, communicate, evaluate, use interpersonal skills, compile, and negotiate. The employee frequently is required to copy, instruct, compute, and synthesize.

**Work Environment:** While performing the duties of this job, the employee is occasionally exposed to outside weather conditions. The noise level in the work environment is usually moderate. Work is performed in a school building, which contains libraries, computer labs, and kitchens, science labs, gymnasiums, playgrounds & athletic fields. Sometimes exposed to outside elements while serving students.

**Equal Employment Opportunity:** Excel Academy is committed to equal employment opportunity for all qualified persons, without regard to race, color, religion, ancestry, national origin, sex, sexual orientation, marital status, membership or non- membership in any organization, physical handicap, medical condition, or age, to the extent required by law. This applies to all employment practices, including hiring, promotions, training, disciplinary action, termination, and benefits.