**SUGAR-SALEM SCHOOL DISTRICT #322 POLICY**

**TITLE: Job Description**

**Psychosocial Rehabilitation Specialist NUMBER:**

**NEW: May 2014**

**CLASSIFICATION: Classified Specialist REVISED:**

**Summary of the Job:**

* Under the direction of the Special Education Teacher, specialist will provide direct services to a particular student or group of students based on the individualized needs of the child as identified through the Individualized Education Plan.
* Provide input and help develop the student’s personalized Functional Behavior Assessment and Behavior Intervention Plan, both of which are a part of the student’s IEP.
* The work environment is either a shared office/classroom space; exposure to usual room and student sounds and activities; seasonal temperatures, etc. Specialist could be periodically rotated/reassigned students based on needs within the district.
* The contractual work hours are based what is identified in the student’s IEP.
* Hours could be billed for Medicaid reimbursement based on program qualifications.

**Education/Qualifications:**

* One of the following licenses or certificates:
  + Licensed physician, licensed practitioner of the healing arts, or licensed psychiatrist; licensed master’s level psychiatric nurse; licensed psychologist; licensed clinical professional counselor or professional counselor; licensed marriage and family therapist or associate marriage and family therapist; licensed masters social worker, licensed clinical social worker or licensed social worker; psychologist extender registered with the Bureau of Occupational Licenses; Licensed professional or registered nurse [RN]; licensed occupational therapist; certificated school psychologist; certificated school social worker; or Psychosocial rehabilitation specialist [PSR].
    - A PSR specialist is:
      * An individual who has a bachelor’s degree and holds a current PRA credential; or
      * An individual who has a bachelor’s degree or higher and was hired after November 1, 2010, to work as a PSR specialist to deliver Medicaid-reimbursable mental health services. This individual may continue to do so for a period not to exceed 30 months from the initial date of hire. In order to continue as a PSR specialist, the worker must have completed a certificate program or earned a certification in psychiatric rehabilitation with whom he works in accordance to requirements set by the PRA as described in credential requirements
    - Credential required for PSR Specialist working with children:
      * Credentials need to meet the PRA requirements
      * Individuals who qualify for licensure to the Idaho Bureau of Occupational Licenses in any profession listed above who has failed his licensing exam or has been otherwise denied licensure is not eligible to provide services under the designation of PSR specialist unless the individual has obtained one of the PRA credentials.
* Physical skills entail significant walking, bending, standing, stooping, and possible need to physically move student(s) or equipment weighing up to 250 pounds.
* Ability to emulate professional standards and ethics, including FAPE and FERPA laws

**Supervisor(s):**

* The primary evaluation and supervisor is the special education case manager.
* The building principal(s) will provide input and direction as needed. The department director will provide supervisory roles for budget, human resources, and compliance related issues. A supplemental evaluation will be provided as needed by Director.

**Knowledge, Skills, Tasks:**

* Records management:
  + Maintain accurate and complete student records, prepare reports on children and activities
  + Assess and evaluate students based on behavioral, social, and emotional needs as directed/authorized
  + Assist in planning, writing, carrying out effective IEP services
    - How to coordinate services with the special education and general education teachers
    - Document student progress toward individualized goals
    - ability to make adjustments as needed to help student work toward highest growth possible
* Effective and appropriate communication techniques with students, IEP team members, and other authorized individuals
  + Ability to communicate information to others with the use of oral and written expression, comprehension; speaking with clarity; use of deductive reasoning
* Communicate with supervisors, peers, or subordinates by telephone, in written form, email, or in person
* Teach socially acceptable behavior, employing techniques such as behavior modification and positive reinforcement
* Establish and maintain interpersonal relationships
  + encouraging and building mutual trust, respect, and cooperation among various team members
  + talking to others to convey information effectively
  + Maintain highest level of confidentiality about school and student specific happenings
    - Discussions about a particular student should not be held with anyone who is not a part of the current IEP team, building level administrator, and department director
* Resolve conflicts and negotiate with others
  + handle complaints, settling disputes, resolving grievances and conflicts, or otherwise negotiating with others
* Organizing, planning, and prioritizing work
  + develop specific goals and plans to prioritize, organize, and accomplish your work

**Compensation:**

* Financial compensation will be based on current policy and procedures
  + compensation is based on the classified salary schedule step 9
  + based on direct services provided to assigned student caseload
    - cannot exceed the number of days or hours the student is in attendance
    - compensation will based on school days, not to include weekends, holidays or other days off
  + any other compensation needs to be approved by program director
  + Payroll will be paid out on or around the 20th of the month for the timesheet provided for the previous month. Even-pay or proration of pay will not be provided.
* Benefit compensation will be based the current policy and procedures of the district

**Legal References:**

IDAPA 16.03.09 section 855