

Psychological Services Assistant

Position Details

Class Code: 4225

Job Family: Paraprofessionals/Aides/Assistants

Classification: Support Professional

Terms of Employment: [Pay Grade 49 on the Support Professional Salary Schedule](#)

FLSA STATUS: NON-EXEMPT

Position Summary

Under general supervision, works directly with school psychologists performing a variety of paraprofessional duties related to assessment and data collection.

Essential Duties and Responsibilities

This list of Essential Duties and Responsibilities is not exhaustive and may be supplemented.

1. Assists in data collection of students, taking into account educational and language histories, language proficiency, behavioral observations in a variety of settings, scholastic achievement, cultural sensitivities, acculturation, etc.
2. Administers selected psychometric and screening instruments in areas related to achievement, language, and adaptive behavior.
3. Conducts referral-driven observations to assess student learning styles/patterns.
4. Records and maintains a historical file of information for designated students.
5. Schedules appointments and/or participates in meetings/conferences with students, parent(s)/guardian(s), and Clark County School District (CCSD) staff as directed.
6. Interprets, conveys, and applies procedural safeguards as they relate to legal rights and special education issues, and obtains permission from parent(s)/guardian(s) for services to be provided with active participation by the parent(s)/guardian(s) in the assessment process.

7. Performs general case management and clerical duties as they relate to compliance and documentation requirements.
 8. Maintains confidentiality of information.
 9. Conforms to safety standards, as prescribed.
 10. Performs other tasks related to the position, as assigned.
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Distinguishing Characteristics

Involves direct contact with students, teachers, and parent(s)/guardian(s) in tasks associated with assisting school psychologists in the assessment and data collection process.

Knowledge, Skills, and Abilities (Position Expectations)

1. Knowledge of federal and state laws, CCSD regulations, procedures, and practices related to special education.
 2. Knowledge in administration and scoring of various psychometric instruments related to student learning problems.
 3. Ability to demonstrate advanced skills in reading, writing, and verbal communication.
 4. Ability to develop rapport and open communication with students, parent(s)/guardian(s), and staff.
 5. Ability to interpret and apply verbal/written instruction.
 6. Ability to prioritize assigned tasks.
 7. Ability to meet predetermined deadlines.
 8. Ability to interpret as well as apply CCSD and department policies/procedures applicable to special education.
 9. Ability to judge when to act independently and when to refer situations to a supervisor/administrator.
 10. Ability to perform routine record keeping.
 11. Ability to recognize and report hazards and apply safe work methods.
 12. Possess physical and mental stamina commensurate with the responsibilities of the position.
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Position Requirements

Education, Training, and Experience

1. High school graduation or other equivalent (General Educational Development (GED), foreign equivalency, etc.).
2. Three (3) years of experience or education (from an accredited college or university in fields such as mental health, intellectual disabilities, psychology, sociology, etc.), in the administration and scoring of tests (Woodcock Johnson Series, Kaufman Series, etc.) used in the assessment of children's and/or adults' learning abilities.

Licenses and Certifications

A valid driver's license or state-issued identification card.

Preferred Qualifications

Successful completion of a Language Proficiency Test – demonstrated conversational proficiency in English and another language as measured by a CCSD approved 3rd party administrator.

Document(s) Required at Time of Application

1. Copy of a valid driver's license or state-issued identification card.
 2. High school transcript or other equivalent, (GED, foreign equivalency, etc.).
 3. College transcript(s) if applicable.
 4. Specific documented evidence of training and experience to satisfy qualifications.
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Examples of Assigned Work Areas

Offices, classrooms, or other designated testing areas.

Work Environment

Strength

Sedentary - exert force up to 10 lbs., occasionally; or negligible amount of force to frequently lift, carry, push, pull, or move objects.

Physical Demand

Frequent sitting, standing, walking, pushing, pulling, stooping, kneeling, crouching, reaching, handling, repetitive fine motor activities, talking, and hearing. Mobility to work in a typical office setting and use standard office equipment. Stamina to remain seated and maintain concentration for an extended period of time. Hearing and speech to communicate in-person, via video conference and computers, or over the telephone. Vision: Frequent near acuity and occasional far acuity. Vision to read printed materials, a Video Display Terminal (VDT) screen, or other monitoring devices.

Environmental Conditions

Climate-controlled classroom/office, with temperatures ranging from mild to moderate cold/heat. Moderate noise intensity level for occasional to frequent time periods.

Hazards

Furniture, playground/office equipment, communicable diseases, chemicals and fumes (as related to specific assignment), and power/hand-operated equipment and machinery (as related to specific assignment).

Examples of Equipment/Supplies Used to Perform Tasks

Computers, test batteries, copiers, telephones, fax machines, testing materials, etc.

AA/EOE Statement

The Clark County School District is proud to be an equal opportunity employer. The Clark County School District is committed to providing all applicants and employees equal employment opportunities without regard to race, color, religion, sex, gender identity or expression, sexual orientation, national origin, genetics, disability, age, military status, or other characteristics protected by applicable law. Here at Clark County School District, we are a diverse group of people who honor the differences that drive innovative solutions to meet the needs of our students and employees. We believe that through a culture of inclusivity, we have the power to reflect the community we serve.

Job Revision Information

- Revised: 10/30/23
- Created: 07/01/88