

# School Psychologist

Dept/Div: Student Support Services

## General Definition of Work

Performs difficult professional work conducting professional evaluations of students, conducting consultations, assessing and interpreting intellectual, social and/or emotional development and providing direct service and/or case management for students with a variety of educational needs, and related work as apparent or assigned. Work is performed under the limited supervision of the Building Principal and Director of Special Services.

## Qualification Requirements

*To perform this job successfully, an individual must be able to perform each essential function listed below satisfactorily. The requirements listed below are representative of the knowledge, skill and/or ability required. This is not an exhaustive list of any or all functions a position could perform. Reasonable accommodations may be made to enable an individual with disabilities to perform the essential functions.*

## Essential Functions

Participates in planning and implementing special education assessments and re-assessments determining if student are eligible for special education services.

Creates interventions and data based decision making for social and emotional supports using pre-referrals and Response to Intervention protocols.

Provides consultation to other team members; directs student assessment; interprets findings; writes reports. Participates and/or leads meetings that include parents, educators, County personnel, etc.

Consults with regular and special education personnel on programming for students with disabilities; ensures compliance with state and federal guidelines.

Participates in pre-referral activities including attending problem solving team meetings, gathering and interpreting data, developing pre-referral interventions and assisting in intervention implementation.

Provides leadership and assistance to initiatives such as Response to Intervention, Positive Behavioral Interventions and Supports, Crisis Prevention Institute Non-Violent Crisis Intervention, AIMS web data collection, etc.

Attends workshops; develops and provides training; keeps abreast of current literature and studies.

Performs evaluations of students in order to determine presence of a disability including testing (selecting), interviewing, observing, reviewing records, interpreting test data and results, conducting functional behavior assessments and writing evaluation reports, attending IEP and other meetings and generating student plans.

Acts as a consultant to staff, parents and students for mental health, social-emotional, learning or behavioral concerns at school.

Provides individual, small group or classroom skills-based training services to address social-emotional and behavior needs.

Performs other duties as assigned.

## **Knowledge, Skills and Abilities**

Thorough knowledge of principles, practices and procedures of specialty area; thorough knowledge of the principles and methodology of providing effective interventions and skills training for students; thorough knowledge of the practices, methods and techniques used in the special education process for diagnostic and evaluative procedures; thorough knowledge of federal and state mandate and local procedures and regulations relating to special education program; thorough skill in the use of personal computers and related software packages, hardware and peripheral equipment; excellent oral and written communications skills; ability to establish and maintain standards of behavior; ability to maintain effective working relationships with associates, parents, students, administrators, community agencies and the general public.

## **Education and Experience**

Master's degree in school or regular psychology, or related field, or equivalent combination of education and experience.

## **Physical Requirements**

FLSA Status: *Exempt*

## **School Psychologist**

This work requires the occasional exertion of up to 10 pounds of force; work regularly requires speaking or hearing, frequently requires sitting and occasionally requires standing, walking, using hands to finger, handle or feel, stooping, kneeling, crouching or crawling, reaching with hands and arms, pushing or pulling, lifting and repetitive motions; work has standard vision requirements; vocal communication is required for expressing or exchanging ideas by means of the spoken word and conveying detailed or important instructions to others accurately, loudly or quickly; hearing is required to perceive information at normal spoken word levels and to receive detailed information through oral communications and/or to make fine distinctions in sound; work requires preparing and analyzing written or computer data, operating machines and observing general surroundings and activities; work has no exposure to environmental conditions; work is generally in a quiet location (e.g. library, private offices).

## **Special Requirements**

Minnesota Teaching license with School Psychology endorsement. Student Plans Training

Last Revised: 7/1/2010