



**POSITION DESCRIPTION
ST. ANTHONY-NEW BRIGHTON PUBLIC SCHOOLS**

SECTION I: GENERAL INFORMATION

Position Title: School Psychologist	Department: Special Education	Bargaining Unit: Teacher
Immediate Supervisor: Principal/Special Education Coordinator	Comparable Worth Rank:	FLSA Status: Exempt

Job Summary:

Under the direction of the Director of Special Education and building Principals, the School Psychologist is responsible for providing professional and skilled psychological services include the conduct of psycho-educational evaluations, consultation services with other educators and administrators, working with families and students to reduce barriers to learning and encouraging positive behavior and academic success.

SECTION II: ESSENTIAL DUTIES AND RESPONSIBILITIES

- Conducts special education evaluations to determine continued need and eligibility for special education services.
 - a) Administers, scores and analyzes data from intelligence assessments, social skills assessments, functional and behavioral assessments, and mental health assessments.
 - b) Observes and interviews students with caregivers and teachers.
 - c) Participates in evaluation meetings, consultations with other staff and IEP meetings.
 - d) Prepares reports, reviews and reads historical data and neuropsychological evaluations of students.
 - e) Discusses student issues regarding evaluation results and issues prior to formal meetings.
- Consults with teachers, administrators and parents regarding school problems. Reviews and discusses individual and group problem-solving; academic problems; social problems; emotional problems; behavioral problems; mental health issues; special education processes; chemical dependency issues or other concerns or issues relevant to the student. Reviews and explains due process procedures, eligibility, rules and guidelines.
- Participates in pre-referral consultation and planning meetings. Attends multidisciplinary child study team meetings, working with parents and staff to discuss and enhance student learning, adjustment, and/or development.
 - a) Attends child study team meetings to assist in the planning, development of student plans, and referral recommendations.
 - b) Develops and recommends appropriate and measurable interventions.
 - c) Conducts file reviews.
 - d) Consults with and advises teachers and parents concerning recommendations. Provides recommendations and materials for additional/community resources, if appropriate.
 - e) Provides recommendations to counselors, teachers and parents of students at-risk.
- Conducts staff development and in-service training sessions. Provides training to staff in best practices in pedagogy, special education law, individualized instructional techniques, data-based decision making, mental health education,

latest research and developments and intervention techniques.

- Responds to crisis situations including suicide and self-harm risk assessments; working with students who have been physically or verbally abused; family/home crisis situations; and/or providing consultation and referral services, as appropriate. Performs appropriate documentation requirements, as indicated or required.
- Intervenes with students directly for academic, behavioral and social issues. Provides counseling, skills training, group work, academic or behavioral interventions, as indicated.
- Performs other duties of a comparable level or type, as required.
 - a) Provides professional expertise and assistance to individuals, other district staff and the community concerning areas of instructional expertise/knowledge.
 - b) Keeps abreast of changing developments, trends, and technologies within the field.

SECTION III: WORK REQUIREMENTS AND CHARACTERISTICS

EDUCATION/KNOWLEDGE REQUIREMENT: Minimum education required to perform adequately in position could reasonably be attained only by completing the following:					
REQUIRED EDUCATION/TRAINING (choose one)		DEGREE INFORMATION: Type of degree: (B.S., M.A., etc.)			
	less than high school diploma	Master's Degree			
	High school diploma or GED.	Major field of study or degree emphasis: School Psychology; Education Specialist's Degree			
	1 year college				2 years college
	3 years college				4 years college
	1st year graduate level			Essential knowledge and specialized subject knowledge required to perform the essential functions of the job: <ul style="list-style-type: none"> • Principles, approaches and techniques used in the assessment, diagnosis, and evaluation of aptitudes, academic skills, counseling, personality, social skills, and emotional development. • Knowledge of child and adolescent development concepts and fundamentals. • Basics of psychopharmacology. • Knowledge of advanced counseling and group dynamics principles, methods and techniques. • Principles, practices and procedures used in the intervention of learning problems, personal adjustment, social skills training, crisis intervention, and behavioral management. • Knowledge and application of relevant federal and state laws, due process requirements, eligibility requirements/criteria pertaining to special education. • Theories, concepts and fundamentals of child development, learning and behavior. • Knowledge of community resources within and outside of the school. 	
x	2nd year graduate level				



Required Work Experience in Addition to Formal Education/Training:
Minimum of 1-3 years prior directly related work experience.

LICENSE/ CERTIFICATION
Identify licenses/certification required:
MN School Psychology License. Requires a MN driver’s license or evidence of equivalent mobility. Crisis Prevention Certification.

ESSENTIAL SKILLS REQUIRED TO PERFORM THE WORK
Skilled in:

- Conducting and making evaluations, assessments, and diagnostic evaluations and determinations.
- Determining eligibility of students for special services in accordance with federal and state laws, guidelines and criteria and in implementing and applying procedures and methods consistent with due process requirements.
- Conducting and implementing student interventions using a wide variety of psychological and counseling tools, approaches and strategies.
- Preparing and formulating IEP plans, preparing assessment and evaluation reports, progress reports and the like.
- Organizational and time management.
- Conducting test administration, test scoring, test interpretation, data collection techniques and test selection.
- Planning, preparing for presentations before individuals and groups.
- Conflict resolution strategies and interviewing techniques.
- Dealing with children, staff, parents, administrators and other educational professionals over parent and student issues and concerns. Interactions require persuasion, instruction and working with others to gain cooperation, persuading and understanding of educational issues/needs.

HAZARDOUS WORKING CONDITIONS
Unusual or hazardous working conditions related to performance of duties:
Work is performed under normal office conditions and there are minimal environmental risks or disagreeable conditions associated with the work. Work involves continuous contacts and interactions with the public, staff, outside agencies, other professionals, parents, administrators, and others that can involve occasional disagreeable human interactions and/or conflicts.

PHYSICAL JOB REQUIREMENTS: (Indicate according to essential duties/responsibilities)

<u>Physical Activities</u>	<u>Amount of Time Spent</u>				<u>Lifting/Forcing Exerting</u>	<u>Amount of Time Spent</u>			
	None	1/3 Less	1/3 to 2/3	Over 2/3		None	1/3 Less	1/3 to 2/3	Over 2/3
Stand		X			Up to 10 lbs			X	
Walk		X			Up to 25 lbs		X		
Sit			X		Up to 50 lbs	X			
Use hands to finger, handle or feel			X		Up to 100 lbs	X			
Reach with hands and arms		X			Over 100 lbs.	X			
Climb or balance	X								
Stoop, kneel, crouch or crawl		X							
Talk or hear				X					
Taste or smell	X								

PHYSICAL JOB REQUIREMENTS: Indicate according to essential duties/responsibilities

Physical requirements associated with the position can be best summarized as follows:

Light Work:

Exerting up to 25 pounds of force occasionally and/or up to a negligible amount of force frequently or constantly to lift, carry, push, pull or otherwise move objects, including the human body.

SECTION IV: CLASSIFICATION HISTORY AND APPROVAL

This Position Description reflects an accurate and complete description of the duties and responsibilities assigned to the position.

Department Head's Signature

Date

Classification History:

Prepared 4/2015 by BCC; Updated 6/2015

