

**ISD # 191 Job Description
(TCHRPSYC)
JOB TITLE: School Psychologist**

Exempt (Y/N): Yes

DATE: October 5, 2006

DEPARTMENT: Individualized Student Services

OCC NUMBER: 1610

SUPERVISOR: Director of Individualized Student Services

SUMMARY: Evaluates needs of children within educational system or school, and plans and carries out programs to enable children to attain maximum achievement and adjustment by performing the following duties.

ESSENTIAL DUTIES AND RESPONSIBILITIES include the following: (Other duties may be assigned)

Conducts individual psychological or psycho-educational evaluations on students referred by the Child Study Team, including individual evaluations, interviews with teachers or parents, and classroom observation.

Participates as a multidisciplinary team member in making appropriate recommendations for assessments, eligibility, placements, and/or modifications of Special Education programming.

Reviews student files, scores, records, and interprets assessment data, and writes reports to meet State of Minnesota requirements.

Participates in parent conferences to review assessment data, make recommendations, and plan IEPs.

Consults with parents, regular education staff, special education staff and building programs, and administrators on strategies for all students. This can include coordination between school and outside agencies.

Collaborate with others in planning and decision-making processes at the individual, group, and system levels. Assist teams, including general and special education staff, in the intervention and program planning process (including the Intervention Planning Process, Functional Behavioral Assessments, and Behavior Support Plans).

Provides short-term, individual counseling for students.

Organizes, implements, and facilitates short-term group counseling sessions with selected students having similar concerns.

SUPERVISORY RESPONSIBILITIES: This position has no supervisory responsibility.

QUALIFICATION REQUIREMENTS: To perform this job successfully, an individual must be able to perform each essential duty satisfactorily. The requirements listed below are representative of the knowledge, skill, and/or ability required. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

EDUCATION and/or EXPERIENCE: Master's degree in School Psychology.

LANGUAGE SKILLS: Ability to read, analyze, and interpret common scientific and technical journals, financial reports, and legal documents. Ability to respond to common inquiries or complaints from customers, regulatory agencies, or members of the business community. Ability to write speeches and articles for publication that conform to prescribed style and format. Ability to effectively present information to parents, students, administration, public groups, and/or the School Board.

MATHEMATICAL SKILLS: Ability to apply advanced mathematical concepts such as exponents, logarithms, quadratic equations, and permutations. Ability to apply mathematical operations to such tasks as frequency distribution, determination of test reliability and validity, analysis of variance, correlation techniques, sampling theory, and factor analysis.

REASONING ABILITY: Ability to apply principles of logical or scientific thinking to a wide range of intellectual and practical problems. Ability to deal with nonverbal symbolism (formulas, scientific equations, graphs, musical notes, etc.,) in its most difficult phases. Ability to deal with a variety of abstract and concrete variables.

CERTIFICATES, LICENSES, REGISTRATIONS: Current and valid State of Minnesota School Psychologist license. Driver's license - when required to be at more than one school.

OTHER SKILLS and ABILITIES:

- Computer skills in word processing and data processing
- Counseling skills
- Ability to relate to diverse populations
- Ability to manage and prioritize multiple tasks and to solve problems
- Ability to be self-motivated
- Ability to maintain regular attendance
- Interpersonal skills, including ability to work well with others, being polite, helpful, courteous and compassionate
- Ability and willingness to follow District rules and policies
- Ability and willingness to follow directives from supervisors

PHYSICAL DEMANDS: The physical demands 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.

While performing the duties of this job, the employee is regularly required to sit and talk or hear. The employee frequently is required to stand; walk; and use hands to finger, handle, or feel objects, tools, or controls. The employee is occasionally required to reach with hands and arms, climb steps, stoop, kneel, or crouch. The employee must occasionally lift and/or move up to 10 pounds. Specific vision abilities required by this job include close vision and the ability to adjust focus.

WORK ENVIRONMENT: The work environment characteristics described here are representative of those an employee encounters while performing the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

The employee must sometimes drive to more than one school location. The noise level in the work environment is usually moderate.