

Red Wing Public Schools Position Description

School Psychologist

General Information

Department:	Special Education
Unit:	Teachers
Immediate Supervisor:	Assistant Director of Special Education
Grade Placement:	19
FLSA Status:	Exempt

Position Summary

The School Psychologist is responsible for providing special education evaluations including functional behavioral assessments; psycho-educational assessments; consultation and pre-referral assistance; assistance in the development of individual educational plans and positive behavioral support plans; provides recommendations and consultation to professional staff concerning students at-risk; provides individual counseling and leads student support groups; provides mental health screenings and referrals; and provides advocacy, liaison and follow up with referrals and outside agencies providing resources or assistance to students and families in the District.

Essential Duties and Responsibilities

1.	<p>Conducts psycho-educational assessments including evaluating and interpreting intellectual, social, behavioral and developmental areas.</p> <ul style="list-style-type: none">a) Reviews historical data.b) Diagnoses and identifies educational and personal problems; exceptional children; and assists in the development of individualized plans.c) Selects and reviews testing outcomes.d) Observes student behaviors.e) Conducts psychological assessments.f) Interprets test results and data to staff, parents and students.g) Writes up formal psychological reports, recommendations, interpretations, and assessments in accordance with relevant local, state and/or federal policies, procedures, guidelines or requirements.h) Discusses findings, reports, issues, concerns and problems with parents, students and staff.
2.	<p>Serves as the initial assessment coordinator or case manager for initial referrals. Compiles, analyzes and summarizes multidisciplinary team results into written format/plan. Determines assessment and placement decisions in accordance with legal requirements, guidelines and regulations.</p>

3.	<p>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.</p> <ul style="list-style-type: none"> 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 teacher 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.
4.	<p>Consults individually with teachers and parents upon request to assist with behavioral interventions and to create better learning climates.</p>
5.	<p>Collaborates and consults with outside agencies and community providers. Assesses student needs and makes appropriate referral given parental permission. Gathers information and provides referrals to parents regarding available community services. Reports any incidents of student maltreatment to child protection and law enforcement agencies. Serves as a liaison with community agencies involved with individual students.</p>
6.	<p>Provides support to building administrators in the implementation of district initiatives through the planning and support implementation. Services on various committees, task forces, administrative meetings or other groups, as needed.</p>
7.	<p>Performs other duties of a comparable level or type as apparent or assigned by his or her supervisor(s).</p>

Required Education, Training, and Work Experience

Required Education / Training: 2 years of graduate school

Degree Information: Master's Degree

Major Field of Study or Degree Emphasis: School Psychology

Required Work Experience: None

Licenses / Certifications Required:

- Valid driver's license in Minnesota
- Licensed as a School Psychologist in Minnesota
- Restraint and seclusion certification

Essential Knowledge Required to Perform the Essential Functions of the Position

- Principles, approaches and techniques used in the assessment, diagnosis, and evaluation of aptitudes, academic skills, counseling, personality, social skills, and emotional development.
- 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.
- 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.
- Community resources within and outside of the school.

Essential Skills Required to Perform the Work

- 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.
- Resolving conflicts 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.

Typical Physical Demands for this Position

Summary of Physical Job Requirements:

Physical requirements associated with the position can be best summarized as Light Work: Exerting up to 25 pounds of force occasionally, and/or up to 10 pounds of force frequently, and/or negligible amount of force constantly to lift, carry, push, pull, or otherwise move objects in the performance of the job.

Physical Job Requirements:

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

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.

Classification History and Approval

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