

### SECTION I: GENERAL INFORMATION

<b>Classification Title:</b> School Psychologist	<b>Department:</b> Special Services	<b>Unit:</b> Teacher
<b>Immediate Supervisor:</b> Director Special Services	<b>Grade Placement:</b> As per work agreement	<b>FLSA Status:</b> Exempt
<p><b>Job Summary:</b></p> <p>Under the direction of the Director of Special Services, the School Psychologist is responsible for providing a full range of psychological services to support the academic and behavioral competence of students (ages birth to twenty-one), as well as support parents and staff in one or more sites in the St. Francis Area Schools.</p> <p>Essential duties outlined below are intended as “representative” examples of the level, nature and decision-making expected of positions assigned to this classification. The duties below are not intended to be a comprehensive listing of all duties and tasks performed by the employees assigned to this classification. A classification description, unlike job description or position description, is designed to capture the general expectations, complexity level and nature of work of any position that may be allocated to this classification.</p>		

### SECTION II: ESSENTIAL DUTIES AND RESPONSIBILITIES

- Participate in design, implementation and evaluation of early interventions with children experiencing academic and behavioral difficulty.
  - Administer standardized tests to determine cognitive functioning and academic skill.
  - Assess students’ social/emotional and behavioral needs through observation, student interview and standardized scales.
  - Assess adaptive behavior through teacher and parent interview and administration of standardized scales.
  - Assist in team decision-making, student placement and planning decisions including when out-of-district placement is considered.
  - Consult with mainstream and special education teachers regarding individual students.
  - Provide professional development to staff.
  - Facilitate referrals and act as a liaison with outside agencies.
  - Deal with cases of child abuse/neglect and crisis intervention.
  - Assist in development of crisis response teams and systems within buildings.
  - Establish and maintain contact with parents through participation in team meetings.
  - Participate on school district teams as appropriate.
  - Provide short-term consultation and/or support for students not identified as disabled.
  - Consults with and collaborates with instructional staff, parents, community services, social workers, police liaison and other professionals in addressing student concerns, making appropriate referrals to address problems.
  - Attends training sessions, conferences, seminars, district and departmental meetings.
  - Keeps abreast of changing developments, trends, counseling and educational technologies.

### SECTION III: WORK REQUIREMENTS AND CHARACTERISTICS

<b>EDUCATION/KNOWLEDGE REQUIREMENT: Minimum education required to perform adequately in position could reasonably be attained only by completing the following:</b>			
<b>REQUIRED EDUCATION/TRAINING (choose one)</b>		<b>DEGREE INFORMATION: Type of degree: (B.S., M.A., etc.)</b>	
	less than high school diploma		MSEd or PsyS
	High school diploma or GED.		<b>Major field of study or degree emphasis:</b> Education and focus on a Special Education area and specialty area (e.g. ASD, EBD, SLD, DCD)
	1 year college	2 years college	
	3 years college	4 years college	
	1st year graduate level		<b>Essential knowledge and specialized subject knowledge required to perform the essential functions of the job:</b>
x	2nd year graduate level		
			<ul style="list-style-type: none"> <li>Advanced knowledge of educational and personal school psychology principles, trends, methods and procedures.</li> <li>Knowledge of educational and personal development resources, standardized testing, graduation requirements and curriculum standards</li> <li>Crisis intervention concepts, principles and techniques</li> <li>Knowledge of the fundamentals, concepts, methods and techniques of quantitative and qualitative statistics</li> <li>Knowledge of all laws, statutes or guidelines related to special education programming, due process and related requirements, data privacy and ethical standards of school psychology</li> <li>Knowledge of medical assistance requirements, eligibility requirements and service requirements</li> <li>Knowledge of resources, service alternatives and options, community and referral sources</li> <li>Knowledge of fundamentals of staff leadership and coordination</li> <li>Operation and use of office productivity software and applications utilized by the district in the maintenance of student records, files and communications.</li> </ul>
<b>Required Work Experience in Addition to Formal Education/Training:</b> Minimum completion of supervised internship in school psychology, full year preferred.			
<b>LICENSE/ CERTIFICATION</b>		<b>Identify licenses/certification required:</b> Licensed School Psychologist in the State of Minnesota.	
<b>ESSENTIAL SKILLS REQUIRED TO PERFORM THE WORK</b>		<b>Skilled in:</b> <ul style="list-style-type: none"> <li>The use and application of statistical, diagnostic and standardized evaluation tools and methodologies used in personal counseling</li> <li>Communicating effectively on interpersonal and group levels</li> <li>Providing education, personal and crisis counseling</li> <li>Analyzing and assessing students' needs, problems and issues</li> <li>Monitoring of student credits for graduation</li> <li>Group dynamics, leading and facilitating group sessions</li> <li>Communicating with and collaborating with parents, teachers, students and administration concerning student needs, student achievement and social/personal</li> </ul>	



concerns of students and their families.  
**Responsibility for direct supervision of the following positions:**

- Titles of positions directly supervised
- # of Employees: 1 total

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

Amount of Time Spent					Amount of Time Spent				
<u>Employee is required to:</u>	Never	1-33%	34-66%	66-100%	<u>Physical (lift &amp; carry)</u>	Never	1-33%	34-66%	66-100%
Stand			x		Up to 10 pounds			x	
Walk			x		Up to 25 pounds		x		
Sit			x		Up to 50 pounds	x			
Use hands dexterously (use fingers to handle, feel)		x			Up to 75 pounds	x			
Reach with hands and arms		x			Up to 100 pounds	x			
Climb or balance	x				Over 100 pounds	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 20 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.

**HAZARDOUS WORKING CONDITIONS**

**Unusual or hazardous working conditions related to performance of duties:**

Duties are generally performed in an administrative/office/school setting where there are minimal environmental hazards and risks. Employee(s) may be exposed occasionally to disagreeable or stressful conditions involving human interactions.

**SECTION IV: DISTRICT MISSION AND CORE VALUES**

<p><b>OUR MISSION</b></p>	<p><i>Our mission is to equip all students with the knowledge and skills to empower them to achieve their dreams and full potential while becoming responsible citizens in a dynamic world</i></p>
<p><b>CORE VALUES</b></p>	<p><b>We believe that:</b></p> <ul style="list-style-type: none"> <li>• Trust and respect are fundamental for thriving relationships.</li> <li>• Our community flourishes when individuals, families and organizations collaborate.</li> <li>• Every person matters and has value.</li> <li>• Responsibility and accountability are essential for personal growth, organizational improvement and community engagement.</li> <li>• Commitment to high expectations is essential to help achieve full individual and collective potential.</li> </ul>
<p><b>MISSION OUTCOMES</b></p>	<p><b>By 2020, all students will...</b></p> <ul style="list-style-type: none"> <li>• Develop a personalized education path they can articulate and use to progress toward their evolving dreams.</li> <li>• Identify and choose positive ways they can take active ownership in their community while recognizing its diversity.</li> </ul>
<p><b>STRATEGIES</b></p>	<p><b>We will...</b></p> <ul style="list-style-type: none"> <li>• Ensure that every employee understands, supports and promotes our core values and mission.</li> <li>• Build trust and facilitate engagement with all St. Francis Area Schools stakeholders.</li> <li>• Align and support all educational programs and services to achieve our mission and mission outcomes.</li> </ul>
<p><b>STRATEGIC DELIMITERS</b></p>	<p><b>We will NOT...</b></p> <ul style="list-style-type: none"> <li>• Continue or adopt any program or service unless it is aligned with and advances the mission and is accompanied by the necessary human and financial resources</li> <li>• Make decisions without the use of relevant data provided by the appropriate personnel.</li> <li>• Allow past experiences to interfere with the consideration of new ideas.</li> </ul>

**SECTION V: CLASSIFICATION HISTORY AND APPROVAL**

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

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**Department Head's Signature**
**Date**

**Classification History:**  
 Created classification description 10/2018 BCC

