



## POSITION DESCRIPTION WACONIA PUBLIC SCHOOLS

### SECTION I: GENERAL INFORMATION

<b>Position Title:</b> School Psychologist	<b>Department:</b> Special Services
<b>Immediate Supervisor's Position Title:</b> Director of Student Support Services	<b>FLSA Status:</b> Exempt
<b>Job Summary:</b>  Under the direction of the Director of Student Support 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), parents, and staff in one or more sites in the Waconia Public Schools. The School Psychologist is responsible for the proper interpretation and performance of essential duties and responsibilities.	

### SECTION II: ESSENTIAL DUTIES AND RESPONSIBILITIES:

- Participate in design, implementation, and evaluation of early interventions with children experiencing academic and behavioral difficulty.
- Conduct diagnostic assessments of referred students throughout the school district using direct and indirect methods.
- 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, especially when out-of-district placement is considered.
- Provide services to students receiving special education services.
- Consult with mainstream and special education teachers regarding individual students.
- Provide school psychology services to groups and individuals and training to staff and parents.
- Facilitate referrals and act as a liaison with outside agencies.
- Deal with cases of child abuse/neglect and crisis intervention regarding suicide concerns.
- Assist in development of crisis response teams and systems within buildings.
- Establish and maintain contact with parents through participation in team meetings, consultation and facilitation of parent groups.
- Participate on school district teams as appropriate.
- Provide short term consultation and/or support for students not identified as disabled.
- Provide psychological assessment as part of team making decisions concerning early admittance to kindergarten and interprets results of early childhood screening as necessary.
- 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.
- Performs other duties of a comparable level or type, as required.
- Provides professional expertise and assistance to individuals, other district staff and the community concerning areas of expertise/knowledge.
- 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		Master's Degree, Doctorate or Educational Specialist.
	High school diploma or GED.		
	1 year college	2 years college	
	3 years college	4 years college	
	1st year graduate level		<b>Major field of study or degree emphasis:</b> School Psychology and/or related subject area(s).
x	2nd year graduate level		
	Doctorate level		
			<b>Essential knowledge and specialized subject knowledge required to perform the essential functions of the job:</b> <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>• Knowledge of district administrative procedures and policies pertaining to school finance, human resources, purchasing and other administrative programs of the district;</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>

### SECTION III: WORK REQUIREMENTS AND CHARACTERISTICS

<b>EDUCATION/KNOWLEDGE REQUIREMENT:</b> Minimum education required to perform adequately in position could reasonably be attained only by completing the following:	
<b>Required Work Experience in Addition to Formal Education/Training:</b> Minimum of a completion of supervised internship in school psychology, full-year preferred.	
<b>LICENSE/ CERTIFICATION</b>	<b>Identify licenses/certification required upon hiring:</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>• Skilled in the use and application of statistical, diagnostic, and standardized evaluation tools and methodologies used in personal counseling;</li> <li>• Skilled in communicating effectively on interpersonal and group levels;</li> <li>• Skilled in providing educational, personal and crisis counseling;</li> <li>• Skilled in analyzing and assessing students needs, problems and issues;</li> <li>• Skilled in monitoring of student credits for graduation;</li> <li>• Skilled 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 concerns of students and their families.</li> </ul>
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RESPONSIBILITY FOR DIRECT SUPERVISION OF THE FOLLOWING POSITIONS		
	<b>Titles of Positions Directly Supervised</b>	<b># of Employees</b>
1		
<b>TOTAL</b>		

INDIRECT SUPERVISION:	
<b>Number of employees indirectly supervised:</b>	<b>Total:</b>

<b>HAZARDOUS WORKING CONDITIONS:</b> <i>The essential duties of the work are performed under various physical hazards or environmental conditions noted</i>	<b>Unusual or hazardous working conditions related to performance of duties:</b>  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.
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PHYSICAL JOB REQUIREMENTS: Indicate according to essential duties/responsibilities				
<u>Employee is required to:</u>	Never	1-33% Occasionally	34-66% Frequently	66-100% Continuously
Stand			X	
Walk			X	
Sit			X	
Use hands dexterously (use fingers to handle, feel)		X		
Reach with hands and arms		X		
Climb or balance	X			
Stoop/kneel/crouch or crawl	X			
Talk or hear				X
Taste or smell	X			
Physical (Lift & carry): up to 10 pounds			X	
up to 25 pounds		X		
up to 50 pounds	X			
up to 75 pounds	X			
up to 100 pounds	X			
more than 100 pounds	X			

PHYSICAL JOB REQUIREMENTS: Indicate according to essential duties/responsibilities
Physical requirements associated with the position can be best summarized as follows:
<b>Light Work:</b> 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.