

LAKEVILLE AREA SCHOOLS

POSITION DESCRIPTION

POSITION TITLE: School Psychologist

DEPARTMENT / BUILDING:

TITLE OF IMMEDIATE SUPERVISOR: Director of Special Education/Building Principal

BARGAINING UNIT: EML

EXEMPT/NON-EXEMPT: EXEMPT

LOCATOR (HR use only):

POSITION SUMMARY: The School Psychologist helps children and youth succeed academically, socially, behaviorally, and emotionally. He/she collaborates with educators, parents, and other professionals to create safe, healthy, and supportive learning environments that strengthen connections between home, school, and the community.

ESSENTIAL DUTIES AND RESPONSIBILITIES:

As guided by the National Association of School Psychologists (NASP) Model for Comprehensive and Integrated School Psychological Services, the school psychologist will possess the knowledge and skills to provide a broad range of services to students, families and school staff, including but not limited to:

1. Prevention and Intervention Services

- co-facilitating the school Problem Solving Team (PST) with the principal or designee
- collecting and using assessment data to understand students' problems and to select and implement evidence-based interventions
- using valid and reliable assessment techniques to assess progress toward academic and behavioral goals, to measure responses to interventions, and to revise interventions as necessary
- using a consultative problem-solving process as a vehicle for planning, implementing, and evaluating students' educational needs
- integrating social-emotional supports and mental health services with academic and learning goals for students
- employing systematic decision-making to consider the antecedents, consequences, functions, and potential causes of behavioral difficulties that may be impeding student learning or socialization
- facilitating specific student groups (grief, social skills, anxiety, anger, family change, etc.) as needed based on screening data and staff referrals
- meeting individually with students experiencing social-emotional/mental health concerns on a short-term basis to help determine appropriate intervention strategies
- providing crisis intervention and support to students, parents and staff, as needed, at both the school and district levels

2. Special Education

- conducting evaluations to identify students' eligibility for special education and other educational services, as part of an interdisciplinary team
- effectively communicating evaluation results for diverse audiences, such as parents, teachers, administrators and other stakeholders
- facilitating the completion of timely, succinct, comprehensive evaluation reports
- complying with all state and federal rules and regulations

3. Collaboration

- applying psychological and educational principles necessary to enhance collaboration and achieve effectiveness in provision of services
- establishing and maintaining positive relationships with parents/guardians; communicate with families about available school and community services and how to access the services
- locating and mobilizing district and community resources to support students with social-emotional and mental health concerns and their families
- serving as a liaison with community agencies and resources; assisting with referrals as necessary
- collaborating regularly with other district school psychologists and other student support professionals

4. Professional Skills

- practicing in accordance with ethical, legal, and professional standards
- staying current with best practices in positive behavior supports and social-emotional-mental health evaluation and intervention
- conducting staff development activities on topics related to social emotional learning (SEL) and mental health, as needed
- engaging in lifelong learning and formulating personal plans for ongoing professional growth

REQUIRED QUALIFICATIONS (Specific training or job experience required before appointment):

1. Must possess or be eligible for School Psychologist licensure in the State of Minnesota.
2. Knowledge of biological, cultural, developmental, and social influences on behavior and mental health, behavioral and emotional impacts on learning and life skills, and evidence-based strategies to promote social–emotional functioning and mental health
3. Ability to work effectively with students, families, peers, administrators, and representatives of outside agencies
4. Organized; detail oriented; punctual
5. Ability to manage a fluid schedule
6. Excellent oral and written communication skills; ability to interact with people in a congenial and effective manner
7. Ability to use technology for administrative tasks, student data assessment, and instructional resources
8. Ability to relate with diverse populations
9. Knowledge of ISD 194 and community programs and services available to students and families

| Employee is required to: | Never | Occasionally 1-33% | Frequently 34-66% | Continuousl y 66-100% |
|---|--------------|-------------------------------|------------------------------|----------------------------------|
| 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, see and hear | | | | X |
| Taste or smell | | X | | |
| Physical (lift and carry): | | | | |
| Up to 10 pounds | | X | | |
| Up to 25 pounds | | X | | |
| Up to 50 pounds | X | | | |
| Up to 75 pounds | X | | | |
| More than 100 pounds | X | | | |

DATE: 01/2019