

Job Description

Bismarck Public Schools

School Psychologist

Purpose Statement

The job of School Psychologist is done for the purpose/s of improving academic achievement; promoting positive behavior and mental health; creating safe, positive school environments; strengthening family/school partnerships; improving school-wide assessment and accountability; supporting diverse learners; measuring and interpreting the intellectual, adaptive, academic, social and emotional development of children; interpreting results of psychological studies; interpreting and applying state and federal codes; and developing strategies and interventions to address the special education needs of eligible students.

This job reports to Director of Special Education.

Essential Functions

- Administers rigorous and supplemental assessments (educational and psychological evaluations, etc.) for the purpose of measuring the intellectual, adaptive, academic, social and emotional development of children and/or determining eligibility for services in compliance with regulatory requirements.
- Assesses students' functional capabilities and home and/or classroom environment for the purpose of determining student's functional level and developing recommendations and/or placement.
- Communicates with students and/or parents with teachers and/or other personnel (designing educational and behavioral interventions, etc.) for the purpose of evaluating situations, solving problems and/or resolving conflicts.
- Compiles information from a variety of sources (teachers, nurse, probation officer, mental health agencies, other professionals, etc.) for the purpose of producing a comprehensive evaluation report in compliance with established guidelines.
- Coordinates with community agencies including medical, judicial, social service and mental health services for the purpose of determining appropriate treatments, etc. to meet the needs of specific students.
- Counsel students, parents and guardians for the purpose of providing assistance to school personnel regarding student performance and social emotional development, assisting teams with crisis intervention and enhancing student success in school.
- Develops behavior plans, curriculum modifications, etc. (assists school personnel in collecting and analyzing data regarding student performance and social emotional development, etc.) for the purpose of implementing treatment programs.
- Facilitates meetings, processes, etc. for the purpose of meeting curriculum guidelines and/or ensuring that state mandates are achieved.
- Implements school wide program development and program evaluation (participates and facilitates school problem solving teams, assists in designing interventions and interpreting its effectiveness, crisis intervention services, etc.) for the purpose of ensuring effective programs to assist children who experience physical, mental, social or emotional difficulties.
- Intervenes in occurrences of inappropriate behavior of students for the purpose of assisting students in modifying such behavior and developing successful interpersonal skills.
- Participates in meetings, workshops and seminars as assigned (inter-agencies, presentations to teachers and administrators, parent workshops, etc.) for the purpose of supporting students' learning and conveying and/or gathering information required to perform functions.
- Prepares a wide variety of written materials (correspondence, memos, behavior plans, reports, required documentation, Psych Ed Summary, Psych Report, etc.) for the purpose of documenting activities, providing written reference, and/or conveying information.

- Research resources and methods (intervention and treatment techniques, assessment tools and methods, community resources, etc.) for the purpose of determining the appropriate approach for addressing students' functional goals.

Other Functions

- Performs other related duties as assigned for the purpose of ensuring the efficient and effective functioning of the work unit.

Job Requirements: Minimum Qualifications Skills, Knowledge and Abilities

SKILLS are required to perform multiple, highly complex, technical tasks with a need to occasionally upgrade skills in order to meet changing job conditions. Specific skill-based competencies required to satisfactorily perform the functions of the job include: applying assessment instruments; operating standard office equipment including pertinent computer software; and preparing and maintaining accurate records.

KNOWLEDGE is required to perform advanced math; review and interpret highly technical information, write technical materials, and/or speak persuasively to implement desired actions; and analyze situations to define issues and draw conclusions. Specific knowledge-based competencies required to satisfactorily perform the functions of the job include: psychology and educational principles; and pertinent codes, policies, regulations and/or laws.

ABILITY is required to schedule activities, meetings, and/or events; routinely gather, collate, and/or classify data; and use job-related equipment. Flexibility is required to independently work with others in a wide variety of circumstances; work with data utilizing defined but different processes; and operate equipment using standardized methods. Ability is also required to work with a diversity of individuals and/or groups; work with data of varied types and/or purposes; and utilize job-related equipment. Problem solving is required to analyze issues and create action plans. Problem solving with data frequently requires independent interpretation of guidelines; and problem solving with equipment is moderate. Specific ability-based competencies required to satisfactorily perform the functions of the job include: adapting to changing work priorities; communicating with diverse groups; maintaining confidentiality; meeting deadlines and schedules; working as part of a team; working with detailed information/data; and maintaining effective working relationships.

Responsibility

Responsibilities include: working under limited supervision using standardized practices and/or methods; leading, guiding, and/or coordinating others; operating within a defined budget. Utilization of resources from other work units is often required to perform the job's functions. There is a continual opportunity to impact the organization's services.

Work Environment

The usual and customary methods of performing the job's functions require the following physical demands: some lifting, carrying, pushing, and/or pulling, some stooping, kneeling, crouching, and/or crawling and significant fine finger dexterity. Generally, the job requires 70% sitting, 15% walking, and 15% standing. The job is performed under conditions with exposure to risk of injury and/or illness.

Experience: Job related experience within a specialized field with increasing levels of responsibility is required.

Education: Specialist degree in school psychology.

Certificates and Licenses: Valid license in school psychology. Maintains certificates and/or licenses.

Clearances: Criminal Justice Fingerprint/Background Clearance

FLSA Status: Exempt

Salary Grade: PM on the Professional Support Staff salary schedule