

Job Description

Department: Student Services

Job Title: School Psychologist

Qualifications: Education Level: Valid Wisconsin School Psychologist license; Master's degree in School Psychology

Experience Desired: Experience working in Response to Intervention (RtI) models. Experience working with students with a range of disabilities.

Other Requirements: Excellent written and oral communication skills.

Job Goals: School Psychologists help students succeed academically, socially, behaviorally, and emotionally. They collaborate with educators, administrators, families, and other mental health professionals to create safe, healthy, and supportive learning environments for all students and strengthen connections between home and school.

Reports to: Student Services Director

Essential Job Functions/Responsibilities:

1. Practices that permeate all aspects of service delivery

Data-Based Decision Making and Accountability

School psychologists have knowledge of and skills in varied models and methods of assessment and data collection for identifying strengths and needs, developing effective services and programs, and measuring progress and outcomes.

- 1.1 Demonstrate expertise in collecting, managing, and interpreting various types of individual and group data.
- 1.2 Apply sound principles of data-based decision making to all aspects of practice (e.g., designing interventions, monitoring student progress, consulting with school administrators, and disseminating intervention research findings within the school setting).

Consultation and Collaboration

School psychologists have knowledge of and skills in varied models and strategies of consultation, collaboration, and communication applicable to individuals, families, groups, and systems and methods to promote effective implementation of services.

- 1.3 Demonstrate strong interpersonal skills and the ability to work, communicate, and collaborate effectively with teachers, other school staff, and families as part of a team within the school setting.
- 1.4 Provide direct services to individuals or groups of students (e.g., counseling, crisis interventions, mentoring, and individual safety plans, when appropriate).
- 1.5 Consultation with teachers, counselors, and administrators (collaborate and identify interventions, strategies to facilitate problem).

- 1.6 Collaborate and communicate with parents.

2. Direct and Indirect Services for Children, Families, and Schools Interventions and Instructional Support to Develop Academic Skills

School psychologists have knowledge of biological, cultural, and social influences on academic skills; human learning, cognitive, and developmental processes; and skills in developing and implementing evidence-based curricula and instructional strategies.

- 2.1 Collaborate with others to develop appropriate academic goals for students with different abilities, disabilities, strengths, needs, and develop interventions to achieve these goals.
- 2.2 Implement appropriate and alternative ways to monitor and assess the effectiveness of interventions and individual student progress toward goals.

Interventions and Mental Health Services to Develop Social and Life Skills

School psychologists have knowledge of biological, cultural, developmental, and social influence on behavior and mental health, behavioral and emotional impacts on learning and life skills, and skills in developing and implementing evidence-based strategies to promote social-emotional functioning and mental health.

- 2.3 Demonstrate knowledge regarding the social, affective, and adaptive domains of child development.
- 2.4 Identify and apply sound principles of behavior change within these domains to assist in designing and implementing prevention and intervention programs.

School-Wide Practices to Promote Learning

School psychologists have knowledge of school and systems structure, organization, and theory; general and special education; technology resources; and skills in developing and implementing evidence-based school practices that promote learning and mental health.

- 2.5 Understand the organization of schools and systems change to provide leadership in developing and implementing early intervention and prevention programs.
- 2.6 Demonstrate knowledge and leadership when assisting in the development of school policy that impacts student learning and safety.
- 2.7 Demonstrate knowledge of school and classroom climates and use such knowledge to assist in developing school improvement plans and classroom interventions.

Preventive and Responsive Services

School psychologists have knowledge of principles and research related to resilience and risk factors in learning and mental health, skills in implementing services in schools and communicate to support multi-tiered prevention, and skills in implementing evidence-based strategies for effective crisis response.

- 2.8 Participate in planning and implementing prevention programs to address the social and affective needs of students (e.g., programs to address bullying, school violence, and school safety).
- 2.9 Have knowledge of universal screening, as well as early reading and math literacy
- 2.10 Participate in designing prevention and intervention methods to address programs that influence student learning.
- 2.11 Participate in planning and/or implementation of school or system-level crisis response.

Family-School Collaboration Services

School psychologists have knowledge of principles and research related to family systems, strengths, needs, and culture; skills in implementing evidence-based strategies to support family influences on children's learning and mental health; and strategies to develop collaboration between families and schools.

- 2.12 Employ practices that promote home, school, and community partnerships and enhance learning and mental health goals for students.
- 2.13 Identify diverse cultural issues, situations, and other factors that influence family, school, and community interactions and address such issues when developing and providing services.

3. Foundations of School Psychological Service Delivery

Diversity in Development and Learning

School psychologists have knowledge of individual differences, abilities, disabilities, and other diverse student characteristics; principles and research related to diversity factors for children, families, and schools, including factors related to culture, context, and individual and role difference; and skills in implementing evidence-based strategies to enhance services and address potential influences related to diversity.

- 3.1 Recognize issues of diversity that affect routine interactions with other people and organizations.
- 3.2 Modify or adapt routine practice to effectively meet these diverse needs.
- 3.3 Demonstrate sensitivity and skills needed to work with families, students, and staff from diverse cultures and backgrounds.

Research and Program Evaluation

School psychologists have knowledge of and skills in research design, statistics, measurement, varied data collection and analysis techniques, and program evaluation sufficient for understanding research and interpreting data in applied settings.

- 3.4 Evaluate and synthesize a cumulative body of research findings as a foundation for effective service delivery.
- 3.5 Collect, analyze, and interpret program evaluation data in applied settings.
- 3.6 Evaluate the effectiveness of school-based intervention plans.

Legal, Ethical, and Professional Practice

School psychologists have knowledge of the history and foundations of school psychology; multiple service models and methods; ethical, legal, and professional standards; and other factors related to professional identity and effective practice as school psychologists.

- 3.7 Practice in ways that meet all appropriate ethical, professional, and legal standards.
- 3.8 Understand and apply federal, state, and local policies and regulations in the delivery of school psychological services.
- 3.9 Maintain confidentiality of student records and information.
- 3.10 Use technology in ways that are consistent with ethical and responsible professional practice

Typical roles and expectations for Elementary School Psychologist:

- 1. Case manage Special Education re-evaluations and initial evaluations at BP/J and MP/Q.
- 2. Conduct Non-Special Education evaluations Participate in the Section 504 process.
- 3. Participate on Student Support Team (SST) meetings in both BP/J and MP/Q.
- 4. Facilitate RtI process.
- 5. Participate in Monthly Student Services meetings.
- 6. Provide individual counseling to students whose IEP stated counseling
- 7. Consultation with teachers, counselors, and administrators (collaborate and identify interventions).
- 8. Collaborate and communicate with parents.
- 9. Attend professional development workshops and courses related to RtI, mental health in the schools, PBIS Network/conferences, School Psychologist Network.
- 10. Communicate with outside providers (physicians and psychologists).

Typical Roles for the Middle and High School Psychologist:

1. Case manage Special Education re-evaluations and initial evaluations at RMS, RHS.
2. Conduct Non-Special Education evaluations.
3. Participate in the Section 504 process at RMS and RHS.
4. Facilitate RtI process at RMS and RHS.
5. Participate in Student Services meetings and projects.
6. Provide individual counseling to students.
7. Collaborate and communicate with parents.
8. Attend professional development workshops and courses related to RtI, mental health in the Schools, School Psychologist Network.
9. Communicate with outside providers (physicians and psychologists).
10. Provide training and/or presentations for staff in-service.
11. AODA Program Management.

Other Assigned Tasks or Responsibilities

1. Serves as a positive role model for students in how to conduct themselves as citizens and as responsible, intelligent human beings.
2. Will remain free of any alcohol or illegal substance in the workplace in compliance with Policy 3122 throughout his/her employment in the District.
3. Performs other duties assigned by the Student Services Director.

Terms of Employment: The term of employment shall be July 1 to June 30 of each year.

Evaluation: Performance shall be evaluated annually by the Student Services Director.

I have read and understand this job description and can fulfill the essential functions as listed.

Signature

Date

Print Name