



**JOB DESCRIPTION**

<b>Job Title</b>	School Psychologist
<b>Department</b>	Student Services
<b>Reports To</b>	Director of Student Services
<b>Classification</b>	Certified
<b>Location</b>	District-wide
<b>Salary</b>	On Schedule
<b>Length of Contract</b>	School Year

This job description in no way states or implies that these are the only duties to be performed by the employee occupying this position. Employees may be required to follow other job-related instructions and to perform other job-related duties as requested, subject to all applicable state and federal laws. Certain job functions described herein may be subject to possible modification in accordance with applicable state and federal laws.

**Job Summary**

The School Psychologist is a school based mental health professional working in collaboration with other District professionals to support the implementation of the Equitable Multi-Level System of Supports framework (EMLSS). The School Psychologist provides consultation to administrators, teachers, families, students, support staff, community agencies, and other individuals and agencies through vehicles such as Student Success Teams (SST), Individual Education Plans (IEP) Teams, Parent/Teacher conferences, Parent Education/Advisory Groups, and participation on community boards and task forces. The School Psychologist completes evaluations and functional behavior analyses for students with academic, behavioral, social, or emotional needs while working in collaboration with other Student Services staff.

**Essential Job Functions**

- Data-based decision making, including evals and school-wide assessments.
- Consult and collaborate during the problem-solving process for all instructional, mental, and behavioral health services.
- Provide interventions and instructional support for academic skills.
- Provide interventions and mental health support for social/emotional learning.
- Provide, in collaboration with other Student Services staff, school-wide services for effective and supportive learning environments.
- Provide prevention and response services, including prevention planning for critical incidents
- Provide family-school collaboration services

**Building Level School Psychologist**

- Work closely with school staff and administration, and District departments, to create positive outcomes for students
- Consult and collaborate with school teams on how to establish school-wide behavioral and academic systems
- Promote best practices, such as conducting functional behavioral assessments, utilizing research and evidence-based interventions, and using data-based decision making to inform school practices

- Work with school teams on monitoring student progress and using individualized instruction and intervention based on students' needs
- Provide social-emotional and behavioral support to students in the schools.
- May provide intervention & mental health support for social/emotional learning and/or interventions & instructional support for academic skills
- Work with special education teachers to complete reevaluations for students receiving special education services, if a re-evaluation is needed

**Evaluation Specialist School Psychologist Responsibilities**

- Work closely as a team of evaluation specialists to build district systems and practices to complete culturally sensitive evaluations to minimize bias
- Completes comprehensive evaluation, deep analysis into root causes and disability-related needs with the goal of accurate identification of students with disabilities (addressing disproportionality)
- Work together on evaluation teams with other school professionals, including special education coordinators, occupational therapists, physical therapists, speech language pathologists, Talented and Gifted, etc.
- Evaluation Specialist School Psychologists will complete initial special education and 504 evaluations

**Ancillary Job Functions**

- Provides staff development for school staff
- Supervises school psychology interns and practicum students
- Acts as a liaison between the District and other community agencies
- Leads building PBIS Tier II and/or Tier III Leadership Team
- Participates on Crisis Response and Bereavement Team
- Leads data and decision-making and progress monitoring processes
- Is a member of the schools Tier II and Tier III and Student Success Team
- Performs other related duties as assigned.

**Required Qualifications** – Required qualifications to effectively perform the job at the time of hire. An equivalent combination of education, training, and experience will be considered. Additional requirements and/or substitutions may be requested and require the approval of HR.

- Wisconsin DPI certification as a school psychologist
- Demonstrates an understanding and use of equitable and culturally responsive practices
- NCI Certification. Must obtain as soon as schedule allows

**Preferred Qualifications** – Highly desired education, training, and/or experience that may be helpful in performing the job, if applicable.

- One or more years of experience as a psychologist in an educational setting.
- Knowledge of ACES and impact on child development

**Knowledge, Skills, and Abilities** – May be representative, but not all-inclusive, of those commonly associated with this position.

- Whole Child Focus
- Student Advocate
- Ability to lead effectively and facilitate problem-solving strategies with students, families, school staff, and community agencies
- Desire to take initiative and be independently motivated
- Ability to develop and implement effective EMLSS interventions for emotional, behavioral, and learning concerns
- Comprehensive knowledge of and ability to apply federal and state laws pertaining to special education
- Excellent communication skills and a proven ability to work effectively as part of a team
- Proficiency in assessing preschool through adult students in all areas related to student learning and behavior
- Ability to travel to multiple District buildings in compliance with District driving policy
- Ability to serve as a positive role model for students, demonstrating responsible and thoughtful behavior.

**Work Environment** – Environmental or atmospheric conditions commonly associated with the performance of the functions of this job.

- Normal school environment and moderate noise levels.
- Home visits as needed.

**Physical Requirements** – The physical demands described below are representative of those that must be met by an employee to successfully perform the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform essential functions.

- Must be able to talk, hear, grasp, and reach.
- Must be able to have repetitive wrist/hand/finger movement to work on computer and/or related office equipment.
- Must have clarity of vision, three-dimensional vision, precise hand-eye coordination, and ability to identify and distinguish colors.
- The employee shall remain free of any alcohol or illegal substance in the workplace in compliance with Policy 4122.01 throughout his/her employment in the District.