

PORTAGE COMMUNITY SCHOOL DISTRICT

POLICY 280 – SCHOOL PSYCHOLOGIST JOB DESCRIPTION

Summative Job Duties:

The school psychologist focus is to improve academic engagement and achievement. They will use their specialized training in both psychology and education to provide services and supports that support the learning of all students, while preventing and reducing barriers to learning. The school psychologist will focus on increasing student academic, behavioral and emotional success by providing direct and indirect educational, behavioral, and mental health services for children and youth. They will use their training and skills to collaborate with educators, parents, and other mental health professionals to ensure that every child learns in a safe, healthy and supportive environment. The school psychologists will utilize their understanding of school systems, effective teaching and successful learning to assist the Director of Pupil Service in creating and maintaining systems and structures that support student learning, such as a Response to Intervention Model. They will also assist in providing relevant information to the Board of Education, district administrators, educators and families regarding special education policies and procedures.

Qualifications:

- Satisfactorily Complete the Training Requirements to Become a School Psychologist, which includes a minimum of 60 graduate semester hours and a yearlong internship.
- Wisconsin Department of Public Instruction Certification as a School Psychologist
- Understand and Demonstrate Competence in Systematic and Organizational Thinking in Order to Assist in Implementing Systems and Structures Such as a Response to Intervention Model

Immediate Supervisor:

Director of Pupil Services

Specific Professional Practices, Duties and Responsibilities:

Related to Data Based Decision Making:

- Utilize their knowledge of varied models and methods of assessment and data collection, in order to identify strengths and areas of need, develop effective services and programs, and measure progress and outcomes.
 - Collect and use assessment data to understand students' problems and to select and implement evidence-based instructional and mental health services.
 - As part of a team, conduct assessments to identify students' eligibility for special education and other educational services.
 - Use systematic and valid data collection procedures to measure effectiveness of their own services
- Assist in developing a systematic and comprehensive process of effective decision-making and problem solving that permeates all aspects of service delivery.
 - Utilize and provide professional development in using a problem-solving framework.
- Demonstrate skills to use psychological and educational assessment, data collection strategies, and technology resources and apply results to design, implement, and evaluate response to services and programs.
 - Assist in using valid and reliable assessment techniques to measure progress towards goals, intervention progress and adjust as necessary
 - Collect data to evaluate and measure effectiveness of school based interventions
 - Assist with design and implementation of assessment procedures to determine the degree in which recommended interventions have been implemented with fidelity.
- Systematically collect data from multiple sources as a foundation for decision-making and consider ecological factors (e.g., classroom family, community characteristics) as a context for assessment and intervention in general and special education settings.
- Assist in providing direction for and ensure compliance with the Individuals with Disabilities Act (IDEA), Section 504 of the Rehabilitation Act of 1973, and the Americans with Disabilities Act (ADA) as it related to students. This includes attending Individual Education Program (IEP) meetings as the LEA when principals are unavailable or the situation warrants, assisting with maintaining related student records, and assisting in investigating and resolving complaints.

Related to Consultation and Collaboration:

- Facilitate effective instruction that meets the individual needs of diverse learners by consulting with staff on individualized instruction, managing classroom behavior, monitoring student progress, evaluating classroom data and adjusting intervention and instructional strategies to make content accessible to every student.

- Collaborate and consult with teachers, administrators and families on promoting positive peer relationships and social problem solving, school wide positive behavior systems, interventions and supports and programs to promote student wellness and reduce risk taking.
- Keep informed of best practices and new developments related to academic, behavioral and social learning of students and share the information with appropriate staff.
- Effectively communicate information to diverse audiences and facilitate communication and collaboration among those audiences.
- Use collaboration and communication skills to function as change agents to promote necessary change at the individual student, classroom, school and district level.
- When requested and/or appropriate, serve as staff liaison on community committees, representing the Portage Community School District, with community agencies.
- Assist in providing professional development opportunities and communicating pertinent information to staff as needed.
- Communicate knowledge and experience by taking on a leadership role, district and/or school wide, when initiatives involve area of expertise.
- Assist the Director of Pupil Services in submitting appropriate reports required by the Department of Public Instruction including those required by Federal Agencies.
- Maintain up to date files related to student support and in accordance with any Board of Education Policies.
- Attend appropriate local, state and national conferences as approved by the District Administrator
- Assume additional duties as assigned by the School Board, the District Administrator, or the Director of Pupil Service, such as being the Pupil Services Designee in the absence of the Director.

Related to Direct and Indirect Services for Children, Families, and Schools:

- Work with other school personnel to develop, implement and evaluate effective interventions for increasing the amount of time students are engaged in learning
- Provide wellness and prevention programming, risk assessment and interventions, and counseling, which help to reduce discipline referrals and increase attendance and academic performance.
- Assist in coordinating community services to ensure their link to learning.
- Work with staff to assess learning and behavioral needs and distinguish between issues related to family, culture, or language and a learning style or disability.
- Collaborate in planning appropriate Individualized Education Plans for students with disabilities.
- Assist in adjusting school and/or classroom facilities and routines to promote greater engagement, promote positive relationships, increased achievement and positive student behavior.
- Monitor progress and communicate with students, families, administrators, staff and community agencies about student progress.
- Facilitate design and delivery of curricula to help students develop effective behaviors, such as self-regulation and self-monitoring, planning/organization, empathy, and healthy decision-making.
- Collaborate with others to integrate behavioral supports and mental health services with academic and learning goals for children.
- Assist administrators in developing a positive school and district climate by working with school and district leadership teams to help choose, design, and evaluate evidence-based approaches to address issues such as bully prevention, student connectedness, family engagement, cultural responsiveness and crises response planning.
- Assist families to understand and support their children's learning, behavioral and mental health needs.
- Assist staff and families in navigating the special education process
- Connect with community service providers when necessary
- Work with staff to enhance understanding and acceptance of diverse cultures and backgrounds and to promote culturally responsive schools.
- Work with district and school leaders to generate and interpret student outcome data, monitor individual student progress in academics and behavior and to collect and analyze data on risk and protective factors related to student outcomes.
- Assist in conducting three-year reevaluation of students who qualified for special education services.
- Assist in evaluation of candidates for kindergarten, including those requesting early admission

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