

Job Description

Position Title:	School Psychologist
Qualifications:	62 School Psychologist license Masters Degree in School Psychology
Department:	West Salem School Pupil Services Department
Reports To:	The Director of Pupil Services
Prepared By:	The Director of Pupil Services
Approved By:	Board of Education

Date: July 27, 2009

I. Summary:

The School Psychologist provides a full range of school psychological services to children ages 0-21, including screening and assessment, designing remedial educational programs, individual and group counseling, and consultation with school staff, parents, and outside agencies. The School Psychologist functions as a member of the Individualized Education Program team to determine the student eligibility for special services, appropriate programming, and assess on-going progress. This leadership position is charged with the responsibility of facilitating interventions designed to improve the academic experience for general and special education students within the school district.

II. Essential Duties and Responsibilities:

A. Assessment

1. Selects, administers and interprets psychological tests appropriate to the students being evaluated.
2. Makes classroom observations when necessary.
3. Effectively conducts observations when necessary.
4. Evaluates in a professional and ethical manner.
5. Utilizes social, medical, and/or other pertinent data in the overall evaluation process.
6. Considers adaptive behavior in student evaluations.
7. Acts as Birth-to-3 liaison for the West Salem School District and facilitates transition programming and any associated evaluations.

B. Consultation

1. Affectively consults with teachers and administrators in an effort to solve problems concerning pupil behavior, discipline, learning differences among pupils and interpretations of standardized tests.
2. Consults with parents to fully understand their child and formulate and implement an appropriate educational and/or behavioral plan.
3. Consults with counselors, supervisors and attendance officers in formulating effective plans for attendance issues.
4. Confers with teachers, parents, administration, mental health professionals, and aides whenever necessary (i.e. Teacher Assistance Teams, IEP meetings, Pupil Services meetings etc.).
5. Consults with local health and social welfare agencies when needed in the course of evaluations and/or on-going student programming.
6. Facilitates a review of the progress of student assessments at the elementary school special education staff meetings.
7. Serves as consultant for student evaluation practices for special education staff.

C. General Responsibilities

1. Consults with professional personnel in gathering data.
2. Assists in program planning.
3. Recognizes needs for referral to community agencies as needed.
4. Provides leadership and follow-up on early intervention cases.
5. Participates in IEP meetings.

6. Serves on district committees for Response to Instruction, curriculum development, discipline, etc.
- D. Professional Characteristics and Growth
1. Participates in appropriate in-service activities.
 2. Updates materials, methods, skills and knowledge.
 3. Becomes aware of related district instructional endeavors.
 4. Strives to create a favorable professional impact on students, parents, and other employees.
 5. Remains knowledgeable and carefully follows all relevant district policies.
- E. Operational Responsibilities
1. Submits required reports promptly and accurately.
 2. Takes all necessary and reasonable precautions to protect students.
 3. Takes all necessary and reasonable precautions to protect equipment, materials and facilities.
 4. Consistently operates in a professional manner regarding district policies and state and federal rules and regulations.
 5. Perform all such other duties assigned by the Director of Pupil Services.
 6. As a representative of the school district, deals with the public and school employees and students in a courteous and professional manner.

III. Supervisory Responsibilities:

The School Psychologist is responsible for the supervision of School Psychology Practicum students.

IV. Qualification Requirements:

To perform this job successfully an individual must be able to perform each essential duty satisfactorily. The requirements listed below are representative of the knowledge, skill and/or ability required.

A. Education and/or Experience

Masters Degree in School Psychology

B. Certificates, Licenses, Registrations:

Hold a current Wisconsin DPI license. Maintain updated First Aid, CPR and AED certifications.

C. Language Skills:

The ability to read, analyze and interpret professional journals, technical procedures and governmental regulations. The ability to take meeting notes, write drafts of meeting minutes, edit reports, and complete professional correspondence. The ability to effectively respond to requests and questions from parents, staff, school board members and the general public. The ability to make oral presentations to groups of staff, students, parents and or community members.

D. Mathematical Skills:

Ability to read charts, graphs, compute sums and interpret normed statistical data in a manner that is understandable to parents.

E. Reasoning Ability:

1. Ability to define problems, collect data, establish facts and draw valid conclusions.
2. Ability to interpret an extensive variety of technical instruction and several abstract and concrete variables.
3. Ability to maintain strict confidentiality within and outside the school and work collegially with all staff members.

F. Technology Skills:

1. Demonstrate the ability to use appropriate technology to process, store, and retrieve data that is required for the position.
2. Demonstrate appropriate software skill levels for word processing, spreadsheet development, construct and present visual presentations, and telecommunications skills.

G. Physical Demands:

1. The physical demands described here 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 these essential functions.
2. While performing the duties of this job, the employee is regularly required to stand, walk, sit, talk and hear. The employee is occasionally required to reach with hands and arms, stoop, kneel, crouch or crawl. The employee must occasionally lift and/or move up to 50 pounds. Specific vision abilities required by this job include close vision, distance vision and the ability to adjust focus.

H. Work Environment:

1. The work environment characteristics described here are representative of those an employee encounters while performing the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.
2. The noise level in this environment is quiet to loud, depending upon the activity in the particular part of the day.

The information contained in this job description is for compliance with the American with Disabilities Act (ADA) and is not an exhaustive list of the duties performed for this position. The individual currently holding this position performs additional duties and additional duties may be assigned.