

**St Francis School District
Job Description**

Job Title: School Psychologist **Reports To:** Superintendent / Director of Special Education
Building Principal

Job Category: Professional **FLSA Status:** Exempt

SUMMARY - Assists students ages 3-21 with behavioral, mental, emotional or physical problems and provides support and resources to staff members who also work with these students.

ESSENTIAL DUTIES AND RESPONSIBILITIES include the following:

1. Function as part of the Pupil Services Team and working with other disciplines to provide a sound educational experience for students.
2. Act as a liaison between the Director of Special Education and Building Administrators and staff.
3. Assist in meeting the needs of students in the District, ages 3-21, who may have adjustment problems in social, emotional, physical, and cognitive growth and developmental areas.
4. Administer individual diagnostic assessments including but not limited to: intellectual functioning, academic aptitude, psychological processes, academic achievement, sensory-motor functioning, emotional development, and social development.
5. Perform LEA responsibilities at annual IEP meetings, including oversight, compliance and timelines.
6. Explain assessment results to school personnel; advocate on behalf of the student by representing their educational interests; and prepare a written report of findings and recommendations.
7. Assist parents in accepting their children's limitations, abilities, needs and stressors and conduct parent meetings for information and instruction purposes.
8. Initiate referrals of children who are suspected of having special education needs and evaluate children who are referred.
9. Serve as a member of the IEP Team when psychological expertise is indicated in evaluating children.
10. Assist in the development of the IEPs.
11. Coordinate and monitor IEP Team functions and procedures, and prepare the IEP report.
12. Serve as a consultant to and resource for school personnel, students, parents and outside agencies.
13. Assist teachers and Administrators in planning and implementing strategies of a preventive, developmental or remedial nature which will change the behavioral or academic growth of an individual, group or system.
14. Make referrals to appropriate community agencies. Serve as a liaison between the school, parents and community social agencies.
15. Assist in developing and conducting in-service programs for professional staff members, as related to school psychological services.
16. Coordinate and assist in implementation of kindergarten screening and evaluation of children referred for early admission to kindergarten or first grade.
17. Maintain written reports and records in compliance with School Board policy, Department of Public Instruction regulations and other agencies, as necessary.
18. Propose a budget to maintain the needs of the position.
19. Serve as a role model for students by conducting self as a responsible, intelligent citizen.
20. Instill in students the belief in and practice of ethical principles and democratic values.
21. Other duties as assigned.

QUALIFICATIONS - To perform this job successfully, an individual must be able to perform each essential duty satisfactorily. This job requires a high level of confidentiality, flexibility, proactive problem-solving and excellent communication skills. The requirements listed below are representative of the knowledge, skill, and/or ability required. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

EDUCATION and/or EXPERIENCE

Master's Degree or equivalent.

CERTIFICATES, LICENSES, REGISTRATIONS

Wisconsin Professional Educator License (School Psychologist-62) issued by the Department of Public Instruction.

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LANGUAGE SKILLS

1. Ability to read and interpret documents such as safety rules, operating and maintenance instructions, and procedure manuals.
2. Ability to write routine reports and correspondence.
3. Ability to speak effectively and make meaningful presentations before groups of students, employees, community members, and the Board of Education.
4. Ability to write articles for publication that conform to prescribed style and format.

MATHEMATICAL SKILLS

1. Ability to work with mathematical concepts such as probability and statistical inference, and fundamentals of plane and solid geometry and trigonometry.
2. Ability to apply concepts such as fractions, percentages, ratios, and proportions to practical situations.

REASONING ABILITY

1. Ability to solve practical problems and deal with a variety of concrete variables in situations where only limited standardization exists.
2. Ability to interpret a variety of instructions furnished in written, oral, diagram, or schedule form.

PHYSICAL DEMANDS - 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:

1. Physically manage or restrain disruptive students when necessary;
2. Regularly sit and talk or hear and operate a telephone and/or computer;
3. Frequently stand; walk and reach with hands and arms;
4. Occasionally lift and/or move up to 40 pounds;
5. 20/20 vision, close vision and depth perception.

WORK ENVIRONMENT - The work environment characteristics described here are representative of those an employee encounters while performing the essential functions of this job:

1. Regularly works indoors and will occasionally work outdoors;
2. The noise level in the work environment ranges from quiet to loud, but is usually moderate.

DRUG-FREE WORKPLACE - The employee shall remain free of any alcohol or illegal substance in the workplace in compliance with Policy **3122.01** throughout his/her employment in the District.

The information contained in this job description is not an exhaustive list of the duties performed for this position. Additional duties are performed by the individuals currently holding this position and additional duties may be assigned. This job description is intended to comply with the American with Disabilities Act; reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.