

administrative guidelines

BOARD OF EDUCATION
PORT WASHINGTON-SAUKVILLE PUBLIC SCHOOLS

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JOB DESCRIPTION – ELEMENTARY SCHOOL PSYCHOLOGIST

- I. Qualifications
 - A. Wisconsin Certification as a School Psychologist Code 62 required.
 - B. Master of Science in Education majoring in school psychology.
 - C. Such alternatives to the above qualifications as the Board may find appropriate and acceptable.
- II. Reports to
 - A. Building administrator for supervision
 - B. Director of Special Services for program supervision.
- III. Job goal
 - A. To improve the school educational experience for students with emotional and learning disabilities through a program of psychological diagnosis and therapy.
 - B. Help students overcome problems that impede learning.
 - C. Assist students in making educational, occupational, and life plans that hold promise for their personal fulfillment as mature and responsible men and women.
- IV. Performance responsibilities
 - A. Participate in case conferences when referred students are involved or as requested.
 - B. Assess difficulties of referred students through appropriate testing and diagnostic practices.
 - C. Interpret diagnoses to school personnel, other concerned professionals, parents, and the student.
 - D. Make recommendations on ways to assist a student referred for examination and recommend corrective procedures and assist in resolving students' educational disabilities.
 - E. Attend case conferences on placement of individual students.
 - F. Advise administrators and faculty on the matters of student discipline.
 - G. Assist all students in evaluating their aptitudes and abilities through the interpretation of individual standardized test scores and other pertinent data, and work with students in evolving education and occupation plans in terms of such evaluation.
 - H. Maintain student records and protects their confidentiality, including case records on all referred students.
 - I. Provide classroom lessons related to social and moral development as well as career exploration.
 - J. Conduct individual, group, or facilitative therapy for students whose diagnosed problem would benefit from behavior modification.
 - K. Work to discover and develop special abilities of students.

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- L. Remain readily available to students so as to provide counseling that will lead each student to increased personal growth, self-understanding, and maturity.
 - M. Work with students on an individual basis in the solution of personal problems related to such problems as home and family relations, health, and emotional adjustment.
 - N. Serve as a resource person concerning the array of disabilities for teachers and other school personnel.
 - O. Assist with in-service training of school personnel and participates in in-service training programs and assists in the orientation of new faculty members.
 - P. Orient new students to school procedures and the school's varied opportunities for learning.
 - Q. Confer with teachers and parents whenever necessary.
 - R. Help students evaluate career interests and choices.
 - S. Act as liaison between the school and juvenile court.
 - T. Cooperate with personnel of community health and social welfare agencies.
 - U. Prepare and submit required district and state reports related to special education
 - V. Attend scheduled staff meetings and committee meetings as needed, as well as professional, and interagency meetings.
 - W. Keep abreast of new developments in the field and conduct appropriate research.
 - X. Assist in transition of 4th grade students into the middle school.
 - Y. Complete other duties as assigned.
- V. Terms of employment
- A. School year following the teacher contract.
 - B. Salary and work year to be established by the Board.
- VI. Evaluation
- A. Performance of this job will be evaluated in accordance with provisions of the Board's policy on Evaluation of Professional Personnel.

Approved: 12/18/08