



5301 Monona Drive, Monona, WI 53716 P: 608-221-7660 F: 608-221-7688

Position Description

Position Title:	School Psychologist
Department / Location:	School Building
Reports to:	Building Principal and Director of Student Services
Employees Supervised:	N/A
Classification:	Exempt
Status:	School year
Created / Revised:	November 2025
Board Approved:	April 20, 2026

Position Summary

Under the direction of the Building Principal and the Director of Student Services, the School Psychologist provides psychological services to pupils, parents and school staff for the purpose of providing a positive learning atmosphere, promoting better pupil adjustment and promoting the full utilization of district and community educational opportunities.

Essential Functions and Responsibilities

This position description is not intended to be an exhaustive list of all duties, knowledge or skills associated with this position, but is intended to accurately reflect the essential job elements. Any combination of the job functions shown below may be performed.

Essential Functions

1. Conduct formal and informal evaluations and assessments in order to determine students' need for services, including eligibility for special education, and to provide information relevant to the development of individualized goals and/or plans including, but not limited to, Individualized Education Plans (IEPs).
2. Analyze and interpret data from multiple sources in order to inform and implement evidence-based instructional and behavioral interventions and supports.
3. Facilitate effective consultation and collaboration with students, families and staff in order to promote positive outcomes for students.
4. Serve as a member of academic and behavioral intervention teams in assigned schools.
5. Use assessment and data collection methods to implement and evaluate services that support academic skill development in children.
6. Serve as a leader for implementation of Multi-Level Systems of Support (MLSS), for

- both academics and behavior
7. Conduct functional analysis of behavior and assist in the development of behavioral intervention plans.
 8. In collaboration with others, develop and implement practices and strategies to create and maintain safe, effective, and supportive learning environments for students and school staff
 9. Promote preventive and responsive services that enhance learning, mental and behavioral health, and psychological and physical safety and implement effective crisis prevention, protection, mitigation, response, and recovery.
 10. Participate in school crisis response teams and use data-based decision-making methods, problem-solving strategies, consultation, collaboration, and direct services in the context of crisis prevention, protection, mitigation, response, and recovery.
 11. Apply understanding of the influence of culture, background, and individual learner characteristics when designing and implementing interventions to achieve optimal learning and behavioral outcomes.
 12. Assist in development of systematic procedures for screening, referral, team assessment, program planning, placement and follow-up for regular and special education students.
 13. Provide staff training and consultation on special education laws, rules and procedures.
 14. Provide services consistent with ethical, legal, and professional standards.
 15. Maintain appropriate certifications and training hours as required.
 16. Attend work regularly.
 17. Perform other duties as assigned.
 18. Serve as 504 coordinator for assigned school(s)
 19. Serve as LEA representative for IEP meetings.

Additional Job Functions

1. Attend staff meetings and serve on committees as required.
2. Maintain knowledge of software and equipment used to perform duties, such as student information systems, word processing, database, spreadsheets, e-mail, and office equipment.
3. Know, understand and follow applicable safety policies and procedures, including but not limited to: proper lifting techniques, awareness of eye strain, use of proper wrist support when keyboarding for extended periods of time and office ergonomics.

Knowledge, Skills and Abilities

1. Knowledge of the psychometric theory to ensure evaluations are valid, reliable, and fair for all students.
2. Working knowledge of special education laws, rules and regulations and of district policies and procedures, and the ability to apply these to help ensure district compliance.
3. Working knowledge of the principles for professional Ethics and federal/state laws.
4. Ability to apply ethical decision-making models to complex situations.
5. Ability to collaborate effectively and appropriately with students, parents and other educational professionals regarding student concerns and problems.
6. Ability to consult with school personnel in developing and implementing effective academic and behavioral interventions for students.
7. Knowledge of risk and protective factors related to school safety.
8. Ability to conduct threat assessments and suicide risk screenings, and the skill to provide immediate psychological first aid and long-term recovery support following a school-wide crisis.

9. Ability to provide direct mental health services, including individual and group counseling
10. Understanding of basic office equipment and software used by the district in maintaining records and files (i.e. word processing software, student record databases).
11. Knowledge of instructional technologies and software, equipment, tools and devices used in presenting instruction, documenting assessments, and tracking student progress.
12. Excellent verbal and written communication skills.

Working Conditions

1. Classroom/school environment.

Physical Requirements

1. Must be able to sit or stand for prolonged periods.
2. Must be able to perform light physical work, occasionally lifting up to 30 pounds without assistance in an indoor setting.
3. Must be able to move throughout the building and from building to building.
4. Must be able to reach in all directions and bend/stoop to store and retrieve files, use telephone, calculator, computer and other office equipment.
5. Must be able to operate a computer and other office productivity machinery, such as a copy machine and computer printer.
6. Must be able to converse with administrators, staff, parents, and the public, and must be able to exchange accurate information with such individuals.
7. Must be able to review written materials in print and electronic formats.
8. Must be able to complete job duties in an environment where background noise and frequent interruptions are the norm.

Education and Experience

1. Experience with differentiating instruction preferred.
2. Experience working with diverse learners and supporting culturally responsive practices preferred.
3. Experience working with students from a variety of cultural, racial, socioeconomic and linguistic backgrounds as well as students from a variety of family structures preferred.

Licenses and Certifications

1. Valid Wisconsin Department of Public Instruction School Psychologist license (7062), or eligibility to obtain appropriate license upon hire required.

EEO Statement

The MGSD does not discriminate on the basis of age, race, sex or sexual orientation, marital status, handicap, national origin, creed, arrest or conviction record, ancestry, member of military reserve, or any other reason prohibited by state or federal law.

Acknowledgement

By signing this job description, I acknowledge that I have read and understand the duties, qualifications and requirements of the position. My signature further attests that I am able to perform the essential functions of this position with or without a reasonable accommodation. I understand that this job description does not represent a contract of employment and that

the Monona Grove School District reserves the right to change duties, responsibilities or activities with or without notice.

Employee Signature

Date Signed

Disclaimer: This position description is subject to change at any time.