
ROLE OF THE DIVISIONAL PSYCHOLOGIST

Background

The Divisional Psychologist provides comprehensive emotional and behavioural support for children and youth in Grande Yellowhead Public School Division (GYPSD).

Procedures

The Divisional Psychologist is directly responsible and accountable to the Director of Inclusive Learning.

1. The Divisional Psychologist is responsible for appropriate Assessment, Evaluation and Reporting for:
 - 1.1. Psychoeducational assessments (cognitive ability, achievement, learning, internal and external behaviour, adaptive skills, social and emotional issues, executive function and memory);
 - 1.2. Providing assessments, written reports, recommendations and debriefs, as required, within eight weeks from the date of the written referral.

2. The Divisional Psychologist is responsible for:
 - 2.1. Providing support to Family School Liaison Counsellors (FSLCs) in collaboration with the Director of Inclusion.
 - 2.2. Supporting the Violent Threat Risk Assessment (VTRA) process, in collaboration with principals;
 - 2.3. Collaborating with other Registered Psychologists when necessary;
 - 2.4. Providing a high level of fiscal control and accountability for the assigned budget in collaboration with the Director of Inclusion.
 - 2.5. Maintaining records in accordance with HIA and FOIPP, and ensuring compliance with all relevant psychological policies;
 - 2.6. Developing and implementing a personal professional growth plan for their ongoing professional improvement.
 - 2.7. Participating in regular professional growth conversations with the Director of Inclusion.
 - 2.8. Provide on-site counselling services, as requested by principals.

3. The Divisional Psychologist is responsible for Collaborative Consultative services and Case Management that includes:
 - 3.1. Support to schools, as requested by principals;

- 3.2. Collaborating with community agencies in consultation with the Director of Inclusion;
 - 3.3. Providing information regarding specialized addiction and mental health services and community resources as requested by schools;
 - 3.4. Communicating with families, schools, communities and external agencies to increase understanding of student needs and appropriate interventions as requested by schools or the Director of Inclusion.
4. Program Development and Instruction
- The Divisional Psychologist, as requested by principals will:
- 4.1. Assist schools to enhance positive behaviour supports and implementing programs which build resiliency in students;
 - 4.2. Develop intervention strategies and individual and small group programs to meet student needs;
 - 4.3. Build the capacity of school and division staff by providing targeted professional development as requested by schools or the Director of Inclusion.
5. Superintendent and Senior Administration Relations
- 5.1. Establishes and maintains positive, professional working relations with the Superintendent and Senior Administration.
 - 5.2. Respects and honours the Superintendent and Senior Administration Roles and Responsibilities.
 - 5.3. Provides information, which the Superintendent and Senior Administration requires, to perform their roles in an exemplary fashion.
6. Leadership Practices
- 6.1. Exhibits a high level of personal, professional and organizational integrity.
7. Other Duties and Obligations
- 7.1. Provides administrative support to other departments as requested.
 - 7.2. Performs other duties and obligations as assigned by the Superintendent.

Reference: National Association of School Psychologists [NASP](#)
Information Bulletin on Standards for Special Educations June 2007 Alberta Education

Approved: June 5, 2020
Amended: