



Who are School Psychologists?

MAY 2016

SCHOOL
PRIORITY AREAS
SUPPORTED BY
SCHOOL
PSYCHOLOGISTS

- Designing appropriate intervention models for students
- Progress Monitoring
- Conducting extensive classroom observations, clinical interviews, and record reviews
- Completing comprehensive psychological evaluations
- Participating in MDT, IEP, SST, 504, and manifestation meetings

What are school psychologists trained to do?

- ◇ Collaborate with teachers, parents, and other stakeholders to develop observable, measurable outcomes as well as plan for the steps of implementation to get there
- ◇ Design appropriate instructional strategies to address the individual needs of the students
- ◇ Identify academic and social-emotional evidence-based interventions that are specific to the identified deficit, and intensively monitor progress and student achievement
- ◇ Measure student performance using methods that are sensitive to small incre-



- ments of growth
- ◇ Work with administrators to ensure appropriate interventions are applied with fidelity, which has been found to significantly decrease the failing rate and special education identification rate at local schools
- ◇ Participate as a core member of each of the school-based multidisciplinary teams responsible for RTI, 504, and special education
- ◇ Complete psychological assessments required for most special education eligibility determinations.



How do school psychologists support the day-to-day operations?

- ◇ Improving academic achievement
- ◇ Promoting positive behavior and mental health
- ◇ Supporting diverse learners
- ◇ Creating safe, positive school climates
- ◇ Strengthening family-school partnerships
- ◇ Improving school-wide assessment and accountability
- ◇ Supporting the Response to Intervention (RTI) process

The Role of the School Psychologist: Preventive Work



School psychologists are involved in preventive work with all students, staff, and families that promotes success and early intervention for all students: School Psychologists are responsible for conducting needs assessments to identify potential concerns and deficits. They will utilize curriculum-based measures and other measures of student progress to identify students in need of intervention and provide various means of assessment to specify the

area of weakness. The School Psychologist is responsible for designing and developing evidence-based models that best fit the needs of the students based on the data collected. School Psychologists are also trained in progress monitoring the data over intervals of time to determine the effectiveness of the interventions implemented, adjusting interventions as needed.

If you have any questions or would like to learn more about the role of school psychologists in DCPS, please contact your school's office in order to speak with your school psychologist.

You may also contact the DCPS School Mental Health Team at schoolmentalhealth@dc.gov or (202) 442-5472.

The Role of the School Psychologist: Special Education

School Psychologists are involved in special education:

School Psychologists are responsible for selecting, administering, scoring and interpreting psychological evaluations for students that are referred for Special Education. They are also responsible for analyzing evaluation data, student records, and information perti-

nent to student learning, and formulating conclusions relating to the reason for referral and qualification of suspected disability. The school psychologists are responsible for utilizing the collected data to write family friendly reports utilizing the DCPS psychology format. School Psychologists are responsible for

completing assessments related to IEP, 504, SA, HOD, IEE and Data Evaluation Reports.

The Role of the School Psychologist: Multidisciplinary Teams

School Psychologists are core members of the RTI/ SST, Analysis of Data, MDT/ IEP, 504 and Manifestation meetings: They are expected to provide critical information to each of the meetings and assist in providing necessary data to meet the requirements. Additionally, in order to main-

tain appropriate certification and clinical standards School Psychologists are required to attend monthly Staff Meetings, Case Conferences, OSI mandated trainings, and Psychology Professional Developments.



School Psychologist

School Code	School Name	FY18 Final
202	Aiton ES	0.5
203	Amidon-Bowen ES	1.0
450	Anacostia HS	2.0
452	Ballou HS	1.0
462	Ballou STAY	0
204	Bancroft ES	1.0
205	Barnard ES	1.0
206	Beers ES	1.0
402	Benjamin Banneker HS	0.5
212	Brent ES	0.5
213	Brightwood Education Campus	1.0
347	Brookland MS	1.0
404	Browne EC	1.0
296	Bruce-Monroe ES @ Park View	1.0
219	Bunker Hill ES	0.5
220	Burroughs ES	1.0
221	Burrville ES	0.5
247	C.W. Harris ES	0.5
360	Cap Hill Montessori @ Logan	1.0
454	Cardozo EC	1.0
947	Choice Academy	0.5
224	Cleveland ES	0.5
442	Columbia Heights EC (CHEC)	1.0
455	Coolidge HS	1.0
405	Deal MS	2.0
349	Dorothy Height ES	1.0
231	Drew ES	1.0
467	Dunbar HS	1.0
457	Eastern HS	1.0
232	Eaton ES	0.5
407	Eliot-Hine MS	1.0
471	Ellington School of the Arts	1.0
238	Garfield ES	1.0
239	Garrison ES	0.5
227	H.D. Cooke ES	1.0
246	Hardy MS	1.0
413	Hart MS	1.0
258	Hearst ES	1.0
249	Hendley ES	0.5

251	Houston ES	1.0
252	Hyde-Addison ES	0.5
950	Incarcerated Youth Program	0.5
339	J.O. Wilson ES	1.0
254	Janney ES	1.0
433	Jefferson Middle School Academy	1.0
416	Johnson MS	1.0
421	Kelly Miller MS	1.0
257	Ketcham ES	1.0
272	Key ES	0.5
259	Kimball ES	0.5
344	King, M.L. ES	0.5
417	Kramer MS	1.0
261	Lafayette ES	1.0
262	Langdon ES	0.5
370	Langley ES	0.5
264	LaSalle-Backus EC	0.5
266	Leckie ES	1.0
271	Ludlow-Taylor ES	0.5
884	Luke Moore Alternative HS	0.5
420	Macfarland MS	0.0
308	Malcolm X ES @ Green	1.0
273	Mann ES	0.5
284	Marie Reed ES	1.0
274	Maury ES	0.5
435	McKinley MS	1.0
458	McKinley Technology HS	0.5
280	Miner ES	1.0
285	Moten ES	0.5
287	Murch ES	0.5
288	Nalle ES	1.0
290	Noyes ES	0.5
291	Orr ES	1.0
292	Oyster-Adams Bilingual	1.0
294	Patterson ES	1.0
295	Payne ES	0.5
301	Peabody ES	0.5
478	Phelps ACE HS	0.5
299	Plummer ES	1.0
300	Powell ES	0.5
316	Randle Highlands ES	0.5
302	Raymond EC	1.0
304	River Terrace SEC	1.0

436	Ron Brown HS	1.0
459	Roosevelt HS	1.0
456	Roosevelt STAY	1.0
305	Ross ES	1.0
307	Savoy ES	0.5
409	School Without Walls @ Francis-S	0.5
466	School Without Walls HS	0.5
175	School-Within-School @ Goding	0.5
309	Seaton ES	1.0
313	Shepherd ES	0.5
315	Simon ES	1.0
322	Smothers ES	1.0
427	Sousa MS	1.0
319	Stanton ES	1.0
321	Stoddert ES	0.5
428	Stuart-Hobson MS	0.5
324	Takoma EC	1.0
325	Thomas ES	1.0
326	Thomson ES	0.5
327	Truesdell EC	1.0
328	Tubman ES	1.0
329	Turner ES	1.0
330	Tyler ES	1.0
331	Van Ness	1.0
332	Walker-Jones EC	1.0
474	Washington Metropolitan HS	0.5
333	Watkins ES	0.5
336	West EC	0.5
335	Wheatley EC	0.5
338	Whittier EC	0.5
463	Wilson HS	2.0
464	Woodson, H.D. HS	1.0
861	Youth Services Center	0.5

93.0