

**TITLE:** School Psychologist

**PURPOSE:** To provide diagnostic and consultative services to school personnel and parents so as to provide the best educational experience possible for students.

**QUALIFICATIONS:**

1. ISBE certification as a School Psychologist.
2. Master's/Specialist Degree in School Psychology.
3. Exhibit thorough knowledge of evaluation strategies.
4. Ability to communicate effectively.
5. Ability to function effectively as a member of the school team.

**REPORTS TO:** Assistant Director of Special Education

**DUTIES & RESPONSIBILITIES:**

(The following are the essential fundamentals to include but not limited to the following job duties.)

1. Provide consultative services to administrators, parents, teachers, support staff, and agency representatives to plan strategies and interventions which address the academic and/or behavioral difficulties of students.
2. Provide diagnostic screenings and/or comprehensive evaluation services for students experiencing academic and/or behavioral difficulties in the school setting.
3. Serve as a resource person and advisor in enhancing the understanding of the abilities, achievements, emotions, development and behavioral patterns of students.
4. Participate as a member of the building level assistance team when academic and/or behavioral issues are a concern.
5. Help design and develop interventions as a member of the building level assistance team as needed.
6. Discuss assessments and recommendations as appropriate with administrators, staff, and parents of each child evaluated.
7. Participate in Domain meetings to provide guidance and recommendations for needed assessments to determine eligibility.
8. Participate in Eligibility Determination Conference (EDC) meetings to provide interpretation of diagnostic and evaluative information and recommend strategies and interventions when appropriate.
9. Participate in Individualized Education Program (IEP) meetings to assist with development of appropriate academic and/or behavioral goals and objectives and/or development of strategies.
10. Review records and make recommendations regarding the need for assessment as part of the three year re-evaluation process.
11. Provide information and support for professional development for teachers, administrators, and support staff (examples: multi-tiered system of support, data management, disability specific information, etc).
12. Share resources with parents regarding of child development, special needs, and response to intervention.
13. Participate in research projects, program development and evaluation.
14. Prepare and maintain pertinent professional records and reports such as evaluation reports, Medicaid logs and computerized eligibility determination conference input.
15. Practice professional renewal through a variety of means such as attending conferences, workshops, and seminars, and participating in professional organizations.

16. Perform such other tasks and assume such other responsibilities as may be assigned.

### **TERMS OF EMPLOYMENT:**

One-hundred-eighty school days (180) per year. Salary determined by the Board.

### **EVALUATION:**

Performance in the position will be evaluated in accordance with the provisions of Board policy Evaluation of Professional Personnel.

*The physical demands, work environment factors, and mental functions described below are representative of those that must be met by an employee to perform the essential functions of this job. Reasonable accommodations may be made to enable individual with disabilities to perform the essential functions.*

**PHYSICAL DEMANDS:** While performing the duties of this job, the employee is regularly required to talk, see, hear, sit, walk, and stand; use hands, to finger, handle, or feel; reach with hands and arms. The employee must frequently lift and/or move up to 20 pounds. The employee is occasionally required to climb or balance; stoop, kneel, or crouch.

**WORK ENVIRONMENT:** The noise level in the work environment is usually moderate.

**MENTAL FUNCTIONS:** While performing the duties of this job, the employee regularly is required to compare, analyze, communicate, coordinate, compile, instruct, synthesize, evaluate, use interpersonal skills, negotiate, and maintain emotional control under stress. The employee frequently is required to compute. The employee occasionally is required to copy.

*The foregoing statements describe the general purpose and responsibilities assigned to this job and are not an exhaustive list of all responsibilities, duties, and skills that may be required.*