

FOREST PARK PUBLIC SCHOOLS
DISTRICT NO. 91
FOREST PARK, ILLINOIS

TITLE: District Psychologist

REPORTS TO: Director of Student Services

JOB GOAL: Provide services for the identification, evaluation, and educational programming for children from preschool to grade eight, and to assist parents and professionals in meeting the educational and social/emotional/behavioral, and mental health needs of children and youth.

PHYSICAL QUALIFICATIONS:

- Certificate of good health signed by a licensed physician.
- Able to utilize resources from a variety of computer programs and other work units.
- Must be able to communicate verbally and through email.

Cultural Competency

- Demonstrated cultural competencies, including the ability to understand and respect diverse perspectives, enhance interpersonal relationships, and adapt therapeutic approaches to effectively meet the unique needs of individuals from various cultural backgrounds.
- Knowledge of human learning processes, human developmental processes, diverse characteristics in individuals, psychopathology, and influences on human behavior and diverse family systems.
- Serve as an advocate for all children and youth.

Knowledge of Evidence-Based Practices

- Knowledge and expertise in diagnostic and curriculum-based assessments.
- Proficiency in implementing evidence-based practices in psychological assessments and interventions, grounded in the latest research and proven methodologies, ensures the delivery of high-quality and effective support to students in this school psychologist position.
- Ability to collaborate and consult on student instruction and behavior support strategies.
- Comprehensive knowledge of special education, federal and state mandates, and rules and regulations.
- Experience with preschool screenings and diagnostic assessments for early childhood.
- Consult and collaborate with educators, parents, children, and other professionals or agencies to improve student outcomes.
- Develop individual, group, or system-level interventions, which improve or resolve the identified problems or concerns including academic, social/emotional/behavioral, and mental health needs as they relate to educational progress.
- Provide support, instructions, technical assistance, and ongoing monitoring of progress toward measurable, identified goals for students at individual, group, or systems levels.

Experience in Crisis Intervention

- Hands-on experience in crisis intervention with the ability to adeptly assess and navigate urgent situations, providing timely and effective support to individuals experiencing psychological distress. Strong crisis intervention skills involve a solid understanding of psychological principles and the capacity to apply them in real-time, demonstrating empathy, resilience, and the capability to facilitate a sense of safety and stability for those in crisis.

Experience with Individualized Education Programs (IEPs)

- Demonstrated experience in developing, implementing, and monitoring Individualized Education Programs (IEPs) with proficiency in tailoring educational strategies to meet the unique needs of students, collaborating with stakeholders to create effective IEPs, and ensuring ongoing assessment and adjustment to support optimal academic and developmental outcomes.
- Lead the domain process including scheduling, leading, and coordinating with caregivers and staff.
- Managing evaluation timelines and communicating when signed consent is received.
- Participate in interdisciplinary meetings to determine the eligibility, appropriate planning, and reevaluation for students who require special education programs and services.
- Experience in the participation of inter-agency/inter-disciplinary meetings that determine the eligibility and appropriate educational plans (IEPs) for children with disabilities.
- Parent liaison for evaluation requests.

Technology Proficiency

- Proficiency in utilizing relevant technologies, including assessment tools, data analysis software, and digital resources such as IEP systems and Q-Global, ensures effective integration of technology to enhance psychological assessments, interventions, and overall job performance in a modern educational or professional setting.
- Involvement in data analysis and evaluation, using data outcomes for implementing plans at an individual, group, or systems level.

Professional Certification Maintenance

- Master Level Degree in School Psychology with Type 73 Certificate with School Psychologist endorsement
- Commitment to ongoing professional certification maintenance is a key expectation and demonstrates a proactive approach to staying current with relevant certifications, participating in continuous education opportunities, and adhering to professional development requirements to ensure the highest standards of competence in the field.
- Excellent communication skills including verbal, listening, and written.
- Positive attitude and excellent work ethic and organizational skills.
- Participate in staff development through membership in professional organizations, educating school personnel, consulting, and research.
- Act in concert with legal requirements and ethical codes of the profession.
- Engage in professional growth including continuous inquiry, professional development practices, application, and sharing of evidence and research-based practices.

Knowledge of Trauma-Informed Practices

- A solid understanding and practical knowledge of trauma-informed practices are essential. The ideal candidate should be well-versed in approaches that prioritize sensitivity to trauma, creating a safe and supportive environment, and integrating trauma-informed principles into assessments and interventions to foster healing and resilience.
- Provide functional academic and behavioral assessments, that are relevant to the presenting concerns and student characteristics, and are intervention and results-oriented to assist in the creation of a Behavior intervention plan.
- Experience with Social Emotional Learning, Positive Behavioral Supports and Interventions (PBIS)
- Maintain confidentiality of sensitive information with a high level of professionalism and ethics.
- Develop individual, group, or system-level interventions, which improve or resolve the identified problems or concerns including academic, social/emotional/behavioral, and mental health needs as they relate to educational progress.
- Perform other tasks that may be assigned by the Director of Student Services.

TERMS OF EMPLOYMENT: 200-day contract. Salary and work year are to be established by the collective bargaining agreement.

EVALUATION: Performance of this job will be evaluated in accordance with provisions of the Board's policy on evaluation of professional personnel (5:320).