

# Marquardt School District 15 Job Description

**Job Title:** Psychologist

**Supervises:** NA

**Primary Evaluator:** Principal and Assistant Principal

**Position Type:** Related Services

**Reports To:** Principal

## Role Purpose:

The School Psychologist assesses, counsels, and supports students and families to improve social, emotional, behavioral, and academic outcomes. This role involves collaboration with school staff, parents, and external stakeholders to develop and implement intervention strategies, assessments, and support plans to facilitate student success.

## Qualifications

- Illinois Type 73 School Service Personnel Certificate, endorsed for Psychology
- Minimum of a Master's Degree in School of Psychology from an accredited institution
- One year of full-time, supervised internship in a school setting

## Knowledge and Skills

- Understanding of child and adolescent development, learning theories, and behavioral psychology.
- Expertise in psycho-educational assessments, including selection, administration, and interpretation of screening instruments.
- Knowledge of federal and state regulations regarding special education, IEP development, and student support services.
- Familiarity with behavior management strategies and intervention techniques for students with diverse needs.
- Awareness of multi-tiered systems of support (MTSS) and Positive Behavioral Interventions and Supports (PBIS) frameworks.
- Knowledge of ethical and legal guidelines in school psychology, including confidentiality and FERPA compliance.
- Understanding of mental health disorders and their impact on student learning and behavior.
- Familiarity with academic and behavioral intervention strategies for diverse student populations.

## Beliefs

- Students are General Education students first, who have special needs.
- Special education is the responsibility of everyone.
- Students with special needs have the right to access the rigor of their grade level curriculum
- Special Education is a service, not a place (or person).
- We write IEPs for students, not programs.
- Special education is a place you visit, not live.

## Essential Responsibilities

- Conduct formal and informal assessments to evaluate students' academic, behavioral, and emotional needs.
- Administer and interpret psycho-educational assessments in compliance with federal guidelines and timelines.
- Conduct classroom and playground observations to assess student behavior and learning needs.

- Write comprehensive psychological reports, including conclusions and recommendations for intervention strategies.
- Determine special education eligibility by integrating multiple data sources.
- Develop and implement intervention plans to address students' learning and behavioral challenges.
- Design and implement behavioral change programs for individual students as needed.
- Collaborate with teachers, parents, and staff to ensure effective support strategies for student success.
- Participate in multidisciplinary team meetings to develop Individualized Education Plans (IEPs), Behavior Intervention Plans (BIPs), and other student support initiatives.
- Consult with school staff and parents to develop intervention strategies and evaluate their effectiveness.
- Serve as a key member of the school crisis intervention team.
- Provide training and guidance to school staff on behavioral management strategies and best practices.
- Support district-wide initiatives related to social-emotional learning and mental health services.
- Maintain accurate and confidential records of student assessments, interventions, and progress.
- Ensure adherence to district policies, federal and state education laws, and ethical standards in psychology.
- Complete IEP documentation, social development studies, and progress reports as required.
- Stay informed on best practices in school psychology, assessment tools, and intervention strategies.
- Attend professional development sessions and school improvement activities.
- Participate in school-wide initiatives and events beyond the regular workday as needed.

## Work Environment

While performing the duties of this job, the employee regularly works inside but could occasionally be outside and is subject to noises associated with an educational environment both indoors and outdoors that is deemed moderate. The employee is regularly required to sit; climb or balance; and stoop, kneel, crouch, or crawl. Work requires some lifting, pulling or pushing during the normal performance of tasks and responsibilities. The employee works in an educational setting with children of varying ages and abilities and is directly responsible for the safety, well-being, and work output of students. Duties may be performed in libraries, cafeterias, parking lots, gymnasiums, auditoriums, hallways, and on field trips away from the school. Specific vision abilities required by this job include close vision, distance vision, color vision, peripheral vision, depth perception, and the ability to adjust focus.

Terms of Employment: Salary is in accordance with the teacher salary range for MSD15

**Reviewed/Revised:** February 4, 2025