



School Psychologist	
Role / Level:	Special Education/Building Based
Qualifications:	<ul style="list-style-type: none"> ● Certified Illinois Professional Educator License (PEL) with endorsements in <ul style="list-style-type: none"> ○ School Psychologist ● Registered certificate in DuPage County ● Minimum 1 year school psychologist internship experience
Reports to:	Building Principal/Director of Special Education and Student Services
Job Goals:	<p>To support the mission, vision, and core values of the Bloomington School District:</p> <p>Our Mission: Developing actively involved learners, well-rounded students and responsible citizens in partnership with the community.</p> <p>Our Vision: An exceptional, individualized education for each and every student.</p> <p>Our Core Values: Ensuring every student learns; Treating others with honor and respect; Working together to achieve.</p>

PERFORMANCE RESPONSIBILITIES:

To work in collaboration with Administration to perform:

Multi-Tiered Systems of Supports (MTSS) Team

- Participate in MTSS team meetings to support the intervention process
- Facilitates MTSS at the school level
- Serve on the District MTSS Committee
- Assist with District benchmarking
- Collaborate with MTSS team members to analyze data and define target academic concerns
- Write goals with MTSS team members to determine criteria for students success
- Review student progress to determine specific interventions and the necessary level of tiered instruction for students
- Consult with MTSS team members to determine when case study may be warranted
- Guide MTSS team members regarding the process for reliable and valid data collection, data analysis, and appropriate documentation
- Participate in an intervention to provide individual and/or group counseling for students as needed

Evaluations

- Participate in the determination of special education eligibility and academic programming
- Analyze and synthesize data to appropriately complete mandated documents related to the case study evaluation process
- Coordinate the various evaluation components to comply with mandated timeframes which may include the need for scheduling, planning, and distribution of materials
- Conduct classroom observations to collect data and evaluate student functional performance

- Review all applicable student records to ensure a comprehensive understanding of the students prior experiences and development
- Conduct teacher interviews to gather case specific information on academic, social/emotional, and behavioral functioning
- Conduct student interviews to gain perspective on home/family life, school, friends, personal interests, and feeling states as a way of establishing rapport and forming a comprehensive understanding of the student
- Administer one-to-one assessments in the appropriate domains, which may include:
 - Cognitive
 - Academic
 - Functional
 - Social Emotional
 - Fine Motor
- Score, analyze, and synthesize test results to understand the learning profile of the student as it relates to eligibility
- Review and summarize private and/or independent evaluations to consider and possibly synthesize results and recommendations with school based evaluations
- Conduct Functional Behavioral Assessments to determine necessary behavior supports which may or may not include a formalized Behavior Intervention Plan
- Document findings in a psychoeducational report
- Facilitate, score and interpret rating scales as part of the evaluation process
- Collaborate with IEP team to develop accommodations, modifications, and programming needs
- Synthesize information to plan for IEP meeting presentation

Special Education Team/Program Consultation and Support

- Participate in various special education team meetings, program meetings, and student meetings
- Provide direct service to individual students, groups of students, and/or special education programs/classrooms
- Consult with IEP teams to support problem solving in the areas of plan development, goal writing, parent support, behavior support, and progress monitoring
- Support data collection methods with team members and create data collection tools
- Coach team members regarding reliable and valid data collection and data analysis
- Collaborate with team members to design data driven, goal based interventions and environmental supports
- Support student transitions between various educational settings
- Proctor district and state assessments by providing accommodations as listed in student IEP's

Collaborative Consultation with General Education

- Consult and collaborate with teachers to identify student behaviors of concern
- Determine data collection methods with teachers and create data collection tools
- Coach teachers regarding reliable and valid data collection and analysis procedures
- Collaborate with teachers to design data-driven, goal-based interventions and environmental supports
- Create intervention materials as needed (e.g. visual supports, charts, checklists)
- Coach teachers through the implementation of effective intervention techniques
- Proctor interventions and provide appropriate supports which may include meeting with students to monitor progress
- Conduct classwide instruction related to specific social, emotional, and/or behavioral needs

Parental Support

- Guide parents through the initial case study process
- Provide consultation and resources to support parents with specific student concerns in both the school and home settings

Crisis Intervention

- Participate in the mobilization of various resources relevant to the specific crisis situation
- Provide direct intervention and/or support to staff, students, and parents/community
- Crises may include but are not limited to
 - Self-harm
 - Suicide attempt or ideation
 - Threat to others
 - Death (student, family, or staff)
 - National crises

- Other duties as assigned by Administration

PHYSICAL DEMANDS:

While performing the duties of this job, the employee is regularly required to use hand and arms to reach. The employee is frequently required to sit, stand, walk and occasionally required to stoop, kneel, or crouch. The employee must regularly lift and/or move up to 25 pounds and occasionally lift and/or move up to 50 pounds.

Reasonable accommodations may be made in order to enable individuals with disabilities to perform essential job functions.

TERMS OF EMPLOYMENT:

Ten month salaried employee. Salary to be established by the Board. A fingerprint-based criminal background check is required for hire and employment with the District is contingent on the results.

EVALUATION:

Performance of this job will be evaluated in accordance with State and local laws and board policies.