



COMMUNITY CONSOLIDATED
SCHOOL DISTRICT

Job Description School Psychologist

Title: School Psychologist

Reports to: Building or District Evaluator

FLSA Status: Exempt

Terms of Employment: Per HCHTA Contract

DISTRICT 181 EXPECTATIONS

All District 181 employees are expected to:

- Support all aspects of a student's development (social/emotional, academic, physical, artistic expression) through caring and respectful relationships
- Take collective responsibility for providing equitable opportunities and supporting a learning environment for students
- Maintain positive relationships with students, parents/guardians, and staff
- Work collaboratively with parents and colleagues

GENERAL RESPONSIBILITIES:

School Psychologists have specialized training in both psychology and education. They use their training and skills to team with educators, parents, and other mental health professionals to ensure that every child learns in a safe, healthy, and supportive environment. In Illinois, School Psychologists hold a Master's Degree or higher in Psychology, Educational Psychology, or School Psychology.

ESSENTIAL FUNCTIONS:

- Performs casework services with students and families to help resolve student's behavioral and social problems.
- Selects and administers age appropriate assessment methods and materials in order to determine the needs of the student.
- Consults with teachers and other school personnel to obtain information regarding the reason for referral.
- Gathers background information on the student's psychological history by conducting behavioral observation, conducting interviews, and reviewing school records.
- Interprets assessment results and compiles comprehensive psychological assessment reports that address the reason for referral and include appropriate recommendations.
- Serves as a member of the interdisciplinary assessment team assigned to each school and works as a team member in making placement decisions, developing intervention plans, and planning programs to meet the special needs of children.
- Communicated case findings and recommendations to teachers and other school personnel as needed.
- Participates in eligibility committee meetings and contributes to the development of the Individualized Education Plan (IEP).
- Serves as a resource to teachers and staff regarding psychological services and the academic/psychological needs of students through a problem-solving model.
- Conferences with and provides information and support to parents/guardians of students.
- Provides in-service training and workshops for teachers and staff regarding mental health issues and proper procedures for the identification and referral of students.
- Conducts specialized individual and group counseling sessions to address specific emotional, social, and behavioral needs of students.
- Provides follow-up support and periodic re-evaluation services as necessary.
- Acts as a member of the crisis team to provide intervention to students as necessary.
- Models nondiscriminatory practices in all activities.
- Maintains adequate and current testing materials required by school psychologists.

KNOWLEDGE, SKILLS AND ABILITIES:

SKILLS are required to perform multiple, highly complex, technical tasks with a need to periodically upgrade skills in order to meet changing job conditions. Specific skill-based competencies required to satisfactorily perform the functions of the job include: applying assessment instruments; operating standard office equipment including using pertinent technological applications; preparing and maintaining accurate records; effective listening; guiding others; instructional techniques; interpersonal aptitude; leadership; monitoring activities; planning; and problem-solving.

KNOWLEDGE is required to perform basic math, including calculations using fractions, percents, and/or ratios; read technical information, compose a variety of documents, and/or facilitate group discussions; and analyze situations to define issues and draw conclusions. Knowledge-based competencies required to satisfactorily perform the functions of the job include the knowledge of: appropriate Illinois School Codes, district policies, regulations, and/or laws; age-appropriate activities; lesson plan requirements; stages of child development, behavioral management strategies; curriculum and instructional methods; English grammar/punctuation/spelling/vocabulary.

ABILITY to schedule activities, meetings, and/or events; gather, collate, and/or classify data; and utilize job-related equipment. Flexibility is required to work with others in a wide variety of circumstances; work with data utilizing defined but different processes; and operate equipment using standardized methods. Required abilities also include the ability to work with diverse individuals and/or groups, and work with a variety of data. Problem-solving is required to analyze issues and create action plans. Ability to interpret data and use the data to independently solve problems. Ability to perform basic troubleshooting of job-related equipment. Specific ability-based competencies required to satisfactorily perform the functions of the job include: establishing and maintaining constructive relationships; adapting to changing work priorities; maintaining confidentiality; exhibiting tact and patience; working flexible hours to complete job responsibilities; adaptability/flexibility; communication with persons of diverse backgrounds/knowledge/skills; dealing with frequent interruptions; decision making; attention to detail; innovation; leadership and direction; meeting schedules/deadlines; motivating others; multi-tasking; organizing; reliability; taking initiative and teamwork.

EDUCATION, CREDENTIALING, and EXPERIENCE:

Position assignment will be at the discretion of the district. School Psychologists must meet district/local/state qualifications

Education: Master's Degree or higher in a job-related area. Recent coursework is preferred.

Equivalency: Endorsed in the subject(s) taught

Experience: Recent School Psychologist experience (within the past 5 years) is preferred.

PHYSICAL DEMANDS:

While performing the duties of this job, the employee is occasionally required to reach with hands and arms. The employee must occasionally lift and/or move up to 25 pounds. Specific vision abilities required by this job include close vision, and the ability to adjust focus. The employee is continuously interacting with the public, staff and students. The employee frequently must meet multiple demands from several people. The employee is regularly required to sit and stand. The employee is required to walk; use hands to finger, handle or feel objects, tools, or controls; reach with hands and arms; talk and hear. Occasionally the employee must use hand/grip strength to operate office equipment. Ability to withstand long term use of video display terminals is required. The position will require some travel.

WORK ENVIRONMENT:

The usual and customary methods of performing the job's functions require the following physical demands: occasional lifting, carrying, pushing and/or pulling; significant fine finger dexterity. Generally, the job requires 40% sitting, 20% walking, and 40% standing. The job is performed in a generally hazard free environment and in a clean atmosphere.

This job description is intended to describe the general nature and level of the work being performed by employees assigned to this position and is not an exhaustive list of all duties and responsibilities. The school district reserves the right to amend and change responsibilities to meet business and organizational needs as necessary.

Hinsdale CCSD 181 is an Equal Opportunity Employer. It is the policy and practice of District 181 to decide all matters relating to employment solely on the basis of the applicant's ability to perform the essential functions of the position. District 181 ensures equal employment opportunities regardless of race, creed, sex, color, national origin, religion, age, or handicap.

Employee Name: _____

Signature: _____

Date: _____