DeKalb CUSD 428
Job Description

Position Title:	School Psychologist/Bilingual School Psychologist
Department:	Student Services
Supervisor:	Building Leadership and Director of Student Services
Calendar:	180 Days
FLSA Status:	Exempt
Affiliation:	DCTA
Date:	January 6, 2023

Objective

The school psychologist will support an array of evaluative, direct, and consultative/collaborative services to enhance the educational outcomes of D428 students. All duties are performed in accordance with both federal and state statutes, Illinois State Board of Education procedures, and DeKalb 428 board policy.

Essential Duties and Responsibilities

Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions. Duties and responsibilities directly align to the NASP Professional Standards and include but are not limited to the following:

1. Ensures that all actions are compliant with established Board policies as well as the mission, vision and values defined by the district and Board of Education.
2. Carries out such additional duties as required or as conditions necessitate.
3. Assists in the implementation of the goals and objectives of the student services department.
4. Participates in job training and professional growth opportunities in order to enhance ability to perform the essential functions of the job.
5. Assists school leadership in developing, implementing and evaluating various site-based student support programs, including counseling and guidance, health services, student attendance and welfare, and student discipline, suspensions and expulsions.
6. Assist and/or lead in the research, development and implementation of proactive programs and procedures to improve student-school related issues.
7. Promotes school-wide practices to support learning and a positive school climate.
8. Engages systems-level consultation via an MTSS structure for academics, behavior, and social/emotional learning.

9. Works in conjunction with district personnel, sites, divisions and departments for early identification, intervention and prevention of school-related problems in order to improve student achievement and prevent serious or habitual behaviors; meet with appropriate staff to formulate a plan of action, and organize the program for implementation.

10. Provides mental and behavioral health interventions to students with disabilities and well as their non-disabled peers.

11. Conducts academic and behavioral data collection and analyzes progress monitoring data to best support teams and student learning.

12. Provides crisis response, recovery, and prevention services.

13. Leads and/or assists with the development of Functional Behavioral Assessments (FBAs) and Behavior Intervention Plans (BIPs).

14. Provides technical assistance and consultative support to teams during the development of IEPs and 504 plans.

15. Coordinates and facilitates meetings related to school-wide or system-wide intervention planning meetings, pre-referral intervention planning meetings, and special education/IEP meetings.

16. Evaluates students to determine extent and type of services needed; administer and interpret intellectual, academic, social/emotional, and psychological testing as needed to assist the student; counsels, diagnoses, and develops case studies of students referred by the school and student support teams.

17. Provides supportive therapy when appropriate; delivers counseling and support services to students.

18. Promotes and engages in school-wide positive behavioral support systems.

19. Cooperates and collaborates with other school-based and community-based professionals to best enhance the education of students.

20. Maintains accurate records and reports.

21. Provides consultant services in the areas of data interpretation, progress monitoring, and implementation of a problem-solving model across domains.

22. Provides consultant services in the areas of academic growth, social/emotional concerns, and behavior management to special education teachers, general education teachers, specialists, paraprofessionals, counselors, social workers, nurses and administrative staff.

23. Supports implementation of district policy, state and federal laws in regard to special education at school sites; provides training or in-service to parents and staff with regard to special education law and compliance; advises site staff on compliance issues regarding district policy and state and federal special education law.

Qualifications

1. A master's degree or higher in psychology or educational psychology with a specialization in school psychology from a regionally accredited institution, 250 hours of practicum in a school setting or child study center, and a 1200 contact hour internship lasting a full school year under the direction of a credentialed school psychologist.

Knowledge, Skills and Abilities

1. The ability to understand social and cultural diversity;
2. Effective oral and written communication skill;
3. A passion for social and emotional learning, MTSS, and inclusive practices for diverse learners;
4. Skillset in delivering and interpreting a wide range of assessments including intellectual, academic, social emotional, behavioral, and psychological assessments of children;
5. Knowledge and application of NASP Principles for Professional Ethics;
6. The ability to work cooperatively and collaboratively on a team of diverse professionals;
7. The ability to comprehend and follow written and verbal instructions;
8. Appropriate technological skills coupled with the willingness to learn required skills;
9. The ability to maintain appropriate confidentiality of employee, student, and other sensitive District information;
10. The ability to understand ethical and legal procedures and to act accordingly;
11. The ability to work effectively with a wide range of constituencies in a diverse community;
12. The ability to consult, collaborate and to pursue professional development opportunities;
13. Knowledge of special education services, programs, laws, rules and regulations;
14. Knowledge of counseling and consulting skills;
15. Effective in analyzing and interpretation of data, applying and communicating applicable federal, state, and local policies, procedures, laws and regulations, and preparing and presenting oral and written reports and findings to a diverse audience; effectively represent the school district to a diverse community;
16. Implement the use of cloud-based and software applications pertinent to the areas of specialization;
17. Knowledge of traditional and contemporary special education eligibility criteria;

18. Understanding of early identification, intervention, prevention, remediation and special education instructional methodologies;
19. Application of principles of behavioral modification, FBAs and BIPs;
20. Analyze crisis situations and formulate an effective course of action.

Supervisory Responsibility

None

Position TRS Eligible

Yes

Work Environment

General school/office area environment

Travel

Travel is primarily local during the business day.

Education and Experience

1. A master's degree or higher in psychology or educational psychology with a specialization in school psychology from a regionally accredited institution, 250 hours of practicum in a school setting or child study center, and a 1200 contact hour internship lasting a full school year under the direction of a credentialed school psychologist.

Other Duties

Please note this job description is not designed to cover or contain a comprehensive listing of activities, duties or responsibilities that are required of the employee for this job. Duties, responsibilities and activities may change at any time with or without notice.

Physical Demands

The physical demands described here are representative of those that must be met by an employee to successfully perform the essential functions of this job.

The physical activity of this position. ***(Please check all blocks that apply)***		
☐	A.	Climbing. Ascending or descending ladders, stairs, scaffolding, ramps, poles and the like, using feet and legs and/or hands and arms. Body agility is emphasized. This factor is important if the amount and kind of climbing required exceeds that required for ordinary locomotion.
☐	B.	Balancing. Maintaining body equilibrium to prevent falling and walking, standing or crouching on narrow, slippery, or erratically moving surfaces. This factor is important if the amount of balancing exceeds that needed for ordinary locomotion and maintenance of body

		equilibrium.
☐	C.	Stooping. Bending body downward and forward by bending spine at the waist. This factor is important if it occurs to a considerable degree and requires full motion of the lower extremities and back muscles.
☐	D.	Kneeling. Bending legs at knee to come to a rest on knee or knees.
☐	E.	Crouching. Bending the body downward and forward by bending leg and spine.
☐	F.	Crawling. Moving about on hands and knees or hands and feet.
☐	G.	Reaching. Extending hand(s) and arm(s) in any direction.
x	H.	Standing. Particularly for sustained periods of time.
x	I.	Walking. Moving about on foot to accomplish tasks, particularly for long distances or moving from one work site to another.
☐	J.	Pushing. Using upper extremities to press against something with steady force in order to thrust forward, downward or outward.
☐	K.	Pulling. Using upper extremities to exert force in order to draw, haul or tug objects in a sustained motion.
☐	L.	Lifting. Raising objects from a lower to a higher position or moving objects horizontally from position-to-position. This factor is important if it occurs to a considerable degree and requires substantial use of upper extremities and back muscles.
x	M.	Fingering. Picking, pinching, typing or otherwise working, primarily with fingers rather than with the whole hand as in handling.
x	N.	Grasping. Applying pressure to an object with the fingers and palm.
☐	O.	Feeling. Perceiving attributes of objects, such as size, shape, temperature or texture by touching with skin, particularly that of fingertips.
x	P.	Talking. Expressing or exchanging ideas by means of the spoken word. Those activities in which they must convey detailed or important spoken instructions to other workers accurately, loudly, or quickly.
x	Q.	Hearing. Perceiving the nature of sounds at normal speaking levels with or without correction. Ability to receive detailed information through oral communication, and to make the discriminations in sound.
x	R.	Repetitive motion. Substantial movements (motions) of the wrists, hands, and/or fingers.
The physical requirements of this position. ***(Please check only one block)***		
x	A.	Sedentary work. Exerting up to 10 pounds of force occasionally and/or negligible amount of force frequently or constantly to lift, carry, push, pull or otherwise move objects, including the human body. Sedentary work involves sitting most of the time. Jobs are sedentary if walking and standing are required only occasionally and all other sedentary criteria are met.

☐	B.	Light work. Exerting up to 20 pounds of force occasionally, and/or up to 10 pounds of force frequently, and/or a negligible amount of force constantly to move objects. If the use of arm and/or leg controls requires exertion of forces greater than that for sedentary work and the worker sits most of the time, the job is rated for light work.
☐	C.	Medium work. Exerting up to 50 pounds of force occasionally, and/or up to 30 pounds of force frequently, and/or up to 10 pounds of force constantly to move objects.
☐	D.	Heavy work. Exerting up to 100 pounds of force occasionally, and/or up to 50 pounds of force frequently, and/or up to 20 pounds of force constantly to move objects.
☐	E.	Very heavy work. Exerting in excess of 100 pounds of force occasionally, and/or in excess of 50 pounds of force frequently, and/or in excess of 20 pounds of force constantly to move objects.
The visual acuity requirements including color, depth perception, and field vision. ***(Please check only one block)***		
x	A.	The worker is required to have close visual acuity to perform an activity such as: preparing and analyzing data and figures; transcribing; viewing a computer terminal; extensive reading; visual inspection involving small defects, small parts, and/or operation of machines (including inspection); using measurement devices; and/or assembly or fabrication parts at distances close to the eyes.
☐	B.	The worker is required to have visual acuity to perform an activity such as: operates machines, such as lathes, drill presses, power saws, and mills where the seeing job is at or within arm's reach; performs mechanical or skilled trades tasks of a non-repetitive nature, such as carpenter, technicians, service people, plumbers, painters, mechanics, etc.
☐	C.	The worker is required to have visual acuity to operate motor vehicles and/or heavy equipment.
☐	D.	The worker is required to have visual acuity to determine the accuracy, neatness, and thoroughness of the work assigned (i.e., custodial, food services, general laborer, etc.) or to make general observations of facilities or structures (i.e., security guard, inspection, etc.)
The conditions the worker will be subject to in this position. ***(Please check all blocks that apply)***		
☐	A.	The worker is subject to environmental conditions. Protection from weather conditions but not necessarily from temperature changes.
☐	B.	The worker is subject to outside environmental conditions. No effective protection from the weather.
☐	C.	The worker is subject to both environmental conditions. Activities occur inside and outside.
☐	D.	The worker is subject to extreme cold. Temperatures typically below 32 for periods of more than one hour. Consideration should be given to the effect of other environmental conditions, such as wind and humidity.
☐	E.	The worker is subject to extreme heat. Temperatures above 100 for periods of more than one hour. Consideration should be given to the effect of other environmental conditions, such as

		wind and humidity.
☐	F.	The worker is subject to noise. There is sufficient noise to cause the worker to shout in order to be heard above ambient noise level.
☐	G.	The worker is subject to vibration. Exposure to oscillating movements of the extremities or whole body.
☐	H.	The worker is subject to hazards. Includes a variety of physical conditions, such as proximity to moving mechanical parts, moving vehicles, electrical current, working on scaffolding and high places, exposure to high heat or exposure to chemicals.
☐	I.	The worker is subject to atmospheric conditions. One or more of the following conditions that affect the respiratory system of the skin: fumes, odors, dust, mists, gases, or poor ventilation.
☐	J.	The worker is frequently in close quarters, crawl spaces, shafts, man holes, small enclosed rooms, small sewage and line pipes, and other areas that could cause claustrophobia.
☐	K.	The worker is required to function in narrow aisles or passageways.
x	L.	None. The worker is not substantially exposed to adverse environmental conditions (such as in typical office or administrative work.)

Signatures
This job description has been approved by all levels of management:

Supervisor Name: _____

Signature: _____ Date: Click or tap to enter a date.

HR Representative: _____

Signature: _____ Date: Click or tap to enter a date.

Employee signature below constitutes employee's understanding of the requirements, essential functions and duties of the position.

Employee Name: _____

Signature: _____ Date: Click or tap to enter a date.