

TITLE: SCHOOL PSYCHOLOGIST

**Tri-County Special Education Joint Agreement
JOB DESCRIPTION**

TITLE: School Psychologist

QUALIFICATIONS:

1. Masters Degree in School Psychology from an accredited school
2. Illinois Type 73 Certificate with school service personnel

REPORTS TO: Appropriate Technical Assistant Supervisor for daily line & staff supervision & evaluation. Evaluation will be in consultation with Lead Psychologist. The School Psychologist will report to the Lead Psychologist for group meetings to discuss professional growth and development activities and other professional concerns such as evaluation materials.

JOB GOALS:

The focus of the School Psychologist is to assist the child, parent and teachers with problem areas, which may interfere with the child's performance and/or adjustment in school. Services will include, but not be limited to, assessment and identification of children with disabilities, liaison and case management services involving school, consultation and support to teachers and other school personnel and direct service and intervention. The School Psychologist will also take a lead in determining program eligibility which may include psychological evaluation and response to intervention methodologies.

PERFORMANCE RESPONSIBILITIES:

Psychologists will perform evaluations in response to case study referrals. Assessment methods will be selected by the psychologist, in accordance with the stated referral concerns, as well as State and Federal laws. The extent and nature of the evaluation will be determined by the circumstances of each case.

Psychologists will be assigned a district from their general assignment and follow that district's school calendar. School holidays will be taken according to that calendar. It is recommended that psychologists will average a minimum of three or more evaluations every five work days except when unavailable because of other required duties. Non assessment duties will be determined by other needs for psychological services and by the availability of time. The priority non assessment needs will include consultation with child study and teacher assistance teams and initial needs assessment meetings.

1. Evaluations should normally be processed in chronological order of referral initiation and expiration dates. Deviation from that order will be permitted to enhance caseload efficiency or to accommodate identified priorities. Assessment in order of priority:
 - A. Initial referrals of un-served children.
 - B. Referrals involving potential due process hearing or litigation.
 - C. Referrals affecting allocation of funds to districts.
 - D. Reevaluations related to change of classification or major change of placement.
 - E. Case study reviews conducted every three years and that are streamlined in nature, meaning not in need of a full blown psychological.

2. Psychologists will use current professional practices, as defined and agreed upon in psychologist staff meetings and approved by administration.
3. The degree and extent of the psychological evaluation will be determined by the psychologist based upon the findings of the individual needs assessment meeting and the consensus of the team members.
 - A. Individual child assessment: current functioning
 - B. Interview child/teacher/parent
 - C. Classroom observation of child
 - D. School records review
4. IEP participation.
 - A. Clarification of referral concerns
 - B. Summary of educational background
 - C. Explanation/interpretation of findings
 - D. Development of eligibility consensus
 - E. Making specific program or treatment recommendations
5. Consultation regarding:
 - A. Special education regulations and issues
 - B. Tri-County procedures and practices
 - C. Child problems: treatment/placement/follow-up
 - D. Communication with non-school agencies
 - E. Educational program development
 - F. Due process hearing or litigation preparation and participation
 - G. Consulting with non-school agencies/professionals
6. Clerical functions:
 - A. Schedule evaluations
 - B. Scoring/interpreting assessment results
 - C. Reporting on evaluations
 - D. Completing portions of IEP forms
7. Professional development:
 - A. Provision of in-service training
 - B. Participation in conferences/workshops
 - C. Participation in school psychologist staff meeting
8. Additional, as required:
 - A. Development of behavior management plans
 - B. Crisis intervention
 - C. Counseling

Integration of Technology

1. Demonstrates continual growth in technology knowledge and skills to stay abreast of current and emerging technologies.
2. Psychologist will assist in the plan and design effective learning environments and experiences supported by available software and technology and assist in the implementation of a Response to Intervention evaluation model within member Districts.
3. Psychologist may assist in implementation of curriculum plans that include methods and strategies for applying technology to maximize student learning in the curriculum of one's subject area(s) and/or grade level(s).
4. Psychologist may apply technology to facilitate a variety of effective assessment and evaluation strategies.
5. Psychologist will use technology to enhance their productivity and professional practices including word processing, database, spreadsheet, telecommunications and print/graphic utilities, Individual Education Plan (IEP) programs.
6. Psychologist will use software programs designed to assist in the scoring and interpretation of a chosen assessment instrument.

08/07