

School Psychologist Job Description

Title:

Position: School Psychologist
Department: Certified

Reports to:

Principal or Designee

Job Goal:

The School Psychologist provides a full range of school psychological services to school-aged children, including assessment and intervention planning, consultation and counseling, program development and systems support. The School Psychologist also functions as a member of the multi-disciplinary team to determine the student's eligibility for special services, appropriate programming, and on-going evaluation and systems support. The School Psychologist works directly with students, faculty, parents, administration, and the community at large. The School Psychologist delivers services and implements all procedures in compliance with federal, state, and local regulations, and school policies and procedures. The School Psychologist utilizes practices that are evidence based or scientifically validated.

Due to specificity of School Psychologist assignments, the breadth of student population and the allocation of time for services will differ.

Standard Qualifications for Position:

1. Required PDE or Other Professional Certifications, Educational Degrees
 - a. Active PDE Educational Specialist Certification in School Psychology.
 - b. Master's degree.
 - c. Some assignments may require a Doctorate.
 - d. Some assignments may require a PA License in Clinical Psychology.
2. The holder of this position may be required as part of his or her duties to provide services that can be charged to a Medical Assistance program. Clearance as an MA provider by both the Commonwealth of Pennsylvania and the federal government is therefore an essential qualification for this position.
3. Must demonstrate a working knowledge of current research-based professional practices in school psychology and education.

Essential Functions and Responsibilities of Position:

1. Assessment and Intervention Planning
 - a. Plans and conducts school based psychological evaluations using a variety of tools and methods for specific referral questions; including but not limited to formal and informal methods, Functional Behavioral Assessment (FBA), Response to Intervention (RtI), writing reports, developing recommendations, providing resources, and providing feedback to parents and consultation to school staff.
 - b. Conducts needed evaluations during the summer, such as elementary gifted evaluations and special education eligibility evaluations. This includes attending required meetings related to the evaluation. Employment during summer months will be compensated at the rate established by District policy and applicable collective bargaining agreement (currently the individual school psychologist's per diem rate).
 - c. Participates as a member of student-centered teams such as intervention planning, Individualized Education Program (IEP) planning, evaluation of interventions, pre-referral processes, FBA, Manifestation Determinations, etc.
 - d. Maintains a variety of tests and other equipment needed to conduct evaluations for referral reasons including ordering protocols, recommending the purchase of revised or new tests/tools, and maintaining security of all materials.
2. Consultation and Counseling
 - a. Consults with teachers and administrators regarding evidence based/scientifically validated interventions, intervention progress monitoring, special education eligibility, mental health disorders, program evaluation, and other psychological services.
 - b. Counsels students and provides skills training individually and in groups using scientifically validated approaches.
 - c. Provides crisis intervention and serves on student assistance/emergency response teams as requested.
3. Professional Responsibilities
 - a. Maintains up to date, best practice professional skills through reading current literature, attending required trainings, actively participating in professional development.
 - b. Completes all records, reports and assignments promptly, accurately, and efficiently.
 - c. Maintains a professional demeanor and appearance that adheres to organizational expectations and facilitates positive relationships with others.
 - d. Performs duties across the District and supports colleagues across buildings and grade levels.

- e. Performs all duties in accordance with regulations, policies, locally adopted procedures, and ethical codes of conduct.
4. Systems Support
 - a. Participates on school and school district committees.
 - b. Provides training and resources on a wide variety of psychological topics including child, family, parent, and educational issues.
 - c. Advance school psychology as a field through research, participation in professional organizations, and if needed, supervision of school psychology interns.
 4. Language Skills
 - a. Ability to read, analyze, and interpret professional literature, documents, technical procedures, and governmental regulations.
 - b. Ability to write reports, formal correspondence, and other documents that conform to prescribed style and format.
 - c. Ability to effectively present information and respond to questions from groups of students, supervisors, administrators, staff, and the general public.
 - d. Ability to effectively participate in continuing professional development based on assessment of needs.
 - e. Ability to respond respectfully and effectively to common inquiries, concerns, or complaints from any member of the educational community.
 5. Mathematical Skills
 - a. Ability to apply basic mathematical concepts in the performance of routine assignments.
 - b. Ability to interpret data as required by the position including statistical operations.
 - c. Ability to explain statistics related to psychological tests.
 6. Reasoning Ability
 - a. Ability to define problems, collect data, establish facts, and draw valid conclusions.
 - b. Ability to interpret technical instructions and regulations involving both abstract and concrete variables.
 - c. Ability to apply sound judgment to resolve conflicts and solve problems.
 7. Other Skills and Abilities
 - a. Ability to apply knowledge of current research and theory in specific field.
 - b. Ability to establish and maintain effective working relationships with staff, students, administration, agencies, and the community.
 - c. Ability to transport between central office and various locations throughout the county and state as required by the position.
 - d. Ability to communicate clearly and concisely.
 - e. Ability to multi-task.

- 2. Lifting
 - a. 0-10 lbs. Frequently
 - b. 11-20 lbs. Occasionally
 - c. 21-40 lbs. Occasionally

- 3. Repetitive Movement
 - a. Feet (both) Not at all
 - b. Hands (both) Constantly
 - i. Typing/writing
 - ii. Fine manipulation
 - iii. Simple grasping
 - iv. Light pushing and pulling

Terms of Employment:

School year established by contractual agreement with the Board of Directors

Evaluation:

Annual review by building principal or designee in accordance with Board policy and state regulations.

** Please note: The information contained in this job description is for compliance with the American with Disabilities Act (A.D.A.) and is not an exhaustive list of the duties performed for this position. Additional duties are performed by the individuals currently holding this position, and additional duties may be assigned.*