



Position Description: **SCHOOL PSYCHOLOGIST**

*Salary Level: **Teacher Contract***

*Contract/Benefits: **Teacher Contract***

*Department or Area: **Special Education***

*Reports To: **Director of Special Education***

*Prepared Date: **October 24, 2013***

*Prepared By: **David Elcock, Director, Human Resources***

*Approved By: **Christina Mazzella, Executive Director, Human Resources***

Qualifications:

1. Current and valid certification in School Psychology.
2. Graduate level degree in School Psychology.
3. Prior experience in areas related to school/community relations, teaching students, working with compensatory educational programs, and working with parents, preferred.
4. Consistent record of satisfactory work performance.
5. Acceptable criminal and child abuse clearances (Acts 34, 114, and 151).
6. Ability to work a flexible schedule.
7. Such additional or alternatives to the above qualifications as the Allentown Board of Directors and Superintendent may determine appropriate and acceptable.

Summary:

The School Psychologist guides students in gaining knowledge and skills to achieve in school and to become productive citizens and lifelong learners. The requirements listed below are representative of the required knowledge, skills, and abilities for the position. To perform this job successfully, an individual must be able to perform each essential duty satisfactorily, with or without reasonable accommodations.

Essential Duties and Responsibilities:

1. Apply knowledge and understanding of a wide variety of testing and assessment instruments to choose the most appropriate for students' needs; administer tests and interpret assessment data and observations; conduct interviews and complete comprehensive reports.
2. Consult with teachers, parents, and school personnel to understand and address learning, social, and behavior issues; consult with individual students, student groups, and colleagues.
3. Deliver appropriate response during crisis intervention, including, but not limited to, suicidal statement and ideation; student and school personnel death; school, community, and national emergencies and natural disasters.
4. Facilitate position related in-service presentations/trainings and programs; participate in committees, as appropriate.
5. Provide leadership during interventions, including academic, behavioral, social and emotional, with target populations (e.g., individual student, classroom, parents, school-wide, school teams); conduct observations,

data collection, interviews, assessments, and specific plan development; implement plans and monitor behavior plans.

6. Participate on specific team assignments, including CST, MDT, SAP, IST and IEP, with responsibility for facilitation, consultation, case management, record keeping, plan development, assessment, report writing, interviewing (i.e., students, parents, and teachers) and conducting referrals to and contact with community agencies and private counseling.
7. Collaborate with school community liaisons on referrals, meeting attendance, case management, plan development, and follow up monitoring.
8. Perform a variety of special education responsibilities, including, assessments (initial and reevaluation), participation in meetings, ER and RR writing, program consultation, and behavior plan development.
9. Provide support to nonpublic education in the areas of consultation, assessment, team meetings, development of ER, and development of IEP.
10. Participate in screening clinics and assessments during kindergarten registration; participate in preschool screening clinics, assessments, development of ER, interagency meetings, and IEP meetings.
11. Assist with school-age transition by participating in screening clinics, assessments, development of ER, interagency meetings, and IEP meetings.
12. Weapons violations with special education students - conduct manifestation determination, participate on team meetings and interviews with parent, teachers, and students; data collection, assessment, development of RR, and referrals to counseling agencies.
13. Provide peer support through individual counseling and referral to appropriate agencies/clinics, as well as through collaboration with fellow psychologists, teachers, and other school personnel.
14. Pursue professional growth and development through attending conferences, staff development sessions, and individual study; maintain collaborative relationships universities.
15. Supervise interns, as needed.
16. Perform additional duties as assigned.

Competencies:

To perform the job successfully, an individual should demonstrate the following competencies:

Interpersonal Skills:

Responds to employee requests for service and assistance; Maintains confidentiality; demonstrates objective approaches to communicating with staff and constituents; Exhibits objectivity and openness to the views of others; Speaks clearly and persuasively in positive or negative situations; Listens and solicits clarification; Responds appropriately to questions; Writes clearly and effectively; Edits work for spelling and grammar; Varies writing style to meet needs of the audience; Works well with others.

Leadership Skills:

Develops workable implementation plans; Looks for ways to improve and promote quality; Demonstrates accuracy and thoroughness; Adheres to safety and security procedures; Identifies and resolves problems in a timely manner.

Organizational Skills

Works with accuracy when monitoring all cost-related tasks; Shows respect and sensitivity for cultural differences; Follows policies and procedures; Completes administrative tasks and reports correctly and on time; Supports district's goals and values.

Physical Demands:

The physical demands described here are representative of those that must be met by an administrator to successfully perform the essential duties of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential duties.

While performing the duties of this job, the administrator is regularly required to talk or hear. The administrator is frequently required to walk, climb stairs, bend, and lift. The administrator is required to use hands and fingers to handle documents, telephone, etc. The administrator is occasionally required to stand; sit and reach with hands and arms. Specific vision abilities required by this job include close vision, distance vision, and ability to adjust focus.

Terms of Employment:

This is a ten month position during the academic year, as established by the School Board.

Evaluation:

The person filling this position will be evaluated according to the evaluation procedure established for professional employees.

Reviewed and read by: _____ Date: _____
Individual serving in this position