



Position Description

Title - School Psychologist

PDE Aligned CSPG - 081

Reports To: Supervisor of Special Education and Superintendent of Schools

Evaluation: PDE 82-3

Job Summary

The school psychologist provides consultation, support, and direct assessment of academic achievement and behavioral health within the school environment. A school psychologist is responsible for conducting psychological, academic and behavioral assessments in the diagnosis and identification of diverse learners and their needs according to PA Code. The school psychologist serves as a member of the school team to support a safe and positive school climate, promote and provide behavioral and mental health services, and coordinate care with private agencies.

Direct Report

Supervisor of Special Education and Superintendent of Schools

Grade Level Scope of Certificate

A person employed in the position of school psychologist must hold a valid Pennsylvania certificate as a School Psychologist and is qualified to serve in grades pre-Kindergarten through 12

Certification Assignment

A person employed in a position as a school psychologist is qualified to perform the following duties and functions:

- Improve academic achievement by conducting psychological and academic assessments that inform interventions which improve student outcomes.
- Promote and facilitate effective management of student and classroom behavior.
- Assist school teams in monitoring student progress through the collection and interpretation of student and classroom data.
- Promote positive behavior and mental health practices in resolving individual, group, and system level challenges in school behavior and mental health related areas.
- Assess student emotional and behavioral needs and design appropriate supports.

- Provide individual and group counseling as a related service as needed to address student needs.
- Promote understanding of developmental expectations of children with diverse characteristics, cultures, linguistic, and economic backgrounds.
- Support diverse learners by assessing diverse learning needs and implementing appropriate supports and/or services.
- Conduct appropriate educationally relevant identifications within a time sensitive period as a part of the multidisciplinary team process for diagnostic information of recommendations for the purposes of determining the classification/identification of a student for special education including the Chapters 14, 15 and 16 Pennsylvania Code Eligible Disability Categories of:
 - Autism
 - Emotional Disturbance
 - Intellectual Disability
 - Specific Learning Disability (including but not limited to Dyslexia, Dyscalculia and Dysgraphia)
 - Traumatic Brain Injury
 - Mentally Gifted
 - Multiple Disabilities
 - Other Health Impairment (including but not limited to ADHD).
- Create safe, positive school climates by providing crisis prevention, intervention, and post-vention services as needed along with consultation and direct services to promote social-emotional functioning and learning for students with or without disabilities from diverse backgrounds.
- Strengthen family-school partnerships through support to families in understanding their child's learning and mental health needs taking into account their diverse characteristics, cultures, and linguistic backgrounds as well as providing connections for families with community service providers.
- Participate in school-wide assessment and accountability by generating and interpreting useful student and school outcome data and conducting student and group progress monitoring in academics and behavior.
- Coordinate the provision of special services and assessments through providers such as, but not limited to, the intermediate unit, consortium, neighboring districts, and/or other providers along with referrals and liaison services to mental health agencies, medical specialists, and private providers.

Essential Functions

- Assess students to determine intellectual, academic, social and emotional behavioral needs.
- Provide comprehensive evaluations for the identification and development of educational needs of students.
- Interpret the results of psychoeducational evaluations to teachers, principals and parents.
- Participate in Individualized Educational Program meetings.
- Participate as a member of the Multi-Tiered Systems of Support Team.

- Conduct counseling and behavior management sessions in specific situations on individual and/or group process.
- Provide crisis response services to public schools in a prevention and postvention format.
- Appraise administration and supervisory personnel regarding the needs and trends for students in specific programs by interpreting data.
- Assist the Supervisor of Special Education/Director with preparation related to compliance issues, investigate, suggest, design and support specialized programs, and assist in department functions and projects.
- Act as a consultant or resource person for teaching staff and administrative personnel.
- Participate in staff meetings, councils, committees, conferences, inservice training and/or special sessions.
- Cooperate with, recommend and utilize community resources in the facilitation of services for students.
- Participate in ongoing professional development, including attendance at Intermediate Unit and PDE trainings/presentations to provide professional development to all staff.
- Maintain current theories and techniques in discipline content areas, as well as best practices.
- Work to stay current in topics relating to the practice of school psychology.
- Maintain accurate records and manage timelines.
- Perform such other tasks as may be assigned by the Superintendent of Schools.

Essential Competencies

- Clear and effective communication skills for diverse audiences including students, staff and families.
- Well-organized, ability to balance competing priorities and multitask.
- Commitment to the service of students and families.
- Reflects on how to improve, self-awareness of strengths and weaknesses, willingness to take responsibility for actions and mistakes.
- Empathy for the perspectives of students, staff and stakeholders.
- Clear understanding of policies and law affecting special populations, LEP students and students receiving special education services.
- Models an exemplary work ethic
- Demonstrates initiative in problem solving and completion of tasks.
- Schedules self effectively.
- Maintains self-control and decorum in the full range of professional activities.
- Demonstrates an ability to accomplish tasks under pressure.
- Shows respect for others through use of courtesy and tact.
- Models and promotes high standards of professional ethics, honesty, and integrity.
- Prioritizes and follows through on tasks.
- Provides an open climate for communication.
- Expresses ideas orally in an effective manner.
- Communicates effectively in writing.
- Demonstrates efficient time management skills, including, but not limited to following established routines, task completion, and following timelines.
- Communicates recommendations and/or suggestions clearly to all persons involved.

Minimum Qualifications

- Valid Pennsylvania School Psychologist Certification (CSPG 081)
- Masters in Education

Terms of Employment

- Twelve (12) months a year
- Salary determined by Administrative Compensation Plan