

**Position Title:** School Psychologist

**Code:**

**Department:** Early Childhood & Special Education Services

**Group:** PROF

**Reports to:** Supervisor of School Psychologists

**Date:**

**PURPOSE OF POSITION:**

The School Psychologist is responsible for psycho-educational evaluations of children referred for eligibility for special education programs and for the re-evaluation of students in special education programs. The psychologist shall serve as a consultant to Intermediate Unit and/or district personnel in the development and implementation of instructional and child management programs.

**ESSENTIAL FUNCTIONS:**

***All job functions are to be executed through the lens of high quality customer service. Customers are defined as both internal and external clients. Examples demonstrative of high quality service may include, but are not limited to, the following:***

- ***prompt responsiveness to inquiries***
- ***professional and courteous verbal and nonverbal communication***
- ***proactive problem solving***

1. Evaluates individual student's functioning in intellectual, academic, social and emotional areas, working within the context of a multi-disciplinary team as per state and federal regulations. Provides individualized, comprehensive and meaningful reports on the major findings and recommendations derived from these evaluations.
2. Works effectively, professionally, and collaboratively as a consultant to teachers, administrators, and parents in regard to special education programs to which assigned and provides recommendations for individual children within the programs.
3. Serves as a consultant to teachers, administrators, and parents in the school district to which assigned, providing advisement on methods of handling school difficulties and individual students in order to prevent problems that may lead to special education placement.
4. Meets with the IEP team, including the parents of children evaluated, to clearly communicate the results of the psychological assessment. Works effectively as a team member with other IEP team members.
5. Performs evidence-based individual and group counseling to students, when advisable. Assists teachers in responding appropriately to mental health issues demonstrated by the students.
6. Provides recommendations and support to teachers in regards to the development and implementation of classroom-wide and individual positive behavior support plans, including functional assessments, prevention, intervention and post-vention strategies.
7. Maintains accurate records on job functions, including information on students referred, evaluated, and to be evaluated. Submit such reports as requested on a timely basis.

***This is not a complete itemization of all facets of this position.***

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8. Performs all other duties and functions as requested by the Director of Exceptional Children Services, the Supervisor of School Psychologists and/or Supervisor (s) of those special education programs to which assigned.
9. Contributes to the effective team management of all problems, issues and opportunities.
10. Adheres to the established work schedule through regular and consistent attendance.
11. Staff must observe all LLIU requirements governing FERPA, HIPAA, and any LLIU policies on FERPA and/or HIPAA's policies and notices of privacy practices.

**MARGINAL FUNCTIONS:**

Marginal Function will vary with the specified assignment and depend on the particular unit function for which the person is responsible.

**KNOWLEDGE & SKILL REQUIREMENTS:**

**Education Required:** Master's Degree in School Psychology

**Certification Required:** Valid Pennsylvania School Psychologist

**SUPERVISION OF PERSONNEL:**

N/A

**PHYSICAL/MENTAL/ENVIRONMENT:**

**Physical Demands:** The strength and ability to lift and/or assist in lifting pupils of ages ranging from pre-school to twenty-one and their assistive appliances. The ability to perform considerable amounts of bending, stooping, and squatting. The ability to physically restrain students in emotional distress through use of one of the following approved methods:

**Physical Certification Required:** Crisis Prevention Institute (CPI), Safe Crisis Management Non-Violent Crisis Intervention (SCM) or Quality Behavioral Solutions: Safety-Care Crisis Prevention (QBS), as directed by program needs.

- Activities:** Sit: 60%  
Walk/stand: 40%  
Ambulate between school buildings and classrooms and throughout school buildings including stairs.  
Driving to other locations: As needed
- Lifting:** Up to 20 lbs. - Lifting of light boxes and office material (unless otherwise noted below)
- Vision:** Close concentration
- Mental Demands:** Interpret, analyze and problem solve
- Environment:** Normal office environment. Interact with students on a daily basis.