



School Psychologist - Harrisburg S D

Job Description

JOB INFORMATION

Title: School Psychologist - Harrisburg S D

FLSA:	<input checked="" type="checkbox"/> Exempt	<input type="checkbox"/> Non-Exempt
Employee Group:	Professional	
Shift:	Day	
Last Edited On:	2/2/2018 10:28:17 AM	
Last Approved On:	1/1/1900 12:00:00 AM	

Locations:	<input checked="" type="checkbox"/> Building	<input type="checkbox"/> Central Office
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ORGANIZATION

County:	Dauphin
Entity:	Harrisburg S D
Department:	
Reports To:	Special Education Supervisor

JOB SUMMARY

To assess the abilities, aptitudes, interests, academic achievement, personality, and adjustment of individual students with learning and/or emotional needs and to interpret this information to appropriate school personnel and parents.

Essential Functions

Essential Functions	% TIME
Conducts diagnostic study and/or psychological evaluations of the individual child to include: consults with parents to gain background information for evaluation purposes, an evaluation of current academic and intellectual functioning of the child (private schools included), identification of strengths and needs in learning potential, and assessment (including gifted) of personality and social factors that affect the child's learning and personal and school adjustment. Tracks and meets all legally required timelines for completion of individual evaluations.	15%
Interprets diagnostic findings and consults with the individual, appropriate school personnel, parents, and agencies and makes recommendations relevant to these findings; recommends appropriate referrals for further diagnostic evaluations, e.g., to speech therapists, reading specialists, psychiatrists, and neurologists; and assists parents and teachers to understand typical and atypical behavior in children. Participates in IEP, GIEP meetings or Section 504 service agreement meetings, as requested.	10%
Assesses school readiness for children whose parents request early entrance to kindergarten or first grade and assists with coordination and planning for transition of Early Intervention students to school age programming.	10%
Recommends placement of children in special education programs; facilitates the placement and systematic re-evaluation of exceptional children in special education programs; and assists professional staff to provide appropriate modifications for exceptional students in the general education environment.	10%
Consults with school principals and department members to develop, implement, and evaluate programs for students in special education and general education programs as well as the administrative staff concerning matters relating to the delivery of psychological services.	10%
Keeps appropriate records concerning psychological evaluations and recommendations; prepares Evaluation reports for distribution to referring teacher, principal, parent, and outside agencies when appropriate; and interprets psychological and education reports received from other agencies on students.	5%
Abides by federal, state and local school laws and regulations, mandated programs, District policies and administrative regulations.	5%
Researches and applies current developments in psychological testing and evaluation; provides periodic updates of legal issues in delivery of psychological services as appropriate; and assures the maintenance of an ethical	5%

approach in psychological activities in the schools, protecting the rights of individuals involved, to the adherence to N.A.S.P. ethical standards.

Consults with appropriate administrators to revise and formulate procedures and programs pertaining to activities such as screening, placement, education, and training of exceptional children. 5%

Consults with other staff members about individuals with learning or behavioral needs; provides relevant information; prepares and implements, in cooperation with local school personnel, systematic positive behavioral support programs; helps develop appropriate remedial procedures; and promotes the establishment of programs designed to prevent the development of psychological problems in school students. 5%

Serves as a member of the district-wide Crisis Response Team. Provides short-term adjustment counseling or crisis intervention counseling to the individual child. 5%

Assists school personnel with in-service training on issues related to psychological services, improving their skills and identifying students who need referral to internal student support services or outside agencies and, participates in and contributes to District-level curricular and administrative meetings as needed. Serves as the District representative at professional meetings on national, state, and local levels in the areas related to psychological services; participates in professional conferences, conventions, and workshops so as to keep abreast of professional changes and developments; and establishes good working relationships with the various agencies and offices within the community that offer special help to pupils and their parents. 5%

Develops or assists in development of interpretive and informational materials, handbooks and manuals, regarding psychological services and related pupil needs as they are used by pupil services staff, the Superintendent, other members of the school, the school board, and the public. 5%

Provides supervision and support to special education paraprofessionals (scheduling, provides clarification regarding duties, and provides professional development). 5%

Performs other duties as assigned.

Performs in accordance with school policy, administrative regulations, state and federal laws.

QUALIFICATIONS

To perform this job successfully, an individual must be able to perform each essential duty satisfactorily. The requirements listed below are representative of the knowledge, skill, and/or ability required. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

Education

<i>Education Level</i>	<i>Education Details</i>	<i>Req</i>	<i>Pref</i>
Masters Degree	Psychology or related area	X	

Work Experience

<i>Experience</i>	<i>Experience Details</i>	<i>Req</i>	<i>Pref</i>
1-2 years			X

Licenses and Certifications

<i>Enter Licenses/Certifications</i>	<i>Lic/Certification Details</i>	<i>Req</i>	<i>Pref</i>
	Valid Certificate to practice as a school psychologist in the state of Pennsylvania	X	

Driver's License

X Valid Driver's License Required

TRAVEL REQUIREMENTS

<i>Est. Amount</i>	<i>Brief Description</i>
10%	

Sensory Abilities

- Visual acuity and auditory acuity.
- Ability to communicate effectively in all aspects of the job.

Temperament

- Must possess excellent interpersonal skills.
- Must be cooperative, congenial, and service oriented.
- Ability to work as a coordinator and a member of a team.
- Must be courteous and able to effectively manage job responsibilities.
- Must be cooperative, congenial, service oriented, and promote these qualities.
- Ability to work in an environment with frequent interruptions.
- Ability to be respectful and empathetic.

Cognitive Ability

- Ability to communicate effectively.
- Ability to work on multiple tasks and prioritize appropriately.
- Ability to recognize areas of concern and propose or recommend appropriate solutions to problems.
- Maintains productive working relationship with immediate supervisor.

Specific Skills

- Demonstrates effective classroom management skills.
- Must possess active listening skills.
- Must possess conflict mediation skills.
- Plans and prioritizes assignments effectively. Able to handle several ongoing tasks and projects at once.
- Able to adjust to changes in the work environment.
- Reports to work on time, gives a full day's work and makes effective use of time while on the job.
- Maintains a good attitude toward administration, fellow employees and the public.
- Demonstrates the ability to acquire the skill required to operate new and existing software and hardware.
- Proofreads work for grammar and spelling accuracy.
- Ability to compose clear, concise sentences and paragraphs.
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Workplace Expectations

- Acknowledges individuals' requests and handles them in a friendly and courteous manner.
- Promotes a positive team environment through active cooperation with others.
- Maintains awareness of the School District's policies and procedures. Follows the chain of command.
- Shows initiative and works with minimal supervision.
- When appropriate, incorporates progressive ideas/concepts into daily responsibilities.
- Responds appropriately to supervision and direction.
- Dresses appropriately for job environment.
- Ability to follow directions and give direction to others.
- Ability to work independently and make work-related decisions.
- Ability to exercise good judgment in prioritizing tasks.
- Ability to communicate effectively at all organizational levels.
- Ability to use computer technology efficiently including word processing, presentation/webpage software, PowerPoint and Excel software applications.
- Ability to appropriately handle confidential information in accordance with District policies.

The work environment characteristics described here are representative of those an employee encounters while performing the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

Standard ADA Settings

<i>Standard ADA Selection</i>	X Office Classroom Other(to include Physically Demanding Positions)
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This factor measures the strength and stamina required in areas such as lifting, standing, and the frequency of doing these as necessary to perform the particular duties of the job.

Physical Demands

The physical requirements described here are representative of those that must be met by an employee to successfully perform the essential functions of this job.

	<i>Physical Demand</i>	<i>Rarely</i>	<i>Occasionally</i>	<i>Frequently</i>	<i>Constantly</i>	<i>Weight</i>
<input checked="" type="checkbox"/>	Sitting			X		
<input checked="" type="checkbox"/>	Standing		X			
<input checked="" type="checkbox"/>	Walking		X			
<input checked="" type="checkbox"/>	Talking: On the phone; person-to-person, and in groups				X	
<input checked="" type="checkbox"/>	Hearing: On the phone; person-to-person, and in groups				X	
<input checked="" type="checkbox"/>	Vision: Near, midrange, far, peripheral, depth and color				X	
<input checked="" type="checkbox"/>	Driving Requirements (personal vehicle, and/or company vehicle):		X			
<input checked="" type="checkbox"/>	Machines or tools used: Computer:			X		
<input checked="" type="checkbox"/>	Machines or tools used: Telephone			X		
<input checked="" type="checkbox"/>	Pushing/Pulling/Lifting(Enter Weight)	X				

The school recognizes that reasonable accommodations must be made to enable a qualified individual with a disability or disabilities to perform the essential duties and responsibilities of this job.

Working Environment

Working Condition

- Typical Office Environment
- Subject to inside environmental conditions
- Subject to outside environmental conditions

- Typical athletic training office/facility/environment
- May be exposed to hazardous materials, body fluids, or disease
- Typical classroom environment