

## **Role Description**

### **School Psychologist**

#### **QUALIFICATIONS:**

1. NH Certified or eligible as a School Psychologist
2. Ability to effectively communicate with parents, students, and staff verbally and in writing.
3. Knowledge of statutes related to special education and IEP development
4. Three years experience in special education assessment and direct student counseling preferred

#### **REPORTS TO:**

1. Building Principals
2. Director of Special Services

#### **SUPERVISES:**

Not applicable, consultant to staff

#### **JOB GOAL:**

The school psychologist works to support the success of students academically, socially, behaviorally and emotionally. Collaborates with educators, parents and other professionals to develop safe, healthy and supportive learning environments. Identifies and assesses the learning, development and adjustment characteristics of individuals, as well as, the environmental factors that affect learning and adjustment. Provides direct interventions to students to support learning and adjustment when appropriate. Assists in the planning, development and evaluation of programs to meet identified learning and adjustment needs. Employee may work at the elementary, intermediate, middle or high school level.

Duties are performed in accordance with standards of professional practice, district/state board of education policies and procedures and state laws regarding psychology practice.

#### **PERFORMANCE RESPONSIBILITIES:**

Except as specifically noted, the following functions are considered essential to this position:

1. Evaluates eligibility for special education services (within a multidisciplinary team) by conducting educational assessments that may include cognitive, academic, adaptive and social-emotional evaluations and observation. Provides the Individual Education Plan (I.E.P.) Team with a comprehensive written evaluation report that details and analyzes results, identifies barriers to learning and includes recommendations for instructional strategies to improve learning when appropriate.
2. Interprets Independent Education Evaluations provided by parents.
3. Participate in IEP team meetings to assist in determining the scope of assessment, present/interpret assessment results to parents and staff, determine special education eligibility and appropriate special education plan.
4. Provide counseling, instruction and mentoring for those struggling with social, emotional and behavioral problems as appropriate.
5. Shares expertise with staff to support effective instruction, positive classroom environments and behavioral interventions.
6. Collaborates with clinical and neuro psychologists and other relevant contracted service providers when appropriate.
7. Assists the Director of Special Services in budget preparation.

8. Assists in staff development in the area of educational assessments.
9. Other duties as assigned by school principal and/or Director of Special Services.

**TERMS OF EMPLOYMENT:**

Days contracted as per the Master Agreement

**EVALUATION:**

In accordance with district procedures

**PHYSICAL ACTIVITY REQUIREMENTS**

**Primary Physical Requirements:**

- |                                  |                       |
|----------------------------------|-----------------------|
| 1. Lift up to 10 lbs.:           | Occasionally required |
| 2. Lift 11 to 25 lbs.:           | Occasionally required |
| 3. Lift 25 to 50 lbs.:           | Rarely required       |
| 4. Lift over 50 lbs.:            | Not required          |
| 5. Carry up to 10 lbs.:          | Occasionally required |
| 6. Carry 11 to 25 lbs.:          | Occasionally required |
| 7. Carry 26 to 50 lbs.           | Not required          |
| 8. Carry over 50 lbs.:           | Not required          |
| 9. Reach above shoulder height:  | Occasionally required |
| 10. Reach at shoulder height:    | Occasionally required |
| 11. Reach below shoulder height: | Occasionally required |
| 12. Push/Pull:                   | Not required          |

**Hand Manipulation:**

- |                            |                                   |
|----------------------------|-----------------------------------|
| 1. Grasping:               | Occasionally required             |
| 2. Handling:               | Occasionally required             |
| 3. Torquing:               | Not required                      |
| 4. Fingering:              | Frequently required               |
| 5. Controls and Equipment: | Computer, telephone, copy and fax |

**Other Physical Consideration:**

- |               |                       |
|---------------|-----------------------|
| 1. Twisting:  | Not required          |
| 2. Bending:   | Occasionally required |
| 3. Crawling:  | Not required          |
| 4. Squatting: | Occasionally required |
| 5. Kneeling:  | Not required          |
| 6. Crouching: | Occasionally required |
| 7. Climbing:  | Not required          |
| 8. Balancing: | Not required          |

**Work Surface (s):**

Standard office desk and chair. Carpeted and tile floors.

**During the Work Day, Employee is Required To:**

Consecutive Hours

Total Hours

Sit	<u>1</u> 2 3 4 5 6 7 8	1 2 3 <u>4</u> 5 6 7 8
Stand	<u>1</u> 2 3 4 5 6 7 8	1 2 <u>3</u> 4 5 6 7 8
Walk	<u>1</u> 2 3 4 5 6 7 8	<u>1</u> 2 3 4 5 6 7 8

**Cognitive and Sensory Requirement (s):**

- |    |                       |  |
|----|-----------------------|--|
| 1. | Talking:              | Necessary for communicating with others.           |
| 2. | Hearing:              | Necessary for receiving instructions and queries.  |
| 3. | Sight:                | Necessary for doing job effectively and correctly. |
| 4. | Tasting and smelling: | Not required.                                      |

**Specific Vocational Preparation Requirements:**

- |    |  |       |
|----|--|-------|
| 1. | Short demonstration only                                   | _____ |
| 2. | Any beyond short demonstration up to and including 30 days | _____ |
| 3. | 30 – 90 days   | _____ |
| 4. | 91 – 180 days  | _____ |
| 5. | 181 days to 1 year   | _____ |
| 6. | 1 to 2 years   | _____ |
| 7. | 2 to 4 years   | X     |
| 8. | 4 to 10 years  | _____ |
| 9. | Over 10 years  | _____ |

**Other Training, Skills and Experience Requirements:**

Ability to work with staff, students and parents

**Summary of Occupational Exposures:**

May be exposed to cleaning fluids and copier toner.

**Other Considerations and Requirements:**

This is a fairly sedentary position and employee is not required to do extensive physical exertion. Employee is occasionally required to do some lifting. Employee is typically able to sit and stand as needed.