

SCHOOL PSYCHOLOGIST

Purpose Statement

The job of School Psychologist was established for the purpose(s) of assessing the intellectual, adaptive, academic, social and emotional development of children; interpreting results of psychological studies; interpreting and applying state and federal standards; and developing and/or implementing strategies and interventions to address the special education/psychological needs of students.

This job reports to the Principal/Assistant Principal and Special Education Administrator.

Essential Functions

- Assesses students' functional educational capabilities and home and/or classroom environment for the purpose of determining students' functional levels and developing recommendations for instruction, program needs, social/emotional/behavioral interventions, developmental needs, and/or placement to help children meet their educational goals.
- Compiles information from a variety of sources (e.g., students, parents, teachers, medical professionals, probation officers, mental health providers, and other involved people) for the purpose of producing a comprehensive evaluation in compliance with accepted guidelines.
- Administers standardized and/or supplemental assessments for the purpose of measuring the cognitive (e.g., intellectual, memory, executive function, etc), adaptive, academic, social/emotional/behavioral development of children, determining eligibility for services in compliance with regulatory requirements, and/or identifying students' individual learning needs to help children meet their educational goals.
- Communicates with students, parents, teachers, school personnel, outside service providers and/or others involved with the student for the purpose of evaluating situations and students, solving problems and/or resolving conflicts.
- Consults with students, parents, teachers, other personnel and/or outside professionals for the purpose of providing requested information, developing plans for services and/or making recommendations to help children meet their educational goals.
- Coordinates with community agencies including medical, judicial, social service and mental health services for the purpose of determining appropriate treatments and to meet the needs of specific students to help children meet their educational goals.
- Prepares a wide variety of written materials (e.g., correspondence, memos, behavior plans, Medicaid logs, psychological reports and/or summaries, supervisory evaluations, and other required documentation) for the purpose of documenting activities, providing written reference, and/or conveying information.
- Counsels students, parents and guardians for the purpose of enhancing students' success in school.

- Facilitates meetings, processes, etc., for the purpose of meeting the students' needs and ensuring that state mandates are achieved to help children meet their educational goals.
- Implements school wide program development and program evaluation (e.g., crisis intervention services, etc.) for the purpose of ensuring effective programs to assist children who experience physical, mental, social or emotional difficulties.
- Advocates for the needs of individual students for the purpose of ensuring student success to help children meet their educational goals.
- Intervenes in occurrences of inappropriate behavior of students for the purpose of assisting students in modifying such behavior and developing successful interpersonal skills.
- Participates in meetings, workshops and seminars, as approved, for the purpose of conveying and/or gathering information required to perform functions to help children meet their educational goals.
- Consults on behavior plans, curriculum modifications, accommodations, etc., for the purpose of implementing treatment programs and IEPs to help children meet their educational goals.
- Researches resources, methods, and topics impacting the student population (e.g., intervention and treatment techniques, assessment tools and methods, community resources, etc.) for the purpose of determining the appropriate approach for addressing students' functional and educational goals.
- Supervises interns, practicum students and others for the purpose of providing for professional growth, evaluating performance, and achieving overall objectives of their school's curriculum.
- Adheres to the standards of professional ethics, as well as state and federal laws and regulations.
- Performs other related duties as assigned for the purpose of ensuring the efficient and effective functioning of the school.

Skills, Knowledge and Abilities

SKILLS: Specific skill-based competencies required to satisfactorily perform the functions of the job include: communicate effectively in written and oral form findings and recommendations to parents and school personnel; choose, administer and interpret assessment instruments; operate standard office equipment including pertinent computer software; and prepare and maintain accurate records.

KNOWLEDGE: Specific knowledge-based competencies required to satisfactorily perform the functions of the job include, but are not limited to: psychological (developmental, cognitive, learning, and typical and atypical psychological functioning) and educational principles; and pertinent codes, test construction and statistics, policies, regulations and/or laws.

ABILITY: Specific ability-based competencies required to satisfactorily perform the functions of the job include: adapting to changing work priorities; communicating with diverse groups; maintaining confidentiality; meeting deadlines and schedules; working as

part of a team; working with detailed information/data; and maintaining effective working relationships.

Responsibility

Responsibilities include: working independently and/or under limited supervision using standardized practices and/or methods; leading, guiding, and/or coordinating with others; and operating within a defined budget. Utilization of resources from other colleagues is sometimes required to perform the job's functions.

Working Environment

The usual and customary methods of performing the job's functions require the following physical demands: some lifting, carrying, pushing, and/or pulling; and significant fine finger dexterity. Generally the job requires 80% sitting, 15% walking, and 5% standing. This job is performed in a generally clean and healthy environment.

Minimum Qualifications:

Experience Job related experience within psychology or school psychology is preferred.

Education Advanced degree as required by licensure or certification (Masters +30 or higher preferred).

Licensure Must hold or be eligible to hold New Hampshire School Psychologist or Associate School Psychologist certification or New Hampshire Psychologist license.

FLSA Status Exempt

Approval Date 11/15/11

William B. Gurney
Co-Superintendent