

**TITLE:** **SCHOOL PSYCHOLOGIST**

**QUALIFICATIONS:** A master's degree in psychology from an accredited institution and  
a school psychologist certificate issued by the NJ State Department  
of Education.

**REPORTS TO:** **DIRECTOR OF PUPIL SERVICES**

**JOB GOAL:** To assess the current cognitive, behavioral, adaptive and emotional status of pupils referred to the Child Study Team. To serve the regular population by consulting with teachers, administrators and school staff, providing counseling services for educationally handicapped and non-handicapped students and counseling and/or training services for parents to assist them in understanding the special educational needs of their child.

**PERFORMANCE RESPONSIBILITIES:**

In order to fulfill his/her professional responsibilities, the **SCHOOL PSYCHOLOGIST** shall:

1. Provide services to the general education staff regarding techniques, materials, and programs for pupils experiencing learning difficulties by:
  - a. Assisting the teacher(s) through the problem identification process.
  - b. Observing the pupil in formal and informal settings.
  - c. Assessing the pupil's intellectual, socio-emotional, psychomotor, developmental and adaptive behavior characteristics.
  - d. Designing and implementing instructional strategies to prevent and/or remediate educational difficulties.
  - e. Monitoring the effectiveness of recommended strategies.
2. Provide preventive and support services to non -handicapped pupils by:
  - a. Identifying and assisting students who are in crisis and who require referral to other pupil services specialists and/or special programs.
  - b. Using formal and informal assessment procedures to identify students who possess special needs, or characteristics -- students for whom the school may wish to provide special programs and/or experiences.
  - c. Serving on building-based Pupil Assistance Committees, Student Assistance Committees, Core Teams, and/or Crisis Management Teams.
  - d. Intervening in crisis intervention events, including but not limited to assessing

suicidal risk, danger to self and others, etc.

3. Evaluate and determine eligibility of pupils for special education and/or related services by

a. Participating with the child study team in determining the need for a comprehensive evaluation and designing an evaluation plan consistent with current NJAC.

b. Completing an initial evaluation or re-evaluation which includes an observation of the pupil; communication with the pupil, an evaluation and analysis of the pupil's intellectual, social, emotional, and adaptive functioning and how they affect the pupil's learning.

c. Monitoring and evaluating the effectiveness of the individualized education program.

4. Serve as (Case Manager for classified pupils) by:

a. Meeting annually, or more often if necessary, with the parent(s), teacher(s), and pupil, if appropriate, to review and revise the individualized education program consistent with current NJAC regulations.

b. Coordinating the development of a Transition Plan and serve as Liaison to Post-Secondary Resources of case managed pupils consistent with NJAC for eligible pupils.

c. Contribute to or coordinate the development of a pupil's behavior management plan in the individualized education program.

d. Convene Functional Behavioral Assessment and Manifestation Determination meetings as required under NJAC.

5. Deliver appropriate related services to pupils by:

and a. Counseling pupils, either individually or in groups, to remove barriers to learning to help pupils employ new strategies and behaviors which will promote success in school.

b. Initiating, facilitating, and maintaining liaison with community agencies and other resources designed to meet the special needs of the pupil or his/her family that are outside the scope of the school.

6. Serve as a consultant to classroom teachers, administrators, other pupil services specialists and parents by:

IEP. a. Maintaining liaison between the school and home on matters pertaining to the

and/or b. Offering assistance to parents, when it is requested, by suggesting educational behavioral management techniques that they can use with their children at home.

c. Consulting with parents regarding the interpretation of psychological findings,

- recommendations, and suggested parent participation in the implementation of the individualized education program.
- d. Consulting with teachers regarding psychological factors (cognitive, social, and emotional) impacting pupil performance and intervention strategies designed to enhance the educational performance of pupils.
- e. Consulting with administrators and supervisors regarding program effectiveness, program development/adaptation, materials and equipment and needs of specific pupils.
- f. Consulting with administrators regarding the emotional characteristics of, and behavior improvement strategies for, classified and non-classified pupils.
- g. As needed, consult with other staff or case managers regarding behavior management plans as well as Functional Behavioral Assessments and Manifestation Determinations.

7. Serve as a Child Study Team Chairperson by:

- a. Providing leadership to the team by activities including, but not limited to, convening team meetings, coordinating team activities, scheduling special CST conferences with parents, conducting full team conferences, and/or coordinating the Collaborative Team Report process.
- b. Serving as a liaison or assistant to the Director to relate information to CST members including Code procedures, legal mandates, etc.
- c. Taking responsibility for new referrals to the CST by coordinating the scheduling of evaluation plan conferences, required parent notices, scheduling of teachers, as well as convening facilitating the plan conference, and coordinating the plan conference written notice.
- d. Working September 1 to June 30, to handle Team case management responsibilities beyond the school year including identifying programs and placements for new students, returning phone calls, addressing parent concerns, and coordinating summer evaluations and conferences.
- e. Coordinating the drafting of the Team Collaborative Reports and IEPs, facilitating the eligibility and IEP conferences, transmitting placement decisions to Pupil Services and to the schools.
- f. Serve as liaison between the principal and the Child Study Team as a whole on organizational or similar matters.

8. Follow federal, state, and district mandates on the identification, referral, evaluation, classification and planning, and placement of students by:

- a. Providing written notice to parents in compliance with NJAC.
- b. Providing for parental notice, consent and participation consistent with current NJAC.
- c. Completing assessments for initial evaluation, classification and placement within ninety (90) calendar days.
- d. Preparing and submitting diagnostic findings within fifteen (15) days prior to an eligibility conference.

- e. Completing assessments for re-evaluation and re-classification prior to the expiration date of the current classification.
  - f. Preparing and submitting assessment data fifteen (15) days prior to a meeting with parents.
9. Contribute to the quality of student life by:
- a. Establishing and maintaining an inviting relationship with students (verbal and non-verbal behaviors, physical environments and printed signs).
  - b. Helping students develop a positive self-concept.
  - c. Assisting in the identification and development of programs for students in need.
10. Cooperate with the principal in the supervision of student behavior when deemed necessary by:
- a. Using appropriate and consistent techniques of behavior management.
  - b. Making rules and expectations clear to students.
  - c. Coordinating or contributing to the development of behavior plans for students with behavior issues.
  - d. Conducting or contributing to the development of a functional behavioral assessment and manifestation determination of classified pupils.
12. Maintain and improve professional competencies by participation in professional development and professional activities.
13. Maintain open communications with parents.
14. Attend staff meetings and serve on staff committees.
15. Establish and maintain a professional working relationship with other staff.
16. Uphold and enforce school rules, administrative regulations and Board Policy.