

## **PSYCHOLOGIST**

### **QUALIFICATIONS:**

1. CERTIFICATE REQUIRED: School Psychologist (NJAC 6:11-12.14).
2. Required criminal history background check and proof of U.S. citizenship or legal resident alien status.

### **REPORTS TO:**

Supervisor Special Education

### **DUTIES SPECIFIED BY STATE LAW:**

Administer, acting jointly with Special Education personnel approved by the Commissioner, procedures for diagnosis of children with learning handicaps. Classification is according to children's ability to benefit from specified types of educational services for ameliorating or preventing development of these handicaps, and which include:

- a. Case work with pupil at home or school.
- b. Counseling or guidance.
- c. Remedial instruction.
- d. Special scheduling of a school program including part-time attendance in special or regular groups.
- e. Referral to other agencies or institutions for special services.
- f. Special grouping for children whose prognosis is favorable for return to the regular program.  
(18A:46-8 et seq)

### **PERFORMANCE RESPONSIBILITIES:**

- A. Program
  1. Testing Counselor – Responsible for counseling administration and/or committee(s) which are responsible for the district testing program in the procedures for intelligence and psychological testing, including the selection, administration, and interpretation of standardized tests.
  2. Testing Administrator – Responsible for supervision and administration of these tests.

3. Special Education Classes – Observe Special Education classes in the district, visiting those classes on a regular basis.
4. Out-of-District Students – Follow up on Special Education students who have been assigned out of the district.
5. Regular Classes – Assist the regular classroom teacher in the preparation and implementation of Special Education Programs for students evaluated by the Child Study Team and determine whether such students are gaining more benefit from placement in a regular class, with such implementation, than in a special class.
6. Problem Cases – Consult with principals and classroom teachers in each school in the district in regard to “problem” cases; study the cumulative folder; if deemed necessary, test and evaluate the child; if practical, observe the child in the classroom. At this point, either make recommendations or, if further evaluation is felt in order, discuss the case with members of the Child Study Team, do a complete Team work-up, and make recommendations.
7. Team Meetings – Attend regularly-scheduled meetings of the Child Study Team to discuss “problem” cases, the status of individual students already in the Special Education Program where a Team review is indicated, and also discuss suggestions or recommendations made by various Team members regarding individual cases or general instructional or procedural matters.
8. Teacher Recommendations – Act upon, or discuss with the Child Study Team, as indicated, recommendations of classroom teachers with regard to programs, or individual promotion or retention.
9. Consultants – Obtain services of and acts as liaison between the district and outside consultants, e.g., psychiatrists.

B. Students

1. Atypical Students – Serve as consultant to the district in all matters pertaining to the atypical student, including the very bright, the creatively gifted, the mentally retarded, and the emotionally, neurologically, or physically impaired.
2. Recommend Placement – Once a child has been evaluated as requiring Special Education assistance, recommend placement in the program most applicable to his/her needs.
3. Review Placement – Continually review and evaluate placements of all Special Education students, both in and out of the district.
4. Therapy – As indicated by the individual case, provide a short-term program of therapeutic counseling, or refer to an outside source where more extensive treatment can be provided.

C. Educational Advisor

1. Associations, Conventions, Literature – Through membership and activity in professional associations, attendance at conventions, reading of professional literature in the fields of education, psychology, educational psychology, and mental health, maintain a knowledge of trends and practices in these fields as they relate to the needs of the district.
2. Library – Maintain for staff, as well as personal use, a professional library of books, periodicals, and testing materials.

D. Public Relations

1. Consultation – When referral to, or enrollment in the Special Education Program has been initiated, consult with parents of the child who has been referred or enrolled; continue to consult periodically with them as required, and be available for discussion at their request.
2. Speaking Engagements – Speak to local organizations on matters of interest and concern in his/her area of specialization.

**TERMS OF EMPLOYMENT:**

Ten/twelve-month year in accordance with the negotiated collective bargaining agreement.

**Readopted by the Board:** July 25, 2007