

# POMPERAUG REGIONAL SCHOOL DISTRICT 15

*Serving the Communities of Middlebury & Southbury, CT*

## JOB DESCRIPTION

## **SCHOOL PSYCHOLOGIST**

### QUALIFICATIONS

Shall have completed all requirements for Certification as a School Psychologist by the Connecticut State Department of Education. Experience as a classroom teacher (regular or special education) or guidance counselor is desirable.

Graduation course work shall include, but not be limited to, the administration and interpretation of individual and group assessment techniques, counseling (individual, group and/or family), child adolescent psychology, learning theories and special education theories and practices.

### ILLUSTRATIVE DUTIES AND RESPONSIBILITIES:

This staff member shall provide school psychological services to the children, their parents and the school personnel in the schools of Regional District # 15. This position involves the fostering of human potential and the prevention, reduction and/or elimination of maladaptive learning styles and social and emotional behaviors through the use of identification, consultation, assessment and counseling techniques.

#### Examples of Duties

1. Work closely with all school personnel in conducting needs assessments to identifying high-risk orientated students.
2. Work closely with school personnel in the referral, diagnosis, evaluation and planning of appropriate individual educational programs to meet the specific needs of all children in the region.
3. Work closely with the regular classroom teachers and support service personnel in the assessment of children referred for a diagnostic evaluation, administering the appropriate individual instruments for assessing the intellectual, conceptual, cognitive, academic, gross and fine motor, visual motor and auditory, vocal, social, emotional, and effective development and functioning of children referred.
4. As a core member of the Planning and Placement Team, meet with the parents and school staff to review and interpret the test results, and to implement them to review and interpret the test results, and to implement them in the development of the IEP and to enable the parents and school staff to better understand and help the child and know how best to meet his or her individual needs.
5. Monitor the Child's progress and adjustment in various programs provided and make suggestions and recommendations for changes in them, where and when appropriate.
6. Provide individual, group and/or family counseling to the students and their families when their needs so demand.
7. Provide consultation to school staff, administrators and parents to help improve attitudes and provide knowledge and techniques of learning styles and behavioral management that are beneficial to all students, but especially the Exceptional Child.

8. Serve as consultant in curriculum modification and/or development and special teaching techniques and procedures.
9. Provide formal and informal in-service activities and programs for the training of school staff in the administration and interpretation of group assessment instruments; in the understanding application of principles of child development and special education and their relationship to the total educational process; affective and humanistic teaching; behavioral and instructional management techniques, etc.
10. Assist in the development of policies regarding retention, suspension, advanced placement and pupil record maintenance, etc.
11. Write comprehensive psychoeducational reports, including the appropriate referral information, pertinent data (including physical, medical, developmental, social and educational histories), the tests administered, their results and interpretations, and the consequent recommendations, all of which are to be shared, both verbally and in writing, with the school staff working with the individual child.
12. Develop the IEP (Individual Educational Program) for each child recommended for special educational or related services programs.
13. Make home visits, when necessary, to contact the parents and/or to obtain a more comprehensive understanding of family dynamics and student needs.
14. Serve as liaison between school staff and outside agencies and private clinicians.

STAFF-LINE  
RELATIONSHIPS

Work under the direct supervision of the Director of Pupil Personnel Services/Special Education in a line relationship. The Director is responsible for the organization, coordination and supervision of these staff members.

Also, work under the indirect supervision of the Principals of the schools to which assigned, having a staff relationship with them.

SPECIFIC TERMS  
OF EMPLOYMENT

187 days – salary and other benefits as established and contractually agreed to with the Board of Education.