

**Job Title:** School Psychologist

**Qualifications:** Job related experience within psychology or school psychology is preferred. Advance degree as required by licensure or certification. Must hold or be eligible to hold New Hampshire School Psychologist or Associate School Psychologist certification. 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, Specific skill based competencies required to satisfactory perform the functions of the job include: communicate effectively in written and oral form findings and recommendation to parents and school personnel; choose and administer and interpret assessment instruments, operate standard office equipment including pertinent computer software; and prepare and maintain accurate records.

**Reports to:** Special Services Director

**Job Goal:** The job of the School Psychologist was established for the purpose of assessing the intellectual, adaptive, academic, social and emotional development of children; interpreting results of physiological 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.

**Type of Position:** 80% **Salary:** approved by SAU 92 Board

**Hours per week:** Exempt

**Responsibilities: Phycologist**

- 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.
- 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.
- Participates on interdisciplinary teams by synthesizing information, linking assessment results and contributing to educationally relevant decisions that will 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.
- 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.
- 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.

- Maintains organized, clear and useful records and utilizes technology relevant to the provision of services in a confidential manner.
- 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.
- 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.
- 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.
- Assists in the development of behavior improvement plans, curriculum modifications, accommodations, etc., for the purpose of implementing treatment programs.
- 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 goals.
- Adheres to the standards of professional ethics, as well as state and federal laws and regulations.
- Performs such other tasks as may be assigned by the Special Services Director.

**EVALUATION: Performance of this job will be evaluated on a yearly basis.**

**PHYSICAL ACTIVITY REQUIREMENTS (Frequently, Occasionally, Rarely):**

**PRIMARY PHYSICAL REQUIREMENTS**

Lift up to 10 lbs: Frequently required  
 Lift up to 25 lbs: Frequently required  
 Lift 26 to 50 lbs: Rarely  
 Lift over 50 lbs: Rarely  
  
 CARRY up to 10 lbs: Frequently required  
 CARRY 11 to 25 lbs: Occasionally  
 CARRY 26 to 50 lbs: Rarely  
 CARRY over 50 lbs: Rarely

**OTHER PHYSICAL CONSIDERATIONS**

Twisting: Occasionally  
 Bending: Occasionally  
 Crawling: Rarely  
 Squatting: Rarely  
 Kneeling: Rarely  
 Crouching: Rarely  
 Climbing: Rarely  
 Balancing: Rarely

REACH above shoulder height: Occasionally  
 REACH at shoulder height: Frequently required  
 REACH below shoulder height: Frequently required  
PUSH/PULL: Occasionally

**WORK SURFACES: (describe)**

Composite desk  
 Carpet/tile floors  
 Computer keyboard/screen

**DURING AN EIGHT HOUR DAY,  
 EMPLOYEE IS REQUIRED TO:**

Consecutive hours	Total Hours
Sit: 2	5
Stand: 1	2
Walk: 1	1

**HAND MANIPULATION**

Grasping:	Occasionally
Handing:	Frequently required
Torqueing:	Occasionally
Fingering:	Frequently required

**Environment: Inside: 98%      Outside: 2%**

Short Description: (Example: Work is performed inside and out of doors in an environment which includes exposure to physical elements or a number of disagreeable working conditions.)

The physical demands of the duties described here are representative of those that must be met by an employee to successfully perform the essential functions of this position. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

**COGNITIVE AND SENSORY REQUIREMENTS:**

Talking:                      Necessary for communicating with others.  
Hearing:                     Necessary for receiving information and instructions.  
Sight:                         Necessary to do job effectively and correctly.  
Tasting & Smelling:      Smelling required to detect noxious fumes and odors.

**SUMMARY OF OCCUPATIONAL EXPOSURES:**

Bacterial and viral infections carried by children  
Cleaning products

**Special Conditions of Employment**

All employees must pass a criminal history background check

Employee signature \_\_\_\_\_ Date \_\_\_\_\_

District Representative signature \_\_\_\_\_ Date \_\_\_\_\_

Approved by the Hinsdale School Board 05/09/18