

**RAMAPO INDIAN HILLS REGIONAL HIGH SCHOOL DISTRICT
BOARD OF EDUCATION
Franklin Lakes, New Jersey 07417**

JOB DESCRIPTION

Title: School Psychologist

Organizational Relationships: Evaluated by the principals and other appropriately certificated administrators / supervisors as designated by the superintendent. The principal shall be the primary evaluator.

Primary Function: Plan, provide, and implement psychological services for students with problems which interfere with school adjustment and learning.

Major Responsibilities:

1. In conjunction with other members of the Child Study Team, and in accordance with statutes and codes, the school psychologist shall:
 - a. Assist in conducting Child Study Team evaluation of students;
 - b. Assist in classification of students;
 - c. Assist in the development and implementation of the individual educational plan;
 - d. Assist in the placement of students in the school or other appropriate programs.
2. Assist in the identification of pupils who present problems in the school.
3. Be involved in a pupil's program on a continuous basis.
4. Consult and confer with administrators, classroom teachers, specialists and parents.
5. Assist in in-service programs for classroom teachers.
6. Consult, interview, and counsel students as required as required by the IEP. Assist in the testing of students.
7. Assist in the reclassification of students as mandated by statutes and codes.
8. Participate in Child Study Team conferences and review all reports.
9. Participate as a member of the IEP team.
10. Acts as a case manager.
11. As a case manager, is responsible for the monitoring of goals and objectives.
12. As a case manager, is responsible to provide clarification of accommodations and modifications to regular education teachers.
13. As case manager, is responsible for developing and maintaining case manager logs.
14. Provide for crisis intervention.
15. Advise in academic areas when student's emotional problems interfere with learning.
16. Consult with classroom teacher in regard to special education students.
17. Consult with department supervisor.
18. As case manager, ensure that appropriate transition planning is conducted.
19. Perform other tasks that may be within the scope of his/her employment and certificate(s) as may be assigned by administrators / supervisors under the authority of the Board of Education.

Illustration of Key Duties: (See Criteria for Evaluation of School Psychologist)

Qualifications: 1. Holds or is eligible for New Jersey certification.
2. New Jersey Teacher's Certificate as School Psychologist.
3. Such additions to the above qualifications as the Board may find appropriate and acceptable.

Term of Employment: Ten-, eleven-, or twelve-month year, in accordance with contractual arrangements as approved by the Board of Education.

Evaluation: According to State statutes, *N.J.A.C. Title 6*, Board Policy and Procedures.

References: Article VIII, section IV, paragraph 1, New Jersey Constitution,
N.J.S.A. 18A 11-1 27-4, N.J.A.C. 6:3-1.21.

CRITERIA FOR EVALUATION OF DISTRICT SCHOOL PSYCHOLOGIST

- 1.0 Planning and Preparation:
 - 1.1 Identify long- and short-term objectives.
 - 1.2 Prepare, maintain and use district Child Study Team Procedures.
 - 1.3 Plan individual and group activities.
 - 1.4 Select appropriate materials from available sources: tests, supplements, AV materials, etc.
 - 1.5 Evaluate his/her objectives with department supervisor.
 - 1.6 Plan for performance evaluation.
 - 1.7 Modify plans as necessary.

- 2.0 Organization and Management:
 - 2.1 Professional Tasks:
 - 2.1.1 Provide insight and support to the general education teachers, guidance counselors, and administrators, concerning the social and emotional needs of children.
 - 2.1.2 Provide an in-service workshop for teachers and parents to understand the needs of children.
 - 2.1.3 Communicate with department supervisor and principal.
 - 2.1.4 Keep department supervisor informed on any/all critical issues.
 - 2.1.5 Acts as case manager.
 - 2.1.6 As case manager, is responsible for the monitoring of goals and objectives.
 - 2.1.7 As case manager, is responsible to provide accommodations and modifications to regular education teachers.
 - 2.1.8 As case manager, is responsible for developing and maintaining case manager logs.

 - 2.2 Procedural Tasks:
 - 2.2.1 Follow routine school, department, and district procedures.
 - 2.2.2 Maintain appropriate student records and submit required reports within designated district and state timeline procedures.
 - 2.2.3 Develop and maintain necessary records as case manager.

- 3.0 Instruction and Interaction:
 - 3.1 Instruction:
 - 3.1.1 Choose activities and methods which best meet predetermined objectives.
 - 3.1.2 Be aware of, and use, community resources when available and applicable.
 - 3.1.3 Encourage full pupil participation.
 - 3.1.4 Encourage pupil in both affective and cognitive domains.
 - 3.1.5 Encourage analytical and critical thinking.
 - 3.1.6 Teach desirable habits and skills.
 - 3.1.7 Provide opportunities for individual achievement.
 - 3.1.8 Execute plans.

 - 3.2 Interaction:
 - 3.2.1 Explain fully to students what is expected from them.

- 3.2.2 Create an atmosphere where students feel free to express their views while encouraging respect for the rights, opinions, property, and contribution of others.
- 3.2.3 Create an atmosphere in which students perceive that the case manager cares about them.
- 3.2.4 Promote self-awareness and self-respect.
- 3.2.5 Encourage students to work to the best of their abilities and to take pride in their achievements.
- 3.2.6 Be sensitive to, and adjust as necessary to differences among children and consider the overall well being of the individual child.
- 3.2.7 Be available for individual consultation at a mutually agreed upon time.
- 3.2.8 Keep in confidence information that has been obtained in the course of professional service, unless disclosure serves professional purposes or is required by law.
- 3.2.9 Attempt to establish the confidence and respect of students.
- 3.2.10 Be consistent in his/her expectation of and reaction to students' behavior.
- 3.2.11 Demonstrate an acceptance of the students' development from dependence toward independence.

4.0 Assessment:

- 4.1 Use formal and informal measures for diagnostic purposes and/or placement.
- 4.2 Interpret the results of formal and informal measures.
- 4.3 Identify student's strengths and needs on the basis of assessment and inform student of such needs.
- 4.4 Assess student progress as mandated by district and state procedures.
- 4.5 Review test results with students.
- 4.6 Encourage student self-evaluation.
- 4.7 Provide parent(s) with copies of monitored IEPs each June.

5.0 Competencies and Professional Development:

- 5.1 Demonstrate knowledge and application of area of specialization and competency.
- 5.2 Keep abreast of developments in techniques, philosophy, and content in the professional literature relating to area of specialization and competency.
- 5.3 Take advantage of courses, in-service training, and conferences in his/her area of specialization and competency.
- 5.4 Make use of constructive criticism.
- 5.5 Set realistic goals for self, based on a clear perception of his/her limitations, and capabilities and the reality of his/her situation.
- 5.6 Demonstrate self-control.
- 5.7 Demonstrate positive self-confidence.
- 5.8 Question the system constructively when believed necessary.
- 5.9 Identify any factors that may have interfered with assignments.
- 5.10 Provide courses, in-service training and workshops in his/her area of specialization, competency, and school need.

6.0 Human Relationships:

The ultimate purpose of maintaining sound relationships among staff and parents will be for the benefit of students.

6.1 Staff:

- 6.1.1 Cooperate with co-workers by sharing ideas, experiences and knowledge of children.

- 6.1.2 Exhibit professional and ethical behavior.
- 6.1.3 Contribute to committees, department activities and meetings, and faculty meetings.
- 6.1.4 Seek assistance, advice, and guidance as necessary from colleagues and/or specialists.
- 6.1.5 Provide assistance, advice, and guidance as necessary for colleagues.
- 6.2 Parent:
 - 6.2.1 Confer, on an on-going basis, with parents to foster a constructive parent relationship.
 - 6.2.2 Involve, when appropriate, parents in assignment related activities.
 - 6.2.3 Include parents as part of the student's educational program.