

MONMOUTH REGIONAL HIGH SCHOOL

TITLE SCHOOL PSYCHOLOGIST

Reports to: Director of Special Services

Nature and Scope of the Job:

The School Psychologist serves as a member of the basic Child Study Team in the school district and in an advisory capacity to school personnel. To evaluate and interpret the intellectual, social and emotional development of children.

Work involves individual psychological evaluation, classroom observations, child interview, teacher conferences, parent conferences with administrators, and consultation with private practitioners when necessary.

Qualifications:

1. Valid New Jersey Instructional Certificate or Certificate of Eligibility for School Psychologist.
2. Demonstrated knowledge of subject specialty and effective teaching methods.
3. Ability to maintain a positive learning environment.
4. Strong interpersonal, communication and technology skills.
5. Required criminal history background check and proof of U.S. citizenship or legal resident alien status.
6. Maintain the physical and mental capability to meet the needs of the job.
7. Commitment to MRHSBOE policies and procedures.

Employment Terms:

Full Time Eleven (11) month position.

Job Functions and Responsibilities:

The School Psychologist is responsible for and has authority to accomplish the following responsibilities:

1. To identify exceptional children and collaborate in the planning of appropriate educational and social placements and programs.
2. To develop ways to facilitate the learning and adjustment of children.
3. To diagnose educational and personal disabilities and collaborate in the planning of educational programs.
4. Functions related to the total school situation –
 - a. To Foster sound professional psychological principles in promoting, maintaining, and improving the total emotional and social climate in the educational setting.
 - b. To assist in in-service training with the professional staff to promote an optimal level of mental health.
 - c. To consult with professional staff in terms of applying sound mental health principles for the purpose of prevention of serious social and emotional problems.

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TITLE SCHOOL PSYCHOLOGIST

- d. To plan and assist in the implementation of special programs for the purpose of remediation of emotional, social, and learning difficulties.
5. Functions related to individual children –
 - a. To participate in planning policy as to priorities in referrals with administration and staff.
 - b. To participate in referral procedures, forms to be used, and proper channels to be followed.
 - c. To screen referrals individually, in consultation with specified persons, or through scheduled staffing of all referrals.
6. Diagnostic study of the individual child –
 - a. Purposes
 1. To evaluate current functioning of the child
 2. To appraise readiness for learning, motivational factors, and other aspects of the child's development.
 3. To determine child's difficulties from the standpoint of intelligence, personality, achievement, and/or social problems.
 4. To identify exceptional children consistent with the Rules and Regulations pursuant to Title 18A, Chapter 46, New Jersey Statutes (June 24, 1974)
 - b. Means
 1. To observe the individual in the classroom at play, in the home, and in the psychologist's office.
 2. To study school records.
 3. To consult with teachers and other school personnel, parents/guardians and others for facts of diagnostic significance.
 4. To select appropriate evaluation instruments for the individual case.
 5. To administer individual psychological tests.
 6. To analyze psychological findings.
 7. To interpret these findings.
 8. To integrate all findings into a useful and understandable picture of the child's needs, limitations, and potentials.
 9. To refer child for further diagnostic study by other specialists in such areas as psychology, medicine, etc., if necessary and available.
 10. Performs other duties which may be within the scope of his/her employment and certification as may be assigned.
7. Functions related to the profession of school psychology –
 - a. To belong to and participate in professional organizations.
 - b. To maintain current knowledge of available therapeutic resources.
 - c. To keep abreast of research and new developments in the profession.

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ACCOUNTABILITY

The School Psychologist executes his/her responsibilities under the direction of the Director of Special Services and in concert with other Team members.

RELATIONSHIPS

1. Learning Disabilities Teacher-Consultant
 - a. To advise in cases where classification is being considered.
 - b. To review cases and make recommendations in placement cases.
 - c. To act as consultants in relation to children to children in special programs.
2. Administrators

To consult and work cooperatively with district administrators for development and maintenance of an optimal emotional, social and learning environment.
3. Teachers

To consult and work cooperatively with teachers regarding individual and group educational programs.
4. Parents/Guardians

To confer with parents/guardians relative to the emotional, intellectual and social development of children. This may also involve interpretation of data, counseling and recommendations pertinent to learning and adjustment needs.

Evaluation:

Performance of this job will be evaluated by the Director of Special Services at least one (1) time per year in accordance with Board policy and negotiated agreements. Prior to tenure, evaluation will be three (3) times a year.

Approved

Date

First Reading Board of Education: November 17, 2015
Second Reading and Adoption: December 1, 2015

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