

FREMONT SCHOOL DISTRICT  
JOB DESCRIPTION

POSITION TITLE: School Psychologist

CONTRACT TYPE: Related Services Contract

JOB GOAL: To provide school-based psychological services (student, system, and preventative) in accordance with the New Hampshire Rules for the Education of Children with Disabilities, IDEA, and Fremont School District curriculum, instruction, and assessment frameworks.

QUALIFICATIONS:

1. Valid NHDOE school psychologist certification or clinical psychology license from NH
2. A doctoral certificate of advanced graduate study/specialist or master's level program in school psychology
3. Experience and other qualifications as specified by the Superintendent

REPORTS TO: Special Services Director

PERFORMANCE RESPONSIBILITIES:

- Conducts, interprets, and communicates the findings of assessments of students, including but not limited to their: intellectual ability; cognitive processing; academic achievement; behavior, social and emotional functioning; learning environments; and adaptive functioning
- Designs, implements, monitors and adapts instructional and behavioral supports and interventions
- Creates, implements, and evaluates mental health interventions and direct services to develop social/emotional and life skills
- Provides school-based counseling services as outlined in student IEPs and accommodation plans
- Interact effectively in a school setting by understanding systems, roles, curriculum, instruction and assessment to promote socialization, learning, and mental health
- Serves as a member school-wide teams such as Student Assistance Team and/or PBIS team that implements and evaluates school wide practices that promote learning using multi-tiered systems of support
- Complete Functional Behavioral Assessments and develop corresponding Behavior Intervention Plans
- Formulates evidence-based strategies for effective crisis preparation, response, and recovery
- Demonstrates professional school psychological services which include the ability to:
  - a. Understand and analyze the diversity in human development and learning including culture, context and individual differences;
  - b. Explain typical and atypical psychological and educational development in children and youth;

- c. Synthesize, evaluate and apply theories and models of research, empirical findings, and techniques related to student learning;
  - d. Utilize research design, statistics, measurement, and varied data collection and analysis techniques;
  - e. Design and implement program evaluation to support evidence-based practices at the individual, group, and/or systems levels; and
  - f. Integrate the history and foundations of psychology into a professional identity and practice as a school psychologist
- Maintains accurate records of psychology services including those necessary for Medicaid to Schools
  - In the area of special education law, demonstrates the ability to understand and communicate the federal law, state law, local policies and the New Hampshire Standards for the Education of Children with Disabilities in Ed 1100, including the special education process
  - Completes presentations/workshops to staff and families regarding psychological services and interventions
  - Adheres to ethical, legal and professional standards including ethical and professional decision making; and professional work characteristics and disposition that reflect personal integrity
  - Employ professional and ethical practice, including maintaining confidentiality and advocating for appropriate services and sound educational practices for students with disabilities

**OTHER**

Although primarily assigned to students attending Ellis Elementary School and the Fremont Preschool Program, the School Psychologist may be assigned to students in out-of-district placements, who have an alternative learning plan, or who are in a community-based transition program.

The School Psychologist may perform any additional duties as requested by the Director of Special Services or designee, which are consistent with the effective and orderly operation of this position and the Fremont School District goals and mission.

**PHYSICAL ACTIVITY REQUIREMENTS**

Primary Physical Requirements:

- |                                  |                       |
|----------------------------------|-----------------------|
| 1. Lift up to 10 lbs.:           | Frequently required   |
| 2. Lift 11 to 25 lbs.:           | Occasionally required |
| 3. Lift 25 to 50 lbs.:           | Occasionally required |
| 4. Lift over 50 lbs.:            | Not required          |
| 5. Carry up to 10 lbs:           | Frequently required   |
| 6. Carry 11 to 25 lbs:           | Occasionally required |
| 7. Carry 26 to 50 lbs:           | Occasionally required |
| 8. Carry over 50 lbs:            | Rarely required       |
| 9. Reach above shoulder height:  | Occasionally required |
| 10. Reach at shoulder height:    | Occasionally required |
| 11. Reach below shoulder height: | Occasionally required |
| 12. Push/Pull:                   | Rarely required       |

Hand Manipulation:

- |              |                       |
|--------------|-----------------------|
| 1. Grasping: | Occasionally required |
|--------------|-----------------------|

- 2. Handling: Occasionally required
- 3. Torquing: Occasionally required
- 4. Fingering: Frequently required
- 5. Controls and Equipment: Computer, telephone, copy and FAX machines

Other Physical Consideration:

- 1. Twisting: Rarely required
- 2. Bending: Rarely required
- 3. Crawling: Rarely required
- 4. Squatting: Rarely required
- 5. Kneeling: Rarely required
- 6. Crouching: Rarely required
- 7. Climbing: Rarely required
- 8. Balancing: Rarely required

Work Surface(s):

Varies: carpeting, linoleum, tile, etc.

During the Work Day, Employee is Required to:

	Consecutive Hours	Total Hours
Sit	1 2 3 4 5 6 7 8	1 2 3 4 5 6 7 8
Stand	1 2 3 4 5 6 7 8	1 2 3 4 5 6 7 8
Walk	1 2 3 4 5 6 7 8	1 2 3 4 5 6 7 8

Cognitive and Sensory Requirement(s):

- 1. Talking: Necessary for communicating with others.
- 2. Hearing: Necessary for receiving instructions and queries.
- 3. Sight: Necessary for doing job effectively and correctly.
- 4. Tasting and Smelling: Not required.

Specific Vocational Preparation Requirements:

- 1. Short demonstration only \_\_\_\_\_
- 2. Any beyond short demonstration up to and including 30 days \_\_\_\_\_
- 3. 30-90 days \_\_\_\_\_
- 4. 91-180 days \_\_\_\_\_
- 5. 181 days to 1 year \_\_\_\_\_
- 6. 1 to 2 years \_\_\_\_\_
- 7. 2 to 4 years \_\_\_\_\_
- 8. 4 to 10 years   X
- 9. Over 10 years \_\_\_\_\_

Other Training, Skills and Experience Requirements:

Computer skills, knowledge of computer networks, knowledge of computer hardware and software, knowledge of curriculum and grant-writing skills.

Summary of Occupational Exposures:

May be exposed to cleaning fluids and copier toner.

Other Considerations and Requirements:

This is a fairly sedentary position and employee is not required to do extensive physical exertion. Employee is occasionally required to do some lifting. Employee is typically able to sit, stand, and walk as needed.

**DISCLAIMER:**

The above statements are intended to describe the general nature and level of work being performed under this job description. The above statements are not to be construed as an exhaustive list of all knowledge, skills, abilities, and responsibilities required by personnel subject to this job description. All personnel may be required to perform duties outside of this job description as necessary from time to time. This job description does not constitute an employment agreement between the District and them employee and is subject to change by the District as the needs of the District and requirements of the job change. The Fremont School District is an Equal Opportunity Employer. Position is subject to Fremont School District policy, rules, and regulations.