

## Inter-Lakes School District

### Job Description



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| <b>Title: School Psychologist</b>                                   | <b>Date: July 1, 2023</b>                            |
| <b>Classification: Inter-Lakes Education Association</b>            | <b>Terms of Employment: Reference ILEA Agreement</b> |
| <b>Reports To: Building Principal, Director of Student Services</b> | <b>Supervises: Assigned Volunteers</b>               |

### **QUALIFICATIONS:**

1. Master's Degree in School Psychology;
2. Possesses a current, valid New Hampshire School Psychologist educator license;
3. Possesses a valid driver's license.

### **JOB OBJECTIVE:**

The School Psychologist completes testing and analysis to determine learner needs for special education as well as to promote the educational and psychological well-being of the learners who may require supportive services to benefit fully from the district's educational program. Regular collaboration and coordination with other disciplines and services within the school setting is necessary in order to provide appropriate best practices.

### **ESSENTIAL JOB FUNCTIONS\*:**

- Completes comprehensive assessments to identify learner strengths and needs; which may include: intellectual, adaptive, social-emotional, and academic assessments by integrating information from a variety of sources. These sources include observation, assessment data, interviews and records in order to assist school teams in determining the special education and 504 identification, and assisting with development of intervention plans based on this information.
- Builds and maintains rapport with learners, parents, colleagues and administrators acting with integrity, fairness and in an ethical manner.
- Participates on a multi-disciplinary team for the identification of a student with a suspected education disability.
- Participates on multi-disciplinary problem solving and planning teams to review data and develop programs and interventions at the District, school, grade, class and learner levels.
- Analyzes, interprets and presents evaluations at special education team meetings and/or 504 meetings.
- Reviews information received from sources outside of the school district and assist school teams in understanding and using this information appropriately.
- Collaborates with administrators, school staff, family, and community agencies to promote learner success.
- Cooperates with community health and social welfare agencies.
- Provides in-service to staff that will augment knowledge and promote mental health for both learners and teachers, and provide "best practice" models.
- Provides interventions and Mental Health Services to develop social and life skills.
- Conducts counseling sessions as prescribed in IEP and 504 plans, with individuals and groups of school-age children. Consult with families using techniques that will encourage self-understanding and constructive behavior.
- Fulfills goals outlined on learners' individual educational plans.
- Assists staff in the implementation of 504 plans.

- Assists administration and instructional staff in developing and monitoring behavior interventions for learners with challenging behaviors in conjunction with the Board Certified Behavior Analyst.
- Serves on teams and committees that develop and monitor systems, structure, and organization through both special education and general education.
- Discusses the curricular patterns and innovations available in schools and analyze their relationship to learner outcomes.
- Works collaboratively with staff in developing and monitoring systems to respond to school crisis.
- Uses best practices when responding to a learner in crisis.
- Conducts Threat Assessments as directed by the Superintendent or designee.
- Contributes knowledge of family/social systems when participating in decision-making related to learners' needs in areas such as early or delayed school entrance, retention, changes in placement, and manifestation determination decisions.
- Helps parents and school personnel to understand the cultural and developmental context and implications of learners' success and behavior.
- Assists in development, implementation and analysis of program, instruction and intervention evaluation as requested.
- Provides the immediate supervisor with a schedule of learners serviced and to keep thorough ongoing records for the individual learners serviced.
- Develops an appropriate plan of professional development.
- Follows District policies and procedures, applicable State and Federal laws to ensure compliance and professionalism.
- Performs other duties as assigned by the Building Principal and Director of Student Services.

## **SKILLS**

- Possess a genuine desire to work with all learners.
- Possess strong interpersonal skills.
- Excellent listening, written and oral communication skills.
- Knowledge of and interest in early intervention, growth and development; Autism Spectrum Disorders, Sensory Integration, Intellectual Disability, Learning Disabilities, Developmental Delays, Vocational and other developmental, mental health and education differences.
- Knowledge of state and federal regulations pertaining to Individuals with Disabilities Act, Section 504.
- Must be organized, flexible and creative.
- Possess exceptional time management and problem solving skills.

## **WORKING CONDITIONS:**

- Physical demands include: some lifting, carrying, pushing, and/or pulling; some stooping, kneeling, crouching, and significant fine finger dexterity.
- Extended periods of sitting and/or standing may be required.
- This position is subject to work that requires strict adherence to deadlines.
- Normal school environment.
- Minimal travel required.

## **OTHER:**

Please note this job description is not designated to cover or contain a comprehensive listing of activities, duties or responsibilities that are required of the employee for this job. Duties, responsibilities and actives may change at any time with or without notice.

*Employee signature below constitutes employee's understanding of the requirements, essential functions and duties of the position.*

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Employee Name (Print)

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Date

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Employee Signature

**\*External and internal applicants, as well as position incumbents, who become disabled as defined under the Americans with Disabilities Act must be able to perform the essential job functions (as listed) either unaided or with the assistance of a reasonable accommodation to be determined by management on a case by case basis.**