



# CHARIHO REGIONAL SCHOOL DISTRICT

## Job Description

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<b>Position Title</b>	School Psychologist
<b>Reports To</b>	Principal/Assistant Principal/Director/Assistant Director
<b>Level/Grade</b>	Pre-Kindergarten-12
<b>Type of position:</b>	<input type="checkbox"/> 12 Month <input checked="" type="checkbox"/> 10 Month <input type="checkbox"/> Contractor <input type="checkbox"/> Extra Curricular

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### Qualifications

- Rhode Island Department of Education School Psychologist Certificate

### Essential Duties and Responsibilities (*other duties may be assigned*)

- Adheres to the policies of the Chariho Regional School District Committee.
- Adheres to special education policies and completes relevant paperwork.
- Attends/actively contributes to 504, RtI, and special education meetings.
- Promotes the attainment of the District's mission, vision, and strategic plan.
- Displays strong and deep knowledge of subject matter content.
- Understands how knowledge is constructed within the discipline.
- Applies current research-based best instructional practices and strategies to help students access the curriculum.
- Advocates for appropriate accommodations/modifications based on individual student needs and characteristics.
- Communicates high and clear expectations.
- Integrates technology to more effectively deliver school psychological services.
- Promotes deep understanding of content by addressing unique learning styles and assists teams and teachers in adapting instruction to meet the needs of all students.
- Assists teams in designing and implementing Individual Educational plans to meet the unique needs of students with disabilities.
- Develops, with colleagues, appropriate academic, behavioral, and social/emotional goals for students.
- Promotes and utilizes positive behavioral supports.
- Administers a variety of assessments (e.g., cognitive, adaptive, behavioral rating scales, FBAs, etc.), shares findings with key stakeholders, and interprets assessment data in order to understand the academic, biological, and developmental issues that impact student performance.
- Collaborates with outside providers and agencies to provide supports to students and families.
- Actively supports and assists RtI teams in adhering to a problem-solving model during meetings, assists in the selection of evidence-based interventions, and helps teams design a plan to monitor student progress.
- Uses student data in treatment/intervention design and adjusts service delivery based on results of ongoing progress monitoring.
- Collaborates and consults with staff, parents, administration and the school community in providing information about the developmental stages of children and adolescents, linking this knowledge to how various social-emotional, environmental, biological, cultural, and experiential variables can impact student achievement.
- Provides direct student service including, but not limited to, individual counseling, group skills instruction, behavioral intervention support, and crisis intervention.
- Develops, implements, and evaluates prevention and intervention programs based on the recognized factors that are precursors to learning and behavioral difficulties.
- Communicates regularly with students and parents regarding the student's academic, behavioral, social, and emotional status; communicates immediately with both when there are concerns.

- Serves as a resource to building-level staff and administrators regarding the behavioral and social/emotional well-being of students.
- Takes responsibility for personal professional growth.
- Participates in school events and in school and/or department improvement efforts.
- Communicates regularly, respectfully and truthfully with students, parents and colleagues.
- Contributes to collaborative planning activities.
- Supervises others, including but not limited to volunteers and teacher assistants, etc., as appropriate.
- Performs administrative duties, including but not limited to textbook inventories, ordering of supplies, etc., as appropriate.
- Other duties as assigned by the supervisor.

### **Supervises**

Students, Teacher Assistants, and volunteers

### **Skills Required**

- Ability to read, analyze, and interpret general business periodicals, professional journals, test data, technical procedures, or governmental regulations. Ability to write reports, business correspondence, and procedure manuals. Ability to effectively present information and respond to questions from groups, staff, parents, and the general public.
- Ability to calculate figures and amounts.
- Ability to utilize current technology for communication, data analysis, and access to research and instruction.
- Ability to define problems, collect data, establish facts, and draw valid conclusions. Ability to interpret a variety of technical instructions in mathematical or diagram form and deal with several abstract and concrete variables.
- Ability to apply knowledge of current research and theory in specific field. Ability to establish and maintain effective working relationships with students, staff, and the community. Ability to communicate clearly and concisely both in oral and written form. Ability to perform duties with awareness of all district requirements and school committee policies.

### **Physical Demands**

- The physical demands described here are representative of those that must be met by an employee to successfully perform the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.
- While performing the duties of this job, the employee is regularly required to stand, walk, sit, and talk or hear. Specific vision ability required by this job includes close vision and distance vision. Frequently, driving is required to meet the demands of this job. Occasionally, yet essential to this position, the individual must meet deadlines with severe time constraints and interact with the public and with other workers. The position may require the employee to work irregular or extended hours, direct responsibility for the safety, well being, or work output of other people, and meet multiple demands from several people.

### **Work Environment**

- The work environment characteristics described here are representative of those an employee encounters while performing the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.
- The noise level in this environment may be loud, depending upon the activity in the particular part of the day and location.

### **Education Requirements**

Bachelors' Degree

### **Terms of Employment**

Work year, salary, and benefits established by the School Committee.

### **Approved Date**

*The information contained in this job description is for compliance with the American with Disabilities Act (A.D.A) and is not an exhaustive list of the duties performed for this position. Additional duties are performed by the individuals currently holding this position and additional duties may be assigned.*