

## **GORHAM SCHOOL DEPARTMENT**

**TITLE:** School Psychological Service Provider

**QUALIFICATIONS:**

1. Valid Maine School Psychological Service Provider Certificate (#93)
2. Master's Degree or Special-Level Degree in School Psychologist
3. Experience working within the educational setting in an area of special education preferred
4. Knowledge of State and Federal Special Education Laws/Regulations.

**REPORTS TO:** Director/Assistant Director of Instructional Support Services

**JOB GOAL:** To assist the Director of Instructional Support Services in the provision of appropriate educational programming and services for students.

**RESPONSIBILITIES:**

1. Conducts psychoeducational assessments including cognitive abilities, learning development/information processing, behavioral, functional, social-emotional, adaptive, and academic skills in order to evaluate specific or special needs in accordance with state and federal mandates.
2. Conducts classroom observations to identify and analyze educational, behavioral, functional, and/or social-emotional issues requiring assessment and possible intervention recommendations.
3. Maintains current knowledge of new intervention strategies and assessment techniques.
4. Utilizes knowledge of behavioral principles to assist in developing interventions.
5. Advises teachers, administrators and other school staff on methods to enhance student motivation, learning, and social-emotional development.
6. Provides services that enhance the academic and social emotional performance of students through the use of research-based recommendations.
7. Prepares and deliver oral and written reports, recommendations, and presentations to teams, committees, school personnel and parents.
8. Participates on IEP teams, assisting with eligibility decisions and determinations.
9. Upon request, assists in designing and/or collaborating in the design of procedures/programs for students at risk for school failure.
10. Upon request, provides in-service training and other skill enhancement activities to school personnel.

11. Upon request, assists in developing programs and protocols to make schools safer and more effective learning environments.
12. As appropriate, refers to and/or collaborate with the appropriate community agencies regarding students and their families for medical, vocational, or social services.
13. Helps schools and families manage crises such as death, illness, or community trauma.
14. Acts in accord with professional ethics.
15. Provides tolerance, understanding, and appreciation of the diversity within the school setting.

**WORK YEAR:** Ten-month year. Salary and benefits to be established by the School Committee.

**EVALUATION:** Performance of this job will be evaluated in accordance with provisions of the School Committee's policy on evaluation.

**NOTE:** The above job description reflects the general requirements necessary to describe the principle functions or responsibilities of the job identified and shall not be interpreted as a detailed description of all work requirements that may be inherent in the job, either at present or in the future.

January 2012