

BEREA CITY SCHOOL DISTRICT
JOB DESCRIPTION

Title: PSYCHOLOGIST

File 141

Reports to: Director of Pupil Services

Job Objective: Provides psycho-educational assessments, program planning, and consultation services that are consistent with the district's mission and mandated requirements. Facilitates parental involvement.

Minimum Qualifications:

- Valid state department of education license/certificate appropriate for the position.
- Meets all mandated health screening requirements.
- A record free of criminal violations that would prohibit public school employment.
- Complies with drug-free workplace rules, board policies, and administrative guidelines/procedures.
- Commitment to keep current with skills essential to the objectives of the position.
- Ability to facilitate student/family access to appropriate community resources.

Essential Functions: The following are typical work responsibilities. A reasonable accommodation may be made to enable a qualified individual with a disability to perform essential functions.

- Keeps current with professional innovations. Helps ensure that district policies/procedures support non-biased assessment/planning activities. Facilitates compliance with legal mandates.
- Consults with district staff to identify ongoing/emerging school psychology needs of students.
- Provides consultation and therapeutic intervention services. Obtains informed consent before providing services. Facilitates decision-making processes. Helps the family/student understand how services relate to the educational program. Monitors the efficacy of interventions.
- Participates in a differentiated referral system that allows staff and parents to request a multi-factored evaluation (MFE) and/or consultation for non-disabled students.
- Develops a service schedule. Administers diagnostic tests. Interprets results. Provides objective recommendations that facilitate student participation in appropriate learning activities.
- Implements protocols to safeguard student information shared with staff and/or referral sources.
- Advances the district's professional image. Maintains open/effective communications. Uses problem-solving techniques to tactfully address questions/concerns.
- Advocates for children. Initiates referrals to community resources as needed (e.g., legal, health, welfare, etc.). Serves as a contact for public agencies.
- Complies with federal/state policies/procedures for the education of students identified as having a disability. Works with staff to ensure that services are provided in the least restrictive educational environment. Participates in due process procedures as requested.
- Assists with "child find" and preschool/kindergarten screening activities as requested.
- Coordinates the multi-factored evaluation (MFE) process. Meets mandated paperwork time lines. Helps the intervention assistance team (IAT) prepare an Individualized Education Plan (IEP) for students meeting eligibility requirements. Participates in parent/student conferences.
- Coordinates manifestation determination and functional behavior assessments meetings. Helps staff implement behavior management plans. Monitors student interventions. Provides ongoing communication and support for teachers.
- Consults with staff to facilitate the early identification of mental health risks.
- Documents observations of students in classroom settings.
- Helps students better understand themselves and others. Conducts counseling sessions as needed (e.g., personal conduct, conflict mediation, grief, etc.).
- Consults with parents as needed (e.g., phone calls, E-mail, written notes, meetings, etc.).
- Helps staff and families address student concerns (e.g., academic difficulties, excessive absences, behavior mental/physical health, family/peer relations, etc.).
- Help parents understand and improve parenting skills.
- Helps develop and implement strategies to improve grades, reduce suspensions, and improve graduation rates for at-risk student.
- Serves as a resource for drug/harassment/violence prevention and related school safety activities.
- Monitors ongoing student/family participation in community intervention/assistance programs.
- Communicates expectations, provides guidance, and shows an active interest in student progress. Helps parents/students understand program objectives and performance standards.
- Helps students identify and make use of supplemental instructional/media resources.
- Promotes self-reliance, problem-solving, critical-thinking, creativity, and cultural awareness skills.

- Maintains a positive learning environment. Facilitates student learning activities that encourage collaboration and positive peer relationships.
- Collaborates with other staff. Shares knowledge and resources that enhance student learning.
- Promotes the proper use and care district property.
- Prepares/maintains accurate records. Submits required paperwork on time.
- Maintains the confidentiality of privileged information.
- Upholds the student conduct code. Implements effective pupil management procedures. Provides appropriate student supervision.
- Takes precautions to ensure safety. Works with supervisors to manage or eliminate risk factors.
- Participates in staff meetings, conferences, and other required school activities.
- Assumes personal responsibility for professional growth.
- Supports workplace initiatives that enhance personal productivity and advance district goals.
- Maintains a professional appearance. Wears work attire appropriate for the position.
- Provides prompt notification of delays or absences.
- Performs other specific job-related duties as directed.

**Abilities
Required:**

The following personal characteristics and skills are important for the successful performance of assigned duties.

- Anticipates time constraints. Manages tasks efficiently to meet deadlines.
- Averts problem situations and intervenes to resolve conflicts.
- Demonstrates professionalism and contributes to a positive work/learning environment.
- Uses active listening, observation, reading, verbal, nonverbal, and writing skills effectively.
- Exhibits consistency, resourcefulness, and resilience.
- Interprets information accurately and initiates effective responses.
- Maintains an acceptable attendance record and is punctual.
- Values diversity. Manages individual and group interactions skillfully.
- Uses diplomacy and exercises self-control when dealing with other individuals.

**Working
Conditions:**

Safety is essential to job performance. Employees must exercise caution and comply with standard safety regulations and district procedures when involved in the following situations:

- Balancing, bending, crouching, kneeling, reaching, and standing.
- Exposure to adverse weather conditions and temperature extremes.
- Exposure to blood-borne pathogens and communicable diseases.
- Interacting with aggressive, disruptive, and/or unruly individuals.
- Lifting, carrying, and moving work-related supplies/equipment.
- Operating and/or riding in a vehicle.
- Traveling to meetings and work assignments.

**Performance
Evaluation:**

Job performance is evaluated according to policy provisions and contractual agreements adopted by the Berea City School District Board of Education.

The Berea City School District Board of Education is an equal opportunity employer. This job description identifies general responsibilities and is not intended to be a complete list of all duties performed. This document is subject to change in response to student demographics, staffing factors, funding variables, modified operating procedures, and other unforeseen events.