

**BRYAN CITY SCHOOL DISTRICT
JOB DESCRIPTION**

Title: SCHOOL PSYCHOLOGIST

File 313

Contract Type: FLSA: Exempt – Unclassified (Instructional/Educational)

Reports to: Assigned administrator/supervisor

Job Objective: Provides psycho-educational assessments, intervention planning and consultation services consistent with the district mission and legal requirements.

Minimum Qualifications:

- Holds/maintains required state department of education credentials.
- Displays flexibility, reliability, self-discipline and a willingness to take on challenging tasks.
- Effective communication, problem-solving and time management skills.
- Embodies high ethical standards/integrity. Accepts responsibility for personal decisions/conduct.
- Maintains a record free of criminal violations that would prohibit public school employment.
- Nonviolent Crisis Intervention (CPI) or similar training may be required for some assignments.

Essential Functions:

- 1. Provides student assessments to identify developmental, learning, behavioral and/or mental health problems. Develops interventions to prevent/remediate identified concerns.**
 - Assists with program planning. Identifies opportunities to enhance student learning.
 - Contributes to the development of dropout prevention, re-entry and school completion programs.
 - Conducts evaluations for early entrance, gifted and non-public school programs.
 - Collaborates with staff to identify students struggling with academic and/or social-emotional issues. Helps investigate student concerns (e.g., abuse/neglect, attendance, discrimination, domestic violence, emotional/behavioral issues, pregnancy, parenting, poverty, self-esteem, substance abuse, etc.). Initiates contact with parents, appropriate school personnel and/or community resources to address student concerns.
 - Collaborates with outside agencies to address student needs.
 - Coordinates the Multi-Factored Evaluation (MFE) process and parent/student conferences.
 - Administers/interprets diagnostic tests. Recommends student services relevant to needs.
 - Communicates evaluation results clearly and effectively both orally and in writing.
 - Provides direct counseling to students as necessary.
 - Allots time for individual/group and classroom counseling. Helps students improve personal skills (e.g., accountability, interpersonal communication, responsible behavior, self-confidence, etc.).
 - Participates in an Intervention Assistance Team process that allows staff/parents to request a consultation and/or student evaluation.
 - Provides consultative services.
 - Collaboratively resolves problems that impede student learning. Helps develop and implement evidence-based interventions that produce tangible benefits within defined time-frames.
 - Conducts and/or participates in manifestation determination and functional behavior assessments.
 - Evaluates students for Section 504 needs and prepares an accommodation plan. Serves as a parent/staff resource for plan implementation.
 - Facilitates/supports the least restrictive environment for the placement of students with disabilities.
 - Helps staff with Individualized Education Plans (IEP).
 - Completes Evaluation Team Reports (ETR) by required deadlines.
 - Works with staff to monitor intervention efficacy. Recommends modifications as needed.
 - Advocates for students. Observes student demeanor. Investigates/reports atypical behavior.
 - Helps students make appropriate choices and grow academically. Promotes creativity, critical-thinking, cultural awareness, democratic values, empathy, ethical conduct and self-reliance skills.
 - Ensures accurate and timely completion of all required Medicaid reports.

- 2. Exemplifies professionalism. Fosters goodwill to enhance the district's public image.**
 - Acts in accordance with the *Licensure Code of Professional Conduct for Ohio Educators*.
 - Complies with drug-free workplace rules, board policies and administrative guidelines/procedures.
 - Contributes to an effective working environment. Performs all aspects of the job.
 - Encourages community involvement in school-sponsored activities.
 - Functions as part of a cohesive team. Develops mutually respectful relationships with co-workers.
 - Keeps an acceptable attendance record and is punctual.
 - Maintains a professional appearance. Wears work attire appropriate for the position.
 - Participates in the development of best practices and advancement of academic standards.

- Respects privacy. Maintains the confidentiality of privileged information.
- 3. Maintains open/effective communications. Serves as a reliable information resource.**
- Prepares and maintains accurate records. Submits required paperwork on time.
 - Provides prompt notification of personal delays or absences.
 - Refers policy interpretation questions to an appropriate administrator.
 - Uses active listening/problem-solving techniques. Respects diversity. Resolves issues tactfully.
- 4. Pursues opportunities to enhance personal performance.**
- Keeps current with professional standards associated with work duties.
 - Updates personal skills as needed to use task-appropriate technology effectively.
- 5. Takes precautions to protect student and staff safety. Helps supervisors manage risks.**
- Implements effective pupil management procedures. Provides appropriate student supervision.
 - Maintains high standards for appropriate conduct. Takes action to address harassment and/or aggressive behavior. Complies with administrative directives and federal/state laws when dealing with discrimination, inappropriate behavior, suspected child abuse or neglect.
 - Manages student behavior using positive behavioral support techniques.
- 6. Performs other specific job-related duties as directed.**
- Helps implement workplace initiatives that advance organizational goals.

**Working
Conditions:**

Safety is essential to job performance. Employees must comply with applicable workplace safety regulations, health laws and district protocols, *especially when duties involve any the following situations:*

- Encounters with angry, rude and/or unpleasant individuals.
- Exposure to air-borne particulates, chemicals, combustible materials, electrical hazards, equipment vibrations, noise, moving mechanical parts, odors and/or slippery/uneven surfaces.
- Exposure to blood-borne pathogens and/or communicable diseases.
- Exposure to weather conditions and/or temperature extremes.
- Extensive standing/sitting. Frequent balancing, bending, climbing, crouching, kneeling, or reaching.
- Operating and/or riding in a vehicle. Working in or near vehicular traffic.
- Performing difficult tasks that require dexterity, physical strength and stamina.
- Traveling to meetings and work assignments.
- Working at heights, in confined spaces and/or under diminished lighting.

The school district is an equal opportunity employer. This document identifies typical job functions and is not intended to be an exhaustive list of all possible work duties. Employee performance is evaluated according to board policy, administrative procedures and current contractual agreements.