

BAY VILLAGE CITY SCHOOL DISTRICT - **PENDING BOARD APPROVAL
JOB DESCRIPTION

Title: SCHOOL PSYCHOLOGIST File 306

Reports to: Director of Student Services

Job Objectives: School Psychologists support students' learning, social development, and mental and behavioral health using problem solving, assessment, data-based decision-making, and the delivery of evidenced-based interventions. School psychologists collaborate and consult with educators, families, and other professionals to help create safe, healthy, and supportive learning environments for all students.

Minimum Qualifications:

- Valid Ohio School Psychologist license issued by the Ohio Department of Education.
- Master's degree in School Psychology
- Provides documented evidence of a clear criminal record as required by law.
- Experience working with students with disabilities and students with significant academic and behavioral needs
- Experience providing staff development in areas of academic and behavioral intervention.
- Experience working with students with mental health and behavioral needs in systems (e.g., districts, private schools, alternative schools, court placements, children and family services)
- Experience working with diverse populations (e.g. socio-economic, academic, special needs)
- Experience with closing achievement gaps (e.g., data collection, interventions implemented)
- Experience working with larger systems (e.g., districts, ESCs, consortia, etc.) to effect change for student achievement (academic, behavioral, social, independent living skills) preferred
- Knowledge and application of current research methodology and best practices for academic, social, and behavioral intervention for students with significant needs (both general and special education populations)
- Knowledge of restorative practices and alternatives to discipline
- Knowledge and skills in data collection and analysis from individual student data to larger systemic data (e.g., teams, buildings, district) preferred
- Communicates accurately and effectively, both written and orally, to individuals, teams, staffs, and communities
- Collaborates with teams, agencies, and colleagues within a school system, school community, surrounding cities, and counties

Essential Job Functions: School psychologists provide a comprehensive range of services as described in the current standards from the National Association of School Psychologists. The school psychologist functions as part of the district's Student Support Services Team. This team collaboratively provides a multi-tiered system of supports through implementation and monitoring of evidence-based behavioral and academic interventions for all students in need. The services provided should reflect the specific needs of the students, families, and schools served and address the following non-exhaustive list of duties, responsibilities, and expectations:

Data-Based Decision Making and Accountability

School psychologists utilize varied models and methods of assessment and data collection for identifying strengths and needs of individual students and the broader school community, developing effective services and programs, and measuring progress and outcomes.

Consultation and Collaboration

School psychologists consult and collaborate with colleagues, students, families and other stakeholders to promote effective implementation of services.

Interventions and Instructional Support to Develop Academic Skills

School psychologists, in collaboration with others, use assessment and data collection methods to implement and evaluate services that support cognitive and academic skills.

Interventions and Mental Health Services to Develop Social and Life Skills

School psychologists, in collaboration with others, use assessment and data-collection methods to implement and evaluate services that support socialization, learning, and mental and behavioral health, including but not limited to behavioral supports, individual and group counseling, and social skills training.

School-Wide Practices to Promote Learning

School psychologists develop and implement practices and strategies to create and maintain effective and supportive learning environments for children and others (e.g., positive behavior interventions and supports).

Preventive and Responsive Services

School psychologists promote services that enhance learning, mental and behavioral health, safety, and physical well-being through protective and adaptive factors and to implement effective crisis preparation, response, and recovery.

Family–School Collaboration Services

School psychologists implement and evaluate services that respond to culture and context and facilitate family and school partnerships and interactions with community agencies for enhancement of academic and social–behavioral outcomes for children.

Diversity in Development and Learning

School psychologists provide effective professional services that promote effective functioning for individuals, families, and schools with diverse characteristics, cultures, and backgrounds and across multiple contexts, with recognition that an understanding and respect for diversity in development and learning and advocacy for social justice are foundations for all aspects of service delivery.

Research and Program Evaluation

School psychologists evaluate and apply research as a foundation for service delivery and, in collaboration with others, use various techniques and technology resources for data collection, measurement, and analysis to support effective practices at the individual, group, and/or systems levels.

Legal, Ethical, and Professional Practice

School psychologists provide services consistent with ethical, legal, and professional standards; engage in responsive ethical and professional decision-making; collaborate with other professionals; and apply professional work characteristics needed for effective practice as school psychologists, including respect for human diversity and social justice, communication skills, effective interpersonal skills, responsibility, adaptability, initiative, dependability, and technology skills.

Working Conditions:

The following situations are examples of possible working conditions that may range from remote to frequent based on circumstances and factors that may not be predictable.

- Potential for exposure to blood borne pathogens and communicable diseases.
- Potential for interaction with disruptive and/or unruly individuals.
- Duties may require operating and/or riding in a vehicle.
- Duties may require lifting, carrying, and/or moving program supplies and equipment.
- Duties may require performing activities that include standing, bending, reaching, kneeling, and/or crouching.
- Duties may require traveling to meetings and work assignments.
- Duties may include communicating needed assistance to assigned aides and volunteers.
- Duties may require considerable telephone contact and paperwork.
- Duties may require working under time constraints to meet deadlines.

Performance Evaluation:

Job performance is evaluated according to the policy provisions adopted by the board of education and contractual agreements.

The board of education is an equal opportunity employer offering employment without regard to race, color, religion, sex, national origin, age, or disability.