

**ORANGE CITY SCHOOL DISTRICT
JOB DESCRIPTION**

Title: **SCHOOL PSYCHOLOGIST** **File 309**

Reports to: Director of Student Services, building administrator and/or assigned administrator

Job Objective: Provides psycho-educational assessments, develops interventions, program planning and consultation services consistent with the district's mission and mandated requirements.

**Minimum
Qualifications:**

- Holds and maintains valid state department license and/or State Board of Psychology certificates, as determined at the time of appointment.
- Behavioral management skills substantiated by training/work experience. Duties require agility, physical strength, and stamina to address the needs of students with behavior problems.
- Displays flexibility, reliability, self-discipline and a willingness to take on challenging tasks.
- Embodies high ethical standards/integrity. Accepts responsibility for personal decisions/conduct.
- Exhibits effective time management and resourceful problem-solving skills.
- Maintains a record free of criminal violations that would prohibit public school employment.
- Meets mandated health screening requirements following a conditional offer of employment.
- Shows evidence of core computer competencies, including technology-based assessment(s), deemed essential at the time of hire.

Work Days: Per negotiated agreement

**Essential
Functions:**

1. Provides student assessments to identify developmental, learning, behavioral and/or mental health problems. Develops interventions to prevent/remediate identified concerns.

- Conducts evaluations for early entrance and non-public school programs.
- Participates in preschool assessments when assigned or requested.
- Coordinates the multi-factored evaluation (MFE) process to include all applicable meetings related to the MFE.
- Administers/interprets diagnostic tests and recommends student services relevant to needs.
- Uses Response to Intervention to determine eligibility for special education per ODE mandate.
- Writes Section 504 plans: 1. Complete initial & reevaluation, 2. Assist if needed with periodic 504 reviews & data collection.
- Assists with program planning. Identifies opportunities to enhance student learning.
- Keeps current with intervention design research and contributes to the collaborative development of dropout prevention, re-entry and school completion strategies for at-risk students.
- Monitors student attendance/performance data to identify students struggling academically.
- Willingness to allot time for individual/group counseling, as deemed necessary by the educational team. Helps students acquire/improve personal skills (e.g., accountability, interpersonal communication, responsible behavior, self-confidence, etc.).
- Participates in a differentiated referral system that allows staff/parents to request an evaluation and/or consultation for non-disabled students.
- Helps resolve problems that impede student learning. Develops intervention strategies that produce tangible evidence-based benefits within specified time-frames.

- Conducts and/or participates in manifestation determination and functional behavior assessments.
- Contributes to the development of crisis response plans to address aggressive student behavior.
- Evaluates students for Section 504 needs (see page 1).
- Follows ODE mandates for writing best practice Evaluation Team Reports (ETR). Completes ETR by required deadlines and makes recommendations for needs and implications.
- Monitors intervention efficacy. Recommends modifications as needed to improve outcomes.
- Advocates for students. Observes student demeanor. Investigates/reports atypical behavior.
- Helps students grow academically. Promotes creativity, cultural awareness, trauma-informed decision-making, democratic values, ethical conduct, self-reliance and reflective problem-solving skills.
- Facilitates student learning activities that encourage teamwork and positive peer relationships.
- Assists with drug/harassment/violence prevention and school safety programs.

2. Exemplifies professionalism and fosters goodwill to enhance the district's public image.

- Complies with the *Licensure Code of Professional Conduct for Ohio Educators*, drug-free workplace rules, board policies and administrative guidelines/procedures.
- Contributes to an effective and positive work/learning environment. Performs all assigned duties.
- Develops mutually respectful relationships with co-workers. Functions as part of a cohesive team.
- Encourages community participation in school-sponsored activities.
- Maintains a professional appearance. Wears work attire appropriate for the position.
- Maintains an acceptable attendance record and is punctual.
- Participates in the development of best practices and advancement of academic standards.
- Respects privacy and maintains the confidentiality of privileged information.

3. Maintains open/effective communications. Serves as a reliable information resource.

- Actively participates in staff meetings, conferences and other required school activities.
- Communicates the district's objectives/performance expectations to students/parents and staff.
- Prepares/maintains accurate records. Submits required paperwork on time.
- Meets timelines as required by state and/or federal law.
- Regularly reads district e-mails and responds promptly.
- Provides prompt notification of personal delays or absences.
- Refers district policy interpretation questions to an appropriate administrator.
- Uses active listening/problem-solving techniques.
- Respects diversity.
- Resolves issues tactfully.

4. Pursues opportunities to enhance professional performance.

- Participates in training to keep current with professional standards associated with work duties.
- Updates skills as needed to use available task-appropriate technology effectively.
- Works toward mastery of individualized development/performance goals as directed.

5. Takes precautions to ensure safety. Helps manage/eliminate risks.

- Supervises students at all times when under the care of the school psychologist.
- Implements effective pupil management procedures. Encourages positive behavioral outcomes.
- Maintains high standards for appropriate conduct. Recognizes and responds to prevent aggressive behavior or harassment. Complies with district procedures and federal/state laws when dealing with discrimination and suspected child abuse/neglect.
- Assists with evacuation drills and building emergencies.

6. Performs other specific job-related duties as directed.

- Assists with unexpected/urgent situations as needed.
- Helps implement workplace initiatives that advance district goals.

Working**Conditions:**

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

- Balancing, bending, climbing, crouching, kneeling, reaching, or standing.
- Exposure to adverse weather conditions and temperature extremes.
- Exposure to blood-borne pathogens, communicable diseases, and bodily fluids.
- Managing aggressive, disruptive and/or unruly individuals.
- Lifting, carrying and moving work-related supplies/equipment up to 35lbs.
- 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 Board of Education.

The Orange City School District is an equal opportunity employer. This job description identifies primary 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, program/curriculum changes and unforeseen events.

"The employee shall remain free of any alcohol or non-prescribed controlled substance abuse in the workplace throughout his/her employment in the District."