



Middletown City School District
Job Description

School Psychologist

EMIS Position Code 318

Qualifications

1. Holds a current and valid Ohio School Psychologist Certificate/License.
2. Knowledge and experience in measures of psycho-educational assessment and interpretation.
3. Knowledge of federal and state legislation: Operating Standards for Ohio's Schools Serving Children with Disabilities, Elementary and Secondary Schools Operating Standards for Ohio's Schools and Ohio Model Procedures.
4. Acceptable BCII report and FBI report.
5. Ability to meet all job expectations and objectives.
6. Such alternatives to the above qualifications as the Superintendent and/or Board of Education may find appropriate.

Supervises

Students and Psychology interns, when requested

Job Goals

1. To provide assistance to assigned schools in improving student achievement.
2. To utilize the resulting information and understanding about pupils in consultation with the pupils, parents, teachers and professional workers to effectively provide appropriate services.
3. To collaborate with others in the school community to prevent and remediate learning and adjustment problems experienced by children and adolescents.
4. To facilitate individualized and class-wide instructional adaptations and methods, based on research of successful instructional practices, which result in increased achievement for all children, including students with disabilities.
5. To collaborate with the members of the Intervention Assistance Team and ETR Team, the school psychologist uses progress-monitoring data from interventions to determine if a student-centered problem may be the result of a disability.
6. To serve as a consultant to administrators and staff in problems relating to special education, curriculum and instruction, group testing, counseling and guidance, and other matters relating to the adjustment of the individual child in the school setting.
7. To serve as a resource to the school staff and community in developing better understanding and application of the principles of child development, learning, mental health and the implication of individual differences.
8. To further the mission and vision of the school district.

Reporting

Building Principal and Sr. Director of Student Services

Performance Responsibilities

1. Provide comprehensive evaluations of individual children identified with or suspected of having a disability and interpret results of evaluation to appropriate individuals.
2. Assist educational staff in implementing or modifying instructional strategies, classroom management procedures, intervention strategies and follow-up activities.
3. Participate as a lead member of intervention assistance team and contribute to the written report and progress monitoring of that team regarding student's individual progress.
4. Conduct and monitor interventions, conduct interviews, perform observations, and administer psycho-educational evaluations to individual children identified as, or suspected of having a disability.

Continued:

5. Contribute to the written report of the evaluation team and delineate the results of the psycho-educational evaluation for consideration in the development of the IEP for each child with a disability.
6. Provides to others in the application of curriculum based measures to support the individual and school wide interventions.
7. Assists teachers in making adaptations and modifications in instructions to all learners and learning standards.
8. Contribute to the multifaceted evaluation, utilizing diagnostic instruments and techniques appropriate for the areas of disability or suspected disability as part of the multidisciplinary team.
9. Facilitate the use of research-based instruction, intervention, and progress monitoring within the general curriculum.
10. Use of direct measurement procedures to aid teachers in early intervention.
11. Participation in grade-level or vertical team meetings to assist in problem solving.
12. Consultation with parents and teachers for more intensive problems.
13. Participation in building-level problem-solving teams (IAT).
14. Provide updates of changes in laws, rules, regulations, policies, and procedures.
15. Facilitate the use of research-based instruction and intervention within the general curriculum. Progress-monitoring data from interventions used to drive (a) the determination of a suspected disability (b) eligibility determination, (c) Section 504 Plan development and (d) IEP specialized instruction. Collaborate with principal, case coordinator, and other staff and families to provide accurate and timely ETR and IEP services.
16. Provide crisis intervention and follow up when a crisis occurs. Provide individual and small-group intervention sessions to students.
17. Brief counseling for school-based problem situations.
18. Initiation of referrals to community service agencies for counseling or family therapy.
19. Long-term individual counseling for problems that affect achievement.
20. Group counseling focused on emotional adjustment, school behavior, and performance.
21. Conduct training for student adjustment (e.g., study skills, social skills).
22. Parent group counseling and training/workshops.
23. Facilitate school faculty/staff on subjects such as: Curriculum based assessment, progress monitoring, intervention based services, legal changes, effective inclusion practices, service delivery models or prevention programs.
24. Consult with principal, BLT, and others to address building level issues, problems, and facilitate planning.
25. Assist staff in conducting Functional Behavior Assessments, developing appropriate behavior intervention plans and the collection and regular monitoring of behavioral data.
26. Consult with teachers, parents and other educational personnel on matters relating to the education and/or mental health of students to insure the provision of the most appropriate education program.
27. Assist school teams with conducting functional behavior assessments and developing behavior support plans with appropriate interventions.
28. Assist teams, district wide in using progress-monitoring data from interventions to drive (1) eligibility determination, and (2) IEP specialized instruction.
29. Collaborate with principals, teachers, support staff and families to provide accurate and timely ETR and IEP services for all students.
30. Provide individual or group counseling to the students and to their families.
31. Provide screening programs, mental health activities, and referral to and consultation with outside agencies.
32. Provide referrals to community agencies for student and family support.
33. Supports staff district wide on areas including but not limited to: data based decision making as it relates to curriculum based assessment, progress monitoring, development of interventions to match identified problem situations, legal changes, effective inclusion practices, continuum of education services, intervention and/or prevention programs.
34. Maintain files and paperwork.
35. Attend school psychology department staff meetings when scheduled.
36. Direct and supervise the activities of the school psychology intern.
37. Uphold district policies and procedures.
38. Demonstrate professionalism, exhibit a professional attitude, and model appropriate behavior.
39. Perform all other duties as assigned by the Sr. Director of Student Services.

Additional working conditions may include:

1. Occasional exposure to blood, bodily fluids, and tissue.
2. Occasional operation of a vehicle under inclement weather conditions.
3. Occasional interaction with unruly people.
4. Occasionally lift, carry, push, and pull various items up to a maximum of 40 pounds (100 pounds on wheels), e.g., paper boxes, deliveries of supplies and equipment.
5. Frequent requirement to sit, stand, walk, talk, hear, see, read, speak, reach, stretch with hands and arms, crouch, kneel, climb, and stoop.
6. Travels to meetings and work assignments.

Status: Exempt

Employment Status: 195 days

This job description is only to be interpreted as a basic guideline of your job responsibilities. As a district we require employees to perform duties as assigned that may not appear on this job description. District personnel will be required to follow the instructions and perform the duties required by their supervisor, appointing authority, or designee.

Revised: 04/09/2015