**TITLE:** **School Psychologist**

**QUALIFICATIONS:** Ohio Certification/Licensure, School Psychologist

**REPORTS TO:** Intervention and Support Services Supervisor

**JOB SUMMARY:** To develop and provide a full range of comprehensive school psychological services to individuals and schools in compliance with local, state and federal legislation. To apply principles of psychology and effective communication in defining problems, planning, implementing and evaluating programs, and providing supportive consultation.

**ESSENTIAL FUNCTIONS:**

1. Plan, develop and provide school psychological services which meet specific needs and expectations of students, parents, and administration.
2. Evaluate services through input from parents, students, and staff/administration; includes input in the service planning process.
4. Maintain a case load appropriate to the assignment; manage cases and other assigned responsibilities and maintains required school psychology files.
5. Communicate in a manner which promotes problem solving and positive relationships with administration, school, parents, and others.
6. Collaborate and cooperate with other professionals including supervisor.
7. Employ valid and reliable assessment methods pertinent to the area(s) of concern; follow published guidelines for use, analysis and interpretation.
8. Summarize and interpret evaluation results and recommendations in written and oral form in practical and understandable terms.
9. Provide consultation and intervention assistance services to school personnel, parents or students.
10. Provide counseling services within the scope of training and experience and use a theoretical model for structuring service delivery.
11. Use group counseling to address individual needs. Content is planned and organized taking into consideration student ability and interest; engages all students while maintaining order and discipline.
12. Function as a resource for crisis intervention.
13. Define need for in-service programs including design, implement and evaluate in-service programs.
14. Demonstrate ability to use technology associated with duties; access internet or software-based resources related to role responsibilities or student needs.
15. Adhere to State/Federal Laws and HCESC Policy and Procedures.
16. Follow ethical and professional practice standards and guidelines as defined by professional organizations such as NASP, OSPA, and APA.
17. Satisfy role expectations of each work site within the realm of professional practice as defined

and agreed upon by staff, district administration, and HCESC administration.

18. Protect confidentiality in all situations related to professional practice.
19. Communicate with supervisor and/or other professionals regarding common problems and/or legal and ethical concerns.
20. Participate in professional growth and development through course work, seminars, professional reading and membership in professional organizations; attend and participate in all HCESC in-service or staff meetings.
21. Project a professional image through appearance and dress.
22. Punctual for meetings, appointments, work, and deadlines.
23. Maintain regular attendance.
24. Accept criticism, advice and recognition; implement activities in response to recommendations or to meet performance improvement goals.
25. Travel to various locations on an as needed basis
26. Perform other duties as assigned.

**TERMS OF EMPLOYMENT:**

Shall be appointed to a limited contract with the number of work days established by the employment contract plus extended service based on need. Salary to be established by the Board.

**EVALUATION:**

School Psychologists will be evaluated in accordance with the provisions of the Board's policy and the master agreement on evaluation.

## School Psychologist

To comply with the American Disabilities Act of 1990 (ADA), which prohibits discrimination against qualified individuals on the basis of disability, it is necessary to specify the physical and mental conditions of the essential job functions. Use these codes to complete this questionnaire:
F - Frequently
O - Occasionally
N - Not at all

**PHYSICAL REQUIREMENTS:**
Check the physical requirements necessary to perform the essential duties of the position (refer to the most recent job description)

| F,O,N | PHYSICAL REQUIREMENT DESCRIPTION |
|---|---|
| N | **Balancing:** Maintaining body equilibrium to prevent falling when walking, standing, or crouching on narrow, slippery, or erratically moving surfaces |
| O | **Bending and Stooping:** Bending body downward and forward by bending spine at the waist as required on a daily basis |
| N | **Climbing:** Ascending or descending ladders, scaffolding, ramps, poles, and other devises using feet and legs and/or hands and arms. Body agility is emphasized |
| F | **Climbing Stairs:** Ascending or descending stairs to gain access to a building or to move from one floor to another |
| N | **Crawling:** Moving about on hands and knees or hands and feet as required on a daily basis |
| F | **Light Carrying:** Physically transporting items weighing less than 15 pounds from one location to another |
| F | **Moderate Carrying:** Items weighing 15 to 44 pounds |
| N | **Heavy Carrying:** Items weighing 45 pounds and over |
| F | **Fingering:** Picking, pinching, typing, or otherwise working primarily with fingers rather than with the whole hand or arm |
| F | **Grasping:** Applying pressure to an object with fingers (including thumb) and palm |
| O | **Kneeling:** Bending legs at knees to come to rest on one or both knees as required on a daily basis |
| F | **Light Lifting:** Raising objects under 15 pounds from a lower to a higher position or moving objects horizontally from one position to another |
| O | **Moderate Lifting:** Objects 15 – 44 pounds |
| N | **Heavy Lifting:** Objects 45 pounds and over |
| F | **Mobility Requirement:** Enough to climb stairs, sit on floor, walk to various locations within/between buildings |
| N | **Pulling Hand over Hand:** Using upper extremities to exert force in order to draw, drag, haul, or tug objects in a sustained motion as required on a daily basis |
| N | **Pushing:** Using upper extremities to press against something with steady force in order to |

| | |
|---|---|
| | thrust forward, downward, or upward as required on a daily basis |
| **O** | **Reaching Above Shoulder:** Extending hand(s) and arm(s) in any direction |
| **N** | **Repetitive Motion:** Substantial movements of the wrists, hands, and/or fingers for sustained periods of time |
| **F** | **Sitting:** Particularly for sustained periods of time |
| **O** | **Standing: A**s required on a daily basis |
| **F** | **Walking:** Moving about on foot, particularly for long distances as required on a daily basis |
| **F** | **Visual Requirement:** Enough to see test materials, read fine print, detect color (Examples: Able to see and read PC screens; detect color coding, read fine print, and/or normal type size print) |
| **F** | **Hearing Requirement:** Enough to: understand children and adults in normal conversation (Examples: able to detect specific noises, proper equipment operation; understand what clients are saying in normal conversation) |
| | **Other Physical Requirements:** Describe: Function without air conditioning |

**MENTAL REQUIREMENTS:**

Check each of the mental abilities that are required to perform the essential functions of this position. Please comment in the space provided to elaborate or further explain this position's mental capability needs.

| F,O,N | MENTAL CAPABILITY REQUIREMENTS |
|---|---|
| | **COMPREHENSION** |
| **F** | Ability to understand, remember, and apply oral and/or written instructions or other information |
| **F** | Ability to understand, remember, and communicate routine, factual information |
| **F** | Ability to understand complex problems and to collaborate and explore alternative solutions |
| **F** | Ability to understand opposing points of view on highly complex issues and to negotiate and integrate different viewpoints |
| | **ORGANIZATION** |
| **F** | Ability to organize thoughts and ideas into understandable terminology |
| **F** | Ability to organize and prioritize own work schedule on short-term basis (longer than one month) |
| **F** | Ability to organize and prioritize work schedules of others on short-term basis |
| **N** | Ability to organize and prioritize work schedules of others on long-term basis |
| | **REASONING AND DECISION MAKING** |

| | |
|---|---|
| **F** | Ability to apply common sense in performing job |
| **F** | Ability to make decisions which have moderate impact on immediate work unit |
| **F** | Ability to make decisions which have significant impact on the immediate work unit and monitor impact outside immediate work unit |
| **F** | Ability to make decisions which have significant impact on the department's credibility, operations, and services |
| | **COMMUNICATION** |
| **F** | Ability to understand and follow basic instructions and guidelines |
| **F** | Ability to complete routine forms, use existing form letters and/or conduct routine oral communication |
| **F** | Ability to compose letters, outlines, memoranda, and basic reports and/or to orally communicate technical information |
| **F** | Ability to communicate with individuals utilizing a telephone; requires ability to hear and speak effectively on phone |
| **F** | Ability to express or exchange ideas by means of the spoke word, communicating orally with others accurately, loudly, and quickly |
| **F** | Ability to make informal presentations, inside and/or outside the organization. Speaking before groups |
| **F** | Ability to compose materials such as detailed reports, work-related manuals, publications of limited scope or impact, etc., and/or to make presentations outside the immediate work area |
| **O** | Ability to formulate complex and comprehensive materials such as legal documents, authoritative reports, official publications of major scope and impact, etc., and/or to make formal presentations |
| | **MATHEMATICS** |
| **N** | No mathematical ability is required |
| **F** | Ability to count accurately |
| **F** | Ability to add, subtract, multiply, divide and to record, balance, and check results for accuracy |
| **F** | Ability to compute, analyze, and interpret numerical data for reporting purposes |
| **F** | Ability to compute, analyze, and interpret complex statistical data and/or to develop forecasts and computer models |
| | Additional comments regarding mental capability requirements: |

**WORK ENVIRONMENT:**

Check each of the mental abilities that are required to perform the essential functions of this position. Please comment in the space provided to elaborate or further explain this position's mental capability needs.

| F,O,N | **WORK ENVIRONMENT:** On the job the employee: |
|---|---|
| **N** | Is exposed to excessive noise |
| **N** | Is around moving machinery |
| **O** | Is exposed to marked changes in temperature and/or humidity |
| **N** | Is exposed to dust, fumes, gases, radiation, microwave (circle) |
| **N** | Drives motorized equipment (only a car) |
| **O** | Works in confined quarters |
| | **DEVICE OPERATION:** |
| | List all computers, peripherals, and other hardware required to perform this job:<br>Computer, printer |
| | List all computer software required to perform this job:<br>Current applications for word processing |
| | List all office machines required to perform this job: |
| | List all vehicles that must be operated to perform this job: |
| | List any other machines (including heavy equipment) required to perform this job: |
| | List all tools involving manipulation that are required to perform this job: |

Indicate any additional pertinent information about the requirements for this job that have not been previously addressed on this questionnaire: