

Reports to: School Psychologist and College/University Academic Advisor

Job Objective: Performs practicum school psychologist duties under the direct supervision of service center, school district and college/university supervisors.

Contract Days: _____

Minimum Qualifications:

- Completion of all prerequisite requirements established by the service center, school district and the college/university.
- Maintains a record free of criminal violations that would prohibit public school employment.
- Meets all mandated health screening requirements.
- Complies with drug-free workplace rules and board policies.
- Adheres *Licensure Code of Professional Conduct for Ohio Educators*.
- Promotes the proper use, care and security of school property. Reports discipline problems, vandalism, equipment malfunctions and other concerns.
- Embodies high ethical standards and integrity. Accepts responsibility for decisions and conduct.
- Ability to establish working relationships with co-workers and function as part of a cohesive team.
- Commitment to keep current with workplace innovations that enhance personal productivity.

Essential Functions:

(The following are typical work responsibilities. A reasonable accommodation may be made to enable a qualified individual with a disability to perform essential functions.)

- Reports suspected child abuse and/or neglect to supervisor and/or civil authorities as required by law.
- Advances the professional image of the service center and affiliated school districts. Strives to serve as a positive role model for others.
- Works toward mastery of school psychology competencies delineated by service center, district and college/university academic advisors. Performs duties in compliance with applicable state standards, service center, district and college/university requirements.
- Prepares a written summary of work completed as directed. Makes supervisors aware of concerns or problems encountered. Consults with supervisors as needed to resolve concerns about education laws, rules, regulations, board policies, administrative and/or building procedures.
- Advances the professional image of the service center and affiliated school districts. Maintains open/effective communication. Uses problem-solving techniques to tactfully address concerns.
- Upholds board policies and follows administrative guidelines/procedures. Refers service center policy interpretation inquiries to administrators.
- Communicates expectations, provides guidance, and shows an active interest in student progress. Helps parents/students understand program objectives and performance standards.
- Helps students identify and make use of supplemental instructional/media resources.
- Encourages self-reliance, problem-solving, critical-thinking, creativity and performance skills.
- Maintains a positive learning environment. Facilitates student learning activities that encourage collaboration and positive peer relationships.
- Works cooperatively with teachers to enhance student learning. Collaborates with the supervising school psychologist and supporting staff to plan and implement student interventions.
- Participates in the evaluation/re-evaluation of students identified or suspected of having a disability under the supervision of supervising school psychologist.

- Helps prepare crisis response plans to address aggressive student behavior as directed.
- Consults with parents as directed (e.g., phone calls, E-mail, written notes, meetings, etc.).
- Consults with support personnel and families to address student concerns (e.g., academic difficulties, excessive absences, behavior mental/physical health, family/peer relations, etc.).
- Facilitates opportunities for students with disabilities to participate in an inclusive educational environment. Implements behavior management and/or prescribed medical plans when required.
- Promotes the proper care and use of school property. Ensures that all materials are stored properly. Works with staff/students to address equipment safety/security.
- Maintains complete and accurate records. Submits required paperwork on time.
- Maintains the confidentiality of privileged information.
- Upholds the student conduct code. Implements effective pupil management procedures. Provides appropriate student supervision.
- Takes precautions to ensure safety. Watches for conduct/situations that may indicate a problem. Works with supervisors to manage or eliminate risk factors.
- Reports suspected child abuse and/or neglect to civil authorities as required by law.
- Participates in staff meetings, conferences, and other school activities as directed.
- Strives to develop rapport and serve as a positive role model for others.
- Helps students understand and embrace ethical conduct and democratic values.
- Maintains a professional appearance. Wears work attire appropriate for the position.
- Provides prompt notification of delays or absences.
- Performs other specific job-related duties as directed.

Abilities Required:

(The following personal characteristics and skills are important for the successful performance of assigned duties.)

- Acts in accordance with the professional code of ethics.
- Anticipates time constraints. Manages tasks efficiently to meet deadlines.
- Averts problem situations and intervenes to resolve conflicts.
- Demonstrates professionalism and contributes to a positive work/learning environment.
- Effectively uses active listening, observation, reading, verbal, nonverbal and writing skills.
- Exhibits consistency, resourcefulness and resilience.
- Interprets information accurately and initiates effective responses.
- Maintains an acceptable attendance record and is punctual.
- Values diversity. Skillfully manages individual, group and organizational interactions.
- Uses diplomacy and exercises self-control when dealing with other individuals.
- Ability to physically assist students with disabilities (e.g., mobility, transferring, positioning, etc.). Lift minimum fifty (50) pounds. Help incorporate assigned therapy activities into the daily schedule (e.g., standing frames, braces, changing, stretching, speech assistance, exercises, etc.).
- Ability to participate in physical interventions, when necessary, and with fidelity to the methods taught through the Therapeutic Crisis Intervention model. Physical interventions are low in frequency but require intense physical exertion. The object is to safely control/maintain a struggling and aggressive young person ranging from 50-250+ pounds. Physical requirements include, but are not limited to: kneeling, possibly for extended periods of time on hard surfaces, bending, twisting and holding.

Working Conditions:

(Promotes safety and exercises caution and complies with safety regulations and service center policies/procedures when involved in the following situations/conditions.)

- Reports misconduct or violations of policy and procedures to direct supervisor and/or administrator.
- Exposure to blood-borne pathogens and communicable diseases.
- Risk of exposure to air-borne particulates, chemical irritants, combustible materials, electrical hazards, equipment vibrations, noises and odors. Exposure to wet or slippery surfaces.
- Exposure to adverse weather conditions and temperature extremes.
- Balancing, bending, crouching, kneeling, reaching, and standing.
- Interactions with aggressive, disruptive, and/or unruly individuals.
- Lifting, carrying, and moving work-related supplies/equipment.
- 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 Educational Service Center of Northeast Ohio.

The Educational Service Center of Northeast Ohio is an equal opportunity employer. This job description identifies general responsibilities and is not intended to be a complete list of all duties. It is understood that the employee will also perform reasonable, related duties if requested by an immediate supervisor or other management staff. 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 is expected to follow all policies and procedures in accordance with the agency's and district assignment or department.

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