

Pike-Delta-York Local School District

Vacancy Notification

District School Psychologist

The Pike-Delta-York Local School District, in Delta, Ohio, is seeking a strong candidate to serve as the next District School Psychologist. Pike-Delta-York has recently been awarded the Ohio Department of Education's *Momentum Award*, has a high performing staff and strong student body excelling in both the classroom and extracurricular activities.

Qualifications: The district is looking for an excellent candidate who demonstrates initiative for the sake of improving student achievement in a collaborative environment.

The successful candidate must possess impeccable communication skills (both written and oral) with students, parents, and staff; excellent organizational skills; great interpersonal skills; the ability to work collaboratively; the ability to apply critical thinking skills; and the ability to multi-task.

The successful candidate must understand Ohio and Federal special education laws, regulations and compliance.

The successful candidate must possess appropriate licensure or show proof licensure could be obtained.

The successful candidate will be expected to exhibit character and professionalism that reflects positively on the district.

The successful candidate must have the ability to provide an acceptable BCI/FBI background check.

Pay & Benefits: Pay and benefits competitive and commensurate with qualifications and experience.

205 day contract to begin August 1, 2021.

Deadline: Friday, May 21, 2021

To apply: Provide the following credentials:

1. A Letter of Introduction
2. Resume
3. Copy of applicable licensure or proof license could be obtained
4. Transcripts
5. Three (3) Letters of Recommendation
6. Completed application (found under Employment Opportunities on the "district tab" on the District website: www.PDYS.org)

Mail or e-mail credentials to:

Dr. Ted Haselman
Pike-Delta-York Local School District
504 Fernwood Street
Delta, Ohio 43515

Jobs@PDYS.org

PIKE-DELTA-YORK LOCAL SCHOOL DISTRICT
JOB DESCRIPTION

Title: **SCHOOL PSYCHOLOGIST**

File 304

Reports to: Assigned administrator/supervisor

Job Objective: Provides psycho-educational assessments, intervention planning and consultation services consistent with the district mission and legal requirements.

- Minimum Qualifications:**
- Holds/maintains required state department of education credentials.
 - Displays flexibility, reliability, self-discipline and a willingness to take on challenging tasks.
 - Effective communication, problem-solving and time management skills.
 - Embodies high ethical standards/integrity. Accepts responsibility for personal decisions/conduct.
 - Maintains a record free of criminal violations that would prohibit public school employment.
 - Nonviolent Crisis Intervention (CPI) or similar training may be required for some assignments.

Board bylaw requirement: Employees shall remain free of any alcohol or non-prescribed controlled substance abuse in the workplace throughout his/her employment in the district. Employees are required to serve as a role model for students in how to conduct themselves as citizens and as responsible intelligent human beings. Employees have a legal responsibility to help instill in students the belief in and practice of ethical principles and democratic values.

- Essential Functions:**
- 1. Provides student assessments to identify developmental, learning, behavioral and/or mental health problems. Develops interventions to prevent/remediate identified concerns.**
 - Assists with program planning. Identifies opportunities to enhance student learning.
 - Contributes to the development of dropout prevention, re-entry and school completion programs.
 - Conducts evaluations for early entrance, gifted and non-public school programs.
 - Collaborates with staff to identify students struggling with academic and/or social-emotional issues. Helps investigate student concerns (e.g., abuse/neglect, attendance, discrimination, domestic violence, emotional/behavioral issues, pregnancy, parenting, poverty, self-esteem, substance abuse, etc.). Initiates contact and collaborates with parents, school personnel and/or community resources to address student concerns.
 - Coordinates the Multi-Factored Evaluation (MFE) process and parent/student conferences.
 - Administers/interprets diagnostic tests. Recommends student services relevant to needs.
 - Allots time for individual/group and classroom counseling. Helps students improve personal skills (e.g., accountability, interpersonal communication, responsible behavior, self-confidence, etc.).
 - Participates in a differentiated referral system (i.e., informal intervention process) that allows staff/parents to request a consultation and/or student evaluation.
 - Collaboratively identifies and resolves problems that impede student learning. Implements evidence-based interventions that produce tangible benefits within defined time-frames.
 - Conducts and/or participates in manifestation determination and functional behavior assessments.
 - Facilitates/supports the least restrictive environment for the placement of students with disabilities.
 - Helps staff with Individualized Education Plans (IEP).
 - Completes Evaluation Team Reports (ETR) by required deadlines.
 - Serves as a parent/staff resource for student intervention plan implementation. Recommends accommodations and modifications as needed.
 - Advocates for students. Observes student demeanor. Investigates/reports atypical behavior.
 - Helps students make appropriate choices and grow academically. Promotes creativity, critical-thinking, cultural awareness, democratic values, empathy, ethical conduct and self-reliance skills.
 - Ensures accurate and timely completion of all required Medicaid reports.

 - 2. Exemplifies professionalism. Fosters goodwill to enhance the district's public image.**
 - Acts in accordance with the *Licensure Code of Professional Conduct for Ohio Educators*.
 - Complies with drug-free workplace rules, board policies and administrative guidelines/procedures.
 - Contributes to an effective working environment. Performs all aspects of the job.
 - Encourages community involvement in school-sponsored activities.
 - Functions as part of a cohesive team. Develops mutually respectful relationships with co-workers.
 - Keeps an acceptable attendance record and is punctual.
 - Maintains a professional appearance. Wears work attire appropriate for the position.
 - Participates in the development of best practices and advancement of academic standards.
 - Respects privacy. Maintains the confidentiality of privileged information.

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

- Prepares and maintains accurate records. Submits required paperwork on time.
- Provides prompt notification of personal delays or absences.
- Refers policy interpretation questions to an appropriate administrator.
- Uses active listening/problem-solving techniques. Respects diversity. Resolves issues tactfully.

4. Pursues opportunities to enhance personal performance.

- Keeps current with professional standards associated with work duties.
- Updates personal skills as needed to use task-appropriate technology effectively.

5. Takes precautions to protect student and staff safety. Helps supervisors manage risks.

- Implements effective pupil management procedures. Provides appropriate student supervision.
- Maintains high standards for appropriate conduct. Takes action to address harassment and/or aggressive behavior. Complies with administrative directives and federal/state laws when dealing with discrimination, inappropriate behavior, suspected child abuse or neglect.
- Manages student behavior using positive behavioral support techniques.

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

- Helps implement workplace initiatives that advance organizational goals.

Working Conditions:

Safety is essential to job performance. Employees must comply with applicable workplace safety regulations, health laws and district protocols, ***if duties involve any the following situations:***

- Encounters with angry, rude and/or unpleasant individuals.
- Exposure to air-borne particulates, chemicals, combustible materials, electrical hazards, equipment vibrations, noise, moving mechanical parts, odors and/or slippery/uneven surfaces.
- Exposure to blood-borne pathogens and/or communicable diseases.
- Exposure to weather conditions and/or temperature extremes.
- Extensive standing/sitting. Frequent balancing, bending, climbing, crouching, kneeling, or reaching.
- Operating and/or riding in a vehicle. Working in or near vehicular traffic.
- Performing difficult tasks that require dexterity, physical strength and stamina.
- Traveling to meetings and work assignments.
- Working at heights, in confined spaces and/or under diminished lighting.

Performance Evaluation:

Employee performance is evaluated according to board policies/regulations, administrative guidelines/procedures, current negotiated agreements and applicable law. This job description identifies typical job functions and is not intended to be an exhaustive list of all possible work duties. This document is subject to change in response to funding variables, emerging technologies, improved operating procedures, productivity factors and unforeseen events.

The district offers equal opportunity employment without regard to race, color, national origin, ancestry, religion, sex, age, disability, military status and any other legally protected category.

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