

## SCHOOL PSYCHOLOGIST

**The Midwest Regional ESC is seeking a qualified candidate to fill the following position:**

<b>Position</b>	<b>Part-Time or Full-Time</b>	<b>Deadline to Apply</b>	<b>Start Date</b>	<b>Building/District Location</b>	<b>Special Requirements</b>
School Psychologist	Full-Time 5 days/week (M-F)  7:45 a.m. to 3:15 p.m.	Until Filled	8/1/2026	Fort Loramie Local Schools located in Shelby County	Must hold, or have the ability to obtain, a valid Ohio Board of Psychology License

If you have questions regarding the position and/or building assignment, please contact Meaghan Tidwell, Executive Director of Special Education at:

[mtidwell@mresc.org](mailto:mtidwell@mresc.org)

To apply, please complete and submit an application by clicking the application link below. You may also upload any additional documentation (for example: resume, cover letter, licensure, etc.) during the application process.

**MRESA Application**

Please read below for a full job description for this position.

# MIDWEST REGIONAL EDUCATIONAL SERVICE CENTER

## BELLEFONTAINE\*OHIO

<b>Title:</b>	<b>SCHOOL PSYCHOLOGIST</b>	<b>File 303</b>
<b>Reports to:</b>	Director of Special Education and Superintendent	
<b>Job Objectives:</b>	Provide school psychology services to help students identified as or suspected of having a disability achieve maximum benefit from their educational experience. Identify problems that arise from emotional health, academic performance, and/or the manner in which services are provided. Evaluate and recommend solutions best suited to meet the needs of students and their families.	
<b>Minimum Qualifications:</b>	<ul style="list-style-type: none"><li>Valid State of Ohio professional pupil services school psychologist license.</li><li>Meet all health requirements mandated by law</li><li>A clear record as determined by the Ohio Bureau of Criminal Identification and Investigation and/or the Federal Bureau of Investigation.</li><li>Knowledge of and ability to access community resources.</li></ul>	
<b>Responsibilities and Essential Functions:</b>	<p>The following skills and duties are representative of performance expectations. A reasonable accommodation may be made to enable a qualified individual with a disability to perform essential functions.</p> <ul style="list-style-type: none"><li>Promote close working relationships between students, parents, teachers, and school administrators. Provide individual and group counseling.</li><li>Maintain an awareness of relevant legal mandates to be aware of compliance responsibilities.</li><li>Evaluate student's learning aptitudes, language skills, adaptive behavior, social skills, emotional development, physical growth, motor development, and academic achievement. Interpret diagnostic test results to students, parents, and teachers. Recommend strategies to best meet students needs.</li><li>Identify, evaluate, and recommend appropriate intervention services for students with suspected disabilities. Follow appropriate procedures to secure permission for the mutual exchange of information (e.g., medical reports, mental health records, etc.).</li><li>Work with parents and colleagues to ensure the provision of all services mandated by state and Federal law. Participate in the development of Individualized Education Programs (IEP). Help ensure that services are provided in the least restrictive educational environment.</li><li>Provide follow-up activities to meet the specific needs of students identified as having a disability in the regular classrooms and/or special programs. Identify classroom modifications, instructional techniques, and/or adaptive equipment that support the attainment of educational goals. Help staff resolve problems related to the inclusion of students with disabilities in their peer group.</li><li>Take part in a differentiated referral system that allows staff and parents to request a multifactored evaluation and/or consultation for non-disabled students.</li><li>Help with preschool and kindergarten screening, assessment, and data collection activities.</li><li>Maintain an appropriate record keeping system. Prepare records and reports as required by law, district policy, or administrative directive. Ensure the timely submission of reports and paperwork. Strictly control access to student files. Ensure the confidentiality of privileged information.</li><li>Comply with Community Alternative Funding System reporting requirements.</li><li>Provide training to improve staff skills.</li><li>Serve as a consultant to staff committees and team meetings (e.g., IAT, program planning/evaluations, crisis prevention/intervention, etc.).</li></ul>	

- Provide educational programs to help parents understand and improve parenting skills (e.g., child growth and development, conflict mediation, peer relationships, self-esteem, at-risk behavior, substance abuse/prevention, etc.).
- Maintain effective working relationships with community organizations.
- Attempt to develop rapport and maintain the confidence of students, parents, and staff. Protect the confidentiality of privileged information.
- Respond to reasonable request to be available to parents and students for consultation purposes beyond the instructional day.
- Provide close supervision and take reasonable precautions to ensure student safety. Do not leave students unsupervised.
- Maintain high standards for student conduct. Uphold the student conduct code according to board policy. Protect the due process rights of students.
- Report evidence of suspected child abuse to an appropriate authority and notify the building principal.
- Participate in pilot projects, research, and follow-up studies.
- Share equally in the responsibility for authorized committee work.
- Seek and use resources that enhance school psychology services (e.g., volunteers, government programs, colleges/universities, community/service organizations, professional associations, businesses, etc.).
- Participate in staff meetings and in-service training as directed.
- Keep current with promising research and effective intervention and wellness strategies.
- Participate in professional growth activities to maintain licensure requirements.
- Serve as a role model for staff and students. Exemplify responsible leadership.
- Perform other specific job-related duties as directed.

**Abilities Required:**

- Demonstrating professionalism and exemplary personal conduct.
- Demonstrating leadership skills and the ability to advance the change process.
- Demonstrating clinical proficiency and a commitment to the professional code of ethics.
- Displaying enthusiasm for education and the teaching profession.
- Skillfully managing individual, group, and organizational interactions.
- Using interpersonal skills to promote a favorable image of the educational service center.
- Communicating an understanding of academic and behavioral objectives to parents and students.
- Expressing ideas effectively using verbal and writing skills.
- Organizing and managing time effectively. Reacting productively to interruptions and changing conditions.
- Displaying patience and flexibility with all individuals. Managing discipline by averting problem situations and resolving or diffusing conflicts.
- Ability to travel to meetings and work assignments.
- Lifting, carrying, and/or moving clinical supplies and equipment.
- Being punctual and maintaining a consistent attendance record.
- Lifting, moving, and/or positioning children. Helping students using mobility devices (e.g., wheelchairs, walkers, crutches, etc.) and adaptive equipment.
- Performing activities that require stooping, kneeling, and/or crouching.
- Employee shall remain free of any alcohol or nonprescribed controlled substance in the workplace throughout his/her employment in the Center.

**Working Conditions:**

Exposure to the following conditions may range from remote to frequent based on circumstances and factors that may not be predictable.

- Potential for exposure to blood borne pathogens.
- Interaction with agitated or upset individuals.
- Interaction with disruptive or unruly students.

- Exposure to student commotion.
- Duties may require operating and/or riding in a vehicle.
- Duties may require extended time using a computer terminal and keyboard.
- Duties may require considerable telephone contact and paperwork.
- Duties may require working under stress to meet schedules and deadlines.
- Duties may require working during the evening and/or weekend.