

**Job Title:** School Psychologist  
**Reports To:** Director of Student Services  
**FLSA Status:** Exempt  
**Work Days:** 190

**JOB SUMMARY:**

Under the general direction of Student Services administration, provides psychological services to students, parents and school teams for the purpose of providing a positive learning atmosphere, promoting better student adjustment and promoting the full utilization of District and community educational opportunities.

The School Psychologist performs a variety of activities that support the District's instructional programs including, but not limited to administration and subsequent reporting of information from standardized assessment instruments, behavioral and functional behavioral assessments, educator consultation on behavioral intervention strategies, pre-referral interventions, consultation and training with educators and parents on cognitive, learning and behavior problems for students in their assigned schools and throughout the District. The School Psychologist will also support the development and implementation of school-based teams to meet the needs of individual students.

**ESSENTIAL DUTIES AND RESPONSIBILITIES:**

*The essential duties and responsibilities have been extracted from Oregon Administrative Rules related to educators. Employees in this position perform some or all of the following tasks. Other duties may be assigned.*

- 1) Conduct assessments of all referred students to determine eligibility for special services or re-evaluate to determine suitability for continued service.
- 2) Interpret assessment results for parents, teachers and/or administrators as needed.
- 3) Conduct assessments with referred students who may not qualify for special education services but are in need of assistance due to behavioral or perceptual problems.
- 4) Evaluate educational strengths and weaknesses of students and assist team members in selecting and working with effective behavioral intervention strategies for use with student presenting behavioral problems that interfere with educational programming.
- 5) Serve as a member of the Student Support, RTI and IEP/504 teams in assigned schools.
- 6) Write evaluation reports on students assessed and ensure that assessment records are placed in student files and information is communicated to parents and team members working with the student.
- 7) May assist referred students with developing appropriate interpersonal relations and provide direct guidance and assistance to students with learning, behavioral and adjustment problems.
- 8) Conduct functional analysis of behavior to determine if students are eligible for behavioral programming and assists in the development of behavior plans if needed/appropriate.
- 9) Coordinate special services at the assigned school.
- 10) Assist in development of systematic procedures for screening, referral, team assessment, program planning, placement and follow-up for regular and special education students. Assist teachers in the development of effective individual educational plans for students
- 11) Provide crisis counseling for students, parents and teachers followed by referral to appropriate agencies as warranted
- 12) Provide training for team members on interpretation of assessment results, behavioral programming, pre-referral intervention, referrals and restraint procedures.

- 13) Provide team training and consultation on special education laws, rules and procedures.
- 14) Provide and coordinate in-service and/or consultation for teachers, parents, instructional assistants and clerical support team members on a variety of topics such as student development, student management, communication skills, environmental engineering, identification of students with special needs and teaching strategies
- 15) Consult with administrators, parents and teachers regarding students referred for psychological services other than special education. This may include conference, observations, assessments through formal or informal testing including specific recommendations to remediate concerns.
- 16) Provide follow-up consultation for referred students who are placed in special education classes and for those that are not placed but are in need of some type of additional education, emotional and/or social educational assistance
- 17) Participate in medicaid billing for eligible students on caseload if holds a state license.
- 18) Work collaboratively with other professionals (classroom teacher, special education teachers, principals, related interdisciplinary professionals, e.g. physical therapists, mental health workers, FAN advocates, occupational therapist and speech language pathologists).
- 19) Participate with professional colleagues through positive and supportive interactions.
- 20) Mediation skills and the ability to train others in conflict resolution.
- 21) Maintain appropriate licenses and training hours as required.
- 22) Comply with applicable District, state, local and federal laws, rules and regulations.
- 23) Adheres to all standards established by Teachers Standards and Practices Commissions for Competent and Ethical Educator.
- 24) Adhere to all Oregon Administrative Rules related to licensed educators / school counselors.
- 25) Attend work regularly.

**MARGINAL DUTIES AND RESPONSIBILITIES:**

*Marginal duties of this position include the following. Employees in this position perform some or all of the following tasks. Other duties may be assigned.*

- Provide crisis counseling for students, parents and teachers followed by referral to appropriate agencies as warranted.
- Attend in-service meetings to keep abreast of new psychological practices including assessment tools, techniques, consultation and the latest research in effectively working with students.
- Represent District at special education meetings.
- Participate in Student Study Team and Response to Intervention meetings.

**MINIMUM QUALIFICATIONS:**

- Bachelor's Degree in Psychology
- Must have and maintain a valid license through TSPC
- Submission of professional application materials

**PREFERRED QUALIFICATIONS:**

- Master's Degree in Psychology
- 3.5 Undergraduate GPA
- 2 years' experience as a School Psychologist
- National (NCSP) Certification

- Training and background in psychometrics
- Training and background in special education law especially IDEA compliance
- Training and orientation in school-based psychology model
- Training in analysis of behavior
- Bilingual Spanish

## **KNOWLEDGE, SKILLS & ABILITIES**

*This position may supervise volunteers, student aides, and instructional assistants. All school employees have some responsibility for supervising students and assisting in maintaining a safe environment.*

- Works well with others from diverse backgrounds.
- Focuses on solving conflict; maintaining confidentiality; listening to others without interrupting; keeping emotions under control; remaining open to others' ideas and contributing to building a positive team spirit.
- Ability to successfully work with adolescent students and the public.
- Ability to communicate fluently verbally and in writing in English.
- Ability to respond to common inquiries or complaints from students, parents, staff or members of the community. Ability to draft simple correspondence and some routine reports.
- Ability to read and interpret documents such as safety rules, operating and maintenance instructions and procedure manuals.
- Ability to add, subtract, multiply and divide. Ability to perform these operations using units of American money and weight measurement, volume and distance.
- Ability to apply common sense understanding to carry out instructions furnished in written, oral or diagram form.
- Ability to deal with problems involving several concrete variables in standardized situations. Proficiency in the usage of database software, internet software, e-mail and word processing software.
- Ability to proficiently use the following programs: Synergy, Google Suite Apps.
- Ability to type accurately and proficiently. Ability to appropriately communicate with students, teachers, parents, members of the community and others including vendors, law enforcement and other agencies. Ability to exercise good judgment and work in an environment with constant interruptions.

## **PHYSICAL DEMANDS:**

The physical demands described here are representative of those that must be met by an employee to successfully perform the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

While performing the duties of this job, the employee is regularly required to talk or hear. The employee is frequently required to walk; sit; use hands for fine manipulation, handle or feel and reach with hands and arms using a keyboard and video display terminal. The employee is frequently required to stand and stoop, kneel, crouch or crawl and climb stairs. The employee must regularly lift and/or move up to 15 pounds and occasionally up to 50 pounds. Specific vision abilities required by this job include close vision.

## **WORK ENVIRONMENT:**

The work environment characteristics described here are representative of those an employee encounters while performing the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

Occasionally perform work beyond a standard 40-hour work week when workload requires.

Note: This is not necessarily an exhaustive or all-inclusive list of responsibilities, skills, duties, requirements, efforts, functions or working conditions associated with the job. This job description is not a contract of employment or a promise or guarantee of any specific terms or conditions of employment. The school district may add to, modify or delete any aspect of this job (or the position itself) at any time as it deems advisable.

**NON DISCRIMINATORY**

Redmond School District is committed to equal opportunity and non-discrimination in all of its educational and employment activities. The District does not discriminate on the basis of race, color, national origin, sex, sexual orientation, religion, disability, marital status, or age in its programs and activities.

Prepared By: Director of Human Resources

Prepared Date: May 24, 2023

I have read and understand this job description. My signature acknowledges that I am capable of performing the essential functions of this position with or without reasonable accommodations.

Employee Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Employee Printed Name: \_\_\_\_\_

Supervisor Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Supervisor Printed Name: \_\_\_\_\_