



## SCHOOL PSYCHOLOGIST

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### Position Summary

This position includes consultation and collaboration with staff and parents on psycho-educational evaluations and effective prevention activities. Major activities include leading the evaluation planning process, conducting comprehensive special education evaluations, analyzing and interpreting evaluation results, supporting school teams to make data-based decisions, and guiding staff and parents regarding the educational, emotional, behavioral and developmental needs of students.

### Supervisory Relationship

This position reports to the Director of Student Services Department.

### Essential Functions

1. Communicate effectively (both orally and in writing) with students, parents and staff.
2. Participate in regular building data team meetings as feasible, and district school psychologist meetings.
3. Complete special education evaluations and re-evaluations within state-mandated timelines under the eligibility categories: Autism Spectrum Disorder, Emotional Disturbance, Intellectual Disability, Other Health Impaired, Specific Learning Disability, and Traumatic Brain Injury.
4. Interpret evaluation data, progress monitoring data, psychological reports, psychiatric reports, and special education documents for teams and staff.
5. Use a variety of assessment tools to assess academic skills, cognitive ability, psychological processing, adaptive skills, social skills, emotional/behavioral status and mental health status.
6. Integrate evaluation data into a clear, organized and educationally relevant evaluation report.
7. Use technology fluently to manage all components of the job requirements.
8. Facilitates special education meetings.
9. Performs other duties as requested by the Student Services Director or special education administrators.

### Required Knowledge, Skills and Abilities

Meets the standards of Competent and Ethical Performance as outlined in Oregon Administrative Rules (OAR 584-020-000 to 584-020-0045). The following are examples of principle duties; however, any one position may not cover all duties listed and examples may not cover all duties an employee is expected to perform.

1. Cultivates and models a respectful working and learning environment.
2. Works effectively and collaboratively with diverse student, staff and community populations.

3. Strives to improve professional competence through an ongoing program of reading, workshops, seminars, conferences, classes, and other professional development activities.
4. Remains an active learner, being willing to learn new ways to do things.
5. Follows-up appropriately on all referrals for assessment services.
6. Uses a wide variety of assessment techniques to evaluate students' academic skills, learning aptitudes, personality and emotional development, adaptive behavior, and social skills.
7. Integrates assessment data into a concise, organized and educationally relevant evaluation report.
8. Coordinates all special education evaluations and three year re-evaluations for all students in the district.
9. Attends data team meetings in the assigned school(s), IEP meetings and meetings of the school psychologists.
10. Responds to questions from parents concerning the evaluation process and district procedures.
11. Maintains accurate, complete and confidential records as required by law, district policy and administrative regulations.
12. Maintains compliance with state and federal rules for establishing special education eligibility and completing evaluations.
13. Works harmoniously with others and communicates effectively (both orally and in writing) with students, parents and staff.
14. Works as an active, contributing team member of school teams, regional teams, district teams and Student Services Department groups to solve problems and create new opportunities.
15. Facilitates special education meetings.
16. Operates computer and software programs as related to job responsibilities.
17. Performs other duties as requested by the Student Services administrator.
18. Frequent or prolonged standing, walking and sitting.
19. Frequent and prolonged talking/hearing conversations.
20. Experience differentiating practices for diverse populations.
21. Ability to work effectively and collaboratively with diverse students, staff and community populations.

### **Minimum Qualifications**

- Valid Oregon TSPC license, School Psychologist endorsement or National Association of School Psychologist licensure
- ESOL endorsements preferred
- Bilingual proficiency and/or multicultural experience strongly preferred

### **Work Environment**

Duties are performed in an office environment, training environment, and in schools.

### **Employee Statement**

"I have reviewed the above position description and understand its contents."

"I am aware that my position description may be revised or updated at any time and that I remain responsible for knowledge of its contents."

"I hereby certify that I possess the physical and mental ability to fulfill the essential functions of the above position with or without reasonable accommodations(s). If I require accommodation(s) in order to fulfill any or all of these functions, I agree to provide information to the District regarding the requested accommodation(s)."

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Employee Name (Print)

\_\_\_\_\_  
Date

\_\_\_\_\_  
Employee Signature

\_\_\_\_\_  
Date

<b>ADDITIONAL INFORMATION</b>	
<b>Employee Unit</b>	Eugene Education Association
<b>Developed by</b>	Cheryl Linder Director Student Services Department
<b>Pay Grade</b>	Licensed Salary Schedule
<b>Approved by</b>	Cydney Vandercar, Director of Human Resources
<b>Last revised</b>	January 2017