



SCHOOL PSYCHOLOGIST STANDARD POSITION DESCRIPTION

Position Title: Licensed School Psychologist

Location: Assigned School(s)

Reports to: Student Support Services Administration

FLSA Status: Exempt

Bargaining Unit: Yes

This is a standard position description to be used for licensed positions with similar duties, responsibilities, classification and compensation. Teachers assigned to the position description may or may not be assigned all of the duties identified herein. This job description does not constitute an employment agreement between the employer and employee and is subject to change by the employer as the needs of the employer and requirements of the job change.

Part I: Position Summary:

Primary responsibility shall include direct support and interventions to students, consultation with teachers and administrators, and leadership at assigned grade level schools to support special education processes and school wide practices and policies. Provide program leadership for student safety and appropriate collaboration and attention to each student's readiness to learn including needed guidance, discipline, and welfare. Employee may work in a variety of elementary and/or secondary educational, individual or team settings. School psychologists are responsible for consultation and case management of the assigned school(s) portfolio of students on IEP's.

Part II: Supervision and Controls over the Work:

The Licensed School Psychologist works with a high level of independence and professional discretion under the general supervision of a designated school administrator. The Licensed School Psychologist's work is governed, controlled, and evaluated by acceptable professional practice, school and district policies and regulations, provisions of Oregon Administrative Code and Revised Code of Oregon, direction of the supervisor, and performance standards and expectations as set forth in the collective bargaining agreement.

Part III: Major Duties and Responsibilities:

1. As a school psychologist:

- a. Provide counseling, instruction, and mentoring for those struggling with social, emotional, and behavioral problems.
- b. Increase achievement by assessing barriers to learning and determining the best instructional

strategies to improve learning

c. Manage the school portfolio of students with IEP's.

d. Promote wellness and resilience by reinforcing communication and social skills, problem solving, anger management, self-regulation, self-determination, and optimism.

e. Work with students and their families to:

- 1) Identify and address learning and behavior problems that interfere with school success
- 2) Evaluate eligibility for special education services (within a multidisciplinary team)
- 3) Support students' social, emotional, and behavioral health
- 4) Teach parenting skills and enhance home–school collaboration
- 5) Make referrals and help coordinate community support service

f. Work with teachers to:

- 1) Collaborate and consult on management of the school caseload.
- 2) Identify and resolve academic barriers to learning.
- 3) Design and implement student progress monitoring.
- 4) Design and implement academic and behavioral interventions.
- 5) Support effective individualized instruction.
- 6) Create positive classroom environments and motivate all students to engage in Learning.

g. Work with administrators to:

- 1) Collect and analyze data related to school improvement, student outcomes, and accountability requirements
- 2) Implement school-wide prevention programs that help maintain positive school climates conducive to learning
- 3) Promote school policies and practices that ensure the safety of all students by reducing school violence, bullying, and harassment
- 4) Respond to crises by providing leadership, direct services, and coordination with needed community services
- 5) Design, implement, and garner support for comprehensive school mental health Programming

- h. Work with community providers to:
 - 1) Coordinate the delivery of services to students and their families in and outside of school
 - 2) Help students transition to and from school and community learning environments, such as residential treatment or juvenile justice programs
 - i. Participate as crisis team member and provides crisis intervention for students and staff in the advent of sudden illness or injury.
 - j. Make appropriate assessments and referrals for suspected abuse/neglect as a mandated reporter.
 - k. Maintain communication with administrators, teachers, other school personnel, and parents/guardians to enhance cooperative action, which will meet the health and safety needs of students.
 - l. Initiate contact with and acts as a liaison between the home, school, community health agencies and the private medical sector to enhance the health and wellness of the school community.
 - m. Maintain confidentiality regarding all school and health-related issues.
 - n. Participate as a member of the multidisciplinary team in the identification, evaluation, and placement of students into special education programs. Writes the health component of the Individual Education Plan as indicated.
 - o. Recommend modifications of the school program for students who require accommodations.
 - p. Develop and maintain current health care plans for students who need special nursing interventions during the school day.
2. In performing the above duties, works collaboratively in a professional learning community with other teachers, support staff, and others as appropriate, in addressing the needs of students, developing effective practices, and developing and implementing best practices.
3. Actively participates in faculty and grade level or department meetings, assist building administrator efforts to plan, implement, and evaluate the school programs and to do related work as required. In carrying out these responsibilities, follows district policy and procedures, standard practices, and approved curriculum, and will actively and positively support the school vision.
4. When working in schools, remains constantly observant of the needs and challenges of students

and promptly engages an administrator or appropriate educational staff associates when there is reason to suspect or reasonably believe that a student is at risk or in danger due to such issues as bullying, sexual harassment/misconduct, depression or suicide ideation, or academic failure. Serves as a positive role model for students and practices the behaviors that are expected of students.

5. May assist in the supervision of students at school activities and events. Remains vigilant of students throughout the school day and the school location, taking the initiative to engage students when students are acting inappropriately or in inappropriate locations for the time of day.

6. Case manages and maintains legal and NCSDE procedural compliance for students assigned to their school portfolio and/or considered for special education eligibility.

7. Performs other duties as assigned.

Part IV: Minimum Qualifications:

- Master's degree in school psychology from an accredited school of psychology.
- Valid Oregon State licensure with School Psychology endorsement.
- The Licensed School Psychologist must have successful experience in working with culturally diverse families and communities, or have otherwise demonstrated a commitment to strengthening engagement of a diverse community and skill in communicating with a diverse population.
- Knowledge of special education laws and procedures. Knowledge of research-based curriculum and behavioral assessments.
- Ability to understand procedures and function in a school system with regard to the special part health services play in the overall education of the student
- Ability to work cooperatively with students and their parents, district staff, and community members who are culturally, racially, and linguistically diverse
- Ability to effectively communicate with parents, students, and staff verbally and in writing.
- Commitment to collaboration and teaming and effectiveness in working within a professional learning community.
- Evidence of continuous professional learning and a commitment to participate in professional growth opportunities and self-reflection on professional practice.
- Valid Oregon Driver's license and automobile insurance that meets requirements as set by North



Clackamas School District and personal vehicle for travel throughout the geographic area of assignment

Part V: Desired Qualifications:

- Prior experience in public health or public school setting.
- Successful experience working in a diverse student environment.

Part VI: Physical and Environmental Requirements of the Position:

The physical demands and work environment 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 Licensed School Psychologist is frequently required to sit, talk, move about, hear and speak, and be visually observant of classroom behavior and learning activities. The Licensed School Psychologist may sit or stand for longer than 2 hours at a time, may lift objects repeatedly, and may undertake repeated motions.

The Licensed School Psychologist must routinely lift and carry materials weighing up to or more than 25 pounds, and may be required to restrain students weighing more than 100 pounds most typically when required to intervene in student safety issues.

Specific vision abilities required by this job include close vision, distance vision, color vision, peripheral vision, depth perception, and the ability to adjust focus. The noise level in the work environment is usually moderate, or consistent with subject being taught, but can be abnormally loud on occasion.

The Licensed School Psychologist may be exposed to infectious disease as carried by students. It may be expected that the individual could be exposed to blood or other potentially infectious materials during the course of their duties.

While performing the duties of this job, The Licensed School Psychologist occasionally works in outside weather conditions.

The Licensed School Psychologist is occasionally exposed to wet and/or humid conditions, fumes or airborne particles, toxic or caustic chemicals.

The Licensed School Psychologist may be required to travel on school owned or leased vehicles while supervising and assisting students.