

GLADSTONE SCHOOL DISTRICT POSITION DESCRIPTION

JOB TITLE: School District Psychologist

CLASSIFICATION: Licensed/Salary

SUPERVISED BY: Director of Special Services

SUPERVISION RESPONSIBILITY FOR: N/A

WORK YEAR: 190 Days

Job Goal (General Description of the position):

Contribute school psychology expertise to support student success academically, socially, behavioral and emotionally by collaborating with educators, parents and other professionals within the district's continuum of supports.

Minimum Qualifications (Holds a masters degree)

1. Holds a valid Oregon Psychological License/Certificate and/or Oregon School Psychologist license.
2. Possess interpersonal communication, collaboration and consultation skills to work effectively with the school community including parents.
3. Possess knowledge of child development and psychopathology in order to develop and implement prevention and intervention programs for students with a wide range of needs and disabilities.
4. Technology skills sufficient to perform the essential functions.
5. Possess the emotional and physical stamina to perform duties as required by the designated task except for temporary disability.
6. Maintains satisfactory attendance as defined in District policy and regulations.

Essential Functions

1. Works effectively by collaborating with school community and partner agencies, using strong interpersonal skills, active listening, adapting and using patience in difficult situations.
2. Applies ethical, professional and legal standards to the delivery of services in order to enhance the quality and protect the rights of all parties.
3. Plans and deliver services which include assessment and consulting for students in special education and others struggling with social/emotional and behavior issues.
4. Participates as a member of the district crisis team and provides support for students in crisis situations as defined by the team.
5. Serves as a resource for parents, counselors, teachers and administrators.
6. Participates as a member of the student support teams within the district's RTI framework.
7. Contributes to team development using a solution based focus, seeking and using the expertise and perspectives of other team members to develop common understandings and agreement.
8. Partners with educators, parents and other professionals to create safe, healthy and supportive learning environment by contributing knowledge about the influences that affect students academic, social and emotional/behavioral wellness and resilience
9. Collaborates with the district administration to provide staff development to support district instructional improvements goals as supported by the Director of Special Services.
10. Conduct functional behavior assessment of students whose behavior is impacting their learning; collaborate with teachers to plan, implement and evaluate supports and interventions; participates in manifestation determination as requested.
11. Complies and maintains records required under state and federal special education regulations and applicable school psychologist standards.
12. Adheres to policy and procedures that are compliance with IDEA and applies knowledge of best practices in the field to deliver services.

13. Serve as a case manager for students in out of district placements as identified by the Director of Special Services.
14. Assist in the transition of students with disabilities between grades and entering kindergarten.
15. Regular attendance and punctuality.
16. Other duties as assigned.

Required Knowledge, Skills, and Abilities

1. Team leadership skills, decision-making skills.
2. Experience with and understanding of elementary, middle and high school age students.
3. Ability to plan and maintain accurate records.
4. Ability to provide psychological services for students K-12.
5. Ability to collaborate effectively with staff and administration.
6. Excellent organizational and time management skills.
7. Ability to travel within the district between schools.

Physical Requirements	Rarely (0-12%)	Occasionally (12-33%)	Frequently (34-66%)	Regularly (67-100%)
Seeing: Must be able to read reports and use computer.				X
Hearing: Must be able to hear well enough to communicate with co-workers.				X
Standing/Walking:			X	
Climbing/Stooping/Kneeling:	X			
Lifting/Pulling/Pushing:	X			
Must be able to write, type and use phone system:				X
Other :				
NOTE: The statements herein are intended to describe the general nature and level of work being performed by employees, and are not to be construed as an exhaustive list of responsibilities, duties and skills required of personnel so classified. Furthermore, they do not establish a contract for employment and are subject to change at the discretion of the employer.				

The above job description, revised March 2013, supersedes all prior descriptions for this position.

I have read this job description and understand its contents.

_____ **SIGNED**

_____ **DATE**