

**HOOD RIVER COUNTY SCHOOL DISTRICT  
JOB DESCRIPTION**

**Title:** Student Services Evaluation Advisor

**Classification:** Licensed

**Reports To:** Director of Student Services

**Position Function**

The Student Services Evaluation Advisor works under the direction of the Director of Student Services throughout the District. The job of "Student Services Evaluation Advisor " is done for the purpose of assessing students' intellectual and mental functional levels; providing information for program development and student placement; developing behavior plans; and providing information on child development and/or issues on specific students to instructional personnel.

**Work Year:** 190 Days/year, full time, plus extended day contract, to be determined.

**Minimum Qualifications:**

- Completion of a graduate program (Ed.S or Doctoral Degree preferred) in psychology, counseling, or a related field -must include training on administration and interpretation of tests/assessments.
- Licensed by appropriate Oregon board (American Board of Professional Psychology or Board of Licensed Professional Counselors and Therapists)
- Experience with basic assessment administration, working with children from birth to 21 years old.
- Excellent communication skills, both written and verbal.
- Strength as a problem solver.
- Ability to maintain confidentiality.
- Collaborative and student-focused.
- knowledge and understanding of Trauma Informed Care, CPS and Restorative Practices.
- Knowledge of and experience working with an RTI/PBIS framework.
- Sound understanding of PSW, IDEA and section 504.
- Ability to participate collaboratively with multidisciplinary educational teams.
- Ability to use humor appropriately.
- Spanish speaking preferred.
- Valid driver's license and reliable, personal transportation.
- Oregon Limited Student Services Licensure

**Job Requirements - Qualifications:**

- **Experience Required:** Prior job related experience. Experience working with children, birth to age 21 preferred.
  - A. **Knowledge** of assessment instruments and their application, relevant education codes, state and district policies.
  - B. **Skills** to apply assessment instruments, intervene in crisis situations, provide counseling, interpret test data, and communicate effectively.
  - C. **Abilities** to sit for prolonged periods complete a case study and develop an individual education plan, be flexible, work under time constraints, work effectively with staff, parents, students and community, work independently, maintain confidentiality. Significant physical abilities include lifting/carrying, reaching/handling/fingering, talking/hearing conversations, near/far visual acuity/visual accommodation.

**Essential Job Functions:**

- **Assesses** student's functional capabilities and home and/or classroom environment for the purpose of determining student's functional level and developing recommendations and/or placement.
- **Consults** with teachers, parents, other personnel and/or outside professionals for the purpose of providing requested information, developing plans for services and/or making recommendations.
- **Counsels** students, parents and guardians for the purpose of enhancing student success in school.
- **Facilitates** communication between students and/or parents with teachers and/or other personnel for the purpose of evaluating situations, solving problems and/or resolving conflicts.
- **Facilitates** meetings (e.g. IEP conferences, parent meetings, in-services, etc.) for the purpose of developing plans and/or providing information regarding student's functional goals.
- **Intervenes** in occurrences of inappropriate behavior of students for the purpose of assisting students in modifying such behavior and developing successful interpersonal skills.
- **Manages** assigned special grants and/or projects for the purpose of ensuring that specifications (e.g. budget, reports, goals, etc.) are achieved.
- **Participates** in various meetings (e.g. parent conferences, in-service training, site meetings, etc.) for the purpose of receiving and/or providing information and/or meeting credential requirements.
- **Prepares** documentation (e.g. evaluations, observations, progress, contacts with parents, teachers and outside professionals, etc.) for the purpose of providing written support, developing recommendations and/or conveying information.
- **Presents** information on various topics related to area of professional expertise in psychology for the purpose of communicating information and gaining feedback on treatment issues.
- **Researches** resources and methods (i.e. intervention and treatment techniques, assessment tools and methods, community resources, etc.) for the purpose of determining appropriate approach for addressing students' specific needs.
- **Maintains** consistent and predictable attendance to meet the needs of the students and the expectations of the district.
- **Supervises** interns for the purpose of monitoring performance, providing for professional growth and achieving overall objectives of school's curriculum.

**Other Job Functions:**

- **Assists** other personnel as may be required for the purpose of supporting them in the completion of their work activities.

**SUMMARY OF PHYSICAL DEMANDS RATINGS**

**Physical Requirements:**

- In an eight-hour day employee may:
 

a. Stand/Walk	<input type="checkbox"/> None	<input type="checkbox"/> 1-4 hrs	<input type="checkbox"/> 4-6 hrs	<input checked="" type="checkbox"/> 6-8 hrs
b. Sit	<input type="checkbox"/> None	<input type="checkbox"/> 1-3 hrs	<input type="checkbox"/> 3-5 hrs	<input checked="" type="checkbox"/> 5-8 hrs
c. Drive	<input type="checkbox"/> None	<input checked="" type="checkbox"/> 1-3 hrs	<input type="checkbox"/> 3-5 hrs	<input type="checkbox"/> 5-8 hrs
- Employee may use hands for repetitive:
 

<input checked="" type="checkbox"/> Single Grasping	<input checked="" type="checkbox"/> Pushing and Pulling	<input checked="" type="checkbox"/> Fine Manipulation
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- Employee may use feet for repetitive movement as in operating foot controls:
 

<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
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- Employee may need to:
 

a. Bend	<input type="checkbox"/> Frequently	<input checked="" type="checkbox"/> Occasionally	<input type="checkbox"/> Not at all
b. Squat	<input type="checkbox"/> Frequently	<input checked="" type="checkbox"/> Occasionally	<input type="checkbox"/> Not at all
c. Climb Stairs	<input type="checkbox"/> Frequently	<input checked="" type="checkbox"/> Occasionally	<input type="checkbox"/> Not at all
d. Lift	<input type="checkbox"/> Frequently	<input checked="" type="checkbox"/> Occasionally	<input type="checkbox"/> Not at all

5. Lifting:

- { } Sedentary Work: Lifting 10 pounds occasionally with frequent sitting and occasional standing/walking.
- { } Light Work: Lifting 20 pounds occasionally with occasional sitting and frequent standing/walking.
- {x} Medium Work: Lifting 50 occasionally, 25 pounds frequently with occasional sitting and frequent standing/walking.
- { } Medium Heavy Work: Lifting 75 pounds occasionally, 35 pounds frequently with occasional sitting and frequent standing/walking.
- { } Heavy Work: Lifting 100 pounds occasionally, 50 pounds frequently with occasional sitting and frequent standing/walking.