

Position Type: School Psychologist

Location: Carbonado School

Date Posted: 2-12-2024

Closing Date: OUF

Job Title: School Psychologist

Job Summary: The school psychologist is trained in both psychology and education learning processes and is qualified to bring general principles of learning into implementation. The psychologist will emphasize the diagnosis of learning and adjustment problems of children between the ages of 3 and 21 to recommend appropriate placements and interventions. The psychologist also consults regarding program direction and development for special education students and conducts educational evaluations with regular education students.

Qualifications:

- Master's Degree in School Psychology from an accredited college or university
- Valid and appropriate professional Educational Staff Associate certificate with psychologist endorsement
- Continuing education is required to be effective in the position and to maintain knowledge as current

Terms of Employment:

Total Work Days: 40-50 days/1 hour a week

Salary: \$55/hr-\$90/hr DOE

Essential Abilities Or Characteristics:

- Provide informational/consultative services which will enhance students' ability to benefit from this/her educational program, including placement programs of intervention to parents to facilitate child development.
- Provide leadership conducting meetings required under District Regulations, state guidelines, and Procedures, and federal regulation that results in a recommendation of, the establishment of, provision for, evaluation of, and communication of a course of interventions specific to the diagnosed disorder to all relevant Individualized Education Plan (IEP) team members.
- Evaluate students referred for special services in the context of an educational model at the assigned school to assist in establishing an IEP as appropriate.
- Document student deficits and their impact on the student's educational performance, including interviews with parents, to provide appropriate services for the student.
- Work collaboratively with building, district, and outside agency teams to develop support systems, including behavior management systems, discipline, motivation, and learning styles.
- Analyze collected data to recommend appropriate techniques, interventions, and interactions to building staff on behalf of students.

- Coordinate the reevaluation procedures necessary to change the placement of a student receiving special services including referrals to support services when appropriate and required to meet students' IEP goals.
- Provides individual and group professional development on identified therapeutic topics and strategies, as necessary and required.
- Work cooperatively with a building team, other School Psychologists, and other Special Services staff from across the district as necessary for student and program support.
- Act as a liaison for the implementation of therapies and maintains communication between the building principal, teachers, and Special Services.
- Demonstrate knowledge of the Functional Behavior Assessment (FBA) process, including recommendations to inform IEP Team during the Behavior Intervention Plan (BIP) writing process.
- Facilitate the Manifestation Determination process and meeting, including completing the documentation and notification process.
- Maintain all required physical and electronic paperwork to ensure compliance and in accordance with records retention guidelines.
- Initiate and coordinate the transmittal of record to appropriate parents or guardians and staff to ensure compliance and following records retention guidelines.
- Attend staff and other professional meetings as may be assigned or necessary.
- Connect building staff to resources required to implement special services and interventions to support student learning successfully.
- Demonstrate positive relationship skills with students, parents, and district staff, maintaining annoying and open communication, including ensuring that due process rights are explained in the family's native language.
- Must be willing to be a contributing, collaborative, positive member of the District; work well with adults in all settings; be flexible in an evolving educational environment
- Maintain confidentiality
- Perform other duties as assigned
- Attend workshops, classes, conferences, meetings and/or other training as directed by supervisor for the purpose of meeting requirements, enhancing knowledge, safety and security, collaborating with colleagues, etc.

Required/Preferred Knowledge Skills And Abilities:

- Knowledge is required: of human behavior and performance; individual difference in ability, personality and interest; learning and motivation; psychological research methods; and the assessment and treatment of behavior and affective disorders. Understanding of psychometric properties of various test instruments. Working knowledge of the principles and ethical standards of School Psychology. Working knowledge of special education laws, rules and regulations, and of district policies and procedures; and the ability to apply these to ensure compliance. Knowledge of diagnostic testing procedures, instructional and behavioral intervention methods. Knowledge of assessment, data gathering and interpreting techniques; use and/or willingness to learn computers and computerized reporting systems. Current knowledge of laws, rules and regulations governing the education of handicapped individuals.

- Skills are required for: active listening; giving full attention to what other people are saying, taking time to understand the points being made, asking questions as appropriate, and not interrupting at inappropriate times. Skills for speaking; talking to others to convey information effectively. Skills for critical thinking; using logic and reasoning to identify the strengths and weaknesses of alternative solutions, conclusions or approaches to problems. Skills for monitoring/assessing performance of yourself, other individuals, or organizations to make improvements or take corrective action. Skills for social perceptiveness; being aware of others' reactions and understanding why they react as they do. Writing skills; communicating effectively in writing as appropriate for the needs of the audience. Skills in judgment and decision making; considering the relative costs and benefits of potential actions to choose the most appropriate one. Skills for complex problem solving:
- Experience which demonstrates excellent customer service, interpersonal skills, team player attitude, positive communication skills, and ability to manage stressful situations
- Experience which demonstrates strong organizational skills, ability to meet deadlines, and have a high level of attention to detailed information.
- Willingness to learn new technologies and skills

Work Environment/Physical Demands: Daily work is generally performed in an indoor school office. Must have the use of sensory skills in order to effectively communicate and interact with students, other faculty, staff, and parents as normally defined by the ability to see, read, talk, hear, handle, or feel objects and controls. The position also entails significant walking, bending, standing, stooping, and possible physical interventions in order to maintain a safe learning environment.

Work Relationships: Reports to building principal/superintendent. Collaborates with other district staff. Regular interactions with students, parents, community members and staff.

This job description, revised 02/2024 is intended to describe the essential functions of the position, the level of knowledge, skills and abilities typically required, and the scope of responsibilities, however, it should not be considered all-inclusive list of work requirements. Individuals may perform other related duties as assigned, including work in other functional areas, to cover absences or to relieve, to equalize work periods, or otherwise balance the workload within the location/district. Changes to the position description may be made at the discretion of the employer. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions of the position.

Employment with Carbonado School District is on a conditional basis pending: an approved criminal background clearance through OSPI, which includes checks through the Washington State Patrol and Federal Bureau of Investigation; and completion of the Employment Eligibility Verification form (USCIS Form I-9) presenting proof to identify and employment authorization status.

The Carbonado School District does not discriminate in any programs or activities on the basis of sex, race, creed, religion, color, national origin, age, veteran or military status, sexual orientation, gender expression or identity, disability, or the use of a trained dog or service animal and provides equal access to the Boy Scouts and other designated youth groups. The following employee(s) has been designated to handle questions and complaints of alleged discrimination: Title IX Coordinator, Carly Turner,

cturner@carbonado.k12.wa.us, 360-829-0121, Section 504/ADA Coordinator, Jessie Sprouse, jsprouse@carbonado.k12.wa.us, 360-829-0121, and Civil Right Compliance Coordinator Jessie Sprouse, jsprouse@carbonado.k12.wa.us, 360-829-0121. Carbonado School District, P.O. Box 131, Carbonado, WA, 98232.

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

Employee Printed Name: _____

Employee Signature: _____ Date: _____