



Job Title: School Psychologist
Reports to: Executive Director of Special Education
Work Schedule: Full time position (1.0 FTE) - 180 days - 7.5 hours per day
Part time positions are prorated accordingly (refer to job posting for actual FTE)
Salary: Per Marysville Education Association Negotiated Salary Schedule

Position Summary:

This position will consult with instructional staff, parents, and students regarding the provision of appropriate educational services for all students; will identify, assess, evaluate, and make recommendations for educational placement of exceptional children; will serve as liaison with medical, mental health, and educational communities regarding student needs.

Minimum Qualifications:

- Valid Washington State Educational Staff Associate (ESA) certificate with School Psychologist endorsement
- Excellent oral and written communication skills
- Successful experience at appropriate grade level preferred
- Experience and/or training with cultural, ethnic, and language diversity preferred
- Successful Washington State Patrol and Federal Bureau of Investigation Fingerprint Clearance
- Proof of Immunization (if born 1/1/57 or later)
- I-9 Employment Eligibility in compliance with the Immigrations Reform and Control Act
- Completion of all district-required training within thirty (30) calendar days from hire date

Desired Skills:

- Knowledge of general and special education curriculum, instruction, and the mandates of educational reform in Washington State
- Knowledge of individual and group assessment techniques, data gathering, and statistical analysis
- Knowledge of current technology and computerized data management systems
- Knowledge of federal and state laws and regulations governing the education of students with disabilities including IDEA and section 504 of the Rehabilitation Act
- Strong skills in oral and written communication.
- Strength in developing and maintaining effective working relationships with students, parents, staff, and community agencies.

Essential Job Functions:

This list of essential job functions is not exhaustive and may be supplemented as necessary. Depending upon individual assignment, the employee may perform all or a combination of several of the following duties:

- Demonstrate a thorough understanding of the special education process and the essential requirements with regard to PL 101-476 and WAC 392-172A
- Coordinates assessment of students referred to special education including pre-referral interventions and Professional Evaluation Group (PEG) assessment
- Participate in the evaluation of students suspected of having a disability
- Participate as a member of the Professional Evaluation Group (PEG) in identifying students with disabilities as outlined in the Washington State Rules and Regulations for Students with Disabilities
- Express thoughts concisely, accurately and effectively, both orally and in writing
- Communicate test results to parents and school staff
- Complete clearly written and comprehensive reports which provide practical recommendations
- Facilitate data based team decision making, development of appropriate programs, determination of student placements, and monitor effectiveness of interventions
- Provide resources, training, support, and modeling of effective instructional strategies and methods to special and general education staff, students, and parents
- Work cooperatively to establish and maintain positive relationships with students, parents, staff, and community agencies.
- Manage timelines pursuant to WAC 392-172A-104. Submit all required paperwork within a timely manner, adhering to all federal, state and local laws and policies

- Provide direct counseling services to students in classroom, small groups, and individually
- Complete Functional Behavior Assessments and Behavior Intervention Plans as required
- Stay abreast of current trends in the profession and translate appropriate research to practical applications in the areas of counseling, curriculum, instruction, and assessment
- Maintain professional competence through continued education, training, and professional growth activities
- Model respect and honor the dignity of all students, staff, and parents
- Provide a safe, positive, and effective environment that reflects and facilitates learning
- Work cooperatively with parents, school staff, and administrators in providing direct and indirect services to students with disabilities
- Maintain consistent presence at assigned worksite and regular work hours
- Professionally interact with students, staff, and public
- Establish and maintain professional contacts with students
- Comply with all district policies and procedures
- Comply with the Code of Professional Conduct
- Other duties as assigned

Work Environment:

Work is typically performed in and around a student learning environment; may be exposed to childhood diseases; may be required to balance and crouch, crawl, bend, or kneel; may be required to stand for prolonged periods; may be exposed to high noise levels; and may experience a multitude of demands and changing priorities with frequent interruptions.

Evaluation

This position shall be evaluated periodically by the Executive Director of Special Education pursuant to the currently established district procedures and evaluation criteria. The process shall include an evaluation of the employee's performance of the above essential job functions.

Classification History

Job description developed August 2005.

Job description revised November 2008.

Job description revised May 2010.

Job description revised April 2011.

Job description revised February 2012.

Job description revised April 2014.

Job description revised January 2015.