

ISSAQUAH SCHOOL DISTRICT JOB DESCRIPTION

TITLE: School Psychologist

DEPARTMENT: Special Services

REPORTS TO: Building Principal & Executive Director of Special Education or designee

POSITION 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 diagnosis of learning and adjustment problems of children between the ages of 3 and 21 in order to recommend appropriate placements and intervention. The psychologist also consults regarding program direction and development for special education students, as well as conducts educational evaluation with regular education students.

ESSENTIAL FUNCTIONS:

- Provide informational/consultative services which will enhance students' ability to benefit from his/her educational program, including placement/programs of intervention to parent to facilitate child development.
- Provide leadership conducting meetings required under District Regulations, state guidelines, and Procedures and federal regulation that result in recommendation of, 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(s) in order to assist in the establishment of an IEP as appropriate.
- Document student deficits and their impact on the student's educational performance, including interviews with parents, in order to provide appropriate services for the student.
- Recommend to and work collaboratively with the classroom team to develop, implement, and evaluate classroom based instructional programs for students receiving special services to support academic progress.
- Work collaboratively with building teams, district teams and outside agency teams to develop plan and implement instruction as appropriate, including behavior management systems, discipline, motivation, and learning styles.
- Present cases to the Multi-Disciplinary Team (MDT) committee when appropriate.
- Develop and implement a data management system to collect and record historical and on-going student progress toward accomplishment of IEP goals and objectives.
- Analyze collected data in order to recommend appropriate techniques, interventions, and interactions to building staff on behalf of students.
- Coordinate procedures necessary to change the placement of a student receiving special services, as appropriate, 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/or other Special Services staff from across the district as necessary for student and program supports.
- Act as a liaison for implementation of therapies and maintains communication between the building principal, teachers, and Special Services.
- Maintain all required paperwork, physical and electronic, to ensure compliance and in accordance with records retention guidelines.
- Initiate and coordinate transmittal of records to appropriate parents or guardians and to staff to ensure compliance and in accordance with records retention guidelines.
- Attend staff and other professional meetings as may be assigned or necessary.
- Connect building staff to resources required for successful implementation of special services and interventions to support student learning.
- Demonstrate positive relationship skills with students, parents, and district staff, maintaining ongoing and open communication, including ensuring that due process rights are explained in the family's native language.

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- Continue to improve methods and techniques through ongoing professional development and keep abreast of current therapeutic innovations through professional literature.
- Use technology and computer software for communication, presentations, trainings, and workshops.
- Possess knowledge of and adhere to Governing Policies and District Regulations and Procedures.
- Participate in special projects as assigned and perform related duties and key responsibilities consistent with the scope and intent of the position.

QUALIFICATIONS:

EDUCATION: Master’s Degree in School Psychology from an accredited college or university.

EXPERIENCE: Previous successful experience as a School Psychologist within public schools or public school systems preferred.

CERTIFICATES AND LICENSES: Valid Washington State ESA Certificate to function as a School Psychologist. Valid WA State driver’s license and appropriate insurance required. Must maintain as current any certification or license listed herein and held at hire date.

CONTINUING EDUCATION/TRAINING: That which is required to be effective in the position and to maintain knowledge as current

CLEARANCES: Criminal Justice fingerprint/Background Clearance

FLSA STATUS: Exempt

BARGAINING UNIT: Issaquah Education Association (IEA)

I have reviewed the job description, been allowed to ask questions, and can perform all job required Essential Functions with or without an accommodation(s).

Name (sign)

Name (print)

Date