

**JOB TITLE: SCHOOL PSYCHOLOGIST INTERN**

**GROUP: Non-represented**

**WORK DAYS PER FISCAL YEAR: 100-180 (varies)**

**FLSA Status: Exempt**

**SUMMARY:** This position provides internship opportunities for third year School Psychology graduate students to observe and progressively support consultation with instructional staff, counselors, and district personnel, on behavior management techniques, and instructional strategies; serves as liaison between school personnel, parents, administrators, and outside support systems; an intern will be progressively responsible for supervising the maintenance of case records and reports on students involved with special education; and will support the site School Psychologist with monitoring current psychological service programs and their effectiveness and makes changes and recommendations for improvements. The intern will participate in and progressively be responsible for possessing and maintaining competency in assessment and evaluation techniques; planning for continuing evaluation and reassessment of students' progress in special education; facilitating communication between all professional staff; and performing other duties and responsibilities as assigned by the School Psychology ESA Supervisor and/or the Director of Special Education.

**CONTEXT AND WHO WE ARE:** Highline Public Schools serves students and families in the communities of Burien, Des Moines, Normandy Park, SeaTac and White Center in Washington state.

**OUR PROMISE:** *Every student in Highline Public Schools is known by name, strength and need, and graduates prepared for the future they choose.*

In 2013, families, students, staff and community members across Highline came together to develop a strategic plan that reflects our goals and dreams for students. Our strategic plan is our equity plan and is guided by Our Promise. In 2023, the strategic plan was updated to guide our work, identifying four bold goals:

- **Culture of Belonging:** *A culture where all are welcome, valued, and safe.*
- **Innovative Learning:** *Academic experiences that engage, empower, and challenge every student.*
- **Bilingual & Biliterate:** *Multicultural skills that enable students to live, work, and communicate across cultures.*
- **Future Ready:** *Students explore possibilities and develop mindsets that prepare them for a changing future.*

**ESSENTIAL DUTIES AND RESPONSIBILITIES** include the following. This list is meant to be representative, not exhaustive. Some incumbents may not perform all the duties listed while in other cases related duties may also be assigned. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions. The intern will progressively support the ESA School Psychologist supervisor and potentially other District Psychologists with the following:

- Serves as a liaison between school personnel, parents, administrators, and outside support systems.
- Provides consultation with instructional staff, counselors, and district personnel, specifically to behavior management techniques, curriculum and instruction.
- Supervises the maintenance of case records and reports on students involved with special education.
- Monitors current psychological service programs and their effectiveness and makes changes and recommendations for improvements.
- Maintains competency in assessment and evaluation techniques in light of psychometric procedures. Considers abilities, interest and present performance levels of students in planning.

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**MINIMUM QUALIFICATIONS**

**EDUCATION AND EXPERIENCE:**

Active enrollment in an accredited School Psychology graduate program and completion of all other course requirements (usually third year students). The internship year requires a minimum of 1200 hours of supervised work in the field and provides a capstone for meeting ESA certificate standards for Washington State ESA certificate in School Psychology or EdS Masters Degrees.

**PREFERRED QUALIFICATIONS:**

Training/experience in curriculum adaptations and instructional interventions

**CONDITION OF EMPLOYMENT:**

Criminal background clearance

Signed internship agreement by the University and Highline Public Schools

All certificates, licenses, endorsements, permits, and vaccines (absent exemption) as required for this position by state and local authorities

**PROGRESSIVE DEMONSTRATED KNOWLEDGE OF:**

Principles and practices of Psychology

Crisis situations and substance abuse problems

Principles and practices of intervention and prevention

Stress, Anxiety, Depression, Family, School Relationships

Symptomatic, Addictive or Compulsive behaviors

Therapeutic modalities

School board policies and procedures

**ABILITY TO PROGRESSIVELY:**

Communicate effectively verbally and in writing

Maintain effective working relationships with individuals and groups in a multicultural and diverse community

Operate a variety of modern office equipment including microcomputers and related software

Work independently with minimal supervision

Comply with school board policies and follow administrative procedures

**REPORTING RELATIONSHIP:** School Psychologist Intern Supervisor and Director of Special Education

**PHYSICAL DEMANDS:** The physical demands described here are representative of those that must be met by an employee to successfully perform the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

While performing the duties of this job, the employee is regularly required to sit. The employee frequently is required to use hands to finger, handle, or feel; reach with hands and arms; and talk or hear. The employee is occasionally required to stand and walk. The employee must regularly lift and/or move up to 10 pounds and occasionally lift and/or move up to 25 pounds. Specific vision abilities required by this job include close vision, and ability to adjust focus.

**WORK ENVIRONMENT:** The work environment characteristics described here are representative of those an

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employee encounters while performing the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

While performing the duties of this job, the employee regularly works in indoor conditions and regularly works near video display. The noise level in the work environment is usually moderate.

*Job descriptions are written as a representative list of the **ADA essential** duties performed by the entire classification. They cannot include, and are not intended to include, every possible activity and task performed by every specific employee.*

### **CLASSIFICATION HISTORY**

Updated Context and Disclosures sections, 2024.07.09

Revised Condition of Employment section, 2021.12.10

Updated Context and Mission statement, 2020.09.21

Updated by Human Resources as outlined by Exec Dir Inclusive Ed, 2017.01.20

Updated Superintendent's statement, 2014.10.22

Created by Human Resources in cooperation with Special Services, 2014.05.06

Highline Public Schools, District #401, complies with all federal rules and regulations and does not discriminate in admission, access, treatment, or employment in education programs or hiring practices on the basis of race, creed, religion, color, national origin, age, sex, sexual orientation including gender expression or identity, marital status, honorably-discharged veteran or military status, the presence of any sensory, mental, or physical disability, or the use of a trained dog guide or service animal by a person with a disability. This holds true for all students who are interested in participating in educational programs and/or extracurricular activities. Highline Public Schools also provides equal access to the Boy Scouts and other designated youth groups. Any person having inquiries should contact: Age Discrimination Act, Americans with Disabilities Act, Affirmative Action, Civil Rights Act (employees), and Title IX: Chief Talent Officer, 206.631.3121, [titleixofficer@highlineschools.org](mailto:titleixofficer@highlineschools.org); Civil Rights Act: District Ombudsman, 206.631.3104, [civilrightscoordinator@highlineschools.org](mailto:civilrightscoordinator@highlineschools.org); Section 504 of the Rehabilitation Act- Director of Social Services, 206.631.3250, [504coordinator@highlineschools.org](mailto:504coordinator@highlineschools.org), Address: 15675 Ambaum Blvd. SW, Burien, WA 98166