

JOB TITLE: SCHOOL PSYCHOLOGIST

GROUP: HEA

BASE CONTRACT DAYS PER FISCAL YEAR: 180

FLSA STATUS: Exempt

Plus additional days as provided by the HEA bargaining agreement

SUMMARY: This position provides 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; 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; possesses and maintains competency in assessment and evaluation techniques; plans for continuing evaluation and reassessment of students' progress in special education; facilitates communication between all professional staff; and performs other duties and responsibilities as assigned by the Executive Director of Student Support Services.

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.

- 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.

MINIMUM QUALIFICATIONS

JOB DESCRIPTION: SCHOOL PSYCHOLOGIST

EDUCATION AND EXPERIENCE:

Master's Degree in School Psychology, an Ed.S. Degree in School Psychology or equivalent that meets ESA certificate standards for School Psychology

Washington State ESA certificate in School Psychology or ability to certify

CONDITION OF EMPLOYMENT:

Criminal background clearance

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

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:

Communicate effectively verbally and in writing

Maintain effective working relationships with other people

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

Work independently with minimal supervision

Exercise good judgment and maintain confidentiality

Previous experience in teaching, counseling, and/or psychological services to special education students is desirable.

Training/experience in in-service presentations is desirable.

Training/experience in curriculum adaptations and instructional interventions is desirable

Comply with school board policies and follow administrative procedures

REPORTING RELATIONSHIP: Executive Director of Student Support Services

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 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*

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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, 2024.05.21

Revised Condition of Employment section, 2021.12.07

Updated Mission & Context by HR, April 20, 2018

Transferred to newest format by Human Resources, 2014.01.24

Revised by Human Resources to include district introduction, 2013.10.14

Revised by Human Resources 02/2010

Updated by Human Resources 10/2001

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; Civil Rights Act: District Ombudsman, 206.631.3104, civilrightscordinator@highlineschools.org; Section 504 of the Rehabilitation Act- Director of Social Services, 206.631.3250, 504coordinator@highlineschools.org, Address: 15675 Ambaum Blvd. SW, Burien, WA 98166