

**SNOQUALMIE VALLEY SCHOOL DISTRICT
JOB DESCRIPTION**

Job Title: **School Psychologist**

FLSA Status: **Exempt**

Reports to: **Building or Department Administrator**

Classification: **Certificated—SVEA**

Directed by: **Building or Department Administrator**

Supervises: **None**

Work Year: **School Year**

Salary: **As Stated in Schedule**

Position Summary: The school psychologist is trained in both psychology and education, and is a specialist in the mental health field, learning processes, and behavior. The school psychologist will facilitate intervention activities for children between the ages of 3 and 21 with adjustment and learning difficulties. They administer comprehensive evaluations and provide assessment information to school teams and families to facilitate individual student services and placement. School psychologists have specialized knowledge in how disabilities affect learning, social and emotional development, and behavior.

Qualifications Required:

- Master’s degree or equivalent in School or Educational Psychology.
- Hold or be eligible to obtain an Initial or Continuing WA State School Psychology Certificate (ESA).
- Demonstrated enthusiasm for the field of School Psychology and the ability to collaborate successfully with students, staff, and community.
- Demonstrated understanding of, and experience working with, culturally diverse students and families.
- Detail oriented; possess strong initiative and excellent organizational skills.
- Demonstrated effective oral and written communication in the English language, including correct grammar and spelling usage.
- Legally eligible to work for any employer in the United States of America as verified by Form I-9.
- Successful Washington State Patrol and Federal Bureau of Investigation fingerprint clearance.

Essential Functions and Responsibilities:

1. Consult and collaborate with school staff, parents, and outside agency personnel regarding the psycho-educational needs of students.
2. Participate in facilitating the design and development of building level procedures to facilitate educational success and advocate for the academic social emotional needs of students.
3. Conduct psycho-educational assessments of children, as appropriate; may administer a variety of standardized and non-standardized instruments/procedures to collect data; areas assessed may include the following: social-emotional functioning, cognition, academic achievement, learning styles, adaptive behavior, and behavior.
4. Integrates evaluation information into an accurate overview used for determining intervention, programs, placement, and service needs; participates as a multidisciplinary

team member and compiles information, which may include a written report integrating assessment results and implications, and providing feedback to team members and parents for all students referred.

5. Consults and collaborates in developing and maintaining positive relationships among students, parents, and teachers, and involving them in assessment, interventions, and special education evaluation procedures.
6. May assist in the development of in-service activities for the school and parent community, where appropriate.
7. May consult with program staff on how to design and interpret research to improve program efficacy within total school programs as appropriate.
8. Maintain regular attendance; adhere to board policy and the mutually bargained leave and attendance terms as stated in the collective bargaining agreement.

Nonessential Skills and Experience:

1. Performs other duties as assigned. The omission of specific duties does not exclude them from the position if the work is similar, related, or a logical assignment to the position.

Success Factors/Job Competencies:

1. Demonstrated ability to effectively establish work priorities, and to make independent decisions.
2. Demonstrated ability to work on multiple tasks simultaneously.
3. Demonstrated ability to work effectively under pressure while maintaining a high level of productivity.
4. Demonstrated ability to meet or exceed the Essential Functions and Responsibilities of this position.
5. Demonstrated ability to maintain confidentiality of student data, IEP, and health information per FERPA and HIPAA requirements.
6. Demonstrated ability to interact tactfully and positively with students, staff, and parents and maintain effective working relationships with a variety of people.
7. Demonstrated professionalism through conduct, punctuality, and minimal absences.
8. Demonstrated ability to adapt to a variety of working situations and learn new skills.
9. Demonstrated ability to follow oral and written directions, yet exercise independent and appropriate judgment.
10. Demonstrated strong initiative and self-motivation.

Physical Demands and Work Environment: The physical demands and work environment characteristics 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.

- *Physical Demands-* Majority of the time spent in the office, working on the computer and/or on the telephone. Remaining time walking around office, assisting visitors; reach with hands or arms; balance; stoop/bend; talk and hear; may lift up to 20 lbs.

- *Work Environment*- Well lit, carpeted, occasional high noise level when in office.

Performance Standards: The person in this position will be evaluated annually in accordance with the provisions of the district policy on evaluation of classified employees.

Approval/Revision Date: November 30, 2023

General Sign-off: The employee is expected to adhere to all Snoqualmie Valley School District policies and procedures.