



**Centralia School District
Job Description
School Psychologist**

Reports to: Executive Director of Special Services

Location: Special Services

Bargaining Unit: CEA

FLSA Status: Exempt

Job Summary:

This position helps students with the psycho-educational development, their abilities and potentials, and their social-emotional needs. Additionally, it helps student adjust to cultural and environment factors which influence learning and the adjustment process.

Required Qualifications:

- Washington State ESA certification as a School Psychologist
- Demonstrated successful leadership and managing qualities
- Working knowledge of rules, regulations, and laws dealing with special education
- Ability to work cooperatively with staff, parents, administration and support personnel
- Willingness to learn curriculum, education codes and district policies
- Competency in assessment, data gathering and interpreting techniques
- Successful experience establishing and carrying out behavior interventions systems
- Current knowledge of federal and state laws, rules and regulation governing the education of children qualified for special education
- Working knowledge of Multi-Tiered Systems of Support (MTSS) and Social Emotional Learning (SEL) best practices
- Knowledge of the identification process of special education students
- Ability to communicate effectively, possess awareness (for self and others), listen actively, be patient, incorporate humor/lightheartedness into work, be empathic, possess a growth mindset, and be customer-service oriented
- Ability to support the District's vision, mission, and goals including the belief that all students can succeed
- Ability to maintain a positive attitude
- Promotes collaboration between school administration, staff and parents for the purpose of maintaining effective, consistent and regular communication between all stakeholders
- Ability to team teach
- Familiarity with racial equity and inclusion frameworks
- Successful experience working with self-direction and a high degree of collaboration
- Possession of organizational skills and flexibility to respond to changing student needs
- Ability to function in a calm, efficient, courteous manner under stress and to exercise careful judgment, confidentiality and tact in the performance of duties
- Ability to act in an ethical and confidential manner in all aspects of employment
- Ability to provide proof of being vaccinated against COVID-19
- Ability to perform the essential functions of the position with or without reasonable accommodations

Preferred Qualifications:

- At least five years of successful special education teaching experience
- Ability to speak Spanish
- School counseling or Board-Certified Behavior Analyst certification

- Actively participates in activities at the state and federal levels
- Experience working with students from diverse backgrounds
- Training in crisis management and/or threat assessment

Essential Functions:

- Assesses, motivates, redirects, and interacts with students in a productive manner.
- Provides training/in-service on strategies for working with students with behavior problems
- Manages the day-to-day activities of paraprofessionals assigned to work with students
- Observes students experiencing behavioral issues and collaboratively designs and implements intervention strategies
- Coordinates and collaborates with district and building staff and outside agencies
- Evaluates, creates, and implements FBAs (functional behavior assessments), PBIPs (positive behavior intervention plans), and ERPs (emergency response protocols) for students
- Assists in the planning and coordination of programs and services
- Participates in or facilitates school based Multi-disciplinary Team/Group of Qualified Professionals meetings
- Recognizes individual student learning needs and develop strategies to address those needs
- Keeps current on special education pedagogy and applies this research to special education programs
- Articulates special education visions and goals to regular education and special education staff
- Assists in developing and implementing Childfind activities
- Demonstrates effective conflict resolution and problem-solving skills
- Coordinates psychological and educational testing activities conducted for the purpose of special education eligibility determination as well as provides information supporting the development of appropriate educational programs
- Provides classroom support and intervention for students experiencing behavioral, social, and/or emotional behaviors that impact their education
- Provides direct services and intervention for special needs students as required for their success including proactive strategies such as social skills education, individual student interventions, behavioral contracts
- Directly assists classroom teachers with the ongoing management of special needs students
- Assists teachers with the design and implementation of solutions to classroom concerns focused upon the special need's students' population
- Serves as a member of the Student Support management team, IEP Teams, etc. as pertinent to the job
- Assists with the development of instructional and/or behavioral goals and objectives
- Conducts parent and/or parent-student conferences set up to interpret student assessment results
- Participates in curriculum development and implementation of special education services
- Works to ensure that the appropriate menu of services is identified and implemented for identified K-12 students
- Uses collaborative and evidenced-based approaches to assist in the creation of IEPs to ensure that students receive skills targeted to their areas of identified need
- Develops staff capacity and parent participation in data-based decision making
- Confers, counsels, trains and assists site administrators and school staff regarding specialized procedures and requirements
- Responds to inquiries from a variety of sources (e.g. other teachers, parents, administrators, etc.) around aspects of special education services
- Stays current on policies and laws related to special education
- Develops and maintains collaborative and transparent relationships with other district staff, families, and community partners.
- Completes all documentation as required by law or prescribed by the Executive Director of Special Services, including but not limited to IEPs, assessment documents, and progress reporting
- Attends staff and other professional meetings as appropriate or directed
- Uses and integrates technology for communication and instruction
- Conducts testing, interpret results, and leads the multi-disciplinary team in the identification of special education students
- Other duties as assigned

Salary: \$52,311.74 - \$107,944.14 annually, DOE

Work schedule: 1.0 FTE

Benefits:

Sick leave and personal leave; health benefits including medical, dental, vision, life insurance, and long-term disability insurance; State retirement; other fringe benefits as allowed under the Centralia Education Association Collective Bargaining Agreement.

Application Procedures:

Applicants interested in this position should apply online at www.edjobsnw.org AND submit a letter of interest to Tammie Jensen-Tabor, Executive Director of Special Services at tjensen-tabor@centralia.wednet.edu. Internal candidates only need to submit a letter to Tammie Jensen-Tabor.

Working Condition and Physical Effort Requirements

| | Seldom or Never | Monthly | Weekly | Daily | Hourly |
|--|--------------------|---------|--------|-------|--------|
| Lift/push/pull/carry objects up to 10 lbs. | | | | x | |
| Lift/push/pull/carry objects 11-20 lbs. | | | x | | |
| Lift/push/pull/carry objects 21+ lbs. | | x | | | |
| Standing up to one hour at a time | | | | x | |
| Standing up to two hours at a time | | | | x | |
| Standing for more than two hours at a time | | | x | | |
| Stooping and bending | | | x | | |
| Ability to reach and grasp objects | | | | | x |
| Manual dexterity or fine motor skills | | | | | x |
| Ability to communicate orally | | | | | x |
| Ability to hear | | | | | x |
| Proofreading and checking documents for accuracy | | | | | x |
| Using a computer and computer software | | | | | x |
| Using various technology tools | | | | | x |
| Working in a normal office environment with few physical discomforts | | | | x | |
| Working in an area that is somewhat uncomfortable due to drafts, noise, temperature variations, or other conditions | | | x | | |
| Working in an area that is very uncomfortable due to extreme temperatures, noise levels, or other conditions | | x | | | |
| Working with equipment or performing procedures where carelessness would probably result in minor cuts, bruises, or muscle pulls | x | | | | |
| Operating automobile, vehicle or van | x | | | | |