

Shelton School District #309
700 S. 1st Street
Shelton, Washington 98584
(360) 426-1687

April 21, 2010

The Shelton School District is now accepting applications for the following Certificated Special Services position to begin with the 2010-11 school year.

• **School Psychologist**

0.6 FTE

Must meet State School Psychologists certification requirements.

See attached for complete job description and qualifications

Application Process:

1. Letter of application.
2. Completed Shelton School District application at www.sheltonschools.org.
3. Up-to-date resume.
4. Current placement file and copies of transcripts.
5. Copy of Valid Washington State Certification including endorsements as required.

Closing Date: Open until filled with a qualified candidate.

Apply to: Human Resource Department
SHELTON SCHOOL DISTRICT
700 S. 1st Street
Shelton, WA 98584
(360) 426-1687

The Shelton School District No. 309 complies with all federal rules and regulations and does not discriminate upon the basis of race, creed, color, national origin, families with children, sex, marital status, sexual orientation, age, or the presence of any sensory, mental or physical disability or the use of a trained dog guide or service animal by a disabled person.

This holds true for all district employment and opportunities. Inquires regarding compliance processes may be directed to the District's Title IX/RCW 28A.85 Officer, Section 504 Coordinator and/or American With Disabilities Act Coordinator.

Title IX/RCW 28A.85 Officer/Section 504 Coordinator and/or Americans With Disabilities Act Coordinator is the Special Services Director; Shelton School District No. 309; 700 S. 1St., Shelton, WA 98584, Ph. (360) 426-1687.

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JOB DESCRIPTION

POSITION: PSYCHOLOGIST

JOB SUMMARY:

This position provides individualized psychological assessment information, support and consulting services to staff in Shelton and the special services cooperative districts. Responsibilities will vary with individual building and district needs. These responsibilities would typically include but not be limited to classroom observations, conferences, participation with teams, individual student testing, written report and assessment summaries, analysis of testing data in compliance with WAC for special education, review of previous data, communication with parents and agencies and assistance in developing an appropriate individualized educational program for students. Responsibilities also include the promotion of current trends and regulations for special education, expertise, and support for teachers, administrators and others responsible for the education of special needs students. This list of essential functions is not exhaustive and may be supplemented as necessary.

ESSENTIAL FUNCTIONS, DUTIES, AND RESPONSIBILITIES:

Depending upon individual assignment, the school psychologist performs all or a combination of several of the following duties:

Provides consultative and advisory services to school personnel within the service area in the diagnosis and remediation of all children.

Conducts screening and, when appropriate, evaluation assessment of intellectual functioning, behavioral, social and emotional areas and normal growth and development of students referred for special education.

Makes classroom, playground, home visits for students referred for special education.

Develops an assessment summation from individual assessment reports submitted through the MDT process.

Maintains compliance with state and federal guidelines for establishing Special Services eligibility.

Participates as a member of the multi-disciplinary team providing information on WAC regulations, specific student observations, testing and planning for an IEP.

Maintains good communication with counselors, staff and building administrators, parents and agency providers to develop appropriate programs for special education students.

Provides consultation services to counselors, administrators, regular and special education staff in instructional and/or behavioral program development.

Updates individual short term objectives and long term goals as indicated by formal and informal assessment.

Maintains good communication with individual staff members, parents, administrators, other school personnel, and agencies in order to provide continued appropriate progress and changes in the student's program.

Maintains files and forms for special education compliance in a timely manner.

Records and submits timely signed and dated reports for each student assessed.

Provides consultative and advisory services to the family, educational staff, health care agencies, and interested community organizations.

Works closely with all social agencies having contact with pupils in the service area. For example, juvenile court, public assistance, mental health, etc.

Provides follow-up casework services and on-going communication when using outside resources. For example, Child Study Clinic, Mary Bridge Hospital, and others as appropriate.

Maintains written records and submits timely reports for each student.

Provides workshop opportunities for staff and community to enhance the general knowledge of psychological, social, emotional, behavioral development, and learning difficulties in children.

Maintains updated knowledge of school policies and procedures that affect this position.

Updates their own knowledge and evaluates their own practices and applies it toward the development of a continually evolving and quality Psychology department.

Performs related duties as assigned.

REQUIRED KNOWLEDGE, SKILLS, AND ABILITIES:

Knowledge in all phases of the special education process, procedures and handicapping conditions. Some assignments may require special expertise in early learning and/or atypical handicapping conditions.
Ability to plan, organize and implement all phases of special education identification.
Effective oral and written communication skills.
Ability to listen and professionally mediate toward solutions.
Ability to provide innovative and responsible leadership to buildings and districts.
Ability to maintain confidentiality.
Ability to organize activities, written work, and peers for teaming.
Ability to use various assessment tools for various ages and diagnostic investigations.
Ability to drive and work in different locations daily.
Ability to deal with staff, students, and others in a warm and confident manner.
Ability to remain flexible to changes in assignments or situations.
Ability to follow and give directions.
Ability to work independently.
Ability to set priorities.
Ability to work with a number of secretaries and supervisors with ease.
Ability to maintain accurate records.
Ability to establish and maintain effective working relationships with staff and students.
Ability to participate in conferences, workshops, and training sessions.
Ability to work flexible hours.

WORKING CONDITIONS:

Classrooms, offices, homes and school environments for all age students. Required travel between locations daily and experiencing frequent interruptions and schedule changes. Required to deal with a wide range of situations, behaviors and abilities. Requires dexterity in the operation of typing and computer equipment. Depending upon the age of the students, required to have the physical ability to get on the floor to work with students.

REPORTS TO:

Reports to Director of Special Services. Receives direction from Assistant Director of Special Services, principals and Cooperative district superintendents.

MINIMUM QUALIFICATIONS:

Education and Experience

Eligible for or current holds a Washington State Certificate as an Educational Staff Associate with an endorsement as a School Psychologist.
Demonstrated commitment to special needs students and their families.
Training and experience in assessment, evaluation and consultation.
Demonstrated ability to work cooperatively in a team.

Special Requirements/Licenses

None.

Allowable Substitutions

None.

TERMS OF EMPLOYMENT:

Hours a day and days per year to be determined by Director of Special Services and the Personnel Office. Salary and benefits according to adopted salary schedule.

EVALUATION:

Performance of this job will be evaluated annually in accordance with provisions of Washington State Law and the bargained agreement.