



West Shore ESD Position Description

POSITION OPENING

Under the provisions of Article 10, Job Posting Procedure, of the Master Agreement between the West Shore Educational Service District Board of Education and the Education Association, the following vacancy will occur:

JOB TITLE:	School Psychologist
POSITION AVAILABLE:	2017-2018 School Year
JOB DESCRIPTION:	Attached
CERTIFICATION REQUIRED:	Current and valid School Psychologist certificate from the Michigan Department of Education; Valid Drivers' License required.
TERMS OF EMPLOYMENT:	Per the West Shore ESD EA Collective Bargaining Agreement
INQUIRIES:	Send cover letter/resume/credentials/references to: Terri Steih, Director of Human Resources West Shore ESD 2130 West US-10, Ludington, MI 49431 or via email at tsteih@wsesd.org
DATE OF POSTING:	November 6, 2017
EXPIRATION DATE:	February 15, 2018

The information contained in this job description is for compliance with the American with Disabilities Act (A.D.A.) and is not an exhaustive list of the duties performed for this position. Additional duties are performed by the individuals currently holding this position and additional duties may be assigned.



West Shore ESD Position Description

JOB TITLE: School Psychologist
DEPARTMENT: Special Education
REPORTS TO: Special Education Supervisor

PREPARED BY: Brenda Tarsa
APPROVED BY: William Mueller
DATE: July 2017

FTE: 1.0
EXEMPT STATUS: Exempt
WORK DAYS: WSEA CBA

SUMMARY:

School Psychologists are highly skilled staff who provide leadership around student-focused outcomes within the educational setting. The WSESD school psychologist's priority is to perform high quality student evaluations embedded within a Multi-Tiered System of Support (MTSS) framework in accordance with Individuals with Disabilities Education Act (IDEA) and Michigan Administrative Rules for Special Education (MARSE). This includes working collaboratively within a multidisciplinary community, administering and interpreting culturally sensitive, statistically reliable and valid psychoeducational assessments, conducting student behavior and academic observations, interviewing parents, teachers and students, facilitating functional behavior assessments and positive behavior intervention support plans, and using data for the purpose of monitoring student rates of progress within the educational setting. The school psychologist uses the data and evaluation results to match scientifically research and evidence-based interventions with student needs and make special education eligibility recommendations to the Individualized Educational Planning Team.

ESSENTIAL DUTIES AND RESPONSIBILITIES: *Other duties may be assigned.*

Presence on the job is an employee's fundamental obligation. Regular, reliable and punctual attendance is required. Functions as a liaison between local schools, the ESD, and/or the state, and promotes ambassadorship of the WSESD Board of Education's Policies, Mission, Vision, Goals, and Strategic Plan Priorities. Engages in and promotes confidentiality, maintains professional, positive relationships and communication with students, parents, educators, administrators, and co-workers. Leads and performs special education evaluations within the IDEA regulations, MARSE rules, and ESD guidelines. Administers and interprets norm-referenced, standardized assessments, curriculum based measurements, and criterion referenced tests (i.e. intellectual, achievement, adaptive behavior, perceptual-motor, progress monitoring results). Makes recommendations to the Individualized Education Plan (IEP) team regarding IEP development and Least Restrictive Environment (LRE), based upon the school psychologist's evaluation results. Attends school meetings related to MTSS, specialized ESD committees/activities within the service milieu, special education referral processes, Multi-disciplinary Evaluation Team (MET)s, IEPs, manifestation determinations, consultation and collaboration with parents, school staff, ESD colleagues, and agencies regarding educational and behavioral matters while utilizing school psychological principles. Facilitates functional behavior assessments and positive behavior support plans. Interprets team data to determine behavior plan effectiveness and make recommendations. Keeps abreast of field developments via professional learning opportunities, workshops/conferences, and Professional Learning Communities (PLC)s as related to the WSESD's Mission, Vision, Goals, and Strategic Plan Priorities. Promotes parental education/participation and may participate in home visitations and parent-teacher conferences for child-find evaluations. Maintains the department budget and inventory for supplies/materials in cooperation with fellow school psychologists. Maintains school psychology certifications, including others such as annual Crisis Prevention Intervention (CPI) renewal. Meets regularly with the special education supervisor and provides updates. Maintains confidential information. Keeps a detailed work schedule in the ISD electronic calendar and travels to meet job requirements

QUALIFICATIONS: *To perform this job successfully, an individual must be able to perform each essential duty satisfactorily. The requirements listed below are representative of the knowledge, skill, and/or ability required. Reasonable accommodations may be made to enable individual with disabilities to perform essential functions.*

EDUCATION and/or EXPERIENCE:

Meets the competency requirements set forth in R 380.201-209 of the Michigan Administrative Code:

Possess a School Psychology Specialist's Degree (or its equivalent) in school psychology from an institution with an approved program.

Have completed a minimum of 15 graduate semester hours in school psychology, including an internship, in addition to the 45 semester hours required for the preliminary certificate.

In addition to the 600-clock-hours required for the preliminary certificate, have completed not less than a 600-clock-hour supervised internship with school-age pupils in an approved school psychologist program, 300 clock hours of which shall be in a school setting under the supervision of a person who holds a valid Michigan school psychologist certificate or its equivalent.

Completed one year of successful experience employed as a school psychologist with direction from a fully certificated Michigan school psychologist with a minimum of 2 hours per week of supervision.

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CERTIFICATES, LICENSES, REGISTRATIONS:

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KNOWLEDGE, SKILLS and ABILITIES:

Ability to apply knowledge of current research and theory to instructional program; ability to plan and implement lessons based on division and school objectives and the needs and abilities of students to whom assigned.

Ability to establish and maintain effective working relationships with students, peers, parents and community.

Ability to speak clearly and concisely in written or oral communication.

Demonstrated proficiency in the use of technology and computer skills.

Must carry out all responsibilities with awareness of all requirements, standards and policies established by the Board of Education.

Ability to desire to work with students with special challenges and severe disabilities. Ability to prioritize and manage multiple tasks efficiently; possess strong organizational skills. Ability to make decisions and problem solve within a team of service providers.

Such alternatives to the above qualifications as the Superintendent may find appropriate and acceptable.

LANGUAGE SKILLS:

Ability to read, analyze, and interpret general business periodicals, professional journals, technical procedures, or governmental regulations. Ability to compose reports, business correspondence, and procedure manuals. Ability to effectively present information and respond to questions from various groups including administrators, staff, local school districts, customers and the general public.

MATHEMATICAL SKILLS:

Ability to work with mathematical concepts such as fractions, percentages, ratios and proportions to practical situations. Ability to extrapolate needed statistical data from given information.

REASONING ABILITY:

Ability to frame and solve a practical problem logically and rationally. Ability to apply common sense understanding, to interpret and carry out instructions furnished in written, oral, diagram or schedule form. Ability to define problems, collect data, establish facts, and draw valid conclusions.

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 will occasionally sit and walk and sometimes stand. Specific vision abilities required by this job include close vision such as typed material. Hearing abilities used while performing this job are hearing conversation in a quiet or noisy environment. The employee will frequently interact with the public and other staff, and will occasionally work extended hours. The employee must be able to lift/push/pull up to 40 pounds individually. The employee must be able to lift/push/pull up to 40 pounds individually.

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.*

The noise level in the work environment is usually quiet. Work is performed indoors. The employee is directly responsible for the safety, well-being and work output of students.

The employee shall remain free of any alcohol or non-prescribed controlled substance abuse in the workplace throughout his/her employment in the District.

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