



Job Title: School Psychologist

Reports to: Director of Pupil Services

Definition:

Under the direction of the Director of Pupil Services, will diagnose the needs of students experiencing a variety of interruptions in the educational environment; develop individualized education programs for students including remedial programming that will enable students to attain maximum educational growth and behavioral adjustment; conduct individual and group counseling activities; and other related functions consult with teachers, administrators and other district personnel; will provide assistance to families through counseling and consultation.

Essential Functions:

- Review all referral packets submitted to Pupil Services and confirm all necessary information is present and completed prior to any assessment; upon completion of the assessment, results will be interpreted to parents and other qualified people who are working with the child; provide specific educational recommendations verbally as well as within a written report; and provide additional information as required per PL 94-152, Title V, and 581870.
- Conduct assessments of all special education transfer students and interpret results to parents, teachers, and/or administrators as needed
- Conduct assessments of all children referred for special education consideration.
- Conduct assessments with other children who may not qualify for special education services but are in need of assistance due to behavioral, perceptual, attentional, etc. issues
- Conduct and complete triennial reassessments of all children enrolled in a special education program
- Assist special education teachers upon request with their annual assessments
- Chair and/or serve as member of Individual Educational Program (I.E.P.) Team meetings
- Provide designated instructional services as prescribed by the I.E.P. Team within area of expertise, such as counseling, referral to special education programs, referrals to outside agencies, and other follow-up activities
- Adhere to mandated time lines as prescribed by law
- Provide procedural documentation and psycho-educational reports for all assessments mentioned above as applicable
- Provide consultation and in-service to district personnel regarding legal obligations related to special education
- Assist in development of systematic procedures for screening, referral, team assessment, program planning, placement, and follow-up for special education and general education students
- Consult with administrators, parents, and teachers regarding children referred for psychological services other than special education. This may include conferences, observations, assessments through formal or informal testing, etc. including specific recommendations to remediate concerns
- Provide follow-up consultation for children referred who are placed in special education classes and for those that are not placed by are in need of some type of additional educational, emotional, and/or social educational assistance
- Assist teachers in the development of effective individual educational plans for students. Provides crisis counseling for students, parents, and teachers followed by referral to appropriate agencies as warranted
- Attend in-service meetings to keep abreast of new psychological practices including assessment tools, techniques, consultation, and latest research in effectively working with children



Secondary Functions:

- Provide and coordinate in-service and/or consultation for teachers, parents, aides, and clerical staff on a variety of topics such as child development, child management, communication skills, environmental engineering, and identification of youngsters with special needs, and teaching strategies.
- Represent district for special education meetings
- Participate in Student Study Team meetings
- Provide on –going group and individual counseling for general school population
- Provide short-term counseling
- Assist parents in coordinating community and school services
- Conduct research to determine effectiveness of specified programs
- Monitor communication between agencies to support the continuity of services as they relate to educationally relevant services.

Experience and Education:

Certification, Licenses, and Other Requirements:

- The completion of a Master's or higher degree in educational psychology, counseling or a closely related field
- Possession of a valid California Credential with School Psychology authorization
- Valid California Driver's License
- Verify Basic Skills Requirement (CBEST)
- Two years of experience as a school psychologist or school psychologist intern in an educational setting in which a variety of special programs were conducted

Knowledge of:

- Principles, trends, practices and techniques pertaining to educational psychology
- Current educational, diagnostic and psychotherapeutic practices and trends
- Laws, policies, rules and regulations governing the District special service programs
- Research and development techniques pertaining to the field of educational psychology

Ability to:

- Effectively conduct diagnostic evaluation and counseling functions
- Develop and recommend individualized educational programs for students
- Perform research and need assessment functions
- Analyze problems and recommend effective and workable solutions
- Effectively communicate in oral and written form
- Establish and maintain cooperative working relationships

Physical Requirements:

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. This position requires the ability to respond to students' educational physical and behavioral needs. Reasonable accommodations may be made to enable individual with disabilities to perform the essential functions.

Body Movements: Regular activities: conduct verbal conversation; hear normal range verbal conversation (approximately 60 decibels); sit, stand, stoop, kneel, bend and walk; sit for sustained periods of time; stand for sustained periods of time; climb slopes, stairs, steps, ramps and ladders; exhibit full range of motion for shoulder external rotation and internal rotation, shoulder abduction and adduction elbow flexion and extension, shoulder extension and flexion, back lateral flexion, knee flexion, ability to push and pull objects weighing up to 100 lbs; demonstrate manual dexterity necessary to operate computer keyboard.



Lifting Requirements: Employees assigned to this classification lift, carry, and/or move objects weighing up to 50 lbs. Occasionally, they may lift, carry, and/or move objects weighing up to 50 lbs.

Vision Requirements: Ability to read handwritten or typed documents, and the display screen of various office equipment and machines; vision which allows accurate observation from a distance

Additional Physical Requirement: Ability to work with cleaning solutions, disinfectants and sanitizers in a safe and effective manner without allergic reaction

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.

Position Environment

School site environment; subject to frequent interruptions, demanding timelines and contact with employees and the public.

Exposures, Risks and Hazards

Normal risks and hazards associated with operating computers and computer-related equipment

Governing Board Approved: November 2, 2010

Revised: