

PSYCHOLOGIST

PRIMARY FUNCTION:

The position of Psychologist, under the direction of the Executive Director of Student Support Services and the Director of Special Education, is responsible for the evaluation of children in an educational setting; to perform psycho-educational assessments to determine appropriate programs and instructional processes to enable students to achieve maximum achievement and adjustment; to assist students in understanding and seeking solutions to social, emotional, or academic problems and issues; to serve as a Special Education administrator and school site resource pertaining to student behavior management and learning strategies, and welfare and attendance problems and concerns; perform other related duties as assigned.

ASSIGNED RESPONSIBILITIES:

1. Consults and confers with school site and district office administrators in the development and implementation of Special Education practices and youth services at designated school sites.
2. Performs a variety of individual and group psycho-educational assessments and diagnosis of specific learning, emotional and behavioral disabilities.
3. Prepares recommendations pertaining to student remediation, placement in special programs, and psycho-educational interventions.
4. Participates and helps facilitate Individualized Education Program (IEP) meetings; makes recommendations for IEP goals and objectives and special education services and placement.
5. Provides staff development in effectively implementing behavioral plans to support teachers with full inclusion students.
6. Provides school site administrators input regarding best practices and expectations relative to Special Education classroom instruction.
7. Provides school site administrators input relative to health paraprofessional Special Education assignments, duties and responsibilities.
8. Assists school site administrators and school site personnel with maintenance and compliance relative to current special education requirements such as (but not limited to) Assessment Plan Processes, staff training, IEP's, and Special Education timelines.
9. Participates in parent conferences, pupil evaluation reviews and provides pupil profiles indicating learning strengths and weaknesses.

10. Serves as a member of student study teams and collaborates with other team members in planning special programs and in the use of remedial instructional materials for students with special needs.
11. Provides professional development and support to teachers and other staff to promote improved classroom management, better instructional approaches, early intervention strategies to assist students, and increased understanding of the educational and mental health needs of all students.
12. Consults with parents to further their understanding of the learning and emotional adjustment processes pertaining to their children.
13. Counsels pupils individually and in small groups using a variety of data gathering and therapy techniques.
14. Serves as a liaison between the schools and mental health and juvenile agencies in pursuing referral follow-ups.
15. Assists in the development and monitoring of individual education plans for students with exceptional needs may pursue evaluation and research psychological service program.
16. Assists in identifying school psychological service needs.
17. Plans and presents, as requested, a variety of management related reports pertaining to school psychological service functions and activities.
18. Provides parent education in areas such as child development, psychological adjustment, communication, study techniques, behavior management, understanding the unique needs of students with disabilities, and intervention activities.
19. Provides psychological interventions and consultation to staff and students in response to crisis events such as natural disasters, death of a classmate or staff member, and personal family tragedies.
20. Performs other related duties as assigned.

ESSENTIAL JOB REQUIREMENTS - QUALIFICATIONS:

- **Knowledge of:**
 - a. Principles, methods, techniques, strategies, and trends in educational, social, and emotional adjustment assessment functions
 - b. Applicable and appropriate psychological and achievement appraisal instruments, techniques, and procedures

- c. Social service and youth service agencies in the local area
- d. Social, emotional and behavioral characteristics of pre-school, elementary, and secondary school age students
- e. Evaluation and research techniques, strategies, and procedures
- f. Curriculum and instruction programs beneficial to pupils with special learning needs
- g. Applicable sections of the State Education Code, Board and District policies, procedures and regulations
- h. Current instructional standards, curriculum and instructional delivery
- **Ability to:**
 - a. Work independently with little direction
 - b. Communicate effectively both orally and in writing
 - c. Work effectively in the absence of supervision
 - d. Establish and maintain cooperative and effective working relationships with others
 - e. Work in a diverse socio-economic and multicultural community
 - f. Maintain consistent, punctual and regular attendance
 - g. Train and evaluate the performance of assigned staff
 - h. Interpret, apply and explain rules, regulations, policies and procedures
 - i. Operate a computer and job-related equipment
 - j. Analyze situations accurately and adopt an effective course of action
 - k. Meet schedules and time lines
 - l. Plan and organize work
- Incorporated within one or more of the previously mentioned performance responsibilities, which are essential functions of this job description, are the following essential physical, mental and environmental requirements (*reasonable accommodations may be made to enable individuals with disabilities to perform the essential job functions*):

- **Physical:**

- a. Ability to push, pull, and transport instructional and/or presentation materials
- b. Ability to communicate so others will be able to clearly understand a normal conversation
- c. Ability to understand speech at normal levels
- d. Ability to bend, twist, stoop and reach
- e. Ability to drive a personal vehicle to conduct business

- **Mental:**

- a. Ability to organize and coordinate schedules
- b. Ability to analyze and interpret data
- c. Problem solving
- d. Ability to communicate with the public
- e. Ability to read, analyze and interpret printed matter and computer screens
- f. Ability to create written communication so others will be able to clearly understand the written communication
- g. Ability to communicate so others will be able to clearly understand a normal conversation
- h. Ability to understand speech at normal levels

- **Environment:**

- a. Indoor – frequently
- b. Outdoor – occasionally
- c. Ability to work at a desk and in meetings of various configurations

EDUCATION AND EXPERIENCE:

- a. Valid California School Psychologist Credential
- b. Bachelor's Degree or higher
- c. Must possess a valid driver's license

SUPERVISOR:

Director of Special Education

OVERTIME STATUS:

Exempt

BARGAINING UNIT STATUS:

Management

EVALUATION:

Performance of this job will be evaluated in accordance with provisions of Board Policy on Evaluation of Management/Confidential employees

**Regulation
Approved:**

November 13, 2018