

# ALAMEDA UNIFIED SCHOOL DISTRICT

Excellence & Equity For All Students

Title	Psychologist	Reports To:	Director of Special Education or District Special Education Administrator	
Department:	Special Education	Bargaining Unit:	<input type="checkbox"/> CSEA 860 <input type="checkbox"/> CSEA 27 <input checked="" type="checkbox"/> AEA	<input type="checkbox"/> Management <input type="checkbox"/> Confidential <input type="checkbox"/> Unrepresented
Hours:	8	No. of Work Days:	195	
FLSA Classification:	<input checked="" type="checkbox"/> Exempt <input type="checkbox"/> Non Exempt	Type:	<input type="checkbox"/> Reclassification <input checked="" type="checkbox"/> Update of job description <input type="checkbox"/> New job description	
Salary Schedule:	<input type="checkbox"/> Contract <input type="checkbox"/> Executive Cabinet <input type="checkbox"/> Administrative/Supervisory <input type="checkbox"/> Confidential		<input type="checkbox"/> Licensed <input type="checkbox"/> Unrepresented <input type="checkbox"/> CSEA 27 – Range XX <input type="checkbox"/> CSEA 860 <input checked="" type="checkbox"/> AEA	

## DESCRIPTION

Through a program of psychological diagnosis and therapy, School Psychologists improve the school educational experience of those students with emotional and learning disabilities.

## ESSENTIAL FUNCTIONS

Responsibilities: The requirements listed below are representative of the knowledge, skill, and/or ability required.

- Be informed of and implement federal and state laws, education code, and Alameda Unified School District policies and procedures.
- Conducts assessment for students with a suspected disability that are initially referred and students requiring re-evaluation.
- Select and administer appropriate assessment methods and instruments to students suspected of having a disability in one or more of the fourteen eligibility criteria according to Individuals with Disabilities Education Improvement Act (IDEIA).
- Assess 2-year-old children with suspected disabilities who will turn 3 during the school year and reside within the Alameda Unified School District for development of an Individual Education Plan (IEP).
- Work with IEP Team in deciding if students qualify for special education services and development of appropriate placement recommendations, goals and objectives for the service.

- As a member of the multidisciplinary team, the School Psychologist will share content of psychological reports and recommendations therein at IEP meetings and makes recommendations to the IEP Team concerning student eligibility for special education services, goals, accommodations, and educational placement.
- Can agree to serve as LEA representative for IEP meetings when requested by administration.
- Upload assessment reports into Special Education Information System - SEIS upon completion and document all due diligence efforts.
- Provide written reports analyzing, interpreting and summarizing test results, observations and information from school personnel, students, parents and other agencies and maintains required records, logs and files reports in District Office in a timely manner.
- Serve as a member of the Pre-Referral Team (COST), Student Success Team (SST), evaluating referred student's school histories and educational progress, as needed.
- Gather background information on the student's history.
- Assist in the development of accommodations and modifications appropriate for students, including those with initial 504 plans, as needed.
- Serve as consultant to special education and regular education teachers in the implementation of the student's IEP:
  1. Plan, coordinate, support, and/or develop educational interventions, behavior management, transition plans and counseling/mental health programs.
  2. Develop, coordinate and provide in-service training to staff, parents, agency and district personnel.
  3. Remain current regarding psychological issues, laws, and regulations pertaining to special education, educational trends, and other services provided to children.
- Provide the assigned schools with awareness of compliance with state and federal regulations.
- Participate in the District and State Coordinated Compliance Reviews.
- Serve as a member of Site Crisis Team, as needed.
- Provide support to the District Crisis Team as needed.
- Assist in monitoring students placed in non-public and private schools by Alameda USD or reside within Alameda.
- Assist administrators, instructional and classified staff and parents in Alameda USD schools in the prevention and correction of learning and behavior problems through consultation, assessment, instructional planning.
- Conduct district-level guidance professional development for district classified and certificated personnel to include assessment and instructional planning.
- Consult with instructional staff and administrators in matters pertaining to programs and/or problems of guidance, including confidentiality, the referral process, the assessment procedure, ethics, etc.
- Participates in staff meetings, professional development, and trainings.
- Counsels individual pupils or groups of pupils, where appropriate, regarding test findings, academic concerns, social or emotional problems and general vocational goals, and provide Designated Instruction and Services (DIS) and parent trainings.
- Performs other related duties as required.

## QUALIFICATIONS

- **Knowledge of:** Assessments used for diagnosis and qualifying special education students; Writing

clear and understandable assessment reports that teachers, students, and parents can comprehend; Special Education legal and procedural requirements including appropriate time lines for assessments; The variety of agencies supporting special education students and families;

- **Ability to:** Work effectively with multi-cultural students, parents, staff and administrators; Identify behavior and psychological problems; Collect data; Develop a *Positive Behavior Intervention Plan*; Prepare complete and concise verbal and written assessment reports; Facilitate meetings and conflict resolutions using methods for reaching consensus;

**Education and Experience:**

- Valid California Pupil Personnel Credential with an Authorization in School Psychology
- Advanced degree in school psychology desired
- 3 years minimum of successful practice as a School Psychologist desired
- Qualifications and ability to supervise School Psychologist Interns is desirable

**PHYSICAL DEMANDS**

Frequency Key: None (N); Occasional - up to 25% of shift (O); Intermittently – up to 50% of shift (I); Frequently – up to 75% of shift (F).

Activity	Frequency	Activity	Frequency
Bend	I	Lift/carry 0-10 lbs	F
Twist	O	Lift/carry 11-25 lbs	I
Squat	I	Lift/carry 26-40 lbs	O
Kneel	I	Lift/carry 41-100 lbs	N
Climb	O	Stand	I
Reach above shoulder	I	Walk	I
Grip/Grasp	F	Sit	F
Extend/Flex Neck	O	Drive	O
Use Dominant Hand	F	Perform Repetitive Hand Motions	F
Use Non-Dominant Hand	O	Keyboarding/Mouse Work	F
Ability to See	F	Ability to Hear	F

**ENVIRONMENTAL ELEMENTS**

Employees primarily work in an office environment with moderate noise levels, controlled temperature conditions, and no direct exposure to hazardous physical substances. Employees occasionally work outdoors and are exposed to dust, fumes, allergens, vermin, parasites, or insects.

THE ALAMEDA UNIFIED SCHOOL DISTRICT IS AN EQUAL OPPORTUNITY EMPLOYER and, in compliance with federal and state laws, does not discriminate in any employment practice on the basis of age, ancestry, color, marital status, medical condition, national origin, political or union affiliation, physical or mental disability, race, religion, sexual orientation or sex.