

## SCHOOL PSYCHOLOGIST

### DEFINITION:

Under direction of the SELPA Director or Designee, conduct assessments of the psycho-educational needs of referred students and already identified students (triennial); provide consultative and collaborative services or techniques to facilitate student learning and development; act as an IEP Team member, support general education students and support the crisis needs of the student populations assigned.

### QUALIFICATIONS:

#### **Experience:**

- At least a full year of internship completed under the supervision of a credentialed school psychologist.

#### **Education:**

- Master's degree in school psychology, counseling, or other appropriate field. Pupil Personnel Services (PPS) Credential with School Psychology authorization.

#### **Other:**

- A valid driver's license.

### DISTINGUISHING CHARACTERISTICS:

- Demonstrates and maintains an acceptable level of professional ethics and competence in the field of school psychology.
- Interpersonal skills using tact, patience, and courtesy.
- Will use personal vehicle to travel from site to site and transport equipment as needed.
- This is an itinerant position. The assignment may be at multiple schools based on District need.

### ESSENTIAL DUTIES AND RESPONSIBILITIES:

Under the direction of the SELPA Director or Designee, incumbent will:

- Complete psycho-educational assessments and other assessments to determine needs of students as outlined by the agreed upon assessment plan and provide recommendations based on the assessment findings in the Least Restrictive Environment.
- Address cultural, ethnic, and language variations when selecting assessment tools, based on child's unique skills.
- Select and use diagnostic tools designed to assist in formulating enrichment, prevention, and remediation processes for children.
- Generate a psycho-educational report that: reflects and includes multiple measures, student observations and aligns with the educational code and the Individuals with Disabilities Act (IDEA) specific to the areas of suspected disability.
- May provide (individually and in groups) counseling and guidance to special education students assessed as needing Educationally Related Mental Health Services (ERMHS).
- Provide short-term counseling for students.
- Attend and participate in IEP, 504, and SST meetings and may include facilitating IEP meetings.
- Provide collaborative and consultative support to staff in order to support all students (includes: mental health, curriculum, behavior, social/emotional, crisis support, testing, classroom environment, school climate, child development, learning strategies, special education procedures, promotion/retention considerations, and staff development).

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- Complete manifestation determination processes for students identified with IEPs and 504 Plans; assist with 504 process as a team member; collaborate with administration and teachers as a member of the 504 team; collaborate with administration on 504 coordination and case management.
- Complete and case manage interim and initial IEPs in collaboration with the team.
- May serve as liaison between the school, the family, and the selected community resource when therapeutic, academic, and/or social services are provided.
- Complete and submit required logs (counseling, assessment, billing, or other required forms).

Participates in reimbursement billing, such as Medi-Cal, in an accurate and timely manner.

- May be asked to provide supervision of students from the graduate school of psychology who are fulfilling internship or field experience (practicum) requirements. May also be asked to support other school psychologists.
- Assist students and families in gaining access to services from outside agencies and community service providers.
- Attend workshops, trainings, conferences and may be asked to present the information gained at a training to District staff or CAC.
- Provide other related duties that may be requested by the SELPA Director or Designee.

### KNOWLEDGE:

- Knowledge of state and federal regulations regarding special education.
- Knowledge of testing practices, procedures and methods.

### ABILITIES AND SKILLS:

- To effectively communicate both orally and in writing.
- Technology skills.
- To meet deadlines.

### PHYSICAL REQUIREMENTS:

**Physical abilities** include the usual and customary methods of performing the job's functions and require the following physical demands: occasional lifting, carrying, pushing and/or pulling; some climbing and balancing, some stooping, kneeling, crouching; reaching, handling, touching and/or feeling; manual dexterity to operate a telephone and enter data into a computer.

**Significant physical abilities** include ability to sit at a desk, conference table, or in meetings of various configurations for extended periods of time; see and read, with or without visual aids, laws and codes, rules, policies and other printed matter, computer screens and printouts; hear and understand speech at normal room levels and hear and understand speech on the telephone; speak in audible tones so that others may understand clearly in normal conversations.

### 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 moderate.
- Employees in this position will be required to work indoors in a standard office environment and come in direct contact with district staff and the public.