LAWNDALE ELEMENTARY SCHOOL DISTRICT
Job Description

School Psychologist on Special Assignment

Department/Division:	Educational Services / Early Childhood
Reports To:	Director of Special Projects
Provides Support To:	General and Special Education Students
Classification Status:	Certificated
Date Prepared:	**March 2025**
Board Adopted:	**May 1, 2025**

GENERAL PURPOSE

Under the immediate supervision of the Director of Special Projects, assumes delegated responsibility for student and family mental health support and services for early intervention for school readiness/success. Assists students with adjustment and behavior modification techniques that facilitate participation in a school setting. Teaches and models positive behavior management techniques to children, families and staff. Develops individualized plans for families and observes, collects and analyzes data pertaining to those plans across multiple settings. Maintains accurate data and documentation and develops progress reports for both students and programs.

ESSENTIAL FUNCTIONS

The duties listed below are intended only as illustrations of the various types of work that may be performed. The omission of specific statements of duties does not exclude them from the position if the work is similar, related, or a logical assignment to the class.

- ~~Coordinates~~ **Supports** program implementation
- Trains ~~and supervises~~ program staff
- Conducts intakes and determines appropriate support and/or assessment plans for students and families
- Develops individualized treatment plans to support behavior across settings including home, school, after school/daycare, in the community etc. for students aged 3-6.
- Completes scheduled Treatment Conference/Case Management Reports based on individual family and child data and progress
- Determine functions of challenging behavior and develop individualized plans to support behavior change and skill acquisition
- Provides case management and oversight
- Performs and supervises data collection and analysis
- Writes comprehensive reports supported by program data
- Provides parent education
- ~~Coordinates and f~~ **F**acilitates adult support groups
- Provides community outreach and conducts marketing and recruitment

- Maintains confidentiality of all information related to students and families
- Provides training and support to staff
- Gather necessary data and reporting to ensure for accurate outcome-based program evaluation
- Support school teams and clinicians in developing pre-referral strategies in response to students' behavioral and social emotional needs within their least restrictive environments.
- Advise and support administrative staff and education teams regarding appropriate referrals for SEL, Tier 1 and Tier 2 School Based Mental Health Services.
- Assist teams in developing appropriate social-emotional goals and objectives, and progress monitoring.
- Performs other duties as assigned

KNOWLEDGE, SKILLS, ABILITIES, AND PERSONAL CHARACTERISTICS

KNOWLEDGE OF:

- Knowledge of Current laws and educational trends pertaining to children with exceptional needs.
- Demonstrate ability to work effectively with parents, professionals, and paraprofessional personnel and possess a valid California motor vehicle operator's license
- Inclusive practices and Universal Design for Learning

ABILITY TO:

- Skilled in data collection and analysis
- Experience in designing and providing professional learning and training
- Demonstrated successful consultation, communication and leadership skill
- Knowledge of school based mental health programs, universal screeners, MTSS, SEL Trauma Informed practices, evidence-based practices from birth to adult.
- Current on acceptable behavior strategies including positive behavior and best practices.
- Ability to effectively coordinate services and programs, including leveraging partnerships with community partners and agencies.

EDUCATION AND EXPERIENCE:

- Knowledge of Current laws and educational trends
- Demonstrate ability to work effectively with parents, professionals, and paraprofessional personnel
- At least two years of school psychologist or administrative experiences
- Master's Degree, or beyond, from an accredited college or university

LICENSES AND OTHER REQUIREMENTS:

- Valid General Pupil Personnel Services Credential or Standard Designated Services in Pupil Personnel Credential with authorization to serve as a psychologist; competency in Pupil Personnel Services as demonstrated by past successful experience
- Valid California motor vehicle operator's license.

WORKING CONDITIONS

ENVIRONMENT:

District office and school site environment; subject to attending meetings, and driving to various schools to conduct work.

- Employees work under typical office, school site and classroom conditions. The employee frequently drives to District sites and other locations, attends meetings and provides training.

PHYSICAL AND MENTAL DEMANDS

The physical and mental demands described here are representative of those that must be met by employees to successfully perform the essential functions of this class. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

Physical Demands:

Hearing and speaking to exchange information and to make presentations, sitting or standing for extended periods of time, and seeing to read, analyze and review complex staff development plans and strategies.

Mental Demands:

Demonstrate judgment and professionalism when interacting with supervisors, co-workers, staff, students, parents, and others encountered in the course of work. Establish and maintain cooperative relationships throughout the work environment. Learn quickly and follow verbal procedures and standards to accomplish assigned duties and to apply new skills. The employee must be able to work independently and follow a schedule. The employee may deal with dissatisfied or quarrelsome individuals, including students and parents. Some stress may be encountered while performing the duties of this position.

Board Policy 4030: The Board of Trustees desires to provide a positive and safe work environment where employees, interns, volunteers, and job applicants are free from harassment and are assured of equal access and opportunities in accordance with law. No district employee shall be discriminated against or harassed by any coworker, supervisor, manager, or other person with whom the employee comes in contact in the course of employment, on the basis of the employee's actual or perceived race, religious creed, color, national origin, ancestry, age, marital status, pregnancy, physical or mental disability, medical condition, genetic information, military and veteran status, gender, gender identity, gender expression, sex, or sexual orientation or his/her association with a person or group with one or more of these actual or perceived characteristics.