

CENTRAL UNIFIED SCHOOL DISTRICT

POSITION DESCRIPTION

Position: District Psychologist

Classification: Certificated

Reports to: Site Administrator & Administrator of Special Ed.

Range: Certificated Salary Schedule

EDUCATION AND EXPERIENCE

California Pupil Personnel Services Credential with Advanced Specialization in School Psychology, and experience working with children with special needs.

Master's Degree

Valid California driver's license

SUMMARY

To apply principles of learning and behavior to prevent or ameliorate school-related problems and to facilitate the learning development of children in public schools, improve student achievement through behavioral and mental health counseling and comprehensive assessment complying with Federal and State laws and Individuals with Disabilities Education Act (IDEA).

SPECIFIC RESPONSIBILITIES

1. Communicate and advise school administrators, school staff and other Special Education specialists regarding the application of federal and state laws in the assessment process to ensure compliance and consistency across the District.
2. Conduct assessments, develop a written report and make specific recommendations based on interpretation of the Psycho-educational profile.
3. Interprets and communicates Psycho-educational findings to pupils, teachers, administrators and parents.
4. Confer with teacher or parent to develop and implement a more appropriate learning plan in the least restrictive environment.
5. Recommends and arranges placements for pupils in specialized district programs in consultation with principals of schools concerned, parents, and directors of special district programs.
6. Assist in providing training in learning, child development and/or behavior management to teachers, other educational staff, and/or parents in cooperation with other professionals.
6. Supervise and evaluate graduate students from clinical, counseling and school psychology programs.
7. Maintains a service record for each pupil, including computerized records using appropriate confidentiality
8. Consult with administrators concerning appropriate learning objectives for children, planning of developmental and remedial programs, and the development of educational evaluation.
9. Consult with teachers in the development and implementation of classroom methods and procedures designed to facilitate pupil learning and to overcome learning and behavior disorders.
10. Consult with parents to assist in understanding the learning and adjustment processes of children.
11. Consult with community agencies such as probation departments, mental health and guidance clinics, and welfare departments concerning pupils who are being served by such agencies.
12. Consult with other pupil personnel workers who share responsibility or concern for referred pupils.
13. Conduct or participate in individual counseling services with referred pupils, including referral to appropriate outside agencies as necessary.
14. Conduct or participate in small group counseling to facilitate school adjustment.
15. Work with parents or parent groups on developing good family relationships and practices.
16. Cooperate with teachers to develop standardized academic, functional and behavioral goals for

individual students.

17. Confer with teachers on methods of individualizing instructional to meet goals.
18. Evaluate pupil's progress toward stated goals.
19. Arrange for and participate in Individual Education Program meetings to consider pupils recommended for Special Education placement.
20. Liaison/Referral: Act as liaison agent between school or family community resources offering support services.
21. Evaluate students for intellectual and academic giftedness using the appropriate psychological instruments to assess and diagnose specific needs of students in support of assisting student to learn at grade level and beyond.
22. Participate in professional learning opportunities as required for credential renewal to improve personal/professional practice.
23. Participate in Student Success and 504 Team meetings and implementations; ensure compliance with applicable federal and state legal requirements.
24. Develop, distribute, and manage the implementation of Positive Behavior Support Plans for students; consult with administration regarding school discipline and placement procedures for students with disabilities, including conducting Manifestation Determinations
25. Other duties as assigned.

QUALIFICATION REQUIREMENTS

To perform this job successfully, an individual must be able to perform each essential duty satisfactorily. The requirements listed below are representative of the knowledge, skill, and/or ability required. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

Should possess personal qualifications recognized as essential for good public employees including integrity, initiative, dependability, courtesy, good judgment, maintain confidentiality and ability to work cooperatively with others.

Knowledge of:

Special Education assessments and diagnostic tools to meet students' needs

Effective individual and group counseling techniques

Effective academic, functional and behavior management strategies

IEP Case management and IDEA legal requirements.

Section 504 legal requirements

Ability to:

Work as a team with school site staff, students and families.

Communicate effectively both orally and in writing.

Analyze situations accurately and adopt an effective course of action.

Meet schedules and time lines.

Work independently with little direction.

Negotiate skillfully in difficult situations and create solutions that promote compromise while complying with IDEA.

Plan and organize work.

PHYSICAL DEMANDS

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. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

While performing the duties of this job, the employee is regularly required to speak, stand, talk, walk, see, stoop, kneel, crouch, or crawl. The employee must occasionally lift and/or move up to 50 pounds. Specific vision abilities required by this job include close vision, distance vision, peripheral vision, and the ability to read small print. The employee must frequently bend, reach above the head, as well as forward, and use fine motor skills.

School and office environment; driving a vehicle to conduct work, frequent writing and/or keyboarding; moderate to high level of stress, ability to operate a computer and assigned software/programs.

The information contained in this job description is for compliance with the Americans with Disabilities Act (ADA) and is not an exhaustive list of the duties performed for this position. Additional duties are performed by the individuals currently holding this position and additional duties may be assigned.