



Job Description

Job Title: SCHOOL PSYCHOLOGIST

- A. Primary Function: Plan, provide and evaluate psychological services for students and provide related services to teachers, administrators, parents and the community, as appropriate; conduct psycho-educational evaluations of students; prepare recommendations regarding the education and placement of students; actively participate in the development and implementation of policies relative to student support services.
- B. Directly Responsible To: Director of Student Support Services and Site Principal(s)
- C. Assigned Essential Duties and Responsibilities:
1. Collect and organize data in order to make decisions regarding intervention for students with learning differences in both general education and special education, including academic, behavioral and counseling interventions; develop behavior support plans; provide referral to outside agencies such as mental health, SELPA, county and community agencies.
 2. Prepare recommendations pertaining to classroom interventions, placement in special programs, and psycho-educational interventions; consult and confer with instructional and administrative personnel in the development and implementation of instructional methods and procedures designed to facilitate learning and to overcome learning and behavioral disorders.
 3. Provide individual and group counseling services to students, staff and parents as deemed necessary and appropriate using a variety of data gathering and therapy techniques; serve as a resource to site and District personnel and members of the school community concerning youth services.
 4. Serve as a liaison between the schools and mental health and juvenile agencies in pursuing referral follow-ups
 5. Conduct and/or arrange formal and informal student assessment and participate in the development of students' individual programs.
 6. Participate in the selection, coordination and training of instructional aides and other support staff. Develop, coordinate and provide in-service

training to staff, parents, and district personnel. Supervise, train and provide work direction to psychological interns and field workers.

7. Serve in a leadership role with the special education staff at the site and on the IEP team. Plan, coordinate and/or develop educational interventions, 504 plans, behavior supports, transition plans and counseling/mental health programs.
8. Coordinate the pre-referral and Student Study Team (SST) process and 504 plans for the school site as assigned. Coordinate correspondence and facilitate meetings conducted with teachers, parents, support staff and administration during the pre-referral, SST and 504 processes. Consult and confer with teachers, administrators and parents regarding relevant social, emotional, behavioral, cultural and cognitive learning factors. Assist in the development of accommodations and modifications appropriate for students on an IEP or 504 Plan.
9. Participate in parent conferences, pupil progress reviews and provide pupil profiles indicating learning strengths and weaknesses; serves as a member of student study teams and collaborates with other team members in planning special programs, and in the use of remedial/intervention instructional materials for; consult with parents to further their understanding of the learning and emotional adjustment processes pertaining to their child.
10. Conduct conferences with teachers, administration, support staff and parents to identify student progress and resolve student problems.
11. Coordinate the re-evaluation process for students on a IEP or 504 plan, including observation, reviewing reports, reassessment, writing summaries, modifying program and monitoring student progress.
12. Set performance criteria in terms of desired behavioral outcomes and objectives using written, Individualized Educational Programs (IEPs) in collaboration with special education personnel; provide leadership in development of IEPs and in counseling the IEP team to meet IEP objectives; monitor site IEPs for accuracy.
13. Coordinate placement and evaluation procedures for special education, 504 plans and gifted programs at the school site level; monitor entrance criteria and program placement, implement IEPs and 504 plans and assure compliance with federal and state laws and regulations.
14. Utilize technology to collect and organize data in order to assess students' cognitive ability, social-emotional development, adaptive behavior, language development, academic achievement, learning potential and social needs; provide students, parents and staff with alternative methods

to remediate emotional and behavioral problems; utilize technology to write assessment reports and recommendations.

15. Serve as a member of the District management Team; participate in management meetings and District committees to facilitate sound administrative practice and planning in the District. Coordinate Student Support Services programs as assigned.
16. Serve as key member of the District Crisis Team.
17. Perform other duties as assigned.

D. Minimum Qualifications

1. Credential: Pupil Personnel Services with Psychologist authorization or equivalent authorizing service as a school psychologist
2. Education: Master's Degree including all courses needed to meet credential requirements
3. Experience: Successful experience in the field of education
4. Other: Valid California Driver's License

E. Working Conditions

The work environment characteristics described here are representative of those an employee encounters while performing the essential functions of this job in the office and school site. While performing the duties of this job, the employee works at a school site the majority of the time. The noise level in the work environment is usually moderate to high; driving to various locations is required. The employee is regularly required to sit for extended periods of time; work at computer for extended periods of time requiring close/distance vision; color vision, peripheral vision, depth perception and the ability to adjust focus; frequent use of telephone; direct contact with the public, teachers, students, parents, and other district staff; clear speaking and the ability to hear normal voice conversation; exposed to minor contagious illnesses (e.g. colds, flu); work in difficult interpersonal situations (e.g. upset parents, uncooperative coworkers).