

SCHOOL PSYCHOLOGIST

DEFINITION

Under direction, performs a variety of professional activities involved in the observation, assessment and identification of psychological, behavioral and educational needs of referred or identified students, to assist in meeting the social, emotional and educational needs of students in regular and special education programs being serviced by the County Office of Education (Office); prepares recommendations regarding the evaluation and placements of students; consults with teachers, administrators, specialists, agency and district personnel and parents; counsels students; and performs related duties as assigned.

SUPERVISION RECEIVED AND EXERCISED

Receives direction from assigned supervisory or management personnel. Exercises no direct supervision over staff.

CLASS CHARACTERISTICS

This journey-level classification is responsible for independently performing professional duties in providing psychological services to students in regular and special education programs, including testing, counseling, and consulting. Positions at this level exercise judgment and initiative in their assigned tasks, receive only occasional instruction or assistance as new or unusual situations arise and are fully aware of the operating procedures and policies of the work unit.

EXAMPLES OF TYPICAL JOB FUNCTIONS (Illustrative Only)

Management reserves the right to add, modify, change, or rescind the work assignments of different positions and to make reasonable accommodations so that qualified employees can perform the essential functions of the job.

- Provides psycho-educational assessments of students, interprets psycho-educational assessment results and determines qualification for special education services.
- Provides written reports analyzing, interpreting and summarizing test results, observations and information from school personnel, students and parents.
- Participates on multidisciplinary teams in the development of Individual Education Plans (IEP); may act as administrative designee for IEP meetings as needed.
- Participates in the assessment, diagnosis, and planning for special education students; supports management of legal timelines and compliance.
- Interacts with staff from student's school district of residence around IEP issues, changes of placement, and other appropriate issues; screens, plans, and supports transitions for new and exiting students.
- Consults with community mental health staff; assists staff in the modifications and monitoring of programming required following transition of mental health services.
- Develops student goals/objectives and consults with teachers, administrators, and related service providers on an ongoing basis to monitor the educational program.
- Develops, coordinates, and provides in-service training to staff, parents, agency and district personnel.
- Evaluates and assesses students when required during a disciplinary dispute (suspension and/or expulsion).
- Counsels individuals and groups of students, including crisis situations such as suicide/threat risk.

- Maintains strict student and parent confidentiality.
- Attends and participates in a variety of meetings, committees, conferences, in-services and/or special events.
- Stays current with methodology, technology, issues, laws and regulations, and best practices regarding school mental health services and issues related to children with exceptional needs.
- Performs related duties as required.

QUALIFICATIONS

Education and Experience:

Any combination of training and experience that would provide the required knowledge, skills, and abilities is qualifying. A typical way to obtain the required qualifications would be:

Education:

- Equivalent to a bachelor's degree from an accredited college or university in psychology, behavioral science, mental health, or related field.
- Master's degree preferred but not required.

Licenses and Certifications:

- Possession of a valid California Pupil Personnel Services (PPS) Credential – School Psychology.
- This position may require employees to travel; employees must be able get themselves to different locations during their workday and will be responsible for ensuring that they can timely move between locations during their workday either via driving themselves with a valid driver's license or using other modes of transportation.

Knowledge of:

- Principles, practices, methods and strategies applicable to special education curriculum development and strategies for implementation.
- Psychological and educational techniques, tests, materials, methods, theories and trends in assessment.
- Use of alternative modes of assessment, curriculum-based assessment, and tests of adaptive behavior.
- Human development, education learning theory, and special education instructional programming.
- Safety principles and practices including crisis de-escalation strategies, conflict resolution, and other Positive Behavioral Intervention Supports.
- Applicable federal, state, and local laws, codes, policies, and procedures relevant to the area of responsibility.
- Techniques for providing a high level of customer service by effectively dealing with the public, vendors, contractors, and Office staff.
- The structure and content of the English language, including the meaning and spelling of words, rules of composition, and grammar.
- Modern equipment and communication tools used for business functions and program, project, and task coordination, including computers and software programs relevant to work performed.

Ability to:

- Select appropriate psychoeducational assessment instruments and methods of assessment; administer assessments and interpret results.
- Perform differential diagnosis, particularly in the relationship between behavior and the student's academic functioning.
- Assess cultural, socioeconomic, and ethnic factors affecting learning ability.

- Understand, interpret, and apply all pertinent laws, codes, regulations, policies and procedures, and standards relevant to work performed.
- Prepare clear and concise reports, correspondence, documentation, and other written materials.
- Use tact, initiative, prudence, and independent judgment within general policy and procedural guidelines.
- Independently organize work, set priorities, meet critical deadlines, and follow-up on assignments.
- Communicate clearly and concisely, both orally and in writing, using appropriate English grammar and syntax.
- Establish, maintain, and foster positive and effective working relationships with those contacted in the course of work.
- Effectively use computer systems, software applications relevant to work performed, and modern business equipment to perform a variety of work tasks.

PHYSICAL DEMANDS

Must possess mobility to work in a standard office or classroom setting and use standard office equipment, including a computer; vision to read printed materials and a computer screen; and hearing and speech to communicate in person and over the telephone. Finger dexterity is needed to access, enter, and retrieve data using a computer keyboard or calculator and to operate standard office and classroom equipment. Positions in this classification frequently bend, stoop, kneel, reach, push, and pull. Employees must possess the ability to lift, carry, push, and pull materials and objects up to 50 pounds with the use of proper equipment.

ENVIRONMENTAL CONDITIONS

Employees work in an office, classroom, and outdoor environment with moderate to loud noise levels, cold and/or hot temperatures, and exposure to blood and body fluids while providing personal assistance to student(s) with daily activities and rendering First Aid and CPR. Employees interact with clients with behavioral disorders/erratic and assaultive behavior, including those which require emergency crisis intervention. Employees may interact with upset staff and/or public and private representatives in interpreting and enforcing departmental policies and procedures.