Job Description

Marin County Office of Education

School Psychologist

Diversity, Equity, Inclusion & Belonging Vision Statement: At the Marin County Office of Education, we commit to being inclusive, anti-racist, and culturally proficient.

Purpose Statement

The job of School Psychologist is done for the purpose/s of coordinating and providing psychoeducational support and services to students across highly specialized regionalized programs, including assessment, academic, behavioral support, counseling, and consulting; measuring and interpreting the intellectual, adaptive, academic, social and emotional development of students; developing strategies and interventions to address the educational needs of students with complex profiles; and assisting administration, staff and parents in meeting the educational needs of students.

Essential Functions

- Administers, analyzes and interprets standardized and/or supplemental assessments for the purpose of measuring the intellectual, adaptive, academic, behavioral, social emotional development of students, ensuring a comprehensive psychoeducational evaluation, determining eligibility for services in compliance with regulatory requirements and/or recommending services and supports to meet students' needs.
- Communicates assessment findings to families in a friendly, clear, and concise manner for the purpose of determining the appropriate approach for addressing students' goals.
- Compiles information from a variety of sources (e.g. teachers/support staff, school nurse, probation officer, mental health agencies, etc.) for the purpose of producing a comprehensive evaluation report of findings and recommendations in compliance with professional practices and established guidelines consistent with Individuals with Disabilities Education Act, California Education Code, and the Americans with Disabilities Act.
- Conducts comprehensive social-emotional and behavioral assessments for the purpose of determining the provision of Educationally Related Mental Health Services; providing individual, family, and group counseling, including Educationally Related Mental Health Services (ERMHS), and facilitating milieu management of a therapeutic day treatment program (if assigned), addressing significant social-emotional barriers, improving student access to their educational program, creating a safe, therapeutic environment for students with severe emotional and behavioral dysregulation.
- Conducts Functional Behavioral Assessments and develops, monitors, evaluates, and reviews the implementation of behavior intervention plans; trains and directs classroom staff on specific behavioral strategies and data collection for the purpose of ensuring interventions are implemented with consistency and fidelity, promoting positive student behavior changes, and maintaining a coordinated approach to student support.
- Consults with teachers, parents, other personnel, and/or outside professionals (e.g. school district staff, community agencies, probation department, mental health clinics, and welfare departments, etc.) for the purpose of providing requested information and supportive interventions, developing plans for services, and/or making recommendations.
- Designs and delivers professional development for staff and families for the purpose of increasing community knowledge regarding trauma-informed care, behavior management, disability awareness, inclusive education, and child development.
- Facilitates crisis response debriefing to staff and students following medical emergency, critical incidents, or behavioral crises for the purpose of mitigating the impact of traumatic events, restoring a safe learning environment, and identifying proactive strategies to reduce future risk.
- Leads and facilitates re-entry meetings and plans with pertinent school staff and parents on behalf of students who are re-entering the school setting following hospitalizations for the purpose of mitigating the impact of traumatic events, and identifying proactive strategies to reduce future risk.

- Leads and/or assists in development, facilitation, and implementation of IEPs and/or IFSPs for students including but not limited to eligibility criteria, goals and objectives, therapeutic and behavioral services for the purpose of developing appropriate educational plans for students.
- Maintains a variety of manual and electronic files and/or records for the purpose of providing current reference, historical record, and complying with regulatory requirements and established guidelines.
- Maintains records and files (e.g. recording service data in Local Educational Agency's (LEA) software systems, updating files, etc.) for the purpose of documenting eligible delivered services reimbursable by Medi-Cal or commercial insurance plans, meeting grant reporting requirements, and complying with regulatory requirements, applicable laws, and MCOE policies and established guidelines.
- Participates in administrative meetings, workshops, and seminars for the purpose of providing expertise and conveying and/or gathering information required to perform functions.
- Performs suicide risk and behavioral threat assessments; develops and monitors safety plans and crisis prevention protocols for the purpose of ensuring student safety and determining the need for immediate crisis intervention or community referrals, mitigating high-risk behaviors and promoting the physical safety of students and staff within the educational setting.
- Prepares a variety of written materials (e.g. correspondence, reports, Medi-Cal/MAA billings, etc.) for the purpose of documenting activities, providing written reference, and/or conveying information in compliance with legally/defensible reports as required.
- Provides leadership and technical consultation to instructional teams regarding social, emotional, and behavioral strategies for the purpose of ensuring that evidence-based interventions are implemented with fidelity to support student stabilization and academic success.

Other Functions

- Performs other related duties as assigned for the purpose of ensuring the efficient and effective functioning of the work unit.
- Serves as an on-call responder to deploy to schools and districts following critical incidents and traumatic losses (e.g. student suicide, death of staff, or community tragedy, etc.) for the purpose of providing psychological first aid, facilitating crisis postvention, and supporting the school community.

Job Requirements: Minimum Qualifications

Knowledge, Skills and Abilities

KNOWLEDGE is required to perform algebra and/or geometry; review and interpret highly technical information, write technical materials, and/or speak persuasively to implement desired actions; and analyze situations to define issues and draw conclusions. Specific knowledge based competencies required to satisfactorily perform the functions of the job include: psychoeducational practices and principles; psychometrics and data-driven decision making; considerations for ensuring non-biased assessments for students from diverse socio-economic, linguistic, and cultural backgrounds; trauma-informed practices; Multi-Tiered Systems of Support (MTSS); Positive Behavior Interventions and Supports (PBIS); restorative justice and classroom climate strategies; crisis response and postvention strategies; community agencies and referral resources; and pertinent codes, policies, regulations and/or laws.

SKILLS are required to perform multiple, highly complex, technical tasks with a need to periodically upgrade skills in order to meet changing job conditions. Specific skill based competencies required to satisfactorily perform the functions of the job include: applying assessment instruments; operating standard office equipment including pertinent computer software; preparing and maintaining accurate records, and preparing legally defensible reports.

ABILITY is required to schedule activities, meetings, and/or events; routinely gather, collate, and/or classify data; and use job-related equipment. Flexibility is required to independently work with others in a wide variety of circumstances; work with data utilizing defined but different processes; and operate equipment using standardized methods. Ability is also required to work with a significant diversity of individuals and/or groups; work with data of

widely varied types and/or purposes; and utilize a variety of job-related equipment. Problem solving is required to identify issues and create action plans. Problem solving with data frequently requires independent interpretation of guidelines; and problem solving with equipment is moderate. Specific ability based competencies required to satisfactorily perform the functions of the job include: accessing reliable transportation to report to multiple worksites within the county; adapting to changing work priorities; communicating complex information to diverse groups; maintaining confidentiality; meeting deadlines and schedules; working as part of a team; working with detailed information/data; developing and maintaining effective working relationships; implementing approved de-escalation strategies and physical crisis intervention techniques; adapting and operating effectively within high-intensity, sensory-rich environments involving complex behavioral challenges and emotional dysregulation of students directed at student's self, others, or property (e.g. hitting, kicking, throwing objects, self-injurious behaviors, verbal outbursts, profanity, derogatory language) with patience and empathy; observing and responding to challenging student behaviors as data points with focus on the underlying functional/physiological cause; separate self from student behavior to ensure professional guidance, safety, and consistent support.

Responsibility

Responsibilities include: working under limited supervision using standardized practices and/or methods; directing other persons within a small work unit; monitoring budget expenditures. Utilization of some resources from other work units is often required to perform the job's functions. There is a continual opportunity to significantly impact the organization's services.

Work Environment

The usual and customary methods of performing the job's functions require the following physical demands: some lifting, carrying, pushing, and/or pulling, some stooping, kneeling, crouching, and/or crawling and significant fine finger dexterity. Generally the job requires 30% sitting, 40% walking, 30% standing. The job is performed under conditions with exposure to risk of injury and/or illness.

Experience:	Job related experience within specialized field is required in educational settings. Experience working with neurodivergent students with complex profiles across alternative education settings, specialized programs for extensive support needs, and/or intensive therapeutic programs preferred.
Education:	Master's degree in job related area.

Required Testing

Certificates and Licenses

Pupil Personnel Services Credential
Hold a National Provider Identifier Number (NPI) or acquire within a designated time frame
Valid Driver's License & Evidence of Insurability

Continuing Educ./Training

Maintains Certificates and/or Licenses
Mandated Reporter Training Certificate

Clearances

Hepatitis B Clearance
Measles Vaccination
Pre-Employment Fingerprinting
Tuberculosis (TB) Clearance

FLSA Status

Exempt

Approval Date

Pay Grade

Revised Date