

## **PSYCHOLOGIST**

### **PRIMARY FUNCTION:**

Under the immediate, direct supervision of the site administrator, and with supporting supervision of the Director, Special Education the psychologist shall assist school personnel in identifying and resolving problems of student learning and behavior. He/she shall work with other District employees and parents in creating an overall school environment conducive to learning for the students in the District.

#### Professional Responsibilities

1. Compile and analyze data and statistical information as required.
2. Comply with state and federal laws and regulations regarding IDEA.
3. Maintain awareness and understanding of current educational trends and developments through professional literature, site and District meetings, attending conferences, and staff development.
4. Maintain personal standards of grooming compatible with the contract.
5. Maintain standard of promptness in carrying out assignments.
6. Maintain up to date and accurate student records.
7. Meet obligations as specified by the Education Code and Board Policy.
8. Participate in District and department activities such as staff meetings and Professional Learning Community work.
9. Share responsibility for effective operation of the school program.

### **ESSENTIAL FUNCTIONS:**

#### Direct Service and Consultation

1. Confer with teachers, administrators, and other professional staff on findings of individual tests and help in efforts to better understand and place each student.
2. Conduct psycho-educational and behavioral assessments to assess and diagnose specific learning and behavioral disabilities as required by law and District procedures.
3. Consult with community agencies, such as probation department, mental health and welfare departments concerning students who are served by such community agencies.
4. Consult with parents to assist in understanding the learning and adjustment processes of children including cases involving acceleration or retention of a child and helping parents understand their child's disability and its effect on learning and behavior.
5. Consult with school personnel concerning appropriate learning objectives for children; have knowledge of and make recommendations for age appropriate educational intervention programs for students.
6. Consult with school personnel, in the development and implementation of classroom methods and procedures designed to facilitate student learning and appropriate behavior.

7. Consult with special education personnel concerning individual educational programs, educational goals and objectives, specific educational services, and special instructional media and materials used to achieve objectives.
8. Facilitate individual and small group sessions to counsel students and address a variety of issues such as social skills development, resiliency and appropriate behavior, as indicated on the student's Individualized Education Plan.
9. Participate, as appropriate, as a member of the Student Study and IEP teams, including evaluation and presentation of special education students for admission or placement in other programs or to general education classes.
10. Plan and conduct inservice training and programs for general and special education staff involved in understanding the needs of children requiring interventions and special services.
11. Serve as initial case manager for preschool students needing disciplinary evaluations.

Other Duties and Responsibilities

1. Consult and cooperate with special education personnel and participate in department meetings.
2. Represent the District at county and state level meetings of professional associations dealing with school psychology.

**QUALIFICATION STANDARDS:**

Ability – Above average recommendations from supervisors or other professionals who have observed the candidate's personal characteristics, scholastic attainment and professional performance.

**EXPERIENCE/EDUCATION/CREDENTIALS:**

A master's degree in educational psychology and a California Pupil Personnel Services credential.

**KNOWLEDGE AND ABILITIES:**

Ability to:

- Communicate with competent oral and written English skills.
- Establish and maintain cooperative and effective working relationships with others.
- Maintain confidentiality and use discretion.
- Use tact, patience and courtesy.

**WORKING CONDITIONS:**

Environment:

- Indoor and outdoor work environment.
- Driving between sites.

Physical Abilities:

- Bending at the waist, kneeling or crouching to assist students.
- Dexterity of hands and fingers to operate a computer keyboard.
- Following training, restrain students who become physically aggressive.
- Hearing and speaking to exchange information and make presentations.
- Lifting to assist students; lifting to move equipment and materials.
- Seeing to read, prepare and review a variety of activities and to monitor student health and activities.
- Sitting or standing for extended periods of time.
- Walking extended lengths to move around offices, campuses, and community.

Hazards:

- Potential exposure to communicable diseases and contact with blood and other body fluids.
- Potential exposure to physical injury from aggressive behavior.