

SCHOOL PSYCHOLOGIST

General Purpose:

A School Psychologist is responsible to the County Superintendent and works under the direct supervision of the designated manager(s). The School Psychologist provides psycho-educational services to students (birth to 22), parents, instructional staff and administration; works cooperatively with other professionals, specialists and appropriate agencies in assigned areas to implement state laws and State Department of Education and Placer County regulations to alternative education and special education programs.

Essential Functions and Responsibilities include the following. Other duties may be assigned as required:

- Conducts psycho-educational assessments to determine student needs and makes recommendations regarding eligibility for programs. Interprets information from current and prior observations, assessments, and records.
- Collaborates with Individual Education Plan (IEP) team members in regards to the students' progress.
- Notifies case manager, completes and sends appropriate forms to parent or case manager, prepares report and provides copies to case manager, drafts goals, updates present levels and progress; when assessment or IEP is required at least three days in advance of IEP.
- Plans and records monthly work schedule in electronic calendar (Outlook) at least 30 days in advance and record any changes as they occur to ensure accurate IEP scheduling.
- Contacts parent and case manager and obtains a signed excusal form when unable to attend an IEP meeting.
- Assesses intellectual and educational characteristics of students, including the administration of individual psychological tests.
- Works with students to develop positive social skills individually or in classes.
- Uses formal and informal data collection with individual students to obtain information needed for decisions about screening, classification, placement, and interventions.
- Assists in the planning, evaluating, and interpreting of group testing programs.
- Prepares written reports that organize information about individual students.
- Recommends appropriate educational and psychological services and supports for students, including determination of eligibility for the placement into special education programs or classes.
- Participates in planning, delivering and assessing social skills programs and curriculum.
- Assists in developing meaningful and rigorous learning programs for all students.
- Provides appropriate professional development activities for teachers, staff and administrators.
- Provides appropriate professional development to assist staff members in better understanding the behavior and learning patterns of children.
- Cooperates and collaborates with other agencies and community resources regarding student needs and possible solutions.

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- Provides individual and group counseling and support services to students, school personnel and parents as appropriate.
- Provides parents and staff with information from current research and legislation pertaining to the education of children.
- Represents the County Superintendent on regional community and state committees.
- Acts as administrative designee during IEP meetings.
- Works with the joint efforts of the County and State Department of Education.
- Documents services according to Medi-Cal and/or private insurance requirements and standards.

Minimum Qualifications:

Employment

Eligibility:

- Successful candidate must provide proof of employment eligibility and verification of legal right to work in the United States in compliance with the Immigration Reform and Control Act.

Education:

- Required level of education in order to obtain the appropriate authorization from the California Commission on Teacher Credentialing (CTC) for the position.

Experience:

- Previous training/experience as a school psychologist.

Knowledge, Skills and Abilities:

- Knowledge of behavioral management techniques and a variety of teaching strategies that can be used to remediate deficiencies and take advantage of strengths.
- Knowledge of the learning modes of the child in order to advise specific and appropriate curriculum materials and teaching strategies to assist the district in curriculum development.
- Knowledge of the various assessment instruments, their purposes and uses, and how to administer individual tests appropriately.
- Knowledge to determine the reliability and validity of test instruments, and the capability of making accurate interpretations of test results.
- Knowledge of appropriate legal requirements of reports.
- Knowledge of appropriate referral and resource agencies in the community.
- Skills to model teacher/student interaction.
- Skills to develop goals and objectives for individual students.
- Skills to present effective professional development to staff and parents.
- Skills to evaluate an intern's effectiveness and to communicate strengths and weaknesses in a positive, helpful way.
- Skills in instructional and leadership to chair and/or facilitate meetings as needed.
- Skills to identify areas of professional growth and seek appropriate professional growth experiences for self-improvement.

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- Ability to effectively analyze, synthesize, interpret, communicate and present data from a variety of sources in appropriate, understandable language to both lay persons and professionals, verbally and in writing.
- Ability to state findings with confidence, express opinions and recommendations clearly, concisely and effectively to a variety of persons under varying conditions.
- Ability to establish rapport with students and to cooperate with peers in developing coordinated plans and schedules.
- Ability to interpret and make recommendations based on analysis of all pertinent data and make determinations of a child's eligibility for special education.

Required Testing:

- None

Certificates & Licenses:

- Must possess a valid California driver's license issued by the State Department of Motor Vehicles.
- Must possess a valid California Pupil Personnel Services Credential authorizing service as a School Psychologist.

Clearances:

- Criminal Justice Fingerprint Clearance
- TB Clearance

Work Environment:

- Work is performed in an office or school environment, and involves continuous contact with students, staff, parents and representatives of other agencies.

Physical Requirements:

- The usual and customary methods of performing the job's functions requires the following physical demands: occasional lifting, carrying, pushing and/or pulling; some climbing and balancing, some stooping, kneeling, crouching; reaching, handling, fingering and/or feeling.
- Manual dexterity to operate a telephone and enter data into a computer.
- Facility to sit at a desk, conference table or in meetings of various configurations for extended periods of time with or without reasonable accommodation.
- Facility to see and read, with or without visual aids, laws and codes, rules, policies and other printed matter, and computer screens and printouts with or without reasonable accommodation.
- Facility to hear and understand speech at normal room levels and to hear and understand speech on the telephone with or without reasonable accommodation.
- Facility to speak in audible tones so that others may understand clearly in normal conversations, in training sessions, and other meetings with or without reasonable accommodation.
- When applicable, facility to determine and differentiate colors with or without reasonable accommodation.
- When applicable, facility to drive an automobile or to arrange a consistent method of transportation.

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Note: This list of essential functions and physical requirements is not exhaustive and may be supplemented as necessary.

FLSA Status: Exempt

Employee Group: Certificated

Salary Grade: Placement based upon education and experience

Reviewed and Approved:

Supervisor: Susan Connolly Date: 8/19/2024
Human Resources: Colleen Shattuck Date: 8-20-24