



## DEFINITION

Under direction of the Principal and Director of Special Education, serves as psychologist to students in TK – 8: evaluate the specialized needs of students in the educational setting; assist students in understanding and seeking solution to social, emotional, or academic problems and issues; serves as a resource pertaining to student behavior management, learning strategies, welfare and attendance problems and concerns; plans and carries out programs to enable children to attain maximum achievement and adjustment.

## REPRESENTATIVE DUTIES

Perform a variety of individual and group psycho-educational assessment and diagnosis of specific learning, emotional, and behavioral disabilities: prepares recommendations pertaining to student remediation, placement in special programs and interventions; counsel pupils individually and in small groups using a variety of data gathering and therapy techniques; assist in the development and monitoring of individual education plans for students with exceptional needs.

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: serve as a member of student study teams and collaborate with other team members in planning special programs and usage of remedial instructional materials for students with special needs.

Participate in parent conferences, pupil evaluation reviews and provide pupil profiles indicating learning strengths and weaknesses: consult with parents to further their understanding of the learning and emotional adjustment process pertaining to their child; refers individuals to community agencies to secure medical, vocational, or social services for student or family.

Serves as a liaison between the schools and mental health and juvenile agencies in pursuing referral follow ups: assist in the development and monitoring of individual education plans for students with exceptional needs; serves as consultant to school board, superintendent, administrative committees and parent teacher groups in matters involving psychological services within education system or school; conducts needs assessment, researches, writes, and develops evaluative schemes for specific programs at the District level.

## OTHER RESPONSIBILITIES

- Assist in identifying school psychological service needs
- Plan and present, as requested, a variety of management related reports pertaining to school psychological service functions and activities
- Participate in faculty meetings and committees
- Work in a collaborative setting within the school setting
- Perform other related duties as assigned

## KNOWLEDGE OF

- Principle methods, techniques, strategies, and trends in educational, social and emotional adjustment assessment functions;
- Applicable and appropriate psychological and achievement appraisal instruments, techniques and procedures
- Social and youth service agencies in the local and greater metropolitan area
- Evaluation and research techniques, strategies, and procedures

- Curriculum and instruction programs proven to be beneficial to pupils with special learning needs
- Conflict resolution procedures

#### ABILITY TO

- Provide informative in-service programs to school staff and parents
- Develop alternative solutions to behavioral, educational, social, and emotional problems and concerns
- Effectively deal with site and District personnel, parents, social service, and youth service agencies in resolving student problems and concerns
- Maintain professional relationships with pupils, parents, colleagues, and supervising staff members.
- Analyze data and work with staff on site improvement activities designed to enhance the learning of all students.
- Interpret and apply District policies, procedures, laws, rules, and regulations using good judgment in a variety of situations.
- Communicate effectively both orally and in writing.
- Maintain acceptable standards of physical health, energy, and emotional adjustment to the job environment.
- Perform the essential duties of the job with or without reasonable accommodation

#### MINIMUM QUALIFICATIONS

- Possession of a Master's Degree or higher from an accredited institution of higher learning
- Possession of California Pupil Personnel Services School Psychology Credential
- Experience as a school psychologist; classroom teacher or counselor at the elementary level is desirable

#### EMPLOYMENT REQUIREMENTS

- Current and valid Tuberculosis (TB) clearance
- Fingerprint clearance for school personnel
- Appearance, grooming, and personality which establish a desirable example for students, staff and parents

#### PHYSICAL STANDARDS AND WORKING CONDITIONS

*The physical and mental demands and work environment described here are representative of those that must be met by employees to successfully perform the essential functions of this class. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions. These physical demands are generic in nature and tasks may vary dependent on specific trade and or specialized work assignment.*

#### PHYSICAL DEMANDS

The physical demands of this position include frequent sitting and standing for extended periods of time. Dependent on class/student assignment, the employee may occasionally lift, push, pull, and/or move up to 50 pounds. Repetitive bending at the waist, as well as kneeling, stooping, crouching to assist students is also required. Employees may reach overhead, above the shoulders, and horizontally. Dexterity of hands and fingers to demonstrate activities or run equipment is required as is hearing and speaking to exchange information, make presentations, hear in a noisy environment and locate the source of a sound. Seeing to read a variety of materials and monitor student activities is also required.

#### MENTAL DEMANDS

Mental acuity to perform the essential functions of this position in a safe, accurate, neat, and timely fashion and to make and evaluate the results of judgments and decisions is a must. Employee may be exposed to hostile or abusive individuals and must endure high tolerance for ongoing stressful situations.

#### WORK ENVIRONMENT

While performing the duties of this job, the employee works in several environments including classroom, indoors and outdoors environments. The employee's primary responsibility is working with students in the office, a classroom, and/or resource/pull-out environment. Employees in this position may have higher level of exposure to infection from students. There is also frequent contact with staff and public and the need to meet multiple demands from several people. The noise level may be moderate noisy.

#### SALARY RANGE

Appropriate placement on the Certificated Management and Supervisory Salary Schedule

#### PERIOD OF SERVICE

Work calendar as adopted by the Board of Trustees