

PSYCHOLOGIST**Primary Function:**

To provide psychological services to pupils, parents, and school staffs for the purpose of providing a positive learning atmosphere; to promote better pupil adjustment; and to promote the full utilization of district and community educational opportunities.

Major Duties and Responsibilities:

- Reviews all referral packets submitted to Pupil Personnel Services and confirms all necessary information is present and completed prior to any assessment; upon completion of the assessment, results will be interpreted to parents and other qualified people who are working with the child; provides specific educational recommendations verbally as well as within a written report; and provides additional information as required per PL 94-152, Title V, and 581870.
- Conducts assessments of all special education transfer students and interprets results to parents, teachers, and/or administrators as needed
- Conducts assessments of all children referred for special education consideration.
- Conducts assessments with other children who may not qualify for special education services but are in need of assistance due to behavioral, perceptual, attentional, etc. problems
- Conducts and completes triennial reassessments of all children attending a special education program
- Assists special education teachers upon request with their annual assessments
- Chairs and/or serves as member of Individualized Educational Program (I.E.P.) Team meetings
- Provides designated instructional services as prescribed by the I.E.P.. Team within area of expertise, such as counseling, referral to special education programs, referrals to outside agencies, and other follow-up activities
- Adheres to mandated time lines as prescribed by law
- Provides procedural documentation and psychological reports for all assessments mentioned above as applicable

Additional Responsibilities:

- Provides consultation and inservice to district personnel regarding legal obligations related to special education
- Assists in development of systematic procedures for screening, referral, team assessment, program planning, placement, and follow-up for special education and regular students

- Consults with administrators, parents, and teachers regarding youngsters referred for psychological services other than special education. This may include conferences, observations, assessments through formal or informal testing, bibliotherapy, etc. including specific recommendations to remediate concerns
- Provides follow-up consultation for children referred who are placed in special education classes and for those that are not placed by are in need of some type of additional education, emotional, and/or social educational assistance
- Assists teachers in the development of effective individual educational plans for students Provides crisis counseling for students, parents, and teachers followed by referral to appropriate agencies as warranted
- Attends inservice meetings to keep abreast of new psychological practices including assessment tools, techniques, consultation, and latest research in effectively working with children

Upon Request:

- Provides and coordinates inservice and/or consultation for teachers, parents, aides, and clerical staff on a variety of topics such as child development, child management, communication skills, environmental engineering, identification of youngsters with special needs, and teaching strategies.
- Represents district for special education meetings
- Participates in Child Study Team meetings
- Provides on-going group and individual counseling for general school population
- Provides short-term counseling
- Assists parents in coordinating community and school services
- Conducts research to determine effectiveness of specified programs.

QUALIFICATIONS GUIDE

- Possess valid California Credential with School Psychologist authorization.
- Successful experience in the field of psychology and/or educational guidance is desirable.

ESSENTIAL JOB FUNCTIONS :

- Visual ability to read handwritten or typed documents, and the display screen of various office equipment and machines
- Able to conduct verbal conversation

- Able to hear normal range verbal conversation (approximately 60 decibels)
- Able to sit, stand, stoop, kneel, bend and walk
- Able to sit for sustained periods of time
- Able to climb slopes, stairs, steps, ramps and ladders
- Able to lift up to 25 pounds
- Able to carry up to 25 pounds
- Able to operate office machines and equipment in a safe and effective manner
- Able to demonstrate manual dexterity necessary to operate calculator, typewriter, and/or computer keyboard at the required speed and accuracy

While the ideal candidate will possess all these abilities, duties assigned can be modified to accommodate some physical restrictions.