JOB DESCRIPTION

POSITION: School Psychologist (K-8), Special Education
SALARY PLACEMENT: Certificated Management Salary Schedule

MINIMUM QUALIFICATIONS – EDUCATION AND/OR TRAINING
Valid California credential authorizing School Psychology.
Must possess a valid California Driver's License and evidence of insurance.
Possession of valid First Aid and CPR certificate is required.

MINIMUM EXPERIENCE:
Completion of internship providing experience in direct services to students, families and staff in school settings.

SUMMARY OF POSITION:
Under the directions of the Special Education Director, provides a range of services to students (age 3 to 8th grade), families, educators, and community agencies. Services are based on needs of the schools, classes, families, and ages of the students, as well as time limitations imposed by case loads, timelines, travel time, and emergence situations.

ESSENTIAL FUNCTIONS:
Essential Functions may include, but not limited to:

A. Involvement with students

1. Provide individual and group counseling to students relative to academic, social, behavioral, vocational or other personal problems.
2. Evaluates cognitive, behavioral, social-emotion, sensory-motor, adaptive behavior, academic and vocational abilities in order to determine eligibility for special education services as per legal mandates.
3. Evaluations may include: observations; formal and informal test; interviews with parents, teachers, and others with knowledge of the student records review; and follow-up.
4. Provides ongoing re-evaluation of students as per legal mandates.
5. Develops recommendations and interventions for classroom teachers, aides, and parents.
6. Provides crisis intervention assistance to schools and students regarding emergencies (deaths, suicides, etc.).
7. Attends and provides leadership at IEP team meetings and Student Study Team meetings as appropriate.

B. Involvement with Staff

1. Assists teachers and aides in developing and maintaining effective educational techniques and modifying instructional materials to suit individual needs of students.
2. Assists teachers in developing classroom group counseling/discussion skills through modeling of social skills and self-esteem building.
3. Explains the diagnostic features and educational implications of assessment results within the context of developing the lease restrictive and most appropriate educational plan for each student.
4. Provides staff development training on pertinent topics of special interest to regular and special education staff, parents, and other agencies.
5. Assists teachers and aides in the development and utilization of appropriate positive behavior modification techniques, natural and logical consequences, including leadership in the implementation of the Hughes Bill.
6. Acts as a liaison between teachers, parents, and administrators.
7. Supports staff in mainstreaming students with exceptional needs into the regular program, and in mainstreaming between educational levels.
8. Provides affective support to personnel.

C. Involvement with Parents

1. Interprets assessment results to parents in a practical and useful manner and consults regarding the specific educational, emotional, and social needs of their child.
2. Refers parents to outside agencies as appropriate and assists in setting up appointments with other professionals.
3. Conducts parent meetings and training as appropriate.

D. Program Development (Involvement)

1. Assists with development of curriculum ideas.
2. Assists with determination of sites, nature of classes related to placement of new students into programs.
3. Assists with the evaluation and development of infant and preschool programs.
4. Assists with the evaluation and development of pre-vocational and vocational programs.
5. Takes part in crisis team involvement to any school as needed.

E. Organizational Issues

1. Participates in meetings to review legal mandates and decisions, discuss various organizational issues, problems and possible solutions.
2. Serves on committees to develop programs, program goals and objectives.
3. Provides consultation and facilities communication between staff.

F. Involvement with Community Agencies and Resources

1. Keep current on available resources provided by community agencies.
2. Maintains working relationship with local and regional agencies including San Joaquin County Mental Health, Child Abuse Council, Valley Mountain Regional Center, Social Welfare, Child Protective Services, Probation, Department of Rehabilitation and Head Start.

3. Makes referrals and provides follow-up to above named agencies when appropriate.

G. Professional Growth

1. Continues professional growth by keeping current with research in the areas of learning, behavior and emotions by reading books and journals, attending conference and workshops, professional interaction and other training opportunities.
2. Remain current with legal literature and legislation.
3. Attends meetings locally and regionally with other school psychologists and those in related fields.
4. Implements new information and skills in the field.

KNOWLEDGE OF AND/OR SKILLS AND ABILITIES:

Knowledge of counseling techniques, strategies and parenting skills; evaluation and interview instruments in the areas of cognitive, behavioral, social-emotional, sensory-motor, adaptive behavior, academic and vocational abilities; legal mandates regarding assessment and provision of services; classroom instructional intervention and behavioral management techniques; 504; Student Study Teams and the IEP Team process: observational techniques; resources and agencies providing services to students with exceptional needs; and cultural diversity. Ability to effectively provide individual and group counseling; determine eligibility for special education services; provide assistance in developing and monitoring behavioral management programs including the development of a Behavior Intervention Plan bases on completion of a Functional Analysis; provide staff development activities on pertinent topics of special interest; communicate effectively with students, parents, teachers, administrators, community, staff, etc.; and problem solve and provide assistance in area requiring conflict resolution.

DIRECTLY RESPONSIBLE TO:

Director of Special Education

PHYSICAL ENVIRONMENT:

Employees in this position must have/be able to:

- Enter data into a computer terminal and operate standard office equipment.
- Dexterity of hands and fingers to operate a computer keyboard
- Sit and stand for extended periods of time.
- See and read a computer screen and printed matter with or without vision aids, and to observe students.
- Hear and understand speech at normal levels and on the telephone, with or without hearing aids.
- Speak so that others may understand at normal levels and on the telephone.
- Interpret data, evaluate, reason, define problems establish facts, draw valid conclusions, make valid judgments and decisions
- Lift and/or carry up to 45 lbs.
- Reach overhead, above the shoulders and horizontally, grasp, push, pull.
- Bending at waist, kneeling, or crouching to reach materials and work with students.

WORKING ENVIRONMENT:
Employees in this position will be required to work indoors and outdoors in an educational and standard environment, including office, classroom and school environments. Employees will come in contact with students, parents, and school district staff. Exposure to blood-borne pathogens and bodily fluids. There may be contact with dissatisfied or abusive individuals.

BOARD APPROVED: Pending Approval