

**SCHOOL PSYCHOLOGIST****DEFINITION**

Under direction of the Director or Coordinator of Pupil Services, to serve as psychologist to students in grades kindergarten through twelfth; evaluate the needs of average, gifted, handicapped, and disturbed children in an educational setting; perform psycho-educational assessments to determine appropriate programs and instructional processes to enable students to achieve maximum achievement and adjustment.

**ESSENTIAL DUTIES AND RESPONSIBILITIES:**

- Perform a variety of individual and group psycho-educational assessment and diagnosis of specific learning, emotional, and behavioral disabilities; evaluate students in relation to learning needs; interpret test data to staff and parents.
- Prepare recommendations pertaining to student remediation, placement in special programs, and psycho-educational interventions; plan and carry out programs to enable children to attain maximum achievement; assist students in understanding and seeking solutions to social, emotional, or academic problems and issues;
- 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 resource pertaining to student behavior management and learning strategies, and welfare and attendance problems and concerns.
- Participate in parent conferences, pupil evaluation reviews and provide pupil profiles indicating learning strengths and weaknesses.
- Serve as a member of student study teams and collaborate with other team members in planning special programs, and in the use of remedial instructional materials for students with special needs.
- Consult with parents to further their understanding of the learning and emotional adjustment processes pertaining to their child.
- Counsel students individually and in small groups using a variety of data gathering and therapy techniques; assist in identifying school psychological service needs.
- Serve as a liaison between the schools and community resources; master contact with community agencies; appropriately utilize outside agencies based upon identified needs of students.
- Assist in the development and monitoring of the IEP for students with exceptional needs.
- May pursue evaluation and research activities to determine the effectiveness of the school psychological service program.
- Plan and present, as requested, a variety of management related reports pertaining to school psychological service functions and activities.
- Participate in the development of school and District programs.
- Perform other related functions as directed.

**QUALIFICATIONS:****Knowledge of:**

Principles, 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 service and youth service agencies in the local and greater metropolitan area; social, emotional, and behavioral characteristics of pre-school and school age students; evaluation and research techniques, strategies, and procedures; curriculum and instruction programs proven to be beneficial to pupils with special learning needs; applicable sections of the State Education Code and other applicable laws; basic computer operation; and student and parent rights with respect to special education programs.

Ability to:

Effectively and efficiently assess students and aid them in analyzing and developing alternative solutions to behavioral, educational, social, and emotional problems and concerns; conduct, analyze and effectively utilize a variety of individual and group counseling techniques applicable to the student with severe learning, behavioral, and emotional needs; effectively deal with site and District personnel, parents, social service, and youth service agencies in resolving student problems and concerns; effectively participate in the planning and implementation of individual educational and learning plans; communicate effectively both orally and in writing; understand and carry out oral and written direction with minimal accountability controls; establish and maintain effective organizational, public, and community relationships; collaborate and communicate effectively both orally and in writing.

Experience:

All required fieldwork/internship or full-time school psychologist experience desirable; classroom teaching or counseling at the elementary or secondary school level desirable.

Education:

Equivalent to the completion of an earned Master's Degree or higher degree in psychology, counseling, guidance, or closely related field.

Physical Performance Requirements:

Frequent sitting, standing or walking much of the time with some bending, stooping, squatting and twisting. Lifting of supplies and other work related materials occasionally involved. Weight of materials will vary, but generally be of less than twenty pounds. (This is a partial listing of physical requirements. A complete list is available in Personnel Services upon request).

Licenses/Credentials:

Pupil Personnel Credential authorizing service in School Psychology or possession of a valid California credential authorizing service as a School Psychologist. Possession of a valid California Driver's License.

Board Approved: January 15, 2002

Revised: