

Job Title: SCHOOL PSYCHOLOGIST

Definition:

Under the supervision of the Director of Student Services, the School Psychologist is a member of the special education instructional team and is directly involved with students and the school staff. School Psychologists possess a master level degree and hold a CA Pupil Personnel Services Credential.

Distinguishing Characteristics:

A primary focus is the establishment of a positive learning environment that promotes a high level of achievement for all students while considering the background and developmental level of the individual student. The school psychologist applies psycho-educational principles and knowledge in the assessment, classification and education of students with school-related learning, social and emotional difficulties. The school psychologist provides consultation, case management and program management to regular and special education students. The school psychologist also ensures that the law, board policies and administrative regulations are followed by all personnel when working with all students.

Essential Job Duties:

The following tasks are essential for this position. Incumbents in this classification may not perform all of these tasks, or may perform similar related tasks not listed here.

1. Acts as the district's site special education expert.
2. Provides effective consultation services to school personnel, parents, and appropriate agencies for educational planning purposes.
3. Conducts comprehensive psychological evaluations to include the use of a wide variety of valid and reliable assessment instruments.
4. Prepares psychological reports that integrate assessment data into a concise, organized and educationally relevant evaluation report that includes interpretation of test results.
5. Maintains compliance with the state and federal laws for establishing special education eligibility, adheres to timelines and completing evaluations.
6. Coordinates all initial, three-year and re-evaluations for all students in the district.
7. Participates in Due Process Hearings, Mediations or Resolution Meetings as appropriate.
8. Reviews and conducts Manifestation Determination meetings for special education students and students under Section 504.
9. Consults with Student Services Coordinator and Moderate/Severe Principal regarding administrative placements for all special education students enrolling from programs outside Lancaster School District or students being placed in a Special Day Class.
10. Acts as case manager for all Section 504 students.
11. Recommends and implements effective intervention strategies as required and appropriate.
12. Attends Student Study Team (SST) meetings and Individual Education Program (IEP) meetings in the assigned school.
13. Responds to questions from parents or staff concerning the evaluation process and district procedures.
14. Maintains accurate, complete and confidential records as required by law, district policy and administrative regulations.
15. Provides individual and group counseling for students of diverse backgrounds and different learning styles.
16. Initiates referrals to Mental Health services when needed.

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17. Provides crisis intervention counseling services.
18. Conducts Functional Behavior Assessments or Functional Analysis Assessments when deemed appropriate.
19. Supports the implementation of Positive Behavior Support Plans and Positive Behavior Intervention Plans.
20. Models and educates school personnel and parents in the use of positive behavioral supports and in the appropriate implementation of academic and behavioral intervention plans.
21. Collaborates with school personnel to develop school-wide initiatives to ensure safe schools.
22. Facilitates and mediates difficult meetings where there are conflicting interests and opinions.
23. Provides staff and program development for teachers and administrators regarding the application of state and federal special education guidelines, classroom management and instructional planning to meet the specific needs of the students.
24. Participates effectively in school site and district level meetings.
25. Works as an active, contributing member of school, regional, SELPA, district and Student Services teams to problem solve and creates innovative support and service.
26. Participates in supporting pyramids of intervention to ensure that all students' needs are met.
27. Assists with progress monitoring of students when appropriate.
28. Attend SELPA District or outside trainings.
29. Perform all other duties assigned.

Minimum Knowledge, Skill and Ability:

Knowledge of:

- Federal and state laws regarding special education, including assessment and the IEP process
- Child abuse laws and reporting procedures.
- Culturally and linguistically diverse backgrounds.
- District policies/procedures, rules, regulations, memos, bulletins, announcements and reasonable requests by proper authority.

Skill and Ability to:

- Establish and maintain cooperative relationships with students, school personnel, parents, co-workers and the public.
- Maintain the integrity of confidential information relating to a student, family, colleague or district patron.
- Meet schedules and time lines.
- Work independently with appropriate direction.
- Analyze situations accurately and adopt a course of action.
- Use tact, patience and courtesy when dealing with people.
- Use electronic communication and computer keyboarding skills.
- Work harmoniously with others and communicate effectively in the English language both orally and in writing, with student, parents and staff.
- Support other school psychologists when needed.

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Training and Experience:

Minimum qualifications:

- Masters degree in Counseling, Psychology or other related field with an emphasis in School Psychology from an accredited college or university.
- Pupil Personnel Services Credential.
- NCI and BICM certification, which will be provided by the district, SELPA or LACOE.

Physical Requirements and Working Conditions:

- Require vision (which may be corrected) to read small print.
- Require the mobility to stand, stoop, reach and bend. Require mobility of arms to reach and dexterity of hands to grasp and manipulate small objects.
- Perform work, which may require sitting for prolonged periods.
- Is subject to inside environmental conditions.
- May be required to work at a computer terminal for prolonged periods.
- May be required to take and pass a physical examination.
- Will be required to have Live-Scan fingerprinting completed and cleared prior to beginning work.
- Must have a valid CA drivers license and be insured.
- Utilize own vehicle for transportation as needed.
- Regular attendance to work, punctuality in meeting deadlines, attending required and suggested meetings and following schedules.

PHYSICAL REQUIREMENT INFORMATION

Physical Demands:	HPD = Hrs. Per Day		
	Rarely (0 – 1.5 HPD)	Occasionally (1.5-3 HPD)	Frequently (3 – 6 HPD)
Sitting		X	
Standing		X	
Walking	X		
Bending (neck)		X	
Bending (waist)	X		
Kneeling	X		
Reaching	X		
Stooping	X		
Crawling	X		
Twisting (back & neck)	X		
Climbing	X		
Pushing/Pulling	X		

	Lifting	Carrying
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	Rarely (0 – 1.5 HPD)	Occasionally (1.5 – 3 HPD)	Frequently (3 – 6 HPD)	Rarely (0 – 1.5 HPD)	Occasionally (1.5 – 3 HPD)	Frequently (3 – 6 HPD)
0 – 10 lbs.	X			X		
11 – 25 lbs.	X			X		
26 – 50 lbs.	X			X		
51 – 75 lbs.	X			X		

Mental Demands:	Rarely (0 – 1.5 HPD)	Occasionally (1.5 – 3 HPD)	Frequently (3 – 6 HPD)
Problem Solve			X
Make Decisions			X
Supervise	X		
Interpret Data		X	
Organize	X		
Write		X	
Plan	X		
Multi-Task			X

Equipment Use:	Rarely (0 – 1.5 HPD)	Occasionally (1.5 – 3 HPD)	Frequently (3 – 6 HPD)
Telephone	X		
Copier	X		
Computer		X	
FAX Machine	X		