

CENTRAL SCHOOL DISTRICT

Job Title: School Psychologist

Occupational Group: Management
& Confidential

Reports to: Director of Special Education and
Pupil Personnel Services

Work Year: 211 days

Date of Board Approval: 1/16/2003

DEFINITION

Under direction, to diagnose the needs of learning handicapped children, and children experiencing emotionally related problems; to aid in the development of an individual education plan which will enable students with diagnosed educational needs to attain maximum achievement and adjustment; to occasionally counsel students, individually and in groups, using a variety of techniques to aid in the achievement of personal, social, and emotional adjustments; to provide counsel and support pertaining to the delivery of psychological services; and to do other related functions as required.

QUALIFICATIONS

Education/Certification:

- Possession of advanced degree from an accredited college or university in educational psychology, counseling and guidance, or closely related educational or mental health fields.
- Possession of a valid California credential authorizing service as a school psychologist.

Desired Qualification:

- Bilingual (ability to communicate in Spanish).

Experience:

- Two years of experience as a school psychologist, including one year of service as a school psychologist dealing with elementary age children.

Knowledge and Abilities:

Knowledge of:

Principles, methods, strategies, and techniques related to a comprehensive guidance and psychological service program; legal mandates, policies, regulations, and guidelines pertaining to pupil guidance, school attendance and psychological service functions and activities; mental health and youth service agencies in the local and greater metropolitan area; counseling, guidance, and special program trends within a least restrictive environment; problem solving and conflict resolution strategies and intervention processes.

Ability to:

Effectively and efficiently provide specialized pupil guidance and psychological support services; diagnose and interpret pupils' social, emotional and personal dysfunction's and needs, and provide recommendations to remediate and manage educational and behavioral handicapping conditions;

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Ability to (continued):

serve as a resource to site and district personnel, students, and parents concerning education and behavior management intervention strategies and techniques; communicate effectively in oral and written form; establish and maintain effective organizational and community relationships; understand and carry out oral and written directions with minimal accountability controls.

ESSENTIAL & REPRESENTATIVE DUTIES – Duties may include, but are not limited to, the following:

1. Administer individual pupil intelligence, achievement, perceptual-motor, and personality assessment tests designed to assess cognitive development, social-adaptive behaviors, preacademic and academic achievement levels and speech/language development. **E**
2. Evaluates and interprets tests and diagnoses individual learning and behavioral problems. **E**
3. Counsels and confers with parents and interprets test findings and educational recommendations. **E**
4. Confers with teachers, administrators and other professional personnel in developing student educational plans which will maximize educational development. **E**
5. Counsels, advises, and assists students in need of services beyond those available in a public school setting. **E**
6. Serves as a member of the child study team, assisting in determining learning and behavior interventions. **E**
7. Makes educational placement and program revision recommendations based on psychological findings. **E**
8. Conducts diagnostic studies to identify pupil needs, limitations, and potential, utilizing observations, record review, and through consultation techniques. **E**
9. Participates in staff development and in-service training programs. **E**
10. Serves as a resource to instructional and administrative personnel and the general school community concerning the services of community and youth serving groups.
11. Performs follow-up appraisals of students placed in special learning and behavior management programs. **E**
12. May perform action research pertaining to psychological services and program trends. **E**
13. May interpret school programs and psychological services to individuals and community groups. **E**
14. Works with School Attendance Review Board to improve student's school attendance. **E**

WORKING CONDITIONS

Office and school environment; driving from site to site; may be subject to hostile parents and students.

OTHER REQUIREMENTS

Must provide, at own expense, a car and a cellular phone for use during the day and in the event of an emergency.

Central School District does not discriminate in employment on the basis of race, color, ancestry, national origin, religious creed, sex, physical handicap (including AIDS), medical condition (cancer-related) age (over 40), sexual orientation, or marital status and is subject to Title IX of the Education Amendments of 1972, Title VII of the Civil Rights Act of 1964, as amended, Section 504 of the Rehabilitation Act of 1973, the Americans with Disabilities Act of 1990, and California Labor Code 1102.1.