

AMADOR COUNTY UNIFIED SCHOOL DISTRICT  
PROGRAM SPECIALIST/SCHOOL PSYCHOLOGIST

DEFINITION:

The Program Specialist/School Psychologist works under the direction of the Director of Special Education/SELPA Director and in close collaboration with School Principals, providing leadership, consultation, support, student observation, program planning and training of teachers and staff for students with special needs and/or learning disabilities, including students with Section 504 plans; and is a central office administrator with various related roles and responsibilities.

ESSENTIAL PROGRAM SPECIALIST JOB TASKS:

Essential tasks include, but are not limited to:

1. Assist the Director of Special Education/SELPA Director in providing leadership and support to staff to effectively implement, evaluate, and revise the Special Education program, including maintaining open lines of communication, updates and feedback about related programs, roles and responsibilities.
2. Within a multi-tiered system of support following cycles of tiered intervention and progress monitoring, support school and district personnel.
3. Collaborate with the Director of Special Education/SELPA Director and School Principals to determine and address related priorities and needs throughout the school district.
4. Serve as administrative designee at Individualized Education Program (IEP) meetings as needed and as follows:
  - a. 30-day placement/interim meetings
  - b. change of placements
  - c. triennials and annual IEPs for Special Day Class students
  - d. IEPs held for special purposes where teachers or site administrators request support/assistance
5. Provide classroom support to new Special Education teachers, including IEP process, developing daily schedule, utilizing appropriate curriculum and instructional materials and methodology, and following ACUSD/ACOE and SELPA policies and procedures.
6. Observe, consult with, and assist Resource Specialists, Special Day Class teachers, Designated Instructional Services personnel, and other specialists.
7. Participate in meetings and conferences as the program representative or designee, as assigned by the Director of Special Education/SELPA Director.
8. Maintain a high level of communication with families, teachers, and staff regarding student issues, including initiating and responding to communication.
9. Provide feedback and input into the process of evaluating classified personnel assigned to related positions.
10. Collaborate with School Psychologists regarding referral process, assessments, and behavior planning and management systems.
11. Other duties as assigned.

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ESSENTIAL SCHOOL PSYCHOLOGIST JOB TASKS:

Essential tasks include, but are not limited to:

1. Collaborate with the School Principal to determine appropriateness of referrals for psychoeducational assessment, based on progress monitoring of student academic and behavioral learning within a multi-tiered system of support.
2. Process referrals approved by the School Principal and conduct legally mandated assessments for students from birth (0) to 22 years old.
3. Develop and submit to the School Principal, in a timely manner (i.e., completed a minimum of 3 days prior to the due date) written assessment reports and documentation of determination of eligibility prior to the scheduled Individualized Education Program (IEP) meeting.
4. Provide assessment reports and documentation of determination of eligibility to the parent/guardian at or before the IEP team meeting, pursuant to Section 56329(a) in the California Education Code; and explain the information to the parent/guardian and the IEP team.
5. Provide individual and group counseling of students, as determined by the IEP.
6. Provide consultative services to General Education and Special Education administrators, teachers, support staff, and parents.
7. Perform the following administrative/management related duties and responsibilities:
  - a. Attend IEP/IFSP meetings as Psychologist or Administrative Designee for Resource Program, Special Day Class, Infant Program, Preschool Program
  - b. Gather pre-placement information to be shared with IEP initial assessment team
  - c. Develop and/or monitor discipline procedures, behavior management programs and behavior plans
  - d. Provide case management of emotionally disturbed students
  - e. Communicate and collaborate with community partners and state agencies such as Amador County Behavioral Health, Amador County Social Services, Valley Mountain Regional Center, Juvenile Justice, Department of Rehabilitation, State Board of Education, community service agencies, etc.
  - f. Participate as a member of the school Guidance Team or Student Study Team (SST), as needed.
  - g. Participate as a member of SELPA committees, the Community Advisory Committee and other related committees (e.g., curriculum development and organization, Special Education site teams, program committees, technical development, infant program, grant writing, research and program evaluation, etc.)

KNOWLEDGE OF:

- ✓ Practices and procedures of psychoeducational assessment and related guidance, instruction, assessment and program planning for Special Education students with primary learning disabilities, mild to moderate and moderate to severe intellectual disabilities, other health impaired, autism, and/or emotional disturbances.
- ✓ Principles, theories, practices, methods, and techniques used in special day classes including curriculum development and classroom instruction

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- ✓ Curriculum and lesson plan development to meet IEP goals.
- ✓ Correct English usage, grammar, spelling, punctuation and vocabulary.
- ✓ Child guidance principles and practices related to children with disabilities.
- ✓ Classroom procedures, behavior management, and appropriate student conduct related to students with disabilities.
- ✓ Problems and concerns of students with special needs.
- ✓ Applicable laws, codes, regulations, policies and procedures.
- ✓ Research methods, report writing and record keeping techniques.
- ✓ Effective communication skills.
- ✓ Interpersonal skills using tact, patience and courtesy.
- ✓ Record-keeping and report preparation techniques.
- ✓ Operation of standard office and classroom equipment including a computer and assigned software.

SKILLS/ABILITIES:

- ✓ Provide observation, assessment and program planning for students with Section 504 plans and Special Education students with primary learning disabilities, mild to moderate and moderate to severe intellectual disabilities, other health impaired, autism, and/or serious emotional disturbances.
- ✓ Research and recommend appropriate instructional strategies for Special Education services.
- ✓ Support the implementation of a multi-tiered system of support by consulting and serving as a guide for General Education and Special Education teachers, paraprofessionals, students, parents, personnel and community organizations.
- ✓ Instruct special education instructional staff in teaching techniques to achieve IEP goals
- ✓ Understand and relate to students with special needs.
- ✓ Follow District organization, operations, policies and procedures, and department and program procedures and goals.
- ✓ Interpret, apply and explain job related policies, procedures, rules and regulations.
- ✓ Communicate effectively orally and in writing.
- ✓ Establish and maintain cooperative and effective working relationships with others, and be able to work independently with little direction
- ✓ Analyze situations accurately and adopt an effective course of action.
- ✓ Prioritize and schedule work.
- ✓ Maintain records and prepare/provide reports in a timely manner.
- ✓ Operate standard office and classroom equipment including a computer and assigned software.
- ✓ Maintain consistent, punctual and regular attendance.
- ✓ Share and exchange information with others.

QUALIFICATIONS:

Required:

- ✓ Master's Degree from an accredited college or university in Special Education, Social Work, Psychology, or related field

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- ✓ Valid California Pupil Personnel Services Credential in School Counseling or School Psychology
- ✓ Experience with Special Education students
- ✓ Extensive knowledge of best practices associated with students with disabilities and child development

Desired:

- ✓ Preliminary or Professional Administrative Services Credential

REQUIREMENTS:

TB Clearance

Department of Justice Fingerprint Clearance

SALARY:

Salary Range will be Level II, Administrative Salary Schedule, 197 work days