

AMADOR COUNTY UNIFIED SCHOOL DISTRICT
SCHOOL PSYCHOLOGIST

DEFINITION:

School Psychologists work under the direction of the Director of Special Education/SELPA Director and in close collaboration with the School Principal, providing consultation, support, student observation, psychoeducational assessment, program planning, and counseling services for students with special needs and/or learning disabilities, including students with Section 504 plans; and are assigned to individual school sites and responsibilities.

ESSENTIAL 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.

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- 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.
- ✓ 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.
- ✓ Understand and relate to students with special needs.
- ✓ Follow District organization, operations, policies and procedures.
- ✓ Follow department and program procedures and goals.
- ✓ Interpret, apply and explain job related policies, procedures, rules and regulations.
- ✓ Communicate effectively in writing.
- ✓ Establish and maintain cooperative and effective working relationships with others.
- ✓ 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.

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- ✓ Maintain consistent, punctual and regular attendance.
- ✓ Share and exchange information with others.

QUALIFICATIONS:

Minimum eligibility for the position includes the School Psychologist Credential, the Pupil Personnel Services Credential, and a Master's Degree in a related field.

LICENSE:

Possession of a valid California Drivers' License and current proof of insurance may be required.

REQUIREMENTS:

TB Clearance
Department of Justice Fingerprint Clearance

PHYSICAL ABILITIES:

The employee must be able to:

- Lift/carry 65 pounds occasionally (less than 33% of the time).
- Lift/carry 40 pounds frequently (34-66% of the time).
- Lift/carry 20 pounds constantly (67-100% of the time).
- Push with a maximum force of 25.2 pounds on objects.
- Pull with a maximum force of 80 pounds on objects.
- Possess dexterity of hands and fingers to operate a computer keyboard and adjust computer equipment with accommodations if necessary.
- Bend at the waist, kneel, or crouch. Sit or stand for extended periods of time. Climb a stool or ladder and reach above shoulders.

SALARY:

The salary range will be Level II, Administrative Salary Schedule