

CALAVERAS UNIFIED SCHOOL DISTRICT
3304 B Highway 12 - P. O. Box 788
San Andreas, CA 95249
209/754-2300

JOB TITLE: School Psychologist
WORK YEAR: 192-Day

JOB DESCRIPTION:

Under the direction of the Director of Educational Services, Site Administrator or designee, provides a range of services to students (birth to 22), families, educators and community agencies. The services are based upon the needs of the schools, classes, families, and ages of the students, as well as the time limitations imposed by caseloads, timelines, and emergency situations.

REPRESENTATIVE DUTIES: (Incumbents may perform any combination of the essential functions shown below (E). This position description is not intended to be an exhaustive list of all duties, knowledge or abilities associated with the classification but is intended to accurately reflect the principle job elements.)

Involvement with Students:

Provides individual and group counseling to students relative to academic, social, behavioral, vocational or other personal problems. **(E)**

Consults with school administrators and teachers concerning the development and implementation of classroom methods and procedures designed to facilitate pupil learning and to overcome learning and behavior disorders **(E)**

Evaluate cognitive, behavioral, social-emotional, sensory-motor, adaptive behavior, academic and vocational abilities in order to determine eligibility for special education services as per legal mandates. **(E)** Evaluations may include:

- Observations
- Formal and informal tests
- Interviews with parents and teachers
- Records review
- Follow – up

Provides ongoing re-evaluation of students as per legal mandates. **(E)**

Develops recommendations and interventions for classroom teachers, aides and parents. **(E)**

Provides intervention strategies and options for students that are struggling to access the academic curriculum. (E)

Provides crisis intervention at schools or student's home regarding sudden emergencies (deaths, suicides, etc) (E)

Attends and provides leadership at IEP team meetings and Student Study Team meetings as appropriate. (E)

Involvement with Staff

Assist teachers and aides in developing and maintaining effective educational techniques and modifying instructional materials to suit individual needs of students. (E)

Assists teachers in developing classroom group counseling/discussion skills through modeling of social skills and self-esteem building. (E)

Meets with school-based student support teams concerning appropriate learning objectives for individual pupils, possible modifications to accommodate differences in learning, and the preparation of a case study for a special education referral. (E)

Explains the diagnostic features and educational implications of assessment results within the context of developing the least restrictive and most appropriate educational plan for each student. (E)

Provides in-service training on pertinent topics of special interest to regular and special education staff, parents and other agencies. (E)

Assists teachers and aides in the development and utilization of appropriate positive behavior modification techniques, natural and logical consequences, etc. (E)

Acts as a liaison between teachers, parents and administrators. Provides psychological counseling to students and behavior/social skills training to teachers. (E)

Supports staff in mainstreaming students with exceptional needs into the regular program and in mainstreaming between educational levels. (E)

Maintains positive working relationships and communication with staff, students, parents and community. (E)

Involvement with Parents

Interprets assessment results to parents in a practical and useful manner and consults with them regarding the specific educational, emotional, and social needs of their child. (E)

Refers parents to outside agencies as appropriate and assists in setting up appointments with other professionals. (E)

Conducts parent meetings and training as appropriate. (E)

Program Development (Involvement)

Assists with development of curriculum ideas. (E)

Assists with determination of sites, nature of classes and new additions of students into programs. (E)

Assists with the evaluation of development of infant, preschool, and vocational programs. (E)

Takes part in crisis team involvement to any school as needed.

Organizational Issues

Serves on committees, as requested and appropriate, to develop programs, program goals and objectives. (E)

Provides consultation and supports communications involving staff relationships. (E)

Involvement with Community Agencies and Resources

Keeps current on available services provided by community agencies. (E)

Maintains working relationship with local and regional agencies including Mental Health, Child Abuse Council, Valley Mountain Regional Center, Social Welfare, Child Protective Services, Probation, and Sheriff's Department. (E)

Makes referrals and provides follow-up to above names agencies when appropriate. (E)

Professional Growth

Continues professional growth by keeping current with research in the areas of learning, behavior and emotions by reading books and journals, attending conferences and workshops, professional interaction and other training opportunities. (E)

Keeps up with current legal literature and legislation. (E)

Attends meetings locally and regionally with other school psychologists and those in related fields. (E)

Implements new information and skills in the field when pertinent. (E)

Acts as a resource for teachers, such as consulting on the solution of classroom behavior problems and conduction in-service programs for school staff; provides opportunities for parent education programs. (E)

Promotes positive attendance practices for all students; collaborates with parents, school, and district staff, to resolve attendance problems, when appropriate. (E)

Performs other duties as assigned by administrators.

MINIMUM QUALIFICATIONS

Knowledge of:

- Counseling techniques and strategies as well as parenting skills.
- Evaluation and interview instruments in the areas of cognitive, behavioral, social-emotional, sensory-motor, adaptive behavior, academic and vocational abilities.
- Legal mandates regarding assessment and provision of services.
- Classroom behavioral and instructional intervention management techniques.
- Student Study and IEP Team process.
- Observational techniques.
- Resources and agencies providing services to students with exceptional needs.

Ability to:

Employees in this position must have/be able to:

- Effectively provide individual and group counseling.
- Determine eligibility for special education services.
- Aid in developing and monitoring behavioral management programs.
- Provide in service/workshop on pertinent topics of special interest.
- Understand cultures and family structures; Communicate empathically and effectively with students, staff, parents, administrators and community.
- Problem solve and provide assistance in areas requiring conflict resolution.
- Implements the vision, mission, policies, and administrative regulations.
- Assist others in resolving problems.
- Communicate clearly and succinctly.
- Promote quality human relationships.
- Establish and maintain cooperative working relationships with those contacted in the course of work.

WORKING CONDITIONS:

Environment:

Employees in this position will work in office, classroom and school environments. Employees will come in direct contact with students, parents and District staff.

Physical Demands

Employees in this position must have/be able to:

PHYSICAL

- **Standing/Walking:** Frequently; throughout work shift while performing classroom duties, including recess supervision, field trips.
- **Sitting:** Occasionally; while performing classroom duties at low tables assisting students.
- **Lift/Carry:** Frequently; 1-15 pounds; classroom instructional materials, books, binders, paperwork. Occasional lifting 16-35 pounds, books and materials, assisting students and moving equipment.
- **Bending/Stooping:** Frequently; at knees/waist/neck while providing one-to-one student services or retrieving items from lower shelves.

- **Push/Pull:** Occasionally; using both hands and arms exerting a force of 10-20 pounds while assisting students, moving furniture and equipment and opening doors, etc.
- **Climbing/Balancing:** Seldom, using stepladder in classroom, may be stairs at some locations.
- **Kneeling/Crouching/Crawling:** Occasionally; kneeling may be required while assisting students in physical activities. Crouching/crawling not required.
- **Hands/Arms:** Constant use of both in reaching/handling/grasping/fingering/gripping while performing a variety of physical and administrative duties. Overhead reaching is required.
- **Sight/Hearing/Speech:** Constantly; to provide instructional assistance to student. Assignment may require hand/eye coordination, depth perception and peripheral vision depending on assignment.

MENTAL

- Constant mental alertness required in supervising activity of assigned student to anticipate behaviors of student and maintain safe, educational environment.
- Must possess necessary communication skills, written and oral, to complete assignments. Must be able to read, write speak English. Possess interpersonal skills to work well with various types of students, parents and staff. Must be able to adapt to work pressures that can include frequent interruptions, multiple tasks and maintaining daily schedule of activities.
- Must be able to work independently with assigned student and exercise creative problem-solving ability.
- Must be able to provide supervisory skills to provide guidance and set appropriate behavioral model to assigned students.

Employment Standards

- Any combination equivalent to a Master's degree or Doctorate from an accredited college or university.
- Pupil Personnel Services credential with authorization in School Psychology.
- Must possess a valid California Driver's License and evidence of insurance.
- Possession of valid First Aid and CPR certificate is required.

Salary Placement: Management Salary Schedule 9

Board Approval: 12/14/2022