

ROCKLIN ACADEMY

JOB DESCRIPTION



JOB TITLE: School Psychologist

DESCRIPTION OF BASIC FUNCTIONS AND RESPONSIBILITIES:

The School Psychologist conducts individual assessments for students in the Academy including screening and evaluating for special programs, assessing student's intellectual and mental functional levels, assisting in the evaluation of progress of students in special programs, and providing psychological services to schools. The school psychologist will provide information for program development and student placement, develop behavioral plans, and provide information on child development and/or issues on specific students to instructional personnel.

SUPERVISOR: Director of Special Education

TYPICAL DUTIES:

- Conducts personal psycho-educational evaluations of referred candidates to include psychometric assessment; observation in the regular school situation; social, economic background factors; emotional and behavioral factors; educational history; remediation attempts; and psychological adjustment. Assesses students' functional capabilities and home and/or classroom environment for the purpose of determining students' functional level and developing recommendations and/or placement.
- Visits student's home and confers with parents to evaluate relevant familial factors.
- Prepares timely written reports of the findings with specific recommendations.
- Presents psycho-educational findings to the Individualized Educational Program (IEP) team, describes how the findings relate to the student's functioning in the regular program, and provides subsequent consultation to ensure a successful special education placement.
- Assists in the development of specific educational objectives for areas requiring remediation.
- Confers with and obtains or shares data with community resources or agencies with parental consent.
- Re-evaluates special education students to determine individual progress and to recommend needed educational program changes as specified by State Law, Education Code, and/or District policies.
- Acts on referrals, makes diagnosis and recommendations to teachers, administrators, and parents concerning special learning needs of children who are not eligible for special education programs.
- Assessment for and development of Section 504 Accommodation Plans.
- Conducts ongoing individual counseling and/or group counseling on a variety of topics to facilitate interpersonal success.
- Provides individual crisis counseling.
- Conducts parenting classes.
- Intervenes in occurrences of inappropriate behavior of students for the purpose of assisting students in modifying such behavior and developing successful interpersonal skills.

- Prepares documentation (e.g., evaluations, observations, progress, contacts with parents, teachers and outside professionals, etc.) for the purpose of providing written support, developing recommendations and/or conveying information.
- Provides staff development on such topics as physical and developmental disabilities, medical disorders, and instructional/behavioral strategies.
- Conducts classroom presentations to students on a variety of topics that facilitate positive interpersonal relationships and self-esteem.
- Consults with teachers and parents to develop effective instructional and/or behavioral plans.
- Provides consultative assistance at a variety of educational meetings, such as Student Study Team meetings, Student Assistance Program team meetings, IEP team meetings, and parent conferences, for the purpose of receiving and/or providing information.
- Presents information on various topics related to area of professional expertise in psychology for the purpose of communicating information and gaining feedback on treatment issues.
- Acts as a liaison between community resources and the school; interagency collaboration.
- Manages assigned special grants and/or projects for the purpose of ensuring that specifications (e.g., budget, reports, goals, etc.) are achieved.
- Researches resources and methods (e.g., intervention and treatment techniques, assessment tools and methods, community resources, etc.) for the purpose of determining appropriate approach for addressing students' specific needs.
- Participates in the development and implementation of programs and procedures that enhance learning, self-esteem, and interpersonal relationships; conducts ongoing evaluation of subsequent programs and procedures.
- Acts as liaison with administrators, teachers, students, staff, family, and community members.
- Assists other personnel as may be required for the purpose of supporting them in the completion of their work activities.
- Supervises school psychologist interns for the purpose of monitoring performance, providing for professional growth, and achieving overall objectives of school curriculum.
- Other duties as assigned.

EMPLOYMENT STANDARDS:

Valid California Pupil Personnel Services Credential in School Psychology; Masters Degree; knowledge of special education laws relating to minors.

DESIRABLE QUALIFICATIONS:

Experience as a School Psychologist.

GOALS OF EFFECTIVE PERFORMANCE:

An educational program in which the unique and individual needs of each student are diagnosed, assessed, and prescribed for to provide the best educational program possible; a communication system necessary to inform students, parents and staff of the psychological implications of each student's needs.

DESCRIPTION OF PHYSICAL REQUIREMENTS:

- Position requires normal physical strength and endurance for standing, sitting, bending, or walking.
- Work assignments are normally located in a work environment with light physical work and requires light physical effort.
- Lifting 25 pounds maximum or carrying any object weighing over 15 pounds.