

DELANO UNION SCHOOL DISTRICT

School Psychologist

BRIEF DESCRIPTION OF JOB

Provide a continuum of general counseling, behavior management and psychological services to the children and families of the Delano Union School District, to include direct individual and group counseling, behavior management, and agency liaison activities; behavior consultation with parents, teachers and administrators, provide staff development to Delano Union School District personnel on mental health and behavior management issues; coordinate general assessment activities and data collection for the progress monitoring of intervention programs for at-risk students. May act as the administrative designee for the Director of Student Support Services in special education issues.

ADMINISTRATIVE RELATIONSHIP

As a certificated employee, works at assigned school sites under the direct supervision of the Director of Student Support Services, and indirect supervision of site principals. Psychologists are evaluated by the Director of Student Support Services.

QUALIFICATIONS

Required

1. **Minimum of a Masters degree in counseling, psychology, applied behavior analysis, or social work, or the equivalent in post-baccalaureate course work in one or more of the above disciplines from a regionally accredited university.**
2. **California Pupil Personnel Credential including the school psychologist specialization, from a university counseling, social work or psychology training program accredited by a national professional organization, such as the Council for Accreditation of Counseling and Related Programs, National Association of School Psychologists, American Psychological Association, Association of Behavior Analysis, etc.**
3. **Ability to work within a multi cultural educational environment, with a demonstrated understanding of multi cultural/bilingual issues impacting educational performance and success.**

Desired

1. **Ph.D. in school psychology, applied behavior analysis, counseling psychology, or social work**
2. **Training/experience in non-traditional assessment methods, such as functional assessment, curriculum-based assessment, ecological assessment, etc.**
4. **Training/experience in applied behavior analysis/ecological-behavioral methods, behavioral consultation**

4. Training/experience in systems-wide behavioral intervention methods
5. Training/experience in research design and program evaluation

DUTIES, RESPONSIBILITIES, ESSENTIAL FUNCTIONS

1. Provides individual and group counseling and early intervention for students showing signs of having learning problems or other problems hindering their abilities to learn, develops behavior management plans for students who are experiencing or are at-risk for academic failure and/or behavioral, social or emotional difficulties, including but not limited to social skills training, anger management, conflict resolution, peer mediation, self-esteem workshops, vocational/career exploration guidance and counseling, academic advising, mentoring, post-secondary education awareness.
2. Provides consultation to teachers, parents and administrators on mental health issues affecting student educational progress; aid in the design, implementation and monitoring of systems-wide interventions (family, classroom, or school) that may positively affect student success, provide after school program activities, recreational as well as academic.
3. Coordinates the regular and special education assessment activities at the school sites, including but not limited to STAR testing, other individual and group academic testing and progress monitoring, conduct systematic behavioral observations, design and implement data collection methods that are necessary in monitoring the effects of intervention programs, act as the primary resource in interpreting the results of test and assessment data to teachers, parents, children and site administrators, and provide written reports, when necessary, to site administrators on the results of individual and group assessments.
4. Participates in and coordinates the assignment of students to the Student Assistance Teams/Student Study Team activities at school sites. Acts as the psychological crisis coordinator at assigned sites and at other sites as need arises or as directed by supervisor.
5. Develops and coordinates the implementation of apparent support component to the development of student study skills and positive behavior, including but not limited to training parents in basic academic tutoring skills and the academic progress monitoring of their children.
6. Supports site compliance with the district's Promotion/Retention policy, including but not limited to consulting with teachers at the initial stages of identifying at-risk students, attends meetings with the teacher and parent, aids in the development of "action plans" for at-risk students, and coordinates the Promotion Assistance Team (PAT) meeting.
7. Maintains confidential records of all counseling (individual and group), assessment, and intervention activities, submits required reports; applies district, state and federal policies, guidelines, laws and ethics that relate to the practice of counseling and psychology in school settings.

- 8. As a member of a multi disciplinary assessment team, the school psychologist:**
 - A. Facilitates the design and implementation of individual assessment plans;**
 - B. Conducts assessments of referred children using methods that have been validated for the specific purpose for which they are used, uses assessment methods that directly address the specific reason(s) for referral, and methods approved by the psychologist's immediate supervisor;**
 - C. Applies federal and state laws and local policies in the determination of special education eligibility of referred children;**
 - D. Provides an oral report of his/her assessment findings in a non-technical vocabulary and in a language understandable by the parents at IEP meetings;**
 - E. Writes an assessment report on a vocabulary understandable to parents, and provides a copy of the final report to the parent prior to or at the IEP meeting;**
 1. The assessment report shall include specific recommendations for direct intervention by the parent.
 2. The assessment report shall include specific recommendations for involved teachers.
 3. The assessment report shall include all components required by California Education Code Section 56327.
 4. The assessment report shall summarize relevant assessment data from site personnel such as general education and special education teachers.
 - F. Writes goals and objectives addressing specific problems identified in the assessment, i.e., writes adaptive behavior goals and objectives for children classified as mentally retarded or behavioral goals and objectives for children with behavior problems, in standard goal/objective format.**
- 9. Coordinates the acquisition of services of various public and non-public social service agencies for the Delano Union School District children and families; acts as a district liaison to agencies, and with the site principal coordinates the activities of those agencies on campuses.**
- 10. May act as administrative designee for the Director of Student Support Services in the oversight of special education program compliance issues, including but not limited to, coordination of the assessment, placement and programming of special education children, monitoring of special education curriculum delivery, ensuring compliance with legally mandated special education IEP paper work and service delivery, and coordinating review activities for state-mandated audits such as Coordinated Compliance Reviews.**
- 11. May assist in the screening, selection, and interviewing of both certificated and classified special education staff.**
- 12. May coordinate the proceedings for, and/or serve as hearing officer at, district expulsion hearings.**
- 13. Coordinates data collection and analysis for district program evaluation activities.**
- 14. May coordinate District-level Student Assistance Team (DSAT) meetings.**
- 15. Maintain professional growth by keeping abreast of the current empirical literature**

in educational counseling and school psychology. Attends required meetings, workshops, trainings and provides evidence of successful completion.

16. Restricts counseling, intervention, assessment and other activities to those that have a solid empirical basis and are well documented in the empirical research literature. Refrains from engaging in assessment or intervention practices that are clearly not supported by research, or are questionable on the basis of well-established educational psychology theory.
17. Other duties as assigned by the Director of Student Support Services or his/her designee or superior.
18. Incorporated within one or more of the previously mentioned essential functions of the job are physical requirements. The percentage of time spent on each of the following essential physical requirements are as follows:

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|----|------------|---|---------------|----|---------------|---|-------------|
| 1. | Seldom | = | Less than 25% | 3. | Often | = | 51 - 75% |
| 2. | Occasional | = | 25 - 50 % | 4. | Very Frequent | = | 76% or more |

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| <u>4</u> | a. | Ability to work at a desk, table or in meetings. |
| <u>3</u> | b. | Ability to stand and circulate for extended periods of time. |
| <u>4</u> | c. | Ability to see for purposes of reading printed matter and for observing students. |
| <u>4</u> | d. | Ability to hear and understand speech at normal levels. |
| <u>4</u> | e. | Ability to communicate so others can understand spoken content with ease. |
| <u>1</u> | f. | Ability to bend, twist, kneel, stoop, run, and crawl. |
| <u>1</u> | g. | Ability to lift <u>40</u> lbs. |
| <u>1</u> | h. | Ability to carry <u>40</u> lbs. |
| <u>3</u> | i. | Ability to reach in all directions. |

Employee: _____ Date: _____

Authorized Representative: _____ Date: _____

The above statements are intended to describe the general nature and level of work being performed. They are not intended to be construed as an exhaustive list of all responsibilities, duties and skills required of personnel so classified.