

PSYCHOLOGISTJob Summary

Under the direction of the District Psychologist or designee, the school psychologist performs assessments and IEP planning for pupils, provides support and consultation to parents and pupils; performs other duties as assigned

Qualifications:Required:

- Valid Pupil Personnel Credential
- Valid California Driver's License (Incumbent must be insurable at the "standard rate" by the employer's insurance carrier at all times while employed by CUSD. This position requires the incumbent to enroll in the DMV Government Employer Pull Notice Program at time of hire)
- Master's Degree

Desirable:

- Ability to speak Spanish
- Previous experience in public school setting as a psychologist

Knowledge and Ability:

1. Ability to manage and prioritize multiple activities
2. Ability to communicate orally and in writing sufficient to express ideas, thoughts, and instructions clearly to clients, community, and staff
3. Knowledge of modern psychological principles, processes and techniques
4. Ability to collaborate effectively in inter- and intra- agency levels
5. Ability to assess and plan for IEPs for pupils
6. Ability to participate in decisions regarding student program placement, goals and objectives
7. Ability to work independently, to make sound decisions and to evaluate the results of those decisions
8. Ability to follow laws, rules, regulations and policies
9. Ability to adhere to legal, ethical, and professional standards and guidelines in making decisions regarding the practice of school psychology
10. Ability to deal empathetically and compassionately with all children, recognizing, appreciating, and taking into consideration cultural, social, ethnic, economic, and other differences
11. Ability to drive a car

Essential Functions of this position, which may change or evolve in the future, are, but not limited to, the following:

1. Consult with teachers to develop and implement classroom methods designed to facilitate student growth in academic, social, emotional and/or psychological problems
2. Administers intelligence, achievement and other tests to individual students. Interprets, analyzes, evaluates and reports results and recommends courses of action
3. Consults with Principals/Assistant principals regarding classroom environment, curriculum, and instructional strategies
4. Participates in the individual education program planning process for potential students in special education classes or programs
5. Provides all students with equal access to district-adopted core curriculum
6. Researches empirical basis for intervention strategies
7. Cooperates with health, mental health and other agencies on problems of youth and their solutions
8. Maintains liaison with education specialist and teacher of special education classes concerning students who have been moved into or out of special education classes
9. Coordinates and provides preventative activities and intervention assistance for students receiving compensatory education services

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10. Provides multi-faceted psycho educational assessment and diagnosis for purposes of Special Education eligibility, recommendations for remediation, and placement decisions
11. Serves on IEP teams to develop and plan appropriate educational goals and objectives
12. Develops and writes reports in an accurate and timely manner
13. Maintains appropriate confidentiality procedures
14. Prepares findings and recommendations for discussion with school administrators, teachers and parents
15. Participates in committees, staff meetings, and other additional activities as assigned
16. Performs other duties as assigned.

Physical Requirements of this position are, but not limited to, the following:

1. Mental acuity to manage and perform these duties, to interpret and implement rules and procedures relating to these duties, make decisions, evaluate results and make determinations relative to the effective performance of the tasks
2. Facility to sit at a desk, conference table or in meetings of various configurations for extended periods of time
3. Facility to see and read, laws and codes, rules and policies and other printed matter, with or without vision aids
4. Facility to hear and understand speech at normal room levels, and to hear and understand speech on the telephone
5. Manual dexterity to operate a telephone and operate appropriate equipment
6. Facility to speak in audible tones so that others may understand clearly in normal conversations, in training sessions and other meeting
7. Physical agility to lift, bend, stoop, climb stairs and to reach overhead
8. Facility to drive a car.

Note: This list of essential functions and physical requirements is not exhaustive and may be supplemented as necessary in accordance