



**Orange County Department of Education
Human Resources Department
Certificated Management Class Specification**

School Psychologist

Class Code: 1062

Work Days: 210

GENERAL PURPOSE

Complete psychoeducational evaluations of students, including but not limited to Educationally Related Mental Health Services (ERMHS); write assessment reports; make recommendations regarding special education eligibility as it pertains to IDEA and placement of students in appropriate classes and programs; and provide assistance to higher level management staff.

SUPERVISION RECEIVED AND EXERCISED

1. Receives direction from higher level management staff.
2. May exercise direct supervision over teaching, technical, clerical, and/or paraprofessional staff.

ESSENTIAL DUTIES AND RESPONSIBILITIES

This position description is intended to describe the general nature and level of work being performed by an employee assigned to this position. This description is not an exhaustive list of all duties, responsibilities, knowledge, skills, abilities, and working conditions associated with this position. All requirements are subject to possible modification to reasonably accommodate individuals with a disability.

1. Recommend and assist in the implementation of goals, objectives, and strategic plan; establish schedules and methods for providing specialized services; and implement policies and procedures.
 2. Evaluate individual students; prepare and review psychoeducational assessment reports utilizing professional judgment and a variety of standardized individual and group psychoeducational diagnostic and predictive test instruments; and interpret assessment reports as necessary.
 3. Test and critically assess student characteristics, including intelligence, emotional adjustment, adaptive behavior, language development, school achievement, learning potential, and social needs to determine appropriate class and program placement.
 4. Observe students in school settings to analyze test findings and estimate current levels of cognitive and adaptive behaviors.
 5. Complete comprehensive psychoeducational evaluations, which may include reviewing background information, interacting with students, parents, and staff as needed to evaluate in the area of suspected disability; provide IEP team members with a copy of psychoeducational evaluation report and recommendations to support educational progress for students, and remediate learning, emotional, and/or behavioral problems.
 6. Support preparation of Individualized Education Program (IEP) documents and provision of IEP counseling services; develop and implement IEP goals, behavioral plans, and interventions; consult with parents and staff to support student needs and educational programs; attend and facilitate IEP meetings; and ensure assessments and IEPs are compliant and held within timelines.
 7. Provide individual and group counseling.
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8. May perform the duties and responsibilities of administrators in their absence, including but not limited to serving as a liaison with parents, district personnel, and visitors; welcoming and orienting new staff; assisting with public relations; and chairing IEP meetings.
 9. May provide work direction and guidance to Transition Behavior Assistants.
 10. Counsel parents regarding student's disability and IEP plan to assist them in understanding their child's needs, growth, development, and potential.
 11. Provide referral resources to teachers, students, administrators, and parents; and provide consultation services to staff as necessary.
 12. Serve as liaison with districts regarding requests for special education class placements.
 13. Serve on IEP meetings for incoming and outgoing students and make recommendations regarding placement of students in special education programs.
 14. Prepare and submit billings of educational services rendered to students and ensure that billing occurs promptly.
 15. Respond to behavioral emergencies and provide crisis intervention as needed.
 16. Respond to emergency situations involving students and student behavior on a routine basis and provide guidance and assistance to classroom staff in case of a behavioral emergency in which emergency intervention is needed.
 17. Read and remain current on federal and state regulations regarding special education.
 18. Conduct in-service training programs for professional and paraprofessional personnel.
 19. Supervise School Psychologist Interns as needed.
 20. Demonstrate attendance sufficient to complete the duties of the position as required.
 21. Perform related duties similar to the above in scope and function as required.

QUALIFICATIONS (KNOWLEDGE, SKILL, ABILITY REQUIREMENTS)

Knowledge of:

1. Acceptable counseling techniques and methodology.
2. Maladaptive and abnormal human behaviors.
3. Psychological and educational techniques, materials, methods, theory, and trends in assessing and identifying atypical student learning and behavior characteristics.
4. Research-based learning strategies.
5. Behavior management theories and techniques.
6. Procedures, methods, and techniques of project and workflow management and organization.
7. Curriculum development techniques and strategies for implementation.
8. Community resources for referrals.
9. Pertinent federal and state regulations regarding education and program placement.

Ability and Skill to:

1. Accurately identify learning, behavior, and emotional disorders.

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2. Implement appropriate research-based learning and behavioral management programs.
 3. Assist in the implementation of programs to remediate learning behavior and emotional problems.
 4. Successfully counsel parents and students.
 5. Remain calm and professional in conflict situations.
 6. Interpret the organizational and division strategic plan and create relevant goals and plans for assigned areas.
 7. Effectively adapt and adjust program services to meet changing priorities and program and stakeholder needs.
 8. Establish and maintain effective working relationships with various constituencies.
 9. Interpret and explain laws, codes, contracts, policies, and procedures.
 10. Develop and present training materials.
 11. Prepare clear and concise correspondence, reports, and other written materials.
 12. Analyze problems, identify alternative solutions, project consequences of proposed actions, and implement recommendations in support of goals.
 13. Communicate clearly and concisely, both orally and in writing, in English; and present information effectively in front of both large and small groups.

Education, Training, and Experience

A typical way of obtaining the knowledge, skills, and abilities outlined above is a master's degree in educational psychology and special education and two (2) years of experience as a psychologist in a public or private school setting, including experience in a special education program; or an equivalent combination of training and experience.

Licenses; Certificates; Special Requirements

Possession and maintenance of a valid California Credential authorizing service as a school psychologist. Some assignments require background clearance conducted by the probation department.

PHYSICAL AND MENTAL DEMANDS

The physical and mental demands described here are representative of those that must be met by an employee to successfully perform the essential functions of this class.

Physical Demands

Employees must be able to perform the essential functions of the position with or without accommodation. Employees in this classification must be able to travel countywide to a variety of sites within a reasonable time frame, read written and electronic materials, and communicate clearly with those contacted through the course of work (typically in person, on the phone, and via email); perform deskwork for extended periods; and access and operate all required equipment for job duties. The position may include occasional need to traverse uneven surfaces and move items weighing up to 25 pounds.

Special Education – Connections Positions

May move students weighing up to 50 pounds and lift up to 100 pounds with assistance. Must pass a pre-employment physical examination related to job duties/assignments and in accordance with relevant codes and regulations.

Mental Demands

While performing the duties of this class, employees are regularly required to use written and oral communication skills; read and interpret information; analyze and solve problems; use mathematical reasoning; make observations; learn and apply new information or skills; perform highly detailed work; work on multiple, concurrent tasks with frequent interruptions; work under intensive deadlines and meet productivity requirements; and interact successfully with various groups of people encountered in the course of work.

WORK ENVIRONMENT

The work environment characteristics described here are representative of those an employee encounters while performing the essential functions of this class. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

Employee typically works in multiple educational settings, including correctional facilities and social service settings. The environment is fast-paced with moderate pressure.