

North Monterey County Unified School District

POSITION DESCRIPTION UPDATED

Position Title: **School Psychologist Specialist 1**
Salary Level: Psychologist/Nurse/Speech & Language Pathologist Salary Schedule
Reports to: Director of Special Services
Calendar: Certificated 205 Days

SUMMARY:

Under the general direction of the site principal, while assigned to a school site(s), (Specialist 1, Elementary or Secondary Site-Based), and the Director of Special Services for administrative direction while assigned to special projects/focus area, the Specialist 1, Psychologist Services, serves as a consultant to the school community. Specialists utilize a three-tiered model (prevention, early intervention, and intensive intervention) to improve individual and system-wide student attendance, engagement, achievement, and graduation for general and special education students. Specialists work to support students who experience difficulties in achieving their academic potential due to social/emotional, home, and community barriers.

Specialists are considered a valuable resource at the school-site level for the purposes of pre-referral strategies/interventions and are looked to for consultation on how to support students' educational progress. Early intervention is proven to have a positive impact on a student's education outcomes and Specialists are considered coordinators of early intervention teams.

ESSENTIAL DUTIES AND RESPONSIBILITIES: *To perform a job successfully, an individual must be able to perform each essential duty satisfactorily. The requirements listed in the job description are representative of the knowledge, skills and/or abilities required. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.*

- Coordinate and facilitate school-site student support service teams, such as Multi-Tiered Systems of Support (MTSS), Student Success Team (SST), Coordination of Services Teams (i.e. 504, Foster Youth, IEPs), Preschool Assessment Team (PAT), and Early Intervention Teams, School Attendance Review Team (SART), to provide coordinated support and intervention
- Collaborate with site student support teams in monitoring attendance and academic progress to support early identification and intervention with special populations (i.e. Foster Youth, Homeless, Students with IEPs, 504)
- Provide support and consultation to teams for referrals to Special Education, the School Attendance Review Team (SART), or Therapeutic Behavioral Services and/or Mental Health Services, as designated
- Consult with school staff on how to develop optimal learning environments for inclusion of special populations
- Consult with school-site student support service teams (e.g. SST, 504, MTSS) concerning appropriate learning strategies, interventions and accommodations to meet the unique learning styles of students
- Consult in development of behavior management and classroom management interventions and plans

- Consult with parents/teachers regarding the development of learning and behavior interventions for students including alignment of home support with school-based goals
- Provide professional development for staff, including school psychologists, Special Education certificated and classified staff, and parents at school sites on educational disabilities, appropriate referrals, behavioral interventions and instructional accommodations and modifications
- Collaborate with other student support professionals to support student progress
- Regularly review and assess data and trends related to student enrollment, attendance, behavior support, adjustment, academic achievement, and progress toward graduation.
- Monitor implementation of interventions and evaluate student success/progress and provide formal updates to site-based teams
- Assist in the development of initiatives and efforts related to attendance improvement, creation of safe and welcoming school environments, student adjustment and discipline, and parent engagement
- Assist in the development of initiatives and school based student policy and procedures in all areas related to support services including, but not limited to, attendance improvement, school safety, violence prevention, pupil discipline, enrollment and dropout prevention
- Develop and implement training to school personnel on California Education Code and District policies and procedures related to child find
- Ensure protection of educational and due process rights for students including, but not limited to, students with special needs, in foster care, students who are homeless, students referred for expulsion, and students at-risk for school failure/dropout
- Assess and provide guidance to students, parents/guardians, and school staff regarding school and community resources, including alternative educational and credit recovery programs, to ameliorate barriers to learning and high school graduation
- Provide parent workshops, promote parent engagement and empowerment in the educational process
- Participate in site-based Crisis Response Teams
- Review and monitor assessment activity reports through SIRAS database; and assists schools that are preparing for compliance reviews with assessment issues
 - Supports the work of psychologist interns; provides guidance, assistance, and technical support; and monitors compliance with District policies and procedures and provisions
 - Coordinate Home and Hospital Instruction Program referrals
 - Conduct assessment for specialized referrals; review and evaluate new and revised test instruments and assessment models; and review assessment reports submitted by school psychologists (as needed)

ADDITIONAL EXPECTATIONS

- Employ best practices by keeping current in the profession through attending professional developments and engaging in dialog with others
- Be knowledgeable of all federal regulations and state laws as it relates to this field (e.g. timelines, assessment requirements, IEP meeting documentation, etc.)
- Assist with referrals to community agencies as appropriate to support families

- Attend and facilitate IEP meetings
- Attend all monthly school psychologist staff meetings and other site meetings as required
- Maintain the confidentiality of students and their families: records; reports; notes; conversations; meetings; and testing situations
- Other duties as assigned

REQUIRED QUALIFICATIONS

Education:

- Master's degree or advance degree of equivalent from an accredited college or university
- Appropriate Pupil Personnel Services Credential

Experience:

- Previous experience performing psychological services in a school environment.
- Previous experience working effectively with culturally and linguistically diverse groups.
- At least five school years of successful full-time service in a certificated position(s), no fewer than three years of which must have been in assignments requiring a credential authorizing service as a school psychologist.

License and Certifications:

- California Driver's License with evidence of insurability
- Valid First Aid and CPR certification within six months of employment

Desired Qualifications:

- Bilingual preferred (Spanish speaking)

Knowledge of:

- Applicable federal, State and local laws, codes and regulations related to General Child Care Program, CA State Preschool Program, After School and Education Safety Program, and Migrant Education Program.
- Appropriate referral agencies and community resources.
- Individual and group coaching techniques.
- Record keeping and report writing techniques.
- Oral and written communication skills.
- Operation of a computer and assigned software.

ABILITY TO:

- Stimulate and motivate cooperative team efforts and provide leadership.
- Establish and maintain cooperative relationships with students, program personnel, parents, vendors, co-workers, and the public.
- Understand and be sensitive to those of culturally and linguistically diverse backgrounds.
- Understand and carry out assigned work with minimal supervision.
- Take responsibility to use good judgment in recognizing scope of authority.
- Analyze situations accurately and adopt an effective course of action.

- Learn, plan, formulate and execute federal, state, District, and departmental policies, procedures and directives, in accordance with assigned duties.
- Read, understand, interpret, and follow laws, rules, regulations, processes, policies, and methods of the office, the District, and the State of California
- Make referrals to other community resources, support groups, and social service agencies as appropriate.
- Perform under a varied work schedule with ability to remain flexible and focused during interruptions and distractions.
- Maintain records and prepare various reports, including confidential materials.
- Counsel effectively with students, staff and parents.
- Communicate effectively both orally and in writing.
- Maintain neat, accurate records and prepare reports.
- Plan and organize work and work independently
- Analyze situations accurately and adopt an effective course of action.
- Establish and maintain cooperative and effective working relationships with others.
- Manage multiple unrelated tasks and meet schedules and timelines.
- Effectively and actively listen.
- Operate a variety of office equipment including a computer and assigned software.

PHYSICAL REQUIREMENTS:

Physical, mental and emotional stamina to perform the duties and responsibilities of the position, manual dexterity sufficient to write, use telephone and business machines and related equipment; vision sufficient to read printed materials, hearing sufficient to conduct in person and telephone conversations; speaking ability in an understandable voice with sufficient volume to be heard in normal conversational distance, on the telephone and in addressing groups; physical agility to push/pull, squat, twist, turn, bend, stoop and to reach overhead, climb and move in an emergency situation; physical mobility sufficient to move in an emergency situation; physical mobility sufficient to move about the work environment (office, district, community) drive an automobile and respond to emergency situations; physical strength sufficient to lift 20 pounds alone and more with two-person lift; physical stamina sufficient to sit for prolonged periods of time; physical tolerance to be exposed to dust pollen, specific agents/chemicals, cleansers, foul smells; mental acuity to collect and interpret data, evaluate, reason, define problems, establish facts, draws valid conclusions, make valid judgments and decisions.

WORK ENVIRONMENT:

While performing the duties of this job, the employee regularly works indoors, outdoors and within the community for home visits. The noise level is usually mild to moderate. Drive vehicle to conduct work.

The information contained in this job description is for compliance with the Americans with Disabilities Act (A.D.A.) and is not an exhaustive list of the duties performed. Individuals holding this position may perform additional duties and additional duties may be assigned.

Board Approved: 3/25/2021

Revised: 3/25/2021