



# RIALTO UNIFIED SCHOOL DISTRICT

## SCHOOL PSYCHOLOGIST Job Description

### **DEFINITION**

Under direction, to evaluate the needs of average, gifted, handicapped and disturbed children in an educational setting; to perform psycho educational assessments to determine appropriate programs and instructional processes to enable students to achieve maximum achievement and adjustment; to assist students in understanding and seeking solutions to social, emotional, or academic problems and issues; to serve as a resource pertaining to student behavior management and learning strategies, and welfare and attendance problems and concerns; and to do other related functions as directed

### **DISTINGUISHING CHARACTERISTICS**

This position classification requires subject matter expertise in psychological assessment and guidance processes. Responsible and directly related assessment and psychological counseling is required to perform problem analysis and arriving at alternative solutions pertaining to student academic, psychological, and emotional problems, issues and concerns. The position classification performs decision analysis continually, and makes judgments and decisions of considerable consequence. The functional role of this position classification requires the application of a variety assessment protocols, and interpretation of data, facts, procedures, and policies pertaining student educational programming and psychological adjustments. The incumbent meets frequently with school administrators, teachers, other educational staff and parents to communicate information, data, and alternative problem solutions. This a position classification that performs light work that involves sitting a portion of the time, but does require walking and standing for extended periods. This position requires accurate perceiving of sound, near and far vision, depth perception, handling and working with educational and psychological materials, and providing highly technical oral and written information.

Reasonable accommodation may be made to enable a person with a disability to perform the essential functions of the job.

### **ESSENTIAL DUTIES**

- Perform a variety of individual and group psycho educational assessment and diagnosis of specific learning, emotional and behavioral disabilities, and prepare a report of specific findings..
- Prepare recommendations pertaining to student remediation, placement in special programs, and psycho educational interventions.
- Consult and confer with instructional and administrative personnel in the development and implementation of instructional methods and procedure designed to facilitate learning and to overcome learning and behavioral disorders.
- Participate in parent conferences, pupil evaluation reviews and provides pupil profiles indicating learning strengths and weaknesses.
- Serve as a member of student study teams and collaborates with other team members in planning special programs, and in the use of remedial instructional materials for students with special needs.
- Consult with parents to further their understanding of the learning and emotional adjustment processes pertaining to their child.
- Counsel pupils individually and in small groups using a variety of data gathering and therapy techniques.
- Serve as a resource to site and District personnel, Special Education Local Plan Area (SELPA), and members of the school community concerning youth services.
- Serve as a liaison between the schools, mental health, children service agencies in pursuing referral follow-ups.
- Assist in the development and monitoring of individual education plans for students with exceptional needs.
- Pursue evaluation and research activities to determine the effectiveness of the school psychological service program.
- Assist in identifying school psychological service needs, and performs a variety of functions in ensure compliance with Federal and State special program legal mandates.
- Plan and present, as requested, a variety of management related reports pertaining to school psychological service functions and activities.

### **QUALIFICATIONS**

**KNOWLEDGE:** Principles, methods, techniques, strategies, and trends in educational, social, and emotional adjustment assessment functions; Applicable and appropriate psychological and achievement appraisal instruments, techniques, and procedures; Social service and youth service agencies in the local and greater metropolitan area; Social, emotional, and behavioral characteristics of pre-school and school age students; Evaluation and research techniques, strategies, and procedures; Curriculum and instruction programs proven to be beneficial to pupils with special learning needs.

**ABILITY:**

Effectively and efficiently assess students and aid them in analyzing and developing alternative solutions to behavioral, educational, social, and emotional problems and concerns; Conduct, analyze, and effectively utilize a variety of individual and group counseling techniques applicable to the student with severe learning, behavioral and emotional needs; Effectively deal with site and District personnel, parents, social service, and youth service agencies in resolving student problems and concerns; Effectively participate in the planning and implementation of individual educational and learning plans; Communicate effectively in oral and written form; understand and carry out oral and written directions with minimal accountability controls; Establish and maintain effective organizational, public, and community relationships.

**EXPERIENCE AND EDUCATION**

Any combination of experience and training that would likely provide the required knowledge and skill is qualifying. A typical way to obtain the required knowledge and skill would be:

**Experience:**

Two years of successful school psychologist experience, or classroom teaching and counseling at the elementary or secondary school level.

**Education:**

Equivalent to the completion of an earned Master of Arts or higher degree in psychology, counseling and guidance, or a closely related field.

**PHYSICAL DEMANDS**

**Physical class:**

MODERATE WORK - lifting 50 pounds maximum with frequent lifting and/or carrying objects weighing up to 25 pounds.

**Work area requirements:**

Regular and specialized classroom, on the playground, parking lot, bus stop areas and possibly field trips.

Ability to use common school hand tools, computer, telephone and photocopy machine.

Ability to transverse a 40 acre campus which could include asphalt, sidewalks, grass on playgrounds, dirt, and bus areas.

**PHYSICAL REQUIREMENTS**

The time requirements are listed considering this wording and meaning:

Occasionally/Low - up to 3 hours

Frequently/Medium - 3 to 6 hours

Constantly/High - 6 to 8 hours

Stooping:	Frequently	Carrying	Constantly
Bending:	Constantly	Standing:	Frequently/Constantly
Keyboarding:	Occasionally	Kneeling	Occasionally
Lifting:	Frequently	Sitting:	Occasionally
Reaching:	Occasionally/Frequently	*Driving:	Occasionally
Handling:	Constantly	Walking:	Constantly
Grasping:	Constantly	Push/Pull:	Occasionally
Fingering:	Constantly		

\*Possession of a current California Driver's license, a DMV printout and the ability to be covered by the company auto insurance is required.

**FREQUENT MOTION**

Twisting:	Constantly	Wrist flexion:	Constantly
Elbow flexion/extension:	Constantly	Reaching to shoulder level:	Occasionally
Forward shoulder/neck flexion:	Frequently	Reaching below shoulder level:	Constantly
Reaching to above shoulder level:	Occasionally		

**SENSORY REQUIREMENTS**

Ability to see:	Constantly	Ability to hear:	Constantly
Ability to talk:	Constantly	Ability to smell:	Constantly
Ability to touch:	Constantly		

**THIS JOB REQUIRES**

Alertness:	Yes	Attention to detail:	Yes
The use of two hands:	No	Recall of names and dates:	Yes

Ability to work in temperatures down to 40 degrees and up to 110 degrees: Yes

**MUST BE ABLE TO DEAL WITH THESE ENVIRONMENTAL CONSIDERATIONS**

Heat:	Occasionally	Odor:	Occasionally
Noise:	Frequently	Humidity:	Occasionally
Moisture:	Occasionally	Fluorescent lights:	Constantly
Floor may be slippery at times:	Occasionally	Working in close quarters with others:	Constantly
Working inside:	95% of the day	Working outside:	5% of the day

**ABILITY TO DEAL WITH PSYCHOLOGICAL FACTORS**

Team work:	High	Frustration:	High
Repetitive tasks:	High	Level of responsibility:	High
Must keep up with schedule:	High		

Able to work overtime as needed: Frequently - Over 3 hours per day  
Dealing with angry teachers, students, parents: Occasionally

**PHYSIOLOGIC FACTORS**

Have a high level of consciousness:	High, all day long
Orientation to time, place or person:	Yes
Ability to comprehend and follow directions:	Yes
Ability to read at 12 <sup>th</sup> grade level:	Yes
Able to keep up a high activity level during the shift:	Yes

**DISTRICT MINIMUM REQUIREMENTS**

Valid California credential and EI certificate  
Fingerprints on file as required by State Law  
TB Skin Test as required by State Law