



Job Description

Equal Employment Opportunity

SCHOOL PSYCHOLOGIST

DEPARTMENT/PROGRAM: Special Education	CLASSIFICATION: Certificated Non-Management
DIVISION: Educational Services	SALARY SCHEDULE: Psychologists & Mental Health Therapists
REPORTS TO: Assigned Supervisor	SALARY RANGE: As Assigned
APPROVAL DATE: 5/3/2018	WORK YEAR: 192
REVISION DATE: 6/3/2025	FLSA: Exempt

PURPOSE STATEMENT:

Under the direction of the assigned supervisor, the School Psychologist measures and interprets measurements to gauge the intellectual, adaptive, academic, social, and emotional development of children; interprets the results of psychological studies; interprets and applies state and Federal codes; and develops strategies and interventions to address the special education needs of eligible students. This position assists the IEP team with identifying strengths and weaknesses, accommodations and modifications that may be necessary for a student to access the curriculum and to assist teachers and staff with behaviors that may be present in the classroom and ways to address the behaviors. The incumbents in this job perform work that assists Yolo County Office of Education in achieving its mission to provide inspiration, leadership, support, and advocacy that ensure equity and access to high-quality education for all students.

ESSENTIAL FUNCTIONS, DUTIES, AND TASKS:

The following list of functions, duties, and tasks is typical for this classification. Incumbents may not perform all of the listed duties and/or may be required to perform other closely related or department-specific functions, duties, and tasks from those set forth below to address business needs and changing business practices.

- Administers standardized and/or supplemental assessments to measure the intellectual, adaptive, academic, social, and emotional development of children and/or determine eligibility for services in compliance with regulatory requirements.
- Assesses students' functional capabilities and classroom environment to determine students' functional level and develop recommendations.
- Collaborates with staff, faculty, and others in the development of interventions for addressing inappropriate behavior of students to assist students in modifying such behavior and develop successful interpersonal skills.
- Communicates with students, parents, teachers, and/or other personnel to evaluate situations, solve problems, and/or resolve conflicts.

- Compiles information from a variety of sources (e.g., teachers, nurses, mental health agencies, other professionals) for the purpose of producing a comprehensive evaluation report in compliance with established guidelines, education codes, and regulations.
- Consults with teachers, parents, other personnel, and/or outside professionals to request information, develop plans for services, and/or make recommendations.
- Counsels students to enhance their success in school; establishes individual counseling goals.
- Develops behavior plans, individualized counseling goals, curriculum modifications, etc. to implement treatment programs.
- Facilitates Individualized Education Plan (IEP) meetings to ensure that state mandates are achieved while addressing the specific needs of the student.
- Instructs students in collaboration with teachers to assist in the implementation of social-emotional skills training for students.
- May respond to a crisis, usually to complete risk assessments to determine if a student is in danger to themselves or others.
- Participates in meetings, workshops, and seminars as assigned to convey and/or gather information required to perform functions.
- Prepares a wide variety of written materials (e.g., correspondence, memos, behavior plans, Medi-Cal billings, reports, required documentation) to document activities, provide written references, and/or convey information.
- Researches resources and methods (e.g., intervention and treatment techniques, assessment tools and methods, and/or community resources) to determine the appropriate approach for addressing students' functional goals.
- Supervises interns, practicum students, and others to monitor performance, provide professional growth, and achieve the overall objectives of the school's curriculum.

OTHER DUTIES:

- Performs other related duties as assigned to ensure the efficient and effective functioning of the work unit and the County, including various mandatory County trainings.

KNOWLEDGE, SKILLS, AND ABILITIES

Knowledge of:

- Understanding cognitive, emotional, social, and physical development from early childhood through adolescence
- Behavior management techniques and strategies
- Educationally related laws and regulations, particularly those involving special education
- Current and relevant education codes, policies, regulations, and/or applicable laws
- Computer usage, including pertinent software
- Psychology and educational principles
- Related assessment instruments, diagnosis and interpreting educational assessments
- Laws and legislation related to minors and mental health, mandated reporting and confidentiality laws

Skills and Abilities to:

- Ability to demonstrate broad knowledge of complex system organizations, educational law, classroom and behavior management, including students with disabilities and models for best practices
- Working with the social, emotional, physical, and mental health needs of children, adolescents

and families

- Adapting to changing work priorities; ability to organize work projects, establish priorities and meet deadlines in a timely manner
- Interpret, apply, and explain rules, regulations, policies, and procedures
- Plan, organize, and coordinate the development, implementation, enhancement, and improvement of learning support services for students with academic, behavior, attendance, and/or social/emotional concerns
- Gather, review, analyze and interpret highly technical information, write technical materials, and/or speak persuasively to implement desired actions
- Apply assessment instruments
- Balance paperwork with direct student interactions (testing, counseling, etc.) and collaborate with staff
- Communicate effectively orally and in writing
- Working autonomously and in cooperation with others and as part of a team; building collaborative relationships
- Analyze situations accurately and adopt an effective course of action
- Problem solving with data frequently requires independent interpretation of guidelines
- Prepare and maintain accurate records
- Solve problems with independent interpretation of guidelines, analysis, organizational objectives and equipment
- Review and interpret highly technical information, write technical materials, and/or speak persuasively to implement desired actions
- Schedule activities, meetings, and/or events
- Establish and maintain effective working relationships with a diverse group of staff, parents, and the public
- Meet State and County standards of professional conduct as outlined in Superintendent/Board Policy

JOB QUALIFICATIONS / REQUIREMENTS:

EDUCATION AND EXPERIENCE:

Bachelor's degree in job-related area. Job-related experience within a specialized field is required.

EQUIVALENCY:

Not applicable.

LICENSE/CERTIFICATIONS:

- Valid, current California Driver's License
- Evidence of Insurability
- Pupil Personnel Services in School Psychology Credential

OTHER EMPLOYMENT REQUIREMENTS:

- Criminal Justice Fingerprint /Background check
- Tuberculosis and subsequent renewals

WORK ENVIRONMENT / PHYSICAL DEMANDS:

(Must be performed with or without reasonable accommodations)

- Job is performed primarily in an indoor office environment under conditions with exposure to risk of injury and/or illness
- Some lifting, carrying, pushing, and/or pulling
- Some stooping, kneeling, and/or crouching
- Frequent sitting, frequent walking, and frequent standing