



CERTIFICATED JOB DESCRIPTION

School Psychologist / Special Education Program Specialist

Board Approved: May 10, 2017
(Unrepresented Position)

General Definition:

Part I : The Program Specialist works to ensure the educational success of programs for students with special needs by working with school staff, parents, students and school districts that are supported by Nevada Joint Union High School District.

Part II: Under the direction of the Director of Special Education, conduct assessments of the psycho-educational needs of referred students; provide consultative services or techniques to facilitate student learning and development; provide short-term counseling services to special education students, as IEP teams designate, and regular education students, by agreement of the psychologist and site administrator; assist school patrons in gaining access to services from outside agencies and community service providers.

Employment Term:

193 days

Salary:

Appropriate placement on the certificated salary schedule.

Supervision From:

Director of Special Education.

Qualification Requirements:

To perform this job successfully, an individual must be able to perform relevant essential duties satisfactorily. The requirements listed below are representative of the knowledge, skill, and/or ability required. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

Education and Experience:

Master's degree in relevant subject area (preferred). Must possess a valid California Teaching Credential with Special Education authorization or California Pupil Personnel Credential with School Psychologist authorization. A minimum five (5) years' experience in special education. Experience in coordination of activities with agencies and schools. Background and experience in the identification and instruction of students with disabilities.

Knowledge and Skills:

Special education laws and regulations. Curriculum, learning theories, integrated curriculum design; the relationship between academics and vocational training utilizing multiple measures to report on student achievement; and computer applications that relate to the development and implementation of technology within the educational program and overall organization. Effective supervision and classroom management practices. Research and data collection and evaluation methods and procedures. Policies and objectives of assigned program and activities. Staff development programs and techniques. Ability to read, analyze, and interpret special education law, California Education Code, and Federal regulations. Write district and state required reports, business correspondence, and procedural manuals.

Duties and Responsibilities:

Part I:

1. Provides ongoing consultation and guidance on the use of new and innovative methods, strategies, and materials which enhance the education progress of special education students; consult with teachers, administrators, local districts and parents regarding the operational aspects of special education programs.
2. Serves as a resource to provide formal and informal training, guidance, and assistance to students, educators, parents, service providers, and agencies, as needed.
3. Attends various meetings including Individual Education Plans (IEP), support staff and teacher meetings.
4. Provides assistance to students, parents, teachers, districts and other staff in solving school related problems and coordinating instructional programs.
5. Provides leadership to staff by providing professional development and ongoing coaching.
6. Manages and participates in the development and implementation of goals, objectives, policies and priorities for assigned programs.
7. Continuously monitors and evaluates the efficiency and effectiveness of service delivery methods and procedures.
8. Guides and coaches teachers and staff in the implementation of curricula aligned to state standards.
9. Analyzes and interprets laws and regulations governing the provision of special education.
10. Performs related duties as assigned.

Part II:

1. Administer psycho-educational assessments and periodic re-evaluations of referred students as outlined by the student's assessment plan; prepare written reports of assessment findings with diagnoses and specific recommendations.
2. Participate in IEP meetings as appropriate; facilitate teams as necessary to accomplish proper results.
3. Provide consultative support as a subject expert to teachers, administrators, parents and students for regular and special education programs; consult with administrators, teachers and parents regarding mental health issues/interventions, substance abuse, understanding cultures, and the evaluation of educational programs and progress of students through various testing programs; provide support to administrators and teachers regarding classroom environment/school climate, student behavior, child development, learning problems and strategies, family/peer relationships, general education program options, special education procedures and guidelines, and the Gifted and Talented program; participate in discussions regarding promotion/retention and acceleration issues; assist with staff development as appropriate.
4. Provide short-term counseling with referred students and families; assist with expulsions as referred.
5. Recommend alternative approaches or techniques to facilitate the attainment of goals and objectives for individual students, groups of students, classrooms and schools.

6. Perform crisis counseling as necessary.
7. Oversee the Educationally-Related Mental Health Services within the district.
8. Drive a vehicle to conduct work.
9. Perform related duties as assigned.

Demonstrate Knowledge and Abilities:

Knowledge of:

- Testing practices, procedures and methods
- Various testing materials, instruments and equipment
- Individual and group counseling techniques
- Federal and State laws and regulations regarding special education and assigned duties
- IEP preparation and implementation methods and procedures
- Appropriate referral agencies
- Record-keeping techniques
- Applicable sections of the State Education Code
- Interpersonal skills using tact, patience and courtesy
- Principles of providing work direction and guidance to assigned personnel
- Technical aspects of field of specialty

Ability to:

- Perform professional evaluations of psychological, social and educational needs of students
- Develop, write and implement comprehensive Individual Educational Plans (IEP) for special education students
- Utilize various testing techniques, materials, equipment and instruments
- Counsel effectively with students and parents
- Prepare and maintain confidential records and files
- Analyze situations accurately and adopt an effective course of action
- Work confidentially with discretion
- Communicate effectively both orally and in writing
- Drive a vehicle to conduct work
- Establish and maintain cooperative and effective working relationships with others
- Work independently with little direction
- Maintain current knowledge of technological advances in the field
- Provide work direction and guidance to assigned personnel
- Maintain consistent, punctual and regular attendance
- Hear and speak to exchange information
- See to read a variety of materials

Physical Requirements:

The physical demands described here are representative of those that must be met by an employee to successfully perform the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

While performing the duties of this job, the employee is frequently required to stand and talk or hear and sometimes walk and sit. While performing the duties of this job, the employee may occasionally push or lift up to 40 lb. such as boxes of books. The employee is directly responsible for safety, well-being, or other people. Specific vision abilities required by this job include close vision such as to read handwritten or typed material, and the ability to adjust focus. The position requires the individual to meet multiple demands from several people and interact with the public and staff.

Work Environment:

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

The noise level in the work environment is moderate to loud.

Other Requirements:

- Must hold a valid California Driver's License.
- Must provide proof of automobile insurance coverage
- Fingerprint and Background clearance
- Valid Tuberculosis (TB) clearance