

**LOS ANGELES UNIFIED SCHOOL DISTRICT**  
Human Resources Division

Class Description  
**SCHOOL PSYCHOLOGIST**

**Job Purpose**

Provides psychological services to general education students and students with disabilities; develops individual case studies of students to determine eligibility for special programs; assists in the development of behavior support plans and functional behavior assessments; consults with school personnel, parents, and others concerned with the progress of students; and provides both individual and group counseling. School Psychologist-Bilingual positions provide such services as indicated above in English as well as in the specified language when such language utilization is appropriate. School Psychologist for the Deaf positions provide psychological services to deaf students using communication skills for the deaf when appropriate.

**Responsible to**

Coordinator, Psychological Services

**Subordinates**

None

**Functions**

Essential Functions

1. Conducts psychological assessments and develops case studies of individual students to determine educational needs, learning characteristics, and social behavior relevant to educational placement and instructional planning; files such case studies in compliance with established policies and procedures.
2. Interprets the findings of individual studies to principals, teachers, parents, students, and others directly concerned with the welfare of students.
3. Evaluates the results of tests in relation to the cultural, environmental, and language backgrounds of students.
4. Facilitates training on interventions for use in the Response to Instruction and Intervention (RtI2) approach to education, targeted literacy, student progress monitoring, and data analysis.
5. When assigned to a School Psychologist-Bilingual position, communicates with students and parents in a specified language when such language utilization is appropriate. When assigned to a School Psychologist for the Deaf position, communicates with students in sign language and finger spelling as appropriate.
6. Participates in the process required by federal, state, and local regulation for the identification, placement, and review/re-evaluation of students with special needs; participates in and may act as chairperson for such groups as the school-site Individualized Educational Program Team (Special Education) and Student Study Team (Regular Education).
7. Assists in developing a written individual educational plan for students who are eligible for special education placement and/or service; assists in developing recommendations regarding eligibility, program placement, and affective or cognitive experiences for the Gifted/Talented Program.
8. Assists in developing behavioral objectives for individual students and special class groups; suggests implementation strategies as appropriate; confers with teachers and parents regarding strategies for the solution or amelioration of individual learning or adjustment problems of students.
9. Counsels students individually and in groups to assist them in educational achievement and personal or social adjustment.
10. Assists with the organization of, and serves as a leader in, staff development activities in the field of psychological services.

11. Serves as a resource person to school personnel in the effective use of District and agency educational support services.
12. Serves as liaison to other organizational units of the District, community agencies, and private professional persons on matters related to student placement and adjustment.
13. Provides psychological counseling to students, staff, and parents in crisis situations and serves as a member of the school crisis team.
14. Participates in research to evaluate procedures and tests used in assessments; makes systematic reviews and prepares reports as directed.

#### Other Functions

1. During periods of critical personnel shortage or other emergency situations, shall temporarily perform any duties, as directed, within the authorization of any credentials held by the incumbent which are registered with the Office of the Los Angeles County Superintendent of Schools and which are a part of the class description requirements in effect at the time such duties are performed.
2. Performs other duties as assigned in accordance with the District-UTLA Agreement.

#### Distinguishing Characteristics

Employees assigned to the School Psychologist for the Deaf positions perform the same duties as those in the School Psychologist positions, but are required to be fluent in sign language and finger spelling. Skill determination is based upon District need and established prior to the examination.

#### **Qualifications**

##### Education

##### *Required*

An earned master's degree or advanced degree of at least equivalent standard from an accredited college or university.

##### Experience

##### *Desirable*

1. Successful experience as a school psychologist, school counselor, or teacher in a public school setting.
2. Successful full-time public school service in a certificated position(s) in programs and/or services involving exceptional students.

*NOTE: For definitions of years of service, refer to Policy Guide E23.*

##### Credentials

##### *Required*

One of the following California credentials or combination of credentials authorizing K-12 service must be in force and on file in the Office of the Los Angeles County Superintendent of Schools:

1. General Pupil Personnel Services Credential authorizing service as a school psychologist
2. Service Credential with a specialization in pupil personnel services designating service as a school psychologist
3. School Psychologist Credential.

##### *Desirable*

A valid California credential authorizing service as a teacher.

##### Bilingual Competency and/or Certification

Employees in bilingual positions perform the same duties as those in the School Psychologist classification, but the bilingual counterparts must hold state bilingual certification. Certification documents that meet statutory certification requirements must be in force and on file in the District's Credentialing Unit.

### Additional Requirements for School Psychologist for the Deaf

Placement on an eligible list requires that the applicant:

1. Pass the regular examination for the School Psychologist class; and
2. Pass a fluency screening in sign language and finger spelling.

### Knowledge, Skills, Abilities, and Personal Characteristics

1. Knowledge of the growth and development of children and adolescents, learning theory, and mental health concepts.
2. Sensitivity to, and understanding of, the unique differences and needs of disabled students and their parents.
3. Knowledge of uses and limitations of standardized individual and group tests, and semi-projective devices.
4. Ability to assume leadership in teacher/staff development activities.
5. Understanding of the relationship between the total education program as well as counseling and psychological services.
6. Facility in oral and written communication.
7. Appropriate appearance and cleanliness.
8. Appropriate manner including poise, tact, good judgment, and ability to work effectively with District personnel, community representatives, and students.

### Health

Physical and mental fitness to engage in school psychological service as certified by a licensed physician and surgeon or medical officer pursuant to Education Code Section 44839 and evidence of freedom from active tuberculosis pursuant to Education Code Section 49406.

### Special Requirements

A valid California Driver License and the use of an automobile.

*Note: This is a Special Services Salary (D) Table classification.*

This class description is not a complete statement of essential functions and responsibilities. The District retains the discretion to add or change typical duties of a position at any time.

JRT