

**EVERGREEN UNION SCHOOL DISTRICT**  
"ALL CHILDREN CAN LEARN AND WE MAKE THE DIFFERENCE"  
**JOB POSTING**  
**2023/2024 SCHOOL YEAR**

**SCHOOL PSYCHOLOGIST**  
**CERTIFICATED POSITION**

**EVERGREEN UNION SCHOOL DISTRICT** has a half time School Psychologist position at Bend Elementary School for the 2023/2024 school year.

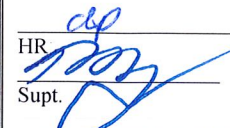
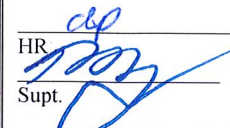
Preferred candidates will possess a MA/MS degree in Educational Psychology or related field and a current Pupil Personnel Services Credential in School Psychology. Salary schedule and job description attached.

All applicants must apply at [www.Edjoin.org](http://www.Edjoin.org) and include a letter of interest, Evergreen certificated application, resume, copies of credentials and three letters of recommendation.

Position will remain open until filled.

**Evergreen Union School District**  
19500 Learning Way  
Cottonwood, CA 96022  
530/347-3411

02/23/2023

Reviewed/Approved:
HR 
Supt. 

**EVERGREEN UNION SCHOOL DISTRICT**  
**Job Description**

**Job Title:** SCHOOL PSYCHOLOGIST  
**Salary Schedule:** Psychologist & School Based Mental Health Counselor Salary Schedule  
**Division:**  
**Department:** Special Education  
**Location:** Evergreen Elementary/Evergreen Middle School/Bend Elementary Sites  
**Reports To:** Superintendent  
**Approved By:** Superintendent  
**Board Approved:** May 14, 2019

**SUMMARY**

Primary function of this position is to provide psychological and psychoeducational services to students, parents and school staff; tailor their services to the particular needs of each student and each situation; provide leadership, expertise and direction to positively affect the educational outcome of students in need.

**ESSENTIAL DUTIES AND RESPONSIBILITIES**

Duties and responsibilities to support all campuses include support instructional programs by reviewing reports of team members, mentoring colleagues and supporting professional accountability. Position performs specialized psychological work in an educational setting to enable students to achieve optimal learning. Position collects, interprets, and synthesizes information about a student's sensory motor/perceptual functioning, academic achievement, intelligence, social/emotional adjustment, and significant crises that influence academic and behavioral functioning. Position works cooperatively as an interdisciplinary team member to provide services and to devise an appropriate service plan for referred students and their families.

**SPECIFIC DUTIES AND PERFORMANCE RESPONSIBILITIES**

- Maintains and respects confidentiality of student and school personnel information, while maintaining the safety and welfare for all students and staff members;
- Possesses knowledge of federal, state and local laws, regulations and policies regarding children's special education eligibility and programming;
- Conduct classroom observations and individual psychological evaluations, and consults with appropriate professional persons regarding implications and results;
- Maintains accurate records of all psychological services provided;
- Completes clearly written and comprehensive reports which provide practical recommendations;
- Submits all required paperwork within a timely manner, adhering to all federal, state and local laws and policies;
- Completes psycho-educational assessments, including but not limited to Initial Evaluation, Triennial Evaluation, Manifest Determination, Functional Behavior Assessments, Social-Emotional evaluation, and others as needed;

- Consults with district/school level teams to implement all levels of Rtl and SST procedures, and student specific interventions as needed;
- Collaborates with parents and staff to design appropriate accommodations and interventions when special education or a 504 plan is necessary;
- Provides Behavior Consultation for students by designing and implementing measurable behavior intervention plans;
- Assists in the interpretation of criteria for determination of eligibility;
- Participates in eligibility meetings, IEP meetings, and other pertinent meetings at various schools assigned, as needed;
- Cooperates with staff members and parents in maintaining a positive climate during meetings and/or conferences;
- Consults with private and/or public practitioners regarding student progress and/or needs;
- Consults and/or counsels with individual students and/or groups, school staff, and parents regarding academic and/or personal/social needs; provides information regarding community services available to students; makes appropriate referrals regarding vocational needs of students;
- Maintain professional competence through continued education and training;
- Set and hold students to extremely high academic and behavioral standards;
- Maintain professional standards by delivery services consistent with guidelines for professional practice and codes of ethics;
- Adhere to relevant laws, policies and lines of authority and maintains and updates knowledge and skills in school psychology and education; and,
- Performs other duties as assigned or needed.

### **GENERAL DUTIES AND PERFORMANCE RESPONSIBILITIES**

- Present a positive image of the school to parents, and convey to them the school's genuine concern with the education, growth and development of each student;
- Seek to establish friendly and cooperative partnerships between home and school;
- Work to develop a positive public relationship between Evergreen Schools and the community;
- Carry out assignments in a timely manner without undue checking;
- React positively to directives;
- Have a willingness to cooperate with the administrators, principals and staff;
- Maintain the confidentiality, both verbally and in written form, of each student's educational record;
- Strive to maintain and improve professional competence;
- Take necessary precautions to protect students, equipment, materials and facilities; and,
- Attend Special Education Department meetings, management meetings, school staff meetings, staff development and other meetings as required or needed.

### **KNOWLEDGE AND ABILITIES**

#### **KNOWLEDGE OF:**

- Valid and Reliable Psychoeducational Assessment Methods.
- Effective counseling techniques and procedures.

- Evidenced-based procedures in the areas of academic and social-emotional interventions.
- Effective consultation and communication skills.
- Psychological theory, ethics and associated legal confidentiality requirements.
- Applicable sections of the State Education Code and other applicable laws, rules and regulations.
- Student assistance programs.
- Community referral resources.
- Diverse academic, socioeconomic, cultural, disability, and ethnic backgrounds of students.
- Interpersonal skills using tact, patience and courtesy.
- Correct English usage, grammar, spelling, punctuation and vocabulary.
- Recordkeeping and report preparation techniques.
- Oral and written communication skills.

**ABILITY TO:**

- Provide psychological services to students with special and typical needs.
- Work as part of a multidisciplinary educational support team; work independently; work with a diverse population of various socioeconomic and multicultural backgrounds; communicate effectively in oral and written form; maintain clear and accurate records; meet established timelines; and, establish and maintain effective relationships with those contacted in the course of work.
- Make referrals to other community resources, support groups and social service agencies as appropriate.
- Assess student needs and develop viable plans and alternatives.
- Plan, prepare and conduct individual and group counseling sessions in a variety of settings.
- Interpret, apply and explain rules, regulations, policies and procedures.
- Maintain current knowledge of applicable laws, codes, rules and regulations.
- Set limits and personal boundaries for students.
- Complete work with many interruptions.
- Analyze situations accurately and adopt an effective course of action.
- Work independently with little direction.
- Meet schedules and timelines.
- Maintain confidentiality of sensitive and privileged information.
- Maintain records and prepare various reports.
- Establish and maintain cooperative and effective working relationships with others.
- Operate a variety of office equipment including a computer and assigned software.

**EDUCATION, LICENSES, EXPERIENCE AND OTHER REQUIREMENTS**

- A Master's degree with advanced study in psychology and an authorization to perform psychological services under either a General Pupil Personnel Services Credential or a Standard Designated Services Credential in School Psychology.
- Prior school psychology experience or school teaching experience is desired. *Interns considered.*
- Knowledge of special education programs and instructional strategies, ability to work cooperatively with fellow professionals.
- Possession of a valid California Driver's License and Vehicle Insurance.

Experience in a school setting preferred, but not required; working with psychological service programs and methods, working with Preschool to High School aged students and their families.

### **QUALIFICATIONS**

To perform this job successfully, an individual must be able to perform each essential duty satisfactorily. The requirements listed 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.

### **LANGUAGE SKILLS**

Ability to read and interpret State Education Code and other applicable laws, rules and regulations. Ability to write routine reports and correspondence. Ability to speak effectively before groups of students or employees of the organization.

### **REASONING ABILITY**

Ability to solve practical problems and deal with a variety of concrete variables in situations where creative problem solving is required. Ability to interpret a variety of instructions furnished in written, oral, diagram, or schedule form.

### **PHYSICAL DEMANDS**

The physical demands described herein 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 regularly required to sit for extended periods of time; light to moderate physical effort standing and/or walking for extended periods of time; requires mobility of arms to reach and dexterity of hands and fingers to grasp and manipulate small objects and to operate a computer keyboard; perform lifting, pushing, and/or pulling of objects, which does not exceed 50 pounds; climb or balance, stoop, kneel, crouch, or crawl; and hearing or speaking to exchange information. Specific vision abilities required by this job include close vision, distance vision, color vision, peripheral vision, depth perception, and ability to adjust focus to read a variety of materials and monitor student behavior.

### **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.

While performing the duties of this job, the employee is often exposed to outside weather conditions. The noise level in the work environment is usually moderate, similar to a classroom, with constant interruptions and interactions with students, public and staff.

### **HAZARDS**

Potential exposure to volatile and emotional individuals.