

# COTATI-ROHNERT PARK UNIFIED SCHOOL DISTRICT

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## JOB DESCRIPTION

### POSITION

School Psychologist II (Lead)

### DEFINITION OF POSITION

Under the direction of the Director of Special Education or Designee, the Lead Psychologist implements, coordinates, monitors, and supervises the provision of psychological services within the Cotati Rohnert Park Unified School District; assists in development and planning of relevant special education services; and assists in training/evaluation of district psychologist.

### MAJOR DUTIES AND RESPONSIBILITIES

- Maintains an accurate and effective working knowledge of the requirements of the Individuals with Disabilities Education Improvement Act (IDEA), Section 504 of the Rehabilitation Act of 1973, the Americans with Disabilities Act, other applicable federal and state disability laws and their implementing regulations as they relate to school psychology in general, and to the roles and responsibilities of a School Psychologist.
- Maintains an accurate and effective working knowledge of district-wide special education service delivery models and policies
- Maintains a direct service caseload of evaluations and regular psychologist duties as outlined in School Psychologist I job description.
- Plans, coordinates and facilitates regular monthly meetings with district school psychologist team
- Assists in monitoring that school psychologists are adhering to District, state and federal compliance issues, including timelines.
- Facilitates and organizes the ordering of psychological test materials.
- Identifies areas of need for professional development in the psych team and facilitates/leads training opportunities
- Facilitates the development of and, in collaboration with the Special Education Director, provides input for performance evaluations of the School Psychologist staff in areas such as report-writing.
- Participates on interview panel when new psychologists are hired
- Provides mentorship and training for new school psychologist hires.
- Participates in District Leadership meetings (AdCo) and shares/communicates relevant feedback with district psychologists.
- Provides assignment of assessment caseload for nonpublic school and private school evaluations.
- Perform other duties assigned by Special Education Director.

### DESIRABLE QUALIFICATIONS

- Knowledge of:*
- Students with exceptional needs;
  - Federal and State legislation affecting the school psychologist;
  - A variety of resources and methods to help students, teachers, and parents.

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- Ability to:*
- Communicate effectively with students, staff, and parents;
  - Work as a team member;
  - Develop a legally compliant I.E.P.;
  - Consult others in a constructive and effective manner.

## **EXPERIENCE**

5 years previous experience as a school psychologist.  
Experience with department leadership and provision of mentoring and professional development.

## **CREDENTIALS**

Standard Designated Services with Specialization in Pupil Personnel Services; or Ryan Services Credential in P.P.S. with authorization in School Psychology; or General School Services in School Psychology

## **MEASUREMENT OF EFFECTIVE PERFORMANCE**

1. Successful accomplishment of the major duties and responsibilities assigned from the above listed duties.
2. Successful accomplishment of the objectives agreed to between the Director of Special Education and Lead Psychologist.

## **OTHER JOB FACTORS**

The following conditions are present - walking on uneven ground when outdoors; exposure to student illness, injuries, infections and bodily fluids; may be exposed to chemicals contained in cleaning products. May be required to maneuver into awkward positions. Must be able to communicate and exchange information, effectively, discreetly, and accurately in a high activity environment with staff, students, parents and individuals. Must be able to detect visual and non-visual warning signs of developing physical and emotional situations that may require attention from staff. Must be able to prepare and monitor legal and educationally appropriate special education documents including IEPs and behavior plans. Must be able to express self effectively verbally and non-verbally with staff, students and parents. Must be able to discern visual and non-visual signs of physical and non-physical issues that may negatively affect the learning environment.

## **ADDITIONAL JOB REQUIREMENTS**

Meet sometimes strenuous physical requirements necessary to safely and effectively perform assigned duties, including lifting 50 pounds on a regular basis and periodically lifting in excess of 50 pounds with assistance; must be able to lift and physically restrain students at times, to take appropriate action in emergency situations, and follow procedures in a calm, responsible manner; may be required to obtain first aid and CPR certificates; must have normal vision, corrected or uncorrected.