

EDITED TASK LISTING

CLASSIFICATION: SCHOOL PSYCHOLOGIST

NOTE: Each position within this classification may perform some or all of these tasks.

Task Statements	
1.	Screens students referred for a special education assessment to determine their needs (e.g. cognitive, emotional, and/or behavioral) utilizing formal/informal psycho-educational assessments, professional training, case history, observations, questionnaires, check lists, etc. as required.
2.	Conducts individual and/or small group counseling to ensure compliance with federal law (Individuals with Disabilities Education Act [IDEA]) and education codes to meet special education students needs utilizing professional training (e.g., knowledge of group dynamics, group facilitation skills, individual intervention, etc.) communication skills, experience, etc. as required.
3.	Administers psycho-educational tests to students to determine emotional and cognitive functioning and to clarify diagnostic issues utilizing appropriate standardized psycho-educational tests and professional training in psychological test administration, as needed.
4.	Scores (e.g., manually, computerized, etc.) students psycho-educational test responses to provide a basis for test interpretation utilizing testing manuals and professional training in psycho-educational test administration, as required.
5.	Interprets students psycho-educational test results based on test scores to determine emotional and/or cognitive functioning and to clarify diagnostic issues utilizing testing manuals, current published criteria, and professional training in psycho-educational test administration, as required.
6.	Participates in meetings (e.g., Individual Education Plan [IEP] teams, treatment teams, etc.) to provide information, consultation and recommendations regarding students possible areas of disability, impact to learning, educational interventions, and to fulfill administrative functions utilizing communication skills, local operating procedures, professional training, organizational skills, etc. as required.
7.	Consults with staff to define students needs and recommend interventions utilizing program knowledge, professional training, communication skills, and program experience, etc. as needed.
8.	Participates in program development with staff in order to develop and implement student IEP for special education students utilizing program knowledge and experience, professional training, communication skills, etc. as assigned.
9.	Prepares progress reports and treatment recommendations for assigned students to present to Education Rights Holders, IEP team and/or treatment team meetings in order to develop comprehensive plans and monitor students educational progress utilizing program knowledge and experience, professional training, program guidelines, student information, etc. as required.

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10.	Provides training for department staff regarding Special Education processes in the correctional setting, disabilities, etc. in order to inform staff about the correctional education programs, policies and procedures, and ensure compliance with IDEA and court mandates utilizing program knowledge, professional training, communication skills, etc. as assigned.
11.	Acts as a School Psychologist consultant within the juvenile facility or to other correctional facilities and agencies [e.g., Basic Correctional Officer Academy (BCOA), etc.] to educate institutional and other staff in order to be better informed about correctional Special Education systems utilizing program knowledge, professional training, communication skills, program experience, etc. as requested.
12.	Attends professional development training (e.g., conferences, workshops, seminars, etc.) to keep current with assessments, trends, correctional education, etc. and meet licensing requirements as needed.
13.	Supervises the conduct of students to maintain facility safety and security by notifying juvenile correctional staff promptly utilizing oral and written communication when there is a serious issue of juvenile facility safety and security (e.g., suicide risks, threats against staff and youthful offenders, escape risks, etc.) as required.
14.	Secures work areas and work materials to ensure the safety and security of staff and students by inspecting premises, controlling equipment (e.g., keys, personal alarms, timers, testing materials, etc.) and disposing of sensitive material properly as required.
15.	Maintains professional standards concerning students confidentiality (e.g., securing and disposing of sensitive materials, obtaining written consent to release information, etc.) to ensure compliance with the requirements of California Education Code and relevant California statutes utilizing appropriate forms, professional training, knowledge of California statutes, etc. as required.
16.	Documents student contacts by recording (written or electronic entry) assessments, progress notes, treatment plans, chromos, etc. to provide student information to treatment providers, utilizing appropriate forms and formats, program knowledge, communication skills, etc. in accordance with program guidelines as required.
17.	Reviews/assesses student case history utilizing clinic documents, education history, court records, mental health reports, risk/needs assessment, etc. to develop an IEP and eligibility for Special Education services.
18.	Provides guidance and/or counseling to students during individual counseling for the purpose of monitoring and evaluating progress in support of the students' IEP goals as required.

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19.	Conducts comprehensive interviews (e.g., parents, teachers, etc.) utilizing motivational interviewing techniques to assist education staff in developing activities designed to promote the maximum social and emotional growth of each student in accordance with Division of Juvenile Justice (DJJ) policies and procedures as required.
20.	Collaborates with multi-disciplinary teams to provide guidance, technical review of evidenced based practices and develop new strategies and supports by providing diagnostic evaluations for students with disabilities utilizing the principles of Integrated Behavior Treatment Model (IBTM), IDEA requirements, etc. to ensure appropriate educational interventions and programs for students in accordance with the laws and regulations, DJJ policies and procedures as required.
21.	Provides guidance and/or counseling to assist the students to gain insight into their behavior patterns to promote pro-social behavior in the education environment utilizing the evidence based practices and motivational interviewing techniques in accordance with DJJ policies and procedures as needed.
22.	Supervises the conduct of students committed to DJJ to ensure safety and security of staff, and the public utilizing correctional awareness of the surroundings and various alarm systems in accordance with California Code of Regulations (CCR) Title 15, laws, regulations, and DJJ policies and procedures as required.
23.	Maintains security of working areas and work materials in DJJ facilities by ensuring compliance with mandated safety regulations, identifying and confiscating contraband, and inspecting all areas and various alarm systems, in accordance with CCR Title 15, laws, regulations, and DJJ policies and procedures, as required.
24.	Enforces compliance with IDEA to provide appropriate accommodations utilizing the medical/mental health and education data in accordance with laws and regulations, DJJ policies and procedures as required.
25.	Participates in and/or conducts in-service trainings, meetings and/or committees [i.e., Student Consultant Team (SCT), IEP, multi-disciplinary treatment team, etc.] to facility staff to ensure the principles of Special Education mandates, policies, and laws are met in accordance with DJJ policies and procedures, as required.
26.	Consults with school and/or living unit security personnel on varied and/or sensitive/complex special education matters to resolve issues, provide information, options, and/or recommendations, etc. utilizing interpersonal skills based upon knowledge of policies and procedures, etc. as needed.
27.	Interviews/counsels students to provide information about available special education, vocational, and transitional opportunities utilizing interpersonal skills, knowledge, experience, and on-site resources (e.g., class schedules, class syllabus, course descriptions, etc.), per approved regulations, policies and procedures, as requested.

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28.	Counsels students as to their progress in their assigned Special Education program in order to meet their IEP educational goals utilizing the DJJ Special Education Policy, communication skills, subject matter knowledge, motivational skills, etc. on an as needed basis.
29.	Prepares reports (i.e., Monthly Service Logs, Academic Reports, progressive discipline documentation, etc.) as required by education and facility management to obtain and/or provide statistical information and to complete reports for various agencies regarding program efficacy per Department Operations Manual (DOM) utilizing research skills, analytical skills, organizational skills, computer skills, etc. as required.
30.	Evaluates students progress and performance based upon teacher observations, assessments, completion of daily assignments, grading, student work, in order to ensure appropriate differentiated instructional practices are effective per the DOM, CCR Title 15, DJJ Education Services Policy etc. utilizing assessment skills, observational skills, communication skills, classroom management skills, teaching methodology skills, etc.
31.	Prepares effective written documents for management, staff, students, and others to provide information on Special Education programs utilizing communication tools (e.g., personal computers, electronic mail, etc.) as appropriate.
32.	Communicates in a professional and effective manner with others utilizing tact and interpersonal skills to establish and maintain effective working relationships in all situations on an ongoing basis.
33.	Develops materials/tools to train individuals/groups in the appropriate interpretation and application of Special Education policies, procedures, guidelines, laws and regulations utilizing computers, emails, communication skills, etc. on an ongoing basis.
34.	Represents the Department, in formal or informal settings, regarding Special Education matters at meetings, conferences, hearings, etc., to obtain information and/or represent the interest of the Department utilizing interpersonal skills, professionalism, knowledge, personal expertise, etc., as needed and/or upon request.