



Job Title: School Psychologist

Orange County Educational Arts Academy (OCEAA) is a TK-8 independent charter school specializing in dual language immersion programming which serves over 600 students. Our mission at OCEAA is simple: to nurture all learners to become creative, critical thinkers by providing high quality standards-based instruction through the arts, technology, language and culture.

OCEAA has a diverse population; approximately 70% of our students are low income, 50% are English Learners and 7% are Students with Disabilities. Grounded in our Habits of Character — integrity, compassion, courage, collaboration, and perseverance, OCEAA partners with [EL Education](#) as a national network school to create classrooms where students achieve content mastery in two languages and become active contributors in building a better world.

Schedule: Full time/Professional hours

Reports to: School Director and SPED Coordinator

JOB SUMMARY:

The School Psychologist facilitates learning and promotes the cognitive, social, and personal development of all students by collaborating with educators, administrators, families, and other mental health professionals to create safe, healthy, and supportive learning environments for all students and strengthen connections between home and school.

DUTIES AND ESSENTIAL JOB FUNCTIONS:

1. **Assessment and Interpretation:** Identifies and assesses the learning, development, and adjustment characteristics and needs of individuals and groups, as well as the environmental factors that affect learning and adjustment. Uses assessment data about the student and his/her environment(s) in developing appropriate interventions and programs.
 - a. Assess students' cognitive abilities using a variety of instruments and techniques that are appropriate for the individual student.
 - b. Collaborate with others to develop, based upon assessment data, appropriate cognitive and academic goals for students with different abilities, disabilities, strengths and needs, and develop interventions to achieve these goals.
 - c. Demonstrate expertise in collecting, managing, and interpreting various types of individual and group data.
 - d. Assist special education colleagues/case managers with maintaining assessment and IEP team meeting data on SEIS to ensure compliance for reporting to CDE.

2. **Direct Interventions for Students:** Provides interventions to students to support the teaching process and to maximize learning and adjustment.
 - a. Participate in designing prevention and intervention methods to address programs that influence student learning.
 - b. Participate in SST meetings as needed to suggest behavioral and/or academic interventions to be implemented in the general education setting and to assist SST



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members with the referral process to consider eligibility for special education supports and services.

- c. Participate in planning and implementing prevention programs to address the social and affective needs of students (e.g., programs to address bullying, school violence, and school safety).
 - d. Have knowledge of universal screening, as well as early reading and math literacy.
 - e. Recognize issues of diversity. Demonstrate sensitivity and skills needed to work with families, students, and staff from diverse cultures and backgrounds.
 - f. Maintain service logs for students served with counseling and guidance or other ERMHS support.
 - g. Provision of crisis and grief counseling as needed.
3. **Consultation and Training:** Provides consultation and training to parents, teachers, other school personnel, and community agencies to enhance the learning and adjustment of students.
- a. Demonstrate strong interpersonal skills and the ability to work, communicate, and collaborate effectively with teachers, other school staff, and families as part of a team within the school setting.
 - b. Ensure that students and families know about community services and programs and assist them in accessing these, as appropriate.
4. **Program Development:** Assists in the planning, development, and evaluation of programs to meet identified learning and adjustment needs.
- a. Evaluate and synthesize a cumulative body of research findings as a foundation for effective service delivery.
 - b. Collect, analyze, and interpret program evaluation data in applied settings.
 - c. Evaluate the effectiveness of school-based intervention plans.
5. **Professional Practice and Development:** Applies ethics and standards of professional practice in the delivery of school psychological services and observes relevant laws and policies that govern practice. Participates in professional organizations and continually seeks to improve professional knowledge and skill.
- a. Practice in ways that meet all appropriate ethical, professional, and legal standards.
 - b. Understand and apply federal, state, and local policies and regulations in the delivery of school psychological services.
 - c. Maintain confidentiality of student records and information.
 - d. Use technology in ways that are consistent with ethical and responsible professional practice.
6. **Communication and Relationship Skills:** Communicates effectively with students, parents and school staff.
- a. Consult and confer with teachers, staff and families about strategies to facilitate the social and affective adjustment of students.





- b. Identify resources and coordinate services with other professionals and/or agencies to address students' behavioral, affective, or social needs.
- c. Directly collaborate with and receive feedback from School Director and SPED Coordinator

SAFETY REQUIREMENTS:

OCEAA takes safety and health issues very seriously. All staff must remain vigilant to all safety and health issues pertaining to site, and ensure the safety and health standards prescribed by regulations, school policy, and job training.

QUALIFICATIONS:

1. Graduate of an approved program in School Psychology, culminating in the receipt of a Master's or Doctoral Degree.
2. Possesses a valid state license/credential in School Psychology as required by the State(s) in which services are rendered.
3. First Aid & CPR certification
4. TB clearance
5. Ability to work in a fast paced, high intensity work environment.
6. Ability to handle upset children and adults in a respectful and professional manner.
7. Other duties as assigned to support SPED students

WORKING CONDITIONS and 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 essential functions.

Must have the ability to sit and stand for extended periods of time; exhibit manual dexterity to dial a telephone, to enter data into a computer terminal, and to perform; see and read a computer screen and printed material with or without vision aids; hear and understand speech at normal classroom levels, outdoors and on the telephone; speak in audible tones so that others may understand clearly in normal classrooms, outdoors and on the telephone; physical agility to lift up to 25 pounds to shoulder height; ability to bend, stoop, sit on the floor, climb stairs, walk and reach overhead.

SALARY: Placement in the certificated salary schedule



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