



## **JOB DESCRIPTION**

### **EARLY INTERVENTION PROGRAM MANAGER/ PSYCHOLOGIST 210 Days split between Special Education Program Manager (0.6 FTE) and School Psychologist (0.4 FTE) on the Elementary Salary Schedule**

**DESCRIPTION:** Under the supervision of the Director of Student Support Services, the Early Intervention Program Manager is responsible for the day-to-day operation of assigned programs including, but not limited to, supervision of assigned staff, instructional leadership, and compliance with District and SELPA mandates and state and federal law. The School Psychologist functions as a team member in a collaborative and consultative relationship with school staff and parents. Services include direct involvement with children and indirect help through working with teachers and other staff members who have contact with children.

**DIRECTLY RESPONSIBLE TO:** Director of Student Services

**EXAMPLES OF ESSENTIAL FUNCTIONS:** Essential duties may include, but are not limited to:

1. Insures smooth daily operation of assigned programs
  - Understand and is conversant with IDEA; works to ensure that school sites are in compliance with IDEA
  - Acts as administrator designee and chairs IEP meetings
  - Supports IEP team in problem solving around challenging cases
  - Insures program compliance regarding timely scheduling of annual reviews and three-year reassessments
  - Organizes transitions both in the program as well as transitions to kindergarten for all eligible students
  - Participate in the development and implementation of any changes to the program to meet the needs of the students enrolled, including curriculum, teaching strategies, classroom materials, etc.
2. Maintains on-going communication with parents, teachers and other district staff
  - Organizes and facilitates parent meetings
  - Is the contact person and responds to questions or concerns raised by parents of students in the program in a timely manner
  - Assures that parents receive all notices and information sent by the site to parents of general education students in both English and Spanish
  - Arranges site/program visits, when necessary for parents whose students are transferring between programs or between sites
  - Available to support Instructional Assistants as necessary
3. Assists in planning and providing effective staff development
  - Assists in determining needed and desired staff development

- Provides staff development on compliance issues
  - Is knowledgeable about staff development opportunities in the areas of curriculum, assessment, behavioral interventions and handicapping conditions
4. Establishes and maintains cooperative relationships with outside groups and agencies
- Works closely with other agencies serving the students such as Golden Gate Regional Center, Head Start, Community Action Marin, California Children's Services, Marin County Office of Education, Non-Public Agencies and Non-Public Schools
  - Explores community resources for additional program support including appropriate community agencies in the Hispanic community
5. School Psychologist Responsibilities
- Give healthy and effective alternatives to teachers, parents, and administrators about problems in learning and behavior
  - Help others understand child development and how it affects learning and behavior
  - Strengthen working relationships between educators, parents and community services
  - Help solve conflicts and problems in learning and adjustment
  - Provide psychological counseling for children and families
  - Provide social skills training, behavior management, and other strategies
  - Identify potential learning difficulties
  - Help foster tolerance, understanding, and appreciation of diversity in the school community
  - Collaborate with school and community-based personnel to provide effective services
6. Assists with other duties within the District's special education programs as assigned

**REQUIRED MINIMUM QUALIFICATIONS:**

- Possession of a valid California teaching credential with license, and/or certification in at least one recognized area of Special Education or valid California PPS credential
- California Administrative Services credential (or Certificate of Eligibility)
- A combination of at least three (3) years successful teaching a regular or special education

**PHYSICAL REQUIREMENTS:**

The usual and customary methods of performing the job's functions require the following physical demands: some lifting (up to 20 pounds), carrying, pushing, and/or pulling; significant manual dexterity, ability to perform keyboarding tasks, sufficient hearing and speaking ability for normal voice level conversations, telephone conversations, and to hear and speak to be understood in indoor and outdoor settings. The job includes 50% sitting, 25% walking, and 25% standing. This job is performed in a school environment that includes indoor and outdoor duties.

Board Approval: