

Sweetwater Union High School District

SCHOOL PSYCHOLOGIST

Purpose Statement

The job of the School Psychologist is done for the purpose/s of measuring and interpreting the intellectual, adaptive, academic, social and emotional development of children; interpreting results of psychological studies; interpreting and applying state and federal codes; managing school based strategies and interventions to address the special education needs of eligible students; and managing and supervising Special Education programs at assigned school(s).

Essential Functions

- Supervises and monitors site based special education programs, behavior plans, curriculum modifications, etc. for the purpose of implementing treatment programs to ensure student achievement.
- Serves as consultant to site administration regarding the behavior management, conduct, and appropriate legal disciplinary procedures for special education students for the purpose of providing information and/or recommendations to resolve issues.
- Oversees case management and implementation of IEP interventions for Special Education Students and serves as the District Representative for the purpose of ensuring the provision of appropriate accommodations and modifications for students with special needs and/or delivering services in conformance with District objectives and in compliance with state and federal regulations.
- Facilitates meetings, processes (e.g. IEP's, crisis management, staff development opportunities, etc.) for the purpose of meeting curriculum guidelines, ensuring that state mandates are achieved and/or providing growth opportunities for department staff.
- Intervenes in occurrences of inappropriate behavior of students for the purpose of assisting students in modifying such behavior and developing successful interpersonal skills.
- Counsels students, parents and guardians for the purpose of enhancing student success in school.
- Consults with teachers, parents, other personnel and/or outside professionals for the purpose of providing requested information, developing plans for services and/or making recommendations.
- Communicates with students and/or parents with teachers and/or other personnel (e.g. student and/or parent complaints, IEP's, student study team meeting, staff meetings, etc.) for the purpose of evaluating situations, making referrals, assuring due process and/or resolving conflicts.
- Oversees and trains assigned staff for the purpose of monitoring performance, providing for professional growth and achieving overall objectives of school's curriculum.
- Administers standardized and/or supplemental assessments for the purpose of measuring the intellectual, adaptive, academic, social and emotional development of children and/or determining eligibility for services in conformance with state and federal regulations.
- Assesses students' functional capabilities in home and/or classroom environment for the purpose of determining student's functional level and developing recommendations and/or placement.
- Supports the Director of Special Services (e.g. budgeting, master scheduling, staffing allocations, course offerings, curriculum, etc.) for the purpose of assisting with administrative functions.
- Compiles information from a variety of sources (e.g. teachers, nurse, probation officer, mental health agencies, other professionals, etc.) for the purpose of producing a comprehensive evaluation report in compliance with state and federal guidelines.
- Researches resources and methods (e.g. intervention and treatment techniques, assessment tools and methods, community resources, etc.) for the purpose of determining the appropriate approach for addressing students' functional goals.

- Performs personnel and site administrative activities (e.g. facility management; approving budget expenditures; interfacing with vendors; interviewing, hiring and dismissal recommendations; supervising and evaluating special education instructional staff; mentoring, etc.) for the purpose of ensuring adequate staffing and/or maintaining safe and efficient school operations within district guidelines.
- Prepares a wide variety of materials in written and electronic formats (e.g. correspondence, memos, behavior plans, medical billings, reports, Psych Ed Summary, Psych Report, etc.) for the purpose of documenting activities, providing written reference and/or conveying information.

Other Functions

- Performs other related duties, as assigned, for the purpose of ensuring an efficient and effective work environment.
- Participates in meetings, workshops and seminars as assigned for the purpose of serving on professional organizations and/or committees, conveying and/or gathering information required to perform functions.

Job Requirements: Minimum Qualifications

Skills, Knowledge and Abilities

SKILLS are required to perform multiple, highly complex, technical tasks with a need to occasionally upgrade skills in order to meet changing job conditions. Specific skills required to satisfactorily perform the functions of the job include: applying assessment instruments; operating standard office equipment including pertinent computer software; and preparing and maintaining accurate records.

KNOWLEDGE is required to perform advanced math; review and interpret highly technical information, write technical materials, and/or speak persuasively to implement desired actions; and analyze situations to define issues and draw conclusions. Specific knowledge required to satisfactorily perform the functions of the job includes: psychology and educational principles; and pertinent codes, policies, regulations and/or laws.

ABILITY is required to schedule a number of activities, meetings, and/or events; often gather, collate, and/or classify data; and use job-related equipment. Flexibility is required to work with others in a wide variety of circumstances; work with data utilizing defined but different processes; and operate equipment using defined methods. Ability is also required to work with a diversity of individuals and/or groups; work with data of varied types and/or purposes; and utilize job-related equipment. In working with others, independent problem solving is required to analyze issues and create action plans. Problem solving with data frequently requires independent interpretation of guidelines; and problem solving with equipment is limited to moderate. Specific abilities required to satisfactorily perform the functions of the job include: adapting to changing work priorities; communicating with diverse groups; maintaining confidentiality; meeting deadlines and schedules; working as part of a team; working with detailed information/data; maintaining effective working relationships; and applying Best Practices of Psycho-educational principles and crisis intervention strategies.

Responsibility

Responsibilities include: working independently under broad organizational guidelines to achieve unit objectives; directing other persons within a department, large work unit, and/or across several small work units; and monitoring budget expenditures. Utilization of significant resources from other work units is routinely required to perform the job's functions. There is a continual opportunity to impact the Organization's services.

Working Environment

The usual and customary methods of performing the job's functions require the following physical demands: occasional lifting, carrying, pushing, and/or pulling; some stooping, kneeling, crouching, and/or crawling; and significant fine finger dexterity. Generally the job requires 40% sitting, 30% walking, and 30% standing. The job is performed under some hazardous conditions.

Education/Experience

Master's degree from an accredited college or university with major course work in psychology or related field. Occupational experience working with secondary school students in a guidance capacity.

Required Testing

None Specified

Continuing Educ./Training

None Specified

Certificates & Licenses

Valid California Driver's License
California Pupil Personnel Services Credential
School Psychology Authorization

Clearances

Pre-placement Physical Exam; TB Clearance;
and Criminal Justice Fingerprint/Background
Clearance

"Sweetwater Union High School District programs and activities shall be free from discrimination based on age, gender, gender identity or expression, or genetic information, sex, race, color, religion, ancestry, national origin, ethnic group identification, marital or parental status, physical or mental disability, sexual orientation; the perception of one or more of such characteristics; or association with a person group with one or more of these actual or perceived characteristics." SUHSD Board Policy 0410

*Management Job Description
Adopted by BOT 4/09/07*

Salary Range 5