

## **Escondido Union High School District Job Description**

**Job Title:** School Psychologist  
**Employee Unit:** Non-Represented Certificated  
**FLSA Status:** Exempt  
**Salary Level:** Range 20  
**Approved By:** Board of Education  
**Approved Date:** May 15, 2012

### **NATURE OF WORK:**

Under the direction of the Director of Special Education, the School Psychologist measures and interprets the intellectual, adaptive, academic, social and emotional development of students; 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 DUTIES AND RESPONSIBILITIES** include the following. Other duties may be assigned.

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.

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. Collaborates with school staff in the development of behavior support plans.

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 students 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.

Compiles information from a variety of sources for the purpose of producing a comprehensive evaluation report in compliance with state and federal guidelines.

Researches resources and methods; prepares a wide variety of materials in written and electronic formats (e.g. correspondence, memos, behavior plans, reports, Psych Ed Summary and Psych. Reports) for the purpose of documenting activities providing written reference and/or conveying information.

Participates in meetings, workshops and seminars as assigned.

### **QUALIFICATIONS**

To perform this job successfully, an individual must be able to perform each essential duty satisfactorily. The requirements listed below are representative of the knowledge, skill, and/or ability required. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

### **EDUCATION and/or 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.

### **KNOWLEDGE OF:**

Psychology and educational principles; pertinent codes, policies, regulations and/or laws. Interpretation and review of highly technical information and written technical materials.

### **ABILITY TO:**

Adapt to changing work priorities; communicate with diverse groups; maintain confidentiality; meet deadlines and schedules; work as part of a team; work with detailed information/data; maintain effective working relationships; and applying Best Practices of Psycho-educational principles and crisis intervention strategies. Ability to schedule a number of activities, meetings, and/or events; gather, collate, and/or classify data; and use job-related equipment. Ability to be flexible in working with others in a wide variety of circumstances. Ability to work with a diversity of individuals; in working with others, independent problem solving is required to analyze issues and create action plans.

### **CERTIFICATES, LICENSES, REGISTRATIONS**

California Pupil Personnel Services Credential  
School Psychology Authorization

**PHYSICAL DEMANDS**

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 the essential functions.

While performing the duties of this job, the employee is regularly required to stand, walk, and talk or hear. The employee frequently is required to sit. The employee is occasionally required to use hands to finger, handle, or feel objects, tools, or controls; reach with hands and arms; climb or balance; and stoop, kneel, crouch, or crawl. The employee must regularly lift and/or move up to 10 pounds, frequently lift and/or move up to 25 pounds, and occasionally lift and/or move up to 50 pounds. Specific vision abilities required by this job include close vision, distance vision, peripheral vision, and the ability to adjust focus.

**WORK ENVIRONMENT**

The work environment characteristics described here are representative of those an employee encounters while performing the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

The noise level in the work environment is usually moderate.

**COMMENTS**

The individual assigned to this position must demonstrate the ability to perform a variety of specialized and professional services to students within a specific need population. The individual in this classification receives minimal supervision within a broad framework of policies and procedures. Must be able to provide encouragement, support, resources and assistance to all students and staff within the program. Must be committed to meeting deadlines and accurately maintaining records as required by law. As a representative of the Escondido Union High School District, this individual must present a professional, helpful, cooperative image at all times.