

**SACRAMENTO CITY UNIFIED SCHOOL DISTRICT
Position Description**

TITLE:	Coordinator, School Psychologist	CLASSIFICATION:	Certificated Management, United Professional Educators (UPE)
SERIES:	Coordinator II	FLSA:	Exempt
JOB CLASS CODE:	9805	WORK YEAR:	12 Months
DEPARTMENT:	Education-Special Education Department	SALARY:	Range 44 Salary Schedule B
REPORTS TO:	Director, Special Education Local Plan Area (SELPA)	CABINET APPROVAL:	08-16-2021

BASIC FUNCTION:

Under the direction of the SELPA Director, the School Psychologist Coordinator actively participates in the development and implementation of programs, policies, and practices to address the needs of students within the District. Provide in service and on-site training to staff on the implementation of appropriate instructional strategies, behavior management, and school wise interventions and systems, such as Multi-Tiered Systems of Support (MTSS). The School Psychologist Coordinator also plans, organizes, coordinates, and supervises the District School Psychologists including, but not limited to, hiring, school assignments, assessment and Individual Education Plans (IEP) consultation, and evaluations.

REPRESENTATIVE DUTIES: (Incumbents may perform any combination of the essential functions shown below [E]. This position description is not intended to be an exhaustive list of all duties, knowledge, or abilities associated with this classification, but is intended to accurately reflect the principle job elements.)

Develop and/or monitor District procedures to assure compliance with governmental regulations, codes, restrictions and reporting requirements. **E**

Supervises and evaluates the work of assigned school psychologists; provide guidance, assistance, and technical support. **E**

Collaborates with school site administration to support District Child Find, Student Success Team (SST), and Multi-Tiered System of Support (MTSS) practices. **E**

Develops, reviews, and monitors school psychologist assessment materials. **E**

Assigns, reviews, and monitors the Designated Instructional Service (DIS) service activities using the Special Education Information System (SEIS). **E**

Collaborates with non-public agency contractors. **E**

Collaborates with classroom teachers, paraeducators, and parents for the purpose of determining the appropriate approach for addressing students' academic, behavior, college/career, and functional goals. **E**

Provides staff in-service programs and parent workshops. **E**

Facilitates meetings, processes (e.g. IEP, crisis management, staff development, etc.) for the purpose of ensuring that

state mandates are achieved and/or providing growth opportunities for staff. **E**

Provides consultative services to parents, teachers, and other school personnel. **E**

Perform other related duties as assigned. **E**

Serves as consultant to site administration regarding the behavior management, conduct, and appropriate disciplinary procedures for special education students for the purpose of providing information and/or recommendations to resolve issues. **E**

Facilitates meetings, processes (e.g. IEP's, crisis management, staff development opportunities, etc.) for the purpose of ensuring that state mandates are achieved and/or providing growth opportunities for department staff. **E**

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. **E**

Communicates with students, parents, teachers and/or other personnel (e.g. IEP's, student study team meetings, staff meetings, etc.) for the purpose of evaluating situations, making referrals, assuring due process and/or resolving conflicts. **E**

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. **E**

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. **E**

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' academic, behavior and functional goals. **E**

Prepares a wide variety of materials in written and electronic formats for the purpose of documenting activities, providing written reference and/or conveying information. **E**

Provide a positive climate of interaction and communication between school staffs, families, and the community, as related to Education-Special Education. **E**

Work with school improvement initiatives that close student achievement gaps between racial, ethnic, and economic groups by working with all of the diverse communities. **E**

Perform other related duties as assigned. **E**

TRAINING, EDUCATION, AND EXPERIENCE:

A master's degree or equivalent in psychology from an accredited college or university. Three (3) years of recent experience as a School Psychologist in California public schools. Preference will be given to applicants who have served as psychologist in a public school district. Professional experience in counseling centers or in working with emotionally disturbed or physically or neurologically handicapped students will warrant priority consideration.

LICENSES AND OTHER REQUIREMENTS:

Hold a current Pupil Personnel Services Credential with a specialization in School Psychology; and a Preliminary or Cleared Administrative Credential issued by the California Commission on Teacher Credentialing.

KNOWLEDGE AND ABILITIES TO:**KNOWLEDGE OF:**

- Standardized and supplemental assessment for the purpose of measuring the intellectual, adaptive, academic, social/emotional development of children and determining eligibility for services in conformance with state and federal regulations.
- Transdisciplinary early-intervention theories and rehabilitation principles and practices.
- Current applicable laws, codes, regulations, policies, and procedures governing and students with disabilities and Special Education.
- School district organization, operations, policies, and objectives.
- District educational goals, objectives, policies, procedures, and organization structure.
- Effective management principles, practices, and supervision techniques.
- Report writing and presentation.
- Oral and written communication skills.
- Interpersonal skills using tact, patience, and courtesy.
- Computer hardware and related software applications.

ABILITY TO:

- Work independently with little direction to meet schedules and timelines.
- Supervise and evaluate the performance of assigned staff.
- Establish priorities and deadlines.
- Understands and carries out oral and written directions.
- Analyze and determine appropriate methods and interpret and apply guidelines to accomplish goals.
- Reads and writes at a level sufficient for the performance of assigned duties including independently producing professionally written reports and documents.
- Work effectively with students with disabilities, Special Education and school staff, and agency representatives.
- Communicate effectively both verbally and in writing; speak effectively in public.
- Analyze and resolve problems with tact and diplomacy.
- Operate a computer and assigned software; operate other office equipment as assigned.
- Establish and maintain records.
- Maintain visibility and works collaboratively with diverse stakeholders at all levels, i.e., District staff, students, families, communities, advocacy groups, etc.

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WORKING CONDITIONS:**SAMPLE ENVIRONMENT:**

Office environment; classroom environment during observances; drive a vehicle to conduct work.

SAMPLE PHYSICAL ABILITIES:

Hear and speak to make presentations, and exchange information in person and on the telephone; dexterity of hands and fingers to operate a computer keyboard; see to read and prepare documents and reports, and view a computer monitor; sit or stand for extended periods of time; bend at the waist, reach overhead, above the shoulders, and horizontally to retrieve and store files; lift light objects.

SAMPLE HAZARDS:

Contact with hostile or abusive individuals with unpredictable behaviors.