



GROSSMONT UNION HIGH SCHOOL DISTRICT
Job Class Description

TITLE:	School Psychologist	REPORTS TO:	Director I, Special Education
DEPT:	Special Education	CATEGORY:	Certificated
FLSA:	Exempt	RANGE:	Psychologists Salary Schedule
ISSUED:	3/10/2026		

JOB PURPOSE STATEMENT:

Under the direction of the Director I, Special Education, the School Psychologist provides psycho-educational services to all students referred for placement in Special Education programs and to students currently enrolled in Special Education programs. The School Psychologist applies the scientific principles of learning and behavior to ameliorate school-related problems and to promote the academic and social-emotional development of children in the Grossmont Union High School District.

ESSENTIAL JOB FUNCTIONS, DUTIES, AND TASKS:

1. Assessments: Conduct initial evaluations for special education eligibility, triennial reevaluations, and additional assessments. Prepare written reports in compliance with state and federal laws and district procedures. Present and interpret assessment findings at Individualized Education Program (IEP) meetings.
2. Consultation with Educators: Advise school administrators and special education staff on appropriate learning objectives and the development of IEPs. Assist in the coordination of referrals for related services (e.g., occupational therapy, assistive technology, etc.).
3. Behavioral Support: Conduct Functional Behavior Assessments (FBAs) for students who may require Behavior Intervention Plans (BIPs). Assist in the development and implementation of BIPs to support student success.
4. Parent and Staff Collaboration: Provide guidance to parents and school personnel on special education processes, IEP development, special education laws, and best practices to support student learning.
5. Data-Driven Decision Making: Utilize psychological and educational assessments, data collection strategies, and technology resources to design, implement, and evaluate student supports and services. Support general education functions such as student support teams, 504 teams, and multi-tiered systems of support.
6. Manifestation Determination Reviews: Review student records, conduct interviews with staff and students, and collaborate with administrators and district specialists as needed for Manifestation Determination IEP meetings.
7. Community and Family Engagement: Work alongside teachers, related service providers, and community agencies to develop plans that respect cultural and contextual factors, fostering strong school-family partnerships and improving academic and social-emotional outcomes for students.
8. Support and Collaboration: Provide consultation to pupil personnel services staff, such as Educationally Related Mental Health Services (ERMHS) therapists. Collaborate with Office Assistants (OAs) to ensure compliance with special education laws and timelines for meetings.
9. Transition and Articulation Support: Support the transition process for incoming 9th grade students, with a particular focus on complex cases requiring additional guidance and resources.

Additional Responsibilities:

1. Stay informed about community resources available to students with disabilities and their families.
2. Collects and submits documentation for reimbursable activities related to school psychologist services.
3. Attend and participate in IEP meetings, staffings, and other professional meetings.
4. Assist with facilitating professional development for staff.
5. Engage in ongoing professional development activities.
6. May serve as the Administrative Designee for some IEP and related meetings.

QUALIFICATIONS GUIDE

Education: Master’s degree, or equivalent, from an accredited college or university in a related field.

Knowledge, Skills, and Abilities: Typical knowledge, skills and abilities would include:

Knowledge: The School Psychologist shall possess a comprehensive knowledge of the principles, practices, and ethical standards of school psychology, including assessment, consultation, intervention, and counseling services. Knowledge of child and adolescent development, behavioral theory, and factors affecting learning and school adjustment is required. The School Psychologist must be familiar with applicable federal and state laws and regulations governing special education, including the Individuals with Disabilities Education Act (IDEA) and Section 504. Knowledge of Multi-Tiered Systems of Support (MTSS), culturally responsive practices, trauma-informed supports, crisis prevention and intervention strategies, and community mental health resources is essential. The School Psychologist must demonstrate knowledge of psychometric theory, standardized testing procedures, data collection and analysis, progress monitoring practices, and confidentiality requirements.

Skills: The School Psychologist shall demonstrate skill in the administration, scoring, and interpretation of psychoeducational assessments, and in preparing clear, accurate, and legally compliant written reports. They shall have the ability to facilitate team meetings, including IEP and student support meetings. The position requires effective oral and written communication skills, proficiency in the use of technology for documentation and reporting, and the ability to maintain records. The School Psychologist must demonstrate strong organizational, analytical, problem-solving, and crisis-response skills while working within established timelines.

Abilities: The School Psychologist must have the ability to establish and maintain positive, collaborative working relationships with students, staff, families, and community agencies. The School Psychologist shall demonstrate the ability to work effectively with individuals from diverse backgrounds and with a wide range of academic, behavioral, and social-emotional needs. The position requires the ability to exercise sound judgment, maintain confidentiality, and adhere to professional and ethical standards. The School Psychologist must be able to prioritize tasks, manage multiple assignments, and work both independently and as a contributing member of a multidisciplinary team. The School Psychologist shall demonstrate a commitment to ongoing professional growth and reflective practice.

Working Conditions: The School Psychologist works in a school-based environment serving students in general and special education settings. Work is performed in offices, classrooms, meeting rooms, and occasionally in community settings. The position involves frequent contact with students who may exhibit academic, behavioral, emotional, or mental health concerns, and requires regular interaction with staff, families, and outside agencies. The position may involve responding to crisis situations and managing sensitive or emotionally challenging circumstances. The work requires periods of sitting, standing, walking, and occasional lifting of materials. Travel between school sites within the District may be required.

Certificates/Licenses/Credentials: California pupil personnel services (PPS) credential authorizing services as a School Psychologist. Possess a valid California driver’s license and evidence of insurability.

Clearances: Criminal Justice Fingerprint/Background Clearance, TB skin test, Physical Exam, Drug Screen, District mandated Training and other relevant clearances as necessary.

Board Approval date: 3/10/2026