

# SAN RAMON VALLEY UNIFIED SCHOOL DISTRICT

## Position Description

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<b>Title:</b>	School Psychologist	<b>Reports to:</b>	Special Programs Admin/Site Principal
<b>Department:</b>	Special Programs	<b>Classification:</b>	Certificated Bargaining Unit
<b>FSLA:</b>	Exempt	<b>Work Year:</b>	Psychologist Work Year 196 days
<b>Board Approval:</b>	November 8, 2011	<b>Salary:</b>	Certificated Bargaining Unit Schedule

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### SUMMARY DEFINITION:

Under the direct supervision of the special programs administrator or site principal, the school psychologist serves as a member of the Individualized Education Planning (IEP) Team; performs assessment, and assists the IEP team in identifying needs, instructional goals and program placement. Additionally the School Psychologist provides designated instructional services for students whose IEP specifies psychological or mental health services and makes available consultation services to parents and school staff. School psychologists shall be evaluated by the site administrator.

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

### **E= Essential Functions**

Selects and administers appropriate assessment methods and instruments to students suspected of having a Disability in one or more the twelve eligibility criteria as stated in the California Education Code and/or Section 504 of the Americans with Disabilities Act. E

Collaborates with educational professionals and parents to determine eligibility for Special Education services for students. E

Writes and presents comprehensive and compliant assessment reports of findings following District procedures. E

As a member of the multidisciplinary team, the school psychologist attends IEP meetings and makes recommendations concerning appropriate service, goals and remedial techniques, accommodations and modifications for students. E

Provides services required by the student Individual Education Program (IEP). E

Assists the general education teacher in the development and implementation of classroom methods and procedures designed to facilitate student learning. E

Provides school based interventions such as individual and group counseling to special education and general education students focusing on areas such as: social emotional growth, problem solving skills, grief counseling and social skills training. E

Provides consultation services to school professionals, parents and community/private service providers for the education benefit of students. E

May attend and participate in the site Student Study Team meetings. E

Maintains professional competence through participation in in-service education activities provided by the district and/or self-selected professional growth activities. E

Provides other duties as designated or assigned by the employee's supervisor. E

Develops Behavior Support Plans (BSP) for students with behavioral needs. E

Provides support to the District Crisis Team as needed. E

Other duties as assigned.

**EDUCATION AND EXPERIENCE:**

Master's degree in school psychology

**LICENSES AND OTHER REQUIREMENTS:**

California Pupil Personnel Service Credential

**KNOWLEDGE OF:**

- District, state, and federal mandates.
- Researched based special education assessment tools
- Researched based special education instructional strategies
- Intellectual, emotional and social development of all students

**ABILITY TO:**

- Interpret and use data and assessments to plan and implement remediation, and student success
- Communicate clearly with staff, students and parents
- Work collaboratively with peers, students and parents
- Develop effective conflict resolution strategies
- Provide a positive school climate

**WORKING CONDITIONS:**

Classrooms and general school campus environment.

**PHYSICAL ABILITIES:**

Hearing and speaking to exchange information in person and on the telephone; seeing to read, prepare and proofread documents; sitting or standing for extended periods of time; dexterity of hands and fingers to operate a computer keyboard and other office equipment; kneeling, bending at the waist and reaching overhead, above the shoulders and horizontally to retrieve and store books, materials, files and supplies; lifting light to medium weight objects.

**APPROVALS:**

  
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Jessica Romero  
Assistant Superintendent, Human Resources

  
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Date

  
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Steven Enoch  
Superintendent

  
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Date