



RIVERSIDE UNIFIED SCHOOL DISTRICT

TITLE: School Psychologist, Crisis Prevention and Intervention

WORK YEAR: 193 Days

REPORTS TO: Director, Wellness and Engagement Education

BASIC QUALIFICATIONS:

- Appropriate Credential authorizing service as a School Psychologist
- Master's Degree
- Teaching experiences desirable

GENERAL DESCRIPTION:

A school psychologist is a credentialed professional whose primary responsibility is in the application of scientific principles of learning and behavior to ameliorate school - related problems and to facilitate the learning and development of children. The Crisis Prevention and Intervention School Psychologist supports prevention and intervention systems across the district.

AREAS OF RESPONSIBILITY:

The Crisis Prevention and Intervention School Psychologist provides services to children, teachers, parents, and community agencies. These services include:

- Serves as Lead of District Crisis Response Team
- Facilitates Crisis response
- Assists Site Crisis Response Teams, as needed
- Provides short-term crisis intervention for students and staff
- Supports prevention strategies in building a positive school climate
- Supports management of suicide risk process
- Supports threat assessment process
- Attends and participates in a variety of internal and external meetings
- Coordinates community and support services to obtain information, coordinate services, and assists with providing training to support staff as needed
- Coordinates services with site MTSS Support Staff, SAP Counselors, School Counselors, School Psychologists, and Administrative Team
- Maintains confidentiality of sensitive and privileged information in accordance with district, state, and federal mandates and other specified legal requirements or policies
- Provides consultant services to teachers, parents, administrators, and other personnel

- Develops and implements professional development in areas related to School and District crisis management
- Developing students' Social-Emotional Learning competencies through Trauma Responsive Principles, Restorative Practices, and Positive Behavior Interventions and Supports
- Supports Site Wellness activities
- Collaborates with intra- and inter-departmental staff members
- Other related functions as may be assigned

Knowledge of:

- Principles of crisis prevention, intervention, and postvention
- PREPARE trained or trainer of trainer status preferred
- Social-emotional learning and its role across the MTSS Tiers of Support (Universal, Targeted, and Intensive)
- Social Emotional Learning (SEL), Positive Behavior Intervention Systems (PBIS) and Restorative Practices
- Trauma-informed Schools and Classrooms
- Effective coaching strategies
- Organization and Management of School and District crisis situations
- Educational technology
- Research-based strategies to assist at-risk students and improve school climate

Ability to:

- Facilitate collaborative projects or initiatives
- Work independently and proactively with minimal direction
- Anticipate problems and opportunities, and respond effectively
- Prepare written/oral reports and presentations; deliver as needed
- Focus on student learning and success
- Demonstrate strong oral and written communication skills
- Build trusting relationships
- Develop robust teams
- Build capacity of site staff to support students
- Facilitate and conduct trainings for district staff

Environment:

- Indoor – frequently
- Outdoor – occasionally
- Ability to work at a desk and in meetings of various configurations