



RIVERSIDE UNIFIED SCHOOL DISTRICT

TITLE: School Psychologist, Wellness

WORK YEAR: 193 Days

REPORTS TO: Director, Wellness and Engagement

BASIC QUALIFICATIONS:

- Appropriate Credential authorizing service as a School Psychologist
- Master's Degree in Psychology/Social/Behavioral Sciences, Education or related field
- Three (3) years' experience in case management, social work, and at-risk families.

CERTIFICATES/CREDENTIALS/LICENSES:

One or more of the following licenses or credentials are required: Licensed by the California State Board of Behavioral Sciences or the California Board of Psychology as a Marriage and Family Therapist (LMFT), Clinical Social Worker (LCSW), Professional Clinical Counselor (LPCC), Clinical Psychologist (LCP), or Licensed Educational Psychologist (LEP).

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 School Psychologist, Wellness, provides clinical direction to the district's licensed SAP Counselors, acting as a clinical resource for the school's mental health team.

AREAS OF RESPONSIBILITY:

- Provide clinical supervision and support to the District team of Student Assistance Program Counselors (licensed therapists)
- Development of appropriate prevention and intervention supports for students
- Provide training of therapeutic techniques
- Facilitate workshops for students and families
- Facilitate professional development for staff
- Supports the establishment and maintenance of a system of supports that includes evidence-based practices, referral and screening process, progress monitoring, and tracking
- Attends and participates in a variety of internal and external meetings
- Supports thoughtful and systematic implementation and sustainability of the Wellness Initiative
- Assists with the development, implementation, and coordination of social, emotional, and mental health support in schools

- Support the coordination of Student Assistance Program activities
- Coordinates community and support services to obtain information, coordinate services, and assists with providing training to support staff as needed
- Work collaboratively with other department Psychologists
- Assists with program monitoring and evaluation.
- Assist with grants associated with the Wellness Initiative.
- Develops and implements professional development in areas related to student and family wellness
- Developing students' Social-Emotional Learning competencies through Trauma Responsive Principles, Restorative Practices, and Positive Behavior Interventions and Supports
- Supports Site Wellness activities
- Assist assigned site supervisors with practicum students and provide training and group consultation
- Collaborates with intra- and inter-departmental staff members
- Facilitates technical assistance and clinical direction for documentation and billing processes within the district's electronic health record system (EHR).
- 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
- Contributes to improved student success by working collaboratively with site and district personnel in methods to improve student outcomes
- Assists with response to emergencies.
- Work cooperatively with other departments, services, and agencies.
- Serve as a member of the District Crisis response team
- Other related functions as may be assigned

Knowledge of:

- Evidence-based therapeutic practices
- Principles of crisis prevention, intervention, and postvention
- Social-emotional learning and its role across the MTSS Tiers of Support (Universal, Targeted, and Intensive)
- Multi-Tiered System of Support (MTSS), Social Emotional Learning (SEL), Positive Behavior Intervention Systems (PBIS) and Restorative Practices
- Trauma-informed Schools and Classrooms
- Effective coaching strategies
- Educational technology
- Community agencies, mentoring, and other appropriate support services
- Research-based strategies to assist at-risk students and improve school climate
- Practices related to children's social, emotional, behavioral, and mental well-being
- IEP (Individualized Education Program) process and law
- Behavioral principles and practices related to community support services including mentoring, mental and physical health, and other resources that target student and families
- SSTs and the referral process for students who may require assessment for special education services
- District, county, state, and other alternative educational and job training programs and services for students
- Data collection, record keeping and report preparation techniques

- General purposes and goals of public education
- Correct English usage, punctuation, spelling, grammar and math
- Interpersonal skills using tact, patience and courtesy
- First aid and CPR procedures
- Health and safety regulations

Ability to:

- Facilitate collaborative projects or initiatives
- Work independently and proactively with minimal direction
- Anticipate problems and opportunities, and respond effectively
- Prepare written and 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 professional development trainings for district staff
- Operate various office and instructional equipment, including a computer or other devices and assigned software

Environment:

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