

SALEM-KEIZER PUBLIC SCHOOLS JOB DESCRIPTION

04/21	<u>SCHOOL PSYCHOLOGIST</u>	1.6.8
Effective Date	Job Title	Index

Primary Function:

School psychologists enable students to benefit from educational opportunities by conducting psycho-educational evaluations, engaging in consultation services, offering staff training, and providing direct service to students and staff. They collaborate with educators, parents, and other professionals to create safe, healthy, and supportive learning environments that strengthen connections between home, school, and the community.

Supervised By:

MTSS Coordinator (or assigned designee)

Essential Functions:

School psychologists provide a comprehensive range of services as described in the current standards from the National Association of School Psychologists. School Psychologists function to support students and schools through Consultation, Collaboration, and Assessment. The services provided should reflect the specific needs of the students, families, and schools served. School psychologists are trained in the following areas and use these skills based on the demands and supports available at the school site.

- **Data-Based Decision Making and Accountability**

School psychologists utilize varied models and methods of assessment and data collection for identifying strengths and needs of individual students and the broader school community, developing effective services and programs, and measuring progress and outcomes.

- **Consultation and Collaboration**

School psychologists consult and collaborate with colleagues, students, families and other stakeholders to promote effective implementation of services. The school psychologist functions as part of the school's MTSS Team. This team collaboratively provides a multi-tiered system of supports through implementation and monitoring of evidence-based behavioral and academic interventions for all students in need.

- **Interventions and Instructional Support to Develop Academic Skills**

School psychologists, in collaboration with others, use assessment and data collection methods and to implement and evaluate services that support cognitive and academic skills.

- **Interventions and Mental Health Services to Develop Social and Life Skills**

School psychologists, in collaboration with others, use assessment and data-collection methods to implement and evaluate services that support socialization, learning, and mental and behavioral health, including but not limited to behavioral supports, individual and group counseling, and social skills training.

- **School-Wide Practices to Promote Learning**
School psychologists develop and implement practices and strategies to create and maintain effective and supportive learning environments for children and others (e.g., positive behavior interventions and supports).
- **Preventive and Responsive Services**
School psychologists promote services that enhance learning, mental and behavioral health, safety, and physical well-being through protective and adaptive factors and to implement effective crisis preparation, response, and recovery.
- **Family–School Collaboration Services**
School psychologists implement and evaluate services that respond to culture and context and facilitate family and school partnerships and interactions with community agencies for enhancement of academic and social–behavioral outcomes for children.
- **Diversity in Development and Learning**
School psychologists provide effective professional services that promote effective functioning for individuals, families, and schools with diverse characteristics, cultures, and backgrounds and across multiple contexts, with recognition that an understanding and respect for diversity in development and learning and advocacy for social justice are foundations for all aspects of service delivery.
- **Research and Program Evaluation**
School psychologists evaluate and apply research as a foundation for service delivery and, in collaboration with others, use various techniques and technology resources for data collection, measurement, and analysis to support effective practices at the individual, group, and/or systems levels.
- **Legal, Ethical, and Professional Practice**
School psychologists provide services consistent with ethical, legal, and professional standards; engage in responsive ethical and professional decision-making; collaborate with other professionals; and apply professional work characteristics needed for effective practice as school psychologists, including respect for human diversity and social justice, communication skills, effective interpersonal skills, responsibility, adaptability, initiative, dependability, and technology skills.

Minimum Qualifications:

- a. Education/Licensure
 - i. Personnel Service certificate with a school psychologist endorsement
- b. Valid Oregon Driver’s License
- c. Demonstrated ability to:
 - i. Use interpersonal skills to consult with teachers, coordinators, counselors, parents, and community agencies personnel.

- ii. Use appropriate diagnostic and assessment procedures and develop useful alternatives for students and staff.
- iii. Participate effectively with District and building staff in developing District and building educational programs.
- iv. Train staff in procedures that are related to their program recommendations.
- v. Provide direct intervention services.
- vi. Evaluate his or her own and program's effectiveness.

Work Environment

Subject to inside and outside environmental conditions with routine exposure to the weather including seasonal heat and cold. Subject to frequent loud noises in the environment.

Physical Requirements

Hearing and speaking to exchange information; seeing to perform assigned duties; sitting, standing and walking for extended periods of time; dexterity of hands and fingers to operate equipment; kneeling, bending at the waist, and reaching overhead, above the shoulders and horizontally, to retrieve and store files and materials, and lifting light objects.

Strength: Sedentary/Medium – Exert force to 10-25 lbs. frequently, and up to 10 lbs. constantly or a negligible amount of force frequently to lift, carry, push, pull or move objects. May be required to restrain a student using moderate strength (20-50 pounds push or pull) and MANDT techniques. Intermittent bending, twisting, squatting kneeling, crawling, climbing stairs, reaching. On feet throughout the day.

Work effectively in an environment which can be both physically and emotionally fatiguing. Work with students who may exhibit aggressive assaultive behavior, as required of specific job assignment.

Minimum Term of Employment:

Dependent on the employee's status and the terms of the current licensed employee collective bargaining agreement.

Salary Level:

Placement on the current Salem-Keizer Public Schools licensed employee salary schedule.

Evaluation:

Performance of this job will be evaluated in accordance with the provisions of the District's process for Evaluation of Licensed Personnel.

Salem-Keizer School District is an equal opportunity employer.