SCHOOL PSYCHOLOGIST

JOB SUMMARY
Utilizing leadership, advocacy, and collaboration, the school psychologist will consult with teachers, counselors, staff and families to improve support strategies, work with school administrators to improve school-wide practices and policies, and collaborate with community providers to coordinate needed services. The School Psychologist will support the entire school and system to grow capacity to understand and serve diverse learners. As needed, but not principally, the School Psychologist will provide direct support and interventions to students.

ESSENTIAL DUTIES AND RESPONSIBILITIES include the following. Other duties may be assigned.

Improve school-wide assessment and accountability. Build systems to monitor individual student progress in academics and behavior.
- Generate and interpret useful student and school outcome data;
- Collect and analyze data on risk and protective factors related to student outcomes;
- Work collaboratively with Mid-Pacific’s Student Well-Being staff to provide direct support and interventions to students.

Support Diverse Learners
- Assess diverse learning needs;
- Enhance staff understanding and responsiveness to diverse learners;
- Provide culturally responsive services to students and families from diverse backgrounds;
- Plan appropriate supports for students with physical disabilities and/or learning differences.
- Through in-service, classroom visits, and coaching, support teachers to modify and adapt curricula and instruction;
- Adjust classroom facilities and routines to improve student engagement and learning;
- Monitor and support effective communication with parents about student progress.

Improve Academic Achievement
- Promote student motivation and engagement;
- Conduct or arrange psychological and academic assessments;
- Support teachers and counselors to individualize instruction and interventions;
- Support teachers and counselors to manage student and classroom behavior;
- Monitor student progress;
- Collaborate with faculty to evaluate and further develop curriculum of advisory programs and study skills class.

Promote Positive Behavioral and Mental Health
- Improve students’ communication and social skills;
- Assess student emotional and behavioral needs;
- Provide individual and group counseling;
- Promote problem solving, anger management and conflict resolution;
• Reinforce positive coping skills and resilience;
• Promote positive peer relationships and social problem solving;
• Make referrals to and help coordinate community services provided in schools.

Ensure Safe, Positive School Climate (in collaboration with grade level deans and counselor)
• Design and implement programs and/or supports to prevent bullying and other forms of violence;
• Support social emotional learning;
• Assess school climate and improve school connectedness for all students;
• Promote and support implementation of positive discipline and restorative justice;
• Implement school-wide positive behavioral supports;
• Identify at-risk students and school vulnerabilities;
• Principally contribute to crisis prevention and intervention services.

Strengthen Family-School Partnerships
• Help families understand their child’s learning and mental health needs;
• Connect families with community service providers when necessary;
• Help effectively engage families with teachers and other school staff;
• Enhance staff understanding and responsiveness to diverse cultures and backgrounds;
• Help students transition between school and community learning environments.

Improve School-Wide Assessment and Accountability
• Monitor individual student progress in academics and behavior;
• Generate and interpret useful student and school outcome data;
• Collect, analyze, and present to teachers and administration data on risk and protective factors related to student outcomes.

QUALIFICATIONS AND EXPERIENCE
Minimum requirement: Masters or PhD degree in Psychology, School Counseling or related field from an accredited college or university. Prior experience working with schools or educational systems preferred.

PHYSICAL DEMANDS
Our campus consists of multiple buildings on 44 hilly acres that requires frequent walking including uphill and stairs. The individual is required to talk and hear, often required to sit and use their hands and fingers, to handle or feel and to manipulate keys on a keyboard. The employee may be required to stand, walk, lift and carry approximately 10-15 pounds, reach with arms and hands, climb or balance, and to stoop, bend, kneel, crouch or crawl. Requires close vision.

MENTAL DEMANDS
On a daily basis employee must frequently problem solve, make decisions, supervise students, interpret data, grade, organize, write, plan, and clearly communicate.
EQUIPMENT USE
Telephone – frequently, Copier – occasionally, Computer – frequently, Projector – occasionally

WORKING CONDITIONS

WORK ENVIRONMENT
Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.