

CAPE FEAR CENTER FOR INQUIRY,
a public charter school in Wilmington, NC is seeking applicants for a:

School Psychologist (part time)

The school psychologist at CFCI assists students, families and teachers in understanding, preventing, and addressing learning, behavioral, developmental, and emotional difficulties.

School psychologists help students succeed academically, socially, and emotionally. They collaborate with educators, administrators, families, and other mental health professionals to create safe, healthy, and supportive learning environments for all students and strengthen connections between home and school. The school psychologist is part of a collaborative team of support personnel that provides social, emotional, and educational opportunities in classrooms, small group, and individual settings.

Reports to: Coordinator of Student Services and CFCI Director

Required Education and Certification: Licensed School Psychologist in NC

Years of Experience: 3-5 years of school psychology experience

Position Type: 10 month, part-time

Hours: 20 hours per week

Salary: Based on NC School Psychologist Salary Schedule (adjusted for hours worked)

Benefits: none

Term: August 14, 2018 through June 11, 2019. Follows calendar for teachers. All professional staff at CFCI are on one year contracts. Contract renewal is contingent upon successful performance and completion of duties and expectations as well as funding.

The provider of services agrees to:

1. Maintain a current license in School Psychology in the state of North Carolina.
2. Work with the Coordinator of Student Services in the review of records and procedures for compliance with all NC Department of Public Instruction guidelines as outlined by the Office of Exceptional Children.
3. Comply with and follow said NC State guidelines regarding psychological services.
4. Using a variety of standardized and non-standardized assessments, screen, evaluate, and reevaluate students referred for determination of eligibility or re-eligibility for special education services.
5. Provide evaluation reports with all attached documentation in a timely manner and in a typed format.
6. Assist in the development of academic, behavioral, functional and compensatory recommendations to school personnel and parents for students Individualized Education Plans (IEP's).
7. Complete and submit written reports to EC Coordinator three (3) business days prior to the Eligibility Meeting.
8. Interpret assessment information for parents, teachers, staff, and others as appropriate.
9. Maintain current on trends and research of best practices regarding the education of students with disabilities.
10. Participate on student support teams as appropriate.
11. Act on MTSS leadership team (Complete tasks assigned by the MTSS Coordinator)

ADDITIONAL DUTIES AND RESPONSIBILITIES

I. FOUNDATIONS OF SCHOOL PSYCHOLOGY

Professional Legal, Ethical, and Professional Practice

- Use spreadsheets or other software programs to organize and graphically display data and monitor progress when appropriate for use at the system, building, and individual student level.
- Practice in ways that meet all appropriate ethical, professional, and legal standards.
- Understand and apply federal, state, and local policies and regulations in the delivery of school psychological services.
- Maintain confidentiality of student records and information.
- Use technology in ways that are consistent with ethical and responsible professional practice.

Student Diversity in Development and Learning

- Demonstrate sensitivity and skills needed to work with families, students, and staff from diverse cultures and backgrounds.
- Modify or adapt routine practice to effectively meet these diverse needs
- Recognize issues of diversity that affect routine interactions with other people and organizations.

Research and Program Evaluation

- Evaluate and synthesize a cumulative body of research findings as a foundation for effective service delivery.
- Collect, analyze, and interpret program evaluation data in applied settings.

Information Technology

Use spreadsheets or other software programs to organize and graphically display data and monitor progress when appropriate for use at the system, building, and individual student level.

II. PROFESSIONAL PRACTICE COMPETENCIES

Home/School/Community Collaboration

- Use empirically supported strategies to design, implement, and evaluate effective policies.
- Employ practices that promote home, school, and community partnerships and enhance learning and mental health goals for students.
- Identify diverse cultural issues, situations, and other factors that influence family, school, and community interactions and address such issues when developing and providing services.

Enhancement of Student Wellness, Social Skills, and Life Competencies

- Demonstrate knowledge regarding the social, affective, and adaptive domains of child development.
- Identify and apply sound principles of behavior change within these domains to assist in designing and implementing prevention and intervention programs.

Enhancement of Student Cognitive and Academic Skills

- Help schools develop challenging, but achievable, cognitive and academic goals for all students.
- Collaborate with others to develop appropriate cognitive and academic goals for students with different abilities, disabilities, strengths, needs, and develop interventions to achieve these goals.
- Implement appropriate and alternative ways to monitor and assess the effectiveness of interventions and individual student progress toward goals.
- Assess students' cognitive abilities using a variety of instruments and techniques that are appropriate for the individual student.

Systems-Based Service Delivery

- Provide leadership in developing a safe, caring, and inviting school with a sense of community where contributions of all persons are valued, where there are high expectations of excellence for all students, and where home-school-agency partnerships are valued.

Data-Based Decision Making and Accountability

- Demonstrate expertise in collecting, managing, and interpreting various types of individual and group data.
- Apply sound principles of data-based decision making to all aspects of practice (e.g., designing interventions, monitoring student progress, consulting with school administrators, and disseminating intervention research findings within the school setting).

Consultation and Collaboration

- Demonstrate strong interpersonal skills and the ability to work, communicate, and collaborate effectively with teachers, other school staff, and families as part of a team within the school setting.
- Ensure that students and families know about community services and programs and assist them in accessing these, as appropriate.

Prevention, Early Intervention, and Crisis Management

- Participate in planning and implementing prevention programs to address the social and affective needs of students (e.g., programs to address bullying, school violence, and school safety).
- Have knowledge of universal screening, as well as early reading and math literacy. Participate in designing prevention and intervention methods to address programs that influence student learning.

If you are interested, please download an application from the link below this description. Once complete, the application can be emailed (jsolomon@cfc.net), faxed (910-362-0048), mailed or delivered to Jennifer Solomon, Human Resources Coordinator. Deadline for applications is May 31, 2018. Candidates must have a completed application on file by May 31, 2018 in order to be considered. If you have any questions, contact Jennifer Solomon.