

School Psychologist

Teachers assigned to the position description may or may not be assigned all of the duties identified herein. This job description does not constitute an employment agreement between the employer and employee and is subject to change by the employer as the needs of the employer and requirements of the job change.

Part I: Position Summary: As a school psychologist, works to support the success of students academically, socially, behaviorally, and emotionally. Collaborates with educators, parents, and other professionals to create safe, healthy, and supportive learning environments that strengthen connections between home, school, and the community for all students. Identifies and assesses the learning, development, and adjustment characteristics and needs of individuals and groups, as well as, the environmental factors that affect learning and adjustment. Provides interventions to students to support the teaching process and to maximize learning and adjustment. Assists in the planning, development, and evaluation of programs to meet identified learning and adjustment needs. Delivers a planned and coordinated program of psychological services. Duties are performed in accordance with standards of professional practice, district/state board of education policies and procedures and state law regarding psychology practice. Primary responsibility shall include student safety and appropriate collaboration and attention to each student's readiness to learn including needed guidance and welfare. Employee may work in a variety of elementary and/or secondary educational, individual or team settings. The District represents a diverse community with a population of approximately 40% students with diverse backgrounds. We seek an individual who has successful experience in working with culturally diverse families and communities. The selected candidate must demonstrate a commitment to strengthening community engagement and communication with the District's diverse populations.

Part II: Supervision and Controls over the Work: The employee works with a high level of independence and professional discretion under the general supervision of Special Education. The employee's work is governed, controlled, and evaluated by acceptable professional practice, school and district policies and regulations, provisions of New York State Administrative Code and Revised Code of New York State, direction of the supervisor, and performance standards and expectations as set forth in the collective bargaining agreement.

Part III: Major Duties and Responsibilities listed may include, but are not limited to the following:

1. As a school psychologist:

a. Provide counseling, instruction, and mentoring for those struggling with social, emotional, and behavioral problems.

b. Increase achievement by assessing barriers to learning and determining the best instructional strategies to improve learning

c. Promote wellness and resilience by reinforcing communication and social skills, problem solving, anger management, self-regulation, self-determination, and optimism.

d. Work With Students and Their Families to:

1) Identify and address learning and behavior problems that interfere with school success

2) Evaluate eligibility for special education services (within a multidisciplinary team)

3) Support students' social, emotional, and behavioral health

4) Teach parenting skills and enhance home–school collaboration

5) Make referrals and help coordinate community support service e. Work with teachers to:

1) Identify and resolve academic barriers to learning

2) Design and implement student progress monitoring systems

3) Design and implement academic and behavioral interventions

4) Support effective individualized instruction

5) Create positive classroom environments

6) Motivate all students to engage in learning.

f. Work with Administrators to: 1) Collect and analyze data related to school improvement, student outcomes, and accountability requirements School Psychologist 2) Implement school-wide prevention programs that help maintain positive school climates conducive to learning 3) Promote school policies and practices that ensure the safety of all students by reducing school violence, bullying, and harassment 4) Respond to crises by providing leadership, direct services, and coordination with needed community services 5) Design, implement, and garner support for comprehensive school mental health programming Work

g. With Community Providers to: 1) Coordinate the delivery of services to students and their families in and outside of school 2) Help students transition to and from school and community learning environments, such as residential treatment or juvenile justice programs

h. Participates as crisis team member and provides crisis intervention for students and staff in the advent of sudden illness or injury.

i. Makes appropriate assessments and referrals for suspected abuse/neglect as a mandated reporter.

j. Maintains communication with administrators, teachers, other school personnel, and parents/guardians to enhance cooperative action, which will meet the health and safety needs of students.

k. Initiates contact with and acts as a liaison between the home, school, community health agencies and the private medical sector to enhance the health and wellness of the school community.

l. Maintains confidentiality regarding all school and health-related issues.

m. Participates as a member of the multidisciplinary team in the identification, evaluation, and placement of students into special education programs. Writes the health component of the Individual Education Plan as indicated.

n. Recommends modifications of the school program for students who require accommodations. 2. In performing the above duties, works collaboratively in a professional learning community with other

teachers, support staff, and others as appropriate, in addressing the needs of students, developing effective practices, and developing and implementing best practices. 3. Actively participates in faculty and grade level or department meetings, assist building efforts to plan, budget, implement, and evaluate the school's program and to do related work as required. In carrying out these responsibilities, follows school policy and procedures, standard practices, and approved curriculum, and will actively and positively support The Children's Home Of Kingston vision. Is constantly observant of the needs and challenges of students and promptly engages an administrator or appropriate educational staff associates when there is reason to suspect or reasonably believe that a student is at risk or in danger due to such issues as bullying, sexual harassment/misconduct, depression or suicide ideation, or academic failure. The teacher serves as a positive role model for students and practices the behaviors that are expected of students. 5. Assists in the supervision of students at school activities and events. Remains vigilant of students throughout the school day and the school location, taking the initiative to engage students when students are acting inappropriately or in inappropriate locations for the time of day. 6. Establishes a professional growth plan and annually review the plan and progress with the administrator. 7. Required to follow Board policies and stay abreast of updates and changes. 8. Performs other duties as assigned.

Part IV: Minimum Qualifications: 1. Incumbents must have successful experience in working with culturally diverse families and communities, or have otherwise demonstrated a commitment to strengthening engagement of a diverse community and skill in communicating with a diverse population. 2. Valid New York State Educational Staff Associate (ESA) School Psychologist certificate 3. Master's degree in school psychology from an accredited school of psychology 4. Ability to understand procedures and function in a school system with regard to the special education play in the overall education of the student 5. Prior experience in public school is desirable 6. Ability to work cooperatively with students and their parents, district staff, and community members who are culturally, racially, and linguistically diverse 7. Ability to effectively communicate with parents, students, and staff verbally and in writing. 8. Commitment to collaboration and teaming and effectiveness in working within a professional learning community. Evidence of continuous professional learning and a commitment to participate in professional growth opportunities and self-reflection on professional practice.

Part V: Desired Qualifications:

- Bilingual skills.
- Successful experience teaching in a diverse student environment.
- Successful experience in a team teaching environment.

Part VI: Physical and Environmental Requirements of the Position:

The physical demands and work environment described here are representative of those that must be met by an employee to successfully perform the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions. The employee must lift and/or move 25 to 50 pounds, and may assist, move, or restrain students with greater weight when required to intervene in student safety issues. While performing the duties of this job, the employee is frequently required to sit, lift, carry, move about, hear and speak. Specific vision abilities required by this job include close vision, distance vision, color vision, peripheral vision, depth

perception, and the ability to adjust focus. The noise level in the work environment is usually moderate, or consistent with the subject being taught, but can be abnormally loud on occasion.

AAP/EEO Statement

The Children's Home of Kingston, we are committed to providing an environment of mutual respect where equal employment opportunities are available to all applicants and teammates without regard to race, color, religion, sex, pregnancy (including childbirth, lactation and related medical conditions), national origin, age, physical and mental disability, marital status, sexual orientation, gender identity, gender expression, genetic information (including characteristics and testing), military and veteran status, and any other characteristic protected by applicable law. The Children's Home of Kingston believes that diversity and inclusion among our teammates is critical to our success as a healthcare organization, and we seek to recruit, develop and retain the most talented people from a diverse candidate pool.