

Openings as of 4/20/2023

School Psychologist, Elementary Level

JobID: 617

Position Type:

Special Education / Student Support Services/Psychologist

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Date Posted:

3/8/2023

Location:

Hamburg Area School District

Position Summary

The school psychologist delivers school-based; psycho-educational services that improve student performance, enhance student educational success, and promote the mental health interests of children and youth. The school psychologist typically works at two (2) or more school sites where services are provided to both general and special education students. Primary services include consultation and collaboration with students, parents and staff, conducting non-biased special education assessments and evaluations, analyzing and interpreting evaluation results, providing support for team-based interventions, supporting school teams to assist with data-informed decisions, and guiding staff and parents regarding the educational, emotional, behavioral and developmental needs of students. The school psychologist is expected to adhere to applicable federal and state laws and regulations (i.e., Family Educational Rights and Privacy Act (FERPA), Individual with Disabilities Education Improvement Act (IDEA), Pennsylvania School Code, Section 504, as well as Hamburg Area School District policies and departmental procedures. Reports to the Director of Special Education and Student Services.

Minimum Qualifications

Education, Certifications and Licenses

1. Master's Degree from an accredited college or university, and
2. Hold a professional certification from the Pennsylvania Department of Education in school psychology.
3. A valid driver's license that allows the applicant/employee to legally operate an insured motor vehicle in Pennsylvania.

Experience

1. Demonstrate sensitivity/understanding of interpersonal relations with students and persons of diverse cultures and backgrounds.
2. Demonstrate professional and personal characteristics necessary for working effectively with students, parents, school personnel, and members of the community.
3. Possesses high moral standards and integrity.
4. Leadership and management skills highly desirable.

Knowledge, Skills and Abilities

1. Cultivates and models a respectful working and learning environment.

2. Works effectively and collaboratively with diverse student, staff and community populations.
3. Strives to improve professional competence through an ongoing program of reading, workshops, seminars, conferences, classes, and other professional development activities.
4. Remains an active learner, being willing to learn new ways to do things.
5. Follows-up appropriately on all referrals for assessment services.
6. Uses a wide variety of assessment techniques to evaluate students' academic skills, learning aptitudes, personality and emotional development, adaptive behavior, and social skills.
7. Integrates assessment data into a concise, organized and educationally relevant evaluation report.
8. Coordinates special education evaluations and re-evaluations for all students in assigned levels.
9. Attends data team meetings in the assigned school(s), IEP meetings and meetings of the school psychologists.
10. Responds to questions from parents concerning the evaluation process and district procedures.
11. Maintains accurate, complete and confidential records as required by law, district policy and administrative regulations.
12. Maintains compliance with state and federal rules for establishing special education eligibility and completing evaluations.
13. Works harmoniously with others and communicates effectively (both orally and in writing) with students, parents and staff.
14. Works as an active, contributing team member of school teams, regional teams, district teams and Student Services Department groups to solve problems and create new opportunities.
15. Facilitates special education meetings.
16. Operates computer and software programs as related to job responsibilities.
17. Maintains knowledge of laws, policies, and procedures with respect to student safety, security, confidentiality and ethical practice.
18. Ability to travel to more than one work location in the course of the day.

Performance Responsibilities (Essential Functions)

To perform this job successfully, an individual must be able to perform each essential duty satisfactorily. The requirements listed below are representative of the knowledge, skills and abilities required. Reasonable accommodations may be made to enable individuals with disabilities to perform essential functions.

1. **Demonstrate regular and consistent attendance and punctuality.**
2. **Use consultation and collaborative problem solving with school personnel and parents to address student learning, behavior, mental health, and social issues.**
3. **Assist parents with referring the student to appropriate community agencies, when needed.**
4. **Work directly with students, educators, and parents in a systematic process of intervention assistance and short-term support services that may focus on academic or behavioral interventions and supports, learning strategies, counseling services, social skills instruction, and other targeted services for support of instruction and intervention.**
5. **Assist with the development of individualized intervention plans for at-risk students and support for implementation of curriculum-based measurement**

- practices for universal screening and progress monitoring.
6. Conduct assessments and evaluations in conjunction with teachers, parents, and other related services personnel in relation to student academic performance and achievement, student progress, learning aptitude, social/emotional development, adaptive functioning, and other relevant domains.
 7. Use eligibility standards (IDEA, Section 504), District procedures, and a variety of assessment techniques to assist the Support Team in determining student eligibility for special education services or student need for reasonable accommodations.
 8. Write comprehensive Evaluation Reports following District standards.
 9. Assist the Individualized Education Program (IEP) Team, as needed, in developing appropriate services for identified special education students.
 10. Assist the Support Team, as needed, in developing reasonable accommodations for identified Section 504 students, general education students and special education students.
 11. Promote and advance mental health issues relevant to students and families.
 12. Actively support the functioning of the school-based crisis team to include training and support for implementation of the Suicide Intervention Protocol, transition supports for students returning to school from hospitalization, and mental health screenings, as needed.
 13. Serve in additional capacities, such as conducting professional development activities for school staff members regarding best practices and supporting school improvement activities.
 14. Actively develop, promote and support initiatives associated with the District's School Wide Positive Behavioral Intervention and Support program.
 15. Provide crisis counseling to students and families in need.
 16. Shall actively participate as a member of Suicide Prevention, Drug and Alcohol Abuse Prevention and Smoking Cessation programs or activities.
 17. Shall actively participate as a member of Student Assistance Programs (SAP/ESAP); Child Study Teams (LIT/LIP); Multidisciplinary Teams (MDT); Intervention Teams (MTSS); Individual Education Plan (IEP) Teams; Chapter 14 and 15 review and evaluation teams; and provide information to these teams as required.
 18. Maintain a high level of ethical behavior and confidentiality of information regarding students.
 19. Perform related duties consistent with job description and assignment.
 20. Perform other duties as assigned.

Essential Requirements

The physical demands, work environment factors, and mental functions described below 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.

Physical Demands: While performing the duties of this job, the employee is frequently required to stand, walk and/or sit and talk or hear. The employee must occasionally lift and/or move up to 20 pounds independently. Specific vision abilities required by this job include close vision and distance vision. Low exposure to self to bruises and cuts due to typical office environment.

Work Environment: While performing the duties of this job, the employee is occasionally exposed to outdoor conditions. The employee may be required to travel between District facilities using personal transportation. The employee may be required to work non-traditional hours

based on District needs.

Mental Functions: While performing the duties of this job, the employee is regularly required to communicate and use interpersonal skills. The employee is frequently required to compare, copy, coordinate, instruct and negotiate. The employee is occasionally required to evaluate, analyze, compute, compile and synthesize.

Cognitive Ability: While performing the duties of this job, the employee must be able to communicate effectively with all stakeholders (administration, teachers, parents, students, vendors, etc.). The employee must be able to organize and prioritize multiple tasks, exercise good judgment and make decisions.

Evaluation

Performance on this job will be evaluated in accordance with School Board policy and administrative regulations on evaluation of licensed personnel.

Documents Required At Time of Application

1. Pennsylvania Standard Teaching Application.
2. Applicable degree from an accredited college or university.
3. School Psychologist's license issued by the Pennsylvania Department of Education.

An Affirmative Action / Equal Opportunity Employer

Hamburg Area School District does not discriminate on the basis of color, religion, gender, sexual orientation, gender identity, national origin, age, disability, status, Genetic Information & Testing, Family & Medical Leave, protected veteran status, or any other characteristic protected by law.

Reasonable accommodations may be provided for Individuals with a disability in order to perform the essential functions of the job.

FMLA regulations require all employers to post the [updated FMLA notice](#).

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