AUSTIN ISD
JOB DESCRIPTION

JOB TITLE:	**SCHOOL PSYCHOLOGIST BILINGUAL**			FLSA STATUS:	**EXEMPT**
PAY GRADE:	**PRF 6**	DUTY DAYS:	**207**	DATE REVISED:	**02/11/2026 HC**
FUNDING SOURCE:	**THIS POSITION IS PARTIALLY OR FULLY FUNDED THROUGH LOCAL AND/OR GRANT SOURCES. CONTINUED EMPLOYMENT IN GRANT-FUNDED POSITIONS IS CONTINGENT UPON AVAILABILITY OF FUNDS.**				

MINIMUM QUALIFICATIONS

This position requires a Master's degree in educational assessment from an accredited college or university. This position requires current licensure as a School Psychologist from the Texas State Board of Examiners of Psychologists. The incumbent must have knowledge of diagnostic procedures, education of students receiving Special Education services, human development, and learning theories. This position requires the incumbent to be fluent in spoken English and Spanish and demonstrate oral and written proficiency in English and Spanish. Fluency in Spanish and bilingual-certified or proficient (via Berlitz) is required.

SKILL REQUIREMENTS

This position requires knowledge of and the ability to apply psychological, behavioral, and learning theories, and knowledge of test construction and statistical theory and application. Incumbent must have knowledge of and interpret State, Local, and Federal regulations affecting the identification and services of students with disabilities. An incumbent must have the ability to administer and interpret a variety of evaluation instruments, and make recommendations for intervention. Incumbent must have the ability to apply psychological, behavioral, and intellectual data for planning educational programs for eligible students. The Incumbent must have the ability to communicate clearly with parents, teachers, and other school staff regarding both individual evaluations and general information. Incumbent is also able to evaluate students to determine Emotional Disturbance eligibility.

JOB PURPOSE AND RESPONSIBILITY

This position is responsible for the evaluation and interpretation of results and participation in eligibility decisions, for students with disabilities or suspected disabilities, as part of the Admission, Review, and Dismissal (ARDC) committee. Incumbent is also responsible for helping ensure that school personnel and parents comply with applicable regulations relative to the evaluation and eligibility for special education. Incumbent must be knowledgeable of a variety of evaluation instruments for educational programming of eligible students who have been identified as requiring Special Education services. Incumbent may also have supervisory responsibilities for evaluations and reports of Interns.

ESSENTIAL FUNCTIONS

- Evaluate students to determine Special Education eligibility (e.g., administer individual intelligence, achievement, adaptive behavior, and behavioral/emotional tests)
- Fully comply with all federal and state special education timelines and regulations, as well as consistently meet or exceed all district productivity standards for completion of evaluations and/or services, IEP management, and documentation of services as based on AISD's Operating Procedures, AISD's Evaluation Manual, and job-specific roles and responsibilities.
- Work collaboratively as part of a multidisciplinary evaluation team to ensure the completion of high-quality evaluations within required timelines and in alignment with the District's operating procedures.
- Use evidence-based tools and strategies to evaluate and/or serve students that respect diverse cultural backgrounds, including race, ethnicity, language, disability, and socioeconomic status.

- Promote inclusive opportunities and equitable access for students with disabilities through collaboration with ARD committee members, including campus administrators, teachers, parents, and other service providers.
- Accurately and timely document services through the district's digital management system in alignment with defined operating procedures and expectations.
- Discuss implications of test data for planning, educational programs, providing interventions, and programming strategies with parents, teachers, and staff.
- Participate in Child Study Team (CST) meetings to provide District personnel and parents with information regarding referrals for Special Education evaluation.
- Participate in Annual Review and Dismissal (ARDC) meetings to review and interpret evaluation results, assist with placement decisions, develop Individual Education Plans (IEP), and ensure compliance with applicable regulations relative to evaluation and eligibility.
- Continue professional development through professional training opportunities, professional literature, and collaboration with colleagues.
- Ensure federal timelines are met in scheduling and meet department goals, objectives, and performance expectations.
- Select and administer formal and informal assessments to determine student eligibility for Special Education services according to Federal Regulations and Texas Education Code, State Board Rules, and LEA Board policies.
- Compile and evaluate comprehensive student information including classroom observations; personal interviews with students, teacher(s), parents, and others; and reference relevant assessment data from the student's cumulative folder.
- Evaluate and provide student information relevant to the determination of disability/ies and eligibility for Special Education services (e.g., administer individual standardized intelligence and achievement measures, parent, and teacher rating scales, as well as other relevant assessment batteries and tests).
- Interpret evaluation data and write evaluation reports, individually or in collaboration with related services, members of the multidisciplinary evaluation teams or outside evaluators as needed and applicable. Write evaluation reports.
- Consult with parents, teachers, and other school staff concerning the educational needs of students and interpretation of assessment data, evaluation feedback, and recommendations.
- Participate in Annual Review and Dismissal Committee (ARDC) meetings to review and interpret evaluation results, assist with placement decisions, develop Individual Education Plans (IEP), and ensure compliance with applicable regulations relative to evaluation and eligibility and district procedures.
- Assist classroom teachers with the implementation of a student's IEP.
- Present staff development and professional learning opportunities for school personnel in identifying and understanding students with disabilities.
- Participate in the selection of assessment materials and equipment.
- Develop and coordinate an on-going, results driven continuing evaluation system of assessment protocols and the assessment program to ensure high assessment standards are maintained and make changes as needed.
- Compile, maintain, and file timely reports, records, and other documents as required and assigned.
- Comply and adhere to all standards established by Federal Regulations, Texas Education Code, State Board Rule, and LEA Board policy. Comply with all District and local campus routines, protocols, and regulations.

- Follow District safety protocols and emergency procedures.
- Provide an exceptional customer experience for all AISD stakeholders with intentional and professional practices that promote a culture of respect.

OTHER DUTIES AS ASSIGNED

Perform other related duties as assigned; however, all employees are expected to comply with lawful directives in rare situations driven by need where a team effort is required.

PHYSICAL EFFORT AND WORK ENVIRONMENT

The physical demands described here are representative of those that must be met by an employee to successfully perform the essential functions of this job. This position may involve rare exposure to blood or body fluids. Regular attendance is required for this position.

Tools/Equipment Used: Standard office equipment including computer and peripherals

Posture: Frequent sitting, kneeling/squatting, bending/stooping, pushing/pulling, and twisting

Motion: Frequent walking, grasping/squeezing, wrist flexion/extension

Lifting: Regular light lifting and carrying (less than 15 pounds), occasional heaving lifting (45 pounds or more) and positioning of students with physical disabilities; controlling behavior through physical restraint; assisting nonambulatory students

Environment: School or classroom; exposure to biological hazards, bacteria, and communicable diseases; may require districtwide travel. May require occasional prolonged work hours, including evenings and weekends, to accommodate meetings, administrative tasks, and other responsibilities as needed to ensure timely completion of evaluations and implementation of special education programs

Mental Demands: Work with frequent interruptions; maintain emotional control under pressure; Services provided involve significant opportunities to make decisions among competing theories, methodologies, and principles.

PERSONAL WORK RELATIONSHIPS

The incumbent receives administrative supervision. Incumbent independently makes evaluation decisions. Incumbent will maintain working relationships with parents, teachers, other school and departmental staff, and agencies to share information, solve problems, and plan programs for students with disabilities. The incumbent will maintain a professional level of emotional intelligence under stress.

The Austin Independent School District provides equal employment opportunities to all employees and applicants for employment and prohibits discrimination and harassment of any type without regard to race, color, religion, age, sex, national origin, disability status, genetics, protected veteran status, sexual orientation, gender identity or expression, or any other characteristic protected by federal, state or local laws.

I have read & acknowledged the job description above.

Employee Signature:		**Date:**	