



# Hays Consolidated Independent School District

## Department of Human Resources

**Job Title:** School Psychologist

**Wage/Hour Status:** Exempt

**Reports to:** Coordinator – Psych Services

**Pay Grade / Days:** AP03 / 187 Days

**Dept./School:** Special Education

**Date Revised:** September 2025

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### Primary Purpose:

Perform professional psychological work in assessment, behavior management, and counseling for students with emotional disabilities, learning disabilities, and behavioral problems. Assess the psychological and psycho-educational needs of students referred to special education services.

### Education/Certification:

Master's degree in psychology from accredited college or university  
Valid Texas license as a School Psychologist or Trainee Status Letter issued by the Texas Behavioral Health Executive Council\* or letter issued by a University indicating that the student is enrolled in a School Psychology Internship

**NOTES :**\* An individual who has completed an internship, applied for a license, and been approved by Texas Behavioral Health Executive Council will be issued a Trainee Status Letter and will maintain this status for a maximum of one calendar year until he or she passes the Jurisprudence Exam. A trainee must be under the supervision of a School Psychologist until licensure is confirmed by Texas BHEC in writing.

\*\* An School Psychologist must have a minimum of three years of experience providing psychological services in the public school to supervise an intern or trainee.

### Special Knowledge/Skills:

Knowledge of procedures for assessing achievement and intellectual, emotional, and behavioral functioning for educational purposes  
Knowledge of prevention and intervention strategies, including behavior management interventions  
Knowledge of psycho-social development  
Excellent organizational, communication, and interpersonal skills

### Experience:

One year experience providing psychology services in an educational setting, preferred

### Major Responsibilities and Duties:

#### Assessment

1. Select and administer assessments and observations to evaluate the intellectual, emotional, and behavioral functioning of referred students. Determine student eligibility for special education services according to federal and state regulations.
2. Develop psychological evaluation reports and behavior management plans.
3. Conduct or participate in the Admission, Review, and Dismissal (ARD) Committee to assist with appropriate placement and development of Individual Education Plans (IEP) for students according to district procedures.
4. May serve as case manager and implement the special education assessment process for students on assigned campuses.
5. Consultation

6. Meet with parents to discuss pertinent background information and test results. Conduct group, individual, and family counseling sessions and facilitative therapy for students with diagnosed problems.
7. Consult with teachers and relevant staff concerning the educational needs of students, interpretation of assessment data, and implementation of behavior intervention plans in managing disruptive students.
8. Consult with psychologists, psychiatrists, medical doctors, and community agencies concerning intellectual, emotional, and behavioral functioning of students as needed.
9. Present staff development training in assigned schools to enable school personnel to identify and work more effectively with students with emotional, social, and behavioral disturbances.
10. Program Management
11. Develop and coordinate a continuing evaluation of psychological services and assessment procedures and make changes based on findings.
12. Participate in the selection of assessment materials and equipment.
13. Compile, maintain, and file all reports, records, and other documents required, including case records, test results, statistical data, and test inventories.
14. Comply with policies established by federal and state law, State Board of Education rule, and local board policy. Comply with all district and local campus routines and regulations.
15. May provide clinical supervision to intern or trainee.\*\*

**Other**

16. Follow district safety protocols and emergency procedures.

**Supervisory Responsibilities:**

None

**Mental Demands/Physical Demands/Environmental Factors:**

**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:** Exposure to biological hazards, bacteria, and communicable diseases; may require districtwide travel

**Mental Demands:** Work with frequent interruptions; maintain emotional control under pressure

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This document describes the general purpose and responsibilities assigned to this job and is not an exhaustive list of all responsibilities and duties that may be assigned or skills that may be required.

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Employee Name (please print)

\_\_\_\_\_  
Date

\_\_\_\_\_  
Employee Signature

\_\_\_\_\_  
Badge #

**EEOC Statement:**

Hays Consolidated I.S.D. will not discriminate against any person in employment or exclude any person from participating in or receiving benefits of any of its activities or programs on any basis prohibited on the bases of race, religion, color, sex (including pregnancy and gender identity), sexual orientation, parental status, national origin, age, disability, family medical history or genetic information, political affiliation, military service, or any other non-merit based factor. These protections extend to all management practices and decisions, including recruitment and hiring practices, appraisal systems, promotions, and training and career development programs.