Position: Psychologist

Assignment: School Psychologist

Wage/Hour Status: Exempt

Reports to: Director of Special Education

Pay Grade: AP642/206 days

Dept./School: Special Education

Date Revised: Spring 2024

Primary Purpose:

Perform professional psychological work in assessment, behavior management, and consultation for students with social, emotional, and/or behavioral disabilities. Assess the psychological and psycho-educational needs of students referred to Special Education services.

Qualifications:

Minimum Education/Certification:

- Master's degree in psychology from accredited college or university
- Valid Texas license as a licensed specialist in school psychology granted by the Texas Behavioral Health Executive Council

Special Knowledge/Skills/Experience:

- Knowledge of procedures for assessing social/emotional/behavioral achievement, and intellectual functioning for educational purposes
- Knowledge of prevention and intervention strategies, including behavior management interventions
- Knowledge of psycho-social development
- Strong consultation skills for conferencing with teachers, parents, and students
- Excellent time management, organization, communication, and interpersonal skills

Major Responsibilities and Duties:

- Select and administer assessments and observations to evaluate the social, emotional, and behavioral functioning of referred students and to determine student eligibility for special education services according to federal and state regulations.
- Score and interpret test data.
- Develop psychological evaluation reports and behavior management plans.
- 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.
- May serve as case manager and implement the special education assessment process for students on assigned campuses.
- Serve as consultant on mental health topics for instructors in the school health program.
- Consult with school staff regarding implementation of behavior intervention plans and in managing behaviorally disruptive students.
- Responsible for collaborating with campus MTTS teams to analyze data and make evidence-based recommendations to meet the behavioral and social/emotional needs of general education students to support their success in the general education classroom.

- Provide staff development training in assigned schools to assist school personnel with identification and understanding of students with emotional, social, and behavioral disturbances.
- Meet with parents to discuss pertinent background information and test results.
- Consult with teachers and relevant staff concerning the educational needs of students and interpretation of assessment data.
- Consult with psychologists, psychiatrists, medical doctors, and community agencies concerning intellectual, emotional, and behavioral functioning of students as needed.
- Develop and maintain effective individual and group relationships with students and parents.
- Assist in the selection of assessment materials and equipment.
- Compile, maintain, and file all physical and computerized reports, records, and other documents required, including case records, test results, statistical data, and test inventories.
- Comply with policies established by federal and state law, State Board of Education rule, and local board policy in the areas of psychological services, assessment, placement, and planning for special education services.
- Comply with all district and local campus routines and regulations.
- Participate in professional development activities to improve skills related to job assignment.
- Maintain a positive and effective relationship with supervisors.
- Effectively communicate with colleagues, students, and parents.

Mental Demands/Physical Demands/Environmental Factors:

- Standard office equipment including computer and peripherals.
- Frequent sitting, kneeling/squatting, bending/stooping, pushing/pulling, and twisting.
- Frequent walking, grasping/squeezing, wrist flexion/extension.
- Regular light lifting and carrying (less than 15 pounds), possible controlling behavior through physical restraint; assisting non-ambulatory students.
- Exposure to biological hazards, bacteria, and communicable diseases; may require districtwide travel.
- Work with frequent interruptions; maintain emotional control under pressure and stress; work prolonged or irregular hours.

OTHER: All employees are to follow district safety protocols and emergency procedures.

The foregoing statements describe the general purpose and responsibilities assigned to this job and are not an exhaustive list of all responsibilities and duties that may be assigned or skills that may be required. This position is an in-person job and is to be performed at the location specified. It does not qualify for remote work or work from home status.

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Signature Date

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Print Name