



## Job Description Montgomery Independent School District

**Job Title:** School Psychologist\*

**Exemption Status:** Exempt/Professional

**Reports to:** Principal/Ex. Director of Specialized Learning

**Date Revised:** March 2026

**Dept./School:** Specialized Learning

**Salary:** PG 4 Admin/Prof – 197 Days

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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.

### Qualifications:

#### Education/Certification:

- Master's degree in psychology from accredited college or university
- Valid Texas license as a licensed specialist in school psychology (LSSP) or Trainee Status Letter issued by the Texas State Board of Examiners of Psychologists\*\*

#### 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

### 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.

#### Consultation

5. 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.
6. 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.
7. Consult with psychologists, psychiatrists, medical doctors, and community agencies concerning intellectual, emotional, and behavioral functioning of students as needed.
8. 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.

**Program Management**

- 9. Develop and coordinate a continuing evaluation of psychological services and assessment procedures and make changes based on findings.
- 10. Participate in the selection of assessment materials and equipment.
- 11. Compile, maintain, and file all reports, records, and other documents required, including case records, test results, statistical data, and test inventories.
- 12. 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.
- 13. May provide clinical supervision to intern or trainee.\*\*\*

**Other**

- 14. 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

**NOTES:**

*\*The correct title for the person holding a specialist in school psychology license is Licensed Specialist in School Psychology (LSSP), or the individual may use the title School Psychologist as referenced in Texas Education Code § 21.003. An LSSP who has achieved certification as a Nationally Certified School Psychologist (NCSP) may use this credential along with the license title of LSSP (Title 22 Texas Administrative Code § 465.38(c).*

*\*\*An individual who has completed an internship, applied for a license, and been approved by the Texas State Board of Examiners of Psychologists (TSBEP) 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 LSSP until licensure is confirmed by TSBEP in writing.*

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

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.

Printed Name \_\_\_\_\_ ID # \_\_\_\_\_ Campus \_\_\_\_\_

Signature \_\_\_\_\_ Date \_\_\_\_\_