

JOB TITLE: School Psychologist

STATUS: Exempt

REPORTS TO: Director of Special Programs

TERMS: 197 Days/Non-Contract

DEPARTMENT: Special Programs

SALARY: AE105

PRIMARY PURPOSE:

Assist the schools in the development of appropriate educational programs for students by conducting psycho-educational and psychological evaluations, providing direct counseling, consultative psychological services, ARD/IEP representation for assessment related issues, and ARD, IEP facilitation as required. Provide consultation services to teachers, parents, other support personnel, and community agencies.

QUALIFICATIONS:

Education:

Licensure under the Texas Behavioral Health Executive Council as a Licensed Specialist in School Psychology

Special Knowledge and Skills:

Knowledge of Psychological and psycho-educational assessments, data collection and analysis

Knowledge of IDEA eligibility determination procedures

Excellent organizational, communication, and interpersonal skills

Knowledge of Federal and State requirements of IDEA, including IEP process, paperwork, and requirements

Proficient in use of computer-based programs to write reports, interpret data, and organize paperwork

Ability to travel to multiple work locations

Experience:

At least one year experience or internship in a school setting, preferred

MAJOR RESPONSIBILITIES AND DUTIES:

1. Conducts evaluations with a multidisciplinary team, using a variety of valid and reliable instruments, to determine recommendations for special education eligibility and programming.
2. Utilizes technology to collect data, score results of testing, and describe the testing results using graphs and charts.
3. Conducts Functional Behavioral Assessments (FBA) to develop behavior intervention Plans (BIP) for special education students whose behavior may be impeding their learning or the learning of others.
4. Provides Related Service Counseling, with research-based techniques, for the students on assigned campus(es) who require such services to benefit from their special education programming.
5. Provides short term crisis counseling for special education or general education students.
6. Meets federal, state, and local timelines for completing evaluations and ARD/IEP meetings as assigned.
7. Completes, locks, and submits all FIE/IEP/ARD related documents as outlined in operating procedures.
8. Completes and maintains documentation of evaluation and related services provided to students; and submits respective logs.
9. Clearly document all services required by the district and billing purposed of SHARS.

10. Regularly attends and appropriately participates in department meetings, in-service trainings, professional development, and other interagency meetings as required.
11. Consults with teachers, staff, and parents in a timely manner, concerning the educational needs of students(s) and results or interpretation of the assessment data.
12. Consults with school staff regarding implementation of behavior intervention plans and in managing behaviorally disruptive students.
13. Consult with outside personnel including private therapists and other medical professionals regarding the educational and medical needs of students as appropriate.
14. Provides training/resources on assigned campus(es) to assist school personnel with understanding disabilities, IEP process, and other educational or behavioral topics.
15. Participate in and/or facilitate ARD/IEP meetings, MTSS meetings, and campus stuffings according to federal, state, and local policies and procedures.
16. Comply with all federal, state, and local policies and procedures.
17. Perform other duties as assigned.

MENTAL DEMANDS/PHYSICAL DEMANDS/ENVIRONMENTAL FACTORS:

Tools/Equipment Used: Standard office equipment including personal computer and peripheral

Posture: Prolonged sitting; occasional bending/stooping, pushing/pulling, and twisting

Motion: Repetitive hand motions including frequent keyboarding and use of mouse; occasional reaching

Lifting: Occasional light lifting and carrying 15-45 pounds or more and positioning of students with physical disabilities; controlling behavior through physical restraint; assisting non ambulatory students

Environment: May work prolonged or irregular hours; occasional districtwide travel, Exposure to biological hazards, bacteria, and communicable diseases; may require districtwide travel

Mental Demands: Work with frequent interruptions, maintain emotional control under stress

The foregoing statements describe the general purpose and responsibilities assigned to this job and are not an exhaustive list of all responsibilities, duties and skills that may be required.

I have read and understand the responsibilities and duties required for this position as outlined above.

Printed Name

Signature

Date

07/02/2025