

Job Title: COORDINATOR, SCHOOL PSYCHOLOGIST
Reports to: Chief Special Program Officer
Dept./School: Special Education
Wage/Hour Status: Exempt
Date Revised: August 17, 2026

Primary Purpose

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

QUALIFICATIONS

Education/Certification

Master's degree in School Psychology from accredited college or university
Valid Texas License as a School Psychologist granted 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

Minimum three years 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 and to determine student eligibility for special education services according to district, state and federal regulations.
2. Score and interpret test data according to best practices in the field of school psychology.
3. Develop psychological reports and behavior management plans.
4. 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.
5. May serve as case manager and implement the special education process for students on assigned campuses.

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 personnel to identify and work more effectively with students with emotional, social, and behavioral disturbances.
10. Assists in securing consultants, specialists and other resources for staff development training and informational seminars and workshops for parents.

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. Use informal and formal feedback from others to insure that special education assessment staff supports a positive climate on assigned campuses.
15. 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.
16. Participate in professional development activities to improve skills related to job assignment.

Communication

17. Maintain a positive and effective relationship with supervisors.
18. Effectively communicate with colleagues, students, and parents.

Supervisory Responsibilities

19. Supervises other School Psychologists.
20. Supervises Behavioral Support staff.

Other

21. Perform other duties assigned by supervisor.
22. Maintain confidentiality of information.

WORKING CONDITIONS

Mental Demands/Physical Demands/Environmental Factor

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 non-ambulatory 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

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.

Reviewed by: _____

Date: _____

Approved by: _____

Date: _____