SCHOOL PSYCHOLOGIST
JOB DESCRIPTION

JOB INFORMATION

TITLE: School Psychologist

EMPLOYEE GROUP: Professional
SHIFT: Per Contract
TERM OF EMPLOYMENT: Per Contract
HOLIDAYS: As Per School Calendar
LOCATION(S): As Assigned
RATE OF COMPENSATION: Per Contract
FSLA: Exempt X Non-Exempt ____
Last Edited On: 06/15/2026

ADDITIONAL JOB CODES: 307

Board Approval Date:
08/03/2026

ORGANIZATION

DEPARTMENT: Professional

REPORTS TO: Director of Student Services and the Supervisor of Special Education

JOB SUMMARY & QUALIFICATIONS

SUMMARY

The School Psychologist serves as a member of the multidisciplinary educational team and is responsible for promoting the academic, social, emotional, and behavioral success of all students. The School Psychologist provides comprehensive psychological services, including assessment, consultation, counseling, intervention, and collaboration with educators, families, and community agencies. The position supports the district's commitment to providing equitable access to educational opportunities and ensuring compliance with federal and state special education regulations.

QUALIFICATIONS

a. Master's Degree, Educational Specialist Degree (Ed.S.), or Doctoral Degree in School Psychology;
b. Valid School Psychologist certification issued by the state Department of Education; and
c. Knowledge of federal and state special education laws and regulations.

PREFERRED QUALIFICATIONS

a. Experience working in a public-school setting;
b. Training in crisis prevention and intervention;
c. Experience with MTSS/RTI frameworks; and
d. Knowledge of positive behavioral interventions and supports (PBIS).

ESSENTIAL FUNCTIONS

RESPONSIBILITIES

ASSESSMENT AND EVALUATION

a. Conduct comprehensive psychoeducational evaluations for students referred for special education eligibility and reevaluation;
b. Select, administer, score, and interpret a variety of standardized and non-standardized assessment tools;
c. Prepare written evaluation reports that clearly communicate findings and educational recommendations;
d. Participate in multidisciplinary evaluation teams and contribute to eligibility determinations; and
e. Assist in identifying students with disabilities and determining appropriate educational programming.

CONSULTATION AND COLLABORATION

a. Collaborate with teachers, administrators, parents, and support staff to develop effective pre-referral interventions for academic, behavioral, and social-emotional concerns;
b. Consult with school personnel regarding instructional practices, classroom management, and behavioral supports;
c. Participate in problem-solving teams, Student Assistance Programs (SAP), MTSS/RTI teams, and other intervention processes; and
d. Facilitate communication between home, school, and community agencies when appropriate.

SYSTEMS-LEVEL SUPPORT

a. Promote positive school climate and student well-being;
b. Participate in threat assessment, safety planning, and crisis response teams;
c. Assist in providing professional development and training to staff on topics related to mental health, behavior, learning, and child development; and
d. Analyze student data to support educational decision-making and program evaluation.

DOCUMENTATION AND COMPLIANCE

a. Maintain accurate and timely records, reports, and documentation;
b. Adhere to ethical standards established by the National Association of School Psychologists (NASP) and state regulations;
c. Complete required paperwork and reports within established timelines; and
d. Maintain confidentiality of student records and information.

SPECIAL EDUCATION SERVICES

a. Participate in initial IEP and GIEP meetings and contribute to the development of measurable goals and appropriate supports;
b. Assist teams in developing positive behavior support plans and functional behavioral assessments;
c. Assist in monitoring student progress and make recommendations for instructional and behavioral interventions; and
d. Assist in ensuring compliance with IDEA, Section 504, Chapter 14, Chapter 15, Chapter 16, and other applicable laws and regulations.

MENTAL HEALTH AND COUNSELING SERVICES

a. Provide individual and group counseling services to students as appropriate;
b. Conduct risk assessments and provide crisis intervention services;
c. Support students experiencing social, emotional, behavioral, or mental health challenges; and
d. Assist in developing school-wide prevention and intervention initiatives.

MISCELLANEOUS RESPONSIBILITIES

The School Psychologist shall also:

a. Engage in professional learning as necessary to effectively perform all responsibilities of the position; and
b. Perform other duties as directed by District Administration.

WORK ENVIRONMENT

a. Schools, classrooms areas, offices, meeting areas and outdoor settings;
b. May travel to outside placements to complete re-evaluations for district students.

ATTENDANCE

a. Regular attendance is required. Persistent absence, and/or leave without pay, is grounds for dismissal.

PHYSICAL DEMANDS

a. Frequent travel to school district buildings.
b. Frequent walking throughout various areas.
c. Often sitting at a desk for extended periods.
d. Standing for extended periods of time.
e. Moderate moving from 15 to 50 pounds.
f. Some carrying – up to 50 pounds.
g. Manual dexterity to use office equipment.
h. Repetitive movement of fingers and hands for keyboarding.

SENSORY ABILITIES

a. Visual acuity to read correspondence and a computer screen.
b. Auditory acuity to be able to use telephones.
c. Ability to speak clearly and distinctly.

TEMPERAMENT

a. Must be courteous and able to effectively manage students.
b. Must be able to interact well with various publics and individuals.
c. Must be able to work as a member of a team.
d. Must be cooperative, congenial and service-oriented, and promote these qualities in the classroom.
e. Must be able to appropriately handle confidential information.

COGNITIVE ABILITY

a. Ability to follow written and verbal directions and give direction to others.
b. Ability to create and delegate assignments.
c. Ability to complete assigned tasks with minimal supervision.
d. Ability to read, write and do complex computations.
e. Ability to use correct grammar sentence structure and spelling.
f. Ability to compose clear, concise sentences and paragraphs.

g. Ability to organize office setting to efficiently accomplish tasks.
h. Ability to work independently and make work-related decisions.
i. Ability to exercise good judgment in prioritizing tasks, and directing staff.
j. Ability to communicate effectively at all organizational levels.

SPECIFIC SKILLS

a. Ability to operate office equipment.
b. Must appropriately handle confidential information.
c. Ability to manage a classroom with varied changing, service demand.

LICENSE

a. Valid Driver's License

COMMENTS

a. The job duties may be performed in a manner other than stated. The job will require the performance of other duties related to the essential functions as assigned. The employer may change the descriptions as jobs are analyzed and modified.
b. The position holder must be able to accomplish the performance responsibilities with or without reasonable accommodation. It is the responsibility of the employee to inform their Supervisor of any and all reasonable accommodation requests.
c. The position specifications described here are representative of those that must be met by an employee to successfully perform the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

The information contained in this job description for compliance with the Americans with Disabilities Act (ADA) and is not an exhaustive list of the duties performed for this position. Additional duties are performed by the individual currently holding this position and additional duties may be assigned.

The Big Spring School District is an equal opportunity employer.