

WAVERLY COMMUNITY SCHOOLS

Position Announcement

Job Title:	2026-27 SCHOOL - YEAR School Psychologist		
Location:	Waverly Community Schools	Start Date:	August 2026
Salary Range/ Level:	\$47,525- \$88,387 - As per the salary schedule contained in the WEA Master Agreement	Terms of Employment	School Year
Date Posted:	June 10, 2026	Application Deadline:	June 26, 2026 @ 4 pm
ALL Applicants:	<p>A COMPLETED ONLINE APPLICATION IS <u>REQUIRED</u>. See application instructions at: School Psychologist 2026-27</p> <p>Resume and cover letter may be:</p> <ul style="list-style-type: none"> • Attached within the online application (preferred) • Faxed: (517) 321-8577 • Mailed: Waverly Community Schools, 515 Snow Rd., Lansing, MI 48917 		
Job Description			
<p>Required Qualifications:</p> <ul style="list-style-type: none"> • Master’s degree in Psychology. • Hold a Michigan School Psychologist Certificate or Preliminary Michigan School Psychologist Certificate. • Full approval by the Michigan Department of Education as a Licensed School Psychologist or have received a recommendation for temporary approval from a Michigan school of social work training program by obtaining an SSW-310 form. <p>Knowledge, Skills, and Abilities:</p> <ul style="list-style-type: none"> • A knowledge of the organization and administration of local and state agencies and their services for pupils. • Skills in the administration and interpretation of tests, which shall include intelligence, achievement, personality, and perceptual-motor tests. • An understanding of the rationale of testing, measurement, and evaluation. • Skills in integrating data obtained from tests and from other sources of information through both written and oral communication. • Skills in psychological report writing. • The capacity to interview, consults, and counsel with school personnel, parents, pupils, and others. • The capacity to plan and implement classroom management procedures pertaining to behavior of pupils. 			

- Competency in the planning and prescribing of teaching and curriculum strategies for pupils.
- The acquisition and mastery of a broad understanding of the psychology of learning and learning impairments of pupils.
- A comprehensive understanding of personality development and the assessment of human behavior.
- The capacity to communicate the psychological findings to professionals, parent, pupils and others in a meaningful manner.
- Demonstrated ability to successfully deal with the diverse students, parents and staff of a large urban school district.
- Demonstrated use of technology for work related and student intervention sessions.
- Demonstrated knowledge of school curriculum.
- Demonstrated knowledge of PBIS.
- Ability to read, analyze, and interpret general business periodicals, professional journals, technical procedures, or governmental regulations.
- Ability to write reports, business correspondence, and procedure manuals.
- Ability to effectively present information and respond to questions from groups of administrators, staff, and the general public.
- Ability to solve practical problems and deal with a variety of concrete variables in situations where only limited standardization exists.
- Ability to interpret a variety of instructions furnished in written, oral, diagram, or schedule form.
- Ability to apply knowledge of current research and theory to instructional program.
- Ability to plan and implement lessons based on assessment and school objectives and the needs and abilities of students to whom assigned.
- Ability to establish and maintain effective working relationships with students, peers, parents, and community.
- Ability to speak clearly and concisely in written and oral communication.

JOB SUMMARY

The School Psychologist is responsible for providing psychological-education evaluations of students suspected of being disabled and provide interpretations of evaluations to appropriate persons through IEP meetings. The School Psychologist also provides consultation to school personnel in the areas of learning and the impact of a disability on a student.

ESSENTIAL JOB FUNCTIONS

Essential functions under the Americans with Disabilities Act may include any of the following duties, knowledge, and skills. This list is illustrative only and is not a comprehensive listing of all functions and duties performed by employees in this position. Regular on time and in person attendance is an essential function of this job. Other essential functions may include, but are not limited to the following:

- Schedule and evaluate all students referred for a special education comprehensive evaluation
- Score and interpret results of all test measurements utilized for an evaluation to parent, teachers, administrators, and others
- Provide a written report of all evaluations completed and file them with the Multidisciplinary team report.
- Attend individual education planning and placement committee meetings when appropriate to participate.
- Participate in the determination of appropriate programs and/or services for eligible students with disabilities.
- Provide consultation to other school personnel when needed.
- Interact with co-workers, administration, students, parents and the community in positive, supportive and cooperative ways.
- Conduct diagnostic evaluations, writes reports, and participates fully in IEPs with parents and school teams.
- Report on student progress towards goals and objectives during each reporting period.
- Provide/uses data collection system for functional assessment/positive behavior support.
- Collect, analyzes and graphs data.
- Participate/provide professional development in the implementation of PBIS school-wide process.
- Comply with timelines, laws, and regulations as it relates to district, state, and federal policies and procedures.
- Work cooperatively with staff in the development of goals and objectives.
- Maintain accurate records/timelines of progress and service.
- Always maintain confidentiality.
- Collaborate with teachers to support positive practices within the classroom.
- Conduct observations of student behaviors and provide feedback using feedback protocols.
- Provide professional development and coaching to staff on PBIS and support plans.
- Comply with Master Agreement between the Waverly Board of Education and Waverly Education Association.
- Participate in building Instructional/Intervention Strategies.
- Participate in meetings as directed by Special Education Administrator.
- Provide “Crisis Intervention” support throughout the district, if assigned to the Crisis Team.
- Complete Medicaid documentation, monthly.
- Support school leadership with developing and implementing Positive Behavior Support structures within the school.
- Use technology tools to support student self-management needs.
- Conduct parent training sessions related to student needs.
- Work collaboratively with school initiatives that support intervention strategies for student success.
- Conduct initial evaluations of students suspected of having an emotional impairment or with social-emotional concerns.

- Conference with parents and classroom teachers.
- Collaborate with all service providers, general education teachers and other staff to support and provide documentation for the review of existing evaluation data (REED) process.
- Establish communication systems between social worker and individual buildings, teachers, and parents.
- Provide home-based activities, when appropriate.
- Work cooperatively with community agencies involved with students and families.
- Participate in professional development opportunities.
- Support individual School Improvement Plans.
- Other duties as assigned.

ADDITIONAL KNOWLEDGE, SKILLS and ABILITIES

Ability to establish and maintain effective working relationships with students, staff, and the school community. Ability to speak clearly and concisely both in oral and written communication. Ability to perform duties with awareness of all district requirements and Board of Education policies. Ability to demonstrate the character traits of respect, responsibility, honesty, and caring when interacting with staff, students, and community members.

ADA REQUIREMENTS

The physical demands, work environment factors, and mental functions described herein 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.

PHYSICAL DEMANDS

While performing the duties of this job, the employee is required to stand, walk, sit, use hands to finger, handle, or feel, reach with hands and arms, climb or balance, stoop, kneel, crouch, or crawl, talk, hear (in a quiet or noisy environment). Specific vision abilities required by this job include close vision, distance vision and ability to adjust/focus.

WORK ENVIRONMENT

While performing the duties of this job, the employee is required to compare, analyze, communicate both orally and in writing, copy, coordinate, instruct, compute, synthesize, evaluate, use interpersonal skills, compile, and negotiate.

MENTAL FUNCTIONS

While performing the duties of this job, the employee is required to compare, analyze, communicate both orally and in writing, copy, coordinate, instruct, compute, synthesize, evaluate, use interpersonal skills, compile, and negotiate.

Preceding data are intended to convey information essential to making fair pay decisions about the job, and are not exhaustive lists of skills, efforts, duties, responsibilities or working conditions associated with it.

Notice of Non-discrimination

The Waverly Community Schools will not discriminate against any person based on race, sex, sexual orientation, gender, gender identity and expression, height, weight, color, religion, national origin, age, marital status, pregnancy, disability, veteran, or military status.

Americans with Disabilities Act accommodations: Assistance with the application process may be requested through the Human Resources Department at [\(517\) 319-3031](tel:5173193031) or msavage@waverlyk12.net.