

INTERNAL/EXTERNAL POSTING

POSTING DATE: November 3, 2025
POSITION: 1.0 SCHOOL PSYCHOLOGIST
Clawson Elementary School
REPORTS TO: Director of Special Education and Building Principal
STARTING DATE: December 1, 2025
SALARY: Appropriate placement on Clawson Education Association's teacher salary schedule

Basic Qualifications

- Candidate must meet Michigan State Department of Education criteria for Full or Temporary Approval as a School Psychologist and have at least a Master's Degree
- Must have either a valid Michigan School Psychologist Certificate or a Preliminary School Psychologist Certificate
- Knowledge of special education rules and regulations
- Experience in working with students who manifest a wide range of abilities
- Nonviolent Crisis Intervention training or the willingness to be trained
- The ability to provide leadership/mentoring to peers related to the requirements of the IDEA and the Michigan Administrative Rules for Special Education (MARSE)

Preferred Qualifications

- Experience in leading problem-solving teams (i.e. Child Study) through data-based decision-making
- Experience administering both standardized and informal assessments (observations, curriculum-based measures, dynamic assessments, etc. for Initials and Reevaluations)
- Experience with positive behavior management and universal strategies to support students with social, emotional, and behavioral needs
- Ability to develop and maintain acceptable relationships with school staff
- Ability to clearly express ideas and concepts verbally and in writing
- Experience with supporting youth and their families, while also working with community agencies
- Ability to develop modifications and accommodations to general education curriculum
- Knowledge of typical school age behavioral conditions such as intellectual disabilities, traumatic brain injury, autism and special education regulations

Major Responsibilities:

- Participates as a member of the building support teams and ASD Center Program teams to assist all students in making progress. This includes serving as a data expert, program expert and assessment expert.
- Interprets psychological data to Multi-Disciplinary Teams, Individual Education Planning Teams, teachers, professionals, and parents
- Uses data-based decision making to lead a problem-solving model in dealing with student academic and behavioral concerns

- Participates and/or facilitates crisis/threat assessments, collaborating with team members and sharing results with families.
- Consults with principals, staff members, and parents/guardians to assist students in making academic progress
- Reviews, analyzes and revises implementation plans and interventions
- Evaluates, assesses, implements, and updates support programs and interventions
- Monitors integrity of strategies and plans
- Conducts Individualized Educational Planning Team meetings and training on IEP guidelines
- Recommends or participates in the development of alternative academic and behavior strategies to general education staff, special education staff and parents
- Determines functional behavior capabilities of students in classroom to design behavioral interventions
- Analyzes functional behavior and multi-faceted behavior interventions
- Helps students develop important skills like problem-solving, anger management, and effective communication
- Coordinates with special education district staff to collect, monitor and analyze data for ensuring instructional strategy effectiveness
- Helps parents understand their child's needs and navigate the special education process, while also connecting them with community services as needed
- Gathers and analyzes data on academic and behavioral trends to evaluate the effectiveness of school programs
- Works with school leaders to implement programs, strategies, and policies that promote a positive school environment for all students
- Addresses issues like bullying, substance abuse, and violence to create a safer and more positive school climate.
- In the event of a school-wide tragedy or disaster, provides crisis prevention and intervention services to the entire school community
- Performs other duties as assigned by the Special Education Administration or Building Principal

Essential Physical Functions

Mobility

- Standing and walking: School psychologists frequently move throughout the school building, walking between their office, classrooms, and other campus locations.
- Sitting: The job requires sitting for extended periods, particularly when administering tests, writing reports, or consulting with students and staff.
- Moving between school sites: Psychologists serving multiple schools need the ability to drive or otherwise transport themselves to different locations.

Strength and lifting

- Lifting and carrying: It is necessary to frequently lift and carry assessment materials, files, and other equipment. The weight is typically in the light to moderate range, with specific job descriptions mentioning lifting up to 25 to 50 pounds on an occasional basis.
- Pushing/pulling: Maneuvering a rolling cart full of test kits and other materials is a common task.
- Managing physical outbursts: In rare circumstances, a psychologist may be required to intervene physically to ensure student safety.

Flexibility and coordination

- Bending, stooping, and kneeling: An elementary school setting often requires getting to a child's level, which involves kneeling, crouching, or sitting on the floor in classrooms.

- Reaching: Reaching with hands and arms to retrieve or store materials is a frequent part of the job.
- Manual dexterity: Basic manual dexterity is needed to handle materials, operate computers, and write.

Sensory abilities

- Vision: The role requires sufficient vision for tasks such as reading and interpreting assessment materials, analyzing data on a computer, and observing students' nonverbal cues during assessments and interactions.
- Hearing and speech: Clear verbal communication is vital for counseling students, consulting with staff and parents, and explaining assessment results. Good hearing is also necessary to listen to and understand others.

Application Procedure – INTERNAL:

An internal candidate is considered to be an employee covered under the **Teacher** bargaining contract. Please submit a letter of interest to Melanie.Post@clawsonschools.org by November 10, 2025, 4:00 p.m.

Application Procedure – EXTERNAL:

Clawson is a member of the **Oakland Human Resources Consortium**. Please apply via <https://www.oakland.k12.mi.us/careers>

Please **DO NOT** mail, email, fax, or bring copies of your application materials to the district or any school office unless specifically requested. The district no longer retains or utilizes paper documents in the initial screening process and unsolicited materials will not be retained.

EXTERNAL DEADLINE: Until filled

Clawson is an equal opportunity employer and fully subscribes to the principles of Equal Opportunity. The Civil Rights Act of 1964 and State and Local Laws prohibit discrimination on the basis of race, color, religion, national origin, sex, sexual orientation, gender identity, gender expression, transgender status, age, marital status, disability, genetic information, or any other reason prohibited by applicable laws, in its programs services, activities, or employment practices.

Affirmative Action/Equal Opportunity Employer

The Board will vigorously enforce its prohibition against discriminatory harassment based on race, color, national origin, sex,(including sexual orientation and transgender identity), disability, age, religion, height, weight, marital or family status, military status, ancestry, or genetic information (collectively, “Protected Classes”) that are protected by Federal civil rights laws (hereinafter referred to as “unlawful harassment”), and encourages those within the School District community as well as third parties, who feel aggrieved to seek assistance to rectify such problems. The Board will investigate all allegations of harassment and in those cases where unlawful harassment is substantiated, the Board will take immediate steps to end the harassment, prevent its recurrence, and remedy its effects. Individuals who are found to have engaged in unlawful harassment will be subject to appropriate disciplinary action.

The Board will take affirmative action to ensure that applicants are employed and promoted without regard to their race, religion, color, handicap, sex, national origin, age, height, weight, or marital status.

The Superintendent has been designated to handle inquiries regarding the nondiscrimination policies.