



## **Holton Public Schools Notice of Intent to Employ**

### **Posting Date**

June 26, 2025

### **Position**

School Psychologist: Facilitates learning and promotes cognitive, social and personal development of all students. Provides a full range of school psychological services to children including screening and assessment, designing remedial education programs, individual and group counseling with school staff, parents and outside agencies as appropriate.

### **Qualifications**

This position requires full or preliminary certification as a School Psychologist by the Michigan Department of Education.

### **Reports To**

Director/Supervisor of Special Education and Building Principals

### **Essential Functions**

- Provides individual and group services to children and parents that emphasize improved educational performance and conduct.
- Screen and evaluate referred children including selecting appropriate instruments, administering tests, observations, and writing reports which state the evaluation findings and provide for educational program recommendations.
- Consult with parents, teachers, and other appropriate staff regarding the child's program and any adaptations / materials needed to facilitate improved performance in the educational setting or at home.
- Participate in planning and implementing prevention programs to address the academic, social and affective needs of students.
- Design appropriate research-based academic and behavioral interventions for students with disabilities.
- Establish and monitor the necessary caseloads, procedures, and resources to manage School Psychologist services to students/staff and work cooperatively to accomplish the goals of the school.
- Implement appropriate and alternative ways to monitor and assess the effectiveness of interventions and individual student progress toward goals.
- Assess students' cognitive abilities using a variety of instruments and techniques that are appropriate for the individual student.
- Performs special assignments as directed by the Director/Supervisor of Special Education, Building Principals, and/or Superintendent.

The Board of Education does not discriminate on the basis of race, color, national origin, sex (including sexual orientation and transgender identity), disability, age, religion, height, weight, marital or family status, ancestry, genetic information, or any other legally protected characteristic, (collectively, "Protected Classes") in its programs and activities, including employment opportunities. If you feel you have been discriminated against, please contact:

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- Evaluate Early Childhood and K-12 students as potential candidates for special education programs and/or services.
- Use testing instruments that measure intelligence, achievement, adaptive behavior, and social/emotional functioning.
- Apply knowledge related to the K-12 general education curriculum and curriculum-based measurement.
- Serve as a member of a diagnostic and educational planning team.
- Perform systematic observations and functional behavioral assessments of students.
- Participate in case conferences as requested.
- Develop behavioral plans for students, including all aspects of assessment and implementation.
- Participate in building with data reviews.
- Be a member of the school student assistance team.
- Working knowledge of advances in research regarding disabilities and evidence-based research to develop and recommend effective interventions for students with and without disabilities.
- Ability to perform complex and technical tasks.
- Ability to function in a fast paced environment.
- Knowledge of school systems and applicable federal, local and state policies and regulations.
- Ability to communicate with community, school administrators, school staff, parents, and students
- Knowledge of current theories of curriculum, instruction and assessment.
- Knowledge of educational testing instruments, methods, and procedures.
- Assist in implementing general Tier 1 supports related to instruction, social-emotional, and mental health including Positive Behavior Interventions and Supports, Multi-Tiered System of Supports, and Crisis Management.
- Perform related duties as assigned.

## **Competencies**

- Strong desire and ability to achieve outstanding student achievement results in a short amount of time.
- Ability to collaboratively create and execute clear, logical instructional plans that produce strong results in student learning.
- Aptitude to discuss subject specific content instruction and the drive to try out new ideas to improve student learning.
- Ability to help create and thrive in a professional environment that is one of mutual respect, teamwork, and accountability.
- Achieve results by taking risks and reflecting and acting on lessons learned.

**Starting Date**

August 18, 2025

**Salary**

Commensurate with education and credentials.

**Application Deadline**

July 10, 2025 at 3:30PM

**Application Instructions**

Please provide a letter of interest, current resume, copies of transcripts, school psychology credentials, and letters of reference to:

Dr. Adam Bayne, Superintendent  
Holton Public Schools  
6500 4<sup>th</sup> Street  
Holton, MI 49425

**Approved by Dr. Adam Bayne, Superintendent on April 21, 2025.**