



GLENDALE UNIFIED SCHOOL DISTRICT

223 North Jackson Street | Glendale, CA 91206

(818) 241-3111 | www.gusd.net

"Preparing our students for *their* future"

September 30, 2025

SCHOOL PSYCHOLOGIST

DESCRIPTION

The school psychologist provides services to students, parents, teachers, administrators, paraprofessional staff, and community agencies through a variety of special and unique services, including psycho-educational evaluations, consultation, and counseling.

QUALIFICATIONS

Education

Master's degree required, including all courses needed to meet credential requirement.

Credential

Valid California Pupil Personnel Services credential authorizing service as a school psychologist.

Experience

Counseling experiences is desirable.

WORK YEAR

Current work year is 205 work days, to be worked between July 1 and June 30. Work year will begin immediately after appointment.

SALARY SCHEDULE

Placement on the Certificated Management Salary Schedule depending on education and experience. The current seven-step salary range (which includes longevity) is \$114,513.06 to \$132,539.46

ESSENTIAL FUNCTIONS

1. Assists with development and implementation of the District's Local Control Accountability Plan (LCAP) as related to psycho-educational evaluations, consultation, and counseling.
2. Conducts psycho-educational evaluations, and makes recommendations for interventions and placement in special programs.
3. Supports and assists administration with threat assessments to determine if/when a student is a threat to self or others. Makes appropriate referrals for follow-up support and services.
4. Consults with teachers in the development and implementation of classroom methods and procedures designed to facilitate pupil learning to support learning and behavior disorders.

SCHOOL PSYCHOLOGIST

Page PAGE 2

5. Aids teachers in parent conferences, pupil evaluation sessions, and subsequent pupil profiling of learning strengths and weaknesses.
6. Consults with school administrators regarding appropriate learning objectives for children.
7. Plans developmental and intervention programs for students in general education and special education programs.
8. Serves as a core member of the Student Study Team in assigned schools.
9. In collaboration with other members of the Student Study Team, plans, devises, and recommends instructional materials and learning programs for pupils with special needs.
10. Consults with parents to assist in understanding the learning and adjustment processes of children.
11. Advises principals, counselors, and teachers on proper action in cases of pupil exemption, non-promotion, and acceleration and behavior problems.
12. Participates in in-service training offered to District staff.
13. May provide consultation with regards to referral to the Gifted and Academically Talented Education (GATE) Program.
14. Represents the District as liaison between the schools and community mental health and juvenile agencies.
15. Provides referral and consultation services to and with community agencies. Serves as liaison between the school, the family, and the selected community resource when therapeutic, academic, and/or social services are provided.
16. Advises secondary counselors on the need for pupil program changes.
17. Makes referrals to, and works closely with, Regional Center for the Developmentally Disabled; University Affiliated Projects; Children's Hospital; California Children's Services; State Department of Health; speech therapists; physicians; psychologists; and psychiatrists.
18. Reevaluates pupils enrolled in special education as required by law.
19. Makes visitations to special education non-public schools to determine appropriateness of educational programs for special education pupils.
20. May assist site administrator with confidential employee matters and investigations.
21. Performs other related duties as assigned.

KNOWLEDGE, ABILITIES, AND PERSONAL CHARACTERISTICS

1. Ability to plan, organize, prioritize, and manage time.
2. Maintains a positive attitude towards students, learning, and teaching.
3. Ability to observe and evaluate student activities.
4. Ability to cope with multiple tasks.
5. Ability to drive to sites to communicate and meet with staff and students.
6. Knowledge of, and ability to use, computer-based programs.
7. Ability to listen without bias and provide appropriate feedback.
8. Knowledge of methods for effective collaboration and the ability to work collaboratively with all stakeholders.
9. Ability to work effectively with all racial, ethnic, linguistic, economic, and disability groups.
10. Demonstrate understanding, patience, and approachability toward students, parents, and colleagues.
11. Ability to demonstrate proficiency in written and oral English.
12. Excellent interpersonal, oral, and written communication and problem-solving skills.

13. Oral and written proficiency in a second language preferred.

SUPERVISION

Under the direction of the Executive Director, Special Education, with indirect supervision by the site administrator if assigned to a school site.

APPLICATION PROCEDURES

1. **Application Materials**

All applicants must submit a letter of introduction, a resume of training and qualifications, a copy of a valid California credential authorizing service as a school psychologist, and three (3) current (3-6 months) letters of reference via EdJoin.org. Letters should be addressed to:

Dr. Narek Kassabian, Director, Human Resources
Glendale Unified School District

2. **Application Submission Deadline**

All application materials must be submitted via the online platform **no later than 9:00 a.m. on Wednesday, October 15, 2025**. Applications submitted directly to Human Resources will not be accepted.

3. **Personal Interviews**

After initial screening of all applications, selected candidates will be contacted for a personal interview with District administration.

ADDITIONAL INFORMATION

This job description is not a complete statement of essential functions and responsibilities. The Glendale Unified School District retains the discretion to add or change typical duties of a position at any time.

STATEMENT OF NON-DISCRIMINATION (Title VI of the Civil Rights Act of 1964, Title IX of the Education Amendments of 1972 Section 504 of the Rehabilitation Act of 1973): The Board of Education is committed to equal opportunity for all individuals in education. District programs, activities and services shall be free from unlawful discrimination, harassment (including sexual harassment), intimidation, and/or bullying based on actual or perceived sex, race or ethnicity, color, national origin, nationality, religion, age, sexual orientation, sexual preference, ancestry, ethnic group identification, gender, gender expression, gender identity, physical or mental disability, marital or parental status, or on the basis of a person's association with a person or group with one or more of these actual or perceived characteristics, or sexual harassment in any district service, program and/or activity that receives or benefits from state financial assistance. The Board shall promote programs which ensure that unlawful discriminatory practices are eliminated in all district activities. The District will take steps to assure that the lack of English will not be a barrier to admission and participation in district programs. A copy of the District's Uniform Complaint Policy is available by calling (818) 241-3111, ext. 1457. Complaints alleging noncompliance with this policy of nondiscrimination should be directed to the following personnel:

Title IX Coordinator – Dr. Kelly King, 223 N. Jackson, (818) 241-3111 ext 1209, titleix@gusd.net

Section 504 Coordinator – Narineh Khemichian, 223 N. Jackson, (818) 241-3111 ext 1500, nkhemichian@gusd.net

Title II/ADA: Dr. Kelly King, 223 North Jackson, (818) 241-3111 ext 1209, kking@gusd.net