



Manhattan Beach  
Unified School District

## Speech and Language Pathologist

Department/Division:	Student Services
Reports To:	Executive Director—Student Services
Provides Direction To:	NA
FLSA Exemption Status:	Certificated
Date Prepared:	March 31, 2016
Date Adopted by Board:	April 20, 2016
Salary Range:	Certificated Salary Schedule

### MANHATTAN BEACH UNIFIED SCHOOL DISTRICT

#### **DEFINITION**

Under the supervision of the Executive Director—Student Services, a Speech and Language Pathologist (SLP), identifies, assesses, remediates and evaluates the progress of students with communication disorders which adversely affect their educational progress. The Speech and Language Pathologist provides direct service to preschool, elementary and secondary pupils, and special education students, including the deaf and hard of hearing, autistic, developmentally delayed, orthopedically handicapped, educationally handicapped, and severely handicapped. The Speech and Language Pathologist provides consultation, confers with parents, teachers, and administrators, and coordinates the program within assigned sites; and performs related duties as required.

#### **DISTINGUISHING CHARACTERISTICS**

The Speech and Language Pathologist is a professional who works cooperatively with staff, students and community to provide speech and language services to students between the ages of 3 and 22 years under IDEA (Individuals with Disabilities Education Act). The incumbent must participate in speech/language related 504 and Individual Educational Program (IEP) meetings for the assessment and placement of Special Education students. The school-based speech-language therapy focuses on oral communication activities to support the student's ability to access his/her educational program in the following communication domains: receptive/expressive/pragmatic language; articulation/phonology; voice; fluency; augmentative and alternative communication. The Speech and Language Pathologist must perform functions which strengthen and support the educational process as required.

#### **ESSENTIAL DUTIES AND RESPONSIBILITIES**

*The duties listed below are intended only as illustrations of the various types of work that may be performed. The omission of specific statement of duties does not exclude them from the position if the work is similar, related or a logical assignment to this class.*

- Consults and collaborates with parents, teachers, and administrators, regarding assessment, interventions, and therapy services.
- Provides a written speech and language assessment of students' receptive and expressive language skills using both formal and informal measures to determine ability level and instructional needs; interprets and analyzes assessment results to teachers, administrators and parents.
- Evaluates, in conjunction with other professionals, the effects of speech, language, or hearing disorders on a student's educational performance and academic achievement; provides intervention (either direct or on a consultative basis) that addresses individual goals and objectives directed toward academic success; conducts ongoing evaluation for qualified students and makes periodic reports of progress, recommending adjustments in intervention programs or termination of services, as necessary.
- Develops a therapeutic/educational program for students with communications disorders.
- Develops and implements a schedule for therapy, based on every individual student's IEP goals and objectives to remediate the disorder; develop lesson plans and instructional materials; deliver instruction to students individually or in groups at one or more school sites.
- Attends Special Education staff meetings, District/SELPA professional development meetings, participates in committees at the District and school level, such as student study team (SST) meetings for individual students, providing expertise, as needed, in the area of speech and language, as well as input on student performance and recommendations for intervention.
- Participates in speech and language related Individual Education Plan (IEP) meetings for the assessment and educational placement of Special Education students; develops and monitors the speech and language service portion of individualized education plans for regular students, including 504 accommodations.
- Performs record keeping and reporting that pertains to student speech and language services.
- Prepares for review, reports for assigned school(s), District, and county and state agencies; maintains compliance with all special education, state and federal laws, procedures, policies and regulations,
- Maintains confidentiality of all student records.
- Travels to various school sites to perform speech and language duties; informs appropriate personnel of departures from schedule.
- Serves as a resource person.
- Attends appropriate in-service training, workshops, and District/school site meetings.
- Organizational skills to manage caseload, prioritize work, keep and maintain accurate records, meet deadlines.
- Provides professional development support to school staff and families.

- Maintains professional competence through continuing education course work or experience; keeps informed of current practices and trends in assigned area and meets new safety and/or technology standards.
- Operates a computer, iPad, and other office equipment; use of computer software applications; operates a variety of therapeutic equipment.
- Performs related duties as assigned.

## **QUALIFICATIONS**

### **Knowledge of:**

- Laws, codes, procedures, and regulations applicable to special education, particularly those that apply to students with communication disorders.
- Speech and language, and communication disorder assessment, diagnosis, instruction, evaluation, and treatment.
- Educational trends and research findings pertaining to speech and language disorders.
- IEP and 504 requirements.
- Modern communication disorder terminology, equipment, techniques and methods.
- Child/adolescent development and guidance principles related to disabled and/or at-risk youth, including family and community involvement; problems and concerns of disabled and/or at-risk youth.
- Behavior management techniques.
- Normal speech and language development in children.
- Child abuse reporting requirements.
- Administrative practices and procedures, including record keeping and filing practices and procedures.
- Technology and computer software applications relative to instruction, administration, and education.
- Oral and written communication skills in English; effective oral communication to conduct and participate in meetings.
- Interpersonal skills using tact, patience and courtesy, including human relations skills, conflict resolution strategies and procedures, and team building methods and techniques.

### **Ability to:**

- Perform all essential duties of the position.
- Perform job under stressful conditions.
- Screen students for speech and language disorders; prepare comprehensive, reliable, valid and timely assessment reports.
- Participate effectively as part of an interdisciplinary team.
- Respond appropriately to inquiries and concerns from teacher, parents, and others concerning speech, language, and communication issues.
- Prepare, revise and adhere to a therapy session schedule to meet student needs at assigned school(s).
- Provide therapeutic programming utilizing direct (pull out, collaboration) and indirect (consultation) service delivery models.
- Perform technical duties related to assigned components of the IEP program.
- Learn, interpret, apply and explain District, county, state and federal regulations, policies and procedures relating to speech and language disorders.

- Remain calm and exercise judgment in dealing with emergencies. Gather and analyze clinical data and prepare reports.
- Collaborate and communicate effectively with team members, including students, staff, District and site administration, county and state representatives, parents, physicians, community members, and all others encountered in the course of work.
- Make simple mathematical calculations with speed and accuracy.
- Establish and maintain cooperative and effective working relationships with others; work as a member of a team; accept change.
- Establish and maintain files, accurate records, reports and referrals.
- Understand and carry out oral and written instruction.
- Operate modern office and classroom equipment, including a computer and assigned software, and iPads.
- Learn and use technology and computer software applications as appropriate to the work environment.
- Communicate openly and work productively with a community of diverse opinions and ideas.
- Use tact, patience, and courtesy when dealing with people, and discretion in handling of confidential records.
- Analyze problems and issues and develop appropriate solutions.
- Prioritize, plan, and coordinate work to meet deadlines.
- Communicate effectively both orally and in writing in English.
- Drive a vehicle to various District locations, school sites, and meetings to conduct work.

### **EDUCATION, TRAINING, AND EXPERIENCE**

Master's Degree from an accredited college or university in Speech-Language Pathology or Communicative Disorders or equivalent advanced study. Minimum of one (1) year of successful experience in school-based Speech and Language Pathology.

### **LICENSES/CERTIFICATES/SPECIAL REQUIREMENTS**

Valid Clinical Credential from the California Commission on Teacher Credentialing in Language, Speech and Hearing or a California Speech and Language Pathology Services Credential

American Speech and Language and Hearing Association (ASHA) Certificate of Clinical Competence (CCC) preferred

A California Basic Education Skills Test (CBEST)

Valid California Class C driver's license, access to reliable insured transportation between assigned District and school sites, and the ability to maintain insurability.

### **PHYSICAL AND MENTAL DEMANDS**

The physical and mental demands described here are representative of those that must be met by employees to successfully perform the essential functions of this class. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

### **PHYSICAL DEMANDS**

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Speech and Language Pathologist

While performing the duties of this class, employees are regularly required to use hands and fingers to feel, grasp, manipulate and operate objects, equipment and tools and to reach overhead, above the shoulders and horizontally. The employee must have sufficient strength to manipulate, lift, push, pull, and/or carry on a frequent basis, as much as 50 pounds or more, and up to 80 pounds or more with assistance on an occasional basis; transfer and push students in wheelchairs or students with orthopedic impairment. The employee is regularly required to stand or sit for extended periods of time, walk on even/and or uneven surfaces, stoop, kneel, bend, twist, crawl, crouch, make repetitive motions, climb up and down steps, stairs and ramps. Must be physically able to provide rapid response to emergency situations throughout the school campus. The employee may be subject to physical and emotional outbursts by students, including such behaviors as kicking, spitting, scratching, biting and running. The employee is regularly required to hear and speak to exchange information in a proficient manner.

Specific vision abilities required by this job include close vision, distance vision, color vision, peripheral vision, depth perception and the ability to adjust focus. The employee must have hand-eye coordination.

### **MENTAL DEMANDS**

While performing the duties of this class, incumbents are regularly required to use written and oral communication skills in English. The employee must be able to write, to read directions, product labels, printed material, instructions and safety information, and to observe environmental conditions; demonstrate judgment and professionalism when interacting with supervisors, co-workers, staff, students, parents, and others encountered in the course of work; establish and maintain cooperative relationships throughout the work environment; learn quickly and follow verbal procedures and standards to accomplish assigned duties and to apply new skills. The employee must be able to work independently and follow a schedule. The employee may deal with dissatisfied or quarrelsome individuals, including students and parents. Some stress may be encountered while performing the duties of this position.

### **WORK ENVIRONMENT**

The work environment characteristics described here are representative of those an employee encounters while performing the essential functions of this class. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

Employees regularly work in an indoor environment and occasionally in an outdoor working environment, including exposure to seasonal heat and cold or adverse weather conditions, during training, observations and visitations. Employees are subject to exposure to minor contagious illnesses, blood and other bodily fluids and possible exposure to blood borne pathogens; working around and with equipment having moving parts; performing physical labor. The noise level is usually moderate, but occasionally loud. The employee frequently drives to District sites, training facilities, community meetings and other locations as needed.

### **OTHER CONDITIONS OF CONTINUED EMPLOYMENT**

Participate in employer mandated training and re-training programs.