

**CALAVERAS UNIFIED SCHOOL DISTRICT**  
**3304 B Highway 12 - P. O. Box 788**  
**San Andreas, CA 95249**  
**209/754-2300**

**JOB TITLE:** Speech Language Pathologist  
**WORK YEAR:** 192-Day

**JOB DESCRIPTION:**

Under the direction of the Director of Educational Services, Site Administrator or designee, The Language, Speech, and Hearing Specialist will provide quality language, speech and hearing services, provides a range of services to students (birth to 22), families, educators and community agencies.

***REPRESENTATIVE DUTIES: (Incumbents may perform any combination of the essential functions shown below (E). This position description is not intended to be an exhaustive list of all duties, knowledge or abilities associated with the classification but is intended to accurately reflect the principle job elements.)***

- Work as a member of a multidisciplinary team to assess students' communication difficulties, plan remediation strategies and periodically evaluates student progress. (E)
- Provide individual and small group therapy to students who qualify for speech, voice or fluency correction, and/or language remediation. (E)
- Integrate and align therapy activities with the general education curriculum, to the maximum extent possible. (E)
- Ensure that regularly scheduled services are provided as indicated in the IEP. (E) Adhere to the department's procedures for timely submission of written assessment reports for IEP Team communication, and attach to the web/internet based IEP system. (E)
- Adhere to the department's procedures for timely submission of written assessment reports/treatment notes for Medi-Cal billing purposes. (E)
- Communicate and engage school personnel, parents/guardians and outside agencies on student's progress and treatment. (E)
- Provide an environment to establish and reinforce appropriate student behavior, attitudes, social skills, and self image. (E)
- Provide in-service training activities to staff and parents as needed. (E)
- Participate in case conferences, student study team and other student intervention meetings as needed or requested. (E)
- Provide other services to general and special education students as needed. (E)
- Complete all necessary assessment, treatment and paperwork for IEP meetings, and maintain state electronic documentation systems as required. (E)
- Consult with other agencies, psychologists, counselors, audiologists, school districts, and physicians/specialists for the purpose of correlating all available information regarding

- students with exceptional needs as appropriate. (E).
- Attend District and other staff meetings as required. (E).
  - Maintain professional competence through participation in in-service education activities provided by the district/SELPA and/or self-selected professional growth activities. (E)
  - Maintain confidentiality of student files and information. (E)
  - Maintain consistent, punctual, and regular attendance. (E)
  - Perform other duties as assigned.

## **MINIMUM QUALIFICATIONS**

### **Knowledge, Skills and Abilities:**

- Commitment to education in least restrictive, normalized settings.
- Ability to function as member of an educational team.
- Sign language skills are strongly desired.
- Willingness to develop such skills is essential.
- Strong behavior management, positive discipline skills.
- Be flexible and receptive to change.
- Observational and data collection techniques
- Provide in-service/workshops on pertinent topics of special interest.
- LEA Medi-Cal and MAA billing practices and required record keeping
- Communicate effectively with students, parents, teachers, administrators, community, staff, etc.
- Problem solve and aid in areas requiring conflict resolution
- Implement the vision, mission, policies and administrative regulations of the District.

### **WORKING CONDITIONS:**

Environment:

Employees in this position will work in office, classroom and school environments. Employees will come in direct contact with students, parents and District staff.

Physical Demands

Employees in this position must have/be able to:

### **PHYSICAL**

- **Standing/Walking:** Frequently; throughout work shift while performing classroom duties, including recess supervision, field trips.
- **Sitting:** Occasionally; while performing classroom duties at low tables assisting students.
- **Lift/Carry:** Frequently; 1-15 pounds; classroom instructional materials, books, binders, paperwork. Occasional lifting 16-35 pounds, books and materials, assisting students and moving equipment.
- **Bending/Stooping:** Frequently; at knees/waist/neck while providing one-to-one student

services or retrieving items from lower shelves.

- **Push/Pull:** Occasionally; using both hands and arms exerting a force of 10-20 pounds while assisting students, moving furniture and equipment and opening doors, etc.
- **Climbing/Balancing:** Seldom, using stepladder in classroom, may be stairs at some locations.
- **Kneeling/Crouching/Crawling:** Occasionally; kneeling may be required while assisting students in physical activities. Crouching/crawling not required.
- **Hands/Arms:** Constant use of both in reaching/handling/grasping/fingering/gripping while performing a variety of physical and administrative duties. Overhead reaching is required.
- **Sight/Hearing/Speech:** Constantly; to provide instructional assistance to student. Assignment may require hand/eye coordination, depth perception and peripheral vision depending on assignment.

### MENTAL

- Constant mental alertness required in supervising activity of assigned student to anticipate behaviors of student and maintain safe, educational environment.
- Must possess necessary communication skills, written and oral, to complete assignments. Must be able to read, write and speak English. Possess interpersonal skills to work well with various types of students, parents and staff. Must be able to adapt to work pressures that can include frequent interruptions, multiple tasks and maintaining daily schedule of activities.
- Must be able to work independently with assigned student and exercise creative problem-solving ability.
- Must be able to provide supervisory skills to provide guidance and set appropriate behavioral model to assigned students.

### Employment Standards

- Bachelor's Degree from an accredited college or university with an emphasis in appropriate field.
- Valid and appropriate California teaching credential authorizing service in speech, language and hearing impaired students, which include:
  - California Clinical Rehabilitative Services Credential (language, speech and hearing services); OR
  - Speech-Language Pathology Services Credential (authorized subjects: language, speech and hearing); OR
  - Specialist in Special Education Credential in Communication Handicaps with advanced specialization in language, speech and hearing.
- Master's Degree in special education or related field, *desired*
- Valid license from the Speech-Language Pathology and Audiology Board, *desired*
- Special Class Authorization, *desired*
- American Speech-Language-Hearing Association (ASHA) Certification, *desired*
- Bilingual Spanish or sign language skills, *desired*

- Experience with severely handicapped; behaviorally challenged; and/or autistic students. Experience with or interest in assistive technology, alternative communication systems, *desired.*

**Salary Placement: Management Salary Range 9**

**Board Approval: 11/14/2023**