



**Education Center
Board Room**

**Thursday, 4:00 p.m.
February 24, 2016**

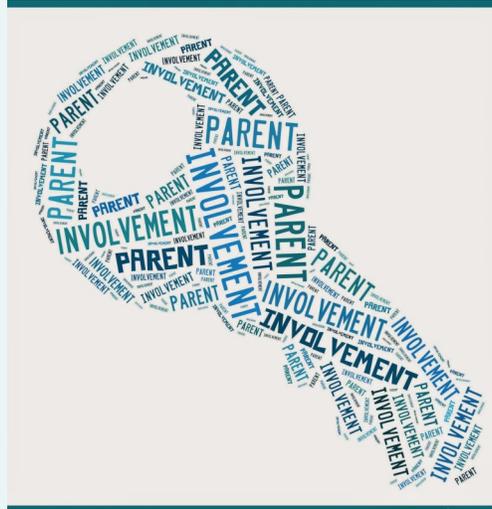
AGENDA

1. CALL TO ORDER
2. SALUTE TO FLAG
3. WELCOME TO VISITORS
4. APPROVAL OF MINUTES
5. ROUTINE CLASSIFIED ITEMS
6. EMPLOYEE PRESENTATION
 Eyal Bergman, Manager-Grants and Community Engagement
7. NEW POSITION
 Speech-Language Pathology Assistant
8. DIRECTOR'S REPORT
9. OPEN DISCUSSION
 - 1] Public
 - 2] Commissioners
 - 3] Employee Organization
10. EXECUTIVE SESSION
 PERSONNEL:
 - a] Discipline [Gov. Code §54957 (b); Educ. Code §45302, et seq.]
 - b] Commissioners
11. ADJOURNMENT

January 28, 2016

Per Government Code Section 54954.2, requests for disability-related modification or accommodation, including auxiliary aids or services, may be made by a person with a disability who requires a modification or accommodation in order to participate in the meeting. Contact the Commission Office at (619) 588-3050 or diazm@cajonvalley.net at least eight hours prior to the scheduled Commission meeting. Additionally, pursuant to Government Code 54957.5, a copy of all documents related to any item on this agenda that have been submitted to the Commission may be obtained from the Commission office at the above noted address.

SPEAKER



Eyal Bergman,
Manager,
Grants & Community
Engagement

NEW POSITION
Speech-Language Pathology Assistant

Currently, there is a shortage of qualified Speech-Language Pathologists (SLP) and, as a result, the District has been unable to hire needed SLPs this year. As the needs of students increase, the size of SLPs caseloads is making it difficult to provide the level of service, maintain the records and IEP paperwork necessary to be in compliance.

A new position of Speech-Language Pathology Assistant (SLPA) is proposed to provide additional support for students receiving speech and language services. The SLPAs will assist students with articulation and work on goals under the supervision of the (SLP), allowing the SLP to focus on students with more complex language needs. Additionally, there are many students in early grades (K-2) that have challenges that can be addressed by a SLPA, under the supervision of an SLP. Providing this service proactively will avoid costly special education testing and paperwork.

SLPAs will also conduct screening, data collection, and complete required paperwork. This will free up SLPs to provide service. SLPAs are a cost-effective way to provide services to students under the supervision of an SLP; allowing flexibility within caseloads when needed.

A salary survey of like positions throughout the county as well as internal comparisons of positions requiring similar certification supports allocation at Range 31 of the Classified Employees' Salary Schedule.

Based on the foregoing, the Governing Board took action at its meeting on February 23, 2016 to establish a new position of Speech-Language Pathology Assistant.

The job description is attached for your review and approval.

DIRECTOR'S RECOMMENDATION

In accordance with Commission Rule 30.200.9, the following recommendations are submitted for your consideration:

- 1] Establish a new classification of Speech-Language Pathology Assistant;
- 2] Approve new class description as submitted; and,
- 3] Allocate new classification to Range 31 of the Classified Employees' Salary Schedule.

CAJON VALLEY UNION SCHOOL DISTRICT

CLASS TITLE: SPEECH-LANGUAGE PATHOLOGY ASSISTANT

BASIC FUNCTION:

Under the supervision of an assigned administrator and direction of a Speech-Language Pathologist (SLP), assist in providing speech and language therapy services for eligible students according to the Individual Education Program (IEP) goals and/or treatment plans; document and report student progress toward meeting established goals and objectives; assist with in-service training and family/community education; perform clerical duties in support of the speech-language pathologist and program activities.

REPRESENTATIVE DUTIES:

ESSENTIAL DUTIES:

Provide direct therapy services to identified students in the area of speech and language communication, including articulation/phonology, cognition, motor speech, dysphagia, voice, fluency, craniofacial anomalies, hearing and child language, and in the training and use of augmentative and alternative communication; implement treatment plans for individual students in accordance with established IEP goals and objectives.

Conduct speech-language screening, without interpretation, using specified protocols developed by the supervising speech-language pathologist; assist speech-language pathologist with assessment of students, including assisting with formal documentation and transcription samples.

Accompany students to and from therapy sessions and/or prepare for speech-language session.

Collaborate with the speech-language pathologist to monitor and adjust individual treatment and therapy programs and activities in response to student progress; document and report pupil progress toward meeting established goals and objectives.

Prepare learning materials and assist students in the use of augmentative alternative communication devices and equipment; prepare various teaching aides and materials, such as charts, pictures, word lists and other related items to accommodate the needs of the student.

Implement positive behavior management programs for student(s) as designed by certificated staff; observe and report significant student behavior, behavioral patterns and/or problems to the teacher/pathologist; assist in maintaining appropriate behavior in the classroom and between therapy activities.

Maintain and clean equipment using infection control protocol; check and maintain equipment in proper working condition; perform daily checks on hearing devices (hearing aid or cochlear implant FM devices) to be used in therapy.

Assist in classroom organization activities, such as displaying educational materials; maintain classroom environment in a safe, clean and orderly condition; assure the health and safety of students by following health and safety practices and procedures which may include lifting, toileting, and diapering as necessary.

Perform a variety clerical duties in support of the speech-language pathologist and program activities, i.e., scheduling activities; preparing a variety of materials such as charts, graphs and other data display information; recordkeeping for student files and attendance; operate a variety of standard office equipment, including a computer and assigned software; drive a vehicle to conduct work.

Maintain cooperative working relationships with students, staff and parents; communicate with students, staff, faculty, outside agencies and others to exchange information and resolve issues or concerns; maintain confidentiality of information pertaining to students and their families.

Participate in staff meetings, in-service training programs and parent conferences as assigned; attend conferences and workshops as appropriate to maintain current knowledge, skills and valid certification.

Perform related duties as assigned.

KNOWLEDGE AND ABILITIES:

KNOWLEDGE OF:

General principles, methods, theories, practices, strategies and techniques of speech-language pathology.

Speech-language pathology augmentative alternative communication devices, equipment, materials and procedures.

Policies and objectives of assigned program and activities.

Child growth and development.

Common disabling conditions of children.

Problems and concerns of students with special needs.

Child abuse reporting and related regulations.

Oral and written communication skills.

Correct English usage, grammar, spelling, punctuation and vocabulary.

Recordkeeping and report writing techniques.

Operation of standard office equipment and a computer, including assigned software.

Health and safety regulations.

Interpersonal skills using tact, patience and courtesy.

ABILITY TO:

Utilize specialized communication systems and devices, to assist in the educational development of language and articulation of assigned student(s).

Conduct speech-language pathology therapy activities and implement treatment plans for assigned students according to established goals and specifications.

Monitor, assess and assist with adjusting individual treatment and therapy programs and activities in response to student progress.

Remain current in techniques and technologies associated with the specialized learning needs in language and articulation development through continuous participation in workshops, in-services and other trainings.

Provide instructional support and assistance to students having a broad range of learning and/or physical disabilities.

Adapt materials and/or manipulatives to promote the specialized learning process of students.

Motivate and encourage positive learning patterns and behavior of students with disabilities and special learning needs.

Perform instructional support activities related to behavior management and other related activities to special education students.

Assist with instruction and related activities in a classroom or assigned learning environment.

Perform clerical duties related to classroom and/or program activities.

Operation of standard office equipment and a computer, including assigned software.

Maintain up-to-date certificates in CPR and first aid.

Understand and follow oral and written instructions.

Establish and maintain cooperative and effective working relationships with others.

Communicate effectively both orally and in writing.

Understand and work within scope of authority.

Work confidentially with discretion.

EDUCATION AND EXPERIENCE:

Any combination of education, training and/or experience equivalent to: graduation from high school and possession of an associate's degree in Speech-Language Pathology Assistant from a Board approved program, which includes 70 hours of fieldwork experience or at least nine months full-time work experience performing SLPA duties in a public school setting.

LICENSES AND OTHER REQUIREMENTS:

Valid California State license as Speech-Language Pathology Assistant by the California Speech-Language and Audiology Board.

Valid California Driver's License and availability of private transportation (mileage expense allowance provided).

Possession of a current certificate in infant, child and adult cardio-pulmonary resuscitation (CPR) and a certified Multimedia First Aid Card is required. Online certificates are not accepted.

WORKING CONDITIONS:

ENVIRONMENT:

Indoor and outdoor working environment.

Driving a personal vehicle to conduct work.

PHYSICAL DEMANDS:

Sitting or standing for extended periods of time.

Hearing and speaking to exchange information and make presentations.

Seeing to read a variety of materials and computer screen, and monitor student behaviors.

Bending at the waist, kneeling or crouching to assist students.

Restrain students who become physically aggressive.

Seeing to read assignments and to monitor student activities.

Lifting disabled students in and out of specialized equipment.

Reaching overhead, above shoulders and horizontally, to retrieve and store materials.

HAZARDS:

Potential exposure to communicable diseases and contact with blood and other body fluids.

Potential exposure to physical injury from aggressive behavior.

CLEARANCES:

Criminal Justice Fingerprint /Background

Tuberculosis

Pre-placement Physical and Drug Screen