Job Description

Marin County Office of Education

Speech & Language Pathologist

Diversity, Equity, Inclusion, and Belonging (DEIB) Vision Statement:
At Marin County Office of Education, we commit to being inclusive, anti-racist, and culturally proficient.

Purpose Statement

The job of Speech & Language Pathologist is done for the purpose/s of planning, developing, and implementing programs, strategies, and techniques to address the individual learning needs of students; assisting and participating in the development and implementation of Individual Educational Plans (IEPs) and Individualized Family Service Plans (IFSPs); conducting language and speech assessments; consulting and collaborating with a variety of groups/individuals concerning the language, speech, and hearing needs of students; delivering direct speech therapy services to students; identifying students' augmentative and assistive technology needs; preparing, maintaining and submitting a variety of reports, files, and documents; providing training, guidance, and support to a variety of cohorts; providing appropriate individualized programs for individual students' needs; and scheduling and coordinating student services.

This Job reports to Assigned Supervisor

Essential Functions

- Assists and participates in the development and implementation of Individual Educational Plans (IEPs) and Individualized Family Service Plans (IFSPs) for eligible students (e.g. instructional goals, educational objectives, etc.) for the purpose of improving student performance and success in academic, interpersonal, and daily living skills and adhering to IEP/IFSP timelines and legal requirements.

- Conducts formal and informal speech and language assessments for students from birth through age 22 (e.g. screen, identify, diagnose, assess, monitor, etc.) for the purpose of monitoring and determining eligibility; providing direct comprehensive speech and language services related to speech and language impairments; applying service options and adhering to legal requirements/procedures as outlined in the California Code of Regulations Title 5; and, providing eligible students meaningful educational opportunities toward academic progress.

- Consults and collaborates with a variety of groups and/or individuals concerning the language, speech, and hearing needs of students and intervention strategies (e.g. school personnel, classroom teams, parents, service providers/agencies, etc.) for the purpose of improving the overall quality of student outcomes; contributing to a sense of belonging in the classroom and on campus; responding to inquiries in a timely manner; providing program services information, student progress, and identifying resources for students; and, serving as a technical resource concerning assigned program, function, or instructional area.

- Delivers direct speech therapy services to students as identified in the student's IEP (e.g. provide classroom language interventions; collaborate with teachers, classroom team members, other specialists, etc.) for the purpose of enhancing student learning opportunities and minimizing the adverse impact of speech and language disorders on student success.

- Identifies students' augmentative and assistive technology needs and submits requests for necessary equipment, materials, and/or resources for the purpose of ensuring the availability of supplies, materials, equipment, and/or resources needed to support students; supporting the ongoing maintenance of vocabulary on AAC devices; and complying with MCOE procurement procedures.

- Participates in meetings, workshops, committees, and seminars (e.g. training, IEPs, team meetings, etc.) for the purpose of conveying and/or gathering information required to perform essential functions, maintaining knowledge base, and improving performance.

- Plans, develops, and implements programs, strategies, and techniques to address the individual learning needs of students for the purpose of establishing the least restrictive and appropriate learning environment, striving to meet individual students' set goals and objectives, and providing opportunities for academic success.

- Prepares and maintains a variety of electronic and/or written materials (e.g. IEP records, monthly service logs, current work schedule, etc.) for the purpose of documenting student progress, presenting data in formal IEP meetings, ensuring a work schedule to meet the essential functions of the position, and meeting mandated requirements.

- Prepares and submits a variety of reports, files, and documentation pertaining to each assigned student enrolled (e.g. diagnostic and assessment information, students goals and objectives, parent and/or other professionals conference/contact notes, student progress records, attendance records, etc.) for the purpose of maintaining accurate records and timely compliance with assigned or required county and/or state reporting regulations.

- Provides training, guidance, and support to a variety of cohorts (e.g. teachers, support teams, etc.) for the purpose of providing instruction and strategies for appropriate and effective utilization of strategies, communication tools or techniques addressing the language and communication needs of individual students.

- Provides appropriate individualized programs for the purpose of meeting individual students' needs, supporting student involvement in the therapeutic process, promoting personal responsibility and ownership of communication improvement goals, and supporting the development of self-advocacy/independence.

- Reports incidents (e.g. student injuries, suspected child abuse, suspected substance abuse, etc.) for the purpose of maintaining personal safety of students, providing a positive learning environment, and adhering to Education Code, SELPA, and county policies.

- Researches applicable resources and methods (e.g. intervention and treatment techniques, assessment tools and methods, community resources, etc.) for the purpose of determining the appropriate approach for addressing students' needs and maintaining current professional knowledge.

- Responds to emergency situations for the purpose of supporting immediate safety concerns and/or directing appropriate administrative personnel for resolution, and maintaining compliance with mandatory safety regulations.

- Schedules and coordinates student services (e.g. assessments, adaptive learning sessions, student service time, etc.) for the purpose of assessing and responding to needs of referred students, providing required timely and efficient services, and maintaining compliance with students' Individualized Education Plan.

- Transports materials and equipment to a variety of sites for the purpose of ensuring the availability of items as needed.

Other Functions

- Performs other related duties as assigned for the purpose of ensuring the efficient and effective functioning of the work unit.

Job Requirements: Minimum Qualifications

Skills, Knowledge and Abilities

SKILLS are required to perform multiple, highly complex, technical tasks with a need to occasionally upgrade skills in order to meet changing job conditions. Specific skill based competencies required to satisfactorily perform the functions of the job include: selecting and applying appropriate assessment instruments; operating specialized equipment used in the treatment of communication disorders; operating standard office equipment including pertinent computer software; applying curriculum and instructional techniques; utilizing student assistive learning devices and physical aids/equipment;and preparing and maintaining accurate records.

KNOWLEDGE is required to perform algebra and/or geometry; review and interpret highly technical information, write technical materials, and/or speak persuasively to implement desired actions; and analyze situations to define issues and draw conclusions. Specific knowledge based competencies required to satisfactorily perform the functions of the job include: anatomy and physiology of speech and hearing mechanisms and disorders; principles and practices of speech and language therapy; relevant current and emerging technology; pertinent codes, policies, regulations and/or laws; age appropriate student activities; curriculum and lesson plan requirements; stages of child development; behavioral management strategies; assessment instruments and techniques including for students who are English Language Learners and ASL/AAC communicators; methods of instruction and training; effective methods of physically moving/repositioning students; local community family resources; school safety and security practices; effective methods of working with students with moderate to severe communication disorders; and basic custodial and maintenance practices.

ABILITY is required to schedule a number of activities, meetings, and/or events; often gather, collate, and/or classify data; and consider a number of factors when using equipment. Flexibility is required to independently work with others in a wide variety of circumstances; work with data utilizing defined but different processes; and operate equipment using a variety of standardized methods. Ability is also required to work with a significant diversity of individuals and/or groups; work with data of widely varied types and/or purposes; and utilize a variety of job-related equipment. Specific ability based competencies required to satisfactorily perform the functions of the job include: expressing ideas and concepts clearly and concisely both orally and in written form; adapting to changing work priorities; communicating professionally with diverse groups; utilizing specialized equipment in communication disorders; maintaining confidentiality; meeting deadlines and schedules; working as part of a multidisciplinary team; exhibiting tact, empathy, and patience; working with detailed information/data; establishing and maintaining effective working relationships; completing assignments with pre-established timelines; translating therapy data into meaningful educational activities; and traveling to and between school site locations frequently.

Responsibility

Responsibilities include: working under limited supervision using standardized practices and/or methods; leading, guiding, and/or coordinating others; operating within a defined budget. Utilization of some resources from other work units is often required to perform the job's functions. There is a continual opportunity to impact the organization’s services.

Work Environment

The usual and customary methods of performing the job's functions require the following physical demands: occasional lifting, carrying, pushing, and/or pulling, some stooping, kneeling, crouching, and/or crawling and significant fine finger dexterity. Generally the job requires 27% sitting, 52% walking, 21% standing. The job is performed under minimal temperature variations and under conditions with exposure to risk of injury and/or illness.

Experience: Job related experience within a specialized field is required in Speech and Language Pathology, with school-based experience desired.

Education: Masters degree in job-related area with an emphasis in Speech & Language Pathology with 300 hours of supervised clinic practicum in three different clinical settings.

Required Testing

None Specified

Certificates and Licenses

California Speech-Language Pathology Services Teaching Credential or California Speech and Language Pathology License with CTC Certificate of Clearance
Valid Driver’s License & Evidence of Insurability

Continuing Educ. / Training

Maintains Certificates and/or Licenses
Mandated Reporter Training Certificate

Clearances

Measles Vaccination
Pre-Employment Fingerprinting
Tuberculosis Clearance

FLSA Status	Approval Date	Salary Grade
Exempt		
	Revised Date	