

MAPLE RUN UNIFIED SCHOOL DISTRICT

Job Description

Job Title: Speech Language Pathologist (SLP)
Location: MRUSD
Job Group: Educators
Reports to: Special Education Director

Summary: Assesses and treats students with speech, language, voice, and fluency disorders according to Individual Educational Plans (IEP). Teaches augmentative communication systems as needed.

Essential Duties and Responsibilities:

1. Responsible for the evaluation, planning, and case management of eligible students to include, but not limited to:
 - a. Administers hearing or speech/language evaluations, tests, or examinations (written, oral or specialize instruments) to students to collect information on type and degree of impairments.
 - b. Evaluates hearing and speech/language evaluations, test results, and/or background information to diagnose and plan treatment for speech, language, fluency, voice, and swallowing disorders.
 - c. Develops and implements individual or group treatment plans/programs to deal with speech or language problems (such as stuttering, delayed language, inappropriate pitch or voice problems) according to IEP.
 - d. Instructs students in techniques for more effective communications, including sign language, lip reading, voice improvement, and develops speech exercise programs to help control/strengthen tongue, jaw, face muscles, and breathing.
 - e. Monitors student progress and adjusts program accordingly. Evaluating pupils' academic and social growth; keeps appropriate records and prepares progress reports on time.
 - f. Completes all Common Local Assessments in a timely manner and meeting data entry requirements.
2. Plans and facilitates student learning through:
 - a. Developing appropriate lesson plans for student's daily IEP needs and make these plans available to substitutes as necessary.
 - b. Providing individualized and group instruction and academic support in assigned subject matter using best practices as specified in school regulations and procedures and as mandated by state law and as indicated by IEPs.
 - c. Assessing and monitoring learning using a variety of methods and adapting the curriculum according to individual student needs.
 - d. Team-teach or provide support to teachers in a mainstream setting, as assigned.
 - e. Develop and participate in experiential learning activities.
 - f. Establishing and maintaining standards of student behavior to optimize an effective learning atmosphere.
3. Collaborates effectively with school staff by:

- a. Being respectful and considerate of others, exhibits positive attitude and actions.
 - b. Reporting to work as assigned and is ready to begin work on time.
 - c. Maintaining confidentiality.
 - d. Following school policies and practices, instructions, and guidelines.
 - e. Demonstrating flexibility and ability to adapt to change.
 - f. Operating and caring for district equipment, property, and facilities in an appropriate manner.
 - g. Providing content expertise for learning community.
 - h. Meeting regularly, at least weekly, with learning community to focus on student learning needs.
 - i. Serving as a mentor, teacher leader, or providing training to others.
 - j. Actively participate in learning opportunities (i.e.: scheduled faculty meetings, vertical team meetings, student learning meetings, CFG protocols, academic coursework and in-service meetings.)
4. Maintains effective professional interactions with teachers, students, parents, school psychologist, and other appropriate contacts by:
 - a. Availability to teachers, students, and parents for education-related purposes outside the instructional day and as indicated by 504 and IEP plans.
 - b. Providing consultation to and regular communications with mainstream teachers regarding academic accommodations, adaptations, and behavior interventions and strategies.
 - c. Identifying student needs and developing strategies for individual education plans. May also collaborate with outside agencies, other professionals, and make appropriate referrals to other resources regarding individual student and program considerations.
 5. Acquires and exhibits working knowledge of Special Education program operating procedures, routines and current best practices in Speech/Language pathology and other professional related areas as assigned. May participate in conferences and meetings, as appropriate or assigned.
 6. May perform other responsibilities as assigned.

Supervisory Responsibilities: Supervises students and may oversee the work of paraprofessionals and other staff members. Monitors student discipline through appropriate behavior management techniques. Assists administration in establishing and maintaining school-based discipline and a positive learning environment.

Qualification Requirements: To perform this job successfully, an individual must be able to demonstrate a high degree of interpersonal, communication, and organizational skills, attention to detail, and adaptability. Each essential duty must be performed in a satisfactory manner. The incumbent must also model appropriate professional behavior and positive attitudes at all times. The ability to work independently at times assuming responsibilities and demonstrating initiative is a must. The ability to work collaboratively in a team environment is also required.

Education and/or Experience: Master's degree. Demonstrated skill in working with elementary and middle school students with disabilities is required. Working knowledge of Special Education state and federal guidelines, regulations, and laws is essential. Knowledge and experience with speech/language strategies, accommodations, and interventions for secondary students with speech and hearing challenges.

Certificates, Licenses, Registrations: Valid Vermont Teaching License with appropriate endorsement as an SLP and/or in Special Education (PK-8 or K-12)

General Language Skills: Ability to read, analyze, and interpret general periodicals, professional journals, procedures, or governmental regulations. Ability to write IEP plans, reports, and correspondence. Ability to effectively present information and respond to questions from students, parents, staff, and the public. Ability to use a variety of assessments for student work. Ability to communicate effectively with students, parents, colleagues, administration, and greater school community.

General Mathematical Skills: Ability to work with mathematical concepts such as probability and statistical inference, fundamentals of algebra and geometry. Ability to apply concepts such as fractions, percentages, ratios, and proportions to practical situations.

General Reasoning Ability: Ability to assess situations, solve problems, cope with a variety of situations where limited standardization exists and implement decisions is required. Ability to interpret a variety of instructions furnished in written, oral, diagram, or schedule form.

Other Skills and Abilities: Ability to apply knowledge of current research and theory specific to assigned instructional academics program; ability to plan and implement plans based on school objectives and the needs and abilities of assigned students. Ability to establish and maintain effective relationships with students, peers, and parents; skill in oral and written communication is essential. Ability to perform duties with awareness of all School district requirements, Board policies, and Special Education guidelines, rules, and regulations. The ability to plan, organize, and manage time effectively is required.

Physical Demands: *The physical demands described here represent those that must be met by an employee to successfully perform the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.*

While performing the duties of this job, the employee is frequently required to stand, talk, and hear and sometimes walk and sit. While performing the duties of this job, the employee may occasionally push or lift up to 50 lbs. such as books or assisting the mobilization of students. The employee is directly responsible for safety, well-being, or work output of other people. Specific vision abilities required by the job include close vision such as to read handwritten or typed material, and the ability to adjust focus. The position requires the individual to meet multiple demands from several people and interact with the public and other staff. The incumbent must demonstrate manual dexterity to perform technology related assignments.

Emotional Demands: The individual must be able to work with others in a collegial and cooperative manner, must show acceptable interpersonal skills and follow directions of school leadership.

Work Environment: *The work environment characteristics described represent those an employee encounters while performing the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.*

The noise level in the work environment is moderate to loud. Duties are primarily performed indoors and occasionally outdoors.

Terms of Employment: Per Professional Master Agreement

Evaluation: Per Professional Master Agreement

Dated: 4/12/18

The information contained in this job description is for compliance with the American with Disabilities Act (A.D.A.) and is not an exhaustive list of the duties performed for this position. Additional duties are performed by the individual currently holding this position and additional duties may be assigned.