

## **SPEECH LANGUAGE PATHOLOGIST**

### **PRIMARY FUNCTION:**

Under the immediate supervision of the site administrator, with the technical supervision of the Director, Student Services, shall provide direct specialized instruction and consultation services to support students with communication disorders. Will also provide early intervening services for non-identified students. Shall work with other District employees and parents in creating an overall school environment conducive to learning for the students in the District.

### Professional Responsibilities

1. Collect and analyze data to use for instructional decision making.
2. Comply with state and federal regulations and District procedures regarding implementation of IDEA.
3. Maintain personal standards of grooming compatible with the contract.
4. Maintain special education records and logs for individual students.
5. Maintain standard of promptness in carrying out assignments.
6. Maintain understanding of and implement current educational practices acquired through professional literature, and by attending conferences and site and District meetings.
7. Meet obligations as specified by the Education Code and Board Policy.
8. Participate in District, site and department activities such as staff meetings and Professional Learning Community work.
9. Share responsibility for effective operation of the school program.

### **ESSENTIAL FUNCTIONS:**

#### Direct Service and Consultation

1. Communicate with parents regarding student progress on a regular basis.
2. Conduct evaluations to assess students with language, speech and hearing disabilities.
3. Consult with school personnel concerning appropriate learning objectives for children.
4. Coordinate and case manage the identification process (from referral, evaluation, determination of eligibility, development of IEP) by communicating with parents and staff.
5. Coordinate and communicate with parents, teachers, school personnel, community agencies, and medical community in management of a student's communication disorder or delay.
6. Develop, implement and evaluate students' progress towards Individual Education Program goals for students with disabilities.
7. Participate as appropriate in support meetings, e.g., Student Study Team, and Intervention Plan meetings.
8. Prepare accurate assessment reports and communicate results to parents and staff.
9. Provide specialized instructional service on an individual, small group or whole class basis in order to address the goals and objectives specified on the IEPs.
10. Provide timely and effective supplemental early intervention assistance (Response to Intervention Model) as part of a schoolwide approach for students struggling in the area of literacy.

#### Other Duties and Responsibilities

Under the direction of his/her supervisor, the Speech Language Pathologist may be assigned to:

1. Cooperate with District offices in distributing and collecting notices, forms, data, surveys, etc. as required by laws and/or policies.
2. Plan, coordinate and evaluate the work of paraprofessionals and interns, and as requested by the supervisor, participate in the selection of these people.

3. Select and maintain inventory of materials, books and curriculum to support the SLP program.

**QUALIFICATION STANDARDS:**

Ability – Above average recommendations from supervisors or other professionals who have observed the SLP’s personal characteristics, scholastic attainment and professional performance.

**EXPERIENCE/EDUCATION/CREDENTIALS:**

Must hold one of the following:

California Licensure: Speech Language Pathology

California Credential: California Rehabilitative Clinical Service, Communication Handicapped Credential, or Speech Language Pathology.

**KNOWLEDGE AND ABILITIES:**

Ability to:

Communicate with competent oral and written English skills.

Establish and maintain cooperative and effective working relationships with others.

Maintain confidentiality and use discretion.

Use tact, patience and courtesy.

**WORKING CONDITIONS:**

Environment:

Indoor and outdoor work environment.

Driving between sites.

Physical Abilities:

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

Dexterity of hands and fingers to operate a keyboard.

Following training, restrain students who are physically aggressive.

Hearing and speaking to exchange information and make presentations.

Hearing to respond to discrete differences in sounds.

Lifting and carrying books, materials and equipment to execute lessons and presentations.

Seeing to read, prepare and review a variety of activities and to monitor student activities.

Sitting or standing for extended periods of time.

Walking extended lengths to move around campus.

Hazards:

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

Potential exposure to physical injury from aggressive behavior.