

CENTRAL SCHOOL DISTRICT

Job Title: Speech Language Pathologist
Reports to: Director of Special Education and
Pupil Personnel Services

Occupational Group: Certificated
Work Year: 185 days

DEFINITION

Under the direction of the Director of Special Education and Pupil Personnel and under the immediate direction of the site administrator, to provide diagnostic, remedial and consultative services for children with communicative disorders.

QUALIFICATIONS

Education/Certification:

- Possession of advanced degree from an accredited college or university in Speech Language Pathology.
- Appropriate and valid credential authorizing service as a Speech and Language Pathologist.

Knowledge of:

Laws and education codes affecting special education; Standardized language, speech and hearing assessment instruments and their administration and interpretation.

Ability to:

Work effectively with children, adolescents, parents, district staff and agency representatives; communicate effectively both verbally and in writing; see to read, interpret and explain policies, programs and reports; follow oral and written instruction with a minimum of direction; work independently and make decisions within the framework of district policies and guidelines; work confidentially with discretion; keep accurate and complete records; establish priorities and meet deadlines.

ESSENTIAL & REPRESENTATIVE DUTIES – Duties may include, but are not limited to, the following:

- Ability to assess the speech/language development of verbal and non-verbal children. **E**
- Effectively identify pupils with communicative disorders and select cases according to appropriate eligibility criteria.
- Employ assessment procedures, techniques and standard tests necessary for thorough and accurate diagnosis and convey pertinent information to cooperating personnel.
- Establish and/or follow professionally sound guidelines for identification, referral, diagnosis, caseload selections, termination and follow-up procedures.
- Review relevant student case files, school, and health records.
- Participate in IEP and CST/SST meetings. **E**
- Develop an IEP and/or IEP goals for each student.
- Write appropriate reports, goals and objectives.
- Formulate short and long term therapeutic goals to meet individual needs.
- Participate as a team member in the IEP process.
- Communicate effectively with staff and parents regarding test results, IEP goals and student progress.
- Redefine objectives and modify therapy as needed.
- Chair IEP meetings.
- Guide pupils toward an awareness of their responsibility for modifying the behavior which characterizes their communicative disorder.

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- Maintain appropriate records. **E**
- Originate and/or follow the procedures for an appropriate and efficient record keeping and evaluation system.
- Maintain daily notations, MediCal billing, benchmark progress reports.
- Meet district and legal required timelines in Special Education regulations per Federal and State mandates.
- Order testing/therapy materials within the budget provided by the district.
- Work and communicate effectively with students, parents, staff and others. **E**
- Facilitate special education meetings.
- Work effectively in multi-ethnic setting.
- Understand and relate to children.
- Remain flexible.
- Travel to schools within the district.
- Record and analyze responses related to improving communication skills.
- Schedule, plan and implement therapy sessions based on student IEP goals. **E**
- Adhere to goals and objectives identified on the IEP.
- Guide pupils toward an understanding and awareness of their responsibility for modifying the behavior that characterizes their communicative disorder.
- Encourage progress within the therapy setting and try to provide for reinforcement within other environments.
- Maintain awareness of new laws and education codes affecting special education. **E**
- Participate in multi-disciplinary staff conferences with school, county, and community personnel.
- Utilize research strategies and result to improve the program.
- Use additional professional resources when supplementary diagnostic information is needed.

WORKING CONDITIONS

Special education learning environment pullout and inclusion programs; speaking, listening and observing as needed to provide instruction; may be exposed to hostile parents and students.