

SALEM-KEIZER PUBLIC SCHOOLS JOB DESCRIPTION

10/14	<u>SPEECH LANGUAGE PATHOLOGIST (SLP)</u>	1.6.13
Effective Date	Job Title	Index

Primary Function:

Utilizing leadership, advocacy, and collaboration, speech language pathologists provide prevention, assessment and remediation services for students who exhibit difficulties in language, speech, voice and fluency. These services are designed to help students meet their functional and educational goals.

Supervised By:

School Administrator(s)

Essential Functions:

Screening, Assessment, Diagnosing and Advising

- E-1 Conducts communication and hearing screenings.
 - E-1.1 Serves on student study team (SST)/Individualized Education Program (IEP) team as appropriate.
 - E-1.2 Works with other professionals to carry out the screening process.
 - E-1.3 Uses appropriate screening instrument(s).
- E-2 Administers formal and informal (ongoing & curriculum-based) assessments.
 - E-2.1 Observes students in educational environments.
 - E-2.2 Selects appropriate assessments based on individual student needs as per District recommendation.
 - E-2.3 Administers tests according to acceptable procedures.
- E-3 Obtains additional diagnostic information from appropriate persons and available records for speech-language purposes.
 - E-3.1 Obtains pertinent case history.
 - E-3.2 Obtains data from other professionals and parents.
- E-4 Analyzes and interprets information to make recommendations regarding the need for speech-language services.
 - E-4.1 Integrates data from a variety of assessment techniques and sources.
 - E-4.2 Determines the effects of the student's impairment in accessing the general curriculum.
 - E-4.3 Presents and explains data to IEP Team.
 - E-4.4 Prepares evaluation summary.
- E-5 Provides information on an informal or formal basis regarding communication and hearing screening results, when appropriate.
 - E-5.1 Presents information to school personnel and parents about language disorders as it relates to student academic success.
 - E-5.2 Presents information to school personnel and parents about speech disorders (articulation, voice, and fluency) as it relates to academic performance.
 - E-5.3 Provides information to school personnel and parents about communication development and hearing screening results.
 - E-5.4 Provides information to school personnel, parents and non-school agencies about current procedures and program guidelines.
 - E-5.5 Speaks to community organizations and allied professionals, conducts workshops and provides public information when appropriate.

- E-6 Supervises undergraduate/graduate interns, educational support professionals, volunteers and other professionals, as appropriate.
 - E-6.1 Provides feedback for the effectiveness of personnel assigned to the speech-language pathologist.
 - E-6.2 Maintains records regarding personnel supervised.
 - E-6.3 Cooperates with college/university training programs as approved by the District Student Teaching and Intern Placement Office.
 - E-6.4 Supervises speech language pathologists during Clinical Fellowship as approved by the District Student Teaching and Intern Placement Office.

Instructional Planning and Preparation

- E-7 Works cooperatively with school personnel to accomplish the mission and vision of the school district.
 - E-7.1 Attends meetings, such as faculty meetings, special education meetings and parent-teacher conferences as appropriate.
 - E-7.2 Serves on committees, such as speech-language program development meetings, curriculum development committees, and/or school-based committees.
- E-8 Coordinates speech-language services with other school personnel.
 - E-8.1 Collaborates with school personnel (e.g. administrators, teachers, counselors, and special education staff) to best meet the needs of students.
 - E-8.2 Meets with related school personnel to coordinate specific objectives for individualized educational programs.
 - E-8.3 Schedules interventions using a variety of service delivery models, including classroom intervention, consultation/collaboration and pull-out as appropriate to meet student needs in the least restrictive environment.
- E-9 Maintains records of the speech-language program and prepares periodic reports as required.
 - E-9.1 Keeps data for program planning and decision making for students.
 - E-9.2 Submits reports that meet local and state requirements.
 - E-9.3 Maintains current records for use by authorized school personnel.
 - E-9.4 Safeguards confidentiality of student records.

Managing and Conducting Therapy

- E-10 Demonstrates knowledge and understanding of Oregon Administrative Rules (OARs) in management of communication disorders.
- E-11 Collaborates/consults with classroom teachers in the management of speech-language disorders.
- E-12 Plans evidence-based interventions appropriate for individual students and groups of students.
 - E-12.1 Implements the service delivery model most appropriate to the students' degree of severity.
 - E-12.2 Provides activities commensurate with students' ability level and/or interests.
 - E-12.3 Modifies therapeutic instructional approaches and other functions from data gathered during therapy.
 - E-12.4 Selects/implements evidence-based practices which support the goals and objectives of the communication and hearing program.
- E-13 Uses evidence-based methods and proven researched best practices and techniques appropriate to stated objectives.
 - E-13.1 Designs, selects and/or modifies special curricula/therapy content.
 - E-13.2 Uses a variety of equipment, materials, devices and aids.

- E-13.3 Uses systematic and evidence-based intervention strategies to build communication competence.
- E-13.4 Provides feedback and reinforcement to students.
- E-14 Manages the facilities, materials and equipment, including technology, necessary to the delivery of speech language pathology services.
 - E-14.1 Requests adequate facilities, materials and equipment.
 - E-14.2 Uses and maintains facilities, materials and equipment in an optimal manner.
 - E-14.3 Arranges therapy environment to create optimum learning conditions.
 - E-14.4 Chooses therapy materials to meet the needs, age, cultural differences and interests of individual students.
- E-15 Adjusts intervention strategies based upon student performance.
 - E-15.1 Uses systematic procedures for review of student progress.
 - E-15.2 Changes program activities on basis of student progress.
- E-16 Promotes effective interpersonal relations with students.
 - E-16.1 Uses language appropriate to the listener.
 - E-16.2 Maintains confidentiality of information received.
 - E-16.3 Promotes respect for cultural differences.
 - E-16.4 Encourages others to understand and respect those with disabilities.

Adhering to Local, State, Federal Regulations and Ethical Practices

- E-17 Completes procedural documentation appropriately, i.e. special education forms.
- E-18 Abides by professional code of ethics.
- E-19 Develops appropriate IEPs based on students' strengths & needs.
- E-20 Demonstrates awareness of professional performance in due process matters and legal environments.
- E-21 Manages time efficiently.
 - E-21.1 Submits documentation to the appropriate person(s) and maintains schedule for therapy/instructional services, diagnostic assessments, speech-language and hearing and other activities.
 - E-21.2 Provides and follows schedules for assigned schools and informs appropriate personnel of departures from schedule.
 - E-21.3 Keeps an updated schedule of each student's therapy.
 - E-21.4 Arranges travel time to maximize contact with students and to accomplish other duties.
- E-22 Engages in continuing education and professional growth activities related to communication disorders, hearing and education.
 - E-22.1 Participates in professional meetings, i.e. Job Alike, symposia and workshops directly related to the speech-language-hearing profession.
 - E-22.2 Reviews speech, language and hearing literature and makes use of new information during therapy and instructional procedures.
 - E-22.3 Applies knowledge gained from continuing education activities.
 - E-22.4 Explores and disseminates information about new and/or improved methods for serving students.
- E-23 Adheres to established rules, regulations, laws and appropriate ethical standards.
 - E-23.1 Provides services that hold the well-being of each student paramount.
 - E-23.2 Guards against conflicts of professional interest.
 - E-23.3 Demonstrates knowledge of federal, state and local rules, regulations and laws.
 - E-23.4 Complies with established lines of authority within the parameters of professional standards as defined by Student Services and building administration.

Leadership and Collaboration

- E-24 Provides consultation to parents, teachers and other appropriate school personnel.
 - E-24.1 Consults with parents and teachers relative to identified and non-identified students.

- E-24.2 Consults with other personnel such as the principal, nurse, occupational therapist, physical therapist, school psychologist, student services coordinator, special educators, special education program assistants, social worker, counselor, other speech-language pathologists, and other professionals as needed.
- E-25 Seeks the assistance of teachers, parents and others to meet the communication needs of students.
 - E-25.1 Gives information to teachers, parents and others on ways to foster speech-language growth.
 - E-25.2 Talks with teachers formally and informally about individual student's needs and progress.
- E-26 Consults/communicates with non-school agencies to enhance services.
 - E-26.1 Requests specific information on individual student's receiving services from non-school agencies (e.g., clinics, hospitals, physicians, early childhood programs, etc.) with signed release of information when necessary.
 - E-26.2 Gathers general information about services offered by non-school agencies.
 - E-26.3 Coordinates students' therapeutic service with those provided by non-school agencies by telephone, written communication and/or formal meetings as appropriate.
- E-27 Makes recommendations and referrals for audiological/medical and related services.
 - E-27.1 Determines needs for referrals, collaborates and consults with audiologist regarding hearing services.
 - E-27.2 Performs hearing screenings in a timely manner.
 - E-27.3 Collaborates appropriately with other allied health professionals (e.g., physicians, therapists, etc.).

Additional Functions

- A-01 Takes precautions to provide for the health and safety of all students.
- A-02 Takes precautions to secure and protect District material, equipment, and facilities.
- A-03 Participates in activities which are related to school functions and/or the educative process which occur outside the regular school day, in accordance with the collective bargaining agreement.
- A-04 Performs other duties as assigned.

Minimum Qualifications:

- a. A valid and current Oregon Teaching License with basic or standard speech endorsement or an appropriate license as per the State Board of Licensure for this profession.
- b. Thorough knowledge of behavior management methods and individual instructional programming.
- c. Reliable transportation between buildings.
- d. Effective interpersonal communication skills.
- e. Ability to organize and maintain efficient time schedule.

Work Environment

Subject to inside and outside environmental conditions with routine exposure to the weather including seasonal heat and cold. Subject to frequent loud noises in the environment.

Physical Requirements

Hearing and speaking to exchange information; seeing to perform assigned duties; sitting, standing and walking for extended periods of time; dexterity of hands and fingers to operate equipment; kneeling, bending at the waist, and reaching overhead, above the shoulders and horizontally, to retrieve and store files and materials, and lifting light objects.

Strength: Sedentary/Medium – Exert force to 10-25 lbs. frequently, and up to 10 lbs. constantly or a negligible amount of force frequently to lift, carry, push, pull or move objects. May be required to restrain a student using moderate strength (20-50 pounds push or pull) and MANDT techniques.

Intermittent bending, twisting, squatting kneeling, crawling, climbing stairs, reaching. On feet throughout the day. Work effectively in an environment which can be both physically and emotionally fatiguing.

Work with students who may exhibit aggressive assaultive behavior, as required of specific job assignment.

Minimum Term of Employment:

Dependent on the employee's status and the terms of the current licensed employee collective bargaining agreement.

Salary Level:

Placement on the current Salem-Keizer Public Schools licensed employee salary schedule.

Evaluation:

Performance of this position will be evaluated according to the District's process for evaluation of licensed personnel.

I am willing and able to perform the duties of this position as described in this job description:

Signature: _____

Date _____

Print Name: _____