



SECTION 3216
CATEGORY Educational Services
SUB-CATEGORY Speech-Language Specialist

QUALIFICATIONS:

1. New Jersey State Educational Services Certification with Speech-Language Specialist Endorsement.
2. New Jersey State license as a Speech-Language Specialist and/or American Speech-Language-Hearing Association's (ASHA) Certificate of Clinical Competence in Speech-Language Pathology (CCC-SLP).
3. Exceptional writing, oral, interpersonal, communication, and analytical skills.
4. Knowledge of applicable laws, regulations, and procedures.
5. Broad comprehensive knowledge in the field of speech-language pathology.
6. Ability to apply the principles of assessment, treatment, and prevention of speech, language, and hearing disorders.
7. Required criminal history check and proof of US citizenship or legal alien status.
8. Such alternative or additional qualifications as the Superintendent or Board of Education may deem appropriate.

REPORTING RESPONSIBILITIES

The Speech-Language Specialist reports to the Supervisor. He or she works in collaboration with Building Administrators, Assistant Superintendents, and the Superintendent, as appropriate.

SUPERVISORY RESPONSIBILITY AND AUTHORITY

The Speech-Language Specialist shall maintain line and staff authority in accordance with the Board of Education approved District Organizational Chart.

JOB GOAL

The Speech-Language Specialist, in accordance with Board policy and New Jersey Statute and guided by the Board-approved curriculum and goals as well as the administrative rules of the Superintendent, the Assistant Superintendents, and the Supervisors, is responsible for supporting assigned students.

TERMS OF EMPLOYMENT

Contract consistent with the agreement negotiated with the applicable bargaining unit.

PERSONAL EVALUATION

The Speech-Language Specialist shall be evaluated in writing in line with state requirements and Board of Education policy and regulation by any of the following or combination of the following: Building



Administrator(s), Supervisor(s), the Assistant Superintendent for Curriculum and Instruction, the Assistant Superintendent for Personnel, the Assistant Superintendent for Special Services, and/or the Superintendent, at least twice a year if tenured and at least three times a year if non-tenured. The evaluation shall be based in part on the performance of the responsibilities indicated in this position description.

PERFORMANCE RESPONSIBILITIES

I. Delivery of Educational Services

1. Supports the Board of Education and administration's philosophy of education, special education, and instructional goals and objectives.
2. Surveys, evaluates, diagnoses, and classifies speech and/or language disorder students according to the student's ability and formulates the student's profile through a variety of functional, behavioral and standardized assessments, skilled observation, checklists, histories and interviews.
3. Synthesizes evaluation results into a comprehensive written report that reflects strengths and barriers to student participation in the educational environment; directs program development; and guides evidence-based intervention.
4. Keeps informed of all legal requirements governing special education and ensures that all requirements are met as outlined by under administrative code, state and/or federal law, and Board policy.
5. Follows established procedures for evaluation, placement and reappraisal of students needing speech-language therapy.
6. Collaborates with special services personnel, school personnel, parents, and, where appropriate, the student, in participation of the Individualized Education Program (IEP) and/or 504 Plan for eligible students.
7. Prepares IEPs and implements therapy programs, as defined by the IEP, in order to support the student's progress toward the standards.
8. Provides a variety of speech-language therapy interventions related to the goals stated in the student's IEP and aimed at improving the student's academic and communication performances in the school environment.
9. Serves as case manager for students identified and classified as Eligible for Speech and Language Services (ESLS).
10. Assumes primary responsibility for scheduling students for speech and language services after consultation with administration and staff.
11. Works collaboratively with school personnel in implementing plans for remediation and modifications to address speech and language problems that impact academic performance.
12. Provides assistance to staff and parents in adapting materials and/or communication devices to accommodate student's disability.
13. Provides skilled assistance to staff in order to help accommodate the student's disability in instruction and in other school related activities.
14. Observes student in an instructional setting, when appropriate and assigned.
15. Attends as directed, staffing and conferences regarding current students and new admissions requiring speech/language therapy.
16. Maintains, as directed, an inventory of equipment and materials used.
17. Documents speech/language therapy services to ensure accountability of service provision and to meet standards for reimbursement of services as appropriate.
18. Maintains lists of referred, screened, and eligible students.



II. Interaction with Students, Parents, School, and Community

1. Provides information to community groups and parents concerning speech/language therapy programs as requested or needed.
2. Initiates, facilitates, and maintains liaison with community agencies and other resources to meet students' special needs. Refers parents and student to agencies when appropriate.
3. Works collaboratively with parents and provides consultation and support to parents.

III. Program Planning, Evaluation, and Reporting

1. Provides recommendations for materials and equipment required for the occupational therapy program.
2. Participates in the development and implementation of in-service programs.
3. Assumes responsibility for the preparation and timely submission of all required reports, and for timely input into reports prepared by others.

IV. Professional Development

1. Utilizes the evaluation process for self-reflection and personal growth.
2. Maintains and improves professional competence by keeping abreast of current developments, new trends, and contemporary interpretations within and beyond the role of the CST member.
3. Utilizes technology relevant to the position of case manager in the Speech-Language Specialist role.
4. Participates in articulation between the primary, intermediate, middle, and high school programs.
5. Attends district-sponsored professional development opportunities.
6. Participates in building and department meetings.
7. Serves on committees related to the position.
8. Seeks professional development opportunities outside of the school district for areas of professional interest or need.
9. Maintains all required or mandated training programs and updates related to the position.

V. District/Building Procedures

1. Follows policy and procedures related to school safety practices.
2. Monitors administration of assessments to ensure that students are following procedures as outlined as well as maintaining security and confidentiality for all assessments.
3. Implements guidelines and procedures as outlined for school trips and other functions off school grounds.
4. Attends special events held to recognize student achievement, and school-sponsored activities, functions, and events connected to the position.
5. Implements Board policy as outlined.

VI. Communication

1. Maintains parent/guardian communication in accordance with district policy and building protocol.
2. Attends meetings at the department, school, and district levels.
3. Works closely with administrators and guidance department staff regarding student scheduling problems, changes, and student progress.
4. Communicates concerns to the appropriate administrator.

VII. Other Duties

1. Maintains confidentiality in all areas of the assignment.
2. Assumes other duties and responsibilities incidental to the office or as assigned by the



Superintendent of Schools.

3. Adheres to all district policies and regulations, including but not limited to:
 - a. Teaching Staff Member/School District Reporting Responsibilities – 3159
 - b. Physical Examination – 3160
 - c. Substance Abuse – 3218
 - d. Electronic Communications between Teaching Staff Members and Students – 3283
 - e. Sexual Harassment – 3362

PHYSICAL DEMANDS

The physical demands described here are representative of 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.

WORK ENVIRONMENT

The work environment characteristics described here are representative of 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.

Adopted: 2020 January 21