

# LYON COUNTY SCHOOL DISTRICT

## Speech Language Pathologist

---

**Job Group:** General Education Services-Licensed

**Classification:** Certified

**Terms of Employment:** 9 Months or (185/189 Days)

**FLSA STATUS:** EXEMPT

This is a salaried position assigned to the Licensed Employee Salary Schedule.

### QUALIFICATIONS:

1. Valid Nevada Teaching Certificate for Speech and Language Impairment.
2. Bachelor's Degree from an Accredited Institution; Master's Degree Preferred.

Desired: Board of Examiners State License, ASHA Certification.

### PREFERRED QUALIFICATIONS, BUT NOT MANDATORY:

1. Board of Examiners State License.
2. ASHA certification.

REPORTS TO: Building Administrator

### JOB GOAL:

The Speech-Language Pathologist (SLP) provides diagnostic, remedial and consultative services for students with receptive/expressive communicative disorders. The SLP participates as a member of the special services and academic multidisciplinary teams.

### TERM OF EMPLOYMENT:

Salary and work year to be determined by the Board of School Trustees.

### EVALUATION:

Performance of this job will be evaluated in accordance with the Board's policy on Evaluation of Certified staff.

### PERFORMANCE RESPONSIBILITIES:

1. Identification of children with speech or language impairments.
2. Diagnosis and appraisal of specific speech or language impairments.
3. Referral for medical or other professional attention necessary for the habilitation of speech or language impairments.
4. Provision of speech and language services for the habilitation or prevention of communicative impairment.
5. Counseling and guidance of parents, children, and teachers regarding speech and language impairments.
6. The speech-language pathologist follows approved therapy guidelines as established by the State, the District, or the School.
7. The speech-language pathologist evaluates goals and modifies Individualized Educational Plans when necessary.
8. The speech-language pathologist develops and executes appropriate therapy strategies which will guide therapy progress to accomplish long-range goals.
9. The speech-language pathologist recognizes the relationship of the speech therapy program with other disciplines

and appropriately reinforces during therapy.

10. The speech-language pathologist plans for and participates in professional improvement activities and takes advantage of courses, readings, in-service training, and conferences in his/her area of specialization and competency.

11. The speech-language pathologist will identify potential speech and language problems through screenings of students in kindergarten through twelfth grade.

12. The speech-language pathologist, where required, will identify potential hearing problems by screenings of kindergarten and other teacher referrals.

13. The speech-language pathologist will provide diagnostic evaluations for students selected from screening or referrals. Areas of evaluation may include: receptive language, expressive language, articulation, voice, fluency, auditory perceptual skills and hearing.

14. The speech-language pathologist will utilize diagnostic evaluation results in preparing an individual educational plan for remediation of the speech and/or language problems.

15. The speech-language pathologist gives directions that are clear, concise, and appropriate.

16. The speech-language pathologist provides timely feedback to all students as to what they are doing well, what needs to be improved, and give specific direction on how to improve.

17. The speech-language pathologist monitors and adjusts the lesson pace in relationship to the objective to promote the success of all students.

18. The speech-language pathologist guides the therapy process toward the achievement of individual educational plan goals by establishing clear objectives and communicating these objectives to the students.

19. The speech-language pathologist is aware of and utilizes appropriate strategies that enhance student's therapy participation and success and the development of thinking skills.

20. The speech-language pathologist utilizes individual students' interests to promote a desire to learn.

21. The speech-language pathologist assesses student progress at the end of each session and uses this information for future therapy planning.

22. The speech-language pathologist assigns and monitors homework, when appropriate, as an extension and reinforcement of therapy lessons.

23. The speech-language pathologist recognizes encouragement and positive reinforcement techniques as effective motivational factors.

24. The speech-language pathologist provides learning experiences so that students are encouraged to assume responsibility toward self-direction.

25. The speech-language pathologist encourages students to work toward maximum potential and to take pride in their accomplishments.

26. The speech-language pathologist uses a variety of materials to accommodate the students individual education program needs.

27. The speech-language pathologist demonstrates acceptable command of the English language in written and oral communication.

28. The speech-language pathologist implements short and long-term goals of the individual educational program by use of appropriate therapeutic approaches.

29. The speech-language pathologist and students have established clear limits of behavior: students know the consequences of exceeding those limits, and the teacher explains fully to students what is expected from them in the therapy environment.

30. The speech-language pathologist promotes discipline and responsibility in students by monitoring expected behavior and utilizing appropriate responses.

31. The speech-language pathologist helps students improve their self-image by helping them grow in their understanding of their capabilities and limitations.

32. The speech-language pathologist creates an atmosphere in which students perceive that the speech-language pathologist cares about what and how they learn.

33. The speech-language pathologist encourages all students to participate in learning activities.

34. There is purposeful activity in the therapy session and reasonable interchange among students working cooperatively in learning activities.
35. The speech-language pathologist creates an atmosphere where students feel free to express their views, and encourages respect for their rights, opinions, property and contributions of others.
36. The speech-language pathologist understands and accepts students as individual human beings with dignity and worth.
37. The speech-language pathologist carries out clerical duties such as attendance, budgeting of materials, recording of grades, etc., promptly and accurately.
38. The speech-language pathologist communicates with students at their level of comprehension.
39. The speech-language pathologist works as part of the multidisciplinary team in making recommendations for appropriate educational plans for students.
40. The speech-language pathologist informs parents and the administrator of the results of evaluations, therapy goals, and therapy progress by conferences, written reports and/or telephone calls.
41. The speech-language pathologist informs classroom teachers of results of screenings, evaluations, and therapy and to offer suggestions for classroom implementation and facilitation of individual educational goals.
42. The speech-language pathologist promotes a professional attitude toward the schools, school board, administration, other staff members, and the community.
43. The speech-language pathologist offers and seeks assistance, advice, and guidance from colleagues, speech-language pathologists, and/or supervisors.
44. The speech-language pathologist is prompt in arriving at school, classes and meetings, and observes other required time schedules.
45. The speech-language pathologist recognizes the importance of regular attendance to the speech and language program and that consistent absenteeism will impair the continuity of that program.
46. The speech-language pathologist assists in upholding and enforcing school rules, administrative regulations, and board policies.
47. The speech-language pathologist keeps in confidence information that has been obtained in the course of professional service with respect to students, parents, and other staff members, unless disclosure serves professional purposes or is required by law.

Employee Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Administrator/Management Signature: \_\_\_\_\_ Date: \_\_\_\_\_