

SCHOOL DISTRICT OF DESOTO COUNTY

SPEECH AND LANGUAGE PATHOLOGIST

JOB DESCRIPTION

QUALIFICATIONS:

- (1) Bachelor's degree in Speech/Language Pathology and/or Communication Disorders from an accredited educational institution.
- (2) Master's degree from an accredited educational institution preferred.
- (3) Valid Florida certification in Speech/Language Pathology and /or State of Florida licensure in Speech/Language Pathology, Department of Professional Regulations or the Department of Health.
- (4) Successful experience working with children, preferably in a school setting.
- (5) Valid Florida driver's license. Must be able to travel to various schools, as needed.
- (6) Satisfactory criminal background check and drug screening.

KNOWLEDGE, SKILLS AND ABILITIES:

Knowledge of federal and state regulations and district guidelines as they relate to implementation of the speech and language impaired program. Comprehensive knowledge about assessment and remediation of speech and language impairment. Knowledge of the needs of the diverse classroom. Knowledge of current trends in speech and language techniques. Knowledge of principles, methods, and procedures for diagnosis, treatment, and rehabilitation of speech and language mental dysfunctions. Knowledge of human behavior and performance; individual differences in ability, personality, and interests; learning and motivation. Knowledge of the information and techniques needed to provide services to speech and language impaired students. Ability to develop hypotheses, interpret data and write reports. Ability to accurately evaluate students and prescribe actions for improvements. Ability to assess physical and cognitive limitations and prescribe/implement programs of correction. Ability to consult effectively with parents and teachers. Ability to maintain accurate records and use time efficiently. Ability to communicate effectively orally and in writing. Ability to plan and implement effective activities for co-workers and students. Ability to work effectively with teachers, administrators, nurses and paraprofessionals. Ability to develop and maintain effective working relationships. Ability to maintain confidentiality. Ability to function as a member of the educational team and a strong desire to work with children. Ability to drive to various schools.

REPORTS TO:

Director of Exceptional Student Education

JOB GOAL

To provide a comprehensive program for appropriately identified students who are referred to the speech and language impaired program.

SUPERVISES:

N/A

*Updated: April 23, 2024
Effective Date: July 1, 2024*

Job Code: 52018

SPEECH AND LANGUAGE PATHOLOGIST (Continued)

PERFORMANCE RESPONSIBILITIES:

Planning/Preparation

- * (1) Develop a plan of care with specific instructions to students, teachers, other professionals, parents and other participants on an interdisciplinary team.
- * (2) Participate in developing Individual Education Plans (IEPs) goals, and objectives that reflect student needs.
- * (3) Identify, select and order appropriate materials, supplies, and equipment for therapy and program implementation.
- * (4) Establish schedules to plan and conduct a therapy program for eligible students. This includes implementation and annual review of the Individual Educational Program (IEP).

Administrative/Management

- * (5) Provide statistical information for program planning; i.e., FTE information, severity rating data, end of year reports, matriculation reports, screening results, etc.
- * (6) Establish and maintain effective and efficient record keeping procedures.
- * (7) Prepare and maintain audit files on all speech and language impaired students.
- * (8) Maintain accurate records and data collection to document students' progress, including requirements for Medicaid.
- * (9) Complete and submit Medicaid forms for eligible students.
- * (10) Use time effectively.
- * (11) Manage materials and equipment effectively and safely.
- * (12) Establish and maintain a positive, organized and safe environment for students.
- * (13) Use technology resources effectively.

Assessment/Evaluation

- * (14) Use data-based decision making as part of the intervention, assessment and evaluation methods.
- * (15) Conduct informal and formal observations and screenings of students as part of the evaluation process.
- * (16) Identify students who have speech and/or language impairments through screening and/or diagnostic assessments.
- * (17) Review student records and analyze information pertinent to student learning and school behavioral/social/emotional needs.
- * (18) Evaluate and determine eligibility for students' need of speech and language impaired program.
- * (19) Participate in the periodic reevaluation of students with disabilities who are served in Exceptional Student Education programs.
- * (20) Schedule students for the speech and language impaired program taking into account the total educational setting.
- * (21) Develop and maintain behavioral data and create graphical data representations and reports for progress monitoring of students.
- * (22) Write evaluations and interim progress reports.
- * (23) Reevaluate short-term objectives and revise as needed.
- * (24) Attend and participate in RtI meetings and provide, monitor, and report on interventions applied.
- * (25) Use standardized assessment tools and clinical observations to screen, evaluate and reassess students' needs.

Intervention/Direct Services

- * (26) Consult with parents, teachers, principals and others as appropriate, concerning general guidelines of speech and language development and specifically about the students enrolled in the program.

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SPEECH AND LANGUAGE PATHOLOGIST (Continued)

- *(27) Assist, as needed, in the review of cumulative records of students transferring from other districts to advise schools regarding appropriate speech/language needs.
- *(28) Recommend students, as appropriate, for consideration for 504 services.
- *(29) Implement the plan of care for eligible students.
- *(30) Implement activities focused on improving skills needed to address specific problems.
- *(31) Provide for the development, improvement or restoration of speech and language impairment.
- *(32) Provide intervention directed toward improving daily living skills, work readiness/performance, play skills or enhancing educational performance skills.
- *(33) Provide and recommend assistive technology, adaptive equipment, or environmental modifications as needed.
- *(34) Recommend changes in clients' school environments, consistent with their needs and capabilities.
- *(35) Recognize overt indicators of student distress or abuse and take appropriate intervention, referral, or reporting action.
- *(36) Provide for student services as recommended in the IEP.

Collaboration

- *(37) Assist parents and teachers in understanding statistical information obtained from behavioral assessments.
- *(38) Communicate effectively, orally and in writing, with other professionals, students, parents, and community.
- *(39) Correspond with sponsoring physicians as appropriate.
- *(40) Assist the audiologist in conducting hearing screening and in medical follow-up for students referred.
- *(41) Participate in IEP meetings and other student-related conferences and serve as the designee for Exceptional Student Education and Student Services during eligibility determinations.
- *(42) Review evaluation findings with the Exceptional Student Education staffing specialist and assist in the development of Individual Education Plans (IEP) and individual education goals and objectives, as appropriate.
- *(43) Provide consultation on an ongoing basis to teachers, parents and other school personnel to resolve students' learning and behavioral problems.
- *(44) Provide families, employees, and other professionals with consultation and instruction in therapeutic intervention that carry over into daily activities.
- *(45) Consult with teachers, parents, and other IEP committee members to ensure that students' needs are being met.
- *(46) Act as a liaison with public and private agents who work with students.
- *(47) Establish and maintain a positive, collaborative relationship with students' families to increase student achievement.

Staff Development

- *(48) Provide training and assistance in intervention techniques and strategies designed to improve student success in the school setting.
- *(49) Demonstrate professional growth and continuous improvement of professional knowledge and skills.
- *(50) Participate in district-sponsored staff development programs.
- *(51) Assist the school family in understanding the impact of economic levels, ethnicity, language and culture on performance and behavior.
- *(52) Participate in appropriate activities for the continuing improvement of professional knowledge and skills.

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SPEECH AND LANGUAGE PATHOLOGIST (Continued)

*(53) Provide inservice training to employees as needed.

Professional Responsibilities

*(54) Act in a professional and ethical manner and adhere at all times to the *Code of Ethics* and the *Principles of Professional Conduct for the Education Profession in Florida*.

*(55) Model professional and ethical conduct at all times.

*(56) Mentor new colleagues.

*(57) Perform and fulfill all professional responsibilities.

*(58) Prepare required reports in an accurate and timely manner and maintain all appropriate records.

*(59) Maintain confidentiality of student and other professional information.

*(60) Maintain certification and/or licensure requirements.

*(61) Comply with policies, procedures, and programs.

*(62) Support school and district goals and priorities.

*(63) Ensure that student growth and achievement are continuous and appropriate for age group and student program classification.

*(64) Perform other tasks consistent with the goals and objectives of this position.

*Essential Performance Responsibilities

PHYSICAL REQUIREMENTS:

Heavy Work: Exerting up to 100 pounds of force occasionally, and/or up to 50 pounds of force frequently and/or up to 20 pounds of force as needed to move objects.

TERMS OF EMPLOYMENT:

Salary and benefits shall be paid consistent with the district's approved compensation plan.

Length of the work year and hours of employment shall be those established by the district.

COMPENSATION:

Compensation for this position is Pay Lane **ES** and **SUPPLEMENT PAY (when applicable)**

EVALUATION:

Performance of this job will be evaluated in accordance with provisions of the Board's policy on evaluation of personnel.