

ONTARIO-MONTCLAIR SCHOOL DISTRICT

SPEECH LANGUAGE PATHOLOGIST

DEFINITION

Under direction of the Assistant Superintendent of SELPA & Equity and/or Designee, provide direct and indirect speech and language services to students with communication disorders; conduct assessments to assist in determining eligibility for special education and recommend appropriate speech and language services for students; consult with staff, parents/guardians/educational rights holders, and others concerned with the progress of students and develop strategies for meaningful educational benefit; consult and collaborate with staff to assist with the development and implementation of comprehensive Individual Educational Programs (IEPs).

EXAMPLES OF DUTIES

1. Assess student communication skills (e.g., articulation, fluency, phonology, voice, receptive, expressive, and pragmatic language) to determine eligibility and/or need for services
2. Synthesize, analyze, interpret and summarize assessment results, observations, and developmental information for the purpose of identifying communication disorders, determining eligibility, and developing recommendations for treatment
3. Prepare comprehensive written assessment reports outlining the interpretation of assessment results.
4. Participate collaboratively as a member of the IEP team meeting to effectively communicate and interpret assessment results, discuss eligibility, and propose goals and services as appropriate
5. Prepare and develop IEPs for eligible students
6. Develop treatment plans, including short and long-term therapeutic goals (as applicable) to meet individual needs of students
7. Coordinate meetings and processes for eligible students (e.g., testing, IEPs, parent meetings, etc.)
8. Consult and collaborate with a variety of groups and/or individuals (e.g., students, parents/guardians, educators, administrators, related service providers, etc.) regarding speech and language development, assessment, interventions, and therapy services
9. Provide appropriate individual and/or group speech and language therapy services for eligible students
10. Ability to redefine objectives and modify therapy as needed, while keeping parents and school collaborators informed
11. Utilizes current research-based materials and techniques to provide therapy and monitor student progress and adjust instruction/services/therapy as needed
12. Reviews and maintains confidential student files and records (e.g., progress reports, assessment results, treatment plans, service logs
13. Plan, and then conduct appropriate and informative teacher and parent conferences;
14. Develop and maintain a schedule of services
15. Provides an educational environment, which establishes, maintains, and reinforces appropriate student behavior, attitudes and social skills, so that each student can obtain educational benefit
16. Support eligible students in the use of communication technologies (e.g., augmentative and alternative communication devices, applications, etc.)
17. Communicates effectively with students, parents, teachers, and community to better meet the needs of students
18. Participates in activities and meetings designed to facilitate and support communication and integration of programs and activities
19. Attend staff, committee, or team meetings as appropriate or required
20. Participate in professional development as required
21. Perform such other duties and responsibilities as may be assigned

KNOWLEDGE AND ABILITIES

Knowledge of:

1. Federal and state regulations as well as District Special Education/SELPA policies and procedures including, but not limited to: the Individuals with Disabilities Education Act (IDEA) and its revisions; California Special Education regulations; and Section 504 of the Rehabilitation Act of 1973
2. Applicable State Educational Laws, codes, regulations, policies, and procedures related to the position
3. Individualized Education Program (IEP) process
4. Multi-tiered Systems of Supports (MTSS) and related processes and procedures
5. Confidentiality policies and practices. Including knowledge of Health Insurance Portability and Accountability Act (HIPAA) and Family Education Rights and Privacy Act (FERPA)
6. Speech and language evaluation and eligibility criteria for Special Education
7. Developmental sequence of speech and language skills
8. All types of communication disorders and their treatment approach
9. Cultural and linguistically appropriate assessment approaches
10. Standardized assessment tools and language sampling procedures
11. School District organization, curriculum and programs
12. Speech and/or Language differences vs. speech and/or language disorders in culturally diverse students
13. Current recommended practices for assessment and therapy
14. A variety of service delivery models
15. Technology and computer software applications relative to instruction and implementation
16. Academic, socioeconomic, cultural, and linguistic diversity of district, city and community
17. Knowledge of Alternative & Augmentative Communication (AAC)
18. Basic knowledge of Assistive Technology
19. Data collection and record-keeping techniques

EDUCATION AND EXPERIENCE

Any combination equivalent to a Master's degree or higher in communicative disorders and/or speech and language pathology from an accredited institution which qualifies applicant for a valid California Speech Language Pathology Services Credential

Experience in school-based speech and language services (preferred)

LICENSES, CERTIFICATION OR OTHER REQUIREMENTS

Valid California Speech Language Pathology Services Credential

California State Licensure (preferred)

ASHA Certificate of Clinical Competence (preferred)

Valid California driver's license

Multilingual (English/Spanish) desirable

WORK YEAR

184 days

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.

While performing the duties of this job, the employee is regularly required to talk or hear. The employee frequently is required to stand, walk, and use hands to finger, handle, or feel objects, tools, or controls. The employee is occasionally required to sit and reach with hands and arms.

The employee must regularly lift and/or move up to 25 pounds, frequently lift and/or move up to 10 pounds, and occasionally lift and/or move up to 50 pounds. Specific vision abilities required by this job include close vision, distance vision, color vision, peripheral vision, depth perception, and the ability to adjust focus.

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.

While performing the duties of this job, the employee occasionally works in outside weather conditions. The noise level in the work environment is usually moderate.

BOARD APPROVED: June 26, 2025