SOUTHINGTON Public Schools

# JOB DESCRIPTION

**TITLE:** **SPEECH/LANGUAGE PATHOLOGIST (SLP)**

**QUALIFICATIONS:**

1. Teaching certificate, License from Connecticut Department of Health
2. Degree in Speech and Language Disorders
3. Previous experience as a Speech/Language Pathologist is preferred.

**REPORTS TO:**

Administration and Special Education Coordinator.

**JOB GOAL:**

The purpose of the school based SLP is to provide speech and/or language services to students with communication disorders or weaknesses that impact their ability to access the curriculum to their potential.

**PERFORMANCE RESONSIBILITIES:**

1. Assist in addressing the linguistic and metalinguistic foundations of curriculum learning and literacy achievement of students with communication disorders, as well as other learners who struggle in school settings.
2. Engage, assist, and/or consult in the observation, referral to special education, assessment, identification, and program development of students with articulation, language and/or communication based disabilities that have impact on the education of students.
3. Conduct assessments to identify students with communication disorders and to inform instruction and intervention consistent with evidence-based practices.
4. Contribute expertise to educational teams and ensure that students receive culturally competent services in consideration of the impact of language differences and second language acquisition on student learning.
5. Provide intervention serving a range of communication disorders when there is an academic impact, including those involving receptive and expressive language, pragmatics, articulation (speech sound disorders), hearing loss, fluency, voice/resonance, and swallowing appropriate to the age and areas of concern for students using evidence-based decision-making.
6. Design individualized programs that utilize a continuum of service delivery models in the least restrictive environment for students with disabilities.
7. Maintain thorough, ongoing service records and data collection to make data-based decisions for individual students receiving speech/language services and thereby monitoring the effectiveness of programming.
8. Work collaboratively and consultatively with all school personnel for educationally relevant purposes. This may include consultation for Augmentative or Alternative Communication (AAC) and Hearing Assistive Technology (HAT).

9. Engage in efforts to prevent academic failure within a Multi-Tiered Systems of Support (MTSS) approach for speech, language, pragmatics, voice, and fluency using evidence-based practices and in alignment with the district's speech-language guidelines for tiered interventions.
10. Provide information, support, and training to parents with regard to communication development and disorders in support of creating a language and literacy-rich environment.
11. Foster family and student engagement by including families in planning, decision making and program implementation and promoting student responsibility and ownership of communication improvement goals appropriate to age and ability level.
12. Collaborate with community resources who may be involved in providing services to students outside of the school setting, gaining an appropriate release of information to do so.
13. Assume primary responsibility for requisitioning and/or maintaining needed equipment and supplies including updated assessment tools, assistive technology including augmentative and alternative communication (AAC) and hearing assistive technology (HAT).
14. Follow federal mandates, state mandates and local policies in performance of their duties including Individualized Education Program (IEP) development, MTSS development, Medicaid billing, report writing and treatment plan/therapy log development.
15. Perform all other related duties assigned by the building administration.

**TERMS OF EMPLOYMENT:**
In accordance with the agreement between the Southington Board of Education and the Southington Education Association.

**EVALUATION:**
Performance to be evaluated annually by the building administration and or the special education coordinator.