

SCHOOL DISTRICT OF ESCAMBIA COUNTY

JOB DESCRIPTION

SPECIALIST RESOURCE – SPEECH LANGUAGE IMPAIRED

QUALIFICATIONS:

- (1) Master's Degree or higher from an accredited educational institution with an accredited Speech Language Pathology curriculum.
- (2) Certificate of Clinical Competence required.
- (3) Possess a Florida License or Florida Teaching Certificate to practice Speech Language Pathology.
- (4) A minimum of 5 years experience in Escambia County required.
- (5) Qualifications may vary from the above requirements to such a degree as the Superintendent and Board determine is necessary and appropriate to ensure properly qualified personnel in each specialized assignment.

KNOWLEDGE, SKILLS AND ABILITIES:

Professional knowledge of the theories, terminology, principles and techniques of Speech Language Pathology practices in pediatric, adolescent and young adult growth and development, neurological disabilities, psychiatric disabilities, behavioral management and psycho-social aspects of children with mental and physical disabilities. Knowledge of the Individuals with Disabilities Education Act (IDEA). Knowledge of current evaluation systems, techniques, and instruments. Ability to consult and communicate effectively, both orally and in writing, with parents, students, teachers, physicians, psychologists and colleagues. Must have the ability to plan and deliver professional workshops for SLP's (Speech Language Pathologists) and other professionals to present program related information. The ability to conduct action plan meetings with parents, educators and agency personnel to resolve communication and educational problems for ESE students. Ability to manage resources and time to effectively support as many as 23 school sites.

REPORTS TO:

Subject Area Specialist-Speech Language Impaired
Director I – Special Education

SPECIALIST RESOURCE – SPEECH LANGUAGE IMPAIRED – continued

JOB GOAL

To determine eligibility for students with communication disorders based on the Florida State Board of Education eligibility criteria and facilitate SLPs in instruction, evaluation and intervention strategies resulting in quality therapy for students and their families. To ensure a free and appropriate public education to those students who are eligible for Speech Language Impaired services.

SUPERVISES:

School based SLPs

Master's level SLPs seeking a Certificate of Clinical Competence (9 month supervision required)

Bachelor level Speech Language Clinicians enrolled in a graduate program (50 –125 hours)

PERFORMANCE RESPONSIBILITIES:

Planning / Preparation

- * (1) Provide inservice training in current policy and procedures for newly hired SLPs.
- * (2) Provide inservice training for SLPs in current evaluation methods, materials, and therapy procedures.
- * (3) Develop service plans for private school students.
- * (4) Annually revise, publish and train the use of the Speech Language Impaired Guide for all SLPs.
- * (5) Participate in developing Individual Education Plans (IEPs).
- * (6) Identify/select appropriate materials and equipment for the Speech Language Impaired Program.
- * (7) Develop a Plan of Care for Medicaid eligible SLI students.
- * (8) Assist the Speech Language Impaired Subject Area Specialist.

Administrative / Management

- * (9) Serve as ESE Director – Designee for the SLI Program.
- * (10) Supervise SLPs requiring clinical hours for graduate school and / or completion of a Clinical Fellowship Year (ASHA requirement).
- * (11) Supervise school based SLPs.
- * (12) Serve as ESE facilitator for assigned schools and assist in curriculum, policies, procedures and ESE paperwork.

SPECIALIST RESOURCE – SPEECH LANGUAGE IMPAIRED - continued

- * (13) Disseminate ESE information to designated schools.
- * (14) Participate as a member of assigned committees within the ESE Department to develop procedures to facilitate ESE placement and instruction.
- * (15) Manage resources and time to effectively support as many as 23 school sites.
- * (16) Bill Medicaid for evaluations and augmentative assessments.
- * (17) Implement technology resources effectively.
- * (18) Perform tasks assigned by the ESE Director and/or Speech Language Impaired Subject Area Specialist.

Assessment / Evaluation

- * (19) Participate in pre-referral and referral process in assigned schools.
- * (20) Determine the need for evaluations and distribute the referral forms for SLI evaluations.
- * (21) Interpret test scores for ESE teachers, general education teachers, staff and parents.
- * (22) Provide evaluations, reevaluations and results for students exhibiting complex communication disorders when referred by school based SLPs.
- * (23) Provide evaluations, reevaluations and results for students attending private schools, charter schools, alternative educational placements and adjudicated facilities.
- * (24) Serve on the Escambia County Assistive Technology Team.
- * (25) Provide a comprehensive assistive technology evaluation for students.

Intervention / Direct services

- * (26) Determine eligibility / dismissal for students with communication disorders based on Federal and State criteria.
- * (27) Model and train procedures on administering and scoring evaluation instruments and interpreting the test data in order to identify a communication disorder.
- * (28) Model and train therapeutic interventions for school based SLPs deficient in any area of communication disorders.
- * (29) Model and train appropriate procedures for SLI eligibility / IEP meetings.
- * (30) Manage appropriate procedures and placement of Transfer / Re-initiation students.

Collaboration

- * (31) Collaborate with school SLPs to provide diagnosis, therapeutic strategies, goals and objectives for students.
- * (32) Serve as a liaison between the schools in the District and the ESE / SLI Department.
- * (33) Serve as a liaison between the District and the medical community (i.e. Children's Medical Services, Cleft Palate Clinic).

SPECIALIST RESOURCE – SPEECH LANGUAGE IMPAIRED - continued

- * (34) Communicate effectively, both orally and in writing, with other professionals, students, parents and community agencies.
- * (35) Correspond with sponsoring physicians as appropriate.
- * (36) Attend IEP meetings and other student-related conferences as determined necessary.
- * (37) Provide families, employees and other professionals with consultation and instruction in therapy techniques to establish carry-over into daily activities.
- * (38) Consult with teachers, parents and other IEP committee members to ensure that students' needs are being met.

Professional Growth and Improvement

- * (39) Participate in local, state, and national inservice training sessions, conferences, and workshops to keep abreast of current practices, programs, and legal issues while maintaining professional certification and/or licensure.
- * (40) Promote and support the professional growth of self and others.
- * (41) Remain current regarding best practices in diagnosis and remediation of communication disorders.
- * (42) Maintain a network of peer contacts through professional organization (i.e. ASHA, National Board Certification, ECATT, FLASHA and SHAA).
- * (43) Maintain membership in the American Speech Language Hearing Association.

Professional Responsibilities

- * (44) Model professional and ethical conduct at all times.
- * (45) Perform all professional responsibilities in a timely manner.
- * (46) Prepare required reports in a timely manner and maintain all appropriate records.
- * (47) Maintain confidentiality of student and other professional information.
- * (48) Comply with policies, procedures and programs.
- * (49) Support individual schools and District goals and priorities.
- * (50) Serve as an advocate for SLI students and families.
- * (51) Perform other incidental tasks consistent with the goals and objectives of this position.

Student Growth and Achievement

- * (52) Ensure that student growth / achievement is continuous and appropriate for age groups and student program classification.
- * (53) Establish and maintain a positive collaborative relationship with students' families to increase student achievement.

SPECIALIST RESOURCE – SPEECH LANGUAGE IMPAIRED - continued

PHYSICAL REQUIREMENTS:

Light work: Exerting up to 20 pounds of force occasionally and/or up to 10 pounds of force as frequently 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.

EVALUATION:

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

Professional Salary Schedule – Pay Grade 5

Date of Board Approval: October 22, 2002

***Essential Performance Responsibilities**