

SCHOOL DISTRICT OF ESCAMBIA COUNTY

JOB DESCRIPTION

SUBJECT AREA SPECIALIST/ESE – SPEECH LANGUAGE IMPAIRED

QUALIFICATIONS:

- (1) Masters Degree from an accredited educational institution,
- (2) Florida certification in Speech Language Impaired and certification in Administration and Supervision, Educational Leadership, or School Principal,
- (3) Minimum of five years experience in Exceptional Student Education, and
- (4) The Certificate of Clinical Competence in Speech Language Pathology by the American Speech Language Hearing Association.
- (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:

Knowledge of educational theories, principles, practices, and techniques related to Exceptional Student Education (ESE). Skills in human relations including: recruitment, retention, human dynamics, evaluation, and leadership skills/techniques. Ability to communicate effectively including: problem solving, conflict resolution, mediation, and oral and written communication abilities. Knowledge of specific exceptionalities including federal, state, local laws, rules, regulations, statutes and procedures pertaining to the effective operation and management of the Speech Language Impaired (SLI) Program. Knowledge of school finance and budgeting. Ability to collect, analyze and interpret data. Ability to use technology appropriately for modern office operations such as: word processing, telecommunications use, spreadsheet data collection, and information management. Knowledge of evaluation systems, techniques, and instruments including their purpose, appropriate application, and interpretation of results. Knowledge of curriculum development and design. Researches, implements, and evaluates curriculum products, models, and components as well as developing unique products for non-traditional programs. Knowledge of staff development rules, locates appropriate providers, organizes and facilitates the activities, implements the training, and evaluates for effectiveness and carry over. Ability to develop district procedures to comply with and compliment existing federal, state, and local laws/rules/regulations/policies/and guidelines in order for programs to operate as intended/prescribed. Ability to consult and collaborate with parents and educators related to ESE services. Ability to ensure appropriate programs for exceptional students.

REPORTS TO:

Director of Exceptional Student Education

SUBJECT AREA SPECIALIST – SPEECH LANGUAGE IMPAIRED (Continued)

JOB GOAL

To coordinate the management and the instruction/therapy of the Speech Language Impaired Program.

SUPERVISES:

- (1) Speech Language Pathologists,
- (2) Speech Language Diagnosticians,
- (3) Speech Language Staffing Specialist,
- (4) Assigned support personnel.

PERFORMANCE RESPONSIBILITIES:

Service Delivery

- * (1) Curriculum development, review, implementation.
- * (2) Supervision of teachers in the program including: recruitment, interviewing, hiring, developing contracts with agencies, evaluation, staff development, assigning Speech Language Pathologists (SLP) to sites and job responsibilities, processing leave and travel forms, maintaining schedules of itinerant personnel, calculating percentage of time in schools, etc.
- * (3) Program management – projections for FTE and staffing allocations, analyze data to make recommendations for program development, expansion, and materials/equipment needs.
- * (4) Conflict resolution – among parents, teachers, administration, schools - mediate and problem solve in controversial situations.
- * (5) Facilitate student identification, eligibility, placement, transfers and enrollment, and assist in the determination of Free Appropriate Public Education (FAPE) for ESE students.
- * (6) Manage resources for the program – fiscal, material, personnel, technology, equipment, and support services.
- * (7) Monitor student records for compliance, accuracy, and completeness.
- * (8) Assume other responsibilities as assigned by Director.
- * (9) Develop, review and implement procedures in compliance with Florida Statutes and Federal Regulations in regards to screening, referral, evaluation, eligibility, placement, re-evaluation, and termination of services for the SLI Program.

SUBJECT AREA SPECIALIST – SPEECH LANGUAGE IMPAIRED (Continued)

- * (10) Monitor the SLI Programs for compliance with School Board of Escambia County's operating policies and procedures, Americans with Disabilities Act, Individuals with Disabilities Education Act, and subsequent Federal Regulations pertaining to the implementation of IDEA '97, Section 504 of the Rehabilitation Act of 1973, State Board of Education Rules/Regulations/Statutes, Pupil Progression Plan of Escambia County, Florida, Federal Family Education Right to Privacy Act, and DOE and Local Technical Assistance Papers, and court rulings which directly effect the interpretation of all guidelines listed above.

Inter / Intra-Agency Communication and Delivery

- * (11) Serve as a liaison to the Florida Bureau of Instruction and Community Services as assigned.
- * (12) Disseminate information to community shares-holders regarding ESE programs, resources, and training.
- * (13) Increase public awareness of existing programs and services.
- * (14) Provide information regarding the evaluation, identification, and placement of exceptional students along with the dissemination and explanation of procedural safeguards as outlined in the federal law.
- * (15) Maintain personal contact with: co-workers, teachers, parents, school-based administration, district administration and staff, supervisors, supervisees, rehabilitation personnel, agency personnel, therapy providers, personnel, Department of Education representatives, representatives from other school districts, attorneys, advocates, Office of Civil Rights representatives, and Office of Special Education Programs representatives (not an all inclusive listing).
- * (16) Maintain a close working relationship with District and school personnel to ensure information exchange, coordination and support for the decision making process and the collection of feedback concerning services.
- * (17) Respond to inquiries or concerns in a timely manner.
- * (18) Keep the Director informed about potential problems or unusual events.

Professional Growth and Improvement

- * (19) Facilitate the development, implementation and evaluation of staff development activities in content or program area.
- * (20) Keep abreast of federal and state laws, rules and policies relevant to assigned area.
- * (21) Set high standards and expectations for self and others.
- * (22) Conduct needs assessments to assist in coordinating professional development training in ESE.
- * (23) Attend training sessions, conferences and workshops to keep abreast of current practices, programs and legal issues.
- * (24) Conduct a personal assessment periodically to determine professional development needs with reference to specific assignment.
- * (25) Assist in maintaining appropriate coordination among the various ESE programs.

SUBJECT AREA SPECIALIST – SPEECH LANGUAGE IMPAIRED (Continued)

Systemic Functions

- * (26) Prepare and submit required reports and maintain appropriate records.
- * (27) Serve on District, state or community councils or committees as appropriate or assigned.
- * (28) Support the goals and priorities of the District.
- * (29) Represent the District in a positive and professional manner.
- * (30) Perform other incidental tasks consistent with the goals and objectives of this position.

Leadership and Strategic Orientation

- * (31) Establish or assist in establishing goals and objectives for programs or projects.
- * (32) Support and participate in the implementation of the District's Strategic Plan.
- * (33) Utilize appropriate strategies and problem solving tools to make decisions concerning planning, utilization of funds, delivering services and evaluation of services provided.
- * (34) Use appropriate styles to motivate, gain commitment and encourage positive change or task accomplishment.
- * (35) Demonstrate initiative in identifying potential problems or opportunities for improvement and take appropriate action.

PHYSICAL REQUIREMENTS:

Demands are mostly those typically found in an office type setting such as: sitting, walking, bending, reaching, climbing stairs and occasionally lifting (up to twenty pounds). Requires travel between sites within the district and attendance at workshops, conferences, meetings, training sessions, and courses.

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 and evaluation of personnel.

***Essential Performance Responsibilities**

ADMINISTRATIVE SALARY SCHEDULE – PAY GRADE 12

Date of Board Approval: March 19, 2002

Date of Revision: October 22, 2002