AUSTIN ISD
JOB DESCRIPTION

JOB TITLE:	**SPEECH LANGUAGE PATHOLOGIST**			FLSA STATUS:	**EXEMPT**
PAY GRADE:	**PRF 6**	DUTY DAYS:	**197**	DATE REVISED:	**02/06/2026 HC**
FUNDING SOURCE:	**THIS POSITION IS PARTIALLY OR FULLY FUNDED THROUGH LOCAL AND/OR GRANT SOURCES. CONTINUED EMPLOYMENT IN GRANT-FUNDED POSITIONS IS CONTINGENT UPON AVAILABILITY OF FUNDS.**				

MINIMUM REQUIREMENTS:

This position requires licensure as a Speech-Language Pathologist from the Texas Department of Licensing and Regulation and a Certificate of Clinical Competence (CCC) issued by the American Speech-Language-Hearing Association or licensure as a Speech-Language Pathologist-Intern from the Texas Department of Licensing and Regulation completing a Clinical Fellowship to obtain their Certificate of Clinical Competence (CCC) from the American Speech-Language-Hearing Association. This position requires the incumbent to be fluent in spoken English and demonstrate oral and written proficiency in English.

SKILL REQUIREMENTS:

This position requires knowledge of evaluation procedures and treatment methodologies for individuals with communication disorders in the areas of articulation, language, voice, and fluency. The incumbent must have the ability to administer and interpret a variety of evaluation instruments, make recommendations for intervention, and provide appropriate intervention services. This position requires the ability to work as a team member and communicate clearly with students, parents, teachers, school administrators, and other professionals regarding evaluations, treatment, and recommendations for students with communication disorders. Considerable judgment, tact, patience, sensitivity, and flexibility are required to work with students and families from varied socioeconomic and cultural backgrounds. The incumbent must have knowledge of and be able to interpret State, Local and Federal regulations affecting the identification and treatment of students with disabilities. Incumbent must demonstrate written language and computer skills needed to complete and input required compliance paperwork as required by Austin ISD.

JOB PURPOSE AND RESPONSIBILITY:

This position is responsible for the evaluation, interpretation of results and participation in special education eligibility decisions for students with speech impairments. This position is also responsible for developing and implementing intervention/treatment plans (Individual Educational Plans - IEPs) for students who are eligible for special education services with a speech impairment. Adherence to Local policies and procedures as well as to State and Federal laws and regulations are required.

ESSENTIAL FUNCTIONS:

- Evaluate students using appropriate standardized and nonstandard tests, clinical observations and informal assessment tools in English and the home language to determine eligibility for special education as a student with a speech impairment.
- Fully comply with all federal and state special education timelines and regulations, as well as consistently meet or exceed all district productivity standards for completion of evaluations and/or services, IEP management, and documentation of services as based on AISD's Operating Procedures, AISD's Evaluation Manual, and job-specific roles and responsibilities.
- Work collaboratively as part of a multidisciplinary evaluation team to ensure the completion of high-quality evaluations within required timelines and in alignment with the District's operating procedures.
- Use evidence-based tools and strategies to evaluate and/or serve students that respect diverse cultural backgrounds, including race, ethnicity, language, disability, and socioeconomic status.

- Promote inclusive opportunities and equitable access for students with disabilities through collaboration with ARD committee members, including campus administrators, teachers, parents, and other service providers.
- Accurately and timely document services through the district's digital management system in alignment with defined operating procedures and expectations.
- Interpret evaluation data and write evaluation reports.
- Peer review evaluation reports written by teammates.
- Support team with maintaining professional standards across the department and district by possibly mentoring inexperienced colleagues new to district, supervising practicum students in clinical placements, supervising SLP-Interns.
- Participate in Annual Review Dismissal (ARD) meetings to review and interpret evaluation results, assist with placement decisions, and develop Individual Education Plans (IEPs) for students with communication disorders.
- Provide speech-language services based on the IEP for students identified with speech impairments.
- Modify the IEP according to the changing needs of the students as determined by progress monitoring.
- Provide input on student's progress and consultation to parents, teachers, and other school staff regarding communication needs of students. Progress must be communicated to parents in their home language.
- Maintain licensure and certification via professional development through attending workshops, reviewing literature, and collaborating with colleagues.
- Maintain clinical and administrative records in accordance with local, State and Federal guidelines.
- Provide an exceptional customer experience for all AISD stakeholders with intentional and professional practices that promote a culture of respect.

OTHER DUTIES AS ASSIGNED:

Perform other related duties as assigned; however, all employees are expected to comply with lawful directives in rare situations driven by need where a team effort is required.

PHYSICAL EFFORT AND WORK ENVIRONMENT:

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. This position may involve rare exposure to blood or body fluids. Regular attendance is required for this position.

Tools/Equipment Used: Special needs adaptive equipment Standard testing equipment; standard office equipment including computer and peripherals

Posture: Frequent sitting, kneeling/squatting, bending/stooping, pushing/pulling, and twisting

Motion: Frequent walking, grasping/squeezing, wrist flexion/extension

Lifting: Regular light lifting and carrying (under 15 pounds), occasional heaving lifting (45 pounds or more) and positioning of students with physical disabilities; controlling behavior through physical restraint; assisting non-ambulatory students

Environment: School or classroom; exposure to biological hazards, bacteria, and communicable diseases; may require districtwide travel

Mental Demands: Work with frequent interruptions; maintain emotional control under pressure

PERSONAL WORK RELATIONSHIPS:

This position reports directly to the appropriate supervisor of Special Education. The incumbent independently makes most evaluation and treatment decisions with assistance from the supervisor as needed.

The Austin Independent School District provides equal employment opportunities to all employees and applicants for employment and prohibits discrimination and harassment of any type without regard to race, color, religion, age, sex, national origin, disability status, genetics, protected veteran status, sexual orientation, gender identity or expression, or any other characteristic protected by federal, state or local laws.

I have read & acknowledged the job description above.

Employee Signature:		**Date:**	