

**GROVEPORT MADISON BOARD OF EDUCATION  
JOB DESCRIPTION**

**Position:** Speech and Language Pathologist

**Reports to:** Building Principal/Special Education Director

**Employment Status:** Regular/Full-time

**Description:** Identifies those students who have a speech and/or language disability; develop and implement a program for improvement and/or correction of speech and/or language disorders of articulation, language, fluency and voice

**NOTE:** The speech-language pathologist provides screening, diagnostic, and therapy services to the PREK-12 student population. Under the supervision of the Special Education Director, the speech-language pathologist serves as a member of the special education team for multifaceted evaluations, IEP conferences, and IEP reviews of students with disabilities. The speech-language pathologist also develops and implements IEPs for students with communication disabilities. He/she serves as a consultant to classroom teachers, other related service providers, IAT teams, and the broader school population as needed.

The below lists are not ranked in order of importance

**Essential Functions:**

- Ensure safety of students
- Teach and evaluate the students using sound speech/hearing instructional practices
- Prepare clear and timely lesson plans for speech/hearing disabled students
- Maintain accurate, complete and correct records as required
- Provide guidance and counsel to the speech/hearing students which will promote their welfare and their proper educational development
- Participate in parent/teacher conferences as appropriate
- Counsel with colleagues, students and parents relative to speech/hearing students
- Maintain and improve professional competence in the specified area
- Establish and maintain cooperative relationships with parents through effective use of interim reports, report cards and conferences
- Observe ethics of the teaching profession; exhibit professional behavior, emotional stability and sound judgment
- Monitor accomplishments of students on a regular basis and provide progress reports as required
- Assist the administration in implementing all procedures and rules governing student life and conduct
- Coordinate notification of parents if student is not meeting goals/objectives
- Take all necessary and reasonable precautions to protect students, equipment, materials and facilities
- Provide a therapeutic program for speech, language and hearing handicapped children
- Assist and guide teachers in observing, describing, identifying and referring students with suspected speech and language handicaps
- Assess student speech and hearing skills
- Screen students to identify speech and language problems
- Refer and consult with outside agencies, supervisors, and specialists in related areas
- Provide in-service education to staff and parents on speech and hearing topics
- Serve as a consultant to teachers and school staff members on topics concerning speech improvement
- Maintain ongoing records for students receiving speech therapy
- Responsible for requisitioning and maintaining needed equipment and supplies
- Make referrals for medical or other professional attention necessary for the habilitation of speech or language handicaps

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- Follow due process procedures for enrolling students in therapy
- Conduct and participate in annual reviews for all students continuing in speech therapy
- Conduct re-evaluations for students continuing in speech therapy as required
- Assist in the development of district policies and procedures as related to speech and language services
- Maintain accurate records for individual students receiving speech and language services
- Provide periodic written reports consistent with the reporting schedule of the district to the parent of the handicapped child regarding the child's progress
- Utilize one-half to one full day per week for diagnostic testing and classroom observation; coordination of the program; conferences concerning individual children; staff development activities; scheduling of students therapy
- Make contacts with the public with tact and diplomacy
- Maintain respect at all times for confidential information, e.g., student educational/medical records and assessments including psychological evaluations
- Interact in a positive manner with staff, students and parents
- Promote good public relations by personal appearance, attitude and conversation
- Attend meetings and in-services as required by the Building Principal/ Superintendent
- Contact parents, provide informed consent information, and secure necessary informed consent for multifaceted evaluation of students with suspected communication disabilities
- Monitor students in need of re-evaluations; keep all speech-language re-evaluations up to date as required by state/federal law and local policy
- Develop a schedule of therapy as needed to meet the needs of identified students at each school and publish schedule for the special education director, central office, and principal of each school; update schedule when necessary to keep information current
- Report activities and student contracts to submit for CAFs (Medicaid) reimbursement, and assist with CAFs processing as needed by the district
- Provide current child information management system data to the Director of Special Education and EMIS Coordinator

### **Other Duties and Responsibilities:**

- Make provisions for being available to students/parents for educational-related purposes outside the instructional day
- Provide information, support and counseling to parents and families
- Review and revamp checklists, interview questions, observation forms, and progress reports as appropriate
- Serve as a role model for students
- Respond to routine questions and requests in an appropriate manner
- Perform other duties as assigned by the Superintendent

### **Qualifications:**

- Master's degree (M.A.) or equivalent from a four-year college or university
- Previous teaching/clinical experience in school setting
- Certification/licensure as speech-language pathologist by Ohio Dept. of Education
- BCII/FBI clearance
- Employment record or references indicating strong interpersonal communication skills and expertise with pediatric populations with communicative disabilities
- Such alternatives to the above qualifications as the Superintendent and/or Board of Education may find appropriate

### **Other Desirable Qualifications:**

- Previous school-based experience
- Experience with norm referenced, criterion-referenced testing, diagnostic testing, and specialized testing of communication disability areas
- Competence in diagnostic/testing interpretation and data analysis

- Training and experience in special education law/due process requirements
- Computer literacy; ability to stay up-to-date with new technology

**Required Knowledge, Skills, and Abilities:**

- Knowledge of speech area and teaching methodology for the same
- Ability to work effectively with others
- Ability to communicate ideas and directives clearly and effectively both orally and in writing
- Effective, active listening skills
- Organizational and problem solving skills
- Diagnostic interpretation in the areas of voice analysis, fluency rates, articulation/phonological assessment, language assessments, audio logical testing, psychological assessments and educational testing
- Excellent public relations skills
- Skills that foster and facilitate learning and classroom management
- Knowledge of state and local rules governing special education

**Equipment Operated:**

- Telephone
- Audiometer
- FM system
- Augmentative device (Delta Talker/liberator, etc.)
- Computer/printer
- Copy machine
- Cassette recorders
- Tympanometer

**Additional Working Conditions:**

- Occasional requirement to travel, both daily and overnight
- Occasional weekend/evening/summer work
- Occasional exposure to blood, bodily fluids and tissue
- Occasional interaction among unruly children
- Occasional operation of a vehicle in inclement weather conditions
- Frequently lift/carry various items up to a maximum of 50 pounds, e.g., paper boxes, deliveries of supplies and equipment; push/pull various items up to a maximum of 100 pounds
- Frequent repetitive hand motion, e.g., computer keyboard, typing, calculator, writing
- Frequent requirement to sit, stand, walk, talk, hear, see, read, speak, reach, stretch with hands and arms, crouch, kneel, climb, and stoop

**Terms of Employment:**

Per contract with the Groveport Madison Local Board of Education. Groveport Madison Local School District is an Equal Opportunity Employer and does not discriminate on the basis of race, religion, age, sex, or the presence of disabilities.

This job description is subject to change and in no manner states or implies that these are the only duties and responsibilities to be performed by the incumbent. The incumbent will be required to follow the instructions and perform the duties required by the incumbent's supervisor, appointing authority.