Goochland
COUNTY PUBLIC SCHOOLS

Position	Remote Speech Language Pathologist
Type	Part Time
Work Schedule	Fewer than 100 hours per month (must be available during regular school hours when students routinely receive therapy.)
Salary Range	Hourly rate of $40.06 - $55.93

Summary
The Remote Speech-Language Pathologist (SLP) is responsible for providing remote supervision for a Speech-Language Pathology Assistant (SLPA), delivering high-quality remote therapy services during school hours for students across multiple grade bands, and providing training to instructional staff in accordance with Virginia legislative requirements.

Essential Duties and Responsibilities

- **SLPA Supervision:** Provide meaningful, compliant remote supervision and oversight for an SLPA in accordance with ASHA and Virginia Board of Audiology and Speech-Language Pathology guidelines. This includes providing documented training for the SLPA on topics related to the specific client population served.
- **Clinical Services:** Deliver high-quality remote speech-language therapy services during regular school hours, including therapy for students who use Augmentative and Alternative Communication (AAC). Provide training to instructional staff in accordance with the Virginia HB 2219.
- **Case Management**: Oversee student caseloads by conducting assessments, writing IEPs, leading IEP meetings, and maintaining compliant documentation. Maintain accurate supervision logs and student service documentation in compliance with federal, state, and district regulations.

Qualifications

- Must hold an active Speech-Language Pathology license issued by the Virginia Board of Audiology and Speech-Language Pathology meeting all state requirements to supervise an SLPA.
- Certificate of Clinical Competence (CCC-SLP) is highly preferred.
- Proven experience providing high-quality remote speech-language therapy.
- Experience providing meaningful supervision to an SLPA.
- Experience providing remote therapy for students using AAC.
- Experience providing training for instructional staff related to communication needs and in line with Virginia HB 2219

Education and/or Experience

- Master's degree in Speech-Language Pathology from an accredited program.
- Must hold an active Speech-Language Pathology license issued by the **Virginia Board of Audiology and Speech-Language Pathology**.
- Certificate of Clinical Competence (CCC-SLP) is highly preferred
- Completion of required training in accordance with Virginia HB 2219 requirements.

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Statement of Core Requirements and Compliance

Goochland County Public Schools is dedicated to ensuring that every staff member is positioned for success through a clear understanding of their role's functional requirements. The following addendum outlines the essential physical, mental, and environmental demands inherent to this position. This information serves as a standard for evaluating workplace safety, determining eligibility for short-term disability or leave, and identifying opportunities for light-duty assignments. By defining these core expectations, GCPS remains committed to fostering a supportive work environment while ensuring the consistent delivery of high-quality services to our students and community.

1. Physical and Mental Demands
2. Sensory and Communication Demands
3. Mental and Cognitive Demands
4. Environmental Conditions
5. Equal Opportunity & Position Flexibility

The standards detailed above represent the baseline for operational excellence and safety within Goochland County Public Schools. Adherence to these requirements ensures that our educational mission is met with consistency, professionalism, and care for both our staff and students. To provide a comprehensive view of how these standards apply to your specific role, the detailed breakdown of functional expectations and frequency metrics follows.

The specific physical, sensory, and environmental requirements for this position are outlined on the following pages.

Physical Requirements

Demand	Frequency	Details
Mobility	Frequent	Navigating multiple school campuses; moving between classrooms, playgrounds, and therapy suites; traversing hallways during high-traffic transition periods.
Lifting/Carrying	Occasional	Transporting diagnostic kits (e.g., CELF, GFTA), heavy assessment manuals, AAC devices, and specialized adaptive seating or toys up to 25 lbs.
Positioning	Frequent	Bending, stooping, and kneeling to engage with students at eye level (especially in Early Childhood or Elementary settings) or assisting students with physical disabilities.
Stationary Work	Frequent	Remaining seated for extended durations during Eligibility/IEP meetings, data entry, and conducting 1-on-1 table-top therapy sessions

Sensory and Communication Demands

- **Visual Acuity:** Ability to observe fine motor movements of a student's mouth (articulation placement), monitor non-verbal cues and behaviors, and maintain precision while reading technical diagnostic reports and digital IEP software.
- **Auditory:** Exceptional ability to distinguish subtle phonetic differences in student speech; ability to hear and respond to verbal communication and school-wide safety alarms in noisy environments.
- **Speech:** Must possess high vocal clarity and the ability to model correct speech sounds and language structures effectively for students with communication disorders.

Mental and Cognitive Demands

- **Clinical Decision Making:** Ability to analyze complex evaluation data to determine special education eligibility and exercise sound judgment when adjusting therapy goals under the pressure of legal deadlines.
- **Stress Management:** Ability to maintain a calm, professional demeanor during high-emotion IEP meetings, interpersonal conflicts, or when managing dysregulated student behavior.
- **Executive Function:** High level of concentration required to maintain focus on detailed report writing and progress monitoring amidst the frequent interruptions (announcements, bells, unscheduled arrivals) typical of a school environment.

Environmental Conditions

- **Itinerant Setting:** Work is primarily performed in climate-controlled offices or classrooms; however, the role requires frequent travel between buildings, requiring exposure to various indoor acoustic environments.
- **Noise Level:** Fluctuates from quiet (private therapy) to moderate/loud (classrooms, hallways, and cafeterias). The SLP must be able to function effectively despite background noise.
- **Exposure:** Occasional exposure to outdoor weather conditions during arrival/dismissal duty, recess observations, or while transitioning between school buildings.

Equal Opportunity and Position Flexibility

Goochland County Public Schools (GCPS) is committed to maintaining a diverse and inclusive environment. We provide Equal Employment Opportunities and equal educational programs for all employees and students, strictly adhering to all applicable Federal and State laws and executive orders.

In alignment with the Americans with Disabilities Act (ADA), GCPS will provide reasonable accommodations to qualified individuals with disabilities to enable them to perform the essential tasks of this role, provided such accommodations do not cause undue hardship to the district.

While this job description is designed to accurately reflect the core activities and requirements of the position, it is not an exhaustive list of all responsibilities, skills, or working conditions.

- Administrative Authority: GCPS Administration reserves the right to modify, add, or remove duties as evolving operational needs require.
- Flexibility: Employees may be assigned additional duties to support the overall mission of the school district and the success of our students.