

## **SPEECH LANGUAGE PATHOLOGIST (Elementary)**

Speech Language Pathologists (SLP) provides services to eligible students with disabilities. Communication is key for learning, and speech or language disorders can affect a student's social and academic progress and academic success. SLPs address personal, social/emotional, academic, and vocational needs that have an impact on attainment of educational goals. Given their expertise in communication and language, SLPs have much to offer other educators, including administrators, teachers, other educational specialists, and paraprofessionals in the collaborative effort to enhance the performance of ALL students in schools.

### **Essential Responsibilities and Duties**

SLPs work with our school teams to provide direct and indirect services to students. This description represents the key areas of responsibilities - specific other duties may be assigned.

#### Student Learning and Growth:

- Conducts assessments in collaboration with others that help to identify students with communication disorders as well as to inform instruction and intervention, consistent with evidence based practices (EBP).
- Serves as IEP case managers and team members.
- Provides intervention that is appropriate to the age and learning needs of each individual student and is selected through an evidence-based decision-making process.
- Gathers and interprets individual student data to evaluate student progress toward IEP goals. Emphasizes service delivery models and approaches that are classroom-based models first, using EBP to support and monitor student progress.
- Creates a differentiated learning environment that supports individual and collaborative learning, positive social interactions and active engagement.
- Communicates clear expectations, and creates a learning environment in which there is genuine care and respect for students and a belief in their capability.
- Maintains a learning environment that is orderly, purposeful and facilitates student learning.

#### Advocacy and Practice:

- Assists students and families in finding ways to help students develop a positive sense of identity.
- Contributes to educational equity by identifying and implementing appropriate assessment methodologies and approaches that lead to accurate disability determinations regardless of the students' cultural, linguistic, or socioeconomic backgrounds.
- Serves as a key member of system intervention teams to prevent academic failure for students.
- Meets federal and state mandates as well as local policies in performance of their duties including, IEP development, Medicaid billing, report writing, and treatment plan/therapy log development while protecting student records and information.

#### Consultation and Collaboration:

- Works closely with reading specialists, literacy coaches, special education teachers, occupational therapists, physical therapists, school psychologists, audiologists, counselors, in addition to others.

- Collaborates with school and district administrators in designing and implementing services, including supporting school teams in identifying universal screening measures and interventions in areas such as literacy.
- Consults and collaborates with teachers and other educators about building classroom connections and the role of non-cognitive factors in student success.

### **Minimum Qualifications and Skills**

- Successful experience or demonstrated commitment toward working with culturally and racially diverse students, families and communities.
- Possess or qualify for issuance of a valid [Washington state Educational Staff Associate](#) (ESA) certificate.
- Possess or qualify for issuance of [Washington State license](#) through the Department of Health.
- Knowledge of strength-focused EBP for students that promotes autonomy, cooperation and student success.
- Experience supporting adult learners about communication concerns of students, including recognition of the role anxiety may play in student’s progress with services.
- Demonstrated skill or experience supporting and contributing to the success of students with disabilities.
- Understanding of how injustice or racial inequity may impact students and families experience with school and special education services.
- Experience or skill in creating a caring environment that is orderly, purposeful and facilitates student learning.
- Exceptional interpersonal skills and ability to collaborate with others.
- Self-motivated and organized with the ability to manage responsibilities independently while working with a small, tight-knit team.
- Ability to maintain confidentiality, work effectively under pressure, and remain flexible.
- Ability to meet and maintain punctuality and attendance expectations.

### **Desired Qualifications and Skills:**

- Successful experience providing services in a school environment.
- Experience and training in identifying and responding to anxiety in children.
- Experience working with military-connected students and families.
- Bilingual skills.

### **Physical and Environmental Requirements:**

*The district is committed to providing reasonable accommodations to employees with disabilities to access the physical and environmental requirements of this position.*

This position typically requires: stooping, kneeling, crouching, reaching, standing, walking, pushing, pulling, lifting, finger dexterity, grasping, talking, hearing, seeing, and repetitive motions. This position may be exposed to prolonged exposure to visual display terminals as required. Exerting up to 50 pounds of force occasionally, and/or up to 20 pounds of force frequently, and/or up to 10 pounds of force constantly to move objects.

While performing the duties of this job, the employee occasionally works in outside weather conditions. The employee is occasionally exposed to wet and/or humid conditions, fumes or airborne particles, toxic or caustic chemicals. It may be expected that the individual could be exposed to blood or other potentially infectious materials during the course of their duties. The noise level in the work environment is usually moderate but can be loud on occasion.