JOB TITLE: SPEECH AND LANGUAGE PATHOLOGIST

JOB SUMMARY: Conduct evaluations and reevaluations to determine initial/continuing eligibility for Special Education services. Participate as a member of IEP teams and develop IEPs for students receiving SLP services. Provide specially designed instruction and/or related services for eligible students. Participate in building-based teams and work cooperatively with school staff in planning appropriate interventions for eligible students. Work collaboratively with other district SLPs regarding service delivery models, program/building assignments, staff development, and other related issues. Other related duties and responsibilities as assigned.

RESPONSIBLE TO: Director of Student Support Services

QUALIFICATIONS: Master's degree in speech pathology required; experience and training in the following areas: speech and language management and diagnosis, stuttering, and voice management; Educational Staff Associate (ESA) Certificate at the initial level. Prefer previous experience as an SLP. Requires ability to work successfully with classroom teachers and as a contributing member of building based and district teams. Certificate of Clinical Competence (CCC SLP) preferred.

ESSENTIAL FUNCTIONS:

- Provide informational/consultative services which will enhance the student’s ability to benefit from his/her educational program.
- Evaluate students with communication disorders, including receptive-expressive language, articulation, voice, and fluency, to determine eligibility and need for speech/language service in the context of an educational model at the assigned school(s).
- Document communication skill deficits and their impact on the student’s educational performance.
- Recommend, establish, provide and evaluate a course of interventions specific to the diagnosed communication disorder.
- Work collaboratively with the classroom team to develop, implement, and evaluate classroom based instructional programs for students in special education classrooms to enhance communication skills that will support academic progress.
- Develop and implement on efficient service delivery schedule including individual, small group, and large group instruction; co-treat with Occupational and/or Physical Therapist staff when appropriate for individual student needs.
- Develop and implement a data management system to collect and record on-going student progress toward accomplishment of IEP goals and objectives.
- Work collaboratively with building teams, district teams and outside agency teams to develop plan and implement instruction.
- Analyze collected data in order to recommend appropriate techniques, interventions, and interactions for building staff on behalf of students.
- Schedule and conduct IEP/evaluation meetings as appropriate, and participate as an IEP team member/evaluation group member in a timely, professional manner.
- Make referrals to support services when appropriate and required to meet students’ IEP goals.
- Provides individual and group professional development on identified therapeutic topics and strategies, as necessary and required.

(1)
• Work cooperatively with a building team, other SLPs, and/or other Special Services staff from across the district as necessary for student and program supports.
• Act as a liaison for implementation of therapies and maintains communication between the building principal, teachers, and Special Services.
• Maintain all required paperwork, physical and electronic, to ensure compliance and in accordance with records retention guidelines.
• Attend staff and other professional meetings as may be assigned or necessary.
• Connect building staff to resources required for successful implementation of therapeutic practices to support student learning.
• Demonstrate positive relationship skills with students, parents, and district staff, maintaining ongoing and open communication.
• Continue to improve methods and techniques through ongoing professional development and keep abreast of current therapeutic innovations through professional literature.
• Use technology and computer software for communication, presentations, trainings, and workshops.
• Possess knowledge of and adhere to Governing Policies and District Regulations and Procedures.
• Participate in special projects as assigned and perform related duties and key responsibilities consistent with the scope and intent of the position.

WORK ENVIRONMENT/PHYSICAL DEMANDS: The daily work is generally performed in an indoor office environment with frequent interruptions. The employee will be exposed to: normal levels of office noise and dust; office machines and their required chemicals. The employee is frequently required to: sit for prolonged periods; talk, hear and speak to exchange information in person or on the telephone; use hands for fine manipulation; handle, feel and reach with hands and arms; use a keyboard and video display terminal. The employee is regularly required to: stand, walk. The employee is occasionally required to: kneel, bend, twist, stoop, crouch, push/pull, climb stairs. Lifting and moving of objects: regularly up to 10 pounds, occasionally up to 20 pounds, rarely up to 25 pounds.

REQUIRED KNOWLEDGE SKILLS AND ABILITIES

Knowledge is required of subject matter/course content and resources relevant to assignment; skills in using effective instructional strategies and practices; administering, scoring and interpreting communication assessments; understanding of child development and communication development; best practice instruction specific to various disabilities.
Skills are required for: managing and promoting positive student behavior; data analysis to assess, monitor and inform instruction for student growth; organization, time management and record keeping; learn and utilize software and other technology in instruction.
Ability to operate a computer; collaborate and communicate effectively with other professionals in a team setting; interact positively and effectively with parents, students, staff and administrators; maintain confidentiality.

WORKING RELATIONSHIPS: Reports to Director of Student Support Services. Collaboration with other district staff. Regular interaction with students and parents.

UNION AFFILIATION: WREA

FLSA STATUS: Exempt
This job description, revised 1/2020, is intended to describe the essential functions of the position, the level of knowledge, skills and abilities typically required, and the scope of responsibility; however, it should not be considered an all-inclusive list of work requirements. Individuals may perform other related duties as assigned, including work in other functional areas, to cover absences or to relieve, to equalize work periods, or otherwise balance the workload within the location/district. Changes to the position description may be made at the discretion of the employer. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions of the position.

Employment with White River School District is on a conditional basis pending: an approved criminal background clearance through OSPI, which includes checks through the Washington State Patrol and Federal Bureau of Investigation; and completion of an Employment Eligibility Verification form (USCIS Form I-9) presenting proof of identity and employment authorization status.

The White River School District does not discriminate in any programs or activities on the basis of sex, race, creed, religion, color, national origin, age, veteran or military status, sexual orientation, gender expression or identity, disability, or the use of a trained dog guide or service animal and provides equal access to the Boy Scouts and other designated youth groups. The following employee(s) has been designated to handle questions and complaints of alleged discrimination: Title IX Coordinator, Chris Gibson, cgibson@whiteriver.wednet.edu, (360) 829-5507, Section 504/ADA Coordinator, Connie Martin, cmartin@whiteriver.wednet.edu, (360) 829-3959, and Civil Right Compliance Coordinator Scott Harrison, sharrison@whiteriver.wednet.edu, (360) 829-3823. White River School District, P.O. Box 2050, Buckley, WA 98321.

I have read and understand and have received a copy of this job description. My signature acknowledges that I am capable of performing the essential and other functions of this position with or without reasonable accommodations.

Employee Printed Name: _________________________________________________________________

Employee Signature: _________________________________________________ Date: ________________

(3)