

SIDNEY CITY SCHOOL DISTRICT
JOB DESCRIPTION

SPEECH LANGUAGE PATHOLOGIST
Whittier Early Childhood Center
Reports to: Student Services Director

Job Objectives:

Performs diagnostic evaluations. Provides therapeutic interventions to help students identified as having a disability achieve maximum benefit from the educational program. Works with colleagues to ensure the provision of all services mandated by state and Federal law. Actively encourages parental involvement.

Minimum Qualifications:

- Holds a valid State of Ohio school speech/language pathologist certificate/license.
- Meets all mandated health requirements (e.g., a negative tuberculosis test, etc.).
- Provides documented evidence of a clear criminal record.
- Demonstrates the ability to access community resources appropriate to the speech, language, and hearing needs of students.

Responsibilities and Essential Functions:

The following skills and duties are representative of performance expectations. A reasonable accommodation may be made to enable a qualified individual with a disability to perform essential functions.

- Oversees the effective organization, management, and evaluation of a comprehensive speech therapy program.
- Prepares the therapy area at the beginning of the year. Retrieves supplies and sets up equipment.
- Complies with the state model policies and procedures for the education of children with disabilities. Collaborates with staff to ensure that services are provided in the least restrictive educational environment.
- Works with community organizations to address assessment and placement procedures for children with suspected disabilities. Makes referrals. Completes Medicaid paperwork when appropriate.
- Provides screening for the child find program, students new to the district, and students in all grades designated by the board. Retests students who have not passed earlier screening procedures. Maintains a record of kindergarten and preschool students screening results when results are not conclusive.
- Instructs teachers in the early identification of students with speech, language, and hearing impairments.
- Provides hearing tests for students who seek assistance or are referred by parents.
- Makes a referral for a multi-factored assessment when a need is indicated.
- Participates as a member of the intervention-based assessment team. Assists with the formulation and implementation of Individualized Education Plans (IEP) for students meeting eligibility requirements.

- Prioritizes the caseload. Constructs the therapy schedule. Uses the information in the IEP to prepare and carry out therapy activities.
- Requisitions supplies and equipment necessary to carry out treatment plans.
- Helps parents and students understand therapy goals and how they relate to the educational program.
- Strives to develop rapport with students, staff, parents, and the public. Responds to requests and complaints promptly and tactfully. Is receptive to constructive suggestions. Respects the personal confidences and privacy needs of individuals.
- Develops and maintains a positive therapy environment. Communicates high expectations for students. Helps students understand their personal responsibility for setting goals and achieving success. Shows an active interest in their progress.
- Develops and implements effective pupil management procedures.
- Helps communicate school rules to students. Maintains high standards for student conduct. Upholds the student conduct code according to district policy. Protects the due process rights of students.
- Seeks and uses community resources that enhance therapy activities (e.g., parent volunteers, service groups, organizations, businesses, etc.).
- Organizes and maintains complete and accurate records, reports, and inventories, as required by law, district policy, or administrative directive. Submits all reports on time. Protects the confidentiality of privileged information.
- Ensures that clinical records prepared by secretarial staff are accurate and complete.
- Evaluates and documents therapy progress. Shares information with team members as needed to support educational and/or behavioral goals.
- Provides periodic student goal progress reports to parents.
- Makes reasonable provisions to be available to parents for consultations when requested (e.g., telephone calls, conferences, etc.).
- Serves as a resource to teachers. Recommends classroom modifications, teaching techniques, instructional materials, behavioral modification strategies, and/or adaptive equipment that will enhance the educational process.
- Provides speech, language, and hearing in-service programs as directed.
- Supports student progress with appropriate emotional development and interpersonal relationships.
- Prepares and carries out behavior modification plans that help students achieve performance objectives. Clarifies expectations. Identifies privileges and consequences. Charts behavior when required. Firmly confronts undesirable behavior calmly and fairly. Rewards responsible actions.
- Exercises caution and good judgement. Follows district policies and procedures when a student needs to be physically restrained.
- Maintains working relationships with community partnerships associated with students educational programs (e.g., vocational rehabilitation services, job training sites, employers, child welfare services, health facilities, etc.).
- Visits students homes when necessary to support therapy goals. Identifies home therapy activities. Instructs parents in the proper techniques to assist their child.
- Consults with district staff as needed to address student concerns (e.g., excessive absences, at-risk behavior, mental/physical health, family/peer relations, etc.).

- Reports evidence of suspected child abuse as required by law.
- Supports the efforts of guidance counselors, school psychologists, and other program support specialist.
- Seeks assistance as needed to identify environmental and instructional modifications that support the attainment of therapy goals for students.
- Supports an inclusive educational environment. Helps staff resolve problems related to the participation of students with disabilities in their peer group.
- Prepares an end-of-the year report for each student served. Makes recommendations concerning the placement of students for the next year.
- Provides close supervision and takes reasonable precautions to ensure student safety. Does not leave students unsupervised.
- Follows standard sanitation procedures to maintain clean therapy equipment.
- Ensures that therapy equipment is operational and available for use as needed. Oversees the maintenance and routine cleaning of the equipment. Makes or arranges for repairs. Keeps storage areas orderly. Maintains repair records.
- Shares in the responsibility for authorized committee work and school activities.
- Encourages parent organizations and supports student activities as time permits.
- Promotes the proper use and care of school property. Keeps track of school supplies and equipment assigned to students.
- Stores supplies and equipment at the end of the school year.
- Participates in staff meetings and in-service training.
- Pursues personal goals to improve future performance. Reviews literature and participates in a variety of activities to keep current with promising research and effective therapy strategies. Maintains licensure requirements.
- Serves as a role model for students. Demonstrates personal integrity, responsibility, impartiality, respect, and courtesy.
- Performs other specific job-related duties as directed.

Abilities Required:

- Demonstrates professionalism and exemplary personal conduct.
- Demonstrates a commitment to the professional code of ethics.
- Displays enthusiasm for education and the teaching profession.
- Skillfully manages individual, group, and organizational interactions.
- Uses interpersonal skills to promote a favorable image of the school district.
- Collects, analyzes, and interprets information. Formulates accurate conclusions. Carries out appropriate actions effectively.
- Expresses ideas effectively using verbal, nonverbal, and writing skills.
- Speaks and enunciates clearly. Demonstrates good vocal qualities.
- Distinguishes variances in sound.
- Organizes and manages time effectively. Reacts productively to interruptions and changing conditions.
- Intervenes to avert problem situations and resolve conflicts.
- Lifts, carries, and/or moves therapy supplies and equipment.
- Lifts, moves, and/or positions children. Helps students use mobility devices (e.g., wheelchairs, walkers, crutches, etc.).

- Helps students take full advantage of the learning environment (e.g., access and proximity to activities, use of adaptive equipment, etc.).
- Performs activities that may require stooping, kneeling, and/or crouching.
- Maintains an acceptable attendance record and is punctual.
- Travels to meetings and work assignments.

Supervisory Responsibility:

Under the direction of the principal: schedules meaningful work assignments, provides instructions, and communicates expectations to assigned aides, student interns, and volunteers.

Working Conditions:

Exposure to the following conditions may range from remote to frequent based on circumstances and factors that may not be predictable.

- Potential for exposure to blood borne pathogens and communicable diseases.
- Duties may require dispensing medications and exposure to personal hygiene products, cleaning solvents, and chemical vapors.
- Duties may require wearing protective clothing and/or safety equipment.
- Interaction with disruptive and/or unruly individuals.
- Exposure to student commotion.
- Duties may require operating and/or riding in a vehicle.
- Duties may require considerable telephone contact and paperwork.
- Duties may require working under time constraints to meet deadlines.
- Duties may require working during the evening and/or weekend.

Performance Evaluation:

Job performance is evaluated according to the policy provisions adopted by the Sidney City School District Board of Education.

The Sidney City School District Board of Education is an equal opportunity employer offering employment without regard to race, color, religion, sex, national origin, age, or disability. The board requires that employees comply with the statutory responsibilities cited in the Ohio Revised Code, the rules and regulations of the Ohio Department of Education, and all local and Federal mandates. This job description does not imply that these are the only duties and responsibilities to be performed. This job description is subject to change in response to funding variables, emerging technologies, improved operating procedures, productivity factors, and unforeseen events.

Position Type: Full-Time

Salary: \$46,408 to \$76,095 Per Year

Job Categories:

Special Education > Speech/Language Pathologist

Student Services > Speech/Language Pathologist