

Job Title: **Specialist Resource – Speech Language Impaired**



Position Description

To perform this job successfully, an individual must be able to perform the essential job functions consistently and to the satisfaction of the employer. Reasonable accommodations may be made for qualified disabled individuals. This job description is not an exhaustive list, as employees may be required to perform duties not specifically designated within this document, at the employer's discretion. The Escambia County School District reserves the right to modify or interpret this job description as needed.

FLSA Status: Exempt
Reports to: Appropriate Supervisor or Designee
Supervises: Appropriate Staff as required
Pay Grade: Professional – 5

APPROVED
ESCAMBIA COUNTY SCHOOL BOARD

JUNE 20, 2017

MALCOLM THOMAS, SUPERINTENDENT
VERIFIED BY RECORDING SECRETARY

JOB SUMMARY

The purpose of this job is to assist in determining eligibility for students with communication disorders based on the Florida State Board of Education eligibility criteria and facilitate SLPs in instruction, evaluation, and intervention strategies resulting in quality therapy for students.

ESSENTIAL JOB FUNCTIONS

- Provides in service training in current policy and procedures for newly hired SLPs.
- Provides in service training for SLPs in current evaluation methods, materials, and therapy procedures.
- Develops service plans for private school students.
- Annually revises, publishes, and trains the use of the Speech Language Impaired Guide for all SLPs.
- Participates in developing Individual Education Plans (IEPs).
- Identifies/selects appropriate materials and equipment for the Speech Language Impaired Programs.
- Develops a Plan of Care for Medicaid eligible SLI students.
- Assists the Subject Area Specialist – ESE Speech Language Impaired.
- Serves as ESE Director Designee for the SLI Programs.
- Supervises SLPs requiring clinical hours for graduate school and/or completion of a Clinical Fellowship Year (ASHA certification requirement).
- Monitors and provides feedback on school-based SLPs' paperwork and procedures regarding compliance with state and federal rules and ESE procedures.
- Disseminates ESE information to designated schools.
- Participates as a member of assigned committees within the ESE Department to develop procedures to facilitate ESE placement and instruction.
- Manages resources and time to effectively support school sites as assigned.
- Implements technology resources effectively.
- Performs tasks assigned by the ESE Director and/or Subject Area Specialist – Speech Language Impaired.
- Participates in pre-referral and referral process in assigned schools.

- Distributes the referral forms for SLI evaluations.
- Interprets test scores for ESE teachers, general education teachers, staff, and parents.
- Provides evaluations, reevaluations, and results for students exhibiting complex communication disorders when referred by school based SLPs.
- Provides evaluations, reevaluations, and results for students attending private schools, charter schools, alternative educational placements, and adjudicated facilities.
- Serves on the Escambia County Assistive Technology Team.
- Determines eligibility/dismissal for students with communication disorders based on Federal and State criteria.
- Models and trains procedures on administering and scoring evaluation instruments and interpreting the test data in order to identify a communication disorder.
- Models and trains therapeutic interventions for school based SLPs deficient in any area of communication disorders.
- Models and trains appropriate procedures for SLI eligibility/IEP meetings.
- Manages appropriate procedures and placement of Transfer / Re-initiation students.
- Collaborates with school SLPs to provide diagnosis, therapeutic strategies, goals, and objectives for students.
- Serves as a liaison between the schools in the District and the ESE/SLI Department.
- Serves as a liaison between the District and the medical community (i.e. Children's Medical Services, Cleft Palate Clinic).
- Communicates effectively, both orally and in writing, with other professionals, students, parents, and community agencies.
- Attends IEP meetings and other student-related conferences as determined necessary.
- Provides families, employees, and other professionals with consultation and instruction in therapy techniques to establish carry-over into daily activities.
- Consults with teachers, parents, and other IEP committee members to ensure that students' needs are being met.
- Participates in local, state, and national in service training sessions, conferences, and workshops to keep abreast of current practices, programs, and legal issues while maintaining professional certification and/or licensure.
- Promotes and supports the professional growth of self and others.
- Remains current regarding best practices in diagnosis and remediation of communication disorders.
- Maintains a network of peer contacts through professional organization (i.e. ASHA, National Board Certification, ECATT, FLASHA, and SHAA).
- Maintains membership in the American Speech Language Hearing Association.
- Models professional and ethical conduct at all times.
- Performs all professional responsibilities in a timely manner.
- Prepares required reports in a timely manner and maintains all appropriate records.
- Maintains confidentiality of student and other professional information.
- Complies with policies, procedures, and programs.
- Supports individual schools and District goals and priorities.
- Ensures that student growth/achievement is continuous and appropriate for age groups and student program classification.
- Establishes and maintains a positive collaborative relationship with students' families to increase student achievement.
- Performs other duties as assigned.

MINIMUM REQUIREMENTS

- Master's Degree in Speech Language Pathology from an accredited educational institution.
- Certificate of Clinical Competence.
- Possess a Florida License or Florida Teaching Certificate to practice Speech Language Pathology.
- A minimum of five (5) years of experience in Escambia County required.
- Qualifications may vary from the above requirements to such a degree as the Superintendent and Board determine is necessary and appropriate to ensure properly qualified personnel in each specialized assignment.

KNOWLEDGE, SKILLS, AND ABILITIES

- Requires a professional knowledge of the theories, terminology, principles and techniques of Speech Language Pathology practices in pediatric, adolescent and young adult growth and development, neurological disabilities, psychiatric disabilities, behavioral management, and psycho-social aspects of children with mental and physical disabilities.
- Requires knowledge of the Individuals with Disabilities Education Act (IDEA).
- Requires knowledge of current evaluation systems, techniques, and instruments.
- Requires the ability to consult and communicate effectively, both orally and in writing, with parents, students, teachers, physicians, psychologists, and colleagues.
- Requires the ability to plan and deliver professional workshops for SLP's (Speech Language Pathologists) and other professionals to present program related information.
- Requires the ability to conduct action plan meetings with parents, educators, and agency personnel to resolve communication and educational problems for ESE students.
- Requires the ability to manage resources and time to effectively support as many as 23 school sites.
- Requires the ability to make recommendations that impact the budget.
- Requires the ability to create plans for and guide implementation of new technology systems.

PHYSICAL DEMANDS

Light Work: Exerting up to 20 pounds of force occasionally and/or up to 10 pounds of force as frequently as needed to move objects. The work also requires the following physical abilities in order to perform the essential job functions: grasping, handling, hearing, mental acuity, repetitive motion, speaking, talking, visual acuity, and walking.

WORKING CONDITIONS

Employees in this position work in a dynamic environment that requires sensitivity to change and responsive to changing goals, priorities, and needs.

Date of Board Approval: June 20, 2017, effective July 1, 2017

Date of Revision: