

PLEASANTS COUNTY SCHOOLS



JOB DESCRIPTION – SPEECH LANGUAGE PATHOLOGIST

Qualifications: Meet minimum Standards for Certification as set forth by the West Virginia Board of Education Policy 5202 in Minimum Requirements for the Licensure of Professional Personnel and the qualification as outlined in West Virginia §18A-4-7a.

Immediate Supervisor: Principal and/or Assistant Principal

FLSA Status: Exempt

Evaluation: Performance in this position will be evaluated by the building principal and in accordance with WV State Code §18A-2-12 and WV State Board Policy 5310

Term of Employment: 200 Days

Salary: Determined by the Pleasants County Board of Education

Expectations / Duties and Responsibilities:

Professional Work Habits

- Demonstrates behavior that reflects established professional responsibilities (i.e. attendance, punctuality and verbal/nonverbal communication).
- Adheres to established laws, policies, rules and regulations.
- Interacts appropriately with students, other educational personnel and parents.
- Participates in activities that foster professional growth.
- Is punctual with reports, records, and in reporting to work.
- Commands respect by example in appearance, manners, behavior and language.

Speech and Language Services

- Provides for the effective operation of the speech and language program.
- Serves as consultant to classroom teachers in Student Assistance Team proceedings and at other times as requested.
- Provides information and/or conducts pupil assessments as a member of the multidisciplinary team.
- Prepares for Individualized Education Program (IEP) meetings by reviewing pertinent pupil information.
- Participates in eligibility committee and individual educational program meetings as scheduled.
- Provides speech, language and hearing screening and other diagnostic services.
- Schedules students for speech and language therapy.
- Conducts speech and language services as scheduled.
- Refers pupils to other professional personnel as needed.
- Conducts hearing aid checks as scheduled.

- Prepares reports accurately and punctually.
- Attends meetings, such as faculty meetings, special education meetings and parent-teacher conferences.
- Serves on committees, such as curriculum development committee, school-based committees, and/or speech-language program development meetings.
- Schedules interventions using a variety of service delivery models, including classroom intervention, consultation/collaboration and pull-out as appropriate to meet student needs in the least restrictive environment.
- Applies a systematic workload model to facilitate the organization of the speech-language program within the school.
- Coordinates speech-language services with student services provided by other school personnel.
- Collaborates with school personnel, such as teachers and psychologists, to best meet the needs of all students.
- Meets with related school personnel to coordinate specific objectives for individualized educational programs.
- Maintains records of the speech-language program and prepares periodic reports as required.
- Keeps data for program planning and decision making for students.
- Submits reports which meet local and state requirements.
- Maintains current files for use by authorized school personnel.
- Safeguards confidentiality of student records.
- Completes records for Medicaid reimbursement accurately and in a timely manner as appropriate.
- Demonstrates knowledge of federal, state and local rules, regulations and laws.
- Adheres to established rules, regulations, laws and appropriate ethical standards.
- Complies with established lines of authority within the parameters of professional standards.
- Serves on student intervention team/Individualized Education Program (IEP) team as appropriate.
- Works with other professionals to carry out the screening process.
- Observes students in educational environments.
- Selects appropriate assessments based on individual student needs.
- Administers formal and informal assessments to monitor student progress.
- Administers tests according to acceptable procedures and norms.
- Obtains additional diagnostic information from appropriate persons and available records for speech-language purposes.
- Obtains pertinent case history, when available.
- Obtains data from other professionals and parents, when available.
- Analyzes and interprets information to make recommendations regarding the need for speech-language services.
- Determines the effects of the student's impairment in regard to accessing the general curriculum.
- Provides appropriate information on an informal or formal basis regarding speech, language and hearing programs.
- Presents information to staff about language disorders as they relate to literacy and interactive communication skills.
- Presents information to school personnel about speech disorders (articulation, voice, fluency) and their impact on communication and learning.

PHYSICAL DEMANDS:

The physical demands described are representative of those that must be met by an employee to successfully perform the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions. While performing the duties of this job, the employee is frequently required to reach, stand, walk, lift, grasp, write, talk, hear, see, use technology such as computers and multi-media equipment, and use repetitive motions. While performing the duties of this job, the employee may frequently lift and/or move at least 10

pounds of materials. Specific vision abilities required by this job include close vision such as to read handwritten or typed material, the ability to adjust focus. The position requires the individual to meet multiple demands from several people and interact with the public and other staff members.

WORK ENVIRONMENT:

The work environment characteristics described here are representative of those an employee encounters while performing the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions. Most commonly, the educational setting is indoors with outdoor settings for recess and field trip activities. The noise level in the work environment is low to moderate (20-60 dB). Exceptions include gymnasiums as well as vocational/ technical laboratories where the noise levels may be moderate to loud (60-90 dB).

The information contained in the job description is for compliance with the Americans with Disabilities Act (ADA) and is not an exhaustive list of duties performed by this position.

Perform Other Job-Related Duties and Responsibilities as Assigned by the Principal and/or Assistant Principal

Amended: October 25, 2016