



JOB TITLE	DEPARTMENT	REPORTS TO
Speech Language Pathologist	Exceptional Student Education	Principal

Position No: 52018	Length of Work Year: 10, or 11 Months
Salary Schedule: IN10, IN11	Date Approved: 5/8/12
FSLA: Exempt	Date Revised: 7/18/16; 11/22/19; 5/9/22

JOB GOAL
To screen, identify, assess, diagnose, refer, provide intervention for, and counsel students either at risk for or identified with, articulation, fluency, voice, language, and related disabilities which interfere with communication and adversely affect performance and/or functioning in the student's typical learning environment, and exhibit compliance with federal, state, and district regulations.

MINIMUM QUALIFICATIONS
<ol style="list-style-type: none"> 1. Master's Degree in the field of Speech – Language Pathology or Communicative Disorders. 2. Licensure as a Speech Language Pathologist by the Department of Health, Board of Speech – Language Pathology and Audiology and/or valid Certification by the Florida Department of Education. 3. Certificate of Clinical Competence (CCC) in Speech – Language Pathology awarded by the Clinical Certification Board of the American Speech – Language Hearing Association is preferred. 4. Ability to perform the functions of the position.

DUTIES AND RESPONSIBILITIES
<ol style="list-style-type: none"> 1. To identify systemic patterns of student need with respect to language and literacy skills including listening, speaking, writing, social interaction, vocabulary development, phonological awareness, letter and letter sound correspondence, and reading comprehension. 2. To consider all factors that may have depressed a student's communication ability and addressing those through provision of intervention and recommendation of accommodations or modifications to the environment. 3. To gather information from the student's parent(s) or guardian(s) and others as appropriate, such as teacher(s), service providers, and caregivers regarding the concerns and description of communication skills. 4. To observe students within their typical learning environment or an environment or situation appropriate for a child's chronological age. 5. To compare student performance data with knowledge of normal language, speech, and communication development, as well as, classroom data. 6. To participate as a member of a team in identifying students, who may be in need of assessments, to determine possible eligibility for special education or related services. 7. To determine whether a communication deficit is the result of a disorder, delay, or difference. This would include the recognition of developmental articulation delays and the effects of dual language learning. 8. To determine what effect the disorder has on the student's ability to participate in and benefit from the educational process.

9. To conduct a comprehensive speech, language, or communication assessment, employing a variety of assessment tools and strategies to provide relevant information.
10. To produce, in a timely manner, typed evaluation reports reflecting assessment results to be used by school and staff personnel in determining eligibility or academic needs.
11. To provide Speech or Language therapy for eligible students as determined by the IEP team.
12. To collaborate, consult, and provide support to parents, teachers, and other educational personnel.
13. To develop, collect data on, and report progress toward measurable goals and objectives.
14. To report compliance data and scheduling information as required by state and district guidelines.
15. To maintain accurate and complete records for program planning.
16. To complete and submit Medicaid forms for eligible students.
17. To perform assigned tasks with a high standard of quality.
18. To perform other duties as assigned by the Supervisor.

PHYSICAL DEMAND CLASS:

Light-Medium (LM) - Frequent lifting and carrying of objects weighing 20 pounds or less; Infrequent lifting and carrying of objects weighing 21-50 pounds; Frequent walking and/or standing is required to carry\ our duties.