FREMONT SCHOOL DISTRICT
JOB DESCRIPTION

POSITION TITLE: Speech-Language Specialist

CONTRACT TYPE: Related Services Contract

JOB GOAL: To provide speech-language services in accordance with the New Hampshire Rules for the Education of Children with Disabilities, IDEA, and Fremont School District curriculum, instruction, and assessment frameworks.

QUALIFICATIONS:

1. Valid certification or eligibility in the area of speech-language specialist
2. Master's degree in speech-language pathology, communication sciences and disorders, or related field
3. Experience and other qualifications as specified by the Superintendent

REPORTS TO: Special Services Director

PERFORMANCE RESPONSIBILITIES:

- Understand and employ communication science (natural language acquisition, phonetics and phonology, speech and hearing science, basic audiology, anatomy and physiology of the speech and hearing mechanism, neurology for speech and language pathology, and swallowing) when assessing, developing IEP goals and services, providing services, and reporting IEP progress
- Implement intervention techniques related to a broad range of disabilities (fluency disorders, organic pathologies, articulation disorders, phonological disorders, language disorders, literacy disorders, auditory perception, and voice disorders), which might affect their academic performance
- Implement intervention techniques for students who are unable to use speech as a primary method of communication and thus require augmentative and alternative communication (AAC) methods such as sign language and speech generating devices
- Administer and interpret the results of a variety of formal and informal screening tools and diagnostic instruments in the areas of phonology and articulation; early childhood and school age language; oral language as it relates to reading, spelling and writing; dysarthria; apraxia; dysphagia; fluency; hearing; voice; and augmentative and alternative communication (AAC) systems
- Administer, analyze, and interpret the results of standardized formal and informal assessment methods used to identify the presence of a communication disorder for the purposes special education regulations and laws
- Collect quantitative as well as qualitative data to assist in identifying to write IEP goals, determine services, and assess student progress with his or her IEP goals and curriculum
- Collaborate in the development and implementation of individualized education programs and accommodation plans
- Participate in team meetings, including parent conferences

- Participate in the IEP/504 process, including collaboratively determining the need for speech-language therapy as a related service
- Form partnerships and work with other team members in the school setting to promote an effective speech-language therapy plan of care
- Implement various models of school-based service delivery such as individual and group and direct, collaborative and consultative relative to specific communication disorders
- Analyze, evaluate, and employ curriculum and classroom-based supports which target communication, language, reading and writing
- Coordinate the provision of speech-language services with other school personnel who provide non-speech and language services to students
- Apply evidence-based practices in developing and integrating therapeutic goals within the classroom, curriculum or both
- Utilize augmentative and alternative communication systems to foster the participation, interaction, and inclusion of children for whom speech is not their primary mode of communication
- Direct para-educators or tutors in targeting and generalizing speech and language objectives throughout the student's school day
- Employ a variety of speech and language-based behavioral management techniques in the school setting
- Evaluate and modify individual student programs as necessary to attain treatment objectives in relation to the curriculum and therapeutic goals based on on-going assessment
- Employ goals, activities, and services for integrating life skills into specific subject areas and related services to promote independent living, social and interpersonal skills and to assist students in transitions, including entry into school, grade to grade, and school to school
- Maintain accurate records of speech-language services including those necessary for Medicaid to Schools
- In the area of special education law, demonstrate the ability to understand and communicate the federal law, state law, local policies and the New Hampshire Standards for the Education of Children with Disabilities in Ed 1100, regarding the special education process
- Complete presentations/workshops to staff and families regarding speech-language services and interventions
- Employ professional and ethical practices, including maintaining confidentiality and advocating for appropriate services and sound educational practices for students with disabilities

Other

Although primarily assigned to provide services to students attending Ellis Elementary School and the Fremont Preschool Program, the Speech-Language Specialist may be assigned services to students in out of district placements, who have an alternative learning plan, or who are in a community-based transition program.

The Speech-Language Specialist may perform any additional duties as requested by the Director of Special Services or designee, which are consistent with the effective and orderly operation of this position and the Fremont School District goals and mission.

PHYSICAL ACTIVITY REQUIREMENTS

Primary Physical Requirements:

1. Lift up to 10 lbs.:	Frequently required
2. Lift 11 to 25 lbs.:	Occasionally required
3. Lift 25 to 50 lbs.:	Occasionally required
4. Lift over 50 lbs.:	Not required
5. Carry up to 10 lbs:	Frequently required
6. Carry 11 to 25 lbs:	Occasionally required
7. Carry 26 to 50 lbs:	Occasionally required
8. Carry over 50 lbs:	Rarely required
9. Reach above shoulder height:	Occasionally required
10. Reach at shoulder height:	Occasionally required
11. Reach below shoulder height:	Occasionally required
12. Push/Pull:	Rarely required

Hand Manipulation:

1. Grasping:	Occasionally required
2. Handling:	Occasionally required
3. Torquing:	Occasionally required
4. Fingering	Frequently required
5. Controls and Equipment:	Computer, telephone, copy and FAX machines

Other Physical Consideration:

1. Twisting:	Rarely required
2. Bending:	Rarely required
3. Crawling:	Rarely required
4. Squatting:	Rarely required
5. Kneeling:	Rarely required
6. Crouching:	Rarely required
7. Climbing:	Rarely required
8. Balancing:	Rarely required

Work Surface(s):

Varies: carpeting, linoleum, tile, etc.

During the Work Day, Employee is Required to:

	Consecutive Hours	Total Hours
Sit	1 2 3 4 5 6 7 8	1 2 3 4 5 6 7 8
Stand	1 2 3 4 5 6 7 8	1 2 3 4 5 6 7 8
Walk	1 2 3 4 5 6 7 8	1 2 3 4 5 6 7 8

Cognitive and Sensory Requirement(s):

1. Talking:	Necessary for communicating with others.
2. Hearing:	Necessary for receiving instructions and queries.
3. Sight:	Necessary for doing job effectively and correctly.
4. Tasting and Smelling:	Not required.

Specific Vocational Preparation Requirements:

1. Short demonstration only ___
2. Any beyond short demonstration up to and including 30 days ___
3. 30-90 days ___
4. 91-180 days ___
5. 181 days to 1 year ___
6. 1 to 2 years ___
7. 2 to 4 years ___
8. 4 to 10 years X
9. Over 10 years ___

Other Training, Skills and Experience Requirements:

Computer skills, knowledge of computer networks, knowledge of computer hardware and software, knowledge of curriculum and grant-writing skills.

Summary of Occupational Exposures:

May be exposed to cleaning fluids and copier toner.

Other Considerations and Requirements:

This is a fairly sedentary position and employee is not required to do extensive physical exertion. Employee is occasionally required to do some lifting. Employee is typically able to sit, stand, and walk as needed.

DISCLAIMER:

The above statements are intended to describe the general nature and level of work being performed under this job description. The above statements are not to be construed as an exhaustive list of all knowledge, skills, abilities, and responsibilities required by personnel subject to this job description. All personnel may be required to perform duties outside of this job description as necessary from time to time. This job description does not constitute an employment agreement between the District and them employee and is subject to change by the District as the needs of the District and requirements of the job change. The Fremont School District is an Equal Opportunity Employer. Position is subject to Fremont School District policy, rules, and regulations.