

JOB DESCRIPTION

SPEECH/LANGUAGE PATHOLOGIST

POSITION TITLE	Speech/Language Pathologist
REPORT TO	RECIX Executive Director
Work Day	Minimum 7.5 hours daily
ESSENTIAL FUNCTIONS	<ol style="list-style-type: none">1. Represents REC IX and its programs in a positive manner, interacting with the general public and colleagues2. Adheres to applicable federal, state, and local guidelines and regulations for all children including those with disabilities (IDEA, Head Start Performance Standards, FERPA, HIPAA, Child Outcomes, NAEYC, Licensing, etc.)3. Performs initial and ongoing evaluation with use of standardized tests, customized measures and/or observations to evaluate children in the areas of suspected disabilities in accordance federal/state/district regulations and policies and procedures and consistent with professional licensing4. As determined by IEP/IFSP Committee, plans and administers speech/language therapy programs designed to support the student's identified educational goals5. Utilizes treatment procedures consistent with IEP/IFSP, federal/state/district regulations and professional licensing6. Participates fully as an employee of REC IX with all assigned duties and responsibilities as assigned by supervisor7. In accordance with policies and procedures, obtains, integrates, and interprets evaluation information and progress to support educational goals as determined by the student's IEP/IFSP8. Communicates positively and effectively with parents, children, colleagues, and other agency personnel while maintaining confidentiality regarding all facets of REC IX programs in compliance with FERPA and other federal and state regulations9. In a professional manner, provides information to the student, family and personnel involved in the student's educational program concerning areas of educational support/need as identified by the IEP/IFSP and consistent with professional licensing10. In accordance with IEP/IFSP, refers and/or collaborates with outside agencies/professional personnel, to obtain requested student information to support the student's evaluation and/or educational program. Adheres to district policies and procedures in collaborating with outside agencies/personnel

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11. In accordance with federal/state/district regulations, documents services to students as identified in the IEP/IFSP according to professional board standards and consistent with policies and procedures
12. Demonstrates knowledge and compliance with all professional standards of conducts and professional ethics
13. Adheres to district policies and procedures while on district campus
14. Completes all record keeping and reporting documentation in a timely, comprehensive and accurate manner
15. Responsible for planning, conducting, and evaluating in-service training programs on speech/language therapy and related topics for staff, families, students and community, as requested by supervisor
16. As required, travels from site to site on a daily basis and as emergencies arise
17. Maintains proper office atmosphere concerning accuracy and confidentiality in accordance with FERPA/HIPAA
18. Responsible for the understanding and execution of the RECIX employee policy manual, technology policy, R9 tracking system, and calendar of contract/noncontract days
19. Other responsibilities deemed necessary and appropriate by administration

QUALIFICATIONS

Must be licensed by the State of New Mexico Department of Education and the State of New Mexico Licensing and Regulation Professional Licensure. Three years successful work experience in public schools/institutions of higher education or other agencies preferred. Must demonstrate strong interpersonal skills. Must be willing to carry out assigned tasks and perform responsibilities. Other qualifications determined necessary by RECIX Executive Director.

PERFORMANCE RESPONSIBILITIES/

WORKER TRAITS

Speech/language therapy is a related service in which the therapist functions as a member of an interdisciplinary team whose purpose is to provide an appropriate program for children with disabilities and their families. A speech/language therapist utilizes a professional training to evaluate and apply evidence-based practices to support educational programming designed to provide the student with a free and appropriate education in accordance with federal/state/district regulations and policies and procedures. The speech/language therapist will communicate clearly in giving and receiving oral/written instruction; will demonstrate adaptability in relations with co-workers; will exhibit an accepting and non-threatening attitude and cultural sensitivity to children and families; demonstrate the ability to appropriately manage behavior and create an appropriate learning environment which will support students to attain their educational goals. The therapist will demonstrate professional behavior consistent with the professional code of ethics and REC IX policy and procedures.

EQUIPMENT & MATERIALS

Various pieces of equipment and materials may be used in the remediation of speech/language disorders, including computers, tape recorders, language masters, switches and communication boards, as well as specialized equipment for students with hearing loss such as auditory trainers, hearing aids, etc.

PHYSICAL REQUIREMENTS

I. SITTING TASKS

- A. Sitting tasks are a continuous necessary requirement of the job
 - 1. 75% of the time
- B. Duties performed during sitting are:
 - 1. Evaluations
 - 2. Report writing
 - 3. Therapy sessions
 - 4. IEP meetings

II. WALKING TASKS

- A. Walking tasks are a continuous but essential requirement of the job
 - 1. 15% of the time
- C. Duties performed during walking:
 - 1. Getting children from classrooms for therapy
 - 2. Walking to classrooms for inclusion therapy

III. STANDING TASKS

- A. Standing is an occasional but essential requirement of the job
 - 1. 10% of the time
- B. Duties performed during standing are:
 - 1. Classroom inclusion lessons
 - 2. Therapy lesson

IV. SPRINTING/RUNNING

- A. Sprinting/running is an occasional but essential requirement of the job
 - 1. 10% of the time
- B. Duties performed during sprinting/running are:
 - 1. In case of emergency

V. FLEXIBILITY

- A. Bending or twisting at the neck is an occasional but essential requirement
- B. Bending or twisting of the trunk is a continuous requirement
- C. Squatting, stooping, and kneeling are continuous requirements
- D. Reaching forward is a continuous requirement
- E. Reaching above the head is an occasional but essential requirement

VI. ACTIVITIES

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VII. USE OF ARMS AND HANDS

- A. Manual dexterity is a continuous but essential requirement of the job
- B. Use of arms is a continuous but essential requirement of the job

VIII. LIFTING 10 - 25 POUNDS

- A. Lifting items weighing between 10 - 25 pounds is an occasional but essential requirement of the job
- B. Items lifted from floor to waist, from waist to shoulder, and from shoulder to overhead and vice versa
- C. It is not necessary to lift more than 26 pounds

IX. PUSHING AND PULLING

- A. Pushing and pulling of items 25 - 50 pounds is an occasional but essential requirement of the job
- B. Pushing and pulling of items over 50 pounds is an occasional but essential requirement of the job

X. CARRYING TASKS

- A. Carrying of items 25 - 50 pounds is an occasional but essential requirement
Examples: Books, computer equipment, wheelchair

XI. WORKING CONDITIONS

- A. Working inside is a continuous requirement of the job
- B. Risk of getting a minor injury is an occasional hazard of the job
- C. Interacting with the public and other workers is a continuous but essential requirement
- D. Extended work hours is a continuous requirement of the job
- E. Multiple demands from several people is a continuous requirement
- F. A quiet, well lighted, well ventilated spacious room designated for speech therapy only is a continuous and essential requirement of the job

XII. PHYSICAL ABILITIES/ACTIVITIES

- A. Physical abilities and activities of the job are the physical abilities and sensory perceptions that are essential to the job
- B. Vision
 - 1. Adequate vision for reading and writing evaluations
 - 2. Adequate vision for reading and writing reports
- C. Hearing
 - 1. Normal acuity
- D. Speech/Communication
 - 1. Communicating appropriately (oral and written) is a continuous and essential requirement of the job

XIII. USE OF PROTECTIVE EQUIPMENT

- A. Personal protective equipment essential to the job:
 - 1. Gloves for oral peripheral exam
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