

SACRAMENTO CITY UNIFIED SCHOOL DISTRICT
Position Description

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| TITLE: | Coordinator, Speech Pathologist | CLASSIFICATION: | Certificated Management, United Professional Educators (UPE) |
| SERIES: | Coordinator II | FLSA: | Exempt |
| JOB CLASS CODE: | 9806 | WORK YEAR: | 12 Months |
| DEPARTMENT: | Education-Special Education Department | SALARY: | Range 44 Salary Schedule B |
| REPORTS TO: | Director, Special Education Local Plan Area (SELPA) | CABINET APPROVAL: | 08-16-2021 |

BASIC FUNCTION:

Under the direction of the SELPA Director, the Speech Pathologist Coordinator actively participates in the development and implementation of programs, policies, and practices to address the needs of students within the District. The Speech Pathologist Coordinator plans, organizes, coordinates, and supervises the District Speech Pathologist including, but not limited to, hiring, school assignments, assessment and IEP consultation, and evaluations.

REPRESENTATIVE DUTIES: (Incumbents may perform any combination of the essential functions shown below [E]. This position description is not intended to be an exhaustive list of all duties, knowledge, or abilities associated with this classification, but is intended to accurately reflect the principle job elements.)

Develop and/or monitor District procedures to assure compliance with governmental regulations, codes, restrictions and reporting requirements. **E**

Supervises and evaluates the work of assigned language, speech and hearing specialists; provide guidance, assistance, and technical support. **E**

Evaluates the work of assigned speech pathologists; provide guidance, assistance, and technical support. **E**

Develops, reviews, and monitors speech and language assessment materials. **E**

Assigns, reviews, and monitors the Designated Instructional Service (DIS) service activities using the Special Education Information System (SEIS). **E**

Assists in the coordination of assistive technology. **E**

Collaborates with non-public agency contractors in the area of speech and language. **E**

Collaborates with classroom teachers, paraeducators, and parents to implement speech and language programs. **E**

Provides staff in-service programs and parent workshops related to the development of communication skills. **E**

Facilitates meetings, processes (e.g. IEP, crisis management, staff development, etc.) for the purpose of ensuring that state mandates are achieved and/or providing growth opportunities for staff. **E**

Provides consultative services to parents, teachers, and other school personnel. **E**

Serves as a member of the Individual Educational Plan (IEP) Team and to the Student Study Team (SST), as appropriate. **E**

Administers and interprets diagnostic tests to identify the language, articulation, phonological, voice fluency, and hearing needs of referred students. **E**

Determines when the communication handicap is the primary handicapping condition, and conveys this to the IEP Team. **E**

Writes diagnostic reports, makes recommendations to the IEP/SST members, and facilitates referrals to other agencies, clinics, etc., when needed. **E**

Prepares appropriate Individual Educational Plans (IEPs) for students who meet criteria for the program. **E**

Implements effective remediation strategies and behavioral management techniques to individuals enrolled in program. **E**

Provide a positive climate of interaction and communication between school staffs, families, and the community, as related to Education-Special Education. **E**

Work with school improvement initiatives that close student achievement gaps between racial, ethnic, and economic groups by working with all of the diverse communities. **E**

Perform other related duties as assigned. **E**

TRAINING, EDUCATION, AND EXPERIENCE:

A master's degree or equivalent in speech-language pathology from an accredited college or university. Three (3) years of recent experience as a Speech and Language Pathologist providing language, speech, and/or hearing services to students in California public schools.

LICENSES AND OTHER REQUIREMENTS:

Hold a current Speech-Language Pathology Services Credential issued by the California Commission on Teacher Credentialing; and a Preliminary or Cleared Administrative Credential issued by the California Commission on Teacher Credentialing. Preferred Certificate of Clinical Competence in Speech, Language, and Pathology (CCC-SLP).

KNOWLEDGE AND ABILITIES TO:

KNOWLEDGE OF:

- Speech and language assessment and therapy, transdisciplinary early-intervention theories, and rehabilitation principles and practices.
- Assistive and augmentative communication devices and applications.
- State and federal special education legal timelines and processes.
- Current applicable laws, codes, regulations, policies, and procedures governing and students with disabilities and Special Education.
- School district organization, operations, policies, and objectives.
- District educational goals, objectives, policies, procedures, and organization structure.
- Effective management principles, practices, and supervision techniques.
- Report writing and presentation.

- Oral and written communication skills.
- Interpersonal skills using tact, patience, and courtesy.
- Computer hardware and related software applications.

ABILITY TO:

- Work independently with little direction to meet schedules and timelines.
- Supervise and evaluate the performance of assigned staff.
- Establish priorities and deadlines.
- Understands and carries out oral and written directions.
- Analyze and determine appropriate methods and interpret and apply guidelines to accomplish goals.
- Reads and writes at a level sufficient for the performance of assigned duties including independently producing professionally written reports and documents.
- Work effectively with students with disabilities, Special Education and school staff, and agency representatives.
- Communicate effectively both verbally and in writing; speak effectively in public.
- Analyze and resolve problems with tact and diplomacy.
- Operate a computer and assigned software; operate other office equipment as assigned.
- Establish and maintain records.
- Maintain visibility and works collaboratively with diverse stakeholders at all levels, i.e., District staff, students, families, communities, advocacy groups, etc.

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WORKING CONDITIONS:**SAMPLE ENVIRONMENT:**

Office environment; classroom environment during observances; drive a vehicle to conduct work.

SAMPLE PHYSICAL ABILITIES:

Hear and speak to make presentations, and exchange information in person and on the telephone; dexterity of hands and fingers to operate a computer keyboard; see to read and prepare documents and reports, and view a computer monitor; sit or stand for extended periods of time; bend at the waist, reach overhead, above the shoulders, and horizontally to retrieve and store files; lift light objects.

SAMPLE HAZARDS:

Contact with hostile or abusive individuals with unpredictable behaviors.