

SACRAMENTO CITY UNIFIED SCHOOL DISTRICT
Position Description

TITLE:	Lead Speech Language Pathologist (Lead SLP)	CLASSIFICATION:	Certificated, Non-Management SCTA
SERIES:	None	FLSA:	Exempt
JOB CLASS CODE:	9910	WORK YEAR:	190 Days
DEPARTMENT:	Special Education	SALARY:	Non-Management Specialists' Salary Schedule – Program Specialist
REPORTS TO:	Assigned Supervisor	CABINET APPROVAL:	11-21-2024
		HR APPROVAL:	12-10-2024
		BOARD APPROVAL:	12-19-2024

BASIC FUNCTION:

Under the direction of the designated Administrator of Teaching and Learning, the Lead Speech Language Pathologist: actively participates in the developmental planning and implementation of the Speech and Language programs (including AAC [Augmentative and Alternative Communication] and MTSS [Multi-Tiered System of Support]), policies, and practices, plans, organizes, and coordinates the Speech and Language Program including, but not limited to, participating in hiring, school assignments, assessments, and IEP consultation.

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.)

1. Assists in the development and organization of curriculum, policies, and procedures for the Speech and Language Program, including knowledge dissemination of governmental regulations, codes, restrictions, and reporting requirements. **E**
2. Assists in making Speech Language Pathologist (SLP) (including AAC) and Speech Language Pathologist. **E**
3. Assistant (SLPA) staffing assignments. **E**
4. Collaborate with Speech and Language Program staff, other special education staff, district departments, stakeholder groups, and labor partners to create continuation education unit/professional learning opportunities to meet the needs of the program and requirements by ASHA/CSHA. **E**
5. Engage in peer coaching and mentoring. **E**
6. Assists in the development of schedules. **E**
7. Executes and prepares such forms, records and reports as may be assigned for effective management of the Speech and Language Program. **E**
8. Works cooperatively with Speech Language Pathologists and Speech Language Pathology Assistants to achieve

effective planning and implementation of the Speech and Language Program. Assists in monitoring and evaluating the Speech and Language Program (includes ordering assessments and materials). Aids Speech Language Pathologists in the effective use of instructional media, materials, and Special Education Information System (SEIS) database. Supports Speech Language Pathologists in preparing for difficult IEPs and attend the IEP as needed. **E**

9. Conducts orientation in-service for all new Speech Language Pathologists and Speech Language Pathology Assistants employed in the district. **E**
10. Works cooperatively with other Designated Instruction Service programs [Assistive Technology (AT), Audiology, Augmentative and Alternative Communication (AAC), DHH, VI, etc.]. **E**
11. Review and monitor Speech/Language and Related Services select assessment reports/IEPs for compliance and validity. **E**
12. Coordinate the supervision, training, and evaluation of SLP CFY/RPEs, SLPAs, SLP interns, and .SLPA interns. Lead SLP may supervise 2 SLPA's and 3 RPEs. **E**
13. Conducts meetings with Speech Language Pathologist Staff, as needed. **E**
14. Collaborates and meets with site leaders to discuss speech programing, coordination of services, and implementation and supports to campuses. **E**
15. Provide a positive climate of interaction and communication between school staffs, families, and the community. **E**
16. 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**
17. Perform other related duties as assigned.

TRAINING, EDUCATION, AND EXPERIENCE:

A master's degree or equivalent in speech-language pathology from an accredited college or university. A minimum of three (3) years' full experience as a Speech and Language Pathologist providing speech, language and/or hearing services to students in a-large urban public school. SCUSD experience strongly preferred.

LICENSES AND OTHER REQUIREMENTS:

Hold a current Speech-Language Pathology Services Credential or Clinical or Rehabilitative Services Credential issued by the California Commission on Teacher Credentialing and an ASHA Certificate of Clinical Competence (CCC-SLP). Preferred: Speech Language Pathology License from the State of California.

KNOWLEDGE AND ABILITIES:

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 SLPs/SLPAs, students with disabilities, and Special Education.
- School district organization, operations, policies, and objectives.
- District educational goals, objectives, policies, procedures, and organization structure.
- 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.
- Establish priorities and deadlines.
- 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.
- 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 work collaboratively with diverse stakeholders at all levels, i.e., District staff, students, families, communities, advocacy groups, etc.

WORKING CONDITIONS:

SAMPLE ENVIRONMENT:

Office environment; classroom environment during observations; be able to go to multiple work sites to conduct work.

SAMPLE PHYSICAL ABILITIES:

Make presentations, and exchange information in person and on the telephone; operate a computer keyboard and computer monitor; read and prepare documents and reports.

SAMPLE HAZARDS:

Contact with hostile or abusive individuals with unpredictable behaviors.