

**PLEASANTVILLE PUBLIC SCHOOLS
PLEASANTVILLE, NEW JERSEY
JOB DESCRIPTION**

Special Services

TITLE: SPEECH-LANGUAGE SPECIALIST

QUALIFICATIONS:

1. Hold a New Jersey Educational Services Certificate with a Speech-Language Specialist Endorsement in accordance with the requirements of N.J.S.A. 18A:27.1 et seq., and N.J.A.C. Title 6 Chapter 11.
2. Minimum experience as determined by the board
3. Demonstrated comprehensive knowledge in the field of speech-language pathology
4. Ability to effectively apply the principles of assessment, treatment and prevention of speech, language and hearing disorders
5. Exhibit positive interpersonal skills to relate well with students, staff, administration, parents, and the community.
6. Strong interpersonal and communication skills.
7. Current residency in New Jersey, approved residency waiver or candidate agrees to obtain residency within one year of employment
8. Demonstrate the ability to communicate effectively and concisely in English, both orally and in writing, using proper grammar and vocabulary.
9. Have excellent integrity and demonstrate good moral character and initiative. Demonstrate the ability to use electronic equipment for work processing, data management, information retrieval, visual presentations, and telecommunications.
10. Provide proof of U.S. citizenship or legal resident alien status by completing Federal Form I-9 in compliance with the Immigration Reform and Control Act of 1986.
11. Provide evidence that a criminal record history check has been conducted and clearance has been given by the Department of Education. During the initial six month period provide a sworn statement that the individual has not been convicted of a crime or a disorderly person's offense in accordance with 18A:6- 7.1.
12. Provide evidence that health is adequate to fulfill the job functions and responsibilities with reasonable accommodation pursuant to 42 U.S.C. 12101 and in accordance with N.J.A.C. 6:3-4A.4
13. Pass the state required Mantoux Intradermal Tuberculin Test as required by N.J.A.C. 6:3-4A.4.
14. Meet such alternates to the above qualifications, as the Superintendent may deem appropriate, acceptable and legal.

REPORTS TO: Director of Special Services

JOB GOAL:

Provide a full range of services in the identification and diagnosis of speech, language, communication, and hearing disorders and in the prescription and delivery of appropriate educational services and programs to eliminate, reduce or accommodate disabilities that interfere with the student's meeting and exceeding the Content Standards.

PERFORMANCE RESPONSIBILITIES:

1. Assists in the development and delivery of in service programs and parent seminars.
2. Makes assessments, analyses and classifications of students' communication competencies and characteristics.
3. Plans, prepares and delivers treatment programs for children with speech and language deficiencies.
4. Provides diagnostic evaluations of pupils referred to the child study team for communication disorders and participates in team conferences related to those pupils.

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5. Develops and implements an individualized educational program (IEP) in conjunction with parents and teachers for pupils who are eligible for speech correction and identifies pupils in need of related services.
6. Provides individual and small group intervention sessions with students who have been classified.
7. Conducts classes in language stimulation.
8. Maintains close liaison with the child study team and serves as a case manager as assigned.
9. Keeps those records necessary for each child and completes all required local, state and federal reports.
10. Participates in the development and improvement of opportunities for disabled/exceptional students by providing individual or group in service experiences for staff and parents.
11. Conducts ongoing evaluation of all children in the program to determine appropriateness of their program.
12. Acts as educational consultant to classroom teachers, guidance counselors and administrators as required.
13. Assists in proper referrals of individuals to agencies and specialists in the community.
14. Assumes primary responsibility for requisitioning and maintaining needed equipment and supplies.
15. Keeps the staff and community informed of the schools' speech-language services.
16. Maintains professional competence through continuing education and other professional growth activities.
17. Observes pupils in classrooms and other school settings.
18. Serves as a consultant to parents, school personnel and community groups on child development and mental health topics.
19. Cooperates with personnel of community health and social welfare agencies.
20. Performs all duties required as a member of the child study team by administrative code, state and federal laws and board policy.
21. Performs other related duties as may be assigned by the superintendent or special services director.

PHYSICAL DEMANDS:

The physical demands described here are representative of those that must be met by an employee to successfully perform the essential responsibilities and functions of the job and are not meant to be all inclusive. Reasonable accommodation may be made to enable individuals with disabilities to perform the essential responsibilities and functions of the job.

Unless reasonable accommodations can be made, while performing this job the staff member shall:

1. Use strength to lift items needed to perform the functions of the job.
2. Sit, stand and walk for required periods of time.
3. Speak and hear.
4. Use close vision, color vision, peripheral vision and depth perception along with the ability to focus vision.
5. Communicate effectively in English, using proper grammar and vocabulary. American Sign Language or Braille may also be considered as acceptable forms of communication.
6. Reach with hands and arms and use hands and fingers to handle objects and operate tools, computers, and/or controls.

ENVIRONMENTAL DEMANDS:

The environmental demands described here are representative of those that must be met by an employee to successfully perform the essential responsibilities and functions of the job and are not meant to be all inclusive.

1. Exposure to a variety of childhood and adult diseases and illnesses.
2. Occasional exposure to a variety of weather conditions.
3. Exposure to heated/air conditioned and ventilated facilities.
4. Exposure to a building in which a variety of chemical substances are used for cleaning, instruction, and/or operation of equipment.

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5. Function in a workplace that is usually moderately quiet but that can be noisy at times.

TERMS OF EMPLOYMENT: 10-month employee, salary and work year as set by the PEA Contract.

ANNUAL EVALUATION: Performance of this job will be evaluated annually in accordance with NJ State law and the provisions of the board's policy on evaluations

Approved by: Pleasantville BOE

Date:

Revised:

LEGAL REFERENCES:

<u>N.J.S.A. 10:5-1 et seq.</u>	Law Against Discrimination	
<u>N.J.S.A. 18A:6-7.1</u> from employment; exception	Criminal history record; employee in regular contact with pupils; grounds for	disqualification
<u>N.J.S.A. 18A:6-10</u>	Dismissal and reduction in compensation of persons under tenure in public	school system
<u>N.J.S.A. 18A:16-1</u>	Officers and employees	
<u>N.J.S.A. 18A:16-2</u>	Physical examinations; requirement	
<u>N.J.S.A. 18A:26-1</u>	Citizenship of teachers, etc.	
<u>N.J.S.A. 18A:26-1.1</u>	Residence requirements prohibited	
<u>N.J.S.A. 18A:26-2</u>	Certificates required; exception	
<u>N.J.S.A. 18A:27</u>	Employment and contracts	
<u>N.J.S.A. 18A:28-3</u>	No tenure for noncitizens	
<u>N.J.S.A. 18A:28-5</u>	Tenure of teaching staff members	
<u>N.J.S.A. 18A:28-8</u>	Notice of intention to resign required	
<u>N.J.S.A. 18A:40A</u>	Substance abuse	
<u>N.J.S.A. 18A:46</u>	Classes and facilities for handicapped children	
See particularly: <u>N.J.S.A. 18A:46-5.1</u> programs	Basic child study team services; provision by boards of education and state	operated
<u>N.J.S.A. 18A:46-11</u>	Psychological and other examinations	
<u>N.J.A.C. 6A:7</u>	Managing equality and equity in education	
<u>N.J.A.C. 6A:9</u>	Professional licensure and standards	
See particularly: <u>N.J.A.C. 6A:9-3.3</u>	Professional standards for teachers	
<u>N.J.A.C. 6A:9B</u>	State board of examiners and certification	
See particularly: <u>N.J.A.C. 6A:9B-5</u>	General certification policies	
<u>N.J.A.C. 6A:9B-9</u>	Requirements for educational services certificate	
<u>N.J.A.C. 6A:9B-12.9</u>	School psychologist	
<u>N.J.A.C. 6A:9C-3</u>	Required professional development for teachers and school leaders	
<u>N.J.A.C. 6A:10</u>	Educator effectiveness	

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See particularly:

<u>N.J.A.C. 6A:10-2.1 et seq.</u>	Evaluation of teaching staff members
<u>N.J.A.C. 6A:10-4.1 et seq.</u>	Components of teacher evaluation
<u>N.J.A.C. 6A:10-6.1 et seq.</u>	Evaluation of teaching staff members other than teachers, principals, vice principals and assistant principals
<u>N.J.A.C. 6A:14</u>	Special education
<u>N.J.A.C. 6A:16</u>	Programs to support student development
<u>N.J.A.C. 6A:32-4</u>	Employment of teaching staff
<u>N.J.A.C. 6A:32-5.1</u>	Standards for determining seniority
<u>N.J.A.C. 6A:32-6</u>	School employee physical examinations
<u>N.J.A.C. 6A:32-7</u>	Student records
<u>N.J.A.C. 6A:32-8</u>	Attendance and pupil accounting

Immigration Reform and Control Act of 1986, 8 U.S.C.A. 1100 et seq.

Individuals With Disabilities Education Act (IDEA), 20 U.S.C. 1400 et seq.

No Child Left Behind Act of 2001, P. L. 107-110, 20 U.S.C.A. 6301 et seq.

Agostini v. Felton, 65 U.S.L.W. 4524 (1997), overruling Aguilar v. Felton, 473 U.S. 402 (1985)

Honig v. Doe, 484 U.S. 305 (1988)

Oberti v. Board of Education of Clementon School District, 995 F.2d 1204, 1216-17 (3d Cir. 1993)