Speech-Language Pathologist

Rev Aug 2025

Reports to: Director of Special Education

Dept./Campus: Assigned Campus(es)

Status: Exempt

Paygrade: 204

Term: 197 Days

PRIMARY PURPOSE:

Plan and provide speech-language pathology services to students with speech, voice, or language disorders. Assess students and provide therapeutic intervention to eliminate or reduce problems or impairments that interfere with their students' ability to derive full benefit from the educational program.

MAJOR RESPONSIBILITIES AND DUTIES

- **Therapy**
  - Conduct independent evaluations to assess students with speech or language disorders and conditions and provide appropriate individual and group therapy to students consistent with speech and language goals contained in Individual Education Plans (IEP). Evaluate student progress and make determination regarding therapy services.
  - Develop clinical management strategies or procedures and diagnostic statements.
  - Participate in the Admission, Review, and Dismissal (ARD) Committee. Assist in interpretation of assessment data, appropriate placement, and goal setting for students with communication disorders or conditions according to district procedures.
- **Consultation**
  - Consult with colleagues, students, and parents regarding the accomplishment of therapy goals, the needs of the student, and involvement in remedial process.
  - Collaborate with classroom teachers to plan and implement classroom activities to improve communication skills of students.
  - Provide professional development in assigned schools to help school personnel identify and work more effectively with students with communication deficits.
- **Student Management**
  - Create an environment conducive to learning and appropriate for the maturity level and interests of students.
  - Establish control and administer discipline according to the Student Code of Conduct and student handbook.
- **Program Management**
  - Develop and coordinate a continuing evaluation of speech-language pathology services and make changes based on the findings.
  - Participate in the selection of equipment and instructional materials.
  - Compile, maintain, and file all physical and computerized reports, records, and other required documents.
  - Comply with policies established by federal and state laws, State Board of Education rule, and board policy. Comply with all district and campus routines and regulations.

The above statements are not an exhaustive list of responsibilities, duties, and skills that may be required.
All GISD employees are expected to maintain an extreme degree of confidentiality by following the
Family Educational Rights and Privacy Act (FERPA) for student information
and the *Health Insurance Portability and Accountability Act of 1996 (HIPAA)* for employee and student information.

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- **Communication**
  - Establish and maintain a professional relationship and open communication with parents, students, colleagues, and administrators.
- **Other**
  - Participate in staff development activities to improve job-related skills.
  - Attend and participate in meetings and serve on staff committees as required.
  - Follow district safety protocols and emergency procedures.
  - Complete other duties as assigned.
  - Maintain confidentiality.

SUPERVISORY RESPONSIBILITIES

- May direct and monitor the work of speech-language pathology assistant(s) or speech aide(s).

QUALIFICATION GUIDELINES

Education/Certification/Experience:

- Master's degree in speech-language pathology from an accredited college or university. Valid license as a speech-language pathologist granted by the Texas Department of Licensing and Regulation (TDLR) or Bachelor's degree and valid Texas Education Agency speech therapy certificate. One year supervised clinical speech-language pathology experience.

Knowledge/Skills/Abilities:

- Ability to use the accepted tests and measurements to assess communication disorders and conditions
- Knowledge of evaluation, habilitation, and rehabilitation of speech-language disorders and conditions
- Ability to instruct and manage student behavior
- Excellent professional organizational, communication, and interpersonal skills

Mental/Physical/Environmental Demands:

- Equipment; Standard testing equipment; standard office equipment including computer and peripherals
- Frequent sitting, kneeling/squatting, bending/stooping, pushing/pulling, and twisting
- Frequent walking, grasping/squeezing, wrist flexion/extension
- Regular light lifting and carrying (under 15 pounds), occasional heavy lifting (45 pounds or more) and positioning of students with physical disabilities; controlling behavior through physical restraint; assisting non-ambulatory students
- Exposure to biological hazards, bacteria, and communicable diseases; may require districtwide travel
- Work inside; regular exposure to noise
- Work with frequent interruptions; maintain emotional control under stress