

ALPINE COUNTY UNIFIED SCHOOL DISTRICT  
**SPEECH / LANGUAGE / HEARING SPECIALIST**

**REPORTS TO:** PRINCIPAL / DIRECTOR OF STUDENT SERVICES

**SUPERVISES:** No supervisory responsibilities

**DEFINITION:**

The Language/Speech/Hearing Specialist shall be responsible to the Principal / Director of Student Services of the school when working at his/her campus.

**QUALIFICATIONS:**

Required:

1. Valid Credential authorizing services as a Speech, Language and Hearing Specialist.
2. Experience in education.

**KNOWLEDGE AND ABILITY:**

1. Ability to diagnose and prescribe appropriate interventions for students in the area of language, speech and hearing.
2. Ability to write IEP documents.
3. Ability to consult and provide information to parents and staff.
4. Ability to demonstrate strong consultative and/or teaching skills.

**ESSENTIAL DUTIES/TASKS:**

He/she shall be responsible, within the scope of State and Federal special education laws and Board Policy for:

1. Assessment and identification of students referred in accordance with state eligibility criteria.
2. The implementation of rehabilitative, habilitative therapeutic, or educational services for individuals with disorders of language, speech and/or hearing, including monitoring of pupil progress on a regular basis, providing information for the review, and when necessary participating in the review and revision of individualized education programs of pupils.
3. Consultative services to pupils, parents, teachers or other involved personnel.
4. Act as member of the individualized education program for students receiving duplicated special education services, as appropriate.
5. Act as consultant to the student study team of each assigned campus.
6. Other duties as assigned by the Superintendent.

The Speech/Language Specialist shall have the authority to use discretion in all matters not covered by board policy, reporting his/her actions to the Superintendent.

**ENVIRONMENT/WORK CONDITIONS:**

- **Location:** Work is performed 90% within the school office/classroom setting, 10% in an outdoor educational setting: recess, walking, and field trips.
- **Hazards:** Working with active young children, trip hazards, and slippery surfaces.
- **Equipment Used:** General office and classroom equipment, computer, audio-visual equipment, 10-key, copier.
- **Safety Equipment:** None required.

## **ESSENTIAL FUNCTIONS:**

*(Constantly=Over 2/3 time, Frequently=1/3-2/3 time, Occasionally=Under 1/3 time, Seldom=Under 7% time)*

### PHYSICAL

- **Standing/Walking:** Frequently; throughout work shift while performing duties, including recess supervision, field trips.
- **Sitting:** Occasionally; while performing duties at low tables assisting students.
- **Lift/Carry:** Frequently; 1-15 pounds; instructional materials, books, binders, paperwork. Occasional lifting 16-35 pounds, books and materials, assisting students and moving equipment.
- **Bending/Stooping:** Frequently; at knees/waist/neck while providing one-to-one student services or retrieving items from lower shelves.
- **Push/Pull:** Occasionally; using both hands and arms exerting a force of 10-30 pounds while assisting students, moving furniture and equipment and opening doors, etc.
- **Climbing/Balancing:** Seldom, using stepladder in classroom, may be stairs at some locations.
- **Kneeling/Crouching/Crawling:** Occasionally; kneeling may be required while assisting students in physical activities. Crouching/crawling not required but may choose to get in these positions with children for activities.
- **Hands/Arms:** Constant use of both in reaching/handling/grasping/fingering/gripping while performing a variety of physical and administrative duties. Overhead reaching is required.
- **Sight/Hearing/Speech:** Constantly; to provide instructional assistance to student. Assignment may require hand/eye coordination, depth perception and peripheral vision depending on assignment.

### MENTAL

- Constant mental alertness required in supervising activity of assigned student to anticipate behaviors of student and maintain safe, educational environment.
- Must possess necessary communication skills, written and oral, to complete assignments.
- Must be able to read, write speak English; possess interpersonal skills to work well with various types of students, parents and staff.
- Must be able to adapt to work pressures that can include frequent interruptions, multiple tasks and maintaining daily schedule of activities.
- Must be able to work independently with assigned student and exercise creative problem-solving ability.
- Must be able to provide supervisory skills to provide guidance and set appropriate behavioral model to assigned student

Adopted: 08/14/12