

FALLBROOK UNION ELEMENTARY SCHOOL DISTRICT

BOARD POLICY

CERTIFICATED PERSONNEL

JD 4119.4

SPEECH THERAPIST

Definition:

A certificated bilingual person who provides speech and language therapy for children who have speech defects and language handicaps, and provides auditory training and speech reading to hearing handicapped children.

Responsible To:

1. Assistant Superintendent, Educational Services or the Coordinator of Special Education for general direction
2. School Principal for immediate direction

Major Duties and Responsibilities:

1. Screening at the beginning of the school year, which includes a brief assessment of speech skills of children in grades K - 3, children new to the District, re-assessment children who have had previous speech therapy, and teacher referrals.
2. Provide a remedial program for children with speech and language handicaps; emphasis on appropriate, frequent and intensified speech and language therapy in both small groups and with individuals, requiring close cooperation with classroom teacher and parents/guardians.
3. Direct therapy is administered to children with the following disorders:
 - a) articulation
 - b) stuttering
 - c) cleft palate
 - d) language disorders
 - e) hearing handicaps
 - f) voice disorders
4. This includes children from special classes or who are otherwise exceptional, i.e. educationally handicapped, educably mentally retarded, gifted, children with learning disabilities, orthopedically handicapped.
5. Report children's speech and language progress, as necessary, to parents/guardians, teachers, and administrators.

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6. Work with classroom teachers to correlate and interpret speech, language, and hearing activities in the classroom, when possible.
7. Conduct conferences with students, parents/guardians, teachers, allied specialists, school administrators, and other staff members, as necessary.
8. Provide therapy for children with mild hearing handicaps:
 - a) encourage the use of residual hearing,
 - b) provide auditory training skills,
 - c) teach speech reading techniques,
 - d) help child to use observation of visual clues to speech and environmental sounds,
 - e) conservation of acquired speech,
 - f) have consultations with teachers, when needed, regarding children who are hard-of-hearing; to plan for educationally and physically.
 - g) provide information counseling for students, parents/guardians, and teachers regarding hearing problems, when needed.
9. Create a prepared, relaxed, and positive environment, favorable for therapy and communicative growth.
10. Establish effective rapport with students.
11. Maintain productive relationships with parents/guardians and staff members.
12. Keep required registers for attendance reporting and for periodic auditing by County Attendance officer.
13. Write an annual report. These are compiled by each therapist to submit to the California State Department of Education, Division of Special Education, Bureau for Physically Exceptional Children, with complete information pertaining to the services performed during the fiscal year, i.e. recording and reporting of all information on students enrolled in remedial classes on the following:
 - a) screening
 - b) case load

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- c) distribution of case loads by grade level
 - d) type of speech, language, or hearing disorders
 - e) conference
 - f) dismissals
 - g) average daily attendance
14. Serves as a member of the school's Diagnostic Team and contributes the speech and language evaluation to both assessment and placement of students referred for these services, when possible.

Minimum Qualifications:

1. Valid Standard California Teaching Credential authorizing Speech and Hearing Therapy
2. Specialist Services Credential - Communicating Handicapped
3. Must be bilingual with fluency in English/Spanish

Job Description Adopted:

Job Description Revised: July 17, 1989

Job Description Revised: August 06, 1990