

FALLBROOK UNION ELEMENTARY SCHOOL DISTRICT

BOARD POLICY

CLASSIFIED PERSONNEL

BILINGUAL SPEECH AND LANGUAGE TECHNICIAN

JD 4200.1

Definition

Under general supervision, to serve as a bilingual liaison between an English speaking Speech-Language Therapist and Spanish speaking students and their families; to provide direct speech/language intervention services to identified students with speech/language disorders or delays in Spanish and in English in a variety of settings including district schools, community, preschools, daycare homes, and homes; to provide written and oral translation; to provide assistance to the Speech-Language Therapist in the administration and interpretation of Spanish speech and language assessments; and to perform other related duties as required.

Responsible to

Speech-Language Therapist
Director of Special Education

Examples of Duties

1. Tapes, transcribes, and provides observational feedback on Spanish language samples to the Speech-Language Therapist.
2. Assist Speech and Language Specialist in Test administration and understanding of normal speech/language development in Spanish.
3. Contacts parents regarding meetings, student progress, and other related matters as directed by the Speech-Language Therapist.
4. Attends SAT and IEP meetings with the Speech-Language Therapist before and after school to provide translation and student progress information for Speech-Language Therapist.
5. Translates IEP documents.
6. Provides assistance, instruction, and materials to parents and children in the areas of language development of Spanish, as directed by Speech-Language Therapist.
7. Collect significant data on students through instructional lessons to assist in planning educational program.
8. Engages in the presentation of instructional materials and exercises as directed by the Speech-Language Therapist.
9. May work with students individually or in groups to provide speech and language services in Spanish and/or English, as directed by Speech-Language Therapist.
10. Organizes instructional materials for daily sessions as directed by the goals of the IEP document.
11. Coordinates with Speech-Language Therapist to schedule speech therapy sessions for students.

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12. Maintains confidential files and other records for the Speech Program. Answers questions and communicates information relating to the records maintained as directed by the Speech-Language Therapist.
13. Performs routine clerical work and obtains and maintains student data. Sorts, distributes, and files documents according to procedures.
14. Assists Speech-Language Therapist during screening of Spanish and/or English speaking students in order to measure student's speech and language abilities.
15. Performs observations of referred Spanish speaking students and reports observational feedback to the Speech-Language Therapist.
16. Performs other duties as may be assigned.

Qualifications Guide

Knowledge of:

1. English and Spanish language usage, punctuation, spelling and grammar.
2. Special Education program goals and objectives.
3. Normal and abnormal speech and language development of both Spanish and English.
4. Cultures of both dominant and minority language groups.
5. Language Acquisition Theory.

Ability to:

1. Model effective parent/child language interaction.
2. Demonstrate patience, warmth, and maturity in dealing with students, parents, and teachers.
3. Provide oral and written translations of legal documents and educational meetings.
4. Understand and carry out oral and written instructions.
5. Independently implement appropriate lessons in schools and community under the direction of the Speech-Language Therapist.
6. Read, write, and speak fluently in English and Spanish.
7. Model appropriate speech and language in both English and Spanish.
8. Describe normal and abnormal grammar, vocabulary, usage, and pronunciation of a Spanish-speaking child to the English-speaking Speech-Language Therapist.
9. Perform routine record keeping.
10. Establish and maintain effective working relationships with students, staff, and parents.
11. Work in community, school sites, visit homes and workplaces, and make phone calls during non-school hours as directed by Speech-Language Therapist.
12. Pass a district administered general knowledge proficiency test.

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Licenses

Incumbents must be able to provide their own transportation to and from field assignments. Any employee required to perform duties requiring travel shall be reimbursed for necessary and reasonable expenses as authorized by the District. Employment is contingent upon continuance of a satisfactory driving record and proof of maintenance of vehicle insurance coverage.

Training, Education and Experience

1. High School degree or recognized equivalent, and
2. Either an Associates of Arts (AA) degree or have completed 48 college/university semester units or equivalent quarter units or passage of the Fallbrook Union Elementary School District examination for this classification
3. Experience working with people of various cultures
4. A minimum of two years experience working with children with special needs or education in the areas of child development and language acquisition or any combination of training and experience that could likely provide the desired knowledge and abilities. Must be willing to obtain an AA degree and/or license as Speech-Language Assistant as may be required by pending legislation.

Job Description Adopted: September 18, 2000

Job Description Revised: May 2, 2005