



**POSITION DESCRIPTION  
ST. ANTHONY-NEW BRIGHTON PUBLIC SCHOOLS**

**SECTION I: GENERAL INFORMATION**

<b>Position Title:</b> Speech & Language Pathologist	<b>Department:</b> Special Education	<b>Bargaining Unit:</b> Teacher
<b>Immediate Supervisor:</b> Principal/Special Education Director	<b>Comparable Worth Rank:</b>	<b>FLSA Status:</b> Exempt

**Job Summary:**

Under the direction of the Director of Special Education and the building Principal, the Speech & Language Pathologist is responsible for providing speech and language therapy services directly to qualifying students based upon state and federal requirements in the areas of language, articulation, fluency and voice. Conducts speech and language assessments to identify student needs; interprets informal and standardized communicative measures; and participates in the development of individualized educational plans for students with eligible communicative needs.

**SECTION II: ESSENTIAL DUTIES AND RESPONSIBILITIES**

- Conducts assessments, evaluations and screenings to detect the existence of speech or language disabilities including receptive and expressive language disorders, voice disorders, disorders of fluency and articulation in accordance with due process procedures.
  - a) Administers standardized tests and screening tools to determine the eligibility for services.
  - b) Determines the best tools for evaluation.
  - c) Provides written reports of observations, assessment results and recommendations.
  - d) Identifies children who may have speech or language disabilities as defined by state/federal regulations
- Delivers and provides speech and language remediation and intervention services to alleviate communication needs in accordance with IEPs and assigned caseload. Plans appropriate lessons, activities, tools and approaches to achieve desired set goals and objectives.
- Completes third party billing paperwork for students who are eligible for Medical Assistance/MN Care documenting time and services provided to each eligible student.
- Collaborates with other educational professionals and administrators regarding the needs of students, instructional needs, new instructional technologies or approaches to student problems, learning or curriculum.
  - a) Educates other school personnel regarding disabilities and how they impact educational progress.
  - b) Provides interventions for teachers, students and parents.
  - c) Provides indirect services and consultation to students, teachers and parents. Works with teachers to observe and assess situations within the classroom and provide recommendations and assistance in the areas of speech/language skills/problems.

- Communicates student assessment results/progress towards IEP goals to parents and IEP team members during meetings.
- Performs other duties of a comparable level or type, as required.
  - a) Provides professional expertise and assistance to individuals, other district staff and the community concerning areas of instructional expertise/knowledge.
  - b) Keeps abreast of changing developments, trends, and technologies within the field.

### SECTION III: WORK REQUIREMENTS AND CHARACTERISTICS

**EDUCATION/KNOWLEDGE REQUIREMENT: Minimum education required to perform adequately in position could reasonably be attained only by completing the following:**

<b>REQUIRED EDUCATION/TRAINING (choose one)</b>		<b>DEGREE INFORMATION: Type of degree: (B.S., M.A., etc.)</b>	
	less than high school diploma	Master's Degree	
	High school diploma or GED.	<b>Major field of study or degree emphasis:</b>	
	1 year college	2 years college	Speech/Language Pathology or Communication Disorders
	3 years college	4 years college	
	1st year graduate level	<b>Essential knowledge and specialized subject knowledge required to perform the essential functions of the job:</b> <ul style="list-style-type: none"> <li>• Advanced knowledge of speech, language, articulation, fluency and voice disorders, syndromes, anatomy, sensory issues, autism and alternative forms of communication.</li> <li>• Knowledge of district educational and administrative policies and procedures.</li> <li>• Knowledge of standardized and informal diagnostic and assessment measures, tests and/or instruments used in the identification and evaluation of speech and language development.</li> <li>• Knowledge of descriptive and inferential statistics.</li> <li>• Knowledge of due process laws, regulations, requirements and guidelines as well as any other laws and rules impacting the delivery and service of speech and language programs.</li> <li>• Knowledge of treatment methodology, interventions, and best speech and language best practices and techniques.</li> </ul>	
x	2nd year graduate level		

**Required Work Experience in Addition to Formal Education/Training:**  
Minimum of 6 months to 1 year prior directly related work experience.

<b>LICENSE/ CERTIFICATION</b>	<b>Identify licenses/certification required:</b> Licensed by MN Board of Teaching as a Speech Language Pathologist. Requires a MN driver's license or evidence of equivalent mobility. Certificate of Clinical Competence (CCC) from ASHA is desirable.
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<b>ESSENTIAL SKILLS REQUIRED TO PERFORM THE WORK</b>	<b>Skilled in:</b> <ul style="list-style-type: none"> <li>• Communicating effectively on interpersonal and group levels.</li> <li>• Developing and delivering speech and language direct services to students/clients to assist them in addressing or achieving their goals and objectives.</li> </ul>
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- Use of standardized and informal diagnostic and assessment measures and/or instruments used in the identification and evaluation of speech and language development and/or disorders.
- Developing student IEP plans.
- Implementing and documenting case management activities involved in documenting student progress, services delivered, and other data required.
- Using and operating augmentation communication devices.
- Dealing with children, staff, parents, administrators and other educational professionals about parent and student issues and concerns. Interactions require persuasion, instruction and working with others to gain cooperation and understanding of educational issues/needs.
- Advising and making recommendations to district administrators or committees concerning needs in curriculum and learning approaches.

**HAZARDOUS WORKING CONDITIONS**

**Unusual or hazardous working conditions related to performance of duties:**

Duties are generally performed in a typical classroom/school setting where there are minimal environmental hazards and risks. Employee(s) may be exposed occasionally to disagreeable conditions involving human/student/parental contact.

**PHYSICAL JOB REQUIREMENTS: (Indicate according to essential duties/responsibilities)**

Amount of Time Spent					Amount of Time Spent				
Physical Activities	None	1/3 Less	1/3 to 2/3	Over 2/3	Lifting/Forcing Exerting	None	1/3 Less	1/3 to 2/3	Over 2/3
Stand			x		Up to 10 lbs				x
Walk		x			Up to 25 lbs	x			
Sit			x		Up to 50 lbs	x			
Use hands to finger, handle or feel			x		Up to 100 lbs	x			
Reach with hands and arms		x		x	Over 100 lbs.	x			
Climb or balance		x							
Stoop, kneel, crouch or crawl			x						
Talk or hear				x					
Taste or smell	x								

**PHYSICAL JOB REQUIREMENTS: Indicate according to essential duties/responsibilities**

Physical requirements associated with the position can be best summarized as follows:

**Sedentary Work:**

Exerting up to 10 pounds of force occasionally and/or a negligible amount of force frequently or constantly to lift, carry, push, pull or otherwise move objects, including the human body.

**SECTION IV: CLASSIFICATION HISTORY AND APPROVAL**

This Position Description reflects an accurate and complete description of the duties and responsibilities assigned to the position.

\_\_\_\_\_  
Department Head's Signature

\_\_\_\_\_  
Date

**Classification History:**

Prepared 4/2015 by BCC. Updated 6/2015.



