



## **SPEECH LANGUAGE PATHOLOGIST STANDARD POSITION DESCRIPTION**

**Position Title: Speech Language Pathologist**  
**Reports to: Student Support Services Administrator**  
**Bargaining Unit: Yes**

**Location: Assigned School(s)**  
**FLSA Status: Exempt**

**This is a standard position description to be used for licensed positions with similar duties, responsibilities, classification and compensation. Teachers assigned to the position description may or may not be assigned all of the duties identified herein. This job description does not constitute an employment agreement between the employer and employee and is subject to change by the employer as the needs of the employer and requirements of the job change.**

### **Part I: Position Summary:**

Speech language pathologist work in a variety of elementary and secondary school settings by focusing on helping students with a wide range of speech–language-related needs to meet performance standards. The work includes the use of evidence-based assessment and intervention practices in the prevention, assessment, intervention, and program design efforts that are integrated within a school.

Primary responsibility shall include student safety and appropriate collaboration and attention to each student’s readiness to learn including needed guidance, discipline, and welfare. Employee may work in a variety of elementary and/or secondary educational, individual or team settings. Speech language pathologist may rotate among multiple schools.

### **Part II: Major Duties and Responsibilities:**

1. As a school speech language pathologist:
  - a. Provides speech and language testing and evaluations of students referred to the speech-language pathologist
  - b. Develops and maintains a schedule of services to assure the needs of all assigned students are met.
  - c. Maintains individual student service records as required by the federal government, state, district, and sound professional practice.
  - d. Provides diagnostic audiology services as applicable
  - e. Provides habilitative or rehabilitative services for those students identified as having speech, language, or hearing needs
  - f. Provides consultative services to appropriate personnel (i.e. teachers, administrators, parents, etc)

- g. Maintains ongoing records for each individual case (speech, language, hearing)
  - h. Initiates and updates short-term and long-term goals for each case annually within an individual education program.
  - i. Provides assistance for training of other personnel (i.e. Speech-Language Pathologist Assistant)
  - j. Works in a flexible and cooperative manner
  - k. Works closely with special education teachers, occupational therapists, physical therapists, school psychologists, guidance counselors, and social workers, general education teachers, program administrators in addition to others.
  - l. Works with school and district administrators in designing and implementing programs.
  - m. Work includes data-based decision making, including gathering and interpreting data with individual students, as well as overall program evaluation.
  - n. Facilitate or participate, at least annually, with teams to review student progress and appropriateness of Individualized Education Plans.
  - o. Facilitate or participate, at least every three years with teams to re-evaluate student needs and establish eligibility.
  - p. Implement record keeping procedures, which insure that information gathered to identify and evaluate students, is kept confidential.
2. In performing the above duties, works collaboratively in a professional learning community with other teachers, support staff, and others as appropriate, in addressing the needs of students, developing effective practices, and developing and implementing best practices.
  3. Actively participates in faculty and grade level or department meetings. In carrying out these responsibilities, follows school policy and procedures, standard practices, and approved curriculum, and will actively and positively support the district vision.
  4. Is constantly observant of the needs and challenges of students and promptly engages an administrator or appropriate educational staff as appropriate.
  5. Assists in the supervision of students at school activities and events.
  6. Establishes a professional growth plan and annually review the plan and progress with the administrator.
  7. Case manages and maintains legal and NCSd procedural compliance for students assigned to their caseload and/or considered for special education eligibility.
  8. Perform such other duties and responsibilities as are assigned.

**Part III: Minimum Qualifications:**

- Master's degree in speech pathology from an accredited college or university.



- Board of Examiners For Speech-Language Pathology license or valid TSPC license with Communication Disorders endorsement.
- Speech language pathologist must have successful experience in working with culturally diverse families and communities, or have otherwise demonstrated a commitment to strengthening engagement of a diverse community and skill in communicating with a diverse population.
- Ability to understand procedures and function in a school system with regard to the special part health services play in the overall education of the student
- Ability to work cooperatively with students and their parents, district staff, and community members who are culturally, racially, and linguistically diverse
- Ability to effectively communicate with parents, students, and staff verbally and in writing.
- Commitment to collaboration and teaming and effectiveness in working within a professional learning community.
- Evidence of continuous professional learning and a commitment to participate in professional growth opportunities and self-reflection on professional practice.
- Valid Oregon Driver's license and automobile insurance that meets requirements as set by North Clackamas School District and personal vehicle for travel throughout the geographic area of assignment

**Part IV: Desired Qualifications:**

- Certificate of clinical competence (CCC) preferred.
- Experience working with, or knowledge, of students who are Limited English Proficient.
- Successful experience working in a diverse student environment.

**Part V: Physical and Environmental Requirements of the Position:**

The physical demands and work environment described here are representative of those that must be met by an employee to successfully perform the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

While performing the duties of this job, the employee is frequently required to sit, talk, move about, hear and speak, and be visually observant of classroom behavior and learning activities. The employee may sit or stand for longer than 2 hours at a time, may lift objects repeatedly, and may undertake repeated motions.

The employee must routinely lift and carry materials weighing up to or more than 25 pounds, and may be required to restrain students weighing more than 100 pounds most typically when required to intervene in student safety issues.



Specific vision abilities required by this job include close vision, distance vision, color vision, peripheral vision, depth perception, and the ability to adjust focus. The noise level in the work environment is usually moderate, or consistent with subject being taught, but can be abnormally loud on occasion.

The employee may be exposed to infectious disease as carried by students. It may be expected that the individual could be exposed to blood or other potentially infectious materials during the course of their duties.

While performing the duties of this job, the employee occasionally works in outside weather conditions. The employee is occasionally exposed to wet and/or humid conditions, fumes or airborne particles, toxic or caustic chemicals.

The employee may be required to travel on school owned or leased vehicles while supervising and assisting students.