

## Job Description

<b>Position Title</b>	<b>Speech/Language Pathologist</b>		
<b>Building</b>	Varies	<b>Department</b>	Special Education
<b>Hours</b>	Salaried	<b>Supervisor</b>	Building Principal or Appropriate Supervisor
<b>Band and Grade</b>	C-43	<b>Tools and Equipment</b>	Classroom technology devices, i.e., iPad, Smart Board, laptop, applicable software, AV equipment, phone, and copier

<b>Primary Function</b>	Under the direction of the building principal or appropriate supervisor, evaluates, develops, and implements educational plans to meet the specific needs of students with communication disorders. Provides prevention, assessment, and remediation for students who display difficulties in the area of language, articulation, voice, and fluency.
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<b>Essential Duties</b>	
<b>1</b>	Manages and conducts therapy – Demonstrates knowledge of communicative disorders; collaborates/consults with classroom teacher in the management of speech and language services; plans interventions appropriate for students; uses evidence-based methods and techniques appropriate for the written goals and objectives; manages the facilities, materials, and equipment for delivery of services; adjusts interventions based on the student's performance. Seeks information via internet or from colleagues for students who are struggling in speech therapy. Therapy may take place in the student's home.
<b>2</b>	Screens, tests, diagnoses, and advises – Conducts speech and language screenings; administers formal and informal assessments; obtains additional diagnostic information from appropriate persons and available records; analyzes and interprets information to make recommendations regarding the need for speech/language services; provides appropriate information on an informal and formal basis regarding speech and language programs; supervises undergraduates; paraprofessionals, and volunteers when appropriate. Conducts assessments and provides therapies for these disorders: articulation, voice, fluency, and language. Discusses plans for assessments at Child Study Team meetings.
<b>3</b>	Planning – Organizes a program that addresses local school speech/language goals; works cooperatively with school personnel to accomplish the goals and objectives; coordinates speech/language services with student services provided by other school personnel; maintains record of the speech language program and prepares due process reports as required; adheres to established rules, regulations, laws, and appropriate ethical standards as required by the local school district, by the state, and by federal government.
<b>4</b>	Adheres to local, state, federal regulations, and ethical practices – Completes procedural documentation in a timely manner; demonstrates knowledge and use of statewide

	testing procedures; abides by the professional code of ethics; develops appropriate IEPs based on student's strength and needs; manages time efficiently; continues to promote oneself in the area of education and professional growth related to speech and language.
<b>5</b>	Liaison – Provides consultation to parent(s), teachers, and appropriate school personnel; seeks the assistance of teachers, parents, and others to meet the needs of the student; consults or communicates with non-school agencies for the purpose of meeting the student's needs; makes referrals to audiologist, medical providers, etc., for the purpose of meeting the student's needs. Composes speech/language evaluation results and progress reports for dissemination to parents, school districts, or other agencies. Explains results of testing to parents, other teachers, and service providers. Discusses referrals for speech services with parents and other teachers. Provides parent education. Meets with parents at least three times per year.
<b>6</b>	Establishes and maintains confidential records; ensures records are correct, up-to-date, and compliant with laws, statutes, and District policy.
<b>7</b>	Evaluates students for communication skills utilizing formal and informal tools, staff and parent observations, or any other viable assessment tool and determines presence (or absence) of disability.
<b>8</b>	Serves as a resource to other speech/language professionals, and maintains qualifications for licensure.
<b>9</b>	Develops original speech/language materials for students who may function below their grade level.
<b>10</b>	Schedules IEP meetings.
<b>11</b>	Determines if a student is eligible for speech services.
<b>12</b>	Provides structure and discipline for students as needed.
<b>13</b>	Learns how to administer new tests and screening methods.
<b>14</b>	Attends conferences and workshops and reads information on new research in speech pathology.
<b>15</b>	Provides follow-up on each student within the first year after dismissal from speech services.
<b>16</b>	Sends notes, makes phone calls, and gives positive descriptions of a child's strengths during parent-teacher meetings.
<b>17</b>	Works as a team in our PLC meetings. Shares new research.
<b>18</b>	Attends SW/WC meetings and completes requirements for caseload documentation.
<b>19</b>	Provides documentation for third party billing.
<b>20</b>	Conducts Early Childhood Screenings.
<b>21</b>	Fills out attendance logs.
<b>22</b>	Responsible for keeping his or her portion of the website updated.
<b>23</b>	Performs other duties of a similar nature and/or level.

<b>Minimum Qualifications</b>	Master's Degree in speech/language pathology, a certified Minnesota teaching certificate, and a certificate of clinical competence, or an equivalent combination of education and experience sufficient to successfully perform the essential duties of the job such as those listed above.
<b>Knowledge Required</b>	<ul style="list-style-type: none"> <li>• Knowledge of speech/language therapy principles, practices, techniques and approaches.</li> <li>• Knowledge of child development theories and development stages and needs.</li> <li>• Knowledge of learning theory and approaches.</li> <li>• Knowledge of speech/language assessment procedures and techniques.</li> <li>• Knowledge of special education rules and regulations.</li> <li>• Knowledge of District policies and procedures.</li> <li>• Knowledge of community resources.</li> </ul>
<b>Skills Required</b>	<ul style="list-style-type: none"> <li>• Skill in providing speech/language therapy.</li> <li>• Skill in applying assessment procedures and techniques.</li> <li>• Skill in developing and documenting goals.</li> <li>• Skill in time management.</li> <li>• Skill in communication, interpersonal skills as applied to interaction with coworkers, supervisor, the general public, etc., sufficient to exchange or convey information and to receive work direction.</li> </ul>
<b>Physical Activities/ Requirements</b>	<p>Reaching, fingering, grasping, feeling, talking, hearing, seeing, repetitive motions.</p> <p>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. Sedentary work involves sitting most of the time. Jobs are sedentary if walking and standing are required only occasionally and all other sedentary criteria are met.</p>