

### SECTION I: GENERAL INFORMATION

<b>Classification Title:</b> Speech Language Pathologist	<b>Department:</b> Special Services	<b>Unit:</b> Teachers
<b>Immediate Supervisor:</b> Instructional Program Supervisor	<b>Grade Placement:</b>	<b>FLSA Status:</b> Exempt
<p><b>Job Summary:</b></p> <p>Under the direction of the Instructional Program Supervisor, the Speech &amp; 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 of student needs; interprets informal and standardized communicative measures; and participates in the development of individualized educational plans for students with eligible communicative needs.</p> <p>Essential duties outlined below are intended as “representative” examples of the level, nature and decision making expected of positions assigned to this classification. The duties below are not intended to be a comprehensive listing of all duties and tasks performed by the employees assigned to this classification. A classification description, unlike job description or position description, is designed to capture the general expectations, complexity level, and nature of work of any position that may be allocated to this classification.</p>		

### SECTION II: ESSENTIAL DUTIES AND RESPONSIBILITIES

1. Delivers and provides speech and language therapy, remediation and intervention services to alleviate communication needs in the areas of articulation, voice, fluency and communication disorders for students identified by the IEP due process and in accordance with IEP’s and assigned caseload. Plans individualized appropriate lessons, activities, tools and approaches to achieve desired set goals and objectives.
2. Conducts assessments, evaluations and screenings to detect the existence of speech or language disabilities to suspected students having a disability including receptive and expressive language disorders, voice disorders, disorders of fluency and articulation.
  - Administers standardized tests and screening tools to determine the eligibility for services.
  - Determines the best tools for evaluation.
  - Provides written reports of observations, assessment results and recommendations.
  - Identifies children who may have speech or language disabilities as defined by state/federal regulations.
3. 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. 10%
  - Educates other school personnel regarding disabilities and how they impact educational progress.
  - Provides interventions for teachers, students and parents.
  - 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 suggesting strategies and interventions.
  - Educates staff regarding speech and language disabilities.
  - Assists classroom teachers in developing and implementing classroom adaptations and mainstream interventions.
4. Collects and analyzes data from therapy sessions and evaluations.
5. Performs case management activities and documentation required for assessments, treatments, billing, hours, IEP and scheduling.
  - Writes reports and IEP’s as needed to determine and document levels of need and to meet state/federal requirements.
  - Writes periodic progress reports for records, students, parents and teachers.

- Serves as case manager for students with a primary diagnosis of speech/language impairment.
  - Attends IEP Meetings and evaluation meetings with parents and other team members.
  - Documents provided services for third party billing.
  - Collaborates and assists IEP teams in determining the most important goals and objectives for each student.
6. Programs, creates, troubleshoots and/or maintains various communication devices, visuals and/or equipment utilized in assisting student with communication disorders.
7. Performs other duties of a comparable level or type, as required.
- Provides professional expertise and assistance to individuals, other district staff and the community concerning areas of expertise/knowledge.
  - Attends training sessions, conferences, seminars, district and departmental meetings.
  - Keeps abreast of changing developments, trends, instructional and educational technologies.

### SECTION III: WORK REQUIREMENTS AND CHARACTERISTICS

<b>LICENSE/ CERTIFICATION</b>	<b>Identify licenses/certification required:</b> Requires a valid driver's in the State of MN. Licensed by the State of MN in Speech and Language Pathology. Certificate in Clinical Competence from the American Speech-Language-Hearing Association is desired but not required to gain entry into the job.		
<b>ESSENTIAL SKILLS REQUIRED TO PERFORM THE WORK</b>	<b>Skilled in:</b> <ul style="list-style-type: none"> <li>• Human relation and communication skills effectively dealing with individuals and groups.</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> <li>• 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.</li> <li>• Developing student IEP plans.</li> <li>• Implementing strategies in data collection and researching issues pertaining to job responsibilities.</li> <li>• Implementing and documenting case management activities involved in documenting student progress, services delivered, and other data required.</li> <li>• Using, programming, creating and/or operating augmentation equipment.</li> <li>• Dealing with children, staff, parents, administrators and other educational professionals over parent and student issues and concerns. Interactions require persuasion, instruction and working with others to gain cooperation and understanding of educational issues/needs.</li> <li>• Advising and making recommendations to district administrators or committees concerning needs in curriculum and learning approaches.</li> <li>• Operation and use of office productivity software and applications (e.g. word processing, spreadsheets, internet browsers, presentational software, email, etc.).</li> </ul>		
<b>EDUCATION/KNOWLEDGE REQUIREMENT: Minimum education required to perform adequately in position could reasonably be attained only by completing the following:</b>			
<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, Communication Disorders or related area
	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>
x	2nd year graduate level		

		<ul style="list-style-type: none"> <li>Advanced knowledge of best practices pertaining to speech, language, articulation, fluency and voice disorders, syndromes, anatomy, sensory issues, autism and alternative forms of communication (e.g. autism, deaf, hard of hearing, processing disorders, ADD, ADHD).</li> <li>Knowledge of district educational and administrative policies and procedures.</li> <li>Knowledge of child development.</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 practices and techniques.</li> </ul>
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**Required Work Experience in Addition to Formal Education/Training:**  
 Completion of assigned clinical experience associated with Master’s program.

**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	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:

**Medium Work:**

Exerting up to 50 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.

**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.



## SECTION IV: DISTRICT MISSION AND CORE VALUES

<p><b>OUR MISSION</b></p>	<p><i>Our mission is to equip all students with the knowledge and skills to empower them to achieve their dreams and full potential while becoming responsible citizens in a dynamic world</i></p>
<p><b>CORE VALUES</b></p>	<p><b>We believe that:</b></p> <ul style="list-style-type: none"> <li>• Trust and respect are fundamental for thriving relationships.</li> <li>• Our community flourishes when individuals, families and organizations collaborate.</li> <li>• Every person matters and has value.</li> <li>• Responsibility and accountability are essential for personal growth, organizational improvement and community engagement.</li> <li>• Commitment to high expectations is essential to help achieve full individual and collective potential.</li> </ul>
<p><b>MISSION OUTCOMES</b></p>	<p><b>By 2020, all students will...</b></p> <ul style="list-style-type: none"> <li>• Develop a personalized education path they can articulate and use to progress toward their evolving dreams.</li> <li>• Identify and choose positive ways they can take active ownership in their community while recognizing its diversity.</li> </ul>
<p><b>STRATEGIES</b></p>	<p><b>We will...</b></p> <ul style="list-style-type: none"> <li>• Ensure that every employee understands, supports and promotes our core values and mission.</li> <li>• Build trust and facilitate engagement with all ISD 15 stakeholders.</li> <li>• Align and support all educational programs and services to achieve our mission and mission outcomes.</li> </ul>
<p><b>STRATEGIC DELIMITERS</b></p>	<p><b>We will NOT...</b></p> <ul style="list-style-type: none"> <li>• Continue or adopt any program or service unless it is aligned with and advances the mission and is accompanied by the necessary human and financial resources</li> <li>• Make decisions without the use of relevant data provided by the appropriate personnel.</li> <li>• Allow past experiences to interfere with the consideration of new ideas.</li> </ul>

## SECTION V: CLASSIFICATION HISTORY AND APPROVAL

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

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**Department Head's Signature**
**Date**

**Classification History:**  
Created classification description 5/2016 BCC