Independent School District 518
Worthington, MN
Job Description

SECTION I: GENERAL INFORMATION

Position Title: Speech & Language Pathologist	**Department:** Teaching & Instruction
Immediate Supervisor's Position Title: Building Principal/Special Education Director	**FLSA Status:** Exempt
Job Summary: Under the direction of 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. This on-site position supports students within the school setting through direct service, assessment, and collaboration with staff. 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.	

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 IEP. Plans appropriate lessons to achieve desired set goals and objectives.
- Performs case management activities and documentation required for assessments, treatments, billing, hours, attendance, child counts, IEP and scheduling.
- Educates, lectures, conducts in-service training and provides information to parents, teachers, paraprofessionals, administrators or community organizations concerning the nature of speech and language impairments and therapy services provided to students in need.
- 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. Performs case management tasks for student's services including:
  a) Informs and addresses questions and concerns of parents concerning student progress.
  b) Leads meetings for IEP's and student assessments.
  c) Serves as an advocate for student needs.

- Serves as team member for students that others case manage; attends child study meetings; serves on curriculum committees; attends special education meetings, and serves on the speech/language co-op team.

- Performs other duties of a comparable level or type.
  a) Provides professional expertise and assistance to individuals, other district staff and the community concerning areas of instructional expertise/knowledge.
  b) Attend training sessions, conferences, seminars, district and departmental meetings.
  c) Keeps abreast of changing developments, trends, and technologies within the field.

SECTION III: WORK REQUIREMENTS AND CHARACTERISTICS

<table>
<tr><td colspan="5">EDUCATION/KNOWLEDGE REQUIREMENT: Minimum education required to perform adequately in position could reasonably be attained only by completing the following:</td></tr>
<tr><td colspan="4">REQUIRED EDUCATION/TRAINING
(choose one)</td><td rowspan="2">DEGREE INFORMATION:
Type of degree: (B.S., M.A., etc.)
Master’s Degree</td></tr>
<tr><td></td><td colspan="3">less than high school diploma</td></tr>
<tr><td></td><td colspan="3">High school diploma or GED.</td><td rowspan="3">Major field of study or degree emphasis:
Speech/Language Pathology, Communication Disorders or related area</td></tr>
<tr><td></td><td>1 year college</td><td></td><td>2 years college</td></tr>
<tr><td></td><td>3 years college</td><td></td><td>4 years college</td></tr>
<tr><td></td><td colspan="3">1st year graduate level</td><td rowspan="3">Essential knowledge and specialized subject knowledge required to perform the essential functions of the job:
● Advanced knowledge of speech, language, articulation, fluency and voice disorders, syndromes, anatomy, sensory issues, autism and alternative forms of communication.
● Knowledge of district educational and administrative policies and procedures.
● Knowledge of standardized and informal diagnostic and assessment measures and/or instruments used in the identification and evaluation of speech and language development.
● Knowledge of descriptive and inferential statistics.
● 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.
● Knowledge of treatment methodology, interventions, and best speech and language practices and techniques.</td></tr>
<tr><td>x</td><td colspan="3">2nd year graduate level</td></tr>
<tr><td></td><td colspan="3"></td></tr>
<tr><td colspan="5">Required Work Experience in Addition to Formal Education/Training:
Minimum of a completion of assigned internship/clinical experience associated with program.</td></tr>
<tr><td>LICENSE/
CERTIFICATION</td><td colspan="4">Identify licenses/certification required upon hiring:
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.</td></tr>
</table>

ESSENTIAL SKILLS REQUIRED TO PERFORM THE WORK	**Skilled in:** ● Skilled in communicating effectively on interperson ● Skilled in developing and delivering speech and language direct services to students/clients to assist them in addressing or achieving their goals and objectives. ● Skilled in the 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. ● Skilled in developing student IEP plans. ● Implementing and documenting case management activities involved in documenting student progress, services delivered, and other data required. ● Skilled in using and operating augmentation equipment. ● 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. Advises and makes recommendations to district administrators or committees concerning needs in curriculum and learning approaches.

RESPONSIBILITY FOR DIRECT SUPERVISION OF THE FOLLOWING POSITIONS		
	Titles of Positions Directly Supervised	**# of Employees**
	TOTAL	0

INDIRECT SUPERVISION:	
Number of employees indirectly supervised:	**Total:** **0**
HAZARDOUS WORKING CONDITIONS: *The essential duties of the work are performed under various physical hazards or environmental conditions noted*	**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				
Employee is required to:	**Never**	**1-33%**	**34-66%**	**66-100%**

		Occasionally	Frequently	Continuously
Stand		x		
Walk		x		
Sit		x		
Use hands dexterously (use fingers to handle, feel)		x		
Reach with hands and arms		x		
Climb or balance	x			
Stoop/kneel/crouch or crawl	x			
Talk or hear				x
Taste or smell	x			
Physical (Lift & carry): up to 10 pounds			x	
up to 25 pounds		x		
up to 50 pounds	x			
up to 75 pounds	x			
up to 100 pounds	x			
more than 100 pounds	x			

PHYSICAL JOB REQUIREMENTS: Indicate according to essential duties/responsibilities

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

Light Work:
Exerting up to 20 pounds of force occasionally, and/or up to 10 pounds of force frequently, and/or negligible amount of force constantly to lift, carry, push, and pull or otherwise move objects in the performance of the job.

This description describes the general nature and work expected of an individual assigned to this position. Employees may be required to perform other job-related duties as requested by their supervisor. All requirements are subject to possible modification to reasonably accommodate individuals with a disability.