

MESA COUNTY VALLEY SCHOOL DISTRICT #51
PROFESIONAL / EXEMPT JOB DESCRIPTION

Job Title: **Speech Language Pathologist**
 Pay Program: **Certified**
 Reports to: **Special Education Coordinator**
 Reviewed/Revised Date: **Mar 2007 / Apr 2013 /Jan 2014/ Nov 2015**

FLSA Status: **Exempt**
 Pay Range: **P Salary Schedule**
 Work Year: **182 Days**

MISSION

To lead all Students to reach their individual potential by rigorously pursuing and evaluating achievement of high academic and ethical standards in a disciplined, nurturing environment.

SUMMARY: Responsible for providing a multi-tiered array of services related to Speech/Language and Communication for all students of School District 51 with consideration given to their unique developmental and intrinsic qualities. Duties performed include evaluating, identifying, assessing, and treating communication disorders including but not exclusive to speech (articulation, voice, swallowing, fluency) and language, cognitive and hearing disorders. This position provides an expertise resource to District students, staff, parents, and community service providers and as such must work cooperatively to facilitate these interactions.

ESSENTIAL DUTIES AND RESPONSIBILITIES: *To perform this job successfully, an individual must be able to perform each essential duty satisfactorily. The requirements listed below are representative of the knowledge, skill and/or ability required. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.*

Job Tasks Descriptions	Frequency	% of Time
<p>1. The SLP uses a variety of evidenced-based methodologies for Assessment purposes. Assessments encompass the procedures used by the SLP to identify the student's unique strengths and needs and the early intervention therapies appropriate to meet those needs. Common tests performed include but are not limited to sound delays/disorders, language delays/disorders, fluency disorders e.g. stuttering, and voice disorders. Specialized assessments are conducted in the areas of augmentative communication, sign language (American Sign Language, ASL and Signed Exact English, SEE), ESL, and non-verbal communication. SLP may or may not perform evaluations in conjunction with other hospitals and/or clinics. SLP determines the etiology and prognosis through formal and informal assessments.</p> <p>The School SLP coordinates, administers reviews, evaluates and makes determinations regarding all testing results and communication skill measurements. The assessment data guides the development, implementation, monitoring, and modifying of programming and interventions. Eligibility and programming determination are based on assessments that are relevant to the individual student's presenting issues and needs. The School SLP will determine the degree of speech delay or disorder, its impact on the student's education, and subsequent impact to their ability to access the general education curriculum.</p>	D	10- 15%
<p>2. The School SLP is part of an education team that determines the need for student evaluations and special education, if any. Referrals for evaluation come from a variety of sources including but not limited to school staff, parents, and peer professionals. Children referred for SLP evaluation may range in age from birth to twenty-one years, include a diverse cultural and ethnical background, and may have multiple identified educational disabilities. Referrals for evaluation and case information provided are analyzed, reviewed, and discussed with special education team members and if the need is indicated an evaluation plan is developed.</p> <p>The evaluation encompasses the procedures the SLP uses to determine a student's initial and continuing eligibility. The make-up of special education team members are unique to each student and consist of a variety of District and non-District professionals. Facilitating a timely response to referrals, the evaluation process, and the implementation of education plans requires a team approach.</p>	D	10%

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<p>3 Individual Education Plans (IEPs) are written by the SLP once a speech/language/communication problem has been identified. SLP is the Case Manager for students identified as learning disabled regarding oral expression and/or listening comprehension. The IEP describes how the student functions within the classroom as well as details the goals the student is working toward. The direct therapy programs are designed and developed after evaluating and determining the efficiency of a wide spectrum of prescribed treatments, intervention strategies, and remediation programs. The IEP further details individual goals and the number of minutes per week that will be spent working toward that goal.</p> <p>School SLP attends and facilitates IEP meetings in accordance with individual student plans. IEP meetings include a portion of time spent with parents and staff to appropriately convey student data information and the need for Speech Language Therapy. Therapies are developed that reflect the reciprocal nature of home, school, and community influences on student achievement. The School SLP implements, monitors and modifies therapy interventions to maximize the student's potential to achieve established goals. The SLP manages all aspects of plan development, presentation, and execution of service delivery.</p>	W	10-20%
<p>4. SLPs are tasked with providing the speech therapy and the manner in which it is delivered. The SLP will plan, prepare, and perform the elements identified within the students IEP in accordance with the student's individual abilities, goals, and limitations. This position oversees the integration of therapy goals from individual, to small group, to classroom and then community environments. Balancing the intricacies of integration with the unique needs of the student requires regular and collaborative communication with team members, family, and other service providers. The SLP tracks, monitors and records therapy progress according to the district, state and federal regulations.</p>	D	50-60%
<p>5. Documentation requirements are guided by Mesa County Valley School District 51, federal and state laws, policies, procedures, rules, and regulations. While daily case notes are used directly for the benefit of the student; they also provide support for the Medicaid billing/reimbursement processes, legal requirements, CDE requirements, and are held to the professional standards established by the American Speech-Language-Hearing Association (ASHA). Expectations include measuring, defining, and quantifying program effectiveness through analysis of data and observation. A timely submission of all case notes, IEP updates and reports will also document time spent working on and progression in accomplishing established goals. As requested/required SLP will formulate and report service provision information and demographics to accommodate reporting needs and funding requirements.</p> <p>Medicaid – School SLPs participate in District activities that align with State of Colorado Medicaid Reimbursement Program Standards for schools. This includes maintaining current records and submitting monthly billing statements according to certification guidelines.</p>	W	10-20%
<p>6. The responsibilities of this position include an expectation of consultation and collaboration with administration, teachers, allied professionals and families to identify and set priorities for service and functional outcome plans. The SLP is often the coordinator of these services and provides an expertise regarding the ability to train on communication disorders etiology, modeling communication skills, and in designing augmentative communication systems to provide a safe and accessible learning environment. The SLP may modify general education curricula to meet the age, disability, and specialized needs of preschool and school age speech/language challenged populations. The SLP may design home training programs for generalization and carryover.</p> <p>Other collaborative activities may include providing education as in-service and/or provide materials to school staff, parents and/or community members to enhance knowledge and functionality. SLP may work with preschool aged students including progress monitoring in alignment with District and state mandates. The SLP may also develop presentations for training of teachers, administrators, parents, and the community in a wide spectrum of communicative disorders and educational issues.</p>	On Going	5 - 10%

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7. SLP will attend and successfully complete all professional development training as required for licensure recertification, by state law or as directed by the Executive Director of Student Services. Special Service Providers embrace District goals through a Learning Community approach. Activities may include attending conferences/trainings related to the continuing education in the field of speech language pathology including training in district initiatives, early intervention and prevention, and continuing changes to special education guidelines. Annually SLPs self-identify professional growth goals and are encouraged to participate in school and	M	10 -12%
8. Perform other duties as assigned.	Ongoing	%
	TOTAL =	100%

EDUCATION AND RELATED WORK EXPERIENCE:

Master's Degree required with accreditation in any of the following:

- Speech Therapist
- Speech Correctionist
- Speech Language Pathologist

LICENSES, REGISTRATIONS or CERTIFICATIONS:

- Criminal background check required for hire
- Valid Colorado driver's license required
- Colorado Dept. of Education (CDE) License of Special Education preferred at hire/required within 6 months of hire
- Preference given for ASHA – Certificate of Clinical Competence (CCC-SLP) ASHA

TECHNICAL SKILLS, KNOWLEDGE & ABILITIES:

Legal Knowledge - School SLPs must possess a working knowledge of and promote and enact federal, state, and District special education policies, standards, and procedures. This position is responsible for supporting District personnel in understanding and abiding by legal and ethical boundaries as outlined in the:

- Individuals with Disabilities Education Act (IDEA, 2004)
- Section 504 of the Rehabilitation Act
- Americans with Disabilities Act (ADA)

Cultural Awareness – School SLPs must possess a basic knowledge of local cultural and linguistic diversity as it relates to understanding persons with communication disorders and differences and how services are provided.

- Exceptional oral and written communication skills
- Well-developed skills of observation, detailed oriented, and not easily distracted
- Ability to manage multiple priorities and frequent interruptions in a timely manner
- Ability to use de-escalation skills to diffuse and manage stressful and fluid situations
- Ability to maintain confidentiality in all aspects of the job
- Ability to be adaptable and flexible with critical thinking and problem solving capabilities
- Ability to work with students from diverse backgrounds and with diverse abilities
- Working knowledge of disabilities and/or experience working with people with disabilities
- Well-developed ability to promote and follow Board of Education policies, building and department procedures
- Ability to communicate, interact and work effectively and cooperatively with people from diverse ethnic and educational backgrounds
- Ability to recognize the importance of safety in the workplace, follow safety rules, practice safe work habits, utilize appropriate safety equipment and report unsafe conditions to the appropriate administrator

MATERIALS AND EQUIPMENT OPERATING KNOWLEDGE:

- Operating knowledge of and experience with personal computers and peripherals.
- Operating knowledge of and experience with typical office equipment, such as telephones, copier, fax machine, etc.
- Operating knowledge of and experience with software programs for word processing, spreadsheets, and email
- Operating knowledge of Augmentative & Alternative Communication devices (AAC devices) preferred

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REPORTING RELATIONSHIPS & DIRECTION/GUIDANCE:

	POSITION TITLE	JOB CODE
Reports to:	Special Educator Coordinator	

	POSITION TITLE	# of EMPLOYEES	JOB CODE
Direct reports:	*This position has no direct supervisory responsibilities		

*This position has some aspects of supervisory responsibilities outside of normal parameters. As assigned the SLP will supervise the delivery of specialized plans and treatments by the Speech Language Pathology Assistant (SLPA). Supervisory duties that may be assigned include assisting with interviewing, hiring and training employees; planning, assigning and directing work; assisting with appraising performance. They may also supervise interns in all aspects of service delivery for licensure and Clinical Fellowship Year requirements through ASHA. Note: Requires a significant time commitment, is often filled by seasoned staff and combined with the oversight of the Special Educator Coordinator.

Administrative Designee

The SLP acts as a Special Education Administrative Designee for the District regarding students assigned to their workload portfolio. There is an expectation for the SLP to possess a thorough knowledge of Federal, State and District Special Education policies, standards and procedures and to support others in understanding and abiding by legal and ethical parameters in regards to communication disabilities. The SLP’s role includes providing leadership in schools and community activities that support the needs and rights of all students, and especially those with exceptionalities.

JUDGMENT AND DECISION MAKING: Work is self-directed, assigned by the Special Education Coordinator and guided by Mesa County Valley School District 51, federal, and state policies, procedures, rules, regulations, and laws. Work requires a number of interrelated steps where the results depend upon the nature or sequence of the steps taken. Duties include selecting, combining, adapting or modifying various methods or techniques. Supervision is limited but may include assigning of tasks, discussion of problems, and the review of results.

DIVERSITY OF DUTIES: Diversity of duties includes evaluating, identifying, and/or treating any students with communication disorders. SLP is a member of many collaborative teams; special education and other building level teams, they track therapy methods, consult with other professionals regarding communication disorders, and ensure best practices are implemented. Work duties are varied, require choosing from various courses of action and may require the use and occasional modification of general guidelines.

The physical demands, work environment factors and mental functions described below 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.

PHYSICAL DEMANDS: Physical requirements are those typical of a school environment including but not limited to:

- 1) Comfortably navigating distance and environment:
 - a) Navigate within classroom(s) around and between student desks, counters, chairs, and other classroom fixtures, materials, supplies, and other items 50+ times in a teaching day
 - b) Navigate within assigned buildings including but not limited to travel in hallways, offices, auditorium, cafeteria, bathrooms, meeting spaces, and common areas 25+ times in a teaching day
 - c) Assisting in the navigation and movement of others including students, classroom aides, and school staff/volunteers in the execution of fire drills, shelter in place drills, lock-down, evacuation, and all other safety drills
 - d) Navigate school building complex including the parking lot, playground, athletic fields and between buildings up to 15+ times in a teaching day
 - e) Navigating environment is primarily school building interiors with occasional travel outside
 - i. Surfaces and environmental terrain can vary from (but are not limited to):
 - ii. Carpet, tile, wood, concrete, asphalt, grass, curbs, uneven gravel and dirt, uneven ground
 - iii. Outdoor surfaces may be slippery with water, ice, snow or mud in inclement weather
 - iv. Other surfaces and environmental terrain:
 - a) Depending on the assigned building there may be a requirement to climb stairs outside or inside, a minimum of 2 times in a teaching day
 - b) Frequent requirement to navigate over/around congested areas with foot traffic flow including but not limited to hallways, bathrooms, auditoriums and common areas 20+ times in a teaching day

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- f) Stationary requirement to continuously and comfortably sit or stand for up to 2 hours – activities included in this requirement include but are not limited to school assemblies, lunchroom duties, recess, teacher professional learning class time, and staff meetings
- 2) Essential sensory and communicative activities include:
 - a. Continuously using hearing and speaking to exchange information in person, via telephone, and/or two-way radio
 - b. Continuously using, focus, color, depth, peripheral, long and near vision to monitor, assess, and determine which may cause eye strain
 - c. Possess dexterity of hands to use classroom materials and equipment necessary to perform job functions including but not limited to repetitive hand motions from prolonged computer work, and writing activities
- 3) Physical agility and strength include but are not limited to:
 - a. Frequently lift, carry, or push weight up to 10 pounds, occasional need to lift, carry, or push weight up to 50 pounds
 - b. Frequently bend, stoop or squat to pick up items from the floor, shelves, counters, cupboards or other district property
 - c. Frequently extend arms and hands to reach shelves above head, write on chalkboards, reach into file cabinets/desk drawers, and across desk surfaces
 - d. Frequently required to maintain for several consecutive minutes a crouched, bent or stooping posture in order to assist students at their desks, work space, floors and/or ground

WORK ENVIRONMENT:

While performing the duties of this job, there is a low chance of exposure to safety issues due to the aggressive nature of some student behavior. The noise level in the work environment is extremely important to this position and the SLP may manipulate noise levels/environments in order to provide services.

MENTAL FUNCTIONS:

While performing the duties of this job, the employee is regularly required to communicate and to use interpersonal skills. This position requires the employee to problem solve and work cooperatively within a team. The employee is frequently required to compare, analyze, communicate, instruct, synthesize, evaluate, and compile. This job sometimes requires employee to negotiate, copy and coordinate.

BEHAVIOR AND ACTIVITIES:

Many of the behaviors and activities contained in this document were developed to support the Mesa County Valley School District Mission and adhere to the professional code of ethics, as outlined by the National Speech-Language-Hearing Association (ASHA). In addition to specific task or job related competencies, the Code of Ethical Behavior and other work principles will be recognized throughout this document. A high standard of personal conduct to uphold and maintain personal integrity and ethics is required as well as the avoidance of substance abuse and other risk taking behavior.

Disclaimer

The above is intended to describe the general content of and requirements for the performance of this job. It is not to be construed as an exhaustive statement of essential functions, responsibilities or requirements.