

EASTERN CARVER COUNTY SCHOOLS

Position Description

SECTION I: GENERAL INFORMATION

Position Title: Speech Language Pathology Assistant (SLPA)	Department: Specialized Education Services
Reports to: Specialized Education Supervisor (or Executive Director of Specialized Education)	FLSA Status: Non-Exempt
Band/Grade/Subgrade:	Bargaining/Work Unit: Paraprofessional
Tier/Lane: T7	Position Last Updated: New position

SECTION II: JOB SUMMARY

To provide speech and language services to students with disabilities under the direction of a licensed speech and language pathologist.

SECTION III: ESSENTIAL DUTIES AND RESPONSIBILITIES

Duty/Responsibility No:	1	Statement of duty/responsibility: Provide student-specific direct and indirect speech/language services as determined by the Individual Education Plan (IEP) team and under the direction of the Speech/Language Pathologist.
Percent of Time:	90%	

Tasks involved in fulfilling above duty/responsibility:

- Provide student-specific direct and indirect speech/language pathology services as determined by the Individual Education Plan (IEP) team and under the direction of the Speech/Language Pathologist (SLP). This may include communication skill development, social skills and regulation strategies, academic needs, behavior management, activities of daily living, and pre-vocational participation, and increasing motivation for students with educational disabilities and who require the support of speech/language services as a related service.

- Administering and scoring assessment tools, implementing documented care plans or protocols (e.g., individualized education plan (IEP), individualized family service plan (IFSP), treatment plan) developed and directed by the supervising SLP
- Providing direct speech services addressing IEP goals developed by the supervising SLP
- Developing and implementing activities and materials for teaching and practice of skills to address the goals of the student, patient, client, and family per the plan of care developed by the supervising SLP
- Providing treatment through a variety of service delivery models (e.g., individual, group, classroom-based, home-based, co-treatment with other disciplines) as directed by the supervising SLP
- Documenting student, patient, or client performance (e.g., collecting data and calculating percentages for the SLP to use; preparing charts, records, and graphs) and report this information to the supervising SLP in a timely manner
- Programming augmentative and alternative communication (AAC) devices
- Providing training and technical assistance to students, patients, clients, and families in the use of AAC device
- Assist with clerical duties and site operations (e.g., scheduling, recordkeeping, maintaining inventory of supplies and equipment);
- Perform safety checks and maintenance of equipment;
- Prepare materials for screening, assessment, and treatment services.
- Coordinate, schedule and monitor effective use of time in regards to the SLPA service schedule including involved in team meetings.
- Collect individual student data to support the understanding of skill development and effectiveness of interventions.
- Communicate regularly with district personnel and provide feedback for communication with the IEP team and families through the SLP.
- Adapts school and classroom environment, tools and materials under the supervision of the SLP for the purpose of improving student functioning and facilitating student access to curricular and instructional activities and support, monitor and adjust communication equipment and spaces.
- Maintains files and/or records in cooperation with the SLP (e.g. progress reports, activity logs, etc.) for the purpose of documenting activities and/or ensuring an up-to-date data collection around IEP goal growth
- Maintains treatment equipment and supplies in clean and proper working condition for the purpose of implementing goals
- Prepares written materials (e.g. activity logs, progress notes) for the purpose of documenting activities, providing written reference, and/or conveying information.
- Transports a variety of items (e.g. assistive devices, assessment tools, etc.) for the purpose of ensuring the availability of materials required for therapy sessions.

Duty/Responsibility No:	2	Statement of duty/responsibility: Support district personnel and families with understanding the role of speech/language pathology services in the school setting.
Percent of Time:	10 %	

Tasks involved in fulfilling above duty/responsibility:

- Serve as a resource for administration around the understanding of speech/language pathology educational services as well as addressing the barriers limiting the participation of students with disabilities across educational environments.
- Participate in multidisciplinary meetings in support of student and program needs and participate in team meetings with the district speech/language pathology team and the broader related services or specialized education department.
- Maintain positive, professional relationships, and use appropriate verbal, nonverbal, and written communication with all individuals.
- Support classroom personnel to effectively use classroom based technology and assistive technologies to facilitate student success and troubleshoot problems with assistive devices (e.g. computer technology, etc.) for the purpose of ensuring that equipment is in proper working order and/or providing alternative strategies.
- Perform other job-related duties as assigned.

Other Duties as Assigned**SECTION IV: KNOWLEDGE, SKILLS AND ABILITIES**

- Evidence of an understanding of the school culture and environment, and commitment to carrying out the vision, mission and belief statement of Eastern Carver County Schools
- Knowledge of Minnesota rules and regulations regarding occupational therapy as both a program and related service option
- Knowledge of IDEA and the IEP process
- Knowledge of current educational issues and best practices
- Knowledge of effective intervention strategies
- Ability to apply problem solving processes and creative thinking skills
- Ability to recognize student strengths and areas of growth as related to skill development.
- Ability to maintain accurate student records
- Ability to communicate effectively both orally and in writing
- Ability to maintain confidentiality.
- Ability to develop and maintain effective working relationships with students, co-workers, administrators, and families
- Ability to work with teachers and students to demonstrate ways of supporting students in the regular classroom
- Ability to work and communicate effectively with students who have various cognitive and physical limitations

SECTION V: EDUCATION / CERTIFICATION REQUIREMENTS

- Associate degree required, Bachelor's degree preferred
- Current and valid license through the American Speech-Language-Hearing Association (ASHA)

SECTION VI: EXPERIENCE REQUIREMENTS

- Prior Experience in a school setting preferred.
- Experience assessing and selecting assistive technology in a school setting.
- Experience in IDEA policy and procedures.
- Experience implementing appropriate therapy under the direction of a Speech/Language Pathologist.

SECTION VII: COMPETENCIES AND/OR VALUES COMMON TO ALL POSITIONS

- A clear and demonstrated commitment to the District mission, which is to ensure high quality, innovative, challenging education where all learners are valued and respected.
- Performing assigned responsibilities in a manner consistent with the District's established Core Values.
- Advancing the District's mission and values through careful attention to the key issues of Learning, Environment and Resources.

SECTION VIII: PHYSICAL JOB REQUIREMENTS

(Indicate according to essential duties/responsibilities):

The physical job requirements described here are representative of those an employee encounters while performing the primary functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the primary functions.

Key: N=Never O=Occasionally (1-33%) F=Frequently (34-66%) C=Consistently (67-100%)					
Demands		Demands		Demands	
Physical		Lifting/Carrying		Exposure to Environ. Conditions	
Standing	C	Up to 10 pounds	C	Possible exposure to blood-borne pathogens through blood and/or body fluids	F
Walking	C	Up to 25 pounds	F		
Sitting	C	Up to 50 pounds	O		
Talking in person/on the phone	F	Up to 75 pounds	N	Toxic chemicals	N
Pushing/Pulling	F	Up to 100 pounds	N	Moving parts	O
Hearing	C	More than 100 pounds	N	Electrical shock risk	N
Feeling, grasping, finger dexterity	C	Noise Levels		Explosives	N
Climbing, balancing	O	Quiet (i.e. private office)	O	Fumes	N

Stooping (bend at waist)	F	Moderate noise (i.e. business office with typewriters/ printers, light traffic)		Extreme cold (non-weather)	N
Crouching, crawling, kneeling, Squatting	F		F	Extreme heat (non-weather)	N
		Loud noise (i.e. many children laughing & playing, large earth moving equipment)		Varying weather conditions	O
Stretching/reaching with hands & Arms	F		C	Sight	
Distinguishing smell	O	Very loud noise (i.e. jack hammer, front row rock concert)		Vision for close work/ability to adjust focus	C
Distinguishing temperature	O		N	Looking at computer monitor	F
Traveling by automobile	O			Color vision (identify & distinguish colors)	F
				Peripheral, depth perception	O

Note: Such alternatives to the above qualifications as the School Board may find appropriate and acceptable.

Safety is essential to job performance. Employees must exercise caution and comply with standard safety regulations and district procedures when involved in the following situations:

- Balancing, Bending, crouching, kneeling, reaching, and standing.
- Exposure to blood-borne pathogens and communicable diseases.
- Lifting, carrying, and moving work-related supplies/equipment.
- Operating and/or riding in a vehicle.
- Traveling to meetings and work assignments.