



Little Falls Community Schools

14750 Riverwood Drive | Little Falls, MN 56345
Phone: 320-632-2005 | Fax: 320-632-2010

POSITION DESCRIPTION

SECTION I: GENERAL INFORMATION

Position Title: Speech Language Pathologist	Department / Building: Special Education/Building Sites
Reports To: Director of Special Services/SPED Coordinator	FLSA Status: Exempt
Grade / Subgrade:	Bargaining / Work Unit: EMLF/Teacher
Duty Year: 182 days (approximately)	Position Last Updated: 3/24/2025

SECTION II: JOB SUMMARY

The Speech-Language Pathologist (SLP) assesses, diagnoses, and provides intervention for students with speech, language, voice, fluency, and communication disorders. This role collaborates with teachers, service providers, and families to develop and implement Individualized Education Programs (IEPs) and ensures compliance with state and federal special education requirements. The SLP plays a key role in supporting students from birth to age 21 to improve their communication skills for educational success.

SECTION III: ESSENTIAL DUTIES AND RESPONSIBILITIES



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Duty/Responsibility #	1	Statement of duty/responsibility: Screening, Assessment, and Diagnosis
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Tasks involved in fulfilling above duty/responsibility:

- Conduct screenings and evaluations to identify students with speech, language, and communication disorders.
- Utilize state eligibility criteria to determine service qualification and appropriate levels of intervention.
- Assess and diagnose disorders related to articulation, voice, fluency, receptive/expressive language, and pragmatic language skills.
- Administer standardized and informal assessments and interpret results to guide IEP development and treatment planning.

Duty/Responsibility #	2	Statement of duty/responsibility: Intervention and Therapy Services
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Tasks involved in fulfilling above duty/responsibility:

- Develop and implement individualized and group therapy plans aligned with student needs and IEP goals.
- Provide educationally relevant, evidence-based interventions to support communication skill development.
- Incorporate literacy-based interventions and assistive communication technologies as needed.
- Monitor student progress through data collection and periodic assessment to inform instruction and adjust therapy as necessary.
- Provide consultation and strategies to teachers, staff, and families to support students in the classroom and beyond.



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Duty/Responsibility #	3	Statement of duty/responsibility: Case Management and Compliance
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Tasks involved in fulfilling above duty/responsibility:

- Develop and maintain standards-based IEPs, ensuring alignment with state and federal requirements.
- Serve as a case manager for students receiving speech-language services, ensuring compliance with due process timelines.
- Complete and maintain all required documentation, progress reports, and third-party billing.
- Assist in the completion of medical assistance billing documentation, including accurate and timely recordkeeping of services provided, as required by district policies and state/federal regulations.
- Maintain compliance with Medical Assistance (MA) and third-party billing requirements by ensuring proper documentation of student services, obtaining necessary parental consents, and collaborating with appropriate staff to support accurate claims processing.
- Participate in IEP meetings, multidisciplinary team meetings, and student support planning.
- Ensure services align with Individuals with Disabilities Education Act (IDEA) and Section 504 mandates.

Duty/Responsibility #	4	Statement of duty/responsibility: Collaboration and Coordination
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Tasks involved in fulfilling above duty/responsibility:

- Work closely with general education and special education teachers, administrators, service providers, and families to support student success.
- Provide professional development and coaching to staff on language and communication strategies.
- Collaborate with occupational therapists, physical therapists, psychologists, and



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- special education teams to ensure a coordinated approach to student support.
- Facilitate communication and coordination with outside agencies when additional services are needed.

Duty/Responsibility #	5	Statement of duty/responsibility: Professional Development/Additional Duties
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Tasks involved in fulfilling above duty/responsibility:

- Stay current on best practices, research, and innovations in speech-language pathology.
- Complete and stay up to date on CPI training (verbal and physical de-escalation).
- Participate in district, state, and national professional development opportunities.
- Maintain active membership in professional organizations (e.g., ASHA, MSHA) to enhance knowledge and networking.
- Engage in self-reflection and professional growth to continuously improve student outcomes.

Perform other duties as assigned or requested.

SECTION IV: WORK REQUIREMENTS AND CHARACTERISTICS

Education/Certification Requirement: Master's Degree in Speech-Language Pathology from an accredited program; current Minnesota Teaching License in Speech-Language Pathology required. Certificate of Clinical Competence (CCC-SLP) from the American Speech-Language-Hearing Association (ASHA) preferred. Additional certification in augmentative and alternative communication (AAC) or literacy intervention preferred.

Experience: Prior experience in school-based or pediatric speech-language services preferred.



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Essential Skills:

- Expertise in diagnosing and treating speech and language disorders.
- Strong knowledge of evidence-based interventions and school-based therapy techniques.
- Ability to analyze assessment data and develop individualized treatment plans.
- Strong collaboration and communication skills with staff, students, and families.
- Knowledge of assistive technology and augmentative communication devices.
- Proficiency in using technology for assessments, therapy, and documentation.
- Understanding of special education law and due process compliance.
- Ability to train and support teachers and paraprofessionals in communication strategies.

SECTION V: PHYSICAL JOB REQUIREMENTS

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.

Demands				
N = never / O = occasionally (1-33%) / F = Frequently (34-66%) / C = Consistently (67-100%)				
Physical	Lifting/Carrying		Exposure to Environmentals	
Standing	C	Up to 10 pounds	C Possible exposure to blood-borne pathogens through body and/or body fluids	N
Walking	C	Up to 25 pounds	O Toxic chemicals	N
Sitting	F	Up to 50 pounds	N Moving parts	N
Talking in person/on the phone	F	Up to 75 pounds	N Electrical shock risk	N
Pushing/pulling	F	Up to 100 pounds	N Explosives	N
Hearing	F	More than 100 pounds	N Fumes	N
Feeling, grasping, finger dexterity	C	Noise Levels	Extreme cold (non-weather)	N



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

SECTION VI: STANDARDS OF CONDUCT AND JOB PERFORMANCE

Performance of Duties. Employees must faithfully perform, at a professional level of competence, the services and duties prescribed by the District, regardless of whether such duties are specifically described in policy, in a job description, in a notice of assignment, or in another document. Prompt and regular attendance is an essential function of each employee's job. Employees must also comply with all lawful directives issued by the Superintendent or by any other individual with supervisory authority. In addition, employees must comply with all applicable federal and state laws and with all rules, regulations, and policies established by the District. Employees may not, directly or indirectly, engage or participate in any action or conduct that conflicts in any respect with the interests of the District. Toward that end, employees may not engage or participate in any action or conduct that is inconsistent with their job duties, the basic educational mission of the District, or the desired image of the District.