

**JOB PROFILE: Speech Language Pathologist (SLP)**  
Reports to: Building Principal

**Classification:** Professional

**Hours/Day:** 7.75

**Days/Year:** 192

***Purpose/Summary***

The Speech Language Pathologist is responsible for the planning and organizing of a program of instructional and therapeutic services provided to students in the district schools in order to meet the needs of the student with Speech and/or Language impairments.

***Essential Duties and Responsibilities***

- Screens/evaluates students to determine eligibility for Speech-Language services and appropriate service delivery model.
- Participates in MDT, IST paperwork/conferences to ensure compliance with PDE regulations regarding students with special needs.
- Assists in the development and writing of comprehensive evaluation reports, re-evaluation reports, & IEPs following required compliance timelines.
- Schedules students effectively and efficiently to receive Speech-Language services.
- Determines and implements individual/group/classroom/consultation therapeutic services to students with Speech-Language disorders in order to assist academic needs.
- Utilizes best practices, curriculum materials, teaching methods, in planning lessons.
- Provides appropriate therapy to identified students in the areas of articulation, phonology, receptive and expressive language, fluency, voice disorders, pragmatics, AAC, and dysphagia.
- Programs and maintains augmentative communication devices for caseload students.
- Participates as the lead in trials for augmentative devices, maintains complete and accurate data on devices trialed, and assists in the determination of augmentative communication devices.
- Monitors student progress in/out of the Speech-Language environment based on data acquired, work demonstrated, and observation. Prepares progress reports and other state/district/program mandated paperwork/forms following stated guidelines and timelines.
- Prepares and completes ACCESS billing for specific students.
- Maintains complete working files of student records including all state mandated forms.
- Ensures and maintains student confidentiality and protects student data in accordance with HIPAA/FERPA regulations and with the district policy.
- Completes programmatic paperwork including yearly calendars, weekly and daily schedules, monthly rosters, and program statistical reports.
- Prepares and maintains an inventory of current textbook, instructional materials, diagnostic assessments, and technological equipment to ensure that such items are readily accessible for use in the instructional activities.
- Maintains Act 48 hours and ASHA CEUs as required for certification standards in order to keep current certification in the profession of Speech-Language Pathology.
- Maintains a professional demeanor at all times, following all district policies, building procedures and Pennsylvania professional code of conduct.
- Works collaboratively with co-workers; including the proper management of support staff within the classroom.
- Utilizes appropriate platforms to manage communication, information and records.
- Other duties as assigned by Supervisor, Director of Student Services, or other Administrators.

*Preparing All Students for Success in a Changing World*

**Education and/or Experience**

- Master's Degree in Speech Language Pathology required.
- Certificate of Clinical Competence (CCC) of the American Speech-Language Association OR Clinical Fellowship Year option in the area of Speech Pathology preferred.
- Experience working with school-aged population preferred.

**Certifications, Licenses, Registrations**

- Applicable Pennsylvania State Teaching Certification for Special Education, Speech and Language Impaired K-12 required
- Act 34/151/114/126/168 Clearances/Certifications required

**Qualification Requirements**

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

**Knowledge and Abilities**

Knowledge of current research, theory and social work practices and ability to apply that knowledge to positively impact learning. Ability to think critically and problem-solve, especially as it relates to social and emotional growth, development, and behavior. Knowledge of educational protocol and procedures and ability to implement these processes into the classroom setting.

*Academic Skills* - Knowledge of social and emotional growth and development for students, assessment strategies, development of behavior intervention plans and IEP goal planning for identified students.

Knowledge of classroom management, social development, assessment, and evaluation. Knowledge of special education and ability to adapt instruction as it relates to any classroom environment. Knowledge of brain research and ability to understand and apply this information to teaching. Knowledge of discipline policies and ability to make decisions to appropriately manage student behavior.

*Language Skills* – Knowledge of the structure and content of the English language including the meaning and spelling of words, rules of composition, and grammar. Must possess the ability to use the language in both oral and written form. Be able to listen to and understand information and ideas presented through spoken words and sentences. Be able to communicate information and ideas in speaking so others will understand. Ability to read, analyze, and interpret professional journals.

*Math Skills* – Knowledge of arithmetic, algebra, geometry, statistics, and their applications. Possess the ability to apply concepts such as fractions, percentages, ratios, and proportions to practical situations. Possess the ability to analyze and interpret data, particularly test scores.

*Technology Skills* – Be able to utilize programs such as Microsoft Office and the District grading/attendance packages. Be able to access, generate and analyze student assessment data. Utilize email, the Internet, and Intranet. Utilize interactive boards and coordinating technologies. Be able to generate electronic lesson plans and templates to gather data for Excel reports. Implement the use of technology throughout the instructional process. Use of AAC devices.

*Reasoning Ability* - Ability to understand and interpret standards, psychiatric diagnoses, medications and side effects and to implement effectively throughout the curriculum of a high performing school district.

Ability to observe students, and evaluate student data to make decisions that improve the instructional process.

**Other Skills and Abilities**

- The employee must possess the ability to maintain a high emotional energy.
- Exhibits a high level of confidentiality with student information in accordance with FERPA and demonstrates objectivity in emotionally-charged and conflict situations.
- Must develop effective coping strategies for dealing with the high expectations, frequent demands, and significant responsibility of effectively educating large groups of students.
- Must be able to react quickly in volatile situations and maintain composure even under stressful conditions.
- Must be able to advocate for students to create a positive learning environment.
- Possess imagination, patience, creativity, sound judgment, logical reasoning and analytical and problem-solving capabilities.
- Ability to make equitable decisions with sound emotional judgment.
- Must be able to concentrate with numerous interruptions.
- Maintain effective working relationships with administrators, students, parents, staff, and the community.
- Ability to understand and facilitate needs of various personality types.
- Ability to perform duties with awareness of all District policies and professional obligations.

**Physical Demands**

*When performing activities throughout the day related to the educating of students, the Social Worker spends the majority of the day in a small group or office setting and/or in the classroom. The Social Worker must walk through the classroom and be able to maneuver in tight spaces between desks, etc. Dealing with the students can entail kneeling or squatting, stooping, and bending from 50-70 degrees at the waist on an occasional to frequent basis.*

*Must be able to exert up to 20 pounds of force occasionally and/or up to 10 pounds of force as frequently as needed to move objects (textbooks and materials). The Social Worker must see and hear on a continuous basis as well as speak frequently. Positions may vary from standing, sitting, or walking. On a rare occasion it may be necessary to move quickly, run, etc. over smooth to uneven surfaces such as on asphalt, pea gravel, on the playground, or on the grass. The Social Worker must have manual dexterity to use office equipment, manipulate books and other learning materials, and assist students with various activities. The Social Worker must have repetitive movement of fingers and hands for keyboarding.*

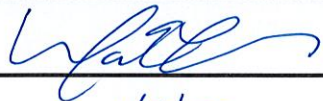
*The physical demands described here are representative of those that must be met by an employee to successfully perform the essential functions of this job. This position is considered to be a LIGHT Physical Demand Characteristic of Work position according to the physical demands strength rating of the Dictionary of Occupation Title, Fourth edition published by the US Department of Labor. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.*

<b>Sedentary (S)</b>	<b>Light (L)</b>	<b>Medium (M)</b>	<b>Heavy (H)</b>	<b>Very Heavy (V)</b>
Exerting up to 10 lbs. occasionally or negligible weights frequently; sitting most of the time.	Exerting up to 20 lbs. occasionally, 10 lbs. frequently, or negligible amounts constantly or requires walking or standing to a significant degree.	Exerting 20-50 lbs. occasionally, 10-25 lbs. frequently, or up to 10 lbs. constantly or requires frequent running or climbing.	Exerting 50-100 lbs. occasionally, 25-50 lbs. frequently or up to 10-20 lbs. constantly.	Exerting over 100 lbs. occasionally, 50-100 lbs. frequently or up to 20-50 lbs. constantly.

**Work Environment**



The work environment will vary from potentially very loud situations such as cafeterias and playgrounds to more moderate situations such as small group, office, classrooms or large group professional settings. The majority of time will be spent indoors with consideration for adaptability to all weather conditions related to outdoor activities and/or travel. The employee must be able to work in air-conditioned and heated environments under fluorescent lighting.

<b>Primary Work Location</b>				
<b>Office Environment</b>		<b>Shop</b>		
<b>Classroom</b>		<b>Vehicle</b>		
<b>Outdoors</b>		<b>C</b>		
<b>Physical and Non-Physical Demands Key</b>				
<b>C - Continuously</b>	<b>F - Frequently</b>	<b>O - Occasionally</b>	<b>R - Rarely</b>	<b>N - Never</b>
2/3 or more of the time	From 1/3 to 2/3 of the time	Up to 1/3 of the time	Less than 1 hour per week	Never occurs
<b>Standing</b>	<b>C</b>	<b>Crawling</b>	<b>R</b>	
<b>Sitting</b>	<b>F</b>	<b>Bending</b>	<b>O</b>	
<b>Walking</b>	<b>C</b>	<b>Twisting</b>	<b>R</b>	
<b>Lifting</b>	<b>O</b>	<b>Climbing</b>	<b>R</b>	
<b>Carrying</b>	<b>O</b>	<b>Balancing</b>	<b>R</b>	
<b>Pushing/Pulling</b>	<b>O</b>	<b>Vision</b>	<b>C</b>	
<b>Reaching</b>	<b>O</b>	<b>Hearing</b>	<b>C</b>	
<b>Handling</b>	<b>O</b>	<b>Talking</b>	<b>C</b>	
<b>Fine Dexterity</b>	<b>C</b>	<b>Foot Controls</b>	<b>N</b>	
<b>Kneeling</b>	<b>O</b>	<b>Working Closely with Others/Teamwork</b>	<b>C</b>	
<b>Crouching</b>	<b>O</b>	<b>Tedious or Exacting Work</b>	<b>C</b>	
<b>Time Pressures</b>	<b>C</b>	<b>Noisy or Distracting Environment</b>	<b>F</b>	
<b>Emergency Situations</b>	<b>R</b>	<b>Multi-Building Travel</b>	<b>O</b>	
<b>Frequent Change of Tasks</b>	<b>F</b>	<b>Other (Specify):</b>		
<b>Irregular Work Schedule/Overtime</b>	<b>R</b>	<b>Other (Specify):</b>		
<b>Simultaneous Multi Tasks</b>	<b>C</b>	<b>Other (Specify):</b>		
<p><i>The information contained in this job description is for compliance with the American with Disabilities Act (A.D.A.) and is not an exhaustive list of the duties performed for this position. Additional duties are performed by the individuals currently holding this position and additional duties may be assigned.</i></p>				
<b>Director of Human Resources Signature</b>				
<b>Date of Approval</b>		1/3/25		