

# SNOQUALMIE VALLEY SCHOOL DISTRICT

## JOB DESCRIPTION

Job Title: **Speech/Language Pathologist**  
Reports to: **Building Administrator**  
Work Year: **School Year**

FLSA Status: **Exempt**  
Classification: **Certificated-SVEA**  
Salary: **As Stated in Schedule**

**Position Summary:** The Speech/Language Pathologist assists in developing speech and language skills to facilitate the personal, social, and intellectual development of students. In order to respond to the individual needs and abilities of students, the Speech/Language Pathologist must work closely with family, staff and administrators.

### **Qualifications Required:**

- Valid Washington State Social Worker ESA certificate.
- Demonstrated effective oral and written communication in the English language, including correct grammar and spelling usage.
- Legally eligible to work for any employer in the United States of America as verified by Form I-9.
- Successful Washington State Patrol and Federal Bureau of Investigation fingerprint clearance.

### **Essential Functions and Responsibilities:**

- Conduct diagnostic speech/language and communication assessments, identify needs, prepare therapy plans and participate in eligibility and IEP conferences.
- Establish a positive learning environment and respond to the individual needs of students.
- Appropriately operate all equipment as required.
- Monitor student progress and make informed, timely educational decisions.
- Participate as a team member in the comprehensive evaluation, review, and reevaluation process.
- Participate in the development of student IEPs, including case management for communication disordered only students.
- Provide therapy, follow-up, and/or consultation based on student IEPs.
- Motivate students through effective communication and evaluative feedback.
- Maintain appropriate, confidential records and provide timely reports.
- Evaluate and record student progress; collect and interpret a variety of data; prepare reports.
- Keep abreast of new information, innovative ideas, and techniques.
- Work collaboratively with special education and general education teams in developing and delivering speech-language services to support communication skills relevant to educational performance.
- Understand and use a variety of assistive technologies and programs, and augmentative communication devices and programs

- Participate in State, Federal and District testing requirements.
- Serve as a resource to school staff members in the development of a balanced program for oral communication and speech improvement.
- Collaborate with classroom teachers and other school staff members to implement therapy by providing suggestions for the student's daily activities.
- Provide in-service education and serves as a consultant to teachers and school staff members on topics concerning communication improvement.
- Demonstrate sensitivity in dealing with students of diverse socio-economic backgrounds, cognitive and physical abilities as well as with students of diverse cultural and ethnic backgrounds.
- Develop and maintain professional competency through in-service education, coursework or professional growth activities.
- Serve on staff committees as required.
- Receive and respond to referrals from staff, families, and other personnel.
- Attend staff and other professional meetings as may be assigned or necessary.
- Use technology for communication, presentations, trainings, workload management, and workshops.
- Possess knowledge of and adhere to District Policies and Procedures.
- Communicate openly and effectively with students, families, community, staff, and administration.
- Work cooperatively with peers in sharing ideas, techniques, and procedures for improvement of the learning environment
- Assist with the development of an atmosphere of respect, interest, and enthusiasm within the school.

**Nonessential Skills and Experience:**

- Performs other duties as assigned. The omission of specific duties does not exclude them from the position if the work is similar, related, or a logical assignment to the position.

**Success Factors/Job Competencies:**

- Demonstrated knowledge and application of the principles, practices, and procedures of speech/language therapy.
- Demonstrated knowledge of the normal development and use of speech, voice, fluency, and language; and the types, causes, and the treatments of speech disorders.
- Demonstrated ability to approach situations with an objective, yet sensitive, attitude.
- Demonstrated understanding of current national, state and local education initiatives.
- Demonstrated ability to interact tactfully and positively with students, staff, families, community, and other customers; maintain effective working relationships with a variety of people.
- Demonstrated strong initiative and self-motivation.
- Demonstrated ability to act with integrity, fairness, and in an ethical manner.
- Demonstrated ability to effectively establish work priorities, and to make independent decisions.
- Demonstrated ability to work on multiple tasks simultaneously.

- Demonstrated ability to be detail oriented with excellent organizational skills.
- Demonstrated ability to be flexible and open to new ideas.
- Demonstrated ability to work effectively under pressure while maintaining a high level of productivity.
- Demonstrated ability to follow directions, yet exercise independent and appropriate judgment.
- Demonstrated ability to react to change productively.
- Demonstrated support of the value of education.
- Demonstrated support of the mission, vision and values of the District.

**Physical Demands and Work Environment:** The physical demands and work environment characteristics described here 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*—Frequently required to sit, talk, move about, hear and speak, and be visually observant of classroom behavior and learning activities. Regularly lift and carry items weighting up to 30 pounds. Specific vision abilities required include close vision, distance vision, color vision, peripheral vision, depth perception, and ability to adjust focus. Noise level in work environment is usually moderate, or consistent with subject being taught.
- *Work Environment*— Work is typically performed in a classroom/office environment. Must deal with a wide range of student achievement and behavior; required to shift tasks and priorities; must be able to deal with distraught or difficult individuals; will need to attend evening/weekend meetings or activities; potentially exposed to ordinary infectious diseases carried by students.

**Performance Standards:** The person in this position will be evaluated annually in accordance with the provisions of the District policy on evaluation of certificated employees

**Approval/Revision Date:** March 2022

**General Sign-off:** The employee is expected to adhere to all Snoqualmie Valley School District policies and procedures.