

Jordan School District  
**LICENSED JOB DESCRIPTION**

Job Title: <b>Speech Language Pathologist</b>	Lane Placement: <u>Schedule C</u>
Department / Location: <u>Schools</u>	FLSA Classification: <u>Exempt</u>
Supervisor's Title: <u>Principal</u>	Contract: <u>184 or 176 Days</u>
Special Education Approval: <u><i>Rita Robinson</i></u>	Date: <u>6/1/17</u>
Department Approval: <u><i>Laura S. Jurlinson</i></u>	Date: <u>6/1/17</u>
ADA Review: <u><i>Janelle Masten</i></u>	Date: <u>6-7-17</u>
Human Resource Approval: <u><i>Ruth Bay</i></u>	Date: <u>6-2-17</u>
Superintendent Approval: <u><i>R. J. Mason</i></u>	Date: <u>6/12/17</u>
Original date: <u>08/05</u> Revised: <u>08/16</u>	Revised: <u>05/17</u> Revised: <u>        </u>

### **GENERAL FUNCTION**

The **Speech Language Pathologist (SLP)** provides support in developing appropriate educational programs for students with speech-language impairments, as mandated by State/Federal regulations. The SLP is directly responsible to the school principal and special education personnel. Program compliance and quality control are monitored by the special education director and the specialist for Speech-Language Pathology.

The incumbent is responsible to follow all policies and guidelines as detailed by District policy.

### **ESSENTIAL FUNCTIONS**

- Administer appropriate formal and informal evaluations for students who need speech-language assessment.
- Function as a contributing member of the Speech-Language-Hearing Staff and of the team by attending team meetings, Individual Education Plan (IEP), Individual Family Service Plan (IFSP) meetings and faculty meetings as assigned by the principal.
- Inform assigned schools of daily work schedule. Develop a therapy schedule in coordination with teachers and other school personnel and provide the building principal with a therapy schedule.
- Develop IEP goals for speech-language therapy to address students' individual needs and support core curriculum requirements and provide appropriate therapy to support these goals.
- Assist in the hearing conservation program as assigned.
- Collect data on IEP/IFSP goals and maintain student logs to document each therapy session.
- Maintain records and required information for compliant special education files. Maintain SCRAM records for each student on the caseload. Maintain and support the confidentiality of all students and their records.
- Complete progress reports and provide a copy to parents for each report period.
- Train parents, teachers and other team members on topics related to speech and language when appropriate. Provide day to day direction to speech language technicians.
- May be required to travel to District schools or other locations using own transportation.
- Communicate with parents through conferences, home notes, telephone calls, planners and emails as appropriate.
- Establish home intervention programs for students with communication disorders when appropriate.
- May provide services in multiple schools daily which requires travel using own transportation.
- Complete Medicaid Time Studies as assigned.

- May be expected to provide support for individual (Tier III-LRBI Manual) behavior interventions and/or emergency safety interventions for students based on assigned location which includes:
  - **Physical Guidance**-Physically guiding a student through proper motions to complete a task or demonstrate a skill in response to mild resistance that does not pose a risk of danger to self or other, on behalf of the student, while at the same time does not restrict, immobilize or reduce the ability of the student to freely move their torso, arms, legs or head.
  - **Physical Restraint**-Implement an emergency safety intervention where the student's behavior poses an immediate danger to themselves or others. This would include a personal restriction that immobilizes or reduces the ability of an individual to move their arms, legs, body or head.
- Participate in appropriate educator evaluation procedures as per State and District guidelines in accordance with DP311-Evaluation of Licensed Personnel.
- Maintain records and required information in a secure location. Maintain confidentiality of all student information.
- Maintain professional competence through in-service education activities required by the District and State, as well as self-selected professional growth activities.
- Demonstrate professional ethics as outlined by the Utah Professional Practices Advisory Commission. Represent the District in a professional, ethical and positive manner.
- Attend and participate in faculty/department meetings as required.
- Participate in a reasonable number of faculty committees as requested.
- Follow District procurement guidelines with administrative approval.
- Create a clean and organized environment that is conducive to student learning.
- Is responsible for understanding and adhering to all District policies and complete the annual crucial policy review.
- Adhere to contract time.
- Other duties and responsibilities as assigned by the principal/administrator.

- This description should not be construed to contain every function/responsibility that may be required to be performed by an incumbent assigned to this position.
- Incumbent is required to perform other related functions as assigned. Other related functions can be performed for no more than 20% of an employee's normal workweek (i.e. eight (8) hours per week, or thirty-two (32) hours per month).

### **QUALIFICATION REQUIREMENTS**

- Requires a minimum of a Master's Degree from an accredited college or university.
- Requires compliance with USBE state license requirements.
- May be required to complete research-based District trainings on understanding the cycle of crisis and de-escalation strategies (i.e. ASPEN, Mandt, etc.).
- Requires strong oral and written communication skills with students, parents, and staff.
- Requires strong computer and educational technology skills.
- Requires effective problem solving, organizational, multi-tasking, and time management skills.
- Requires the ability to implement effective teaching strategies.
- Requires the ability to establish and maintain a positive learning environment.
- Requires the ability to calmly handle classroom management issues.
- Requires the ability to establish and maintain effective working relationships with students, parents, school staff, District staff, and patrons.
- Requires the ability to work as a member of a team as well as the ability to work independently.
- Knowledge of State Core Curriculum and Board of Education adopted guidelines.
- May require a valid driver's license that allows incumbent to legally operate a motor vehicle in Utah. Must be able to provide own transportation if position requires travel.
- Fulfill the employee immunization requirements or complete the applicable health department exemption form if required.

To perform this job successfully, an individual must be able to perform each essential duty satisfactorily. The requirements listed above are representative of the education, knowledge and experience requirements; the machine, tools and equipment used; and any licenses or certifications required. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions of this position.

**Machines, Tools & Equipment Used:**

- Standard office equipment, educational technology, computers, standard machines used in a teacher workroom.
- Incumbent may be trained to operate a variety of Special Education equipment (e.g. office equipment, therapeutic equipment, adaptive devices, wheelchairs, physical education equipment, medical equipment lifts, language board and electronic communication devices, etc.).

**Physical Requirements – Not limited to the following:**

- Occasional push/pull 100+ pounds, isometric lifting 20 pound static hold (5-8 Min.), single-arm lifting of up to 20 pounds to shoulder level, floor to waist lift up to 75 pounds and awkward lift up to 75 pounds.
- Frequent, continuous standing and sitting (chair and floor), walking, climbing stairs, talking and awkward positions, to/from ground without upper extremity support.
- Occasional balancing on slick surfaces, gripping 50 pounds, pinching 10 pounds, sustained bending, squatting, kneeling, sustained bending, stooping and running.
- Constant hearing, near/far visual acuity and depth perception.
- As determined by the Special Education department, may be required to provide Physical Guidance and/or Physical restraint as outlined in the LRBI Manual.

- Occasional (0-33%)    Frequent (34-66%)    Constant (66-100%)
- Physical ability to perform the essential functions listed above with or without reasonable accommodation.
- Possess the physical, mental and emotional stability to work under stressful condition, including but not limited to: deadlines, contract requirements, inspection requirements and interaction with critical personnel.

**NOTE:** *This list of essential and marginal functions and of physical requirements is not exhaustive and may be supplemented in accordance with the requirements of the job.*