

BEMIDJI AREA SCHOOLS
POSITION JOB DESCRIPTION

ORIGINATION DATE October 2019

LAST REVISION DATE _____

POSITION TITLE Speech Language Pathology Assistant (SLPA)

BAND & GRADE C-4-1-9

IMMEDIATE SUPERVISOR Director of Special Education/Special Education Coordinator

Job Summary (Basic Purpose of Position)

The Speech Language Pathology Assistant (SLPA) is responsible for implementing interventions and therapy regarding student's communication skills and abilities under the direction of a Speech Language Pathologist.

SUPERVISOR

EMPLOYEE

NOTE: The signature of the supervisor and employee indicates they have read this job description and agree with its contents.

REGULAR ROUTINE DUTIES List of Things to Accomplish in Major Job Function		BAND/ GRADE	% OF TIME D, W	WC	NECESSARY SKILLS, KNOWLEDGE, ABILITIES What You Have to Know to Accomplish Duty of Function	PERFORMANCE STANDARDS How Will You Know the Job is Done?
NOTE: LIST EACH MAJOR JOB FUNCTION PRIOR TO LISTING OF ROUTINE DUTIES, SKILLS AND PERFORMANCE STANDARDS						
1.0	Develop, revise and implement daily schedule to provide direct, indirect, consultative services, collaboration and documentation time. Travel between settings may be required.	C4			Knowledge of:	1.0 Students with identified speech/communication needs are receiving therapy in accordance with IEP.
1.01	Provide direct, indirect and consultative speech/communication therapy services in accordance with the student's Individualized Educational Plan (IEP).	C4			1. Current educational issues and best practices.	1.01 Speech Services for all students on caseload are provided that are relevant and individualized for each student.
1.02	Instruct/teach strategies to students, teachers, paraprofessionals and others involved in the child's care for the purpose of providing appropriate care to the student and/or supporting the student's IEP in collaboration with the Speech Language Pathologist.	C4			2. State rules and regulations regarding speech services within a school system.	1.02 Teachers and support staff are provided with relevant strategies for student success.
1.03	Adapt school and classroom environment, tools and materials in collaboration with the Speech Language Pathologist for the purpose of improving student communication and facilitating student access to curricular and instructional activities.	B2 - C4			3. Effective intervention strategies.	1.03 Students are supported within their environments with appropriate adaptations and modifications.
					4. Individuals with Disabilities Education Act (IDEA) and the IEP process.	
					5. Federal Educational Rights and Privacy Act (FERPA), Health Insurance Portability and Accountability Act (HIPAA) and District policies and procedures.	

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NOTE: LIST EACH MAJOR JOB FUNCTION PRIOR TO LISTING OF ROUTINE DUTIES, SKILLS AND PERFORMANCE STANDARDS

1.04	Attend meetings for the purpose of conveying and/or receiving information and relay information to the Speech Language Pathologist in a timely manner.	B2			Ability to:	1.04	Relevant information is shared with the appropriate team.
1.05	Assist Speech Language Pathologists with assessing students' speech/communication skills for the purpose of determining deficits and developing recommendations.	B2 – C4			1. Work and communicate effectively with students who have various speech and/or communication delays and disabilities.	1.05	Student needs are being met through ongoing assessment.
1.06	Consult with student's relevant team members.	B2 – C4			2. Work cooperatively with others (teachers, paraprofessionals, parents, guardians, administrators, etc.)	1.06	Works cooperatively with others.
1.07	Maintain files and/or records (e.g. progress reports, activity logs, medical assistance billing, etc.) for the purpose of documenting activities and/or ensuring an up-to-date trail for compliance with various state, federal, and administrative regulations.	B2			3. Demonstrate techniques and methods for supporting students in the classroom.	1.07	Documentation is completed in a timely manner and stored in accordance with District policy.
1.08	Maintain treatment equipment and supplies in clean and proper working condition.	B2			4. Recognize student strengths and weaknesses in communication and social functioning.	1.08	Equipment is in clean and good working condition.
1.09	Transport a variety of items for the purpose of providing therapy and supporting the student's IEP goals.	B2			5. Apply problem solving processes and creative thinking skills.	1.09	Equipment is available to meet student needs.
1.10	Collaborate with Speech Language Pathologist(s) per state and federal regulations.	B2 – C4			6. Complete required documentation, medical assistance activity logs and progress notes in a timely manner.	1.10	Supervision requirements are in compliance with state and federal regulations.
1.11	Communicate and collaborate with speech language pathology team for the purpose of cohesive therapy teaming and effectively implementing any program changes.	B2 – C4			7. Communicate effectively both verbally and in writing.	1.11	Speech therapy program will run cohesively and as a unit.
1.12	Maintain continuing education hours and professional development.	C4			8. Work with students in a variety of educational settings.	1.12	SLPA will provide proof of ongoing professional development and
					9. Follow work direction provided by Speech Language Pathologist(s).		

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				10. Work and communicate effectively with Speech Language Pathologist(s). 11. Work effectively with Speech Language Pathology team. 12. Balance, bend, kneel, reach and stand. 13. Move between work/service locations during the work day. 14. Demonstrate consistent and reliable attendance. 15. Maintain required licensure and/or certification(s) Skill in: 1. Preparation and implementation of effective treatment and intervention strategies.	continuing education to the Human Resources Department.

MINIMUM QUALIFICATIONS: Completion of an approved Certification or Associate Degree program as a Speech Language Pathology Assistant