



RECOMMENDATION TO APPROVE SPEECH LANGUAGE PATHOLOGIST ASSISTANT POSITION

September 25, 2024

Due to a significant number of vacancies, the District has experienced difficulty in filling all of our licensed Speech Language Pathologist positions. In an effort to ensure services are provided to students in accordance with IEPs, administration is recommending approval of a new position for Speech Language Assistant. This position will work under the direction of a licensed Speech Language Pathologist to provide direct services to students. It will be a part of the Educational Support Professionals (ESP) bargaining group and will be paid in accordance with the established pay schedule for the Certified Occupational Therapy Assistant (COTA), with a classification of grade 10.

Submitted by: Cathy Moen, Director of Human Resources



HASTINGS PUBLIC SCHOOLS

POSITION DESCRIPTION

Job Title: Speech Language Pathology Assistant

Department: Special Services

FLSA Status: Non-Exempt

Bargaining/Work Unit: Educational Support Assistant

Reports To: Director of Special Services

Band/Grade: 10

Position Description Last Updated: 9.1.24

Classification Last Reviewed: 9.6.24

JOB SUMMARY

Under the general direction of the Director of Special Services and guidance of the Speech Language Pathologists (SLP), the Speech Language Pathology Assistant is responsible for providing direct and indirect services to students with speech/communication disabilities, including contribution to and participation in both the intervention and documentation process, in accordance with Individual Educational Plans (IEPs).

SUPERVISORY RESPONSIBILITIES

Direct: None

Indirect: None

ESSENTIAL DUTIES AND RESPONSIBILITIES

Student Support

Percent of Time: 95%

- Provides direct, indirect, and consultative communication therapy services under the supervision of an SLP, in accordance with the student's IEP.
- In collaboration with the SLP, advises on strategies to students, teachers, instructional assistants 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.
- Adapts school and classroom environments, tools, and materials in collaboration with the SLP for the purpose of improving student communication and facilitating student access to curricular and instructional activities.
- Preps materials and makes visuals for speech services provided to students as needed.
- Assists with transitioning skills into general education classrooms.
- Maintains files and/or records including progress reports and day-to-day documentation for student services; includes documentation required for third party billing for provided services.
- Drafts present levels of performance for review by the SLP.
- Attends building and department meetings for the purpose of conveying and/or receiving information and relaying information to the SLP in a timely manner.
- Maintains treatment equipment and supplies in clean and proper working condition.

Special Projects

Percent of Time: 5%

- Attend meetings, workshops, and training sessions to maintain knowledge in areas related to position.
- Stays abreast of changing laws and requirements related to work.
- Performs other job-related duties as requested or assigned.

KNOWLEDGE, SKILLS, AND ABILITIES

- Knowledge of current educational issues and best practices.
- Ability to work and communicate effectively with students with various speech/communication delays and disabilities.
- Knowledge of, and ability to apply, effective intervention strategies.
- Ability to implement and carry out prescribed speech therapy activities in accordance with IEP and treatment plans.
- Ability to instruct students and families on basic occupational therapy techniques.
- Knowledge of developmental sequencing principles for children.
- Understanding of, and ability to complete, required documentation, medical assistance activity logs, progress notes.
- Ability to instruct students and families on basic speech therapy techniques.
- Ability to apply problem solving processes and creative thinking skills.
- A current working knowledge of applicable state and federal laws and regulations related to work, including the Individuals with Disabilities Act (IDEA) and the IEP process and the Federal Educational Rights and Privacy Act (FERPA).
- Knowledge of District policies and procedures, including those related confidentiality and privacy of data.
- Ability to communicate and establish positive relationships with students, parents, school staff, and other agencies.
- Ability to maintain confidentiality of student information.
- Demonstrated exceptional customer services skills including responsiveness and follow through.
- Highly developed interpersonal skills including listening, communication, and presentation of information.
- Ability to work cooperatively with others in a manner that builds respect and teamwork.
- Ability to effectively communicate through a variety of mediums, including written and verbal.
- Excellent organizational, planning, and time management skills.
- Working independently with minimal supervision.
- Skilled in dealing with children, staff, parents, administrators and other educational professionals over parent and student issues and concerns, and ability to use persuasion, instruction and working with others to gain cooperation and understanding of educational issues/needs.
- Demonstrated consistent and reliable attendance.

EDUCATION/CERTIFICATION REQUIREMENTS*

- Completion of an A.A.S. degree from an accredited Speech Language Pathology Assistant program.

EXPERIENCE REQUIREMENTS*

- Experience as a Speech Language Pathology Assistant.
- Experience in a K-12 setting preferred.

* Such alternatives to the above qualifications as the District may find appropriate and acceptable.

PHYSICAL JOB REQUIREMENTS

The physical job requirements described here are representative of those an employee encounters while performing the primary functions of this job.

Physical Job Requirements:

Key: N=Never O=Occasionally (1-33%) F=Frequently (34-66%) C=Consistently (67-100%)					
Demands		Demands		Demands	
Physical		Lifting/Carrying		Exposure to Environ. Conditions	
Standing	O	Up to 10 pounds	F	Possible exposure to blood-borne pathogens through blood and/or body fluids	
Walking	O	Up to 25 pounds	F		
Sitting	O	Up to 50 pounds	N		
Talking in person/on the phone	O	Up to 75 pounds	N	Toxic chemicals	N
Pushing/Pulling	O	Up to 100 pounds	N	Moving parts	N
Hearing	C	More than 100 pounds	N	Electrical shock risk	N
Feeling, grasping, finger dexterity	O	Noise Levels		Explosives	N
Climbing, balancing	O	Quiet (i.e. private office)	O	Fumes	N
Stooping (bend at waist)	O	Moderate noise (i.e. business office with typewriters/ printers, light traffic)	F	Extreme cold (non-weather)	N
Crouching, crawling, kneeling, squatting	O			Extreme heat (non-weather)	N
Stretching/reaching with hands & arms	O	Loud noise (i.e. many children laughing & playing, large earth moving equipment)	O	Varying weather conditions	N
Distinguishing smell	N			Sight	
Distinguishing temperature	N	Very loud noise (i.e. jack hammer, front row rock concert)	N	Vision for close work/ability to adjust focus	O
Traveling by automobile	O			Looking at computer monitor	F
				Color vision (identify & distinguish colors)	O
				Peripheral, depth perception	O

The duties listed above are intended only as illustrations of the various types of work that may be performed. The omission of specific statements of duties does not exclude them from the position if the work is similar, related or a logical assignment of the position. The job description does not constitute an employment agreement between the employer and employee and is subject to change by the employer as the needs of the employer and requirements of the job change.

The District is an Equal Opportunity Employer. In compliance with the Americans with Disabilities Act, the District will provide reasonable accommodations to qualified individuals with disabilities and encourages both prospective and current employees to discuss potential accommodations with the employer.