

Browning Public Schools
Board Agenda Request
Meeting to Be Held: 9/28/17



Recognition: Students Staff Parents
Information: Building Report Old Business Superintendent's Report
Action: Resignation Hiring Contract Service Agreements
 Travel Out-of-State Travel In State Approvals
 Termination Legal Matters Other:
This action request pertains to Elementary (only) High School/District Wide

Date: 9/5/2017

To: **Corrina Guardipee Hall**
 Superintendent

From: Emorie Davis Bird
 Title: Human Resources Director

Subject: **Create Speech Pathologist Position or Special Services TA Position**

Description: Jill Mattingly has requested to create a Speech Pathologist or a Special Services TA Position. The Speech Pathologist position has not been filled for over one-year and is a hard-to-fill position in which the district has continued need for or can be filled with a SpEd TA.

Financial Impact: **\$58,532.00 - \$61,312.00 (+ 18% fringe):** Speech Pathologist
 \$16.32 per hour x 1496 = \$24,415.00 + 18% fringe (per Classified Contract for
 Special Education Teacher Assistant)

Funding Source (Budget/grant, etc.): Salaries, benefits, and payroll costs to be charged against budgets for respective building/department/program/grant as applicable.

Attachment(s): Job Description

Approval: Superintendent's Office/Finance/Personnel as applicable (Initial) _____

Comments: _____

Board Action: N/A (Info) Approved Denied Tabled to: _____

**Browning Public Schools
JOB DESCRIPTION**

Speech/Language Pathologist

Summary of Functions

Conducts appropriate speech/language assessments of referred students.
Essential Duties and Responsibilities

- 1) Assessment – Helps identify children with speech or language impairments. Assesses difficulties of referred students through appropriate testing and diagnostic practices. Participates in district-wide screening of Kindergarten and school age children. Administers tests and recommends placement for students. Explains test results to parents.
- 2) Case Management – Provides case management services for students entering the special education system. Attends multi-disciplinary meetings concerning placement of individual students. Recommends corrective procedures. Confers with teachers and parents whenever necessary. Maintains case records on all referred students.
- 3) Technical Assistance – Provides in-service training and consultation for district personnel as needed. Interprets services to teachers and parents.
- 4) Research –Keeps abreast of new developments in the field.
- 5) Interagency Contact – Cooperates with personnel of community health and social welfare agencies.
- 6) Inventory – Maintains an inventory of all equipment and materials.
- 7) Reports – Prepares and submits required reports.
- 8) Confidentiality – This position works with sensitive information and must maintain strict confidentiality in both verbal and written communications including case management documents.
- 9) Supervision – Provides supervision of speech therapy assistants when requested.

10) Other – Performs such other functions as may be necessary to the work of the office.

Organizational Relationships

Supervised by and reports to Director of Special Education.

Qualifications

Education/Experience – Any combination of education and experience that would provide the required skill and knowledge for successful performance would be qualifying. However, applicants must meet the following minimum qualifications:

- Master’s degree in communication disorders or related field.
- Montana professional license (or qualified to obtain).
- Excellent communication, problem solving and organization skills.
- Knowledge of speech/language assessment processes.
- Knowledge of Montana State rules and regulations for programs providing services to children with handicapping conditions.
- Skill in interpreting and analyzing assessment data and providing solutions to specific problems.
- Ability to work with others and without close supervision.
- Excellent work habits.

Desirable Qualifications – Prefer experience working with communication disorders in a school setting. Experience working in Native American communities.

Work Environment – The work environment characteristics described here are representative of those an employee encounters while performing the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

The information contained in this job description is for compliance with the American with Disabilities Act (ADA) and is not an exhaustive list of duties performed for this position. Additional duties are performed by the individuals currently holding this position and additional duties may be assigned.



Browning Public Schools
JOB DESCRIPTION
Effective: March 19, 2003



Special Education Teacher Assistant

Summary of Functions

Assists the teacher in achieving teaching objectives by working with individual students or small groups to help them achieve the skill levels of the class as a whole. Maintains the same high level of ethical behavior and confidentiality of information about students as is expected of fully licensed teachers. Works primarily with students with disabilities.

Essential Duties and Responsibilities

- 1) Instructional Support - Works with individual students or small groups of students to reinforce learning of material or skills initially introduced by the teacher. Distributes and collects workbooks, papers, and other materials for instruction. Checks notebooks, corrects papers, and supervises testing and make-up work, as assigned by the teacher. Assists students in the library or media center.
- 2) Non-instructional Support – Performs clerical and other supportive tasks for the teacher that are primarily non-instructional in nature.
- 3) Personal Hygiene – May be required to care for the personal hygiene needs of students with severe disabilities, including feeding, diapering, toileting, bathing and lifting.
- 4) Classroom Environment – Prepares and maintains the physical environment of the classroom. Keeps bulletin board and other classroom learning displays up-to-date.
- 5) Student Monitoring - Alerts the teacher to any problem or special information about an individual student.
- 6) Equipment – Operates and cares for equipment used in the classroom for instructional purposes.
- 7) Public Relations – Presents a positive image of the school and conveys genuine concern in assisting the public, staff and students with their needs.
- 8) Records – Maintains accurate, complete and correct records and prepares and submits reports as required.

- 9) Relationships – Establishes and maintains good working relationships with supervisor, staff, students and public. Carries out duties and responsibilities in a professional manner.
- 10) Student Supervision – Supervises students in the lunchroom, during recess, emergency drills, assemblies, field trips, etc. Monitors the hallways and bathrooms.
- 11) Student Conduct – Encourages students to set and maintain standards of classroom behavior.
- 12) Reports – Maintains accurate, complete and correct records and prepares reports as required by law, district policy and administrative regulation.
- 13) Training – Participates in in-service training programs, as assigned. Must complete First Aid/CPR training at first date offered by district following hiring
- 14) Confidentiality – Maintains confidentiality over protected, privileged, or sensitive information, verbal and written, including student information and records, to prevent unauthorized disclosures.
- 15) Other – Performs such other functions and assumes such other responsibilities as the supervisor may from time to time assign or designate.

Organizational Relationships

Supervised by and reports to the principal or his or her designee.

Qualifications

Education/Experience – Any combination of education and experience that would provide the required skill and knowledge for successful performance would be qualifying. However, applicants must meet the following minimum qualifications:

- High school diploma or equivalent. *Note: Government educational requirements may in the future require instructional support staff to obtain a two-year AA degree (or equivalent college credits) or pass an equivalency test as a condition of continued employment.*
- Ability to communicate effectively with students, staff and parents
- Genuine interest in teaching students
- Ability to work under conditions of constant interruption
- Ability to establish and maintain positive relationships with others as part of a team
- Physical ability to sit for a portion of the time; walk and stand for extended periods; and to exert 10 to 20 pounds of force frequently to lift, carry, push, pull or otherwise move objects
- May require the ability to lift, carry or physically restrain a child

- Good work habits

Desirable Qualifications – Two-year AA degree (or equivalent college credits). Previous knowledge and background in working with special needs students and educational techniques. Experience in working in Native American communities. Clerical and technology skills.

Work Environment – The work environment characteristics described here are representative of those an employee encounters while performing the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

The information contained in this job description is for compliance with the American with Disabilities Act (ADA) and is not an exhaustive list of duties performed for this position. Additional duties are performed by the individuals currently holding this position and additional duties may be assigned.