

JOB DESCRIPTION

POSITION TITLE:	LEEP Speech and Language Pathologist
DEPARTMENT & PROGRAM:	Special Programs
WORK YEAR:	190 Days
SALARY PLACEMENT:	Licensed Salary Schedule
SUPERVISED BY:	LEEP Coordinator
ASSOCIATION:	Licensed
FLSA STATUS:	Exempt

GENERAL DESCRIPTION OF THE POSITION:

The Life Enrichment Education Program (LEEP) Speech and Language Pathologist (SLP) utilizes Augmentative and Alternative Communication (AAC) devices and services to develop and maintain a process for the evaluation, provision, and implementation of communication systems for all students. The SLP will work in a multidisciplinary team to provide comprehensive support to students, families, caregivers, and classroom teams on the pathway of language development for both speech and AAC systems to provide access to a full life across all environments. The SLP will design and implement professional development to families and caregivers, program staff, district partners, and community partners to increase knowledge and skills related to both spoken and AAC development, evaluation, device acquisition, and implementation that creates independence and access across all environments. The mission of the speech language pathologist is to provide the best practice to support the success of learners in our district according to their IEP goals. Their services may include AAC (Augmentative and Assistive Communication) systems and strategies, training, direct service, and instructional coaching & consultation support to educational teams.

ESSENTIAL FUNCTIONS:

Program and Planning

1. Informs the further development of program needs in collaboration with other related service members to create a highly skilled and comprehensive integrated model of service.
2. Designs assessments that result in a comprehensive evaluation for students' communication program and services using methodologies that have been adapted to students' individual needs as delineated within the IEPs.
3. In coordination with the occupational therapist, medical team, and outside providers design an assessment that results in a comprehensive evaluation for each student's feeding program and services based on the IDDSI (International Dysphagia Diet Standardization Initiative).
4. Provide training for staff members on the developed safe feeding protocols throughout the school year.
5. Review and update feeding protocols during Individualized Education Program (IEP) meetings as needed.
6. Uses the Student Environment Tasks and Tools (SETT) or like process to coordinate the delivery of AT/AAC services across all environments for students, families and caregivers, and district partners.
7. Guides the IEP team in establishing clear communication goals for each student that are highly appropriate to the educational setting and to the age/cultural/developmental needs of the students in collaboration with all integrated team members.
8. Identifies students' individual needs and therapy goals through participation in the development of Individual Education Plans (IEP).
9. Develops appropriate therapy plans to make progress toward achieving the students' goals and objectives identified in the IEP.
10. Assesses and evaluates students' primary modes of communication, assistive technology needs, and speech and language development to determine the impact of the students' needs on their ability to benefit from special education.
11. Creates a schedule that is flexible and itinerant, based on student priorities and staffing needs, including assistance with feeding on a need basis.

Environment

1. Supports the implementation of a Universal Design for Learning framework that embeds AT in its structure, and provide guidance to classrooms, parents and caregivers, to engineer environments to promote universal access to communication
2. Identifies, designs, and/or provides purchasing information about appropriate AAC devices and applications used for communication systems. This could include, but not limited to, locating grants, outside resources, private providers, third-party reimbursement, and device loan libraries.
3. Orders, designs, or produces instructional materials for individual students or classroom use.
4. Orders materials and equipment to implement therapy in the educational setting.
5. Locates additional resources to obtain assistive and augmentative technology, such as from Columbia Regional Inclusive Services equipment library.
6. Collaborates with CESD IT department to request, inventory, and maintain AAC devices on a trial basis.

Service Delivery

1. Prepares and conducts professional development to staff, parents and caregivers related to the use of AAC/AT systems to provide access to learning within social/emotional learning and the four quadrants of life skills (domestic living, vocational training, community living, and leisure and recreation).
2. Provides modeling, instructional coaching and consultation to classroom staff in the delivery of explicit instruction related to teaching communication skills across environments, activities, and people. Individualized language, and/or AAC augmentative/ alternative communication instruction to students whose IEPs contain SLP direct and/or consultative services related to IEP goals.
3. Provides training, regular observation and feedback regarding the delivery of communication instructions.
4. Consults regularly with special education staff regarding implementation of delegated therapy programs.

Professional Responsibilities

1. Provides and encourages ongoing education and training opportunities for the SLPA following Oregon licensure laws and rules regulating the practice of speech-language pathology while supervising the SLPA.
2. Develops, reviews, and modifies communication plans for students, that the SLPA implements under the SLP's supervision and accurately documents and regularly records all supervisory activities, both direct and indirect.
3. Develops and maintains a data-driven decision-making system that measures student progress to inform the communication plan and development of appropriate IEP goals.
4. Organizes time effectively to complete required documentation including evaluations, progress notes, service logs, IEPs, and Medicaid billing, following district and program policies, procedures and requirements. Provide a written schedule that is accessible to supervisors.
5. Develops and utilizes scheduling and time management techniques to implement therapy in assigned caseload and school settings during the day and week.
6. Models and promotes effective communication demonstrating flexibility and responsiveness as a member of an integrated team whose goal is to provide access to FAPE (Free and Appropriate Public Education).
7. Records service delivery information for the district to bill Medicaid.
8. Develops and maintains systems to record, monitor and interpret student progress.

ADDITIONAL FUNCTIONS:

1. Follows and supports district and program values, policies, procedures and requirements.
2. Works cooperatively following culturally responsive practices with families, co-workers, supervisors, and community partners of diverse backgrounds.
3. Maintains professional and technical knowledge by participating in professional development activities.
4. Maintains regular communications including checking and replying to work email on a regular daily basis.
5. Maintains regular and punctual attendance.
6. Performs other duties as may be assigned.

The description contained herein reflects general details as necessary to describe the principle functions of this job, the level of knowledge and skill typically required, and the scope of responsibility, but should not be considered an all-inclusive listing of work requirements. Individuals may perform other duties as assigned, including work in other functional areas to cover absences or relief, to equalize peak work periods or otherwise to balance the workload. Employees who hold this position may be asked to perform other duties as assigned.

ESSENTIAL COMPETENCIES:

1. **CULTURAL RESPONSIVENESS:** Supports an inclusive work and learning environment for children, colleagues, business partners, and community members, where applicable; and actively demonstrates a commitment to provide equitable services to all communities CESD serves.
2. **ACCOUNTABILITY:** Takes responsibility and ownership for successfully accomplishing work and agency objectives, and delivering results. Sets high standards of shared performance for self and others.
3. **ACCURACY AND ATTENTION TO DETAIL:** Ensures work is thoughtfully completed, accurate, and error-free to the highest degree possible.
4. **PLANNING, ORGANIZATION, AND PRIORITIZATION:** Assesses the work to be performed and considers how it should be organized and accomplished, with appropriate priorities and realistic time parameters.
5. **RECORDKEEPING AND DOCUMENTATION:** Gathers, organizes, and maintains records, following confidential information and security protocols as needed. Accurately documents relevant/essential actions, processes, and practices.
6. **TEAMWORK:** Works collaboratively with others to achieve shared goals and make decisions.
7. **COMMUNICATION:** Maintains a high standard of written and verbal communication skills, and ability to present to diverse audiences, specifically individuals of differing abilities and racially, ethnically, and socioeconomically diverse communities.

MINIMUM QUALIFICATIONS:

1. Hold a Speech-Language Pathology License as issued by the State of Oregon Board of Examiners for Speech-Language Pathology & Audiology.
2. Ability to acquire and maintain all required certifications that include first aid/CPR, and crisis intervention and physical management.
3. Recent successful experience and training in the delivery of AAC systems for students with a variety of complex and low incidence disabilities.
4. Working knowledge of Individuals with Disabilities Education Act regulations and procedures.
5. Demonstrated ability to facilitate groups in meetings and workshop settings.
6. Demonstrated ability to effectively engage in a variety of team-based service delivery, planning, decision making, and problem solving.

PREFERRED QUALIFICATIONS:

1. Valid driver's license
2. Reliable Vehicle

WORKING CONDITIONS:

1. Work environments vary by position and may include offices, schools, outdoors, community, and stakeholder locations.
2. Itinerant positions involve travel to multiple sites during day and week throughout the CESD service area, including use of personal vehicles.
3. Travel may require use of agency vehicles or public transportation.
4. Physical care and support of young children and school age students to support personal care and learning.
5. Physical care or delegated medical tasks as designated in medical and emergency protocols prescribed for assigned children.
6. Physical intervention as necessary in supporting young children and school age students while responding to challenging behavior and/or behavior that poses a threat of imminent serious physical harm.
7. Exposure to communicable diseases common in young and school age children.
8. Exposure to and use of various materials including wood, paper, cardboard, fabric, foam, glue, paint, latex, rubber gloves, soap, cleaning compounds, bodily fluids, and potential food allergens.
9. Occasional evenings and weekends may be required for program events.

EQUIPMENT USED:

1. Wheelchairs
2. Hoyer lifts
3. Standing Frames
4. Personal Vehicles

PHYSICAL JOB TASK REQUIREMENTS:

The physical requirements checked are essential to successfully performing the duties associated with this position.

- ☒ **Medium work.** Medium work involves lifting no more than 50 pounds at a time with frequent lifting or carrying of objects weighing up to 25 pounds. If someone can do medium work, we determine that they can also do sedentary and light work.

Never	Rare / Intermittent	Occasionally	Frequently	Continuously
Not At All	Less than 1 hour or 1- 5% per day	1 – 3 hours per day or 6 – 33% per day	3 – 6 hours per day or 34 – 66% per day	6 – 8 hours per day or 67 – 100% per day

Lifting (X = REQUIRED)

Lifting students who have physical impairments and are unable to assist. All students regardless of their size and weight are lifted by two people with the total weight of the student not evenly distributed between the two. Students weighing over 50 pounds will be lifted using a mechanical lift.



01-30 lbs	<input type="checkbox"/>	Never	<input type="checkbox"/>	Rare	<input type="checkbox"/>	Occasionally	<input checked="" type="checkbox"/>	Frequently	<input type="checkbox"/>	Continuously
General school supplies, teaching materials, food items, and backpacks										
31-50 lbs	<input type="checkbox"/>	Never	<input type="checkbox"/>	Rare	<input checked="" type="checkbox"/>	Occasionally	<input type="checkbox"/>	Frequently	<input type="checkbox"/>	Continuously
Positioning of students in wheelchairs and assisting in the transfer of students.										
> 50 lbs	<input type="checkbox"/>	Never	<input checked="" type="checkbox"/>	Rare	<input type="checkbox"/>	Occasionally	<input type="checkbox"/>	Frequently	<input type="checkbox"/>	Continuously

Employee may need to: (X = REQUIRED)										
Bend	<input type="checkbox"/>	Never	<input type="checkbox"/>	Rare	<input type="checkbox"/>	Occasionally	<input checked="" type="checkbox"/>	Frequently	<input type="checkbox"/>	Continuously
Climb	<input type="checkbox"/>	Never	<input checked="" type="checkbox"/>	Rare	<input type="checkbox"/>	Occasionally	<input type="checkbox"/>	Frequently	<input type="checkbox"/>	Continuously
Crawl	<input type="checkbox"/>	Never	<input type="checkbox"/>	Rare	<input checked="" type="checkbox"/>	Occasionally	<input type="checkbox"/>	Frequently	<input type="checkbox"/>	Continuously
Drive	<input type="checkbox"/>	Never	<input type="checkbox"/>	Rare	<input type="checkbox"/>	Occasionally	<input checked="" type="checkbox"/>	Frequently	<input type="checkbox"/>	Continuously
Kneel	<input type="checkbox"/>	Never	<input type="checkbox"/>	Rare	<input type="checkbox"/>	Occasionally	<input checked="" type="checkbox"/>	Frequently	<input type="checkbox"/>	Continuously
Reach (above shoulder)	<input type="checkbox"/>	Never	<input type="checkbox"/>	Rare	<input type="checkbox"/>	Occasionally	<input checked="" type="checkbox"/>	Frequently	<input type="checkbox"/>	Continuously
Reach (forward)	<input type="checkbox"/>	Never	<input type="checkbox"/>	Rare	<input type="checkbox"/>	Occasionally	<input checked="" type="checkbox"/>	Frequently	<input type="checkbox"/>	Continuously
Sit	<input type="checkbox"/>	Never	<input type="checkbox"/>	Rare	<input checked="" type="checkbox"/>	Occasionally	<input type="checkbox"/>	Frequently	<input type="checkbox"/>	Continuously
Squat	<input type="checkbox"/>	Never	<input type="checkbox"/>	Rare	<input type="checkbox"/>	Occasionally	<input checked="" type="checkbox"/>	Frequently	<input type="checkbox"/>	Continuously
Stand	<input type="checkbox"/>	Never	<input type="checkbox"/>	Rare	<input type="checkbox"/>	Occasionally	<input checked="" type="checkbox"/>	Frequently	<input type="checkbox"/>	Continuously
Twist	<input type="checkbox"/>	Never	<input type="checkbox"/>	Rare	<input type="checkbox"/>	Occasionally	<input checked="" type="checkbox"/>	Frequently	<input type="checkbox"/>	Continuously
Walk	<input type="checkbox"/>	Never	<input type="checkbox"/>	Rare	<input type="checkbox"/>	Occasionally	<input checked="" type="checkbox"/>	Frequently	<input type="checkbox"/>	Continuously
Run	<input type="checkbox"/>	Never	<input type="checkbox"/>	Rare	<input checked="" type="checkbox"/>	Occasionally	<input type="checkbox"/>	Frequently	<input type="checkbox"/>	Continuously
Stairs	<input type="checkbox"/>	Never	<input type="checkbox"/>	Rare	<input checked="" type="checkbox"/>	Occasionally	<input type="checkbox"/>	Frequently	<input type="checkbox"/>	Continuously
Lying Down	<input type="checkbox"/>	Never	<input checked="" type="checkbox"/>	Rare	<input type="checkbox"/>	Occasionally	<input type="checkbox"/>	Frequently	<input type="checkbox"/>	Continuously
Hands may be used for: (X = REQUIRED)										
Grasping	<input type="checkbox"/>	Never	<input type="checkbox"/>	Rare	<input type="checkbox"/>	Occasionally	<input checked="" type="checkbox"/>	Frequently	<input type="checkbox"/>	Continuously
Pinching	<input type="checkbox"/>	Never	<input type="checkbox"/>	Rare	<input type="checkbox"/>	Occasionally	<input checked="" type="checkbox"/>	Frequently	<input type="checkbox"/>	Continuously
Finger Manipulation	<input type="checkbox"/>	Never	<input type="checkbox"/>	Rare	<input type="checkbox"/>	Occasionally	<input checked="" type="checkbox"/>	Frequently	<input type="checkbox"/>	Continuously
Wrists may be used for: (X = REQUIRED)										

Twisting/Turning		Never		Rare		Occasionally	<input checked="" type="checkbox"/>	Frequently		Continuously
Pushing/Pulling: (X = REQUIRED)										
01-30 lbs		Never		Rare		Occasionally	<input checked="" type="checkbox"/>	Frequently		Continuously
31-50 lbs		Never		Rare	<input checked="" type="checkbox"/>	Occasionally		Frequently		Continuously
> 50 lbs		Never	<input checked="" type="checkbox"/>	Rare		Occasionally		Frequently		Continuously
Carrying: (X = REQUIRED)										
01-30 lbs		Never		Rare		Occasionally	<input checked="" type="checkbox"/>	Frequently		Continuously
Description	Objects carried, for a maximum distance of 30 feet, include school supplies, teaching materials, and food items.									
31-50 lbs		Never		Rare	<input checked="" type="checkbox"/>	Occasionally		Frequently		Continuously
Description	Carrying of children (who are injured or in distress), for a max of 10 feet.									
> 50 lbs		Never	<input checked="" type="checkbox"/>	Rare		Occasionally		Frequently		Continuously
Description	All students regardless of their size and weight are lifted by two people. Students weighing over 50 pounds will be lifted using a mechanical lift.									
Environment Exposures (X = REQUIRED)										
Chemical Contact		Never	<input checked="" type="checkbox"/>	Rare		Occasionally		Frequently		Continuously
Moving Objects		Never		Rare		Occasionally	<input checked="" type="checkbox"/>	Frequently		Continuously
Noise		Never		Rare		Occasionally	<input checked="" type="checkbox"/>	Frequently		Continuously
Safety Equipment		Never		Rare		Occasionally	<input checked="" type="checkbox"/>	Frequently		Continuously
Wetness		Never		Rare	<input checked="" type="checkbox"/>	Occasionally		Frequently		Continuously

MENTAL JOB TASK REQUIREMENTS:

The mental functions checked are essential to successfully performing the duties associated with this position.

X = Requirement | ☐ = Not Required

REASONING ABILITY:

- ☒ Complete routine, repetitive tasks with simple instructions
- ☒ Follow detailed instructions that require few changes



- ☒ Follow detailed procedures with several potential variables
- ☒ Accurately interpret behaviors and nonverbal communication and act on decisions
- ☒ Demonstrate logical or deductive thinking
- ☒ Provide creative, innovative solutions to job problems

CALCULATIONS:

- ☒ Perform simple copying, addition, counting, subtraction
- ☒ Perform multiplication and division
- ☐ Understand the metric system and conversions
- ☒ Manipulate fractions, decimals, and percentages
- ☒ Understand and use statistics
- ☒ Understand and use charts and graphs
- ☐ Understand and use advanced mathematics
- ☐ Understand the theoretical application of statistics and complex math

LANGUAGE:

- ☒ Read and understand product labels, policies written at the 10th grade level
- ☒ Follow verbal or demonstrated instructions
- ☒ Explain simple directions, copy data from one form to another
- ☒ Complete form letters or answer routine correspondence
- ☒ Compose correspondence independently
- ☒ Read and interpret complex technical material
- ☐ Speak and understand a second language
- ☒ Prepare complex reports and documents
- ☒ Speak with individuals and small groups in an articulate manner
- ☒ Speak at meetings and before groups in an articulate manner using prepared materials and on a spontaneous basis

By signing below I indicate that:

1. I have been given the opportunity to thoroughly read the job description above,
2. I understand that I may request an accommodation to perform the essential functions of the position, and
3. I can perform the essential functions of this position without accommodation.

Print Name: _____

Signature: _____ Date _____

Clackamas Education Service District is proud to be an equal opportunity workplace. We respect and seek to empower each individual and support the diverse cultures, perspectives, skills and experiences within our workforce along with the students and families that we serve.