



JOB DESCRIPTION

Job Title	Speech and Language Pathologist
Department	Student Services
Reports To	Building Principal
Classification	Certified
Location	Elementary and Secondary Schools
Salary	On Schedule
Length of Contract	189 days

This job description in no way states or implies that these are the only duties to be performed by the employee occupying this position. Employees may be required to follow other job-related instructions and to perform other job-related duties as requested, subject to all applicable state and federal laws. Certain job functions described herein may be subject to possible modification in accordance with applicable state and federal laws.

Job Summary

The Speech and Language Pathologist, a member of the Division of Teaching and Learning, is a therapist who works directly with children having exceptional education needs in the area of speech and/or language. The Speech and Language Pathologist serves as coordinator, consultant, case manager or member of the IEP evaluation team; diagnostician and therapist with respect to the speech and language needs of individual children.

Essential Job Functions

- Intervention Assistance/Student Assistance Team
- In-service training for teachers and parents on speech/language development.
- Consultation to parents and teachers to coordinate speech/language activities within the home and school.
- Serve as a member of the Student Assistance Team, providing information regarding pre-referral interventions to teachers and parents.
- Participate in screening procedures which may include hearing, speech and language.
- Individual Education Plan Team Member
- Develop an assessment plan which may include a student history, non-standardized assessment, standardized assessment, classroom observations, and parent interview.
- As part of the evaluation process identify student strengths/needs/emerging abilities, interpret evaluation results, identify if speech/language concerns are a disorder/delay/difference, document the educational relevance including: academic, social-emotional, and vocational factors.
- Present evaluation results and recommendations to Individualized Education Plan team.
- Develop recommendations and an Individual Education Plan for students meeting eligibility, develop recommendations for the team if a student does not meet eligibility.
- Foster transition for students moving between levels (Birth to 3, Preschool, Elementary, Secondary).
- Participate in re-evaluations as directed by federal mandates, state regulations/ guidelines and local policies/procedures.

- Dismiss students as directed by federal mandates, state regulations/guidelines and local policies/procedures.
- Caseload Coordination
- Schedule and provide direct services to students for intervention.
- Develop service-delivery options that will meet the individual needs of students and consider the least restrictive environment.
- Intervention for Communication Disorders
- Identify ultimate outcomes and a scope of intervention in the areas of language, speech, articulation/phonology, fluency, voice/resonance and swallowing.
- Provide interventions for students who meet eligibility with communication variations including cultural and/or linguistic diversity, limited English proficiency and students requiring assistive technology support.
- Develop and coordinate summer speech/language home programs.
- Complete therapy progress and third-party documentation that meets federal mandates, state regulations/guidelines and local policies/procedures.
- Execute the program and policies of the speech/language department.
- Maintain cooperative working relationships with other staff.
- Provide opportunities for speech/language in-service programs.
- Attend and participate in speech/language department meetings.
- Complete documentation.

Ancillary Job Functions

- Attends staff collaboration meetings and performs administrative tasks as needed.
- Performs other related duties as assigned.

Required Qualifications – Required qualifications to effectively perform the job at the time of hire. An equivalent combination of education, training, and experience will be considered. Additional requirements and/or substitutions may be requested and require the approval of HR.

- Master’s degree in Speech and Communication Disorders.
- Possession or eligibility for a Wisconsin Department of Public Instruction license #820 Speech and Language Pathology.
- ASHA Certificate of Clinical Competence Valid driver's license.
- NCI certified or must obtain certification as soon as practical after hire.

Preferred Qualifications – Highly desired education, training, and/or experience that may be helpful in performing the job, if applicable.

- Experience within a public-school speech/language therapy setting.
- Background in diagnostics, behavior management, counseling, parent training, program evaluations, and public relations.
- Knowledge of speech and language development and child development.

Knowledge, Skills, and Abilities – May be representative, but not all-inclusive, of those commonly associated with this position.

- Excellent communication skills and ability to interact effectively.
- Ability to work effectively with others.
- Knowledge of developmental stages.
- Ability to work independently and as part of a team.
- Ability to maintain confidentiality.
- Ability to be flexible and problem solve.
- Strong background in behavior management.
- Ability to provide engaging instruction to students with varying needs.
- Demonstrates an understanding and use of differentiation in educational practices to address the achievement gaps.
- Ability to serve as a positive role model for students, demonstrating responsible and thoughtful behavior.

Work Environment – Environmental or atmospheric conditions commonly associated with the performance of the functions of this job.

- Normal classroom environment and moderate noise levels.
- May occasionally be exposed to potentially hazardous bodily fluids.

Physical Requirements – The physical demands described below are representative of those that must be met by an employee to successfully perform the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform essential functions.

- Frequently required to talk and hear.
- Must be able to have repetitive wrist/hand/finger movement to work on computer and/or related office equipment.
- May be required to reach and stoop/kneel/crouch.
- The employee shall remain free of any alcohol or illegal substance in the workplace in compliance with Policy 4122.01 throughout his/her employment in the District.