



Job Description

Position Title: Speech and Language Pathologist

Employee Group: Teacher

FLSA: Exempt

Supervisory Responsibilities: Students

Reports to: Building Administration and Director of Special Education

Qualifications:

1. Wisconsin Department of Public Instruction Certification 820.
2. Masters Degree from an accredited college or university in Communication Disorders.
3. Valid DSPS license.
4. Proficiency in oral and written communication skills and human relations skills.
5. Ability to assume responsibility, display initiative, think critically and exercise good judgment.

Preferred experience:

Working with diverse student populations, including English Language Learners.

Integrating assistive technology into instruction.

Participation in collaborative teaching teams or professional learning communities.

Certificate of Clinical Competence (CCC-SLP) from the American Speech-Language-Hearing Association.

General Responsibilities:

The Speech and Language Pathologist (SLP) provides diagnostic, therapeutic, and consultative services to students with speech, language, and communication disorders. This position is responsible for evaluating student needs, developing and implementing Individualized Education Programs (IEPs), collaborating with educators and families, and maintaining compliance with state and federal special education regulations. The SLP works to enhance students' communication skills to support academic achievement, social interaction, and personal growth.

Essential Functions: *Other duties may be assigned. This list is illustrative only and is not a comprehensive listing of all functions and tasks performed by incumbents.*

ESSENTIAL FUNCTIONS:

A. Special Education

- Diagnosis through testing and evaluation of speech / language needs of students and creates reports.
- Provide individual and small group therapy to address the needs of identified students aligned with district curriculum, state standards, and students' individual language needs.

- Collaborate with and serve as a resource to classroom teachers to adapt lessons, instructional methods, and assessments for identified students to support inclusion to access academic content and grow skills across subject areas.
- Administer and interpret assessments to monitor student progress.
- Maintain accurate and timely documentation of student performance, services, and compliance records.
- Implement behavior management strategies, including behavior intervention plans and positive behavioral interventions.
- Develop, implement, and update IEPs for students with speech/language disabilities in compliance with legal requirements.
- Support and advocate for identified students in classrooms and state and local standardized testing as indicated by their IEP.
- Serve as a liaison between school and families, case manage, facilitate IEP meetings with families, school staff, and related service providers.
- Collaborate with school counseling staff to create a schedule that best meets the needs of identified students.
- Creates/selects assistive technology and augmentative / alternative communication (AAC) systems and inservices families and staff about their use
- Monitors and assists in maintaining assistive technology.

B. Classroom Management

- Meets and instructs the students in assigned locations at the designated time.
- Adheres to district and school policies regarding student discipline and creation of consistent, positive and proactive school climate.
- Establishes and maintains standards of student behavior needed to achieve an optimal, supportive and safe learning atmosphere in the classroom.
- Communicates expectations regarding student behavior to students and families.
- Keeps building administration and support personnel informed regarding behavioral situations that may warrant their attention.

C. Professional

- Attends and actively participates in required District professional development programs, promoting and contributing to PD opportunities within the school district.
- Participates in required staff meetings, open houses and conferences.
- Collaborates, supports and promotes the building and district's professional learning community.
- Develops and maintains positive and cooperative professional relationships with other school staff, stakeholders, and the community.

- Maintains awareness of, follows and implements all district policies, procedures and rules and applicable state and federal law.
- Cares for district resources, equipment and materials assigned to them and reports concerns regarding facilities to the designated supervisor.

D. Building and District

- Keeps accurate records and files required reports on a timely basis (e.g. report cards, attendance, progress reports, grading, IEP's)
- Adheres to District budgetary processes and controls.
- Provides supervision in non-classroom areas and situations in accordance with the building student management plan.
- Promotes and maintains a safe and healthy environment in the classroom and building.
- Responds to internal and external voicemail and email communications in a timely fashion.
- Provides direction and supervision for all activities to which they are assigned (coach, director, supervisor, advisor, chaperone, etc.)
- Participates in the development and implementation of District goals and plans; supports the development and implementation of school improvement initiatives.
- When applicable, provides direction and/or supervision for teaching assistants, paraeducators, student teachers, interns, and substitutes.

E. Other Functions

- Follows district policies and promotes a positive image of the District at all times.
- Perform other responsibilities as assigned by the building principal or Director of Special Education.
- Properly handles confidential matters relating to students, staff and district records.

To perform this job successfully, an individual must be able to perform each essential duty satisfactorily. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

Knowledge, Skills, Abilities

- Written and verbal communication in English; write reports and business correspondence.
- Read and interpret documents such as IEP's, 504's, District reporting forms, procedure manuals and curriculum guides.
- Strong knowledge of special education regulations, processes, and instructional strategies.
- Knowledge of speech, language, voice, and fluency disorders and evidence-based interventions.

- Ability to communicate and collaborate with diverse groups of administrators, staff, students and families.
- Ability to administer and interpret standardized and informal assessments.
- Skill in developing and implementing individualized therapy plans.
- Ability to apply common sense understanding to carry out instructions furnished in written, verbal, digital, or diagram form.
- Ability to define problems, collect data, establish facts, and draw valid conclusions and deal with problems involving several abstract and concrete variables in dynamic instructional settings.
- Knowledge of conflict resolution and crisis de-escalation techniques; maintain Non Violent Crisis Intervention (NVC) skills.
- Ability to maintain good relationships with others. Strong interpersonal skills for working with students, families and multidisciplinary teams.
- Ability to use job-related equipment and technology using pertinent software applications.
- Ability to create an inclusive and culturally responsive classroom environment.
- Ability to work independently; Strong organizational and time management skills.
- Cultural competence and sensitivity to the needs of diverse learners.
- The ability to detect or tell the differences between sounds that vary in pitch and loudness.
- The ability to focus on a single source of sound in the presence of other distracting sounds.

Physical Demands

The usual and customary duties require the following physical demands: Work involves walking, sitting, standing, bending, twisting, turning, lifting and carrying up to 25 pounds, and reaching. Ability to sit for prolonged periods of time. Phone and computer use. Manual dexterity using fine and gross motor skills is necessary. Good vision and hearing with corrective devices, as needed. Specific vision abilities required by this job include close vision to read and far vision to supervise students. The employee is directly responsible for safety, well-being or work output of other people. The position requires the individual to meet multiple demands from several people and interact with the public and other staff. The ability to talk, hear, and express and understand ideas and thoughts are constantly required.

The employee shall remain free of any alcohol or non-prescribed controlled substance in the workplace throughout their employment in the district.

Work Environment

This job is performed indoors in a small group setting. The noise level in the work environment is low to moderate. May involve exposure to students with behaviors requiring de-escalation or intervention. May be exposed to bodily fluids and communicable diseases in a school environment, with proper protective measures provided. Duties as assigned may include travel within a single building or between buildings and a driver's license may be required for some assignments.

Legal Ref.: Sections 118.19 Wisconsin Statutes
121.02
PI 34

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