



Job Title: Speech Language Pathologist

Reports To: Educational Supports and Intervention Supervisor and Building Principal

Terms of Employment: Contractual

Evaluations: Based on Contract

Job Summary: Under general supervision, the Speech Language Pathologist is the professional primarily responsible for the speech and language services for students with communication disorders, including preschool-age students. This includes evaluation of students with suspected or identified communication disorders, and the development, management and coordination of speech and language services. The Speech Language Pathologist has the expertise to make decisions regarding the student's communication services, and works as an integral part of the educational team. Decisions regarding a student's Individual Education Program are based on the multidisciplinary team's evaluation, and the recommendation of the IEP team. Speech Language Pathologists are required to perform duties other than direct services that are essential to the appropriate case management of each student.

Minimal Qualifications:

- Masters Degree in Speech/Language Pathology
- Certificate of Clinical Competency or eligibility for Clinical Fellowship Year

Preferred:

- Experience working with Elementary and Preschool age students
- Skills/experience supporting students with disabilities in the general education environment
- Understanding and/or experience working within Professional Learning Communities

Responsibilities:

- Identify and diagnose speech and language impairments of eligible persons
- Participate in Student Assistance Team meetings to identify potential areas of need and collaborate on intervention plans
- Provide accurate and detailed diagnostic information to committees involved in placement of students
- Make appropriate referrals when additional services are needed, in consultation with Educational Supports and Intervention Supervisor
- Provide evidence-based intervention to students consistent with current rules, regulations, and best practices
- Collaborate with teachers, families, and other staff members for implementation of instructional strategies to meet the needs of an individual with a communication disorder
- Maintain accurate records of service delivery and student performance
- Demonstrate effective communication skills with students, parents and staff
- Provide professional learning in the area of communication disorders with school personnel
- Demonstrate skills in the use of technology for assessment, intervention and reporting
- Develop intervention schedule that supports participation in core instruction in the least restrictive environment
- Complete required paperwork pursuant to Michigan Administrative Rules for Special Education accurately and within the appropriate time frame
- Schedule and facilitate IEP meetings
- Provide small-group intensive speech and language intervention for preschool-age students
- Participate on building and district level professional teams
- Participate in professional growth activities at the local, state and national levels
- Other duties as assigned



Working Conditions:

Average amount of walking, bending, standing, stooping, lifting and work during regular school day. Work involves exposure to normal everyday risks. Work is performed in a classroom or a meeting room and involves no unusual demands.

The information contained in this job description is for compliance with the American with Disabilities Act (A.D.A.) and is not an exhaustive list of the duties performed for this position. Additional duties are performed by the individuals currently holding this position and additional duties may be assigned. The above duties and responsibilities are intended to be representative of the nature of the work by this position. The listing is not all-inclusive.