POSITION DESCRIPTION
Speech and Language Pathologist

Organizational Relationship
Reports and accounts to the Director of Student Services and building administrators.

General Definition of Work
Speech and Language Pathologists work in collaboration with special education staff, comprised of personnel trained in the education of children with special needs such as Intellectual Disabilities, Autism, Significant Developmental Delays, Specific Learning Disabilities, Emotional Behavioral Disabilities, Visual Impairments, and student who are Deaf and/or Hard of Hearing. Speech and Language Pathologists are part of multi-disciplinary teams that include personnel with specific expertise utilized in the education of children with disabilities such as school psychologists, physical therapists, and occupational therapists.

The Speech and Language Pathologist is a member of the school’s IEP team who evaluates students, communicates the results with the IEP team, and works collaboratively to determine whether the student meets criteria for a disability and, if so, appropriate and individualized goals. The Speech and Language Pathologist provides the appropriate programs and services to support the student’s growth while documenting and communicating progress to parents and the IEP team.

Speech and Language Pathologists are communication specialists who work to prevent, assess, and treat speech, language, social communication, and cognitive communication skills among students receiving special education.

- All educational experiences will be provided in accordance with the philosophical and legal intent of the Wisconsin Department of Public Instruction.
- The policies of the Stevens Point Area Public School District shall be followed and adhered to by the Special Education Staff.

Qualification Requirements
To perform this job successfully, an individual must be able to perform each essential function satisfactorily. The requirements listed below are representative of the knowledge, skill, and/or ability required. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

Essential Functions
- Assesses students’ communication skills (e.g. articulation, fluency, voice, expressive and receptive language, etc.) for the purpose of identifying communication disorders, determining program eligibility, and developing recommendations for treatment.
- Instructs individuals and groups in skill areas determined appropriate by the IEP team.
- Plans curriculum, lessons, and special education programs and teaching methods.
- Teaches content and skills to assigned students utilizing district curricula and approved courses of study.
- Provides appropriate diagnostic testing, identifies student capabilities and monitors student progress on a regular basis and evaluates student progress based on test scores and observation.
● Maintains the physical environment of the classroom or therapy area/room.
● Works to establish and maintain positive and effective lines of communication with students and their parents concerning academics, language and behavior.
● Maintains contact with parents of students and assists parents and siblings in the development of a positive relationship with the student with disabilities.
● Communicates with parents on an individual or small group basis.
● Monitors student progress in and outside special education spaces.
● Evaluates student progress based on observation and work output, determines goals, directions and objectives.
● Prepares progress reports, educational records, IEP forms, classroom observation records, and other forms as appropriate.
● Plans and prepares for assigned students.
● Maintain all documentation required by the district and ASHA’s code of ethics including, but not limited to, daily notes, monthly summaries, and annual IEPs.
● Exhibit a high degree of confidentiality of sensitive information and process and handle confidential information with discretion.
● When appropriate, provides or contributes to the development of, written intervention plans or IEP’s on each student.
● Participates in IEP meetings including behavior management plans, functional behavior assessment, placement, and annual reviews.
● Strives to improve expertise in areas of specialization.
● Initiates, facilitates and monitors inclusion into student’s program when it is appropriate and consults with teacher to whom student is in the Least Restrictive Environment.
● Develops strategies for maintaining a classroom environment conducive to effective learning and utilizes effective teaching methods and employs a variety of instructional techniques appropriate to the maturity, interests, and needs of the students.
● Consults with appropriate professional staff regarding a student’s educational program.
● Maintains accurate and complete records as required by law and district policies and follows all local procedures associated with the implementation of State and Federal laws affecting children with disabilities pursuant to IDEA, Section 504, and Chapter 115.
● Consistent with board policy, takes all necessary and reasonable precautions to protect students, equipment, materials and facilities.
● Assists the administration in upholding and enforcing school rules and policies.
● Establishes and maintains cooperative relations with other members of the staff.
● Helps to plan and implement staff in-service training.
● Serves as a liaison to community agencies and outside resources.
● Provides itinerant services as needed or directed.
● Work independently as well as part of a team.
● Exhibit a professional, businesslike appearance and demeanor.
● Assumes other duties and activities above their regular teaching responsibilities as designated.
● Provides information to the Director of Pupil Services and Special Education concerning the effectiveness of programs and services in their respective special education areas.

**Knowledge, Skills and Abilities**

● Language Skills: Ability to read, analyze, and interpret general business periodicals, professional journals, technical procedures, or governmental regulations. Ability to write reports, business correspondence, and procedure manuals. Ability to effectively present information and respond to questions from groups of managers, clients, customers, and the general public.
• Mathematical Skills: Ability to work with mathematical concepts such as probability and statistical
ingference, and fundamentals of plane and solid geometry and trigonometry. Ability to apply concepts
such as fractions, percentages, ratios, and proportions to practical situations.
• Reasoning Ability: Ability to define problems, collect data, establish facts, and draw valid conclusions.
Ability to interpret an extensive variety of technical instructions in mathematical or diagram form and
deal with several abstract and concrete variables.
• Ability to apply knowledge of current research and theory to instructional program.
• Ability to plan and implement lessons based on division and school objectives and the needs and abilities
of students to whom assigned.
• Ability to establish and maintain effective working relationships with students, peers, parents and
community.
• Ability to speak clear and concisely in written or oral communication.
• Demonstrated skill in organizing ideas and presenting them with clarity and conciseness, in establishing
and maintaining working relationships based on mutual respect and confidence, in identifying problems
and their resolution.
• Demonstrated sound judgment, social competency, adaptability, self-confidence, emotional maturity,
initiative, enthusiasm and resourcefulness as well as dedication to duty.
• Advanced computer skills, including email, word processing and virtual meeting facilitation.

Education and Experience
• Master's degree in speech and language pathology.
• A minimum of 60 semester hours of academic credit in normal aspects of human communication,
development thereof, and clinical techniques for evaluation and management of speech and language
disorders.
• Clinical experience of 400 hours with a minimum 100 of the hours in a school setting.
• Current Speech and Language Pathology license (1820) from the Wisconsin Department of Public
Instruction.

Physical Requirements
The physical requirements indicated below are examples of the physical aspects that this position classification
must perform in carrying out essential job functions.

While performing the duties of this job, the employee is frequently walking and standing. The employee may
frequently bend or twist at the neck and back while performing the duties of this job. Specific vision abilities
required by this job include peripheral vision and close vision such as to read typewritten material. The employee
may occasionally lift up to 40 pounds such as student equipment and wheelchairs.

Perceiving the nature of sound, near and far vision, depth perception, providing oral information, the manual
dexterity to operate business related equipment, and handle and work with various materials and objects are
important aspects of this job.

Reasonable accommodation may be made to enable a person with a disability to perform the essential functions
of the job.

Environmental Conditions
This work has no exposure to environmental conditions; work is generally in a moderately noisy location (e.g.
business office,
light traffic). The employee is frequently required to interact with the public and other staff. The employee is
directly responsible for the safety, well-being and work out-put of students.
The Board does not discriminate in the employment staff on the basis of the Protected Classes of race, color, national origin, age, sex (including transgender status, change of sex, sexual orientation, or gender identity), pregnancy, creed or religion, genetic information, handicap or disability, marital status, citizenship status, veteran status, military service (as defined in 11.32, Wis Stats.), ancestry, arrest record, conviction record, use or non-use of lawful products off the District’s premises during non-working hours, declining to attend an employer-sponsored meeting or to participate in any communication with the employer about religious matters or political matters, or any other characteristic protected by law in its employment practices.

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