



# West Shore ESD Position Description

## POSITION OPENING

Under the provisions of Article 10, Job Posting Procedure, of the Master Agreement between the West Shore Educational Service District Board of Education and the Education Association, the following vacancy will occur:

<b>JOB TITLE:</b>	<b>Speech &amp; Language Pathologist Substitute</b>
<b>POSITION AVAILABLE:</b>	2021-2022 School Year
<b>JOB DESCRIPTION:</b>	Attached
<b>CERTIFICATION REQUIRED:</b>	Master's degree in the area of speech and language pathology. State of Michigan Speech-Language Pathologist License, Certificate of Clinical Competence (or in Clinical Fellowship Year to earn CCCs) Such alternatives to the above qualifications as the Board may find appropriate and acceptable. Valid drivers' license
<b>TERMS OF EMPLOYMENT:</b>	Per the West Shore ESD Employment Contract
<b>INQUIRIES:</b>	Send cover letter/resume/credentials/references to: Human Resources Department West Shore ESD 2130 West US-10, Ludington, MI 49431 or via email at <a href="mailto:dforrester@wsesd.org">dforrester@wsesd.org</a>
<b>DATE OF POSTING:</b>	July 29, 2021
<b>EXPIRATION DATE:</b>	August 12, 2021 or Until Filled

*The Board of Education does not discriminate on the basis of race, color, religion, national origin, sex, disability, age, height, weight, marital status, genetic information, or any other legally protected characteristic, in its program and activities, including employment opportunities.*

*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.*



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**JOB TITLE:** Speech – Language Pathologist Substitute

**DEPARTMENT:** Special Education  
**REPORTS TO:** Supervisor of Special Education

**PREPARED BY:** Amanda Unger  
**APPROVED BY:** Kim Tiel  
**DATE:** January 2020

**FTE:** 1.0  
**EXEMPT STATUS:** Exempt  
**WORK DAYS:** WSEA CBA

## **SUMMARY:**

Utilizing leadership, advocacy, and collaboration, school-based speech-language pathologists provide prevention, assessment, and remediation services for students who exhibit difficulties in the areas of articulation, voice, language and fluency. These services are designed to help children meet their educational goals.

**ESSENTIAL DUTIES AND RESPONSIBILITIES:** include the following. *Other duties may be assigned.* Presence on the job is an employee's fundamental obligation. Regular, reliable and punctual attendance is required.

Consults with students, parents, educational staff and agency personnel to assist understanding of students' speech and language abilities. Participates in the Multidisciplinary Educational Team (MET) evaluation and Individualized Educational Program (IEP) processes; complies with Individuals with Disabilities Education Act (IDEA) and Michigan Administrative Rules for Special Education (MARSE); attends meetings such as pre-referral, referral, IEPs and IFSPs. Provides direct and indirect services per students' Individual Education Program (IEP); plan and prepare for therapy sessions. Maintains an organized work schedule utilizing the ESD electronic calendar and travels to meet job requirements. Completes and maintains documentation of services provided in accordance with district policies and procedures, including Medicaid encounters. Consults with IEP team members and other relevant educators regarding student needs as related to Least Restrictive Environment and IEP development. Supervises Speech and Language Pathologist in Clinical Fellowship Year and graduate student internship. Works with staff, parents, and/or agencies regarding services provided to IDEA eligible students or students who are being considered for a multidisciplinary assessment. Attends parent-teacher conferences as needed; conducts home visits depending on assignment. Documents progress and completes/sends progress reports as required by the IEP; writes/provides reports for evaluations. Conducts classroom observations and consults for educational purposes as necessary. Attends workshops and conferences, in-service presentations, board presentations, presentations to ESD and outside agencies and organizations; attends professional development classes. Ensures certifications and licenses are up to date; Crisis Prevention Intervention (CPI) trained and annually renews CPI certification. Makes recommendations to the IEP team regarding goals/objectives/accommodations; conducts and implements compliant IEPs. Maintains regular communication with supervisor and gives updates regarding programs/caseloads, etc. Initiates regular meetings with educators (who have an educational right to know) regarding student progress as it relates to speech and/or language therapy. Maintains sufficient records of cases for use by school staff members and outside agencies. Attends various student, committee, and agency meetings. Serves as a coach for Part C families, involves other special education disciplines when needed. Documents contacts and consultation with parents, school staff, and other agencies. Maintains an inventory of materials and supplies in conjunction with other pathologists. Makes recommendations to the IEP team regarding measurable and obtainable speech and language therapy goals/objectives/accommodations based on the therapist's evaluation.

**QUALIFICATIONS:** *To perform this job successfully, an individual must be able to perform each essential duty 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 essential functions.*

## **EDUCATION and/or EXPERIENCE:**

Master's degree in the area of speech and language pathology.

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## **CERTIFICATES, LICENSES, REGISTRATIONS:**

State of Michigan Speech-Language Pathologist License, Certificate of Clinical Competence (or in Clinical Fellowship Year to earn CCCs); Master's degree; Valid Drivers' License required.

## **KNOWLEDGE, SKILLS and ABILITIES:**

Ability to apply knowledge of current research and theory to instructional programs; 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 proficiency in the use of technology and computer skills.

Must carry out all responsibilities with awareness of all requirements, standards and policies established by the Board of Education.

Ability and desire to work with students with special challenges and severe disabilities. Ability to prioritize and manage multiple tasks efficiently; possess strong organizational skills. Ability to make decisions and problem solve within a team of service providers.

*Such alternatives to the above qualifications as the Superintendent may find appropriate and acceptable.*

## **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 add, subtract, multiply, and divide in all units of measure, using whole numbers, common fractions, and decimals. Ability to compute rate, ratio, and percent and to draw and interpret bar graphs.

## **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.

***PHYSICAL DEMANDS*** *The physical demands described here 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 the essential functions.*

While performing the duties of this job, the employee will occasionally sit and walk and sometimes stand. Specific vision abilities required by this job include close vision such as typed material. Hearing abilities used while performing this job are hearing conversation in a quiet or noisy environment. The employee will frequently interact with the public and other staff, and will occasionally work extended hours. The employee must be able to lift/push/pull up to 40 pounds individually.

***WORK ENVIRONMENT:*** *The work environment characteristics described here are representative of those an employee encounters while performing the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.*

The noise level in the work environment is usually quiet. Work is performed indoors. The employee is directly responsible for the safety, well-being and work output of students.

The employee shall remain free of any alcohol or non-prescribed controlled substance abuse in the workplace throughout his/her employment in the District.

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