



Rock Island-Milan School District 41

JOB DESCRIPTION

Speech-Language Pathologist

POSITION INFORMATION:

POSITION TITLE	Speech-Language Pathologist
DATE CREATED/AMENDED	November 18, 2024/December 2025
DEPARTMENT	Student Services
LOCATION	District
FULL-TIME/PART-TIME	Full-Time
APPOINTMENT TERM	182/days
FLSA: EXEMPT or NON-EXEMPT	Exempt
REPORTS TO: TITLE of POSITION SUPERVISOR	Director of Student Services
SALARY	55,987-108,969 DoE&E
OTHER INFORMATION	RIEA Bargaining Unit

POSITION SUMMARY INFORMATION:

School-based speech-language pathologists utilize leadership, advocacy, and collaboration to provide prevention, assessment, and remediation services for students with language, speech, voice, and fluency difficulties. These services are designed to help children meet their educational goals.

Functions and Responsibilities:

Assessment, Evaluation, and Diagnosis:

- Diagnoses and evaluates speech and language skills related to educational, medical, social, and psychological factors.
- Reviews individual files to obtain background information prior to evaluation to determine appropriate tests and ensure adequate information is available.
- Administers, scores, and interprets specialized hearing and speech tests.
- Evaluates and monitors individuals.
- Observes students in educational environments.

Treatment, Planning, and Intervention:

- Plans, directs, or conducts rehabilitative treatment programs to restore communicative efficiency for individuals with organic and nonorganic communication disorders.
- Develops and implements individualized plans to meet clients' needs, interests, and abilities.
- Schedules interventions using various service delivery models, including classroom intervention, consultation/collaboration, and appropriate pull-out services to ensure the least restrictive environment.
- Reviews treatment plans and assesses individual performance to modify, change, or create new programs.
- Instructs individuals to monitor their own speech and provides strategies to practice new skills.
- Teaches manual sign language to students incapable of speaking.

Counseling and Support Services:

- Collaborates with school personnel, including teachers and psychologists, to best meet student needs.
- Serves on student intervention teams and Individualized Education Program (IEP) teams as appropriate.
- Presents and explains data to the IEP team.
- Communicates formally and informally with teachers regarding students' needs and progress.
- Serves on curriculum development committees, school-based committees, and speech-language program development teams.

Interagency Coordination:

- Requests information regarding students receiving services from non-school agencies with appropriate signed releases of information.
- Coordinates therapeutic services with non-school agencies through telephone communication, written correspondence, and formal meetings.
- Acts as a consultant to educational, medical, and other professional groups.
- Serves as a consultant to classroom teachers to integrate speech and language development activities into daily instruction.

Documentation and Compliance:

- Maintains records in accordance with legal requirements, organizational policies, and administrative regulations.
- Attends meetings and conferences and participates in activities to support professional growth.
- Conducts research to develop diagnostic and remedial techniques.

Required Education:

Master's degree in Speech-Language Pathology from a program accredited by the Council on Academic Accreditation in Audiology and Speech-Language Pathology (CAA).

Certifications and Licenses:

Professional Educator License (PEL) from the Illinois State Board of Education (ISBE).

Required Experience/Qualifications:

- Must have at least 375 hours of supervised clinical practicum experience.
- You must have completed nine months of supervised professional experience under the supervision of a licensed SLP.

Required Knowledge, Skills, and/or Abilities

- Assessment: Accurately assessing speech, language, and cognitive communication disorders.
- Diagnosis: Skill in identifying specific disorders and their underlying causes.
- Intervention: Capacity to develop and implement effective treatment plans.
- Progress Monitoring: Tracking student progress and adjusting treatment as needed.
- Interpersonal: Building rapport with students, families, and staff/colleagues.
- Written: Skill in writing clear and concise reports, treatment plans, and other documentation.
- Diversity: The ability to work with students from diverse and ethnic backgrounds.
- Patience: The ability to remain calm and understanding, especially when working with challenging clients.

Physical Demands/Work Environment:

The usual and customary methods of performing the job's functions require the following physical demands: occasional lifting, carrying, pushing, and/or pulling; and significant fine finger dexterity. Generally the job requires 20% standing, 20% walking, and 60% sitting. The job is performed under minimal temperature variations and is generally a hazard free environment. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

Acknowledgements:

The above job description is not intended to be an all-inclusive list of duties and standards of the position. Incumbents will follow any other directives, and perform any other related duties as assigned by the Superintendent.

Supervisor/Manager Signature

Date

Employee Signature

Date