



1.0 Itinerant Speech-Language Pathologist

RE-BULLETIN NUMBER:	065/T/26	DATE POSTED:	May 25, 2026
SCHOOL:	Itinerant Position – Multiple Locations		
COMMENCING:	September 8, 2026		

POSITION DESCRIPTION:

The Speech-Language Pathologist position is under the Teachers' Collective Agreement and will follow the school calendar. Consideration may be given to split the position.

Reporting to the Assistant Director of Clinical Supports, the Speech and Language Pathologist will work closely with school teams, other clinicians, support staff, and community partners to provide holistic supports that help students meaningfully re-engage in learning pathways. This position supports the development of inclusive, identity-affirming school and classroom environments that promote regulation, accessibility, and meaningful engagement for all learners.

Grounded in decolonization, reconciliation, Indigenous ways of being, and anti-racist/anti-oppressive pedagogies, this role drives systemic change by embedding holistic, accessible, and student-centered Speech and Language supports within LRSB's Multi-Year Strategic Plan (MYSP) and divisional priorities. Services include culturally responsive assessment, programming, therapeutic interventions, and consultation, delivered within a tiered model of support (universal, targeted, and intensive) across the Louis Riel School Division.

The Speech and Language Pathologist will support school and program-based teams through collaborative planning, intervention, and capacity-building approaches. Services will aim to enhance communication and language development through strengths-based, trauma-informed, and inclusive programming and assessment practices that reflect the diverse lived experiences of students.

The overall goal of school-based speech-language pathology is to support students in accessing, participating in, and thriving within their educational environments by strengthening communication skills and fostering meaningful social and academic engagement.

RESPONSIBILITIES AND DUTIES:

Speech and language assessment and intervention in school settings may include:

- Providing culturally responsive and inclusive communication supports.
- Collaborating with school teams to support expressive, receptive, and social communication development.
- Supporting the use of Augmentative and Alternative Communication (AAC), including training for staff and caregivers.
- Conducting identity-affirming assessments that reflect students' cultural and linguistic contexts.
- Developing and implementing individualized and classroom-based communication strategies.
- Delivering whole-school, classroom, small-group, and one-on-one interventions.
- Promoting inclusive classroom practices that foster communication, connection, and belonging.
- Building staff capacity through co-teaching, professional learning, and consultation.
- Supporting transitions and continuity of care through interdisciplinary collaboration.
- Centering student voice, lived experience, and strengths in all service planning.

QUALIFICATIONS & CONDITIONS OF EMPLOYMENT:

- Master's degree in Speech-Language Pathology.
- Eligible for or in possession of a current School Clinicians Certificate in Speech-Language Pathology.
- Current member in good standing with the College of Audiologists and Speech-Language Pathologists of Manitoba (CASLPM).
- Exemplary technology skills in order to complete on-line recording and reporting requirements.
- Must be able to work in a collaborative manner with school personnel and parents.
- Bilingual (English / French) would be an asset.
- Satisfactory Criminal Record Check, including Vulnerable Sector Search.
- Clear report from the Child Abuse Registry.
- Respect In School or Commit To Kids certification.
- Review and comply with divisional policies and guidelines.
- Valid drivers' licence and access to a reliable vehicle is required.

APPLICATION PROCEDURE:

- Apply by using the LRSD online submission process at www.lrsd.net.
- Include in your resume and cover letter your strengths and abilities and clearly define how you meet eligibility for the role.
- Identify the names and contact information of three references.
- Address cover letter and resume to Staff Services, Louis Riel School Division.
- Quote the Bulletin Number on the application; a separate application is required for each job bulletin.
- Upload your resume and cover letter as one document.

The Louis Riel School Division is committed to:

- fostering employment equity and accessibility. We encourage applications from members of equity-seeking groups with diverse abilities, backgrounds, cultures, identities
- providing an inclusive and barrier-free experience for people with accessibility needs. Applicants may request reasonable accommodation related to the materials or activities used throughout the selection process. To make a confidential request, send an email to the [Staff Services Department](#) so that the necessary arrangements can be made.

We thank all applicants for their interest. Only those selected for further consideration will be contacted.

APPLICATION DEADLINE:

Open until filled



LRSD.NET

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900 St. Mary's Road | Winnipeg, Manitoba | R2M 3R3 | Tel: 204.257.7827 | Fax: 204.256.8553

0.5 Itinerant Speech-Language Pathologist (Term)

BULLETIN NUMBER:	124/T/26	DATE POSTED:	May 25, 2026
SCHOOL:	Itinerant Position – Multiple Locations		
COMMENCING:	September 11, 2026 and will end June 30, 2027, or one day prior to the return of the incumbent, whichever occurs first.		

POSITION DESCRIPTION:

The Speech-Language Pathologist position is under the Teachers' Collective Agreement and will follow the school calendar.

Reporting to the Assistant Director of Clinical Supports, the Speech and Language Pathologist will work closely with school teams, other clinicians, support staff, and community partners to provide holistic supports that help students meaningfully re-engage in learning pathways. This position supports the development of inclusive, identity-affirming school and classroom environments that promote regulation, accessibility, and meaningful engagement for all learners.

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