



NILES TOWNSHIP HIGH SCHOOL DISTRICT 219

7700 Gross Point Rd
Skokie, IL 60077
847-626-3000
www.niles219.org

Speech-Language Pathologist

REPORTS TO: Director of Special Education

POSITION OBJECTIVE: Provide speech-language pathology services to students in order to support communication, language development, social pragmatics, and access to the educational environment. Services are delivered in compliance with IDEA, IEP requirements, and district policies to ensure students are able to effectively participate in academic instruction, school activities, and daily communication across settings. Demonstrate knowledge of the nature of speech and language communication needs including the cognitive aspects of communication (attention, memory, sequencing, problem-solving, executive functioning), social aspects of communication (including challenging behavior, ineffective social skills, lack of communication opportunities), communication modalities, the impact of hearing loss on the development of speech and language, second language acquisition and oral motor functioning and skills including feeding.

MINIMUM QUALIFICATIONS:

1. Illinois Professional Educator License (PEL) endorsed as a Speech-Language Pathologist
2. Valid Illinois Department of Financial and Professional Regulation (IDFPR) Speech-Language Pathology licensure
3. Master's degree in Speech-Language Pathology
4. ASHA Certificate of Clinical Competence (CCC-SLP) preferred
5. Experience supporting students with complex adaptive, behavioral, sensory, or communication needs
6. Ability to assist students with daily living and life skills, including feeding, toileting, mobility support, and personal care, while promoting independence.
7. Ability to safely lift, support, and assist students as needed, including occasional physical handling and transport, in a manner consistent with best practices and student safety protocols.
8. Experience working successfully in a diverse, multicultural environment

REQUIRED SKILLS:

- Ability to assess, diagnose, and treat speech, language, voice, fluency, and social communication disorders
- Knowledge of IDEA, special education procedures, and related service requirements
- Ability to develop, implement, and monitor IEP goals and progress
- Strong written and verbal communication skills
- Ability to collaborate effectively with teachers, support staff, families, administrators, and multidisciplinary teams

- Ability to integrate speech-language goals with academic instruction
- Ability to interpret and explain evaluation results to staff and families
- Strong organizational and time-management skills
- Ability to maintain confidentiality and professional boundaries
- Ability to use technology and data systems for documentation, service delivery, and progress monitoring
- Ability to establish and maintain effective working relationships with students, staff, and families
- Demonstrate knowledge of second language learning issues and how these factors impact second language acquisition; identify interventions appropriate to meet the needs of these students for the purpose providing appropriate speech and language services

PERFORMANCE RESPONSIBILITIES:

Provides Speech-Language Pathology Services

- Conducts speech-language evaluations and re-evaluations to determine eligibility and service needs
- Assess students' communication skills (e.g. language, articulation, fluency, voice, expressive and receptive language, etc.) for the purpose of identifying communication disorders, determining program eligibility and developing recommendations for treatment and IEP goals
- Provide speech and language services using a variety of models (e.g. integrated therapy, small group, 1:1 direct service, etc.) when appropriate for the purpose of minimizing the adverse impact of speech and language disorders on student success
- Provide screening and diagnostic services for students referred through a systematic referral process for the purpose of identifying students needing speech and language services and minimizing the adverse impact of communication disorders
- Delivers services in integrated and inclusive educational environments when appropriate
- Supports student access to curriculum, classroom instruction, and school activities
- Instructs eligible students in the use of appropriate communication technologies (e.g. hearing aids, FM systems, augmentative communication devices, etc.) for the purpose of minimizing the adverse educational impact of communication disorders in accordance with established guidelines and legal requirements

Assessment and Program Development

- Reviews academic performance, classroom functioning, and relevant educational data
- Interprets medical reports, within the scope of the Speech and Language Pathologist's experience, and goals for the purpose of providing information and/or ensuring that treatment/intervention plans are appropriate
- Collect, interpret, integrate, and synthesize evaluative information to make recommendations for speech/language interventions and services
- Incorporates academic language and communication skills into therapy whenever possible
- Utilize and make recommendations for technology and assistive technologies for the purpose of facilitating student communication access

Collaboration and Consultation

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- Participate in Individualized Education Plans, case conferences, and multidisciplinary team meetings and develop, monitor, and report on goals; determine needs, design interventions utilizing research based best practices, collect, analyze and report on data
- Serves as a member of student assessment and placement teams
- Collaborate with colleagues and parents to share information and expertise to plan and implement effective student programs including augmentative and alternative communication interventions/supports for the purpose of communicating information, resolving issues and providing services in compliance with established guidelines.
- Collaborate with staff and parents on issues related to oral motor skill development and daily functional needs including feeding for the purpose of providing information and implementation of student IEP goals
- Provides in-service training and consultation to staff as requested
- Addresses self-care skills such as feeding, dressing, toileting, and hygiene as appropriate

Compliance and Documentation

- Maintains files and/or records (e.g. progress reports, activity logs, treatment plans, required documentation, quarterly reports, screening results, etc.) for the purpose of ensuring the availability of information as required for reference and/or compliance
- Sends progress reports to parents and reviews student progress annually
- Schedules and completes required annual reviews, tri-annual re-evaluations, and hearing screenings
- Ensures services are delivered in accordance with IEPs and legal mandates
- Preferred but not required: experience researching, writing, and managing grants to fund Augmentative and Alternative Communication devices and communication supports.

TERMS OF EMPLOYMENT: 182 day working calendar

WORKING CONDITIONS: The position requires sitting, standing, walking, and use of fine motor skills. Work is primarily performed indoors in classrooms, therapy spaces, and meeting rooms.

SALARY RANGE: Salary is based on years of experience and educational background in accordance with the District's salary schedule.

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The information contained in this job description is for compliance with the Americans 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.

Niles Township High Schools District 219 is an equal-opportunity employer. It is the policy and practice of District 219 to decide all matters relating to employment solely on the basis of the applicant's ability to perform the essential functions of the position. District 219 ensures equal employment opportunities regardless of race, creed, sex, sexual orientation, color, national origin, religion, age, or handicap.

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