



GLENBROOK HIGH SCHOOL DISTRICT 225  
3801 W LAKE AVENUE  
GLENVIEW, IL 60026

## **Speech-Language Pathologist Job Description**

Department:	Special Education
Location:	GBN/GBS/GBOC/Transition
FLSA Status:	Exempt
Retirement System:	Teachers' Retirement System of Illinois (TRS)
Term:	183 Work Calendar
Unit Classification:	Teacher
Wage Classification:	Teacher Salary Schedule
Supervisor:	Instructional Supervisor

### **Position Summary**

The primary purpose of this position is to work with high school and transition-aged students, staff, parents, and adult-service and community agencies to develop and implement speech/language and transition goals. Provide direct and indirect individual and group speech services, group social skills instruction, co-teaching, and push-in services, coaching and support to staff, and consultative services to identify and serve students with a wide range of communication strengths and needs. Provide direct and indirect services for high school and transition-aged (18-22) students in various schools, including Glenbrook therapeutic day school (GBOC), and community settings.

### **Education and/or Experience and Qualifications**

- Illinois Professional Educator License for School Support Personnel endorsed for Speech and Language Pathology.
- Master's degree in Speech and Language Pathology/Communication Sciences and Disorders.
- Experience working with students identified with a range of disabilities.
- Ability to communicate and collaborate effectively with professional staff and parents.
- Experience working with students who are English as a New Language (ENL) learners, preferred.
- Bilingual assessment/treatment experience, preferred.
- Experience working with high school students who are neurodiverse, preferred.
- Ability to obtain National Provider Identifier for Medicaid Claiming.

### **Essential Functions**

## **Clinical Knowledge**

- Able to plan for and implement services and support in the following Clinical Areas: Phonology/Articulation, Oral Motor/Feeding, Language Disorders, Social Communication Deficits, Fluency, Voice, Hearing, and Assistive Technology.

## **Assessment**

- Provides screening and diagnostic support for students referred through a systematic problem-solving team and/or referral process.
- Consistently and appropriately uses a variety of dynamic informal and formal assessments, standardized tests, observation techniques, and other functional assessment tools (RIOT).
- Selects, administers, and scores a comprehensive assessment battery of formal and functional evaluation tools with consideration for all relevant factors, and adapts procedures to accommodate for individual needs, as appropriate.
- Administers and interprets diagnostic assessments that include a) a review of the student's academic and classroom functioning, b) an evaluation of functional communication skills, and c) an assessment of the student's speech-language needs.
- Integrates and presents oral and written reports of results and recommendations from assessments and clinical impressions.
- Completes timely documentation of evaluation results.
- Collaborates with trans-disciplinary teams in student assessment and identification of needs, eligibility, services, supplementary aids and accommodations, and placement.
- Sends reports on student progress to parent/guardian at least quarterly, reviews each student's progress toward selected goals annually, and schedules tri-annual reevaluations for continuing students.
- Interprets test results and reports from outside providers for consideration by the team.

## **Instruction/ Intervention**

- Provides effective interventions to support the development of speech, language, fluency, social communication, and feeding/swallowing skills and promotes generalization of skills across settings.
- Develops, implements, and monitors effective interventions.
- Incorporates evaluation results and IEP goals when planning therapeutic lessons and classroom-based interventions.
- Consistently manages behavior in a proactive, positive, and consistent manner, providing meaningful reinforcement. Actively participates with the student's support team in the development and implementation of individual and classroom behavior plans. Provides insight to the team members regarding possible correlations between behavior and communication needs. Helps students understand expectations and restorative consequences as appropriate.
- Assists with classroom and individual student behavior management plans, including behavior de-escalation and safe behavior management and restraint techniques, when the student's plan includes the use of physical restraint.

- Provides direct and consultative services to identified students with communication needs.
- Develops meaningful, measurable goals and short-term objectives and benchmarks and utilizes data to report progress toward goals and determine any adjustments to interventions.
- Utilizes evidence-based interventions and techniques.
- Utilizes state-of-the-art technology in the provision of speech services.

### **Professional Responsibility**

- Reflects on interventions.
- Maintains accurate records.
- Participates in professional community and activities of professional development.
- Attends IEP meetings on assigned students, case managing students for whom speech-language is their primary service, and meets all mandated deadlines.
- Consults and collaborates with staff, families, private providers, and outside agencies.
- Provides in-service training and consultation to team members when requested.

### **District, School, and Department Culture**

- Models mutual respect; integrity; professionalism; multicultural awareness; gender, racial and ethnic equity; and the values, beliefs, and attitudes that inspire others to perform to their highest potential.
- Fosters equitable and inclusive practices.
- Recognizes and respects divergent opinions and respects the authority of others.
- Nurtures a learning environment that fosters teamwork, reflection, experimentation, growth, and innovation.
- Creates and implements professional goals that support the department, school, and district goals.
- Maintains high visibility and supports all building staff and students at programs and events.
- Maintains open communication with all building and district staff members through various meetings to ensure information is disseminated in a timely manner.
- Recognizes staff, as appropriate, for their actions and achievements.
- Communicates and promotes high expectations for all staff and student learning in a variety of contexts, media, and publications.
- Promotes the use of data-driven decision-making in various contexts, including curriculum design, assessment, and evaluation.
- Is active in appropriate professional organizations and encourages participation by department staff.
- Perform special projects and assignments at the direction of the Building Principal and/or direct supervisor.

## **Skills Required**

To perform this job successfully, an individual must demonstrate satisfactory performance in each essential duty. The requirements listed below represent the skills and abilities required for this position. Reasonable accommodations may be made to enable individuals with disabilities to perform essential functions.

- Ability to maintain composure in difficult situations to keep a respectful and friendly environment for students and staff.
- Ability to establish and maintain effective working relationships with staff members and students.
- Ability to communicate in English clearly and concisely, both orally and in written form.
- Ability to maintain and grow current job skills as directed.
- Ability to use electronic devices and commonly used software, including student management and grade book software, finance software, Microsoft Office, Google Apps for Education, and other cloud-based software. Must have the capacity to learn and become proficient with new computer software as needed with minimal guidance.
- Ability to perform essential duties with an awareness of school district requirements and Board.
- Proficient with PCs, tablets, and other mobile electronic devices.
- Demonstrated aptitude for the work to be performed
- Demonstrated aptitude as a self-starter who works with minimal supervision
- Effective human relations and problem-solving skills
- Strong orientation toward providing customer service
- Strong work ethic and organizational skills
- Ability to maintain confidentiality

## 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.

- Moving up to 50 pounds (pulling, pushing, lifting, carrying).
- Sitting, standing, walking.
- Seeing, hearing, speaking.
- Completing tasks using fine finger dexterity.

## Work Environment

The work environment characteristics described here represent 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 moderate; however, occasionally, the noise level will be higher.
- The pace of the work tasks is considered fast.
- Work is at multiple job sites daily.

The information in this job description is for compliance with the Americans with Disabilities Act (ADA) and is not an exhaustive listing of duties performed in this position. The individuals currently holding this position perform additional duties, and additional duties may be assigned.

Glenbrook High School District 225 provides equal employment opportunities to all employees and applicants for employment and prohibits discrimination and harassment of any type without regard to race, color, religion, age, sex, national origin, disability status, genetics, protected veteran status, sexual orientation, gender identity or expression, or any other characteristic protected by federal, state or local laws.

This policy applies to all terms and conditions of employment, including recruiting, hiring, placement, promotion, termination, layoff, recall, transfer, leaves of absence, compensation, and training.

The District has a policy of active recruitment of qualified minority employees, licensed and non-licensed. Individuals requiring assistance completing an application for this opening should contact the Human Resources Office.

Revised - February 28, 2023