



Northbrook | Glenview School District 30
2374 Shermer Road Northbrook, IL 60062
Website: www.district30.org

SPEECH-LANGUAGE PATHOLOGIST JOB DESCRIPTION

Position/Title: Speech-Language Pathologist

Department: Student Services

Location: Wescott, Willowbrook, and Maple School

Reports to: Building Principal/Assistant Director of Student Services

Term: 10 months (teacher calendar)

Salary: Collective Bargaining Agreement

POSITION SUMMARY:

The Speech-Language Pathologist position provides comprehensive evaluation, intervention, and consultation services to students in PreK–8 settings across Northbrook|Glenview School District 30. Working collaboratively with educators, families, and related service providers, the SLP identifies and addresses communication disorders that affect students' academic, social, and functional success. Services are delivered in alignment with IDEA requirements, Illinois School Code, and district policies, and are driven by data-informed, evidence-based practices.

QUALIFICATION - EXPERIENCE - KNOWLEDGE:

- Master's degree in Speech-Language Pathology or Communication Sciences and Disorders from an accredited program
- Illinois Professional Educator License with a Speech-Language Pathologist endorsement
- ASHA Certificate of Clinical Competence in Speech-Language Pathology (CCC-SLP), or eligibility to obtain within one year of hire
- Demonstrated knowledge of speech-language pathology practices, child development, and the specific needs of students across disability categories
- Knowledge of applicable regulations and special education guidelines
- Experience with the design of treatment goals and individualized education programs
- Experience with technology, software, and augmentative/alternative communication (AAC) devices
- Demonstrates warmth, patience, and professionalism in building relationships with students, families, and colleagues
- Professional experience in speech-language pathology; school-based experience preferred

ESSENTIAL DUTIES & RESPONSIBILITIES: (Other duties may be assigned as required):

Evaluation and Identification

- Conduct screenings and comprehensive diagnostic evaluations for students with a wide range of communication disorders and disabilities; administer, score, and interpret assessment tools in accordance with IDEA eligibility criteria.
- Respond to referrals promptly; evaluate student needs and prepare written evaluation reports within required timelines.
- Participate in annual review conferences, re-evaluation meetings, and eligibility determinations; complete all required documentation.

IEP Planning and Documentation

- Develop comprehensive IEPs with measurable, standards-aligned goals and service delivery recommendations; implement and monitor goals and benchmarks, using

progress data to adjust services and maximize student success.

- Develop IFSPs for eligible infants and toddlers as applicable; collaborate with the IEP team to identify modifications and accommodations that support student access and participation across settings.
- Maintain accurate therapeutic and non-therapeutic records, including IEP management, service logs, progress monitoring data, and prior written notices.

Service Delivery

- Provide direct speech-language services on an individual, small-group, or classroom basis across a continuum of delivery models based on IEP goals and LRE requirements.
- Address articulation, language, fluency, voice, AAC, and social communication needs; integrate listening, speaking, reading, writing, and learning strategies across general and special education settings.
- Foster a therapeutic environment built on mutual respect and clear expectations; manage student grouping, transitions, materials, routines, and behavior.
- Engage students using evidence-based activities and materials matched to individual goals; demonstrate flexibility by making data-driven adjustments to service delivery based on progress monitoring.

Collaboration and Consultation

- Collaborate with general and special education teachers, administrators, school psychologists, occupational therapists, social workers, and related service providers to support students' academic, communication, and social development.
- Serve as a consultant to educators and related professionals regarding communication development and evidence-based intervention; serve on program planning and teacher assistance teams (e.g., Problem-Solving Teams, MTSS).
- Train and coach other professionals and paraprofessionals to support students' communication development.
- Collaborate with outside providers and therapists to support continuity in programming across settings, as appropriate.

Family Engagement

- Provide counseling and education to families regarding communication development, diagnosis, home strategies, and community resources.
- Communicate regularly with families regarding student progress and IEP implementation; ensure family voice is central to goal development and service planning.

Supervision and Professional Responsibilities

- Supervise speech-language pathology assistants and support personnel in accordance with Illinois licensure requirements, as assigned.
- Supervise clinical practicums and clinical fellowships for graduate-level interns or CF-SLPs, when applicable.
- Participate in Professional Learning Communities, school and district activities, and professional development; reflect on practice and incorporate feedback for continuous improvement.
- Demonstrate professionalism and comply with all school and district regulations and the ASHA Code of Ethics; perform other duties as assigned.

SKILLS REQUIRED:

In order to perform this job successfully, an individual must be able to perform each essential duty satisfactorily. The requirements listed below represent the skills and abilities required.

- Read, analyze, and interpret documents such as evaluation referrals, test results, IEPs, medical records, and regulatory guidance.
- Effectively present information and respond to questions from students, families, and professional groups.
- Establish and maintain effective working relationships with staff members, students, and families.
- Support students with a wide range of disabilities and communication needs.
- Communicate clearly and concisely, both orally and in written form, including formal reports and informal correspondence.
- Solve practical problems and deal with a variety of concrete variables in situations with limited standardization.
- Manage and prioritize a caseload with competing evaluation timelines, IEP deadlines, and direct service responsibilities.
- Perform essential duties with an awareness of school district requirements and Board of Education policies.

PHYSICAL DEMANDS:

The physical demands described here represent those that must be met by an employee to successfully perform the essential functions of this job.

- While performing the duties of this job, the employee is regularly required to sit, stand, talk, and hear.
- The employee is frequently required to stand, walk, operate office and computer equipment, reach with hands and arms, and repeat actions with the same hand, arm, or finger motion, such as when typing.
- Specific vision abilities required by this job include close vision, distance vision, peripheral vision, and the ability to adjust focus. In addition, the ability to withstand long-term use of computer terminals is required.
- Employees may occasionally lift up to 30 pounds.
- The position requires meeting deadlines with time constraints, interacting with the public and staff, and irregular or extended work hours.

WORK ENVIRONMENT:

The work environment characteristics described here are representative of those an employee encounters while performing the essential functions of this job:

- The noise level in the work environment is usually moderate. However, on occasion, the noise level will be loud.
- Work is usually conducted indoors. This work could be conducted at any school or home site.

Compensation:

- Paid per the D30 Certified Collective Bargaining Agreement
- Regionally-Competitive (not paid per a collectively bargained contractual agreement)

Classification:

- Administrative
- Licensed staff (covered under the D30 certified collective bargaining agreement)
- Instructional assistant (para license required)
- Support Staff (para license not required)

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

Northbrook|Glenview District 30 is an Equal Opportunity Employer. It is the policy and practice of District 30 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 30 ensures equal employment opportunities regardless of race, creed, sex, color, national origin, religion, age, or handicap.

The District has a policy of actively recruiting qualified minority teachers and non-certificated employees. Any individual needing assistance in making an application for this opening should contact Human Resources.

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