



EVANSTON/SKOKIE
SCHOOL DISTRICT 65

SPEECH/LANGUAGE PATHOLOGIST

Situated on the shores of Lake Michigan and just north of Chicago, Evanston/Skokie School District 65 is a pre-K through 8th grade public school district serving approximately 6,500 students from the City of Evanston and a small neighboring section of the Village of Skokie. The district represents a wide range of ethnic, economic, racial, and cultural backgrounds and serves a community that not only supports but truly embraces public education. District 65 focuses on educating the “whole child” and is deeply committed to social and emotional learning as well as fostering a safe and supportive school climate for our students.

Working together as a community, we will inspire creativity and prepare each student to achieve academically, grow personally, and contribute positively to a global society.

Job Summary:

The job of Speech/Language Pathologist's role is to be a resource to students and school staff members in the development and implementation of programs that can promote effective communication skills in the school setting. Targeted areas are: receptive, expressive, pragmatic language, articulation voice and fluency. This job reports to the Building Principal and to the Director of Student Specialized Services.

The Speech/Language Pathologist will be held accountable for the following responsibilities:

- Assesses students' communication skills (e.g. receptive, expressive, pragmatic language, articulation voice, fluency, etc.) for the purpose of identifying communication disorders, determining program eligibility and developing recommendations for treatment.
- Assists and guides teachers for the purpose of observing, describing, and referring suspected students who may demonstrate a speech and/or language deficit.
- Collaborates with a variety of groups and/or individuals (e.g. parents, teachers, physicians, administration, educational team members, other professionals, etc.) for the purpose of communicating information, resolving issues and providing with regard to the student's communication needs.
- Coordinates meetings and processes for eligible students (e.g. testing/screening, IEPs, parent conferences, pre-referral staffing, etc.) for the purpose of presenting evaluation results, developing treatment plans, and/or providing training to parents/students/staff.
- Develops treatment plans, interventions and/or educational materials for the purpose of minimizing the adverse impact of communication disorders in accordance with established guidelines and legal requirements.
- Instructs assigned support staff for the purpose of providing information on communicative disorders, use of assistive devices and feeding techniques and/or implementing prescribed treatment plans.
- 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.
- Interprets medical reports within the scope of Speech/Language Pathologist's experience and goals for the purpose of providing information and/or ensuring that treatment/intervention plans are appropriate.



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- Maintains files and/or records (e.g. progress reports, treatment plans, required documentation, screening results, etc.) for the purpose of ensuring the availability of information as required for reference and/or compliance.
- Participates in meetings, workshops, and seminars (e.g. training, IEP meetings, team meetings, etc.) for the purpose of conveying and/or gathering information.
- Performs other related duties as assigned for the purpose of integrating one's talents into the larger school community.
- Prepares a wide variety of written materials (e.g. correspondence, memos, treatment plans, reports, required documentation, etc.) for the purpose of documenting activities, providing written reference, and/or conveying information.
- Provides speech and language therapy to students for the purpose of minimizing the adverse impact of speech and language disorders on student's school success.
- Researches resources and methods (e.g. intervention and treatment techniques, assessment tools and methods, community resources, etc.) for the purpose of determining the appropriate approach for addressing students' needs.
- Responds to inquiries (e.g. parents, teachers, staff, students, etc.) for the purpose of providing information and/or referral as appropriate.
- Transports supplies and equipment to a variety of sites for the purpose of ensuring the availability of items as needed.
- Working under limited supervision using standardized practices and/or methods; providing information and/or advising others; Utilization of some resources from other work units is often required to perform the job's functions. There is a continual opportunity to impact the organization's services.

In order to be successful and achieve the above responsibilities, the Speech/Language Pathologist must possess the following qualifications:

Education Required:

- Master's degree from an accredited college or university

Certificates and Licenses:

- Illinois State License IDFPR

Experience Required:

- Job related experience within a specialized field.

PHYSICAL DEMANDS:

Physical Activities: Standing, walking, sitting, handling, keyboarding, talking, and hearing

Lifting Demands: Up to 35 pounds

Reaching Activities: Both dominant and non-dominant hand; overhead.

Environmental Conditions: Noise Intensity 3 moderate



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Knowledge, Skills, and Abilities:

- **KNOWLEDGE** is required to perform advanced math; review and interpret highly technical information, write technical materials, and/or speak persuasively to implement desired actions; and analyze situations to define issues and draw conclusions. Specific Knowledge based competencies required to satisfactorily perform the functions of the job include: psychology and educational principles; and pertinent codes, policies, regulations and/or laws; age appropriate activities/behaviors; knowledge of community resources; recordkeeping and record retention practices; school safety and security practices; stages of child development; treatment modalities.
- **SKILLS** are required to perform multiple, highly complex, technical tasks with a need to occasionally upgrade skills in order to meet changing job conditions. Specific skill based competencies required to satisfactorily perform the functions of the job include: applying assessment instruments; and preparing and maintaining accurate records; conducting meetings; physical restraint practices.
- **ABILITY** is required to schedule activities, meetings, and/or events; routinely gather, collate, and/or classify data; and use job-related equipment. Flexibility is required to independently work with others in a wide variety of circumstances; work with data utilizing defined but different processes; and operate equipment using standardized methods. Ability is also required to work with a significant diversity of individuals and/or groups; work with data of widely varied types and/or purposes; and utilize job-related equipment. Independent problem solving is required to analyze issues and create action plans. Problem solving with data requires analysis based on organizational objectives; and problem solving with equipment is significant. Specific Ability based competencies required to satisfactorily perform the functions of the job include: adapting to changing work priorities; communicating with diverse groups; maintaining confidentiality; meeting deadlines and schedules; working as part of a team; working with detailed information/data; and maintaining effective working relationships.

Conditions of Employment

This position requires traveling to various school sites, work locations, and/or community organizations throughout the district.

DISTRICT EXPECTATIONS: All employees are expected to demonstrate regular and predictable attendance; to support the District's vision, mission, goals, and Strategic Plan; to engage in civility, respect, professionalism, and collaborative teaming; and to maintain the professional knowledge and skills necessary to perform the essential duties and responsibilities of their positions.

NOTE: School Board Policy ensures equal opportunity for all in its personnel policies and practices and does not discriminate on the basis of race, color, gender, religion, national origin, marital status, sexual orientation, gender preference, political beliefs, social/family background, disability or age.