DeKalb CUSD 428

Job Description

Position Title:	Speech and Language Pathologist
Department:	Student Services
Supervisor:	Director of Student Services
Calendar:	180 Days
FLSA Status:	Exempt.
Affiliation:	DCTA
Date:	January 28th, 2024

Objective

The goal of the Licensed School Speech and Language Pathologist, is to work collaboratively with educators, parents, and other professionals to assess, diagnose, and treat speech and language disorders among students, as it relates to academic instruction or functional performance. Your expertise will contribute to fostering a positive learning environment where all students can thrive academically and socially.

Essential Duties and Responsibilities

Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

1. Ensures that all actions are compliant with established Board policies as well as the mission, vision and values defined by the district and Board of Education.
2. Carries out such additional duties as required or as conditions necessitate.
3. Participates in job training and professional growth opportunities in order to enhance ability to perform the essential functions of the job.
4. Screen students who may be at risk for speech or language difficulties
5. Conduct comprehensive assessments to identify speech and language disorders among students.
6. Administer standardized tests and informal assessments to evaluate communication skills, language development, articulation, fluency, and voice quality.
7. Analyze assessment results to determine the nature and severity of speech and language disorders.
8. Consult with classroom and special education teachers, administrators, related service clinicians, other district staff and parents
9. Provide direct therapy as well as consultative services

10. Complete paperwork in accordance with Special Education Requirements and student IEPs
11. Keep parents informed of student progress
12. Act as special education case manager for students receiving speech-only services
13. Attend and participate in intervention team meetings, such as individual problem solving meetings or behavior intervention plan meetings
14. Attend and come prepared to propose assessments during special education referral and reevaluation domain meetings
15. Complete Medicaid billing and service logging
16. Maintain accurate records for daily lessons, therapy, progress monitoring, evaluation, IEPs and requisite special education paperwork
17. Attend parent-teacher conferences as needed
18. Provide Response to Intervention (RtI) services as part of a MTSS framework to students who may benefit from short-term intervention strategies.
19. Assist in the determination of need for assistive technology and/ or augmentative communication systems for students identified with severe- profound disorders.
20. Provide direct services with assistive technology and/ or augmentative communication systems for students identified with severe- profound disorders.
21. Partner with case managers and other IEP team members to support language-based tasks through the use of visual schedules and other visual supports such as CORE boards, etc.
22. Provide screening and consultation at pre-school screenings
23. Assist teachers in the development and implementation of curriculum modifications and appropriate classroom strategies.
24. Refer students and their families to appropriate community agencies and services.
25. Cooperate with agencies serving students and their families.
26. Maintain appropriate, confidential records and provide timely reports.
27. Order and maintain an adequate inventory of materials and supplies
28. Stay abreast of current research, best practices, and trends in the field of speech-language pathology.
29. Participate in professional development opportunities, workshops, conferences, and continuing education activities to enhance clinical skills and knowledge.

30. Collaborate with interdisciplinary teams, including special education staff, psychologists, occupational therapists, and social workers, to support holistic student development and success.

Qualifications

1. Master's Degree in Speech-Language Pathology
2. License from the Illinois Dept. of Professional Regulations
3. Illinois State Board of Education Type 10 certificate, Type 73 certificate, or Type 03 and 09 certificate with endorsement
4. American Speech-Language-Hearing Association Certificate of Clinical Competence/ Speech- Language or intent to begin Clinical Fellowship year

Knowledge, Skills and Abilities

1. Experience working with school-aged children in educational settings preferred.
2. Strong interpersonal skills and ability to collaborate effectively with diverse stakeholders.
3. Excellent communication skills, both verbal and written.
4. Demonstrated ability to develop and implement individualized treatment plans.
5. Proficiency in conducting comprehensive assessments and interpreting evaluation results.
6. Knowledge of relevant laws, regulations, and ethical standards governing the practice of speech-language pathology in educational settings.

Supervisory Responsibility

Position TRS Eligible

Yes

Work Environment

Click or tap here to enter text.

Travel

Travel is primarily local during the business day, although some out-of-area and overnight travel may be expected.

Other Duties

Please note this job description is not designed to cover or contain a comprehensive listing of activities, duties or responsibilities that are required of the employee for this job. Duties, responsibilities and activities may change at any time with or without notice.

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.

The physical activity of this position. (Please check all blocks that apply)		
☐	A.	Climbing. Ascending or descending ladders, stairs, scaffolding, ramps, poles and the like, using feet and legs and/or hands and arms. Body agility is emphasized. This factor is important if the amount and kind of climbing required exceeds that required for ordinary locomotion.
☐	B.	Balancing. Maintaining body equilibrium to prevent falling and walking, standing or crouching on narrow, slippery, or erratically moving surfaces. This factor is important if the amount of balancing exceeds that needed for ordinary locomotion and maintenance of body equilibrium.
☐	C.	Stooping. Bending body downward and forward by bending spine at the waist. This factor is important if it occurs to a considerable degree and requires full motion of the lower extremities and back muscles.
X	D.	Kneeling. Bending legs at knee to come to a rest on knee or knees.
X	E.	Crouching. Bending the body downward and forward by bending leg and spine.
☐	F.	Crawling. Moving about on hands and knees or hands and feet.
☐	G.	Reaching. Extending hand(s) and arm(s) in any direction.
☐	H.	Standing. Particularly for sustained periods of time.
X	I.	Walking. Moving about on foot to accomplish tasks, particularly for long distances or moving from one work site to another.
☐	J.	Pushing. Using upper extremities to press against something with steady force in order to thrust forward, downward or outward.
☐	K.	Pulling. Using upper extremities to exert force in order to draw, haul or tug objects in a sustained motion.
☐	L.	Lifting. Raising objects from a lower to a higher position or moving objects horizontally from position-to-position. This factor is important if it occurs to a considerable degree and requires substantial use of upper extremities and back muscles.
X	M.	Fingering. Picking, pinching, typing or otherwise working, primarily with fingers rather than with the whole hand as in handling.
X	N.	Grasping. Applying pressure to an object with the fingers and palm.
X	O.	Feeling. Perceiving attributes of objects, such as size, shape, temperature or texture by touching with skin, particularly that of fingertips.
X	P.	Talking. Expressing or exchanging ideas by means of the spoken word. Those activities in

		which they must convey detailed or important spoken instructions to other workers accurately, loudly, or quickly.
X	Q.	Hearing. Perceiving the nature of sounds at normal speaking levels with or without correction. Ability to receive detailed information through oral communication, and to make the discriminations in sound.
X	R.	Repetitive motion. Substantial movements (motions) of the wrists, hands, and/or fingers.
The physical requirements of this position. (Please check only one block)		
☐	A.	Sedentary work. Exerting up to 10 pounds of force occasionally and/or negligible amount of force frequently or constantly to lift, carry, push, pull or otherwise move objects, including the human body. Sedentary work involves sitting most of the time. Jobs are sedentary if walking and standing are required only occasionally and all other sedentary criteria are met.
X	B.	Light work. Exerting up to 20 pounds of force occasionally, and/or up to 10 pounds of force frequently, and/or a negligible amount of force constantly to move objects. If the use of arm and/or leg controls requires exertion of forces greater than that for sedentary work and the worker sits most of the time, the job is rated for light work.
☐	C.	Medium work. Exerting up to 50 pounds of force occasionally, and/or up to 30 pounds of force frequently, and/or up to 10 pounds of force constantly to move objects.
☐	D.	Heavy work. Exerting up to 100 pounds of force occasionally, and/or up to 50 pounds of force frequently, and/or up to 20 pounds of force constantly to move objects.
☐	E.	Very heavy work. Exerting in excess of 100 pounds of force occasionally, and/or in excess of 50 pounds of force frequently, and/or in excess of 20 pounds of force constantly to move objects.
The visual acuity requirements including color, depth perception, and field vision. (Please check only one block)		
X	A.	The worker is required to have close visual acuity to perform an activity such as: preparing and analyzing data and figures; transcribing; viewing a computer terminal; extensive reading; visual inspection involving small defects, small parts, and/or operation of machines (including inspection); using measurement devices; and/or assembly or fabrication parts at distances close to the eyes.
☐	B.	The worker is required to have visual acuity to perform an activity such as: operates machines, such as lathes, drill presses, power saws, and mills where the seeing job is at or within arm's reach; performs mechanical or skilled trades tasks of a non-repetitive nature, such as carpenter, technicians, service people, plumbers, painters, mechanics, etc.
☐	C.	The worker is required to have visual acuity to operate motor vehicles and/or heavy equipment.
☐	D.	The worker is required to have visual acuity to determine the accuracy, neatness, and thoroughness of the work assigned (i.e., custodial, food services, general laborer, etc.) or to make general observations of facilities or structures (i.e., security guard, inspection, etc.)
The conditions the worker will be subject to in this position. (Please check all blocks that apply)		
X	A.	The worker is subject to environmental conditions. Protection from weather conditions but not necessarily from temperature changes.
☐	B.	The worker is subject to outside environmental conditions. No effective protection from the weather.
☐	C.	The worker is subject to both environmental conditions. Activities occur inside and outside.
☐	D.	The worker is subject to extreme cold. Temperatures typically below 32 for periods of more

		than one hour. Consideration should be given to the effect of other environmental conditions, such as wind and humidity.
☐	E.	The worker is subject to extreme heat. Temperatures above 100 for periods of more than one hour. Consideration should be given to the effect of other environmental conditions, such as wind and humidity.
☐	F.	The worker is subject to noise. There is sufficient noise to cause the worker to shout in order to be heard above ambient noise level.
☐	G.	The worker is subject to vibration. Exposure to oscillating movements of the extremities or whole body.
☐	H.	The worker is subject to hazards. Includes a variety of physical conditions, such as proximity to moving mechanical parts, moving vehicles, electrical current, working on scaffolding and high places, exposure to high heat or exposure to chemicals.
☐	I.	The worker is subject to atmospheric conditions. One or more of the following conditions that affect the respiratory system of the skin: fumes, odors, dust, mists, gases, or poor ventilation.
☐	J.	The worker is frequently in close quarters, crawl spaces, shafts, man holes, small enclosed rooms, small sewage and line pipes, and other areas that could cause claustrophobia.
☐	K.	The worker is required to function in narrow aisles or passageways.
X	L.	None. The worker is not substantially exposed to adverse environmental conditions (such as in typical office or administrative work.)

Signatures
This job description has been approved by all levels of management:

Supervisor Name: _____

Signature: _____ Date: Click or tap to enter a date.

HR Representative: _____

Signature: _____ Date: Click or tap to enter a date.

Employee signature below constitutes employee's understanding of the requirements, essential functions and duties of the position.

Employee Name: _____

Signature: _____ Date: Click or tap to enter a date.