

MINOOKA COMMUNITY CONSOLIDATED SCHOOL DISTRICT 201

JOB DESCRIPTION

Job Title:	Speech Language Pathologist	Reports To:	Building Admin/Director of Student Services
Pay Schedule/Range:	Per MEEA Contract	FLSA Status:	Exempt
Prepared/Revised Date:	January 2025	Work Year:	181 Days + up to 8 additional days if approved and deemed necessary to fulfill duties

SUMMARY: Utilizing leadership, advocacy and collaboration, school-based language pathologists provide prevention, assessment and remediation services for students who exhibit difficulties in the areas of language, speech, voice and fluency. These services are designed to help children meet their educational goals. Speech Language Pathologists work to identify students with speech-language deficits and provide services to remediate those speech-language deficits.

ESSENTIAL DUTIES AND RESPONSIBILITIES: *To perform this job successfully, an individual must be able to perform each essential duty satisfactorily. The requirements listed below are representative of the knowledge, skill and/or ability required. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions. The frequency and percentage of time of duties may vary based on building assignment.*

Job Tasks Descriptions	
1.	Completes case study evaluation components according to ISBE and IDEA guidelines and effectively interprets results of evaluations.
2.	Member of the IEP team to determine a child's eligibility for services and placement in the learning environment.
3.	Consults with classroom teachers to understand the impact of the child's deficits in the educational environment.
4.	Actively participates in the Response to Intervention and MTSS process.
5.	Initiates contact with families regarding case study, counseling, and evaluation activities.
6.	Maintains accurate and legible records which are well organized, and stored in a secure location.
7.	Paperwork is completed in a timely manner.
8.	Is punctual and maintains regular attendance.
9.	Demonstrates flexibility by making revisions in the plan or program when it is needed.
10.	Demonstrates the ability to self-reflect by providing an accurate and objective description of practice, citing specific positive and negative characteristics; making suggestions as to how the speech-language services might be improved.
11.	Transition transfer speech-language students in the special education system <ul style="list-style-type: none"> ● Review records, ensure Minooka CCSD 201 has all records from prior district ● Transfer paperwork into a digital IEP system. ● Schedule and facilitate "Move-In" Staffing
12.	Child Find/Evaluation of students for disabilities <ul style="list-style-type: none"> ● Screening, data collection, evaluation and identification of possible students with disabilities, in accordance with Minooka CCSD 201 Speech-Language Eligibility Criteria for articulation, language, fluency, pragmatics and voice disorders. ● Conducting and preparing for domain meeting, ensuring parents have copies of appropriate paperwork ● Consults with colleagues, tailoring evaluations to the questions raised in the referral. ● Completing appropriate assessment and evaluations of students' speech-language performance. <ul style="list-style-type: none"> ○ Uses appropriate evaluation instruments to evaluate students based on specific student needs. ○ Ensures that all procedures and safeguards are faithfully adhered to. ● Communicating needs of students with appropriate team members and families. ● Secures necessary permission for evaluations and services ● Finalizing eligibility paperwork, ensuring parents have copies of appropriate eligibility paperwork.

13. MTSS
<ul style="list-style-type: none"> ● Active participation in the RtI and MTSS process ● Gathers and analyzes data ● Supports teachers with instructional strategies in relation to speech-language needs ● Maintains current legible records ● Provides staff with pre-referral strategies and referral procedures.
14. Provide therapy services in relation to child's deficits determined through most-recent evaluation
<ul style="list-style-type: none"> ● Creates a schedule to provide therapy, in collaboration with team members and administration. Adheres to the schedule to maintain consistency for the child. ● Utilize research-based interventions and therapy programs to remediate speech-language disorders. ● Differentiate strategies and methods to individualize for each child in therapy sessions. ● Plans for and integrates state goals, State Standards and benchmarks. ● Collects and maintains accurate quantitative and qualitative data to determine success of therapy and interventions. ● Use data collection to determine effective diagnostic and treatment procedures. ● Establishes clear rules of conduct in the evaluation and therapy session that are consistently enforced, monitors and corrects negative student behavior.
15. Serve as case manager for speech-only IEP system.
<ul style="list-style-type: none"> ● Maintains records in digital IEP systems ● Maintains appropriate parent contact throughout the school year. ● Schedules and runs speech-only IEP annual reviews and other IEP meetings as needed.
16. Determine need for augmentative communication, providing training for students and staff on such a program.
17. Regular education support, collaboration and consultation, including data collection, observations, and follow-up discussions and supports (visuals supports, strategies, or routines in the classroom environment).
18. Attend Parent-Teacher Conferences with classroom teachers.
19. Medicaid Claim Reimbursement filing on a weekly basis; maintains accurate and legible Medicaid claim records.
20. Supervision of student teachers, as assigned by the supervisor.
21. Mandated Reporter for Department of Children and Family Services
22. Participates in school/district events and projects.
23. Maintains appropriate licensure through appropriate professional development activities
24. Assists with other activities as assigned by the supervisor.

EDUCATION AND RELATED WORK EXPERIENCE:

- Completion of a master's degree or higher from a regionally accredited institute of higher education
- Completion of a preparation program in the field of Speech Language Pathology accredited by the Council on Academic Accreditation in Audiology and Speech Language Pathology of the American Speech Language Hearing Association
- Completion of 150 hours of supervised, school based professional experience that consists of activities related planning and intervention, the learning environment, service delivery, professional conduct and ethics, and facilitation and advocacy
- Preferred training and/or previous experience working with children.

LICENSES, REGISTRATIONS or CERTIFICATIONS:

- Appropriate completion of Speech-Language Pathology Licensure Tests within compliance of ISBE & PEL
- Holds Speech-Language Pathology certification issued by the Illinois Department of Professional Regulation
- Holds a certificate of Clinical Competency in Speech-Language Pathology from ASHA
- Valid driver's license
- Criminal background check required for hire; employment contingent on appropriate results.
- Certification of good health signed by a licensed physician

TECHNICAL SKILLS, KNOWLEDGE & ABILITIES:

- Ability to communicate effectively via verbal and written communication.
- Ability to work in a cooperative and collaborative work environment

TECHNICAL SKILLS, KNOWLEDGE & ABILITIES (Cont..)

- Knowledge of the Illinois State Board of Education and Illinois with Disability Act regulations for identification, placement and services for students with disabilities.
- Knowledge of child and adolescent development and speech-language development within the school setting, specifically in regards to working with children ages 3 through 8th grade.
- Knowledge of resources for students available through the school or district and some familiarity with resources outside the district.
- Ability to maintain student confidentiality through high standards of honesty and integrity in interactions with colleagues, students and the public.
- Ability to advocate for students
- Ability to relate and communicate to both students and adults in a positive and respectful manner, sensitive to cultural and linguistic traditions.
- Physically and emotionally competent to perform job responsibilities.
- Ability to uphold moral and ethical standards in regards to education for all students.
- Ability to exercise good judgment in setting priorities, resulting in clear schedules and important work being accomplished in an efficient manner.
- Ability to evaluate the effectiveness of therapy services, organized around clear goals and the collection of evidence to indicate the degree to which the goals have been met.
- Ability to problem solve and resolve concerns, in a collaborative, supportive team approach.
- Strong organizational skills; materials are stored in a secure location and are available when needed.

REPORTING RELATIONSHIPS & DIRECTION/GUIDANCE:

Reports to:	POSITION TITLE	
	Building Admin and Director of Student Services	
Direct Reports:	POSITION TITLE	# of Employees
	None	

PHYSICAL REQUIREMENTS & WORKING CONDITIONS: *The physical demands, work environment factors and mental functions described below 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.*

PHYSICAL DEMANDS: While performing the duties of this job, the employee is regularly required to talk and hear. The employee is frequently required to sit; stand; walk; use hands to finger, handle, or feel; and reach with hands and arms. The employee is occasionally required to stoop, kneel, crouch, or crawl. The employee must occasionally lift and/or move a minimum of 20 pounds. Specific vision abilities required by this job include close vision and ability to adjust focus.

WORK ENVIRONMENT: The noise level in the work environment is usually moderate.

MENTAL FUNCTIONS: While performing the duties of this job, the employee is regularly required to compare, analyze, communicate, coordinate, synthesize, use interpersonal skills, compile, compute, evaluate, and negotiate. The employee is occasionally required to instruct and copy.