

Speech/Language Pathologist

DEPARTMENT:	Student Services	REPORTS TO:	Principal
WORK SCHEDULE:	10 months	COMPENSATION:	Certified Salary Schedule
FULL/PART TIME:	Full time	FLSA STATUS:	Exempt

Position Description

Provide speech, language, alternative/augmentative communication, and fluency services to students. Administer screenings, analyze results, and determine eligibility for services. Support special and general education classroom teams for students through development of individualized education programs (IEPs), creation of visual supports, initiation and implementation of assistive technology, and consultation. Serve as an integral member of a multidisciplinary team of professionals and families working to maximize the potential in every student.

Task Title	Essential Job Functions	Percent of Time Spent
Direct Services	<ul style="list-style-type: none"> • Provide speech, language, alternative/augmentative communication, and fluency therapy for students with disabilities or disorders • Plan and create therapy materials • Initiate assistive technology systems for students who have profound expressive language delays or disorders 	40%
Establishing and Monitoring Care	<ul style="list-style-type: none"> • Schedule and lead or support meetings, such as IEP meetings and parent/guardian meetings • Guide IEP teams through planning and coordinating services for students • Collaborate with others on the multidisciplinary team to address each student's individual needs based on their IEP goals, behavior plan, and progress in the classroom • Develop and help execute classroom plans for implementing visual supports, alternative/augmentative communication systems, and strategies to promote expressive language skills as appropriate for each student's specific needs • Maintain relationships with school-based teams, preschool directors, educators, and families to provide effective services for students • Review data on an ongoing basis from each student's IEP goals to assess progress • Write progress notes and amendments to IEPs 	30%
Screenings	<ul style="list-style-type: none"> • Collaborate with a multi-disciplinary team, outside agencies, and families to provide evaluations in multiple areas of development, including articulation, language, fluency, alternative/augmentative communication to determine eligibility for services • Direct or support developmental screening teams 	20%

	<ul style="list-style-type: none"> • Foster community partnerships that support the provision of developmental screenings • Determine students' eligibility for services based on results of evaluations • Create screening protocols for various age groups 	
Planning and Documentation	<ul style="list-style-type: none"> • Develop IEPs to address students' special education requirements based on their eligibility determinations • Create and maintain paperwork for DESE 	10%
Family and Educator Supports	<ul style="list-style-type: none"> • Develop reports based on evaluations and share the information with families, educators, and/or therapists • Support the kindergarten transition process, including scheduling and holding meetings and sending students' performance information, suggested goals, and accommodations to receiving teams • Engage in ongoing communication with parents and teachers via email, phone calls and videoconferencing 	10%

The intent of this job description is to provide a representative description of the types of duties and responsibilities required for this position. Employees may be asked to perform other job-related duties as assigned.

Qualifications

Required

- **Education:** Master's Degree in Speech-Language Pathology
- **Licensure:** Certification as a Speech and Language Pathologist issued by the State Board of Education or license issued by the State Board of Registration for the Healing Arts
- **Certificates, Certifications, or Other Training:**
 - American Speech-Language-Hearing Association (ASHA) Certificate of Clinical Competence required within three years of hire date
 - 30 hours of ASHA-approved continuing education units every three years
 - 30 hours of continuing education for teaching license
 - 18 hours of Missouri Professional Development System (MOPDID)-approved training annually
- **Previous Work-Related Experience:** 1-3 years

Preferred

- CPR and first aid certification

Knowledge & Skills

Knowledge

- **Basic:**
 - Accounting: Accounting principles, practices, and the analysis and reporting of financial data.
 - Human Resources: Principles and procedures for staff recruitment, selection, training, compensation and benefits, labor relations, and HR information systems.
 - Safety/Security: Equipment, policies, and procedures for the protection of people, data, property, and the organization.

- **Intermediate:**
 - Administrative: Administrative and office procedures, functions and basic office tasks,
 - Management: Business/management principles involved in strategic planning, resource allocation, leadership, and coordination of people and resources.
 - Health Services: Treating and preventing disease, and improving and preserving physical and mental health and well-being.
 - Law/government: Relevant local, state, and national laws and government regulations including KSD Board of Education policy.
- **Advanced:**
 - Computers/IT: Electronic equipment, and computer hardware and software, including applications and programming.
- **Expert:**
 - Customer and personal service: Principles and processes for providing customer and personal services.
 - Education/Training: Principles and methods for curriculum and training design, teaching and instruction, and measuring training effects.
 - Evaluation and Assessment: Knowledge in developmental screenings, including choosing evaluation styles and assessments based on student needs.
 - Therapy Services: Creating and providing therapy services for children with communication disorders.

Skills

- **Constantly (More than 5.6 hours or 69% of the day):** Reading comprehension, Speaking, Writing, Active learning, Active listening, Critical thinking, Learning strategies, Monitoring, Time management, Instructing, Service orientation, Social perceptiveness
- **Frequently (Between 2.6 hours and 5.5 hours or 33% to 68% of the day):** Mathematics, Science, Management of personnel resources, Coordination, Complex problem solving, Judgment and decision making, Systems analysis, Systems evaluation
- **Occasionally (Up to 2.5 hours or 32% of the day):** Management of material resources, Negotiation, Persuasion, Operation and control, Technology design
- **Rarely (Less than 1 hour or 12% of the day):** Management of financial resources, Equipment selection, Installation, Operations analysis, Programming, Quality control analysis

Working Conditions

Physical Demands

- **Constantly (more than 5.6 hours or 69% of the day):** Finger Dexterity, Hearing
- **Frequently (Between 2.6 hours and 5.5 hours or 33% to 68% of the day):** Crouching/Kneeling, Sitting, Walking, Color Vision
- **Occasionally (Up to 2.5 hours or 32% of the day):** Crawling, Standing, Carrying/Lifting, Multi-limb coordination, Repetitive motion
- **Rarely (Less than 1 hour or 12% of the day):** Balancing, Climbing, Pulling/Pushing, Reaching

Mental and Psychological Demands:

- *Medium demands:* The job requires some mental effort and involves moderate levels of stress (e.g., Occasional need to deal with difficult customers or manage emotions when interacting

with others, sometimes work under tight deadlines, limited or no exposure to public criticism, occasionally requires extended periods of concentration on complex tasks).

Work Type/Physical Demands

- *Heavy work:* Exerting 50-100 pounds of force occasionally, and/or 25-50 pounds of force frequently, and/or 10-20 pounds of force constantly to move objects.

Working Environment

- *Everyday risk and discomfort level:* The environment involves everyday risks or discomforts that require normal safety precautions typical of such places as offices, meeting and training rooms, libraries, residences, or commercial vehicles, e.g., use of safe work practices with office equipment, avoidance of trips and falls, observance of fire regulations and traffic signals. The work area is adequately lighted, heated, and ventilated.

EEO Statement

Kirkwood School District is an Equal Opportunity Employer and does not discriminate on the basis of race, color, religion, national origin, age, disability, or sex, including pregnancy, sexual orientation, and gender identity and other characteristics protected by law.

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