

PUEBLO SCHOOL DISTRICT 60
PROFESSIONAL JOB DESCRIPTION

It is essential that all employees of Pueblo School District 60 understand our mission is to provide a high-quality education that assures each student the knowledge, skills, and dispositions to lead a life of purpose and impact. Employees support the community and thrive in connecting with our students by embracing the core values of the district, which state:

- We believe that the success of every student is our most important commitment.
- We believe that collaboration and engagement with our community, parents, staff, and students are essential to our success.
- We believe that we must act with integrity, celebrate diversity, and promote equity.
- We believe that each individual must be treated with dignity and respect.
- We believe that the social and emotional well being of our students is as important as their academic needs.
- We believe that it is our responsibility to provide a safe, positive, and supportive environment for our students and staff
- We believe that our community heritage, traditions, and history should inform our response to future student and district needs.

As we embrace these values and consider their impact, we will achieve our vision of being a high performing school district that inspires community confidence. Each employee plays a part, and that contribution should bring us closer to helping each student achieve their dreams.

Job Title: Speech Language Pathologist
Prepared Date: 7/30/2008
Revised Date: 2/27/2024
Work Year: 173 days
Department: Exceptional Student Services
Reports To: ESS Coordinator
Salary Range: APT Salary Schedule
Benefits: Fringe Benefits based on Schedule C Benefits
Status: FLSA Status: Exempt

SUMMARY OF FUNCTIONS:

The primary responsibility of the Speech Language Pathologist is to screen, evaluate, and identify eligible students for speech and language services; design and implement appropriate intervention strategies; provide direct instruction to students in individual, small group, and classroom settings in areas of speech and language development; collect student performance data and establish and maintain a daily schedule. Provide information relative to communication disorders to students, parents, teachers, etc.

QUALIFICATIONS:

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. 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.

REQUIRED:

- Valid Colorado Special Services License with a Speech/Language Pathologist endorsement
- Master's Degree
- American Speech and Hearing Association assessment certification or willing to obtain appropriate ASHA certificate
- Employee must complete a fingerprint-based criminal background check and must be cleared by the Office of Human Resources
- Must be able to communicate effectively in English, both orally and in writing, using proper grammar and vocabulary

PREFERRED:

- Previous experience in a public school setting

SKILLS AND KNOWLEDGE:

- Thorough understanding of the principles and practices surrounding speech/language and hearing pathology
- Knowledge of the state education code as it applies to general education and the specific accountability of this position.
- Knowledge of treatment documentation methods and privacy requirements for data
- Ability to write specific learning goals, objectives and outcomes
- Ability to analyze and use multiple data sources to make sound instructional decisions
- Ability and willingness to collaborate with colleagues and actively participate in professional learning communities
- Ability to use technology and incorporate/teach 21st century skills
- Computer expertise or an expectation to learn Infinite Campus
- Positive public relation skills, professionalism, strong work ethic, ability to develop positive relationships with school and community
- Ability to demonstrate the communication skills with students, parents, and teachers to enhance the educational, personal, and social aspect of each student
- Strong commitment to system change and strong evidence of being a "team player"
- Ability to be flexible

ESSENTIAL JOB DUTIES AND RESPONSIBILITIES:

The following statements of duties and responsibilities are intended to describe the general nature and level of work being performed by individuals assigned to this position. These statements are not intended to be an exhaustive list of all duties and responsibilities required of all personnel within this position. This organization believes that every individual makes a significant contribution to our success. That contribution should not be limited to assigned responsibilities. Therefore, this position description is designed to define primary duties, qualifications and job scope but should not limit the incumbent nor the organization to the work identified. It is our expectation that every employee will offer his/her services wherever and whenever necessary to ensure the success of the District's/department's goals. Actual duties, responsibilities, frequency, and percentages may vary depending upon building assignments and other factors.

- Screen, evaluate and identify eligible students for speech and language services
- Design and implement appropriate intervention strategies, including a broad array of service delivery model including application of technology

- Provide direct instruction to students in individual, small group, and/or classroom setting in areas of speech and language development. Adapt and deliver instruction based on individual student need
- Provide information relative to communication disorders to students, parents, teachers and others as appropriate
- Collaborate with teachers and parents regarding program content and intervention services
- Collect student performance data and establish and maintain a daily schedule
- Monitor the effectiveness of the intervention
- Implement requirements of Federal and State regulations
- Maintain records and reports required by District, State and Federal agencies
- Cooperate with various agencies in referring and providing appropriate reciprocal services
- Analyze and forecast need for services
- Provide services either directly or through consultation as listed on the students IEP
- Write IEP goals and objectives as necessary for the student on an IEP who has speech and language disabilities
- Train, schedule, and direct assigned assistants to maximize delivery of services
- Cultivate and model a respectful working and learning environment

NON-ESSENTIAL DUTIES:

- Perform any and all other duties as assigned by ESS Administration

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 required to stand; walk; sit; use hands and fingers to handle, or feel. The work requires the use of telephone and using fingers to operate computer or typewriter keyboards. The employee is continually hearing and speaking to exchange information. The employee is required to reach with hands and arms; climb or balance; and stoop, kneel, crouch, or crawl.

In a 9-hour workday, this job requires:

R – Rarely (Less than .5 hr per day)

O – Occasionally (.5 – 2.5 hrs per day)

F – Frequently (2.5 – 6 hrs per day)

C – Continually (6 – 9 hrs per day)

NA – Not Applicable

Physical Requirements	NA	R	O	F	C
Sitting				X	
Stationary Standing			X		
Walking (level surface)				X	
Walking (uneven surface)	X				
Crawling	X				
Crouching (bend at knees)		X			

Stooping (bend at waist)		X			
Twisting (knees/waist/neck)			X		
Turn/Pivot			X		
Climbing (stairs)		X			
Climbing (ladder)	X				
Reaching overhead			X		
Reaching extension			X		
Repetitive use arms				X	
Repetitive use wrists				X	
Repetitive use hands grasping			X		
Repetitive use hands squeezing			X		
Fine manipulation			X		
Using foot control	X				
*Pushing/Pulling Maximum weight: 40 lbs.		X			
Lifting/Carrying Maximum weight: 40 lbs.			X		

WORKING CONDITIONS:

Employee will work primarily in a school/office environment with both natural and fluorescent lighting; fast-paced work; constant interruptions; daily work schedules will vary depending on student and school needs.