

**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 Assistant  
**Prepared Date:** 7/30/2008  
**Revised Date:** 9/1/2021  
**Work Year:** 165 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 Assistant is to work under the direction of the Speech Language Pathologist to assist in supplementing, enhancing, and extending speech/language therapy services for pupils with speech and language disorders; 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 within 60 days of hire
- Bachelor's Degree in Speech Communication, Speech Language Pathology, or Communication Disorders – Speech Sciences with an emphasis in Speech Language Hearing Sciences **AND**
- Completion of an approved School Speech-Language Pathology Assistant Program including 100 hours of direct service delivery fulfilling responsibilities consistent with an SLPA and supervised by a Master's level Speech Language Pathologist **OR**
- Verification by the supervising licensed SLP that the applicant has the skills and knowledge listed on the Job Posting
- 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:**

- Basic 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 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.

- Assist an SLP in assessment of students' communication skills without interpretation. Follows Individualized Education Program (IEP) goals and treatment plans.
- Assist and implement speech and language therapy exercises to supplement, enhance, and extend therapy for articulation/phonology, cognition, motor speech, dysphasia, voice, fluency, craniofacial anomalies, hearing and child and adult language.
- Schedule screenings and interventions with students and families. Provide orientation on the goals for interventions and exercises that can be done in the home environment.
- Conduct speech and language screenings generally accepted tests and assessment techniques and protocols that are set up by an SLP.
- Follow documented treatment plans and document results and progress toward the student's treatment and individualized educational plan goals.
- Observe and influence/control behavior and interaction of students according to approved positive behavior management techniques.
- Assist in developing short and long range therapeutic goals and treatment programs to meet students' individual needs. May work with other providers such as physicians, psychologists, social workers, physical and occupational therapists, counselors and teachers in conjunction with individual education plans.
- Assist in the development and/or selection of materials that enhance learning and enhancement of communicative skills and abilities.
- Work and interact with peers, as individuals and/or in team/group settings, in a professional manner that contributes to the District's academic achievement goals.
- Document student progress toward speech and language IEP goals by preparing charts, records, graphs, and narratives.
- Adapt or modify instructional classroom materials to student needs.

**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 an 8-hour workday, this job requires:

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|--|---|
| R – Rarely (Less than .5 hr per day)   | O – Occasionally (.5 – 2.5 hrs per day) |
| F – Frequently (2.5 – 5.5 hrs per day) | C – Continually (5.5-8 hrs per day)     |
| NA – Not Applicable                    |   |

<b>Physical Requirements</b>	<b>NA</b>	<b>R</b>	<b>O</b>	<b>F</b>	<b>C</b>
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: <b>40 lbs.</b>		X			
Lifting/Carrying Maximum weight: <b>40 lbs.</b>			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.