Position Job Description

Job Title: Innovation Learning Resource Team Special Service Provider
Date Prepared: June 1, 2020
Salary Scale: Teacher 191
Work Year: 188 - 193 Contact Days/School Year (1 Jul – 30 Jun)
Exempt/Non-Exempt: EXEMPT
Benefits Eligible: Yes, if work scheduled for 30 or more hours per week
Reports To: Principal / Assistant Principal
Direct Report(s): None

POSITION SUMMARY:
The Free Horizon Montessori School Learning Resource Team Specialist understands and promotes the school’s mission, vision, objectives, and policies both within and outside the immediate school community. The Special Service Provider is responsible for planning and providing strong instructional/interventional programs consistent with the Montessori philosophy that stimulate learning in the cognitive, affective, social, creative and physical areas of development for students with special educational needs and supports the individual needs of each child in accordance with a student’s Individual Educational Plan (IEP), the school’s mission, vision, and District and State policies. Special Service Providers are responsible for administrative documentation related to students’ IEPs and related programs. Special Service Providers must possess a strong understanding of the relationship between curriculum, instruction intervention and assessment in supporting student achievement, and demonstrate comfort and competence in utilizing technology to enhance student learning.

EDUCATION AND EXPERIENCE REQUIREMENTS:
- Bachelors degree in field
- Current valid Special Service Provider License through the Colorado Department of Education in Position Area: Speech Therapist, Speech Correction or Speech/Language Pathologist
- Masters degree in speech pathology or communications disorders from a recognized training institution or qualified by Statement of Professional Recognition
- Current valid certification from American Speech Language Hearing Association (ASHA) prior to hire
- Minimum 2 years of experience preferred

KNOWLEDGE, SKILLS & ABILITIES:
The incumbent must:
- Be a strong, clear communicator, with the ability to speak and write with clarity, correct grammar, empathy, and in a pleasant and timely manner
- Adapt well to change, show flexibility and resourcefulness, and welcome collaboration
- Have an ability to creatively and effectively assure Colorado Common Core Standards are met within a Montessori context and approach
- Work with children in preschool through 8th grade and show commitment to helping them build a solid educational foundation, develop strong social and emotional competency, and inspiring a life-long love of learning
- Maintain consistent composure and the ability to remain calm and professional in the midst of chaos and regular interruptions
• Be organized with attention to details and aesthetics
• Show evidence of successful effective classroom and group management
• Possess strong computer skills with ability to learn and work proficiently within varying software environments including but not limited to Microsoft Office suite, Infinite Campus, Enrich, Google Suite, and other systems as required by the school, district, or state

ESSENTIAL DUTIES AND RESPONSIBILITIES include the following. Other duties may be assigned. Following is a general summary of the essential duties and responsibilities for this position. This list is comprehensive but not inclusive of all responsibilities that might occur on a day-to-day basis.

• Collaborate with professionals and parents to observe, plan, implement, monitor, and facilitate generalization of oral, written, and pragmatic communication skills. Use research-based and technically sound practices to drive decision-making and interventions; and collaborate with school personnel and parents in order to develop and modify student intervention strategies
• Provide assessments that are relevant to the presenting concern, meaningful communication skills
• Use a variety of service delivery options, evidence-based practices and facilitate generalization of communication skills
• Manage time, organize material, and communicate with school teams, building and central administrators to effectively manage individual student programs; engage in problem solving process with school-based teams
• Monitor individual progress towards measurable goals and objectives
• Share knowledge with individuals and groups concerning communication, language and literacy development.
• Advocate for the individual’s communication needs across a variety of settings
• Develop and/or participate in professional enrichment activities to maintain a high standard of service delivery
• Participate in or utilize specialized services to provide better programming for individuals with complex needs
• May assist in the supervision of Speech/Language Pathology Assistants
• Complies with Exceptional Student Services and district policies and procedures (e.g., Medicaid billing, accident reporting)
• Input information into ezEDMed system for reimbursement purposes
• Provide direct and indirect interventions/therapy to students according to their special education Individualized Education Program (IEPs)
• Abide by FHM requirements for curriculum and instruction that include a defined scope and sequence that is consistent with Montessori philosophy and integrates Jeffco Public Schools/Colorado State standards and expectations
  o Plan, supervise and implement a consistent and sequential educational program that stimulates learning in the cognitive, affective, social, creative and physical areas of development for students with special educational needs
  o Compare and evaluate instruction to educational outcome expectations as put forth by Jeffco Public Schools and the State of Colorado and enhance program to meet and exceed such standards
  o Review current research in content area to enhance curriculum and instruction and ensure both rigor and vitality in educational program
  o Organize an appropriate and enriched and integrated educational curriculum through collaboration with other staff members
• Participate in Individual Educational Plan (IEP) meetings as scheduled covering each student’s educational development, school adjustment and behavior
• Prepare written communication in an effective and timely manner to describe each student’s IEP to parents/guardians and staff
• Support teachers in implementing and documenting results of Tier 1, Tier 2, and Tier 3 interventions administered through the Multi-Tiered Systems of Support (MTSS) process
• Fulfill goal setting, reporting, and accommodations requirements for students with Individualized Education Plans (IEP’s) in a timely manner and meeting all established deadlines
• Keep timely and accurate records of student work, lessons, and progress using the school’s and district’s established record-keeping systems
• Complete all child-related paperwork on a daily/weekly/monthly/yearly basis as required and copy for permanent file as necessary.
• Keep accurate records of students’ Individual Education Plans (IEP) as required by Jefferson County and FHM school policies.
• Work with classroom teachers, administration, and other Learning Resource Team members to complete the determination of eligibility process for students suspected of having a learning disability adhering to school, district, state, and federal guidelines and regulations.
• Administer and/or proctor standardized assessments following prescribed protocols as required by the School, Jeffco Public Schools, and the State of Colorado.
• Help students become aware of their roles as integral members of a community by modeling and guiding respectful and responsible behavior at all times.
• Follow discipline procedures in accordance with district policies and as outlined in the Staff Handbook.
• Implement methods for effective training of student’s classroom teachers, with attention to developing a team approach to meeting the needs of students.
• Communicate in a fair, respectful, and professional manner with all students and their families, colleagues, and administrators.
• Plan and implement methods of establishing a positive relationship with parents of each student.
• Work as an integral team member.
• Communicate regularly with classroom teacher(s) and parents in order to keep them informed of student progress toward goals outlined in the student’s IEP.
• Contribute as requested to newsletters of the school and/or departments.
• Share the responsibility for the safety and physical wellbeing of the students at all times.
• Assume an equal share of staff’s joint housekeeping responsibilities with attention to keeping the environment ordered, clean, supplied and in good repair.
• Be responsible for an organized arrangement, appearance, decor and learning environment.
• Create and prepare materials as needed.
• Develop and maintain an accurate inventory of materials for the classroom/program.
• Attend required scheduled events, staff meetings and parent education seminars as defined on “Employment Contractual Agreement.”
• Participate in recommended training programs, educational conferences and other courses pertinent to professional growth.
• Maintain professional attitudes and behavior and loyalty to the school at all times, in both internal and external communications.

EQUIPMENT: Classroom materials, computer (desktop/laptop/tablet) and communications technology equipment including software, e-mail, and voice mail.

DECISION MAKING: Frequently requires autonomy of decision making within the predefined parameters of applicable school, District, State, and Federal guidelines and policies.

COMPLEXITY OF WORK: Always requires analytical skills, independent critical thinking, and considerable judgment.

The physical demands, work environment factors, and mental functions described here are representative of those that must be met by an employee to successfully perform the essential functions of this job. Hours may vary when specific needs arise, and some extended schedules may be necessary. 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 stand, walk, reach with hands and arms, talk and hear, and taste or smell. The employee frequently is required to use hands to finger, handle, or feel. The employee is frequently required to sit; and occasionally climb or balance; and stoop, kneel, crouch, or crawl. The employee must regularly lift and/or move up to 10 pounds and infrequently lift and/or...
move up to 100 pounds. Specific vision abilities required by this job include frequent use of close vision, distance vision, peripheral vision, depth perception, and ability to adjust focus.

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

**WORK ENVIRONMENT:** While performing the duties of this job, the employee is occasionally exposed to outside weather conditions. The noise level in the work environment is usually moderate.

**OTHER WORKING CONDITIONS:** Infrequent overnight travel may be required (<2%).

**EQUAL EMPLOYMENT OPPORTUNITY:** Free Horizon Montessori affirms that no person shall, on the basis of race, creed, color, age, national origin, religion, gender identity, disability, marital status, sexual orientation or veteran status be excluded from participation in, be denied the benefit of, or be subjected to discrimination under any educational program or activity, including, but not limited to, employment or enrollment. Sexual orientation is a person's orientation toward heterosexuality, homosexuality, bisexuality, or perception of the individual's sexual orientation.