SPEECH LANGUAGE PATHOLOGIST

The Midwest Regional ESC is seeking a qualified candidate to fill the following position:

Position	Part-Time or Full-Time	Deadline to Apply	Start Date	Building/District Location	Special Requirements
Speech Language Pathologist	Full-Time 5 days/week 7:45 a.m. to 3:15 p.m.	Until Filled	As Soon As Possible	Ada Exempted Village Schools, Simon Kenton Preschool and Simon Kenton School located in Hardin County	Must hold, or have the ability to obtain, a valid State Board of Education Pupil Services License or Registration for School Speech Language Pathologist and be certified through the Ohio Speech and Hearing Professionals Board.

If you have questions regarding the position and/or building assignment, please contact Meaghen Tidwell, Executive Director of Special Education at:

mtidwell@mresc.org

To apply, please complete and submit an application by clicking the application link below. You may also upload any additional documentation (for example: resume, cover letter, licensure, etc.) during the application process.

MRESC Application

Please read below for a full job description for this position.

MIDWEST REGIONAL EDUCATIONAL SERVICE CENTER
BELLEFONTAINE*OHIO

Title: **SPEECH & HEARING THERAPIST** **File 304**

Reports to: Director of Special Education

Job Objectives: Provide diagnostic testing, documentation, therapeutic intervention, and consultation services concerning articulation, language, fluency, voice, and hearing. Work with colleagues to ensure the provision of all services mandated by state and Federal law. Actively encourage parental involvement. Recognize each contact with the public as an opportunity to promote a positive impression of the educational service center.

Minimum Qualifications:

- Valid State of Ohio professional pupil services school speech/language pathologist license.
- Meet all health requirements mandated by law (e.g., a negative tuberculosis test, etc.).
- A clear record as determined by the Ohio Bureau of Criminal Identification and Investigation and/or the Federal Bureau of Investigation.
- Ability to effectively communicate therapy information to students, families, and staff.
- Knowledge of and ability to access community resources.

Responsibilities and Essential Functions: The following skills and duties are representative of performance expectations. A reasonable accommodation may be made to enable a qualified individual with a disability to perform essential functions.

- Oversee the effective organization, management, and evaluation of a comprehensive speech, language, and hearing program. Prioritize caseloads and construct therapy schedules. Ensure that services are provided in the least restrictive educational environment.
- Provide individual and/or small group intervention services. Use the requisite information in the Individualized Educational Plan (IEP) to prepare and carry out speech, language, and hearing activities. Requisition the supplies necessary to carry out the educational plan. Incorporate the effective use of available technology.
- Perform inspections of assistive devices to ensure they are working properly. Make minor repairs and replace batteries. Follow approved sanitation procedures to maintain safe therapy equipment.
- Communicate high expectations for students. Show an active interest in their progress. Help students understand their personal responsibility for setting goals and achieving success.
- Serve as a resource for teachers to meet the needs of students with speech, language, and hearing impairments. Document therapy progress. Share information to support a congruent effort to address agreed upon classroom goals. Identify classroom modifications, instructional techniques, and/or adaptive equipment that support the attainment of educational goals.
- Provide screening for the child find programs, students new to the district, and students in all grades designated by the local board of education.
- Retest students who have not passed screening procedures. Maintain a record of kindergarten and preschool students' screening results for future reference when results are not conclusive.
- Participate as a member of the intervention-based assessment team. Instruct teachers in the early identification of students with speech, language, and hearing impairments. Provide hearing tests for students who seek assistance or are referred by parents.
- Participate in IEP conferences for each student deemed eligible for service. Prepare an end-of-the year report for each student. Make recommendations concerning the placement of students for the next year. Provide copies for the student's cumulative and therapy folders.

- Maintain an appropriate record keeping system. Prepare records, reports, and inventories, as required by law, board policy, or administrative directive. Ensure clinical records prepared by secretarial staff are accurate and complete.
- Provide case management services for home instruction and special education programs as directed.
- Work with local school district staff to provide inservice programs and classroom presentations that address speech, language, and hearing impairments.
- Attempt to develop rapport and maintain the confidence of students, parents, and staff. Respect the personal confidences and privacy needs of individuals. Ensure the confidentiality of privileged information.
- Make reasonable provisions to be available to parents and students for consultation purposes beyond the instructional day when requested. Provide periodic written progress reports to parents and maintain ongoing contact appropriate to the needs of the student (e.g., telephone calls, notes, conferences, etc.).
- Work with community organizations to address assessment and placement procedures for children with suspected disabilities. Make referrals. Complete Medicaid paperwork when appropriate.
- Report evidence of suspected child abuse to an appropriate authority and notify the building principal.
- Share equally in the responsibility for authorized committee work.
- Help with research, planning, and development of special projects or reports.
- Serve on community committees that support the provision of effective speech, language, and hearing services.
- Manage departmental communications (e.g., inquiries, mail, E-mail, announcements, news releases, questionnaires, catalogs, etc.).
- Promote the proper use and care of school property. Keep track of therapy supplies and equipment used by students and/or parents.
- Provide close supervision and take reasonable precautions to ensure student safety. Do not leave students unsupervised.
- Help communicate school rules to students. Maintain high standards for student conduct. Uphold the student conduct code according to local school district policy. Protect the due process rights of students.
- Participate in staff meetings and in-service training.
- Seek and use resources that enhance educational activities (e.g., parent groups, volunteers, government programs, colleges/universities, community/service organizations, professional associations, businesses, etc.).
- Encourage parent organizations and support student activities as time permits.
- Participate in professional growth activities to maintain licensure requirements.
- Review literature and participate in a variety of activities to keep current with research and trends in speech, language, and hearing services.
- Serve as a role model for staff and students. Demonstrate personal integrity, responsibility, impartiality, respect, and courtesy.
- Perform other specific job-related duties as directed.

Abilities Required:

- Demonstrating professionalism and exemplary personal conduct.
- Demonstrating clinical proficiency and a commitment to the professional code of ethics.
- Displaying enthusiasm for education and the teaching profession.
- Skillfully managing individual, group, and organizational interactions.
- Using interpersonal skills to promote a favorable image of the educational service center.
- Communicating an understanding of academic and behavioral objectives to parents and students.
- Expressing ideas effectively using verbal and writing skills.
- Organizing and managing time effectively. Reacting productively to interruptions and changing conditions.

- Displaying patience and flexibility with all individuals. Managing discipline by averting problem situations and resolving or diffusing conflicts.
- Ability to travel to meetings and work assignments.
- Lifting, carrying, and/or moving clinical and classroom supplies and equipment.
- Being punctual and maintaining a consistent attendance record.
- Lifting, moving, and/or positioning children. Helping students using mobility devices (e.g., wheelchairs, walkers, crutches, etc.) and adaptive equipment.
- Performing activities that require stooping, kneeling, and/or crouching.
- Speaking and enunciating clearly. Demonstrating good vocal qualities.
- Distinguishing variances in sound.
- Employee shall remain free of any alcohol or nonprescribed controlled substance in the workplace throughout his/her employment in the Center.

Supervisory Responsibility: Under the direction of the director of special education: provide instructions and communicate expectations to assigned aides, student teachers, and volunteers.

Working Conditions: Exposure to the following conditions may range from remote to frequent based on circumstances and factors that may not be predictable.

- Potential for exposure to blood borne pathogens.
- Potential for interaction with agitated or upset individuals.
- Interaction with disruptive or unruly students.
- Exposure to student commotion.
- Duties may require operating and/or riding in a vehicle.
- Duties may require considerable telephone contact and paperwork.
- Duties may require working under stress to meet schedules and deadlines.
- Exposure to personal hygiene products and medications.
- Exposure to cleaning solvents and chemical vapors.
- Duties require wearing protective clothing and/or safety equipment.