

Job Title:	OCCUPATIONAL THERAPIST
Department:	Student Services
Reports to:	Special Education Teacher, Principal, Director of Special Services
Classification:	Non-exempt / Support Staff
Employment:	9 months / At-will
Evaluation:	Performance of this job will be evaluated annually in accordance with provisions of the board's policy on evaluation of support staff personnel.

SUMMARY

The job of Occupational Therapist was established for the purpose/s of assessing students' functional physical development level; planning and implementing appropriate treatment to meet individual student objectives; identifying architectural barriers; providing recommendations for accessibility, program development and student placement.

ESSENTIAL DUTIES AND RESPONSIBILITIES

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, skills and abilities required. Reasonable accommodations may be made to enable individuals with disabilities to perform essential functions.

1. Administers occupational therapy procedures and modalities for the purpose of achieving program objectives.
2. Assesses students' fine and gross motor skills and functional abilities (e.g. perceptual-motor, hand functions, motor coordination, sensory development, muscle strength, etc.) for the purpose of determining program eligibility and developing recommendations for occupational therapy treatment, appropriate assistive devices and/or curriculum access.
3. Collaborates with a variety of groups and/or individuals (e.g. parents, teachers, physicians, administration, maintenance personnel, team members, other professionals, etc.) for the purpose of communicating information, resolving issues and providing services in compliance with established guidelines.
4. Consults with teachers, parents, other personnel and/or outside professionals for the purpose of providing requested information, developing plans for services, making recommendations and/or coordinating occupational therapy services with those of other disciplines.
5. Develops treatment plans, interventions and/or educational materials from the IEP for the purpose of remediating students' motor skill deficits and ensuring compliance with regulatory requirements.
6. Directs the work of assigned COTAs and Educational Assistants for the purpose of providing guidance and ensuring that program objectives are achieved.
7. Identifies structural issues for the purpose of removing barriers for students with physical limitations and/or identifying appropriate technology and assistive equipment.
8. Instructs students and staff for the purpose of providing information on medical/behavioral attributes, use of assistive devices and/or implementing plans for remediation of functional limitations.

9. Interprets medical and academic reports for the purpose of providing information and/or ensuring that treatment/intervention plans are appropriate.
10. Maintains files and/or records (e.g. progress reports, activity logs, treatment plans, etc.) for the purpose of ensuring the availability of information as required for reference and/or compliance.
11. Participates in a variety of meetings (e.g. training, workshops, seminars, IEPs, team meetings, etc.) for the purpose of conveying and/or gathering information.
12. Prepares a wide variety of written materials (e.g. activity logs, correspondence, memos, treatment plans, evaluations, reports, etc.) for the purpose of documenting activities, providing written reference, and/or conveying information.
13. Provides direct occupational therapy services for the purpose of developing students' daily living skills in compliance with established goals and objectives.
14. Provides services at multiple work sites for the purpose of providing direct therapy interventions and assistance as required.
15. Researches resources and methods (e.g. intervention and treatment techniques, assessment tools and methods, community resources, etc.) for the purpose of determining the appropriate approach for addressing students' functional goals.
16. Responds to inquiries (e.g. parents, teachers, staff, students, etc.) for the purpose of providing information and/or referral as appropriate.
17. Screens students for the purpose of determining the need for further individualized assessment.
18. Transports supplies and equipment to a variety of sites for the purpose of ensuring the availability of items as needed.
19. Maintains confidential nature of all school-related matters.
20. Performs other tasks and assumes other responsibilities as assigned by the supervisor or Superintendent.

SUPERVISORY DUTIES

N/A

QUALIFICATIONS

Background Checks

Clearance on all background checks required by law that is satisfactory to the Administration.

Education/Experience

Bachelors degree in job related area.

Job related experience with increasing levels of responsibility is required.

Certificates, Licenses, Registrations

Eligible for registration as an Occupational Therapist with the National Board of Certified Occupational Therapists or successful completion of the National Certification Examination.

SKILLS AND ABILITIES

Skills are required to perform multiple, highly complex, technical tasks with a need to occasionally upgrade skills in order to meet changing job conditions. Specific skill-based competencies required to satisfactorily perform the functions of the job include: applying assessment instruments; operating

equipment used in occupational therapy strategies; operating standard office equipment including pertinent computer software; and preparing and maintaining accurate records.

Knowledge is required to perform algebra and/or geometry; review and interpret highly technical information, write technical materials, and/or speak persuasively to implement desired actions; and analyze situations to define issues and draw conclusions. Specific knowledge-based competencies required to satisfactorily perform the functions of the job include: age appropriate activities; concepts of grammar and punctuation; health standards and hazards; safety practices and procedures; stages of child development; abnormal development and medical diagnoses related to Special Education funding categories; current OT treatment interventions; and pertinent codes, policies, regulations and/or laws.

Ability is required to schedule activities, meetings, and/or events; gather, collate, and/or classify data; and use basic, job-related equipment. Flexibility is required to independently work with others in a wide variety of circumstances; work with data utilizing defined but different processes; and operate equipment using standardized methods. Ability is also required to work with a significant diversity of individuals and/or groups; work with data of widely varied types and/or purposes; and utilize a variety of job-related equipment. Independent problem solving is required to analyze issues and create action plans. Problem solving with data may require independent interpretation; and problem solving with equipment is significant. Specific ability-based competencies required to satisfactorily perform the functions of the job include: adapting to changing work priorities; communicating with diverse groups; maintaining confidentiality; meeting deadlines and schedules; working as part of a team; working with detailed information/data; maintaining effective working relationships; and translating therapy data into meaningful educational activities.

Responsibilities include: working under limited supervision using standardized practices and/or methods; directing other persons within a small work unit; and operating within a defined budget. Utilization of some resources from other work units is often required to perform the job's functions. There is a continual opportunity to impact the organization's service

PHYSICAL DEMANDS

The physical demands described here 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 essential functions.

The individual who holds this position is regularly required to walk, hear and speak as a major function of the job. Regularly required to speak and hear in an environment where numerous conversations and activities may be taking place simultaneously. Must have close moderate and distance vision ability. Regularly required to read handwritten or printed material.

Physical requirements also include, but are not limited to, significant fine finger dexterity, sitting (normal seated position), standing, walking (level or uneven surface), bending/twisting neck, bending/twisting at the waist, kneeling, crouching, frequent stooping, crawling, some climbing and balancing, reaching, significant lifting (up to 50 lbs.), carrying objects (up to 50 lbs.) while walking, reposition weight up to 150 lbs., pushing, pulling, presence of heat (summer high temperatures, high humidity, ovens, furnaces, etc.), presence of cold (winter low temperatures, walk-in refrigerator/freezer).

Employee can be expected to help students with their mobility needs. Physically capable of assisting students with health care needs that may require lifting, positioning, transferring, restraining, or transporting within the school environment and during school events. Able to treat a student lying in a prone position.

Hours / Attendance / Travel

Beginning and ending work hours will be established by the supervisor. Hours may vary. Consistent and regular attendance is an essential component of this job. In district travel is necessary due to the grade configuration.

CONDITIONS AND ENVIRONMENT

The work conditions and environment described here are representative of those that an individual will encounter while performing the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform essential functions.

The individual who holds this position will regularly work in a school environment that is noisy and active. Occasionally the individual will be required to work outdoors for short periods of time.

As a political subdivision, employer, recipient of federal funds, and educational institution, the Board of Education is prohibited from, and hereby declares a policy against engaging in unlawful discrimination, including harassment creating a hostile environment, on the basis of race, color, sex, national origin, ancestry, disability, age, or use of leave protected by the Family and Medical Leave Act, in its programs, activities, and with regard to employment. The Board is an equal opportunity employer.