



**CLASSIFIED  
Job Class Description**

Equal Employment  
Opportunity

**OCCUPATIONAL THERAPIST**

<b>DEPARTMENT/SITE: SCHOOL SITES</b>	<b>SALARY SCHEDULE:</b> Classified Salary Schedule (Group 08) <b>LEVEL:</b> Group 8 <b>WORK YEAR:</b> 11 Months
<b>REPORTS TO: EXECUTIVE DIRECTOR, SPECIAL EDUCATION</b>	<b>DATE CURRENT JOB DESCRIPTION APPROVED:</b> Board of Trustees effective:.....August 12, 2021

**JOB GOAL/PURPOSE:**

Under the supervision and direction of the Executive Director, Special Education to work as part of a multidisciplinary team, to provide assessment of children in suspected area of disability; to provide occupational therapy intervention to students and consultations to parents and staff. The incumbents in this classification provide the school community with services to students related to fine motor/visual/perceptual and sensory-motor processing development, which directly support student learning.

**DISTINGUISHING CHARACTERISTICS**

This job is distinguished from similar jobs by the following characteristics: The Occupational Therapist uses his/her professional medical field of training and expertise to evaluate students within Special Education to determine motor development and cognitive function levels and developing plans of treatment as appropriate.

**ESSENTIAL FUNCTIONS, TASKS AND DUTIES:**

- Collaborate with multi-disciplinary District team members to provide individual, in-depth assessment of children to determine the nature and extent of motor disabilities. Provide requested information; to make recommendations and plans for services.
- Write assessment reports describing the fine motor/visual/perceptual and sensory-motor development of children.
- Provide onsite interpretation/summaries of assessment results to parents.
- Participate in the Individualized Education Plan (IEP) meeting to develop/update annual goals/short-term objectives; participate in annual IEP preparation and completion of IEP documents.
- Consult with family/staff on appropriate implementation of educational programs as they relate to the development of motor skills.
- Recommend suitable materials and provide when appropriate/as needed.
- Demonstrate educational/developmental strategies.
- Suggest appropriate activities to accomplish motor goals set in the IEP.

- Provide direct occupational therapy service to students when appropriate.
- Direct the work of student interns/staff as assigned.
- Provide in-service training for teachers, aides and parents in the area of specialty.
- Participate in local/state presentations as necessary.
- Provide assistance to teacher by demonstrating exercises/activities; consult with teachers/staff and classroom collaboration/observation.
- Participates in the IEP or Section 504 meeting to develop/update identified goals/objectives and provide direct service and/or consultation in order to meet these goals.
- Maintains records and reports as required and for complying with the District's administrative policies, State and Federal laws and regulations.
- Monitor therapy received by pupils and record progress.
- Design and develop or recommend adaptive equipment and adjust for proper fit as needed; set-up and modify in classrooms and sensory rooms; provide instructions and training as needed.
- Monitor equipment and other assistive technologies.
- Organize kits for use in therapy intervention; act as liaison to staff, physicians, parents and other agencies in implementing the pupil's IEP.
- Establish and maintain effective relationships with those contacted in the course of work.
- Furnish own reliable transportation in order to travel to other sites as assigned.
- May administer routine First Aid, and contact appropriate person and agency in event of serious illness or injury.
- Perform other duties related to the class as assigned.

### **JOB QUALIFICATIONS /REQUIREMENTS:**

*(At time of application.)*

#### **Knowledge of:**

- Special Education laws (Education Code); support service delivery system according to California Department of Education guidelines; Special Education terminology
- Current diagnostic procedures in Occupational Therapy Sensory Integration
- Special Education Information System (SEIS)/how to write IEPs
- Adapted equipment including Assistive Technology (AT) and software
- Common Core and District standards
- Specific diagnoses (e.g. Autism, ADHD, neuromuscular disorders, Cerebral Palsy, Muscular Dystrophy, Down Syndrome, etc.)
- Fine motor-related curriculums (e.g., Handwriting Without Tears)
- Intellectual, sensory and physical development of children
- Techniques used in the assessment and treatment of disabilities
- Educational and developmental needs of children with specific disabilities
- Applicable treatment of modalities and theory for the pediatric population
- Occupational therapy techniques commonly used with the mild to moderate and severely disabled (e.g., physical and/or developmental disabilities) specific to school-based practice
- Physical and psychological challenges that families and students with severe and physical disabilities may experience

#### **Skills:**

- Evaluate students using standardized tests, observations, and/or clinically derived surveys in areas

- including perceptual-motor skills, motor coordination, sensory development, and muscle strength
- Demonstrate and monitor the use of adaptive equipment and technology
- Respond to questions, inquiries, concerns to clarify occupational therapy goals and services to parents, students, teachers, and special education staff
- Development of student programming through progress monitoring: advancing students to the next level of intervention as they make progress/master skills

**Ability to:**

- Plan, organize, and conduct an occupational therapy program for the neuromuscular and/or orthopedically involved children
- Make accurate assessments of the developmental status and educational needs of children
- Work collaboratively in multidisciplinary teams
- Work collaboratively with parents
- Effectively communicate occupational therapy treatment techniques and goals to parents, teachers and other program staff
- Apply occupational therapy techniques in the treatment of children with disabilities
- Communicate effectively orally and in writing
- Work independently; manage time (scheduling of OT sessions, consults with staff, meetings, report writing, student evaluations, make-up OT sessions)
- Establish general schedules and priorities
- Understand and carry out oral and written instructions; perform complex or varied tasks
- Observe confidentiality at all times
- Maintain a positive attitude and professional demeanor

**EDUCATION REQUIRED:**

Master's Degree (M.S. or M.A.) in Occupational Therapy.

Must pass national licensing/board exam from National Board for Certification in Occupational Therapy (NBCOT).

Register licensing with California Board of Occupational Therapy (CBOT).

**EXPERIENCE REQUIRED:**

Experience in occupational therapy with children with disabilities in a variety of settings including school, home, and clinics. Some experience working as a member of a multi-disciplinary team including working collaboratively with families. Training in sensory integration testing and techniques is desirable.

**LICENSE(S) REQUIRED:**

- Possession of a valid California Driver's License and remain insurable at the District's standard insurance market rate. Current DMV report.

**CERTIFICATIONS AND TESTING REQUIRED:**

- Must possess and maintain current First Aid and CPR certification.
- Pass the District's applicable proficiency exam (e.g., written test, oral interview and/or work sample) for the job class with a satisfactory score.
- After offer of employment, obtain:
  - Criminal Justice and FBI Fingerprint Clearance
  - Negative pre-employment drug screen test at District's expense
  - Pre-employment physical exam at District's expense

- Negative TB test result plus periodic post-employment retest as required (currently every four years)

**WORK ENVIRONMENT/PHYSICAL DEMANDS:**

*(Must be performed with or without reasonable accommodations)*

- Typical school environment, including offices, classrooms, playground, assembly rooms
- Standing or walking for extended periods of time; sitting for periods of time
- Using hands to manipulate, handle, or feel objects or controls and utilize technological equipment, including assistive technology, reaching with the hands and arms
- Seeing to ensure proper supervision of students including close, distance, and peripheral vision and the ability to adjust focus
- Hearing and speaking abilities to ensure proper supervision of students and to facilitate communication with students, staff, parents, and community
- Ability to lift or physically move students 30 to 80 pounds (observing lifting techniques and additional staff if needed); ability to use whole-body work in various positions (e.g., sitting on the floor, squatting, kneeling/stretching in various planes)
- Exposure to climatic elements and intermittent noise; aggressive or combative students (CPI training)
- Frequent interruptions
- Potential for contact with bloodborne pathogens and communicable diseases; risk of injury due to the physical nature of the job