



Ross Valley School District

REGISTERED OCCUPATIONAL THERAPIST (OTR)

Department/Division:	Student Services
Reports To:	Director of Student Services
Provides Direction To:	Paraprofessionals & Outside Service Providers/Vendors
Classification Status:	Classified Management
Date Prepared:	August 3, 2018
Board Adopted:	August 14, 2018

GENERAL PURPOSE

This is a classified position within the Student Services Department. Under general direction of the Director of Student Services, the Registered Occupational Therapist provides educationally related treatment and services to identified students including screening, assessment, consultation and training. Along with the Director of Student Services, this position supervises the implementation of services with paraprofessionals and outside service providers and/or vendors who provide services to students in the general and special education learning environments, on the playground, and/or at school-related events and activities.

ESSENTIAL DUTIES AND RESPONSIBILITIES

The duties and responsibilities in this section are representative of this position and are intended only as illustrations of the various types of work that may be performed. This list is not intended to be an exhaustive list of all of the tasks assigned, and the omission of specific statements of duties does not exclude them from the position if the work is similar, related, or a logical assignment to the class.

- Provides direct, indirect, consultative occupational therapy services based upon the needs of the individual student or small groups of students in accordance with Individual Education Plans (IEP) or 504 Plan.
- Administers assessments using an ecological model to determine need for educationally related Occupational Therapy services including fine/gross motor, visual motor, visual processing, motor planning and sensory integration.
- Analyzes data from assessments to determine needs in the classroom, playground, and in other educational settings to develop a written report,

Registered Occupational Therapist Job Description (Continued)

- regarding individual assessments, progress data and development of classroom, playground, and home programs.
- Effectively supervises the students while providing services and during transitions to/from the classroom.
- Establishes, maintains, and consistently models high expectations for all children, built upon positive, warm, caring, safe, and nurturing relationships.
- Participates in professional development and attends all staff meetings and other meetings as directed.
- Assists in the assessment of school facilities and educational activities and make recommendations for reasonable accommodations to ensure accessibility.
- Collaborates with general and special education staff and parents by participating in a variety of meetings such as team meetings and IEP/504 meetings to identify assessment plans, strategies, and methods of instructional support to enhance each student's performance.
- Interacts effectively with other school staff, parents to create and maintain a harmonious and efficient environment.
- Develops Individualized Educational Plan (IEP) and/ or 504 Plan and participates in the appropriate meetings to determine if student requires services, develop/update goals linked to the student's educational performance, provide progress reports consistent with student reporting periods, and recommend accommodations and modifications to the program as well as any equipment needs.
- Performs routine clerical work such as making photocopies, maintaining records, and preparing work to be taken home.
- Communicates regularly with Director Student Services regarding all aspects related to his/her areas of responsibility within the program.
- Reviews referrals and reports from other agencies or providers and screens students to determine need for further assessment and/or treatment.
- Prepares and maintains treatment records, logs and reports as required for compliance with various State and Federal Regulation concerning occupational therapy activities.
- Recommends, designs and implements the use of adaptive equipment that enhances the student's ability to access their education.
- In coordination with the Director of Student services, provides consultation and/or oversight to special and general education certificated and classified staff, physicians, parents and other agencies or service providers to implement the IEP or 504 to students in the general and special education learning environments, on the playground, and/or at school-related events and activities.
- Provides consultation and training to staff in understanding the needs of the students as well as the implementation of the IEP or 504 including goals, accommodations, and/or modifications.
- Provides in-service training on a variety of topics, such as the role of occupational therapy as an educational service, sensory motor development as related to learning, etc.
- Performs related duties as assigned.

Registered Occupational Therapist Job Description (Continued)

MINIMUM REQUIREMENTS

Possession of:

- Bachelor's and/or Master's Degree in Occupational Therapy from a university accredited by the Accreditation Council for Occupational Therapy education (ACOTE).
- Current and valid license by the California Board of Occupational Therapy (CBOT).

Knowledge of:

- Child development with emphasis on assessment and direct intervention to enhance students fine motor, gross motor and sensory integration skills
- Laws, rules, practices, and procedures related to special education and public education and related to the program to which assigned.
- Educational needs of students with disabilities based on eligibility
- Creative problem solver and reliable team member
- Committed to collaboration with all stakeholders for the benefit of all students
- Establish and maintain collaborative working relationships
- Demonstrates initiative and exhibits a strong, fair, and equitable work ethic
- Ability to organize, plan, coordinate, and direct a variety of services

Ability to:

- Implement objective of occupational therapy and treatment strategies and services for students between early childhood and 8th grade
- Communicate well, both orally and in writing, utilizing proper spelling, grammar, and punctuation.
- Understand and attend to the physical, social, and emotional needs of district students.
- Effectively interpersonal skills
- Establish and maintain cooperative and effective working relationships.
- Supervise students in classroom, outdoor activities, and transitions.
- Perform routine clerical duties.
- Recognize and remove safety hazards to students.
- Learn and follow laws, rules, practices, and procedures related to public education and related to the program to which assigned.

EXPERIENCE:

Preferred/Desired Experience in:

- Working with students in group, social, or recreational activities in order to develop visual motor, fine motor and gross motor skills, and sensory processing skills to access education.
- Providing school-based therapy to support the educational needs of students to access educational opportunities is preferred.

Registered Occupational Therapist Job Description (Continued)

PHYSICAL AND MENTAL DEMANDS

The physical and mental demands described here are representative of those that must be met by employees to successfully perform the essential functions of this class.

Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

The usual and customary methods of performing the job's functions require some lifting and carrying (up to 50 pounds), pushing and/or pulling (up to 50 pounds); ability to grasp; hand-eye coordination; stand and walk, bend and stoop, and reach with hands and arms; use hands and fingers to touch, handle, feel, or operate standard office equipment including technology and keyboarding. Sufficient hearing and speaking ability for normal voice level conversations, telephone conversations, and to hear and speak to be understood in indoor and outdoor settings. Specific vision abilities required by this job include close vision, distance vision, color vision, peripheral vision, depth perception and the ability to adjust focus. Generally, the job includes 40% sitting, 30% walking, and 30% standing.

While performing the duties of this position, the employee will be regularly required to use oral and written communication skills; read and interpret data, information and documents; analyze and solve problems; observe and interpret situations; learn and apply new information or skills; use math and mathematical reasoning; work on multiple and concurrent tasks; work with frequent interruptions; work under deadlines; demonstrate judgment and professionalism when interacting with administrators, coaches, students, and all others encountered in the course of work. The employee must be able to work independently. The employee occasionally may deal with dissatisfied or quarrelsome individuals.

WORK ENVIRONMENT

The work environment characteristics described here are representative of those an employee encounters while performing the essential functions of this class.

Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

Employees regularly work in an indoor office and classroom environment. The employee will work under typical conditions which are moderately quiet but may encounter loud noise level occasionally. The employee is subject to frequent interruptions. The employee may drive to District sites, training facilities, community meetings and other locations as needed.