



OCCUPATIONAL THERAPIST

Classification: Certificated

Location: Assigned School(s)

Reports to: Special Services Director

FLSA Status: Exempt

Employee Group: EEA

This is a standard position description to be used for certificated teaching positions with similar duties, responsibilities, classification and compensation. Teachers assigned to the position description may or may not be assigned all of the duties identified herein.

This job description does not constitute an employment agreement between the employer and employee and is subject to change by the employer as the needs of the employer and requirements of the job change.

Part I: Position Summary

Lead process in development, implementation, and coordination of occupational therapy program. Screening, evaluation, educational program and transition planning, therapeutic intervention, and exit planning is provided for students identified with or suspected of having disabilities that interfere with their ability to perform daily life activities or participate in necessary or desired occupations.

Primary responsibility includes student safety and appropriate collaboration and attention to each student's readiness to learn including needed guidance, discipline, and welfare. May work in a variety of elementary and/or secondary educational, individual or team settings. May rotate among several schools.

Part II: Supervision and Controls over the Work

Works with high level of independence and professional discretion under general supervision of designated school administrator. Work governed, controlled, and evaluated by acceptable professional practice, school and district policies and regulations, provisions of Washington Administrative Code and Revised Code of Washington, direction of supervisor, and performance standards and expectations as set forth in collective bargaining agreement.

Professional judgment and clinical knowledge used to develop individualized programming based on occupational performance deficits in areas of personal care, student role, interaction skills, process skills, play, community integration/work, and graphic communication. Occupational therapist is expected to independently review outcomes and modify intervention programs.

Clinical reasoning and professional judgment are essential to ensuring the safety of students and protecting liability of the school system and the therapist. Errors may result in serious harm to

students. Direct supervision may be exercised over support personnel, such as occupational therapy assistants and clerical staff.

Part III: Major Duties and Responsibilities

1. Identification, evaluation and planning:
 - a. Collaborates with other disciplines to ensure team understanding of student occupational performance strengths and needs, through evaluation, educational program planning, and service delivery.
 - b. Evaluates student's ability and formulates student's occupational profile through a variety of functional, behavioral, and standardized assessments, skilled observation, checklists, histories, and interviews.
 - c. Synthesizes evaluation results into a comprehensive written report which reflects strengths and barriers to student participation in educational environment; directs program development; and guides evidence-based intervention.
 - d. Develops occupationally based intervention plans based on student needs and evaluation results.
 - e. Participates in multidisciplinary meetings to review evaluation results, integrates findings with other disciplines, offers recommendations, and develops individual education plans and intervention plans to achieve IEP goals.
 - f. Coordinates with IEP team for the purpose of determining appropriate treatments, etc. to meet needs of specific students and attends IEP team meetings.
2. Service delivery:
 - a. Provides targeted, evidence-based therapeutic intervention to facilitate student participation and occupational performance within school environment.
 - b. Consults with school-based team to achieve student outcomes.
 - c. Adapts and modifies environment including assistive technology and training instructional staff to meet individual needs and to help students function as independently as possible.
 - d. Educates student, educational personnel, and family to facilitate skills in areas of occupation as well as health maintenance and safety.
 - e. Monitors and reassess effects of occupational therapy intervention and need to continue, modify, or discontinue intervention.
 - f. Documents occupational therapy services to ensure accountability of service provision and to meet standards for reimbursement of services as appropriate.
3. Program Administration and Management:
 - a. Prioritizes and schedules work tasks independently.
 - b. Manages inventory of therapeutic equipment and assessments, and project needs for budget planning.
 - c. Maintains clinical and administrative records in accordance with professional standards, state guidelines, and school system policy.

- d. Provides legal and ethical supervision of occupational therapy assistant assuming responsibility for the students served by assistant.
 - e. Supervises therapy support personnel.
 - f. Adheres to federal and state legislation, regulation, and policies that affect occupational therapy practice.
 - g. Reviews occupational therapy services for quality improvement and makes changes as needed to ensure quality of services.
4. Education:
- a. Teaches, monitors, and collaborates with educational personnel, community agencies, parents, and students to increase understanding of the student's occupational performance.
 - b. Provides continuing education and in-services for educational personnel, parents, and community based service providers.
 - c. Provides fieldwork education and supervision for occupational therapy and occupational therapy assistant students.
5. In performing above duties, works collaboratively in a professional learning community with other teachers, support staff, and others as appropriate, in addressing the needs of students, developing effective practices, and developing and implementing best practices.
6. Actively participates in faculty and grade level or department meetings, assists building efforts to plan, budget, implement, and evaluate the school's program and to do related work as required. In carrying out these responsibilities, follows school policy and procedures, standard practices, and approved curriculum, and actively and positively supports school vision.
7. Constantly observes needs and challenges of students and promptly engages an administrator or appropriate educational staff associates when there is reason to suspect or reasonably believe a student is at risk or in danger due to such issues as bullying, sexual harassment/misconduct, depression or suicide ideation, or academic failure. Serves as positive role model for students and practices the behaviors that are expected of students.
8. Assists in the supervision of students at school activities and events. Remains vigilant of students throughout school day and school location, taking initiative to engage students when students are acting inappropriately or in inappropriate locations for time of day.
9. Establishes professional growth plan and annually reviews plan and progress with administrator.

Performs other duties as assigned.

Part IV: Minimum Qualifications

1. Must have successful experience in working with culturally diverse families and communities, or have otherwise demonstrated a commitment to strengthening engagement of a diverse community and skill in communicating with a diverse population.
2. Valid Washington State Educational Staff Associate (ESA) school occupational therapist certificate.
3. Bachelor's degree in occupational therapy from an accredited college or university.
4. Ability to understand procedures and function in a school system with regard to the special part health services play in overall education of the student.
5. Knowledge and appreciation of the influence of disabilities, socio-cultural and socioeconomic factors on student's ability to participate in occupations.
6. Ability to work cooperatively with students and their parents, district staff, and community members who are culturally, racially, and linguistically diverse.
7. Ability to effectively communicate with parents, students, and staff verbally and in writing.
8. Commitment to collaboration and teaming and effectiveness in working within a professional learning community.
9. Evidence of continuous professional learning and a commitment to participate in professional growth opportunities and self reflection on professional practice.

Part V: Desired Qualifications

1. Initial certification by the national board for occupational therapy.
2. Experience working with, or knowledge, of limited English proficient students.
3. Bilingual skills.
4. Successful experience teaching in a diverse student environment.
5. Successful experience in a team teaching environment.



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Part VI: Physical and Environmental Requirements of the Position

The physical demands and work environment 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 the essential functions.

Must lift and/or move 25 to 50 pounds, and may assist, move, or retrain students with greater weight when required to intervene in student safety issues. Frequently required to sit, talk, lift, carry, move about, hear and speak.

Specific vision abilities required include close vision, distance vision, color vision, peripheral vision, depth perception, and the ability to adjust focus. Noise level in work environment is usually moderate, or consistent with subject being taught, but can be abnormally loud on occasion.

May occasionally work in outside weather conditions and be exposed to wet and/or humid conditions, temperature fluctuations, fumes or airborne particles, toxic or caustic chemicals commonly used in instruction and/or cleaning. May be exposed to blood or other potentially infectious materials during course of duties. May be exposed to infectious disease as carried by students.

May be required to travel on school owned or leased vehicles while supervising and assisting students.