

Under the direction of the Coordinator II, Special Education and School Principal,

Attend and present information concerning student needs, disabilities, assessments, and test results at Individualized Education Plan (IEP) and a variety of other meetings; collaborate with other personnel in the development and implementation of IEP goals and objectives.

Prepare detailed and concise notes concerning daily therapy activities and student responses and progress; compile information and prepare and maintain various records and detailed written reports and forms concerning students, treatment plans, goals, objectives, progress, assessments and assigned activities; track caseload.

Utilize and adapt a variety of assistive technology, treatment tools, equipment, and materials during therapeutic activities; adjust and demonstrate the use of various therapeutic equipment as needed; evaluate and identify adaptive equipment needs and make adaptations to equipment to meet individual student needs as appropriate.

Develop, implement, and conduct in-services and training activities concerning occupational therapy services and related principles, theories, standards, guidelines, practices, procedures, goals, objectives and techniques for staff, faculty, parents, and others; prepare and deliver oral presentations.

Communicate with students, staff, faculty, outside agencies, and others to exchange information and resolve issues or concerns.

Operate a variety of standard office equipment including a computer and assigned software; drive a vehicle to conduct work.

Monitor inventory levels of therapeutic supplies and equipment; order, receive and maintain adequate inventory levels of supplies and equipment; monitor and expend the individual specialized provider budget.

Coordinate, schedule and arrange treatments, meetings, and other functions in support of assigned occupational therapy services and activities; attend and participate in in-services as assigned.

Collaborate with administration on the development and implementation of occupational therapy policies and procedures.

Stay up to date on current research and best practices in school-based occupational therapy to ensure that services are evidence-based and effective.

Perform classification-related duties as assigned for ensuring the efficient and effective functioning of the work unit and the District, including various mandatory District trainings.

Adhere to the legal and ethical requirements and standards of the individual's licensing board, Individuals with Disabilities Education Act (IDEA), Health Insurance Portability and Accountability Act (HIPAA), and Federal Educational Rights and Privacy Act (FERPA).

#### KNOWLEDGE OF:

Principles, methods, equipment, and techniques of occupational therapy.

Theory of physical and mental rehabilitation related to occupational therapy practices.

Practices, procedures, and techniques involved in the development and implementation of treatment plans,

programs, and sessions for individual students according to student needs and disabilities.  
Child growth and developmental disabilities, diagnosis and syndromes and applicable treatment, assessment, and techniques.

Developmental foundations and neurodevelopmental implications related to learning, behaviors, and educational success.

Policies and objectives of assigned programs and activities.

Motor and reflex development.

Skeletal anatomy, neuromuscular function, and dysfunction.

Proper operation and adaptation of therapeutic equipment.

Kinesiology and occupational therapy modalities.

Oral and written communication skills.

Record-keeping and report writing techniques.

Child abuse reporting and related regulations

Health and safety regulations.

Applicable health, medical, and safety regulations, methods, and terminology.

Applicable state and federal laws, codes, regulations, policies, and procedures including those related to Individuals with Disabilities Education Act (IDEA), Health Insurance Portability and Accountability Act (HIPAA), and Family Educational Rights and Privacy Act (FERPA).

Interpersonal skills using tact, patience, and courtesy.

#### ABILITY TO:

Develop, implement, oversee, and provide occupational therapy services and treatment to enhance fine motor, gross motor, sensory processing and other functional abilities and development among identified students with disabilities.

Administer student assessments and reassessments.

Formulate, develop, and implement treatment plans, goals, objectives, programs, and sessions for individual, and groups of, students according to student needs and disabilities.

Conduct observations, review student records and administer assessments in the identification of developmental needs and areas of suspected disability.

Identify and analyze areas of development and sensory motor dysfunction.

Monitor, evaluate and adjust individual treatment plans, programs, and therapy activities in response to student needs and progress.

Provide consultation and training activities concerning student developmental needs, treatment plans, and related educational activities.

Communicate effectively both orally and in writing.

Establish and maintain cooperative and effective working relationships with others.

Operate a computer and assigned office equipment.

Analyze situations accurately and adopt an effective course of action.

Meet schedules and timelines.

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Valid Occupational Therapist Certification issued by the National Board of Certification for Occupational Therapy.

Valid California State Occupational Therapist license.

Valid California driver's license and ability to maintain eligibility for automobile insurance.

Possession of a current certificate in infant, child, and adult cardio-pulmonary resuscitation (CPR) and First Aid Card is required. Online certificates are not accepted. Maintain up-to-date certificates in CPR and First Aid.

#### ENVIRONMENT:

Indoor and outdoor work environment.

Driving a personal vehicle to conduct work.

#### PHYSICAL DEMANDS:

Dexterity of hands and fingers to operate office and therapeutic equipment.

Seeing to monitor student progress and read a variety of materials.

Hearing and speaking to exchange information.

Bending at the waist, kneeling, or crouching to assist students.

Reaching overhead, above the shoulders and horizontally.

Sitting or standing for extended periods of time.

Regularly lift and/ or move up to 50 pounds.

Criminal Justice Fingerprint / Background

Tuberculosis

Pre-placement Physical and Drug Screen