EPPING SCHOOL DISTRICT
OCCUPATIONAL THERAPIST JOB DESCRIPTION

TITLE: OCCUPATIONAL THERAPIST (OT)

GENERAL DESCRIPTION: The Occupational Therapist provides services for the purpose of promoting health and wellness and to those who have or are at risk for developing an illness, injury, disease, disorder, condition, impairment, disability, activity limitation, or participation restriction per the District Occupational Therapy Services Plan. Occupational therapy addresses physical, cognitive, psychosocial, sensory, communication, and other areas of performance in various contexts and environments in everyday life activities that affect health, well-being, and quality of life (American Occupational Therapy Association [AOTA], 2004). The overarching goal of occupational therapy is “to support [people’s] health and participation in life through engagement in occupations” (AOTA, 2008, p. 626).

QUALIFICATIONS:
1. Graduate of an accredited (by Accreditation Council for Occupational Therapy Education (ACOTE®)) occupational therapy program
2. NBCOT (National Board of Certified Occupational Therapist) certification (renewed every 3 years)
3. NH state licensure from the Office of Allied Health Professionals (renewed every 2 years)
4. Experience and other qualifications as specified by the Superintendent

KNOWLEDGE: Scope of practice for Occupational Therapist including, but not limited to:

1. Sensory/Fine/Visual Motor & Developmental Gross Motor (severe gross motor is referred to Physical Therapy) skills including, in the school setting, applicability to the following:
   a. Handwriting
   b. Keyboarding
   c. Classroom tool use (cut, fold, glue)
   d. Postural and muscular coordination and strength needed for school function
   e. Sensory regulation strategies to optimize attention and work completion

2. Visual Perceptual/Cognitive as they impact the following:
   a. Play/work behavior (organizational, social skills)
   b. Math (2-D and 3-D constructional perception, time, patterns, sequencing, problem solving)
   c. Literacy (supports for non- or low readers, visualization, abstract meaning in text, elaborative writing)
   d. Handwriting/keyboarding
3. Activities of Daily Living (ADLs)(self-care skills) and Instrumental Activities of Daily Living Skills (iADLs) (pre-vocational and vocational skills) including the following:
   a. Task analysis
   b. Task initiation strategies
   c. Sustained performance

4. Assistive Technology & Adaptive Equipment – consistent with Universal Design for Learning (UDL), offering adaptive equipment such as postural supports, scoop dishes, pencil grips and zipper pulls, and offering technology solutions assessment and training/integration supports to bridge gaps and eliminate barriers for students challenged with a skill barrier that impacts learning such as the following:
   a. Handwriting or keyboarding that is poor or labored
   b. Writing content challenges including encoding, grammar, elaboration/cohesiveness/organization
   c. Poor/low reading skills, possibly with impaired comprehension or dysfluent decoding which impacts their acquisition of content knowledge via text (“read to learn”)
   d. Movement, sensory regulation, or postural challenges
   e. Perceptual, cognitive or sensory-motor challenges for which cueing strategies are helpful

SKILLS: Individual and group treatment skills; clinical reasoning; team collaborative skills; leadership skills; training skills; assistive technology skills; communication skills; organizational and time management skills; data analysis skills

ABILITIES: Confidentiality responsibilities; excellent attention to detail and follow through; resource management; fiscal responsibilities; ability to develop constructive partnerships with students, staff, families, and outside providers; planning, organizing, and implementation of remedial therapeutic programming; parental and staff education; advocate for students; resolve conflicts; manage and identify staff needs; provide staff and parent trainings; and implement and discharge therapeutic interventions appropriately

CLASSIFICATION: This position is designated as a Teacher position subject to the Teacher’s Collective Bargaining Agreement, School Board Policy, and School Rules and Regulation.

REPORTS TO: Director of Special Services, evaluation in accordance with this job description and Epping Board Policy

SUPERVISES: Paraprofessional implementing OT goals/COTA

PERFORMANCE RESPONSIBILITIES:
PLANNING AND PREPARATION

1. Demonstrate therapeutic knowledge and skill in occupational therapy.
2. Demonstrate knowledge of child and adolescent development.
3. Establish occupational therapy goals to meet the mission and vision of the district occupational therapy services plan.
4. Demonstrate knowledge of federal, state, community, and school district special education rules, regulations, policy, and laws.
5. Demonstrate knowledge of resources, both within and beyond the school and district, and promote relationships with external information sources in support of occupational services plan.
6. Plan and document the school occupational therapy program to align with the district plan, integrate with the overall school program, and provide occupational therapy services to both individuals and groups of students.
7. Develop a plan to evaluate the school occupational therapy program.

EDUCATIONAL ENVIRONMENT

1. Create an environment of service.
2. Create and maintain a welcoming physical environment in which to effectively conduct testing and deliver services.
3. Organize time efficiently by setting priorities and using clear schedules.
4. Establishes, maintains, and communicates procedures for referrals, meetings, and consultations.
5. Promote and protect the confidentiality of student information and records.
6. Oversee all aspects of the daily operation of occupational therapy services including the ordering, maintaining, and inventorying of supplies, materials, and equipment as needed for efficient and effective occupational therapy services.
7. Supervise students and manage student behavior per school and district standards.
8. Train, supervise, and evaluate support staff if applicable.

OCCUPATIONAL THERAPY SERVICES

1. Respond to student referrals, assess student needs, and know the range of occupational therapy needs in the school.
2. Participate in child find, kindergarten, and other screenings for the purpose of identifying students with functional concerns that may affect their educational progress.
3. Evaluate students using clinical observation and standardized testing procedures that best identify student’s potential needs.
4. Develop individual student plans including identification of needs, goal setting, strategies, and assessment of outcomes.
5. Implement individual student plans for students with special occupational needs; provide information, direction, and assistance to site personnel; and/or revise and implement plans per parent and/or physician directives.
6. Administer specialized occupational therapy treatments that remediate or restore performance abilities that are limited due to impairment in biological, physiological, psychological, or neurological processes; are appropriate for the students’ identified needs; and in accordance with state laws and district policies.
7. Use assistive technology/equipment, environmental modifications, and/or adaptive curricular activity to support optimal student performance, foster development, or compensate for reduced functioning.
8. Monitor students referred for functional concerns to attend to their immediate concerns; adapt task, process, or the environment to enhance performance; and initiate follow-up services if needed.
9. Promote health strategies and practices which enhance performance abilities.
10. Consult and train team members, family, and students to support and improve the functional needs of children with identified needs and all students.
11. Communicate with families in a sensitive manner; secure permission for occupational evaluations and services.
12. Collect and analyze information attained from evaluation and services, adjust services accordingly, and communicate results verbally, audio/visually, and in writing.
13. Maintain organized, clear, accurate, and useful records utilizing technology relevant to the provision of services and confidentiality requirements and in a manner compliant with current state and federal laws, rules, policies, and standards, and with professional occupational therapy standards in a school setting.
14. Demonstrate flexibility and responsiveness to student, school staff, and school needs.

PROFESSIONAL RESPONSIBILITIES

2. Participate on health and wellness committees at school and district levels.
3. Prepare and submit reports and budgets as requested.
4. Maintain an effective data-management system for monitoring student progress and adjusting speech services.
5. Collaborate with parents, students, teachers, staff, health care providers, and/or public agencies for the purpose of providing information, advising of changes in student need, recommending further intervention, promoting and/or securing student occupational therapy services, and complying with legal requirements.
6. Attend faculty and team meetings.
7. Participate in a professional learning community of data analysis, goal and plan development, and reflection.
8. Engage in professional development offered by the school and district to maintain professional competencies.
9. Be professional and abide by school and district rules and regulations outlined in handbooks, policies, job descriptions, professional development master plan, evaluation plan, etc.
10. Perform any additional duties as requested by the School Principal, which are consistent with the effective and orderly operation of this position and the Epping School District goals and mission.
11. Participate in special projects as assigned by Director of Special Services and performs any other tasks or assumes such other responsibilities as the Director of Special Services may assign from time to time.

WORKING ENVIRONMENT: Physical ability to perform the essential functions of the job as outlined above, in addition to the following: While performing the duties of this job, the employee is frequently required to stand, walk, and sit. The employee is regularly required to see, talk, and hear. The employee is regularly required to use hands to manipulate, handle, or feel. The employee is occasionally required to reach with hands and arms; climb stairs; and stoop, kneel, or crouch. The employee is frequently required to supervise students requiring the employee to match the walking speed of the student and may at times require the ability to run to safeguard students. Employee must occasionally move equipment and/or supplies. The employee may be required to occasionally lift, carry, move, and/or restrain school-age students. Specific vision abilities required by this job include close vision, distance vision, color vision, peripheral vision, depth perception, and ability to adjust focus. The job is performed for the most part in a school setting with occasional outside weather conditions and may at times be out in the community. The noise level is that of a typical school setting. The employee is required to walk in order to address issues throughout the school. Employee is regularly required to handle stressful situations and resolve conflicts. The employee may be asked to drive to out of district placements for assessments, observations, direct services, and meetings.

TERMS OF EMPLOYMENT:
1. Work year and day subject to individual contract
2. Valid OT license from NH Office of Licensed Allied Health Professionals
3. Valid certification of NBCOT (National Board of Certification of Occupational Therapy)
4. Maintenance of state (NH) and NBCOT continuing education requirements
5. Clear criminal background check
6. Verification of health to perform job
7. Valid driver's license
8. Teacher contract with salary and benefits

The above statements are intended to describe the general nature and level of work being performed under this job description. The above statements are not to be construed as an exhaustive list of all knowledge, skills, abilities, and responsibilities required by personnel subject to this job description. All personnel may be required to perform duties outside of this job description as necessary from time to time. This job description does not constitute an employment agreement between the District and the employee and is subject to change by the District as the needs of the District and requirements of the job change. The Epping School District is an Equal Opportunity Employer. Position is subject to Epping School District policy, rules, and regulations.