



## POSITION DESCRIPTION WACONIA PUBLIC SCHOOLS

### SECTION I: GENERAL INFORMATION

<b>Position Title:</b> Occupational Therapist	<b>Department:</b> Special Services
<b>Immediate Supervisor's Position Title:</b> Director of Student Support Services	<b>FLSA Status:</b> Exempt
<b>Job Summary:</b>  Under the direction of the Director of Student Support Services, the Occupational Therapist provides direct occupational therapy services to students (birth through age twenty-one) and consultation services to employees and parents. The Occupational Therapist is responsible for the proper interpretation and performance of essential duties and responsibilities.	

### SECTION II: ESSENTIAL DUTIES AND RESPONSIBILITIES

- A. Screens and/or evaluates students who have been referred to occupational therapy in the areas of fine motor coordination and postural adjustments, perceptual motor control, sensory integration and activities of daily living with emphasis on specific lags and pathological responses as related to academic functioning.
- B. Consults with teachers and parents regarding appropriate motor activities, self-help skills and special equipment or assistive devices as necessary.
- C. Provides monitor, consultation or indirect occupational therapy for selected students who qualify for such services.
- D. Maintains close communication with classroom teachers, other staff and parents concerning student's performance.
- E. Maintains accurate records of students evaluated and served in occupational therapy program; including assessment results, therapy progress and reports.
- F. Participates in designated team meetings, individual education plan conferences and periodic reviews involved with assessment, programming and reevaluation decisions.
- G. Schedules occupational therapy evaluation and treatment times and location with teachers and building principal.
- H. Develops and provides formal and informal in-service programs for teachers and parents regarding occupational therapy.
- I. Participates in in-services and organizational meetings for Special Services.
- J. Maintains close communication with the Director of Student Support Services.
- K. Participates in professional development by attending in-services, workshops, conferences and classes.
- L. Orders and maintains equipment.
- M. Designs and constructs adaptive equipment and assistive devices.
- N. Acts as liaison between school district and community agencies, doctors and hospitals as needed to provide continuing occupational therapy services.
- O. Promotes School and community awareness of occupational therapy.
- P. When requested, serves on school district and/or community policy-making committees in an advisory capacity.

### SECTION III: WORK REQUIREMENTS AND CHARACTERISTICS

<b>EDUCATION/KNOWLEDGE REQUIREMENT: Minimum education required to perform adequately in position could reasonably be attained only by completing the following:</b>			
<b>REQUIRED EDUCATION/TRAINING</b> (choose one)			<b>DEGREE INFORMATION:</b> Type of degree: (B.S., M.A., etc.)
	less than high school diploma		Bachelor's Degree
	High school diploma or GED.		<b>Major field of study or degree emphasis:</b> Occupational Therapy or related area.
	1 year college	2 years college	
	3 years college	x 4 years college	
	1st year graduate level		<b>Essential knowledge and specialized subject knowledge required to perform the essential functions of the job:</b> <ul style="list-style-type: none"> <li>• Application of occupational therapy to students in an educational setting to effectively and efficiently meets their individual needs.</li> <li>• Laws, rules, statutes and guidelines related to special education programming, due process and related requirements.</li> <li>• Knowledge of medical assistance requirements, eligibility requirements and service requirements.</li> <li>• Knowledge of resources, service alternatives and options available to children needing special services.</li> <li>• Fundamentals of staff leadership and coordination.</li> <li>• Knowledge of district administrative procedures and policies pertaining to school finance, human resources, purchasing and other administrative programs of the district.</li> </ul>
	2nd year graduate level		
	Doctorate level		
<b>Required Work Experience in Addition to Formal Education/Training:</b> Minimum of a completion of assigned internship/clinical experience associated with program. Experience with children with disabilities in a school setting.			
<b>LICENSE/ CERTIFICATION</b>		<b>Identify licenses/certification required upon hiring:</b> Licensed by the Minnesota Department of Health in Occupational Therapy.	
<b>ESSENTIAL SKILLS REQUIRED TO PERFORM THE WORK</b>		<b>Skilled in:</b> <ul style="list-style-type: none"> <li>• Ability to communicate clearly and concisely in both oral and written form.</li> <li>• Ability to read and interpret documents such as professional assessment and program manuals.</li> <li>• Ability to make decisions regarding eligibility for and dismissal from special services.</li> <li>• Ability to score and interpret score on standardized tests.</li> <li>• Ability to effectively write reports and correspondence.</li> <li>• Ability to schedule efficiently across multiple sites.</li> <li>• Ability to apply knowledge of occupational therapy to students in an educational setting to effectively and efficiently meet their individual needs.</li> <li>• Ability to make decisions regarding eligibility for and dismissal from services.</li> <li>• Ability to function as a member of a professional team.</li> </ul>	

	<ul style="list-style-type: none"> <li>• Ability to provide consultation services to teachers, paraeducators and parents to effectively serve students in need of educationally-based occupational therapy.</li> <li>• Ability to visit programs and classrooms through the school district.</li> <li>• Ability to handle and manipulate specialized equipment and demonstrate for students as needed.</li> <li>• Ability to perform work wherever required by students and parents including schools, offices, and residences.</li> <li>• Ability to use typical office productivity software and applications (Word, Excel, PowerPoint, FileMaker Pro, Email, etc.);</li> <li>• Ability to deal effectively and appropriately with parents, students, staff and administrators.</li> </ul>
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RESPONSIBILITY FOR DIRECT SUPERVISION OF THE FOLLOWING POSITIONS		
	Titles of Positions Directly Supervised	# of Employees
1		
TOTAL		

INDIRECT SUPERVISION:	
Number of employees indirectly supervised:	Total:

<b>HAZARDOUS WORKING CONDITIONS:</b> <i>The essential duties of the work are performed under various physical hazards or environmental conditions noted</i>	<b>Unusual or hazardous working conditions related to performance of duties:</b>  Duties are generally performed in an administrative/office/school setting where there are minimal environmental hazards and risks. Employee(s) may be exposed occasionally to disagreeable or stressful conditions involving human interactions.
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PHYSICAL JOB REQUIREMENTS: Indicate according to essential duties/responsibilities				
Employee is required to:	Never	1-33% Occasionally	34-66% Frequently	66-100% Continuously
Stand			x	
Walk			x	
Sit			x	
Use hands dexterously (use fingers to handle, feel)			x	
Reach with hands and arms			x	
Climb or balance		x		
Stoop/kneel/crouch or crawl		x		
Talk or hear				x

<b>Taste or smell</b>	X			
<b>Physical (Lift &amp; carry): up to 10 pounds</b>			X	
<b>up to 25 pounds</b>		X		
<b>up to 50 pounds</b>	X			
<b>up to 75 pounds</b>	X			
<b>up to 100 pounds</b>	X			
<b>more than 100 pounds</b>	X			

**PHYSICAL JOB REQUIREMENTS: Indicate according to essential duties/responsibilities**

**Physical requirements associated with the position can be best summarized as follows:**

**Sedentary Work:**

Exerting up to 20 pounds of force occasionally, and/or up to 10 pounds of force, and/or negligible amount of force constantly to lift, carry, push, pull or otherwise move objects, including the human body.