

### SECTION I: GENERAL INFORMATION

<b>Classification Title:</b> Occupational Therapist	<b>Department:</b> Special Services	<b>Unit:</b> Teachers
<b>Immediate Supervisor:</b> Director of Special Services	<b>Grade Placement:</b>	<b>FLSA Status:</b> Exempt
<p><b>Job Summary:</b></p> <p>Under the direction of the Director of Special Services, the Occupational Therapist is responsible for planning, implementing and providing direct occupational services to children with special educational needs to assist them improve, develop, restore, or maintain their participation in school work, self-help or play in educational environments consistent with state and federal laws, regulations and guidelines. Incumbents are responsible for implementing occupational therapy services as delineated by the IEP and for assisting student meet IEP goals and objectives.</p> <p>Essential duties outlined below are intended as “representative” examples of the level, nature and decision making expected of positions assigned to this classification. The duties below are not intended to be a comprehensive listing of all duties and tasks performed by the employees assigned to this classification. A classification description, unlike job description or position description, is designed to capture the general expectations, complexity level, and nature of work of any position that may be allocated to this classification.</p>		

### SECTION II: ESSENTIAL DUTIES AND RESPONSIBILITIES

1. Delivers and provides direct and indirect occupational services, training and therapy to students in the use and care of adaptive equipment, curriculum materials, behavioral plans and environmental/physical functioning in collaboration with special education teaching personnel.
  - Provides services to students 1:1 in or out of the classroom or in small sessions in the resource room.
  - Structures the environment, as much as possible, in classrooms, playgrounds, cafeteria or home.
  - Collaborates and works with staff and family members in directing the therapy of students and in assisting them provide support to the student(s).
2. Conducts assessments and conducts appropriate evaluations of student physical functioning and the impact of any physical impairment(s) on the student’s education and educational performance.
  - Receives and reviews student referrals.
  - Conducts, administers, scores and interprets assessments for children/students with gross motor, fine motor, self-help and sensory concerns and issues.
  - Determines student eligibility for services and writes up assessments, summary reports and evaluations.
3. Collaborates with and participates with other licensed staff, parents, administrators, case managers and others in the development, revision and monitoring of a student’s IEP (Individual Educational Plan). Plans age appropriate and appropriate interventions to address student individual needs and/or Individual Family Service Plans.
  - Determines client needs, outcomes and how these can be met.
  - Maintains all case management records, case records, progress notes, case documentation, and other records required by local, state or federal agencies.
  - Reviews occupational therapy services for quality improvement and makes changes as needed to ensure quality of services.
4. Provides adaptations of equipment to improve a student’s ability to participate independently within their environment.
5. Consults with instructional staff and educational assistants to provide appropriate programming, support, tools, etc. to increase the student’s educational success within the classroom.
6. Educates students and families to facilitate skills and areas of occupation.

7. Performs other duties of a comparable level or type, as required.
- Provides professional expertise and assistance to individuals, other district staff and the community concerning areas of expertise/knowledge.
  - Attends training sessions, conferences, seminars, district and departmental meetings.
  - Keeps abreast of changing developments, trends, instructional and educational technologies.

### 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 (choose one)</b>		<b>DEGREE INFORMATION:</b>	
	less than high school diploma	Type of degree: (B.S., M.A., etc.) Master's Degree	
	High school diploma or GED.	Major field of study or degree emphasis: Occupational Therapy	
	1 year college		2 years college
	3 years college		4 years college
	1st year graduate level	<b>Essential knowledge and specialized subject knowledge required to perform the essential functions of the job:</b>	
x	2nd year graduate level		
		<ul style="list-style-type: none"> <li>• Knowledge of school and department policies, procedures, guidelines and philosophy.</li> <li>• Knowledge of concepts, principles and fundamentals and techniques of occupational therapy.</li> <li>• Knowledge of human/child development, human anatomy and physiology with emphasis on muscular-skeletal, circulatory and nervous systems.</li> <li>• Knowledge of assessment and evaluation processes, tests and procedures.</li> <li>• Knowledge of disabilities and medical conditions.</li> <li>• Knowledge of occupational therapy techniques adapted to the educational setting.</li> <li>• Knowledge of laws, rules and regulations governing students with disabilities in Minnesota Public Schools, and local rules and regulations governing services to students with disabilities and due process.</li> </ul>	
<b>Required Work Experience in Addition to Formal Education/Training:</b> Completion of assigned clinical experience associated with Master's program.			
<b>LICENSE/ CERTIFICATION</b>		<b>Identify licenses/certification required:</b> Licensed by the State of MN as a Registered Occupational Therapist. Requires a MN driver's license or evidence of equivalent mobility.	
<b>ESSENTIAL SKILLS REQUIRED TO PERFORM THE WORK</b>		<b>Skilled in:</b> <ul style="list-style-type: none"> <li>• Skilled in communicating effectively on interpersonal and group levels.</li> <li>• Teaching, implementing, and carrying out occupational therapy activities in accordance with IEP and treatment plans for students with physical impairments;</li> <li>• Analyzing and assessing student adaptive and physical needs.</li> <li>• Identifying, diagnosing and addressing a student's physical difficulties and impairments.</li> <li>• Developing individual educational plans and individual family service plans.</li> <li>• Using and operating adaptive equipment.</li> <li>• Skilled in implementing and carrying out treatment plan interventions to address student needs.</li> <li>• Ability to work independently with minimal supervision.</li> <li>• Planning, prioritizing, and organizing tasks, time and delegated functions.</li> </ul>	



- Maintaining effective working relationships with clients.
- Preparing and maintaining accurately case written records, charts and reports of student activities and progress.
- Time management skills.
- Ability to instruct patients and families on basic occupational therapy techniques.
- Dealing with children, staff, parents, administrators and other educational professionals over parent and student issues and concerns. Interactions require persuasion, instruction and working with others to gain cooperation and understanding of educational issues/needs.

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

Amount of Time Spent					Amount of Time Spent				
<u>Physical Activities</u>	None	1/3 Less	1/3 to 2/3	Over 2/3	<u>Lifting/Forcing Exerting</u>	None	1/3 Less	1/3 to 2/3	Over 2/3
Stand		x			Up to 10 lbs			x	
Walk			x		Up to 25 lbs		x		
Sit			x		Up to 50 lbs		x		
Use hands to finger, handle or feel	x				Up to 100 lbs	x			
Reach with hands and arms		x			Over 100 lbs.	x			
Climb or balance	x								
Stoop, kneel, crouch or crawl			x						
Talk or hear				x					
Taste or smell	x								

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

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

**Medium Work:**  
Exerting up to 50 pounds of force occasionally and/or a negligible amount of force frequently or constantly to lift, carry, push, pull or otherwise move objects, including the human body.

**HAZARDOUS WORKING CONDITIONS**

**Unusual or hazardous working conditions related to performance of duties:**  
Duties are generally performed in a typical classroom/school setting where there are minimal environmental hazards and risks. Employee(s) may be exposed occasionally to disagreeable conditions involving human/student/parental contact.



**SECTION IV: DISTRICT MISSION AND CORE VALUES**

<p><b>OUR MISSION</b></p>	<p><i>Our mission is to equip all students with the knowledge and skills to empower them to achieve their dreams and full potential while becoming responsible citizens in a dynamic world</i></p>
<p><b>CORE VALUES</b></p>	<p><b>We believe that:</b></p> <ul style="list-style-type: none"> <li>• Trust and respect are fundamental for thriving relationships.</li> <li>• Our community flourishes when individuals, families and organizations collaborate.</li> <li>• Every person matters and has value.</li> <li>• Responsibility and accountability are essential for personal growth, organizational improvement and community engagement.</li> <li>• Commitment to high expectations is essential to help achieve full individual and collective potential.</li> </ul>
<p><b>MISSION OUTCOMES</b></p>	<p><b>By 2020, all students will...</b></p> <ul style="list-style-type: none"> <li>• Develop a personalized education path they can articulate and use to progress toward their evolving dreams.</li> <li>• Identify and choose positive ways they can take active ownership in their community while recognizing its diversity.</li> </ul>
<p><b>STRATEGIES</b></p>	<p><b>We will...</b></p> <ul style="list-style-type: none"> <li>• Ensure that every employee understands, supports and promotes our core values and mission.</li> <li>• Build trust and facilitate engagement with all ISD 15 stakeholders.</li> <li>• Align and support all educational programs and services to achieve our mission and mission outcomes.</li> </ul>
<p><b>STRATEGIC DELIMITERS</b></p>	<p><b>We will NOT...</b></p> <ul style="list-style-type: none"> <li>• Continue or adopt any program or service unless it is aligned with and advances the mission and is accompanied by the necessary human and financial resources</li> <li>• Make decisions without the use of relevant data provided by the appropriate personnel.</li> <li>• Allow past experiences to interfere with the consideration of new ideas.</li> </ul>

**SECTION V: CLASSIFICATION HISTORY AND APPROVAL**

**This Position Description reflects an accurate and complete description of the duties and responsibilities assigned to the position.**

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**Department Head’s Signature**
**Date**

**Classification History:**  
 Created classification description 5/2016 BCC

