



CLASSIFIED
Job Classification Description
 Equal Employment Opportunity

MADERA UNIFIED SCHOOL DISTRICT
 PERSONNEL COMMISSION
 APPROVED MOTION NO. 07-2023/24
 DOCUMENT NO. 05-2023/24
 DATED: July 19, 2023

OCCUPATIONAL THERAPIST

DEPARTMENT/SITE: Special Services	SALARY SCHEDULE: Classified Bargaining Unit
	SALARY RANGE: 65
	WORK CALENDAR: 211 Days
REPORTS TO: Director of Special Services	FLSA: Non-Exempt

PURPOSE STATEMENT:

Under the supervision of the Director of Special Services, the Occupational Therapist assesses, identifies and provides services to students with disabilities in the areas of fine/gross motor skill development, sensorimotor integration, self-care, and activities of daily living. This job class provides training and collaboration with school site and Individual Education Program (IEP) teams and other district personnel. The incumbents in this classification provide the school community with occupational therapy that supports, facilitates, and promotes student learning.

DISTINGUISHING CHARACTERISTICS:

Positions in the class provide occupational therapy service to identified students; provide assessment and consultation to school personnel and families to identify strategies, methods and patterns to ensure students have access to high quality learning options and a variety of activities.

ESSENTIAL FUNCTIONS, DUTIES AND TASKS:

The following alphabetical list of functions, duties and tasks is typical for this classification. Incumbents may not perform all of the listed duties and/or may be required to perform other closely related or department-specific functions, duties and tasks from those set forth below to address business needs and changing business practices.

- Adapts equipment to assure proper positioning and to enhance functional performance of the student, addressing the student’s neuromuscular deficits and needs. May include design and fabrication of equipment or recommendations for purchase of adaptive equipment as needed.
- Administers assessments to determine a student’s level of functioning relative to the student’s age, educational placement in such areas of fine/gross motor skill development, sensory motor integration, self-care and the activities of daily living.
- Attends seminars, conferences, etc. for the purpose of staying current with Occupational Therapy practices; conveying and/or receiving information.
- Conducts professional development, in-service training, and/or direction for instructional assistants, paraprofessionals and District personnel on the role of occupational therapy as an educationally-related service for the purpose of conveying and/or gathering information.
- Consults and collaborates with medical and community agencies who interact with special education programs operated within the District.

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- Demonstrates educational and developmental strategies to students and families for successful home intervention of perceptual, motor, and sensory programs.
- Develops treatment plans, goals, interventions and/or educational materials and determines assistive tools needed for the purpose of improving students' functional abilities enhancing their access and participation in the learning environment.
- Maintains in-depth knowledge of the laws and policies governing Special Education in California as they pertain to the assessment of and delivery of occupational therapy services.
- Performs site visits at multiple work sites including home visits for the purpose of providing direct therapy interventions and assistance as required.
- Provides consultation to educational staff and parents for the purpose of improving capacity in the instructional environment.
- Provides direct occupational therapy service to identified children and classes for the purpose of developing students' ability to access and participate in the school environment in compliance with established goals and objectives.
- Researches resources and methods (e.g. intervention and treatment techniques, assessment tools and methods, community resources, etc.) for the purpose of determining the appropriate approach for addressing students' functional goals.
- Responds to inquiries for the purpose of providing information and/or referral as appropriate. Transports supplies and equipment to a variety of sites for the purpose of ensuring the availability of items as needed.
- Writes assessment reports identifying the student's needs and proposed treatment strategies, writes individual student goals and objectives as part of the IEP, maintains progress records and participates in IEP meetings.
- Performs other related duties as assigned for ensuring the efficient and effective functioning of the work unit and the District, including various mandatory District training

KNOWLEDGE, SKILLS AND ABILITIES

(At time of application)

Knowledge of:

- Occupational therapy strategies, techniques and methodologies in educational settings using evidence-based practices
- Accurately assess the developmental status and educational needs of children and young adults
- Develop and implement treatment plans, goals, and objectives to correct sensory-motor dysfunction
- Evaluation techniques for student assessment of sensory processing and integration, self – regulation, postural reflexes, motor coordination and visual perceptual skills
- Operation of a variety of occupational therapy, mobility, positioning and medical equipment
- Intellectual, sensory and physical development of children and young adults
- Legal requirements, state guidelines, regulations, policies, and procedures as they relate to the field of Occupational Therapy
- Theory of physical and mental rehabilitation underlying the practices of occupational therapy.
- Principles, methods, and objectives of occupational therapy treatment, services, techniques of skeletal anatomy, neuromuscular function and dysfunction; kinesiology and occupational therapy modalities
- Principles of consultation, training, and supervision
- Oral and written communications skills including writing effective, standard-

based student goals and objectives

- Interpersonal skills using tact, patience and courtesy
- District organization, operations, policies, objective and goals

Skills and Abilities to:

- Work effectively with administration, students, parents, staff and community members
- Use a variety of current methods, techniques and practices in occupational therapy
- Communicate effectively both orally in writing
- Establish and maintain cooperative and effective working relationships with others
- Maintain appropriate confidentiality about the status of students, staff, school and district activities
- Meet schedules and timelines
- Independently plan and organize work with little direction
- Monitor and evaluate occupational therapy equipment needs
- Review and analyze medical and therapy reports
- Work effectively with district personnel, community representatives, and interdisciplinary teams
- Read, interpret, apply and explain rules, regulations, policies and procedures
- Operation a variety of therapeutic, sensory- motor and other equipment used in performing occupational therapy services
- Provide accommodations and environmental modifications to increase accessibility to the classroom for students with special needs
- Maintain records and files

RESPONSIBILITY:

Responsibilities include working under limited supervision; following standardized practices and/or methods; providing information and/or advising others; and operating within a defined budget. There is a continual opportunity to affect the organization's services.

JOB QUALIFICATIONS / REQUIREMENTS:

(At time of application and in addition to the Knowledge, Skills and Abilities listed above.)

EDUCATION REQUIRED:

Bachelor's Degree in Occupational Therapy or a related field from an accredited college or university is required. Master's degree in a job-related area is preferred.

EXPERIENCE REQUIRED:

One (1) year of experience providing occupational therapy services for children from birth to age 22, in a school setting working with a multi-disciplinary team. Experience working collaboratively with families and individuals from various ethnic and cultural groups.

LICENSE(S) REQUIRED:

- Valid license from the California Board of Occupational Therapy (CBOT)
- Valid California Class C drivers' license
- First Aid/CPR Certification

CERTIFICATIONS AND TESTING REQUIRED:

- Pass the District's applicable proficiency exam for the job class with a satisfactory score

- After offer of employment, obtain:
 - Criminal Justice and FBI Fingerprint Clearance
 - Negative TB test result plus periodic post-employment retest as required (currently every four years)

WORK ENVIRONMENT / PHYSICAL DEMANDS:

(Must be performed with or without reasonable accommodations)

- Work is primarily indoors and requires sitting for extended periods
- Sitting or standing for extended periods of time
- Dexterity of hands and fingers to operate a computer keyboard and maintain paper files and documents and therapy equipment
- Hearing and speaking to exchange information
- Visual acuity to see/read documents, computer screen and monitor children
- Reaching overhead, above the shoulder and horizontally to utilize therapy equipment
- Bending at the waist, kneeling, or crouching to assist students
- Lifting, carrying, pushing or pulling objects up to 50 pounds
- Pushing or pulling wheelchairs, mobility and other therapy equipment
- Walking to and from designated locations