



LAKESIDE UNION SCHOOL DISTRICT

"Igniting Passion in Today's Students for Tomorrow's Opportunities"

PLEASE POST

Announcement of Classified Position
5/26/2021

Occupational Therapist

Site: Itinerant
Start Date: August 19, 2021
Salary: \$6,008.00 to \$7,325.00 monthly (based on 40 hrs/wk)
Schedule: 20 hrs/wk
10-Month Position

Application must be submitted on edjoin.org no later than June 2, 2021 NOTE: This position is open to current district employees only at this time.

JOB SUMMARY:

Under the direction of the Director, Special Education, assist in determining student's unique physical, sensory, neurological, emotional and mental functions and challenges; provide assessment, consultation and direct occupational therapy treatment and services according to assigned student's Individual Education Program (IEP); develop, plan and implement appropriate treatment to meet individual student objectives; prepare assessments and evaluations of student's occupational therapy needs to ensure student's access to curriculum, functioning in school setting, and education programming and progress appropriate in light of the student's circumstances; prepare and maintain records and reports.

ESSENTIAL DUTIES AND RESPONSIBILITIES:

- Provide direct occupational therapy services according to an assigned student's Individual Education Plan (IEP) or Individualized Family Service Plan (IFSP); identify and evaluate occupational therapy needs of students to help facilitate students to meet their educational goals; administer occupational therapy procedures and modalities to achieve program objectives; monitor treatment scheduling, progress, notes, materials, supplies, and adaptive aids as appropriate.
- Conduct assessments in the areas of sensory, motor, abilities, processing differences, visual motor, self-regulation, self-determination/advocacy, executive functioning, adaptive skills, access to school (determining environmental barriers, travels in / out of the classroom); visual perceptual motor, and self-care/activities; evaluate students using standardized normative based evaluations, clinical observations, clinically derived surveys; score and interpret results, determine program eligibility, and develop recommendations for treatment, interventions, appropriate assistive devices and school placement; assess student needs and abilities regarding access/progress/participation in educational curriculum.
- Develop treatment plans aimed at improving the student's identified areas of function, as they relate to the educational needs; propose individualized goals, accommodations, equipment and strategies to facilitate student learning; assist in identifying the student's priorities, strengths and needs; plan strategies and goals for student's educational performance.
- Identify structural issues to remove barriers for students with physical limitations; identify appropriate assistive technology; set up and maintain motor lab.
- Prepare for and present at the IEP meetings regarding the student's present levels, participate as a member of the IEP team, and present information to other team members as needed.
- Prepare and maintain records and reports as required for compliance with various State, federal, and administrative regulations; maintain activity logs, billing information, treatment plans, notes and medical records pertinent to student care.
- Prepare a wide variety of written materials such as activity logs, correspondence, memos, treatment plans and Medicare/Medicaid billings.
- Inventory and order occupational therapy equipment and office supplies as assigned; set-up therapeutic equipment for treatment sessions.
- Transport supplies and equipment to a variety of sites ensure the availability of items as needed.
- Perform visits at multiple school sites; conduct home visits; drive a vehicle to various sites to conduct work.
- Assist in coordinating the implementation of student's transition plan, programs, goals and outcomes with the IEP team; follows-up, monitor and adjust the occupational therapy program as needed; re-evaluate students' individual occupational therapy plan on a regular basis.

- Communicate with parents, advocates, school personnel, referring physicians, other therapeutic or medical personnel vendors, and outside agencies to exchange information and resolve issues or concerns.
- Train and provide instruction to staff, parents and families concerning appropriate occupational therapy techniques; serve as liaison to District staff, physicians, parents, teachers and other agencies in implementing a treatment plan.
- Operate a variety of office equipment including a computer and assigned software.
- Operate assistive therapeutic equipment, tools and adaptive materials employed in performing occupational therapy services such as postural equipment, sensory regulation tools and related adaptive materials.
- Mentor and collaborate certified occupational therapy assistant (“COTA”) work and case load and cover COTA’s caseload, evaluations and IEP meetings as necessary.
- Using critical clinical analysis from OT expertise, help identify/explain findings found and propose meaningful “Best Practice” suggestions for the team to consider when making plans for addressing the concerns noted.
- Provide RTI (response to Intervention Tier I to general education classes as needed (teaching self-regulation, impulse control, basic fine motor training on whole classroom basis, etc).
- Administer basic first aid and CPR as needed.
- Attend and participate in meetings, workshops, and seminars to maintain skills and be informed to the policies/goal/mission of the school and District.

OTHER DUTIES:

- Perform related duties as assigned.

QUALIFICATIONS:

To perform this job successfully, an individual must be able to perform each essential duty satisfactorily. The requirements listed below are representative of the knowledge, skill and/or ability required. The work environment characteristics and physical demands described here are representative of those an employee encounters while performing the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

Knowledge of:

- Occupational therapy strategies, techniques and methodologies in educational settings.
- Applicable laws and regulations concerning medical records and therapeutic services.
- Applicable sections of the Individuals with Disabilities Education Act, State Education Code and special education and other laws relative to occupational therapy services.
- Methods, materials and equipment used to alter existing or fabricate specialized therapy equipment.
- Current methodology and practices, including fine, visual and gross motor skills, sensory integration and functional self-help skills. Techniques used in the assessment and treatment of disabilities.
- Professional code of ethics related to Occupational Therapy.
- Awareness of the American Association of Occupational Therapy (“AOTA”).
- Methods of individual and group occupational therapy.
- Clinical reasoning, interpreting, scoring, and administration of assessments.
- Sensory processing and integration, self-regulation, postural reflexes, motor coordination, standardized tests, task analysis, technology and visual perceptual skills.
- Oral and written communication skills.
- Record-keeping, filing, research and report preparation techniques.
- Principles of training and providing work guidance to assigned staff.
- Health and safety regulations.
- Handling/lifting techniques for safety for self and the student.
- Awareness of / ability to assist in defining medical conditions, “access” strategies/safety strategies, and when to “refer” to nurse/parent as needs change/arise when the more involved student is in attendance on the school campus.
- Use of assistive devices related to occupational therapy.
- Interpersonal skills using tact, patience and courtesy.
- Mathematical calculations.

Skills/Ability to:

- Provide assessment, consultation and direct occupational therapy treatment and services to students with special needs.
- Prepare assessment and related reports.
- Determine and evaluate treatment; communicate effectively.
- Establish and maintain cooperative and effective working relationships with others.
- Monitor and evaluate equipment needs.

- Prepare written evaluations and review medical and therapy reports.
- Train and monitor school personnel to ensure optimal strategies/ideas utilized to carry-out of objectives outlined in the IEP or for safety/access.
- Critical clinical analysis, interpret/synthesize information / findings and apply and explain treatment approaches/handling/rationale to IEP team members.
- Interpret, apply and explain treatment approaches and rationale to IEP team members.
- Read, interpret, apply and explain rules, regulations, policies and procedures.
- Maintain current knowledge of related technological advances and other matters.
- Operates assistive therapeutic equipment, tools and adaptive materials used in performing occupational therapy services.
- Operate a variety of office equipment, a computer and assigned software.
- Maintain records and files.
- Prioritize and schedule work.
- Meet schedules and timelines.
- Observe health and safety regulations.
- Perform basic first aid and CPR as required.
- Gather, collate, and classify data.

Education and Experience:

Any combination of experience and training that would likely provide the required knowledge and abilities is qualifying. A typical way to obtain the knowledge and abilities is:

- Master's degree from an accredited program verified by the Accreditation Council for Occupational Therapy Education ("ACOTE") and consistent with licensing requirements.
- Two years working experience as a licensed occupational therapist.

Licenses, Certifications and other Requirements:

- Valid California Class C Driver's License and Evidence of Insurability.
- Occupational Therapist License Valid Board certification from the National Board of Occupational Therapy (NBCOT).
- Sensory Processing Deficits and Differences Training (preferred)
- Valid License from the California Board of Occupational Therapy (CBOT).
- Valid First Aid and CPR certification.

WORKING CONDITIONS:

Work Environment:

- Indoor office/classroom environment/outside-playground.
- Driving a vehicle to conduct work.

Physical Demands:

- Dexterity of hands and fingers to operate therapy equipment.
- Seeing to monitor children and read a variety of materials.
- Reaching overhead, above the shoulders and horizontally to utilize therapy equipment.
- Sitting or standing for extended periods of time while working with students.
- Bending at the waist, kneeling or crouching to assist students.
- Hearing and speaking to exchange information.
- Pushing or pulling wheelchairs, mobility toys and other adaptive equipment.
- Lifting and carrying moderately heavy objects and adaptive equipment.
- Walking indoors and outdoors to transition between classes and services.

Hazards:

- Potential close contact with impulsive or aggravated students.
- Potential contact with blood or body fluids.

The information contained in this job description is for compliance with the Americans with Disabilities Act (A.D.A.) and is not an exhaustive list of the duties performed.

APPLICATION PROCEDURE:

APPLY TO:

www.Edjoin.org

Password: 1234

An Affirmative Action/Equal Opportunity Employer
GENERAL INFORMATION CONCERNING CLASSIFIED EMPLOYMENT

CLASSIFIED EMPLOYEES: All persons hired in a non-teaching position or one not requiring a California credential is considered a part of the classified service.

APPLICATION FOR EMPLOYMENT: Persons interested in employment must complete an application furnished by the District and return it to the Personnel Office by the closing date and time indicated on the job announcement.

CITIZENSHIP: Applicants must either be U.S. Citizens or legal resident aliens with U.S. Immigration Service approval to work.

OATH OF ALLEGIANCE: New employees must sign and agree to abide by the provisions of the State of California Loyalty Oath.

CERTIFICATE OF TUBERCULOSIS EXAMINATIONS: All new employees are required to submit proof of having a negative tuberculosis skin test/X-ray. A copy of a tuberculosis test dated within the last four years on file at another school district is valid.

FINGERPRINTING: Assembly Bill 1610 requires that criminal background checks be completed on all applicants for classified employment before they commence work. Two sets of fingerprints will be submitted to the Department of Justice for the purpose of obtaining a criminal record summary from the Department of Justice and the Federal Bureau of Investigation. This requirement is a condition of employment. The applicant is required to pay \$40 processing fee.

PRE-PLACEMENT MEDICAL EXAMINATION: Offer of employment is contingent upon satisfactory completion of a medical examination at districts expense, which includes drug and alcohol screening.

SOCIAL SECURITY: A social security card must be presented at time of employment.

RETIREMENT: Classified employees who work halftime or more become members of the California Public Employees Retirement system combined with the Federal Social Security Program.

STARTING SALARY: New classified employees normally start on the first step of the salary range to which the position is assigned. In some instances placement may be on a higher step, as determined by the District, based upon experience, education, training and districts needs. New employees must propose placement at a higher step at the time of hire. The District Superintendent will make final determination of placement.

BENEFITS: Medical/Dental/Life Insurance, Paid Holidays, Vacation, Sick Leave, etc. are available to all classified employees as determined by the California State Education Code and/or the current bargaining unit agreement.

DISCRIMINATION

Complaints that allege unlawful discrimination on the basis of ethnic group identification, religion, age, sex, color, or physical or mental disability in any program or activity conducted by the District, which is funded directly by, or which receives or benefits from any state financial assistance, shall be initially filed, in writing, with the Superintendent not later than six (6) months from the date the alleged discrimination occurred, or the date the complainant first obtained knowledge of the facts of the alleged discrimination. The time line for filing a complaint may be extended by not more than ninety (90) days by submitting a written request, setting forth good cause, to the Superintendent. The request for an extension will be responded to immediately. The Assistant Superintendent, Educational Services, will conduct investigation of the complaint. An initial investigative meeting will be held within five (5) working days of receiving the complaint. Within sixty (60) days from receipt of the complaint, the Assistant Superintendent, Educational Services, or designee, shall complete the investigation of the complaint and prepare a written decision. The District's decision may be appealed to the California Superintendent of Public Instruction within fifteen (15) days of receiving the decision.