



Job Description

Title: Occupational Therapist	FLSA Status: Non-Exempt	Months: 10
Supervisor: Director of Special Education	Supervises: N/A	Range: 38
Department: Student Services	Bargaining Unit: Classified	Approved: 6/11/2026

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.
- 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.