



**Job Title:** Occupational Therapist  
**Reports To:** Special Education Director/Building Principal  
**FLSA Status:** Exempt

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### **JOB SUMMARY**

The Occupational Therapist assesses fine motor/functional skills, identifies educationally-relevant accommodations/adaptations and/or develops and implements instructional or therapeutic interventions, as indicated, for students. This position exercises professional judgment and utilizes clinical knowledge to develop individualized programming for students based upon screening and evaluation. This position may supervise Certified Occupational Therapy Assistants as necessary and provide information relative to functional physical development level to students, parents, teachers and significant others. This is an in-person position.

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### **ESSENTIAL REQUIREMENTS**

*To perform this job successfully an individual must be able to execute each requirement satisfactorily. The requirements listed below are representative of the knowledge, skill, and/or ability needed for the position.*

1. Valid Oregon Occupational Therapy License.
  2. Knowledge of etiology, characteristics and prognosis of major conditions that affect children's development and impede educational access.
  3. Knowledge of a variety of evaluation techniques.
  4. Knowledge of normal developmental sequences and learning patterns.
  5. Ability to work as part of a multidisciplinary team.
  6. Ability to establish and maintain an effective online learning environment.
  7. Possess excellent time management skills which includes the ability to set goals, focus, organize, prioritize, communicate and delegate.
  8. Ability to assist in the development, revisions and evaluation of the curriculum and instructional services.
  9. Ability to assist in the development of school plans and organizational procedures for the health, safety, discipline and conduct of students as established in district procedures.
  10. Ability to serve as liaison between the school and community, interpreting activities and policies of the school and encouraging parent involvement with the school.
  11. Ability to provide direction to others and to make independent judgments.
  12. Ability to work harmoniously with others and to communicate effectively (both orally and in writing) with students, parents, teachers and community.
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### **ESSENTIAL DUTIES AND RESPONSIBILITIES**

*Essential duties of this position include the following. Employees in this position perform some or all of the following tasks. Other duties may be assigned.*

1. Assesses students' fine and gross motor skills and functional abilities (e.g. perceptual-motor, hand function, motor coordination, sensory development, muscle strength, oral motor/feeding) for the purpose of determining program eligibility and developing recommendations for occupational therapy treatment, appropriate assistive devices and/or curriculum access.

2. Collaborates and consults with staff, parents, physicians, and other professionals for the purpose of communication information, developing plans for service, resolving issues and coordinating occupational therapy services with those of other disciplines.
3. Develops treatment plans, interventions, and/or educational materials from the IEP for the purpose of remediating students' motor skill deficits.
4. Provides direct occupational therapy services for the purpose of developing students' daily living skills in compliance with established goals and objectives.
5. Directs the work of assigned COTA's and Educational Assistants for the purpose of providing guidance and ensuring that program objectives are achieved.
6. Identifies structural issues for the purpose of removing barriers for students with physical limitations and/or identifying appropriate technology and assistive equipment.
7. Consults with students, parents and staff for the purpose of providing information on medical/behavioral attributes, use of assistive devices and/or implementing plans for remediation of functional limitations.
8. Interprets medical and academic reports for the purpose of providing information and/or ensuring that treatment/intervention plans are appropriate.
9. Prepares a wide variety of written materials (e.g. activity logs, correspondence, treatment plans, evaluations, reports, etc.) for the purpose of documenting activities, providing written reference, and/or conveying information.
10. Maintains accurate, complete and confidential records as required by law and District policy and regulations.
11. Uses professional judgment to determine what service delivery model is appropriate to meet the student's educational needs (e.g. direct, indirect service on behalf of the student, consultation, collaboration, group interventions).
12. Researches best practices and methods (e.g. intervention and treatment techniques, assessment tools and methods, community resources) for the purpose of determining the appropriate approach for addressing students' functional goals.
13. Uses professional Code of Ethics and standards of practice to guide ethical decision-making in practice.
14. Transports supplies and equipment to a variety of sites for the purpose of ensuring the availability of items as needed.
15. Demonstrates an awareness of and sensitivity to multicultural and multilingual values and environments.
16. Maintains the integrity of confidential information relating to a student, family, colleague, or district patron, and uses or relays academic, social, or personal information only in the course of performing assigned responsibilities and in the best interest of the individuals involved.
17. Follows all laws, District policies, rules, regulations, memos, announcements, and reasonable requests by proper authority.
18. Maintains regular attendance at work and work activities, and is punctual in meeting deadlines, attending meetings, and following schedules.
19. Perform other duties as assigned by Supervisor.

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### **MARGINAL DUTIES AND RESPONSIBILITIES**

*Marginal duties of this position include the following. Employees in this position perform some or all of the following tasks. Other duties may be assigned.*

1. Attends in-service trainings and staff meetings.
2. Serve on school committees and councils.
3. Complies with professional development activities as required by the District.
4. Report issues to authorities as necessary, animal control, suspicious activity, etc.
5. Reports safety, sanitary and fire hazards immediately to the supervisor.

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## SUPERVISORY RESPONSIBILITIES

All school employees have some responsibility for supervising students and assisting in maintaining a safe environment at all times.

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## 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. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

- **Education, Certificates, Licenses, Registrations:** Must hold an undergraduate degree, a valid Oregon Occupational Therapy License, a valid Driver License, and ability to obtain a valid CPR/First Aid card.
- **Experience:** Demonstrated ability to successfully work with students and the public in a school setting. Actively seeks out and participates in professional development activities designed to improve professional competence.
- **Interpersonal Skills:** Interacts professionally with teachers, staff, members of the community and students. Must be able to work independently as well as with other employees and/or administrators in a positive, productive manner. Focuses on solving conflict; maintaining confidentiality; listening to others without interrupting; keeping emotions under control; remaining open to others' ideas and contributing to building a positive team spirit.
- **Language Skills:** Ability to communicate fluently verbally and in writing in English. Ability to communicate with individuals of varied cultural and educational backgrounds. Ability to respond to common inquiries, questions or complaints from students, parents, staff or members of the community. Ability to draft simple correspondence and some routine reports. Ability to read and interpret documents such as safety rules, operating and maintenance instructions and procedure manuals. Ability to effectively present information to a group.
- **Mathematical Skills:** Ability to provide students with an intuitive understanding of the concepts of math at the established grade-level standards.
- **Reasoning Ability:** Ability to apply common sense understanding to carry out instructions furnished in written, verbal or diagram form. Ability to deal with problems involving several concrete variables in standardized situations.
- **Computer Skills:** Proficiency in the usage of database software, internet software, and email. Ability to proficiently use the following programs: TieNet, Frontline, PowerSchool, Zoom or similar platform, MS Word, Excel, Google Mail, Google Docs and other software adopted by the District. Ability to type accurately and proficiently.
- **Other Skills and Abilities:** Ability to appropriately communicate with students, teachers, families, members of the community and others including vendors, law enforcement and other agencies. Ability to exercise good judgment and work in an environment with constant interruptions. Holds expectations for high performance of self and students. A belief that all students can learn.
- **Certificates, Licenses, Registrations:** Certificates as determined by the District. Ability to obtain a valid CPR/First Aid card, Oregon Driver License and technology related certification(s). Completion of SafeSchools online training required yearly.

## PHYSICAL DEMANDS

The physical demands described here are representative of those that must be met by an employee to successfully perform the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

While performing the duties of this job, the employee is regularly required to talk or hear. The employee is frequently required to walk, sit, use hands for fine manipulation, handle or feel and reach with hands and arms. The employee may be required to stand and stoop, kneel, crouch or crawl. The employee may regularly lift and/or move up to 25 pounds and occasionally up to 75 pounds. The employee may occasionally climb stairs or ladders. Specific vision abilities required by this job include close, distance and peripheral vision, depth perception and ability to adjust focus.

## Work Environment

The work environment characteristics 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. In-person meetings or in-person services are required.

As an exempt, licensed employee you will occasionally perform work beyond a normal 40-hour work week when workload requires.

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## OTHER

**Note:** This is not necessarily an exhaustive or all-inclusive list of responsibilities, skills, duties, requirements, efforts, functions or working conditions associated with the job. This job description is not a contract of employment or a promise or guarantee of any specific terms or conditions of employment. The school district may add to, modify or delete any aspect of this job (or the position itself) at any time as it deems advisable.

Prepared By: HR Department	Prepared Date: February 2025
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I have read and understand this job description. My signature acknowledges that I am capable of performing the essential functions of this position with or without reasonable accommodations.

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Employee

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Date