



Fremont Union High School District

Position: Occupational Therapist

Department/Site:	District/Multi-site	Range:	123
Reports to/ Evaluated by:	Coordinator Special Services	Work Year:	183/225
		Months:	10/11

Summary of Basic Functions and Responsibilities

Under the direction of the FUHSD Special Services Administrative Staff, the Occupational Therapist will be part of a multi-disciplinary team assessing student needs and determining appropriate interventions. School based occupational therapy assessments typically focus on the specific skills the child needs in order to be successful in the school environment such as seated posture, grasp and control of classroom tools, self-regulation, etc. In many cases, school based occupational therapists will also focus on the development of sensory-motor foundation skills. The Occupational Therapist provides training throughout the district on support strategies while maintaining case management services for identified students at various sites. Individual or program services needed for the summer academy/extended school year session will be determined based on IEP/program development and offered as part of the regular summer academy staffing process. It is essential that the Occupational Therapist understands and works effectively with people of differing cultures.

Essential Duties & Responsibilities:

Incumbents may perform any combination of the essential functions shown below. This position description is not intended to be an exhaustive list of all duties, knowledge, or abilities associated with this classification but is intended to accurately reflect the principal job elements.

- Administer complete educationally related assessments including observations, record review, standardized/non-standardized testing in areas of suspected disability. Interpret results, provide a comprehensive written report, and present findings at IEP meetings.
- Formulate and implement an individual treatment plan as it relates to the assessment, educational implication, and IEP goals and objectives. Provide updates to parents through regular goal updates and IEP meetings as needed.
- Chart daily notes related to therapy activities and student's responses.
- Adapt environment, equipment, materials and activities according to the needs of the student.
- Maintain safe equipment and clinic environment.
- Communicate and collaborate with other staff and family members as a means of effectively infusing therapy activities in home and school so as to optimize the overall program and progress of the student.
- Conduct professional development sessions and other training programs for both school staff and parents as to the role and scope of Occupational Therapy in the intervention program of the School District.
- Provide direct training and assistance to support staff directly involved with a student.

- Be responsible for scheduling treatments, transportation (if indicated), meetings and other associated responsibilities.
- Develop procedures, reporting forms and records to manage the program and comply with educational standards, state and federal timelines.
- Reevaluate student performance, a minimum of one time a year, including a written report, update of goals and objectives and make recommendations for future therapy needs.
- Attend workshops, professional development, training seminars and other continuing education sessions to foster growth and educationally related practice.
- Attend team and service provider meetings regularly.
- Complete and submit required IEP documentation.
- Performs other duties as assigned that support the overall objective of the position.

Qualifications

Required Education:

- Possession of a certificate of registration with the National Registry of the American Occupational Therapy Association.
- Valid Occupation Therapist license from the California Board of Occupation Therapy.

Required Experience:

- A minimum of two years of experience working in a clinical setting, some preferably within a public school setting.

Desirable Experience:

- Successful experience demonstrating tact, courtesy, positive attitude, and maintaining cooperative relationships with those contacted during the course of work.
- Experience working effectively with a multi-cultural community, and with service agencies and organizations.
- Bilingual and biliterate.

Personal Knowledge and Skills:

- Knowledge of sensory integration therapy and application in the treatment of autism, Pervasive Developmental Disorder and associated regulatory disorders.
- An understanding of developmental foundations and neurodevelopmental implications as related to learning/behaviors and educational success.
- Clear understanding of the difference of an educational versus medical model in determining appropriate school-based therapy services.
- Knowledge and understanding of state and federal special education regulations, guidelines and timelines.
- Possess sound written and verbal communication skills.
- Strong public speaking and presentation skills.
- Excellent time and material organizational skills.
- Ability to constructively engage in rapidly changing educational situations.
- Keen observation, listening and interactive skills, vital for developing professional relations.
- Knowledge of learning disabilities, emotional disturbances, autism spectrum disorders, and intellectual disabilities.

- Ability to assess the needs of children and develop appropriate assessment and plans required.
- Must possess leadership skills and be able to work independently.
- Must be able to work with a flexible schedule.

Required Licenses & Certificates:

- A valid driver's license.
- Fingerprint clearance from the Department of Justice and Federal Bureau of Investigation.

Working Conditions:

Environment: Indoor classroom and community-based settings. Occasional public contact with emotional, dissatisfied, or demanding individuals.

Physical Requirements: Hearing and speaking to exchange information and on the telephone; seeing to read, prepare and proofread documents; sitting for extended periods of time; dexterity of hands and fingers to operate a computer keyboard and other office equipment; kneeling, bending at the waist, and reaching overhead, above the shoulders and horizontally, to retrieve and store files and supplies; lifting light objects.

Approved by the FUHSD Board of Trustees at their regular meeting on May 2, 2023.