

Approved By: Governing Board

Date Approved: \_\_\_\_\_

Reviewed and Agreed to by: \_\_\_\_\_

Date: \_\_\_\_\_

## **Litchfield Elementary School District #79**

### **Position Description**

#### **Title**

**Occupational Therapist**

#### **Qualifications**

1. Bachelor's degree in Occupational Therapy.
2. Such alternatives to the above qualifications as the Board may find appropriate and acceptable.

#### **Reports To**

Building Principal

#### **Performance Responsibilities**

##### **Program Planning and Evaluation**

1. Assist in designing a District-wide program in sensory-motor development to meet the needs of all students.
2. Assist in scheduling the sensory-motor program in cooperation with Special Service Staff and regular classroom staff.
3. Implement the sensory-motor program to provide remediation of developmental lags.
4. Maintain a pre- and post-evaluation of all students in the sensory-motor program.
5. Develop a follow-up procedure of students who have or are receiving the sensory-motor program.
6. Assist in the evaluation of materials.
7. Submit budget request needs.
8. Maintain program inventory of equipment and supplies.
9. Participate in the developing of a District in-service education program.
10. Participate in assessing the children's needs in the area of sensory-motor development.

##### **Communication**

1. Maintain lines of communication with:
  - a. Staff teachers
  - b. Grade-level chairman

- c. Students-special needs
  - d. Parents
  - e. Special Education Coordinator
  - f. Principals
2. Kinds of communication:
- a. Faculty meetings
  - b. Grade level and Special Service meetings
  - c. Dissemination of pertinent announcements and procedures
  - d. Parent-student-teacher conferences
  - e. Professional literature
  - f. Relate to the Principals and Special Education Coordinator all items of concern
  - g. Submit reports to the administration and Special Education Coordinator as requested

### **Supervision**

- 1. Maintain proper and adequate supervision of student at all times.
- 2. Assist in supervising students in related extra-curricular activities.

### **Professional Preparation and Growth**

- 1. Possess a broad knowledge of occupational therapy and able to transfer this knowledge into program activities. This would include a strong background in normal and abnormal development including neurology.
- 2. Responsible for maintaining his/her personal growth and development in the areas of special education and sensory-motor development.
- 3. Subscribe to professional literature pertinent to the field of Special Education and/or sensory-motor development.
- 4. Willing to participate in self-evaluation activities in order to improve one-self/professional outlook.

### **Terms of Employment**

Salary and work year to be established by the Governing Board.