

MINOOKA COMMUNITY CONSOLIDATED SCHOOL DISTRICT 201

JOB DESCRIPTION

Job Title: **Occupational Therapist** Reports To: **Building Principal and/or Director of Student Services**
Pay/Pay Range: **Per MEEA Contract** FLSA Status: **Exempt**
Pay Schedule: **Bi-weekly over 26 pays** Work Schedule: **8 hrs/day**
Prepared/Revised Date: **April 2026** Work Year: **181 Days + up to 10 additional days if necessary**

SUMMARY: The Occupational Therapist plans and provides therapeutic interventions and therapy to students with cognitive, physical or emotional disabilities in an effort to increase functioning and independence which will lead students to experience productive and satisfying lives, all of which furthers the District's mission and vision. While Occupational Therapists are assigned to specific buildings to service students, they are district-based employees deployed in a manner that remains responsive to the student populations requiring services; as such, building designations across the district's seven campuses remain fluid throughout the school year to accommodate shifting student needs and caseloads.

ESSENTIAL DUTIES AND RESPONSIBILITIES: *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. The frequency and percentage of time of duties may vary based on building assignment.*

Job Tasks & Descriptions
1. Plan and provide direct and consultative services consistent with the occupational therapy goals contained in students' Individual Education Plans (IEP)
2. Evaluate student progress resulting in recommendations regarding eligibility for services related to occupational therapy needs.
3. Consult with school staff, administration, and parents to improve students' motor and sensory-motor functioning.
4. Collaborate with school staff and/or parents in developing, implementing, evaluating, and maintaining occupational therapy.
5. Consult and collaborate with medical and other community providers, as appropriate.
6. Participates(actively) in Inservice training programs, committee meetings, and attends trainings/workshops that enhance knowledge of job responsibilities and occupational therapy.
7. Function as a member of the special education team in providing occupational therapy services to students with Individual Education Plans (IEP).
8. Complete observations to provide regular education and special education teachers with activity ideas, adaptations and or accommodations within their classrooms to address student delays/difficulties.
9. Present staff development as necessary. Conduct one-on-one consultation with teachers/staff, parents and others to assist with the selection and use of adaptive equipment and material that will enhance student learning and independence.
10. Collaborate with school staff and administration on creation of an environment that is conducive to learning and appropriate for the maturity level, interests and needs of each student.
11. Performs other tasks and responsibilities as assigned by direct supervisor(s).

EDUCATION AND RELATED WORK EXPERIENCE:

- ☐ Master's degree in Occupational Therapy or related program
- ☐ Experience in or interest in working with young children with a variety of needs.

LICENSES, REGISTRATIONS or CERTIFICATIONS:

- ☐ Current license from State of Illinois, Department of Financial and Professional Regulation (IDFPR)
- ☐ Current certification from the National Board for Certification in Occupational Therapy (NBCOT)

- ☐ Valid driver's license
- ☐ Criminal background check required for hire; employment contingent on appropriate results.
- ☐ Certification in CPI (or willingness to obtain certification and maintain yearly)

TECHNICAL SKILLS, KNOWLEDGE & ABILITIES:

- Advanced oral and written communication
- English language skills required; Bilingual oral and written communication skills preferred but not required
- Advanced interpersonal skills
- Advanced leadership, management, problem solving, collaboration, team-building skills, and organizational skills
- Advanced knowledge of instructional strategies for students with medical needs, autism, developmental delay, specific learning disabilities, behavior disorders, and other health impairment.
- Ability to develop an understanding of the processes, creation and requirements of Individual Education Plans and Section 504 plans
- Treats others with respect, works with integrity and ethics, and demonstrates teamwork skills
- Ability to manage multiple tasks with frequent interruptions, to use time efficiently, to demonstrate attention to detail, to follow instructions and respond to management direction
- Ability to promote and follow Board of Education policies, Superintendent directives, and building and department practices and procedures
- Ability to communicate, interact and work effectively and cooperatively with people from diverse ethnic and educational backgrounds
- Ability to recognize the importance of safety in the workplace, follow safety rules, practice safe work habits, utilize appropriate safety equipment, direct staff regarding safety expectations, correct unsafe conditions/practices, and inform the Supervisor regarding any urgent conditions

MATERIALS AND EQUIPMENT OPERATING KNOWLEDGE:

- Operating knowledge of and experience with personal computers, peripherals, and office software
- Operating knowledge of and experience with typical office equipment, such as telephones, copier, fax machine, E-mail, etc
- Operating knowledge of and experience with collaborative software, such as Google Suite, Microsoft One or similar sharing tools
- Operating knowledge of and experience with education software, including student information systems, special education reporting software, and electronic health record software

REPORTING RELATIONSHIPS & DIRECTION/GUIDANCE:

	POSITION TITLE
Reports to:	Building Administration and/or Assistant Superintendent of Student Services

	POSITION TITLE	# of Employees
Direct Reports:	None	

PHYSICAL REQUIREMENTS & WORKING CONDITIONS: *The physical demands, work environment factors and mental functions described below 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.*

PHYSICAL DEMANDS: While performing the duties of this job, the employee is regularly required to talk and hear. The employee is frequently required to sit; stand; walk; use hands and fingers to handle or feel; and reach with hands and arms. The employee frequently required to stoop, kneel, crouch, or crawl. The employee must occasionally lift and/or move a

minimum of 51 pounds. The employee may be required to respond to a child in crisis and employ approved restraint techniques. Specific vision abilities required by this job include close vision and ability to adjust focus.

WORK ENVIRONMENT: The noise level in the work environment is usually moderate.

MENTAL FUNCTIONS: While performing the duties of this job, the employee is regularly required to compare, analyze, communicate, coordinate, synthesize, use interpersonal skills, compile, compute, evaluate, and negotiate. The employee is occasionally required to instruct and copy.