



Occupational Therapist

BASIC FUNCTION

The Occupational Therapist promotes the education of students with disabilities by providing screening, evaluation, intervention and consultative services. Provides information to, and establishes relationships with, educational personnel and community agencies regarding total program planning. Observes screens and evaluates students with sensory motor or physical disabilities to determine current level of performance, determines level of service, and drafts collaborative individual education program (IEP) goals and objectives.

REPRESENTATIVE DUTIES

The classification specification does not describe all duties performed by all incumbents within the class. This summary provides examples of typical tasks performed in this classification.

- Observes, screens and evaluates students with sensory motor or physical disabilities to determine current level of performance, determines level of service, and drafts collaborative individual education program (IEP) goals and objectives.
- Develops and implements direct, indirect and consultative services based on individual assessment results and planning intervention goals.
- Adheres to established rules, regulations and laws, and works cooperatively to accomplish the goals and objectives of the local education agency.
- Establishes the procedures for implementing occupational therapy program and participates in the administration, management and maintenance/expansion of the occupational therapy program.
- Provides information to develop and maintain support for the objective of occupational therapy services and establishes relationships with administrators, school personnel, parents and non-school agencies to facilitate the education of students with sensory motor/physical disabilities.
- Demonstrate a commitment to the Portland Public Schools Racial Equity and Social Justice Commitment by developing a thorough knowledge and application of the district Racial Educational Equity Policy, the PPS RESJ Framework and Plan, and the PPS RESJ Partnerships Investment Strategy and other board policies; participate in staff development, in-services and trainings related to diversity, equity and inclusion in the workplace and in K – 12 education; model appropriate behaviors; develop, recommend and implement improvements to educational practices with awareness and understanding of their impact in a racially and culturally diverse community.

Note: At the end of some of the duty statements there is an italicized “E”, which identifies essential duties required of the classification. This is strictly for use in compliance with the Americans with Disabilities Act.

KNOWLEDGE AND ABILITIES

The following knowledge and abilities are in addition to those outlined in the classification.

Knowledge of:

- Understanding of special education services
- Experience in the area of pediatrics is desirable

Ability to:

- Use a variety of technologies and software programs, such as Microsoft Office Suite, Google Suite, PeopleSoft, district payroll systems and other software programs.

EDUCATION AND EXPERIENCE

Education: Bachelor's Degree. Must meet current certification requirements as set forth by the American Occupational Therapy Association and must be currently licensed by the Oregon Occupational Therapy Licensing Board.

Any other combination of education and experience that would likely provide the required knowledge and abilities may be considered.

Special Requirements:

Work hours may include on- and off-campus evening and weekend activities and meetings and district, school and student functions.

Some positions in this classification may require the use of a personal automobile and possession of a valid Class C Oregon driver's license.

WORKING CONDITIONS

The working conditions are outlined in the job classification for the position and are representative of those that must be met by an employee to successfully perform the essential functions of this job. Persons with certain disabilities may be capable of performing the essential duties of this class with or without reasonable accommodation, depending on the nature of the disability.

Work Environment: Work is performed primarily in an elementary, middle, K-8, Alternative and/or High School campus environment with extensive student, parent and public contact and frequent interruptions. Work hours may include on- and off-campus evening and weekend activities, meetings and district, school and student functions.

Hazards: Employees may be subject to temperature extremes, fumes, odors, dust and exposure to bodily fluids and blood.

Physical Demands: Primary functions require sufficient physical ability and mobility to work in a school

classroom, playground and campus setting; dexterity of hands and fingers to operate a computer keyboard and other classroom, library and business equipment; sitting, standing and walking for extended periods of time; kneeling, bending at the waist; lifting, pushing, pulling and carrying school equipment, supplies and materials weighing up to 50 pounds; repetitive hand movement and fine coordination to use a computer keyboard; emotional stability to work effectively under pressure and to keep all aspects of the job under control; hearing and speaking to exchange information in person or on the telephone; seeing to read, prepare and assure the accuracy of documents.

Remote Work Eligibility: Not eligible

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| <i>FLSA:</i> Exempt | <i>Approval Date:</i> |
| <i>Classification:</i> | |
| <i>Job Code</i> 1107 | |
| <i>Bargaining Unit:</i> PFSP | |
| <i>Salary Grade:</i> Per Contract | |
| <i>Work Year(s):</i> 192 | |

Portland Public Schools recognizes the diversity and worth of all individuals and groups and their roles in society. The District is committed to equal opportunity and nondiscrimination in all its educational and employment activities. The District prohibits discrimination based on race; national or ethnic origin; color; sex; religion; age; sexual orientation; gender expression or identity; pregnancy; marital status; familial status; economic status or source of income; mental or physical disability or perceived disability; or military service (Board of Education Policy 1.80.020-P).

Human Resources partners with district leadership to recruit, develop, and support a culturally diverse workforce dedicated to the highest standards of equity and achievement that creates an environment of empowerment and success for our students, employees, and the communities we serve.