

# JOB DESCRIPTION

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BOARD OF EDUCATION  
FAIRFIELD, NJ

CERTIFICATED STAFF  
JOB DESCRIPTION

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**TITLE:** OCCUPATIONAL THERAPIST

**QUALIFICATIONS:**

1. Valid New Jersey Occupational Therapist Credentials
2. Minimum experience as determined by the board
3. Broad knowledge of the psychosocial growth and development of exceptional children and the principles of occupational therapy to promote health and wellness in daily life and school related functions.
4. Demonstrated ability to effectively work with students, parents and community groups and agencies
5. Strong leadership and communication skills
6. Required criminal history check and proof of U.S. citizenship or resident alien status

**REPORTS TO:** Supervisor of Special Services

**SUPERVISES:** Non-supervisory. Works with child study team members, guidance counselors, special education and general education teachers, as well as health services personnel.

**JOB GOAL:**

To assist students who have difficulty in achieving a healthy and balanced lifestyle, to enable them to participate to their potential in daily occupations of life, and to enable all pupils to benefit from their educational opportunities to the fullest by eliminating or ameliorating those problems that prevent or interfere with student learning.

**PERFORMANCE RESPONSIBILITIES:**

Delivery of Educational Services

1. Provides pupil services and special education; coordinates occupational therapy with other educational services. Evaluates existing programs and makes recommendations for improvements.
2. Provides customized intervention programs to improve students' ability to perform daily activities: Comprehensive home and job site evaluations with adaptation recommendations.
  - a. Performance skills assessments and treatment.
  - b. Adaptive equipment recommendations and usage training.
  - c. Guidance to family members and caregivers.

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3. Keeps informed of all legal requirements governing special education and ensures that all requirements under administrative code, state/federal law, and board policy are met.
4. Recommends policies and programs essential to the needs of students needing occupational therapy.
5. Follows established procedures for evaluation, placement, and reappraisal of students in need of special education and/or related services.
6. Assists with home instruction for homebound or hospitalized students.
7. Assumes responsibility for district compliance with regulations regarding occupational therapy.
8. Schedules visual and auditory screening with the school nurse. May recommend other screenings (i.e. psychological, neurological) upon collaboration with the full Child Study Team.

## Contact with Parents and Community

1. Initiates, facilitates, and maintains liaison with community agencies and other resources to meet pupils' special needs. Refers parents and child to agencies when appropriate
2. Interprets the objectives of the district's pupil services program to parents, students, staff and the community

## Program Planning, Evaluation and Reporting

1. Cooperates with building Principal and Supervisor of Special Services to plan, coordinate, and evaluate the pupil services program.
2. Participates in the development and implementation of inservice programs.
3. Assumes responsibility for the preparation and timely submission of all required reports, and for timely input into reports prepared by others.

## Other

1. Maintains personal professional competence and continuous improvement through in-service education and other professional growth activities.
2. Performs other related duties as may be assigned by the Superintendent.

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## TERMS OF

**EMPLOYMENT:** Work year and salary to be determined by the board.

## ANNUAL

**EVALUATION:** Performance of this job will be evaluated annually in accordance with NJ State law and the provisions of the board's policy on evaluations

## LEGAL REFERENCES:

<u>N.J.S.A.</u> 10:5-1 et seq.	Law Against Discrimination
<u>N.J.S.A.</u> 18A:6-7.1	Criminal history records; employee in regular contact with pupils;
<u>N.J.S.A.</u> 18A:6-10	Dismissal and reduction in compensation of persons under tenure in public school system
<u>N.J.S.A.</u> 18A:16-2	Physical examinations; requirement
<u>N.J.S.A.</u> 18A:26-1	Citizenship of teachers, etc.
<u>N.J.S.A.</u> 18A:26-1.1	Residence requirement prohibited
<u>N.J.S.A.</u> 18A:26-2	Certificates required; exception
<u>N.J.S.A.</u> 18A:27	Employment and contracts
<u>N.J.S.A.</u> 18A:28-3	No tenure for noncitizens
<u>N.J.S.A.</u> 18A:28-5	Tenure of teaching staff members
<u>N.J.S.A.</u> 18A:28-8	Notice of intention to resign required
<u>N.J.S.A.</u> 18A:40	Promotion of health and prevention of disease
<u>N.J.S.A.</u> 18A:40A	Substance abuse
<u>N.J.S.A.</u> 18A:46	Classes and facilities for handicapped children
<u>N.J.A.C.</u> 6A:7	Managing for equality and equity in education
<u>N.J.A.C.</u> 6A:8	Standards and assessment
<u>N.J.A.C.</u> 6A:9	Professional licensure and standards
See particularly:	
<u>N.J.A.C.</u> 6A:9-3	Professional standards for teachers and school leaders
<u>N.J.A.C.</u> 6A:9-5	General certification policies
<u>N.J.A.C.</u> 6A:9-8	Requirements for instructional certificate
<u>N.J.A.C.</u> 6A:9-9	Instructional certificates

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<u>N.J.A.C. 6A:9-11.3</u>	Special education
<u>N.J.A.C. 6A:9-11.4</u>	Bilingual education
<u>N.J.A.C. 6A:9-11.5</u>	English as a second language
<u>N.J.A.C. 6A:9-15</u>	Required professional development for teachers
<u>N.J.A.C. 6A:9-16</u>	Required professional development for school leaders
<u>N.J.A.C. 6A:14</u>	Special education
<u>N.J.A.C. 6A:16</u>	Programs to support student development
<u>N.J.A.C. 6A:17</u>	Students at risk of not receiving a public education
<u>N.J.A.C. 6A:30</u>	Evaluation of the performance of school districts
<u>N.J.A.C. 6A:32-4</u>	Employment of teaching staff
<u>N.J.A.C. 6A:32-4.4</u>	Evaluation of tenured teaching staff members
<u>N.J.A.C. 6A:32-6</u>	School employee physical examinations
<u>N.J.A.C. 6A:32-7</u>	Student records

Immigration Reform and Control Act of 1986, 8 U.S.C.A. 1100 et seq.

Individuals With Disabilities Education Act (IDEA), 20 U.S.C. 1400 et seq., reauthorized 1997, P.L. 105-17 (formerly the Education for All Handicapped Act)

Agostini v. Felton, 65 U.S.L.W. 4524 (1997), overruling Aguilar v. Felton, 473 U.S. 402 (1985)

Honig v. Doe, 484 U.S. 305 (1988)

Oberti v. Board of Education of Clementon School District, 995 F.2d 1204,1216-17 (3d Cir. 1993)

Manual for the Evaluation of Local School Districts

No Child Left Behind Act of 2001, P. L. 107-110, 20 U.S.C.A. 6301 et seq.

Recommended for Adoption: June 24, 2014