

## OCCUPATIONAL THERAPIST

The Midwest Regional ESC is seeking a qualified candidate to fill the following position:

<b>Position</b>	<b>Part-Time or Full-Time</b>	<b>Deadline to Apply</b>	<b>Start Date</b>	<b>Building/District Location</b>	<b>Special Requirements</b>
Occupational Therapist	Full-Time  5 days/week (M-F)  8:00 a.m. to 4:00 p.m.	Until Filled	8/2/2022	Shelby County School Districts	Must hold, or have the ability to obtain, a valid ODE OT Pupil Services Permit and Professional Board license.

If you have questions regarding the position and/or building assignment, please contact Jeanie Riethman, Student Services Administrator at:

[jriethman@mresc.org](mailto:jriethman@mresc.org)

### HOW TO APPLY

- **Step #1** – Download an employment application from our website by clicking the application link below:

[MRESC Application](#)

- **Step #2** – Submit your completed application to:  
Midwest Regional ESC  
Attn: Jana Barhorst  
129 East Court St.  
Sidney, Ohio 45365

Or you may email the completed application to:

[jbarhorst@mresc.org](mailto:jbarhorst@mresc.org)

MIDWEST REGIONAL EDUCATIONAL SERVICE CENTER  
BELLEFONTAINE\*OHIO

**Title:** OCCUPATIONAL AND PHYSICAL THERAPIST **File 302**

**Reports to:** Director of Special Education

**Job Objectives:** Provide evaluations, documentation, therapeutic interventions, and consultation services to help students achieve maximum benefit from their educational program. Work with colleagues to ensure the provision of all services mandated by state and Federal law. Actively encourage parental involvement. Recognize each contact with the public as an opportunity to promote a positive impression of the educational service center.

**Minimum Qualifications:**

- Valid State of Ohio professional pupil services license.
- A current license issued by the State of Ohio Occupational Therapy and Physical Therapy Board
- Meet all health requirements mandated by law
- A clear record as determined by the Ohio Bureau of Criminal Identification and Investigation and/or the Federal Bureau of Investigation.
- Ability to effectively communicate therapy information to students, families, and staff.
- Knowledge of and ability to access community resources.

**Responsibilities and Essential Functions:** The following skills and duties are representative of performance expectations. A reasonable accommodation may be made to enable a qualified individual with a disability to perform essential functions.

- Oversee the effective organization, management, and evaluation of a comprehensive therapy program. Prioritize caseloads and construct therapy schedules. Ensure that services are provided in the least restrictive educational environment.
- Provide individual and/or small group intervention services. Use the requisite information in the Individualized Educational Plan (IEP) to prepare and carry out therapy activities. Requisition the supplies necessary to carry out the treatment plan. Devise and/or adapt equipment to facilitate therapy interventions. Apply splints.
- Follow approved sanitation procedures to maintain safe therapy equipment.
- Communicate high expectations for students. Show an active interest in their progress. Help students understand their personal responsibility for setting goals and achieving success.
- Serve as a resource for teachers to meet the needs of students identified as having a disability. Document therapy progress. Share information to support a congruent effort to address agreed upon classroom goals. Identify classroom modifications, instructional techniques, and/or adaptive equipment that support the attainment of educational goals.
- Maintain an appropriate record keeping system. Prepare records, reports, and inventories, as required by law, board policy, or administrative directive. Ensure clinical records prepared by secretarial staff are accurate and complete.
- Participate as a member of the intervention-based assessment team.
- Participate in Individualized Educational Plan (IEP) conferences for each student deemed eligible for service. Prepare an end-of-the year report for each student. Make recommendations concerning the placement of students for the next year.
- Provide case management services for home instruction and special education programs as directed.
- Provide inservice programs related to therapy and intervention when requested.
- Attempt to develop rapport and maintain the confidence of students, parents, and staff. Respect the personal confidences and privacy needs of individuals. Ensure the confidentiality of

privileged information.

- Make reasonable provisions to be available to parents and students for consultation purposes beyond the instructional day when requested. Provide periodic written progress reports to parents and maintain ongoing contact appropriate to the needs of the student (e.g., telephone calls, notes, conferences, etc.).
- Work with community organizations to address assessment and placement procedures for children with suspected disabilities. Make referrals. Complete Medicaid paperwork when appropriate.
- Report evidence of suspected child abuse to an appropriate authority and notify the building principal.
- Share equally in the responsibility for authorized committee work as directed.
- Help with research, planning, and development of special projects or reports.
- Manage departmental communications (e.g., inquiries, mail, E-mail, announcements, news releases, questionnaires, catalogs, etc.).
- Promote the proper use and care of school property. Keep track of therapy supplies and equipment used by students and/or parents.
- Provide close supervision and take reasonable precautions to ensure student safety. Do not leave students unsupervised.
- Help communicate school rules to students. Maintain high standards for student conduct. Uphold the student conduct code according to local school district policy. Protect the due process rights of students.
- Participate in staff meetings and in-service training.
- Seek and use resources that enhance therapy activities (e.g., parent groups, volunteers, government programs, colleges/universities, community/service organizations, professional associations, businesses, etc.).
- Encourage parent organizations and support student activities as time permits.
- Review literature and participate in a variety of activities to keep current with research.
- Participate in professional growth activities to maintain licensure requirements.
- Serve as a role model for staff and students. Demonstrate personal integrity, responsibility, impartiality, respect, and courtesy.
- Perform other specific job-related duties as directed.

**Abilities  
Required:**

- Demonstrating professionalism and exemplary personal conduct.
- Displaying enthusiasm for education and the teaching profession.
- Demonstrating clinical proficiency and a commitment to the professional code of ethics.
- Skillfully managing individual, group, and organizational interactions.
- Using interpersonal skills to promote a favorable image of the educational service center.
- Communicating an understanding of academic and behavioral objectives to parents and students.
- Expressing ideas effectively using verbal and writing skills.
- Organizing and managing time effectively. Reacting productively to interruptions and changing conditions.
- Displaying patience and flexibility with all individuals. Managing discipline by averting problem situations and resolving or diffusing conflicts.
- Ability to travel to meetings and work assignments.
- Lifting, carrying, and/or moving therapy supplies and equipment.
- Being punctual and maintaining a consistent attendance record.
- Lifting, moving, and/or positioning children. Helping students using mobility devices (e.g., wheelchairs, walkers, crutches, etc.) and adaptive equipment.
- Performing activities that require stooping, kneeling, and/or crouching.
- Employee shall remain free of any alcohol or nonprescribed controlled substance in the workplace throughout his/her employment in the Center.

**Supervisory Responsibility:** Under the direction of the director of special education: provide instructions and communicate expectations to assigned therapy assistants, therapist in training, and volunteers.

**Working Conditions:** Exposure to the following conditions may range from remote to frequent based on circumstances and factors that may not be predictable.

- Potential for exposure to blood borne pathogens.
- Potential for interaction with agitated or upset individuals.
- Interaction with disruptive or unruly students.
- Exposure to student commotion.
- Duties may require operating and/or riding in a vehicle.
- Duties may require considerable telephone contact and paperwork.
- Duties may require working under stress to meet schedules and deadlines.
- Exposure to personal hygiene products and medications.
- Exposure to cleaning solvents and chemical vapors.
- Duties require wearing protective clothing and/or safety equipment.