

FREMONT SCHOOL DISTRICT
JOB DESCRIPTION

POSITION TITLE: Physical Therapist

CONTRACT TYPE: Related Services Contract

JOB GOAL: To provide physical therapy services as a related service under Part B of IDEA and Section 504 of the Rehabilitation Act. To provide school-based physical therapy which promotes motor development and the student's participation in everyday routines and activities that are part of the educational program, including the Fremont School District curriculum, instruction, and assessment frameworks.

QUALIFICATIONS:

1. Valid physical therapist license from the NH Office of Allied Health Professionals
2. Graduate degree, typically a doctoral degree
3. Experience and other qualifications as specified by the Superintendent

REPORTS TO: Special Services Director

PERFORMANCE RESPONSIBILITIES:

- Perform therapeutic interventions, including compensation, remediation and prevention strategies and adaptations, focusing on functional mobility and safe, efficient access and participation in activities and routines in natural learning environments
- Gather appropriate information from students, parents and other team members regarding the child's functional motor performance in school settings
- Select, administer and interpret a variety of screening instruments and standardized measurement tools
- Administer, analyze, and interpret the results of standardized formal and informal assessment methods used to identify students' ability to participate in meaningful school activities and routines with or without assistance
- Collect quantitative as well as qualitative data to assist in identifying to write IEP goals, determine services, and assess student progress with his or her IEP goals and curriculum
- Participate in team meetings, including parent conferences
- Participate in the IEP/504 process, including collaboratively determining the need for physical therapy as a related service (IDEA) or as a reasonable accommodation (504)
- Form partnerships and working with other team members in the school setting to promote an effective physical therapy plan of care
- Coordinate physical therapy interventions within the school program
- Adapt environments to facilitate student access and participation in the educational program
- Function as a consultant to other school personnel, parents, and students to coordinate the delivery of physical therapy services, which may include:
 - interpretation of assessments and recommendations;

- explanation of the potential impact of developmental, medical and/or sensorimotor problems on school performance;
 - instruction of other caregivers in the physical management of students, such as safe lifting, positioning, assisted ambulation, gross motor programs, vocational tasks, leisure activities, and/or equipment use; and
 - setting realistic expectations for student performance in school;
- Select, modify, or customize adaptive equipment and assistive technology
- Educate school personnel and families to promote inclusion of students within the educational experience by developing, demonstrating, training, and monitoring the effectiveness of strategies and intervention activities, using data to make decisions. This includes the use of assistive technology for access and participation in the general education curriculum.
- Support the school-based activity of safe transportation of students
- Serve as a liaison among school, medical personnel, and medical equipment vendors
- Understand and employ expertise in movement and function, particularly expertise in musculoskeletal and neuromuscular systems when assessing, developing IEP goals and services, providing services, and reporting IEP progress
- Collaborate in the development and implementation of individualized education programs and accommodation plans
- Implement various models of school-based service delivery such as individual and group, and direct, collaborative and consultative relative to specific communication disorders
- Coordinate the provision of physical therapy services with other school personnel who provide non-physical therapy services to students
- Apply evidence-based practices in developing and integrating therapeutic goals within the classroom, curriculum or both
- Oversee, supervise or direct para-educators or tutors in targeting and generalizing physical therapy objectives throughout the student's school day
- Employ a variety of physical therapy-based behavioral management techniques in the school setting
- Evaluate and modify individual student programs as necessary to attain treatment objectives in relation to the curriculum and broader IEP goals based on on-going assessment
- Employ goals, activities, and services for integrating life skills into specific subject areas and related services to promote independent living, social and interpersonal skills and to assist students in transitions, including entry into school, grade to grade, and school to school
- Maintain accurate records of physical therapy services including those necessary for Medicaid to Schools
- Have knowledge of regular and special education laws, including but not limited to federal statutes and regulations and state statutes and rules
- Complete presentations/workshops to staff and families regarding physical therapy services and interventions
- Employ professional and ethical practice, including maintaining confidentiality and advocating for appropriate services and sound educational practices for students with disabilities

OTHER

Although primarily assigned to students attending Ellis Elementary School and the Fremont Preschool Program, the School Psychologist may be assigned to students in out of district placements, who have an alternative learning plan, or who are in a community-based transition program.

The School Psychologist may perform any additional duties as requested by the Special Education Building Coordinator or designee, which are consistent with the effective and orderly operation of this position and the Fremont School District goals and mission.

PHYSICAL ACTIVITY REQUIREMENTS

Primary Physical Requirements:

- | | |
|----------------------------------|-----------------------|
| 1. Lift up to 10 lbs.: | Frequently required |
| 2. Lift 11 to 25 lbs.: | Occasionally required |
| 3. Lift 25 to 50 lbs.: | Occasionally required |
| 4. Lift over 50 lbs.: | Not required |
| 5. Carry up to 10 lbs: | Frequently required |
| 6. Carry 11 to 25 lbs: | Occasionally required |
| 7. Carry 26 to 50 lbs: | Occasionally required |
| 8. Carry over 50 lbs: | Rarely required |
| 9. Reach above shoulder height: | Occasionally required |
| 10. Reach at shoulder height: | Occasionally required |
| 11. Reach below shoulder height: | Occasionally required |
| 12. Push/Pull: | Rarely required |

Hand Manipulation:

- | | |
|----------------------------|--|
| 1. Grasping: | Occasionally required |
| 2. Handling: | Occasionally required |
| 3. Torquing: | Occasionally required |
| 4. Fingering | Frequently required |
| 5. Controls and Equipment: | Computer, telephone, copy and FAX machines |

Other Physical Consideration:

- | | |
|---------------|-----------------|
| 1. Twisting: | Rarely required |
| 2. Bending: | Rarely required |
| 3. Crawling: | Rarely required |
| 4. Squatting: | Rarely required |
| 5. Kneeling: | Rarely required |
| 6. Crouching: | Rarely required |
| 7. Climbing: | Rarely required |
| 8. Balancing: | Rarely required |

Work Surface(s):

Varies: carpeting, linoleum, tile, etc.

During the Work Day, Employee is Required to:

	Consecutive Hours	Total Hours
Sit	1 2 3 4 5 6 7 8	1 2 3 4 5 6 7 8
Stand	1 2 3 4 5 6 7 8	1 2 3 4 5 6 7 8

Walk

1 2 3 4 5 6 7 8

1 2 3 4 5 6 7 8

Cognitive and Sensory Requirement(s):

- 1. Talking: Necessary for communicating with others.
- 2. Hearing: Necessary for receiving instructions and queries.
- 3. Sight: Necessary for doing job effectively and correctly.
- 4. Tasting and Smelling: Not required.

Specific Vocational Preparation Requirements:

- 1. Short demonstration only _____
- 2. Any beyond short demonstration up to and including 30 days _____
- 3. 30-90 days _____
- 4. 91-180 days _____
- 5. 181 days to 1 year _____
- 6. 1 to 2 years _____
- 7. 2 to 4 years _____
- 8. 4 to 10 years X
- 9. Over 10 years _____

Other Training, Skills and Experience Requirements:

Computer skills, knowledge of computer networks, knowledge of computer hardware and software, knowledge of curriculum and grant-writing skills.

Summary of Occupational Exposures:

May be exposed to cleaning fluids and copier toner.

Other Considerations and Requirements:

This is a fairly sedentary position and employee is not required to do extensive physical exertion. Employee is occasionally required to do some lifting. Employee is typically able to sit, stand, and walk as needed.

DISCLAIMER:

The above statements are intended to describe the general nature and level of work being performed under this job description. The above statements are not to be construed as an exhaustive list of all knowledge, skills, abilities, and responsibilities required by personnel subject to this job description. All personnel may be required to perform duties outside of this job description as necessary from time to time. This job description does not constitute an employment agreement between the District and them employee and is subject to change by the District as the needs of the District and requirements of the job change. The Fremont School District is an Equal Opportunity Employer. Position is subject to Fremont School District policy, rules, and regulations.