

SHENANDOAH VALLEY REGIONAL PROGRAM FOR SPECIAL EDUCATION (SVRP)
POSITION DESCRIPTION

Job Title: Physical Therapist (PT)	
Reports to: SVRP Director, School Division Special Education Administrator and/or Building Administrator (as designated by specific school division)	FLSA Status: Exempt

Purpose:

Physical Therapists (PTs) are responsible for the development, implementation, evaluation, and coordination of the delivery of physical therapy services in education settings for students who have a disability that interferes with their educational performance and ability to benefit from their educational program. The PT promotes motor development and the student's participation in everyday routines and activities that are part of his or her educational program. The PT designs and performs therapeutic interventions, including compensation, remediation and prevention strategies and adaptations, focusing on functional mobility and safe, efficient access and participation in educational activities and routines in natural learning environments.

Essential Duties and Responsibilities:

- Serve as an integrated member of a multidisciplinary school team by participating in the IEP/504 process, including collaboratively determining the need for physical therapy as a related service under IDEA or as a reasonable accommodation under Section 504 of the Americans with Disabilities Act (ADA);
- Assess students' functional capabilities and/or classroom environment for the purpose of determining student's functional level in school and in school related activities and developing recommendations and/or curriculum access;
- Selecting, administering, and interpreting a variety of screening instruments and standardized measurement tools for purpose of determining any deficits related to school functions and developing recommendations;
- Collaborate with the multidisciplinary school team to examine and evaluate eligible students' strengths and needs to establish their ability to participate in meaningful school activities and routines with or without assistance;
- Design and implement physical therapy intervention that allow students to benefit from their 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 impairments on educational performance;

- Instruction of other caregivers regarding the physical management of students, such as safe lifting, positioning, assisted ambulation, gross motor programs, vocational tasks, leisure activities, and/or equipment use;
- Setting realistic expectations for student performance in school; and
- Selecting, modifying, or customizing adaptive equipment and assistive technology for use in the educational setting.
- Adapting environments to facilitate student access and participation in the educational program;
- Prepare a wide variety of written materials (e.g. activity logs, correspondence, treatment plans, evaluations, etc.). May be required to perform Medicaid billing.
- Participate in ongoing professional development and researches resources in the practices of physical therapy to show evidence of growth and for the purpose of determining the most appropriate approach for addressing students' treatment goals.
- Educate school personnel and families to promote the inclusion of students within the educational setting by developing, demonstrating, training, and monitoring the effectiveness of strategies and intervention activities, and subsequently using gathered data to make program modification decisions.

Knowledge, Skills, and Abilities

- Knowledge of federal, state, and local educational regulations that affect delivery of school-based services, including the structure and function of school systems and other agencies;
- Knowledge and understanding of the special education process, as well as, the developmental and learning characteristics of children and childhood disabilities that may impact student performance;
- Ability to establish rapport and work constructively with staff, students, parents, and administrators;
- Ability to use computer technology to perform basic job functions, as well as, knowledge of assistive technology applications for students with disabilities;
- Ability to work independently in a variety of school settings across age and diagnostic categories;
- Ability to travel to more than one work location in the course of a day;
- Ability to work together as a member of a collaborative team to support student growth;
- Transport supplies and equipment to a variety of sites and/or arrange for transport to ensure availability of resources as necessary;
- Ability to translate therapy data into meaningful educational activities; and
- Flexibility, priority setting, and effective time management strategies to handle multiple responsibilities, caseload demands, and required deadlines.

Qualifications / Education and Experience

- Degree in Physical Therapy from an accredited college or university recognized by the Commission on Accreditation in Physical Therapy Education;
- Passed the National Physical Therapist Examination (NPTE);

- Licensure through the Virginia Board of Physical Therapy or eligible for Virginia license;
- Maintain professional development plan to meet requirements for CEUs required for license;
- Current Virginia motor vehicle driver's license; and
- Two years of experience as an PT preferred, preferably in a school setting or other pediatric setting.

Physical Demands

The physical demands described here 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 duties of this job. Duties performed typically in school settings to include: classroom, gym, cafeteria, auditorium, bathroom and recreational areas. While performing this job, the following physical demands are required: significant lifting and carrying, pushing and/or pulling, some climbing and balancing, crawling, significant stooping, kneeling, and crouching, standing, walking, and use of hands for various tasks. Movement of students by wheelchairs and other mechanical devices may also be necessary. The job is performed under conditions with exposure to risk of injury and/or illness.

Work Environment

The work environment characteristics described here are representative of those an employee encounters while performing the essential duties of the job. Daily close contact with students is required to support learning goals and provide student management. Regular contact with other staff members and parents is required. The noise level in the work environment is usually moderate.

Evaluation

Performance on this job will be evaluated in accordance with School Board policy and administrative regulations on evaluation of personnel.