


OAKLAND UNIFIED SCHOOL DISTRICT
Office of the Superintendent of Schools

June 25, 2014

Legislative File	
File ID Number:	14-1211
Introduction Date:	06/25/14
Enactment Number:	14-1225
Enactment Date:	6/25/14
By:	

TO: Board of Education

FROM: Gary Yee, Ed.D., Acting Superintendent
Vernon Hal, Deputy Superintendent, Business and Operations  VEH
Brigitte Marshall, Associate Superintendent, Human Resources Services and Support 

SUBJECT: Creation of Physical Therapist Classification, Assigned School Site(s)

ACTION REQUESTED

Approval by the Board of Education of Resolution No. 1314-1132—for the Creation of Physical Therapist Classification, Assigned School Site(s).

DISCUSSION

Previously, Physical Therapists have been working under the Occupational Therapist job description. At the request of SEIU, the Physical Therapist job description is being created, since these are two separate classifications.

Create

Position Title/FTE

Physical Therapist, Assigned School
Site (TBD- FTE)

Salary Schedule/Range

Salary Schedule: WTCL

Range 64: \$79,039.67 - \$105,920.16

12 months, 261 days, 7.5 hours or duty days and hours as assigned

BUDGET IMPACT

None.

RECOMMENDATION

Approval by the Board of Education of Resolution No. 1314-1132—for the Creation of Physical Therapist Classification, Assigned School Site(s).

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**RESOLUTION
OF THE
BOARD OF EDUCATION
OF THE
OAKLAND UNIFIED SCHOOL DISTRICT
Resolution No. 1314-1132**

-Assigned School Site(s)-

Create

- Physical Therapist -

WHEREAS, it is the goal of the Oakland Unified School District to ensure organizational effectiveness, efficiency and accountability to further student achievement; and

WHEREAS, it is the intent of the District to develop a structure which focuses on providing high standards of service and increasing accountability across the system; and

WHEREAS, the position aligns with the District's priority of a Full Service Community School District and to enhance servicing our students, schools and community, and

NOW, THEREFORE, BE IT RESOLVED that the Board of Education hereby creates Physical Therapist classification, Assigned School Site(s), attached hereto, and confirms said position's placement on the salary schedule/range, as stated herein, effective 12:01 a.m., June 26, 2014, as follows:

Create

Position Title/FTE

Physical Therapist, Assigned School
Site (TBD- FTE)

Salary Schedule/Range

Salary Schedule: WTCL

Range 64: \$79,039.67 - \$105,920.16

12 months, 261 days, 7.5 hours or duty days and hours as assigned

BUDGET IMPACT

None.

RECOMMENDATION

Approval by the Board of Education of Resolution No. 1314-1132—for the Creation of Physical Therapist Classification, Assigned School Site(s).

Passed by the following vote:


AYES: Jody London, Jumoke Hinton Hodge, Anne C Washington, Christopher Dobbins, Vice President
James Harris, President David Kakishiba

NOES: None

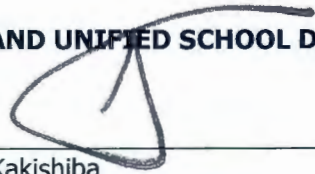
ABSTAINED: None

ABSENT: Roseann Torres

I hereby certify that the foregoing is a full, true and correct copy of a Resolution passed at a Regular Meeting of the Board of Education of the Oakland Unified School District held June 25, 2014.

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OAKLAND UNIFIED SCHOOL DISTRICT



David Kakishiba
President, Board of Education



Dr. Gary Yee
Acting Superintendent and Secretary, Board of Education

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OAKLAND UNIFIED
SCHOOL DISTRICT

Position Description

TITLE:	Physical Therapist	REPORTS TO:	Assigned Supervisor
DEPARTMENT:	As Assigned	CLASSIFICATION:	Classified
FLSA:	Non-Exempt	WORK YEAR/HOURS	261 Days/7.5 Hours, or duty days/hours as assigned.
ISSUED:	Created: June 2014	SALARY GRADE:	WTCL 64

BASIC FUNCTION: Under the direction of assigned supervisor, provide assessment, consultation, and direct physical therapy services to eligible students enrolled in or referred to special education programs; collaborate with general and special education staff and parents to identify strategies, methods and patterns of instructional support.

REPRESENTATIVE DUTIES: (Incumbents may perform any combination of the essential functions shown below. This position description is not intended to be an exhaustive list of all duties, knowledge, or abilities associated with this classification, but is intended to reflect the principal job elements accurately.)

ESSENTIAL FUNCTIONS

Plan and implement physical therapy treatment for eligible students; evaluate educationally-related physical disabilities and functional limitations, including but not limited to, gross motor function, balance and equilibrium, orthopedic status, motor planning, developmental or functional activities, range of motion, postural tone, gait, reflex integration and kinesthesia; implement direct care and therapeutic programs; monitor and adjust individual programs.

Collaborate with general and special education staff and parents to identify strategies, methods and patterns of instructional support that enhance achievement for students with special needs; act as liaison to District staff, physicians, parents and other agencies in implementing the student's IEP.

Develop assessment reports, treatment plans and goals to improve students' functional abilities and enhance students' ability to learn; prepare written evaluations, maintain records and reports concerning individual students; review relevant reports.

Communicate regularly with students, parents, school staff, and/or administrators; communicate as needed with physicians and medical/therapy personnel regarding student's educationally-related therapy.

Participate in, and consult with, the Individualized Education Plan (IEP) Teams/Individualized Family Service Plan (IFSP) Teams regarding students' disabilities/physical limitations to extend therapeutic activities to the classroom and home environments; assist in developing students' IEPs.

Monitor and evaluate equipment needs; order and adjust equipment to assist students at school.

Visit and monitor students' educational environments to assess adaptive equipment needs to allow eligible individuals to participate in educationally-relevant activities.

Develop and evaluate programs and procedures for physical therapy, assessment, and services; review therapy goals for students, recommend adjustments as appropriate for students' IEPs/IFSPs.

Serve as District liaison with agencies, schools and other organizations to coordinate related communication and services.

Attend and participate in District-approved staff conferences, meetings and in-service training.

Attend clinics for inter-agency coordination of services.

Operate and maintain a variety of therapeutic equipment.

Perform related duties as assigned.

MINIMUM QUALIFICATIONS

TRAINING, EDUCATION AND EXPERIENCE: A Master's Degree or Clinical Doctorate from an accredited physical therapy program.

One year of physical therapy experience in a physical disabilities rehabilitative setting or providing physical therapy services.

Experience working with students in pediatric physical therapy or educational setting highly desirable

Clinical affiliation in pediatrics is desirable

LICENSES AND OTHER REQUIREMENTS:

Possession of a current and valid license issued by the Physical Therapy Board of California to practice physical therapy

Valid first-aid and cardiopulmonary resuscitation certificates

Valid California Driver's License

Employment eligibility will include fingerprints, tuberculosis and/or other employment clearance

KNOWLEDGE AND ABILITIES

KNOWLEDGE OF:

Applicable laws, codes, regulations, policies, and procedures governing assigned area

Methods to interpret apply and explain rules, regulations, policies, and procedures

Principles, methods, equipment and techniques of physical therapy

Theory of physical and mental rehabilitation underlying the practices of physical therapy

Principles of neurology, anatomy, neuroanatomy, and physiology

Neuromuscular function and dysfunction, kinesiology, the modalities, skeletal anatomy, basic pathology involved in neuromuscular and/or orthopedic disabilities

Safety precautions including hazards associated with client-specific activities

Methods, materials, and equipment used to alter existing or to fabricate specialized equipment

Problems and concerns of students with special needs

Effective record-keeping techniques

Diverse academic, socio-economic, cultural, ethnic, and disability backgrounds of District students

Correct English usage, grammar, spelling, vocabulary and punctuation

First-aid and cardiopulmonary resuscitation (CPR) techniques and universal precautions

Computer software, hardware, and related technology

ABILITY TO:

Implement applicable laws, codes, policies, procedures, and District regulations governing work scope

Maintain current knowledge of related technological advances applicable laws, codes, regulations, policies, procedures and District regulations related to works cope

Evaluate physical functions and the developmental levels of students

Determine and evaluate treatment plans, goals and physical therapy objectives

Provide consultation for classroom and home management of neuromuscular, muscular and sensory motor dysfunction

Establish and maintain physical therapy files and treatment logs

Apply appropriate physical therapy procedures in working with students at all grade and age levels

Provide technical guidance to other personnel

Operate therapeutic equipment

Monitor and evaluate equipment needs

Order and adjust adaptive devices

Understand and relate to students with special needs and their caregivers

Organize, coordinate, and prioritize a variety of activities, programs, and services

Analyze situations accurately and adopt effective courses of action

Prepare and deliver clear and concise presentations to a variety of audiences

Communicate effectively using tact, patience, and courtesy

Communicate effectively in English, orally and in writing

Understand and follow oral and written directions

Work independently

Meet schedules and timelines

Maintain accurate and confidential records

Work cooperatively

Perform first-aid and cardiopulmonary resuscitation (CPR)

Operate personal computer, related software, and other office equipment

WORKING CONDITIONS

ENVIRONMENT:

Physical therapy services environment, classroom setting, and student's homes; driving a vehicle to conduct work; flexible schedules; constant interruptions; potential contact with blood and other body fluids and communicable diseases.

PHYSICAL REQUIREMENTS:

Consistent mental alertness; standing, walking, or sitting for extended periods of time; lift/move/position individuals, equipment and devices to perform therapy; lift, carry, push, and pull moderate weight objects; bending and twisting at waist and neck; kneeling and bending at the waist, reaching overhead, above the shoulders and horizontally; dexterity of both arms and hands, and fingers while performing duties, seeing to read, write, and use a computer; hearing and speaking to exchange information in person or on the telephone and make presentations.

NON-DISCRIMINATION POLICY:

The Oakland Unified School District does not discriminate in any program, activity, or in employment on the basis of actual or perceived race, religion, color, national origin, ancestry, age, marital status, pregnancy, physical or mental disability, medical condition, genetic information, veteran status, gender, sex, or sexual orientation.