



JOB DESCRIPTIONS

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PRINCIPAL

○ Skills

- Be able to work as part of a team
- Have good personal relationships with faculty, staff, parents, and community
- Positive attitude
- Communication skills
- Listening skills
- Enthusiastic
- Leadership qualities
- Compassion/Patience

○ Physical Demands

- Occasionally may require lifting objects that exceed 50lbs, with frequent lifting and/or carrying of objects weighing up to 25 lbs.
- Could also require the following other physical demands:
 - Pushing/pulling
 - Climbing
 - Stooping/kneeling
 - Reaching
 - Talking
 - Hearing
 - Seeing



PRINCIPAL

○ Qualifications

- Valid teacher's license with appropriate endorsement
- Administrative or supervisory experience in accordance with state law and State Board Rules and Regulations, based on the minimum of a master's degree

○ Job Goal

- To manage the assigned school through the use of leadership, supervisory, and administrative skills so as to promote the educational development of each student and the professional development of total staff



PRINCIPAL

○ Essential Functions/Roles

- Supervises operation and management of personnel and facilities
- Assumes administrative responsibility and instructional leadership for the planning, management, operation, and evaluation of the educational program
- Submits recommendations to the director regarding the appointment, assignment promotion, transfer, and dismissal of all personnel
- Keeps the director and his assistants continually informed regarding the conditions of the school and its activities
- Assumes responsibility for maintaining good public relations in the community and using the community resources to enrich the learning program
- Evaluates teachers and other personnel as outlined in state law, Minimum Rules and Regulations, and Board policies
- Assumes responsibility for the implementation of curriculum guides for each grade level
- Oversees the health and safety of students
- Requisitions supplies and equipment and all other materials necessary to operate the school through the office of the director
- Assumes responsibility for having teachers' meetings, parent-teacher conferences, school activities, and school exhibits



PRINCIPAL

○ Essential Functions/Roles

- Ensures the proper care and accounting of all equipment, textbooks, and supplies assigned to the school
- Assumes responsibility for student teachers and gives approval prior to a student teacher assigning duties
- Selects substitute teachers from a list approved by the Board
- Reports to the director or his designee the names of all children on the list furnished to him that have appeared for enrollment
- Joins the director and the chairman of the Board in determining surplus property
- Administers the code of discipline and behavior within the school
- Displays the United States flag and Tennessee State flag during each school day
- Administers athletic programs in accordance with Tennessee Secondary School Athletic Association, if appropriate
- Observes all rules and regulations relative to operation of the school as established by law and as contained in the Rules, Regulations, and Minimum Standards of the State Board of Education
- Stays familiar with and ensures appropriate implementation of all board policies



PRINCIPAL

○ Temperament (Personal Traits)

- Adaptability to performing a variety of duties, often changing from one task to another of a different nature without loss of efficiency or composure
- Adaptability to accepting responsibility for the direction, control, or planning of an activity
- Adaptability to dealing with people beyond giving and receiving instruction
- Adaptability to making generalizations, evaluations, or decisions based on sensory or judgmental criteria

(Norman 2013)

○ Capacity and Ability Requirements

- Specific capacities and abilities may be required of an individual in order to learn or perform adequately a task or job duty.
 - Intelligence: the ability to understand instructions and underlying principles. Ability to reason and make judgments.
 - Verbal: ability to understand meanings of words and the ideas associated with them.
 - Numerical: ability to perform mathematical operations quickly and accurately.
 - Manual Dexterity: Ability to move the hands and fingers easily.

○ General Requirements

- All the statements listed in this document are intended to describe the general nature and level of work being performed by people assigned to this position. They are not intended to be a complete list of responsibilities, duties and skills required of personnel so assigned.

○ Work Conditions

- Normal working environment



ASSISTANT PRINCIPAL

○ Skills

- Be able to work as part of a team
- Have good personal relationships with faculty, staff, parents, and community
- Positive attitude
- Communication skills
- Listening skills
- Enthusiastic
- Leadership qualities

○ Physical Demands

- Occasionally may require lifting objects that exceed 50lbs, with frequent lifting and/or carrying of objects weighing up to 25 lbs.
- Could also require the following other physical demands:
 - Pushing/pulling
 - Climbing
 - Stooping/kneeling
 - Reaching
 - Talking
 - Hearing
 - Seeing



ASSISTANT PRINCIPAL

○ Qualifications

- Valid teacher's license with appropriate endorsement
- Administrative or supervisory experience in accordance with state law and State Board Rules and Regulations, based on the minimum of a master's degree

○ Job Goal

- To assist the principal in providing school-wide leadership and perform administrative and supervisory duties as assigned by the principal



ASSISTANT PRINCIPAL

○ Essential Functions/Roles

- Assists the principal in the overall administration of the school
- Serves as principal in absence of regular principal
- Proposes schedules of classes and extracurricular activities
- Supervises the preparation of student schedules
- Works with department heads and faculty in compiling the annual budget requests
- Requisitions supplies, textbooks and equipment, conducts inventories, maintains records, and checks on receipts for such materials
- Assists in the conducting of safety inspections and safety drill practice activities
- Assumes responsibility for coordinating transportation, custodial, cafeteria, and other support services
- Supervises the reporting and monitoring of student attendance, and works with the attendance supervisor for investigative follow-up actions
- Assists in maintaining discipline throughout the student body and deals with special cases as necessary
- Administers the student insurance program
- Performs such record-keeping functions as the principal may direct
- Supervises teachers and departments as assigned by the principal
- Performs such other tasks and assumes other responsibilities as the principal may from time to time direct



ASSISTANT PRINCIPAL

○ Temperament (Personal Traits)

- Adaptability to performing a variety of duties, often changing from one task to another of a different nature without loss of efficiency or composure
- Adaptability to accepting responsibility for the direction, control, or planning of an activity
- Adaptability to dealing with people beyond giving and receiving instruction
- Adaptability to making generalizations, evaluations, or decisions based on sensory or judgmental criteria

(Norman 2013)

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○ Work Conditions

- Normal working environment



ELEMENTARY SCHOOL TEACHER

○ Skills

- Be able to work as part of a team
- Encourage and communicate with children, parents, and other professionals
- Have good personal relationships with faculty, staff, parents, and community
- Positive attitude
- Inspire Trust
- Enthusiastic
- Motivate Students
- Patience/Understanding

○ Physical Demands

- Occasionally may require lifting objects that exceed 50lbs, with frequent lifting and/or carrying of objects weighing up to 25 lbs.
- Could also require the following other physical demands:
 - Pushing/pulling
 - Climbing
 - Stooping/kneeling
 - Reaching
 - Talking
 - Hearing
 - Seeing



ELEMENTARY SCHOOL TEACHER

○ Qualifications

- Valid teacher's license with appropriate endorsement
- Strong written, verbal, presentation, and interpersonal skills
- Meets health and physical requirements

○ Job Goal

- To teach elementary school children academic and social skills



ELEMENTARY SCHOOL TEACHER

○ Essential Functions/Roles

- Prepares teaching outline for course of study
- Lectures, demonstrates, and uses audiovisual teaching aids to present subject matter in class
- Prepares, administers, and corrects tests and record results
- Assigns lessons and corrects papers
- Maintains order in classroom and on playground
- Counsels students when adjustment and academic problems arise
- Discusses students' academic and behavior problems with parents and suggests corrective action
- Keeps attendance and grade records as required by school board
- Observes students to detect signs of ill health or emotional disturbance and to evaluate progress
- Represents the school and the community in a positive manner
- Reports to the principal when one knows or reasonably suspects that a child's health or welfare has been or appears to have been harmed as a result of abuse or neglect
- Performs other work-related duties as assigned



ELEMENTARY SCHOOL TEACHER

- Temperament (Personal Traits)
 - Adaptability to performing a variety of duties, often changing from one task to another of a different nature without loss of efficiency or composure
 - Adaptability to accepting responsibility for the direction, control, or planning of an activity
 - Adaptability to deal with students
 - Adaptability to making generalizations, evaluations, or decisions based on sensory or judgmental criteria
- Capacity and Ability Requirements
 - Specific capacities and abilities may be required of an individual in order to learn or perform adequately a task or job duty.
 - Intelligence: the ability to understand instructions and underlying principles & ability to reason and make judgments
 - Verbal: ability to understand meanings of words and the ideas associated with them.
 - Numerical: ability to perform mathematical operations quickly and accurately
 - Manual Dexterity: ability to move the hands easily and manipulate small objects with fingers
 - Form Perception: to make visual comparisons and discriminations and see slight differences in shapes and shadings of figures
 - Color Discrimination: ability to perceive or recognize similarities or differences in colors or shades or other values of the same color
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- Work Conditions
 - Normal working environment

(Norman 2013)



MIDDLE SCHOOL TEACHER

○ Skills

- Be able to work as part of a team
- Encourage and communicate with children, parents, and other professionals
- Have good personal relationships with faculty, staff, parents, and community
- Positive attitude
- Inspire Trust
- Enthusiastic
- Motivate Students
- Patience/Understanding

○ Physical Demands

- Occasionally may require lifting objects that exceed 50lbs, with frequent lifting and/or carrying of objects weighing up to 25 lbs.
- Could also require the following other physical demands:
 - Pushing/pulling
 - Climbing
 - Stooping/kneeling
 - Reaching
 - Talking
 - Hearing
 - Seeing



MIDDLE SCHOOL TEACHER

○ Qualifications

- Valid teacher's license with appropriate endorsement
- Strong written, verbal, presentation, and interpersonal skills
- Meets health and physical requirements

○ Job Goal

- To teach one or more subjects to students and lead them toward the fulfillment of their potential for intellectual, emotional, and psychological growth and maturation



MIDDLE SCHOOL TEACHER

○ Essential Functions/Roles

- Supervises activities such as field trips, group discussions, and dramatic play acting, to stimulate students' interest in and broaden understanding of their physical and social environment
- Fosters cooperative social behavior through games and group projects to assist students in forming satisfying relationships with other students and adults
- Prepares for assigned classes and shows evidence of preparation upon request of immediate supervisor
- Encourages students to maintain standards of classroom behavior
- Observes students to detect signs of ill health or emotional disturbance and to evaluate progress
- Discusses students' problems and progress with parents
- Administers diagnostic tests and evaluates students' progress on a regular basis
- Develops and maintains a classroom environment conducive to learning
- Assists in upholding board policies, school rules, and administrative regulations
- Is available to students and parents for education-related purposes outside the instructional day when requested to do so
- Represents the school and the community in a positive manner
- Reports to the principal when one knows or reasonably suspects that a child's health or welfare has been or appears to have been harmed as a result of abuse or neglect
- Performs other work-related duties as assigned



MIDDLE SCHOOL TEACHER

- Temperament (Personal Traits)
 - Adaptability to performing a variety of duties, often changing from one task to another of a different nature without loss of efficiency or composure
 - Adaptability to accepting responsibility for the direction, control, or planning of an activity
 - Adaptability to deal with students
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- Work Conditions
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(Norman 2013)



SPECIAL EDUCATION TEACHER

○ Skills

- Be able to work as part of a team
- Encourage and communicate with children, parents, and other professionals
- Positive attitude
- Communication skills
- Listening skills
- Enthusiastic
- Patience/Understanding
- Familiar with disease processes

○ Physical Demands

- Job may require lifting objects that exceed 50lbs, or average weight of a child, with frequent lifting and/or carrying of objects weighing up to 25 lbs.
- Could also require the following other physical demands:
 - Pushing/pulling
 - Climbing/balancing
 - Stooping/kneeling
 - Crouching/crawling
 - Reaching/handling
 - Talking
 - Hearing
 - Seeing



SPECIAL EDUCATION TEACHER

○ Qualifications

- Valid teacher's license with appropriate endorsement
- Strong written, verbal, presentation, and interpersonal skills
- Meets health and physical qualification

○ Job Goal

- To give specialized academic and physical training to students with disabilities



SPECIAL EDUCATION TEACHER

○ Essential Functions/Roles

- Assumes responsibility for the day-to-day operation of the classroom
- Plans curriculum and prepares lessons and other materials, considering factors such as individual needs, abilities, learning levels, and physical limitations of the student
- Devises special teaching tools, techniques, and equipment
- Evaluates student progress
- Establishes student behavior
- Counsels with parents and students
- Orders and manages materials and supplies
- Knows and follows all safety rules and procedures
- Maintains necessary records and completes the necessary paperwork
- Prepares for assigned classes and shows evidence of preparation upon request of immediate supervisor
- Attends IEP and M-Team meetings when necessary
- Maintains order in classroom and schoolyard
- Reports to the principal when one knows or reasonably suspects that a student's health or welfare has been or appears to have been harmed as a result of abuse or neglect
- Represents the school and community in a positive manner
- Performs other work-related duties as assigned



SPECIAL EDUCATION TEACHER

- Temperament (Personal Traits)
 - Adaptability to performing a variety of duties, often changing from one task to another of a different nature without loss of efficiency or composure
 - Adaptability to accepting responsibility for the direction, control, or planning of an activity
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- Work Conditions
 - Normal working environment



INSTRUCTIONAL ASSISTANT

○ Skills

- Be able to work as part of a team
- Encourage and communicate with children, parents, and other professionals
- Have good personal relationships with faculty, staff, parents, and community
- Positive attitude
- Inspire Trust
- Enthusiastic
- Motivate Students
- Patience/Understanding

○ Physical Demands

- Job may require lifting objects that exceed 50lbs, or average weight of a child, with frequent lifting and/or carrying of objects weighing up to 25 lbs.
- Could also require the following other physical demands:
 - Pushing/pulling
 - Climbing
 - Stooping/kneeling
 - Crawling
 - Reaching
 - Talking
 - Hearing
 - Seeing



INSTRUCTIONAL ASSISTANT

○ Qualifications

- Not less than a high school education or general equivalency diploma
- At least one year of experience so that with appropriate training, service may be provided in the specific role for which employed
- Meets necessary health and physical qualifications

○ Job Goal

- To provide assistance to teachers, secretaries, and clerical personnel when needed



INSTRUCTIONAL ASSISTANT

○ Essential Functions/Roles

- Administers, scores, and records such achievement and diagnostic tests as the teacher recommends for individual students
- Operates and cares for equipment used in the classroom for instructional purposes
- Distributes and collects workbooks, papers, and other materials for instruction
- Assists with the supervision of students during emergency drills, assemblies, play periods, and field trips
- Checks notebooks, corrects papers, and supervises testing and makeup work as assigned by the teacher
- Works with individual students or small groups of students to reinforce learning of materials or skills
- Assumes responsibility for knowing and following the safety rules and proper procedures associated with the responsibilities of the job
- Checks and records attendance
- Arranges bulletin boards
- Types and duplicates tests, worksheets, and supplementary materials
- Assists in supervising the children in lunchroom, playground, and bus loading
- Assists the teach in assimilating materials for class displays
- Performs other duties as assigned



INSTRUCTIONAL ASSISTANT

- Temperament (Personal Traits)
 - Adaptability to performing a variety of duties, often changing from one task to another of a different nature without loss of efficiency or composure
 - Adaptability to making generalizations, evaluations, or decisions based on sensory or judgmental criteria
 - Adaptability to work with students
- Capacity and Ability Requirements
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- Work Conditions
 - Normal working conditions
- Vocational Preparation
 - The required vocational preparation may come from any of the following:
 - Vocational education, apprentice training, on-the-job training, essential experience



INSTRUCTIONAL ASSISTANT (PHYSICALLY HANDICAPPED STUDENTS)

○ Skills

- Be able to work as part of a team
- Encourage and communicate with children, parents, and other professionals
- Have good personal relationships with faculty, staff, parents, and community
- Positive attitude
- Inspire Trust
- Enthusiastic
- Motivate Students
- Patience/Understanding

○ Physical Demands

- Job may require lifting objects that exceed 50lbs, or average weight of a child, with frequent lifting and/or carrying of objects weighing up to 25 lbs.
- Could also require the following other physical demands:
 - Pushing/pulling
 - Climbing
 - Stooping/kneeling
 - Crawling
 - Reaching
 - Talking
 - Hearing
 - Seeing



INSTRUCTIONAL ASSISTANT (PHYSICALLY HANDICAPPED STUDENTS)

○ Qualifications

- Not less than a high school education or general equivalency diploma
- At least one year of experience so that with appropriate training, service may be provided in the specific role for which employed
- Meets necessary health and physical qualifications

○ Job Goal

- To assist teachers in giving specialized academic and physical training to students with disabilities



INSTRUCTIONAL ASSISTANT (PHYSICALLY HANDICAPPED STUDENTS)

- Essential Functions/Roles
 - Attends to the personal needs of the handicapped student
 - Helps students to walk, board buses, put on prosthetic appliances, eat, dress, and perform other physical activities as their needs arise
 - Provides clerical assistance to teachers
 - Assists with student management
 - Sets up and operates learning/development equipment and materials
 - Tutors students
 - Assumes responsibility for knowing and following the safety rules and proper procedures associated with the responsibilities of the job
 - Performs other duties as assigned



INSTRUCTIONAL ASSISTANT (PHYSICALLY HANDICAPPED STUDENTS)

- Temperament (Personal Traits)
 - Adaptability to performing a variety of duties, often changing from one task to another of a different nature without loss of efficiency or composure
 - Adaptability to making generalizations, evaluations, or decisions based on sensory or judgmental criteria
 - Adaptability to work with students
- Capacity and Ability Requirements
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- Vocational Preparation
 - The required vocational preparation may come from any of the following:
 - Vocational education, apprentice training, on-the-job training, essential experience



SPEECH-LANGUAGE PATHOLOGIST

○ Skills

- Be able to work as part of a team
- Have good personal relationships with faculty, staff, parents, and community
- Positive attitude
- Communication skills
- Active Listening skills
- Speaking
- Critical Thinking

○ Physical Demands

- Occasionally may require lifting objects that exceed 50lbs, with frequent lifting and/or carrying of objects weighing up to 25 lbs.
- Could also require the following other physical demands:
 - Pushing/pulling
 - Climbing
 - Stooping/kneeling
 - Reaching
 - Talking
 - Hearing
 - Seeing



SPEECH-LANGUAGE PATHOLOGIST

○ Qualifications

- Currently requires a Masters degree from an accredited institution
- State licenses

○ Essential Functions/Roles

- Complete evaluations and/or treatment
- Implement treatment plan in order to treat specific conditions of the student
- Attend IEP or M-Team meetings when necessary
- Collaborate with education team to address student needs
- Reevaluate students as needed
- Documentation



SPEECH-LANGUAGE PATHOLOGIST

- Speech-language pathology services are provided by speech-language professionals and speech-language assistants, in accordance with state regulations, to address the needs of children and youth with disabilities affecting either speech or language.
- IDEA defines this related service to include:
 - Identification of children with speech or language impairments;
 - Diagnosis and appraisal of specific speech or language impairments;
 - Referral for medical or other professional attention necessary for the habilitation of speech or language impairments;
 - Provision of speech and language services for the habilitation or prevention of communicative impairments; and
 - Counseling and guidance of parents, children, and teachers regarding speech and language impairments.
- Speech-language pathology services are longstanding related services in IDEA. They are also crucial in the education of many children with disabilities.



OCCUPATIONAL THERAPY

○ Skills

- Be able to work as part of a team
- Have good personal relationships with faculty, staff, parents, and community
- Positive attitude
- Communication skills
- Active Listening skills
- Speaking
- Critical Thinking

○ Physical Demands

- Occasionally may require lifting objects that exceed 50lbs, with frequent lifting and/or carrying of objects weighing up to 25 lbs.
- Could also require the following other physical demands:
 - Pushing/pulling
 - Climbing
 - Stooping/kneeling
 - Reaching
 - Talking
 - Hearing
 - Seeing



OCCUPATIONAL THERAPY

○ Qualifications

- Occupational Therapist: Currently requires a Masters degree from an accredited institution but Clinical Doctorates and Ph.D. are available for Occupational Therapy
- Occupational Therapy Assistant: Requires an Associate's degree from an accredited institution
- State licenses

○ Essential Functions/Roles

- Occupational Therapists
 - Complete evaluations and/or treatment
 - Implement treatment plan in order to treat specific conditions of the student
 - Attend IEP or M-Team meetings when necessary
 - Collaborate with education team to address student needs
 - Reevaluate students as needed
 - Documentation
- Occupational Therapy Assistants
 - Provide treatment according to occupational therapist's plan of care
 - Documentation



OCCUPATIONAL THERAPY

- Occupational therapy defined by IDEA
 - Means services provided by a qualified occupational therapist; and includes
 - Improving, developing, or restoring functions impaired or lost through illness, injury, or deprivation,
 - Improving ability to perform tasks for independent functioning if functions are impaired or lost,
 - Preventing, through early intervention, initial or further impairment or loss of function.
- OT services can enhance a child's ability to function in an educational program and may include such services as:
 - Self-help skills or adaptive living (e.g., eating, dressing);
 - Functional mobility (e.g., moving safely through school);
 - Positioning (e.g., sitting appropriately in class);
 - Sensory-motor processing (e.g., using the senses and muscles);
 - Fine motor (e.g., writing, cutting) and gross motor performance (e.g., walking, athletic skills);
 - Life skills training/vocational skills; and
 - Psychosocial adaptation



PHYSICAL THERAPY

○ Skills

- Be able to work as part of a team
- Have good personal relationships with faculty, staff, parents, and community
- Positive attitude
- Communication skills
- Active Listening skills
- Speaking

○ Physical Demands

- Occasionally may require lifting objects that exceed 50lbs, with frequent lifting and/or carrying of objects weighing up to 25 lbs.
- Could also require the following other physical demands:
 - Pushing/pulling
 - Climbing
 - Stooping/kneeling
 - Reaching
 - Talking
 - Hearing
 - Seeing



PHYSICAL THERAPY

○ Qualifications

- Physical Therapist: Currently requires a Doctoral degree from an accredited institution
- Physical Therapy Assistant: Requires an Associate's degree from an accredited institution
- State licenses

○ Essential Functions/Roles

- Physical Therapists
 - Complete evaluations and/or treatment
 - Implement treatment plan in order to treat specific conditions of the student
 - Attend IEP or M-Team meetings when necessary
 - Collaborate with education team to address student needs
 - Reevaluate students as needed
 - Documentation
- Physical Therapy Assistants
 - Provide treatment according to physical therapist's plan of care
 - Documentation



PHYSICAL THERAPY

- IDEA defines physical therapy as
 - “services provided by a qualified physical therapist”
- These services generally address:
 - Child’s posture,
 - Muscle strength,
 - Mobility, and
 - Organization of movement in educational environments.
- Physical therapy may be provided to prevent the onset or progression of :
 - Impairment,
 - Functional limitation,
 - Disability, or
 - Changes in physical function or health resulting from injury, disease, or other causes.



SCHOOL HEALTH SERVICES & SCHOOL NURSE

- School health services and school nurse services means health services that are designed to enable a child with a disability to receive Free Appropriate Public Education (FAPE) as described in the child's IEP.
 - School nurse services are services provided by a qualified school nurse.
 - School health services are services that may be provided by either a qualified school nurse or other qualified person.
- Many children with disabilities, especially those who are medically fragile, could not attend school without the supportive services of school nurses and other qualified people. Over the years, the extent of the health-related services that are provided in schools has grown, as might be expected when you consider medical advances in the last decade alone.
- What was previously called “school health services” in IDEA has been expanded to distinguish between services that are provided by a qualified nurse and those that may be provided by other qualified individuals.



SCHOOL HEALTH SERVICES & SCHOOL NURSE

- States and local school districts have guidelines that address school health services and school nurse services.
- These health services may include providing such health-related support as:
 - special feedings;
 - clean intermittent catheterization;
 - suctioning;
 - the management of a tracheostomy;
 - administering and/or dispensing medications;
 - planning for the safety of a child in school;
 - ensuring that care is given while at school and at school functions to prevent injury (e.g., changing a child's position frequently to prevent pressure sores);
 - chronic disease management; and
 - conducting and/or promoting education and skills training for all (including the child) who serve as caregivers in the school setting.

