

PROGRAM ADMINISTRATOR III – THERAPY SERVICES

GUILFORD COUNTY SCHOOLS JOB DESCRIPTION

**JOB TITLE: PROGRAM ADMINISTRATOR III- THERAPY SERVICES
EXCEPTIONAL CHILDREN SERVICES
CURRICULUM AND ORGANIZATIONAL DEVELOPMENT**

GENERAL STATEMENT OF JOB

Under limited supervision, performs a variety of supervisory and administrative tasks in providing occupational therapy, physical therapy, assistive technology, and contract nursing services to students in the Guilford County Schools. Employee supervises itinerant occupational therapy staff and itinerant physical therapy staff. Employee oversees policies and procedures related to occupational therapy, physical therapy and ECS nursing . Employee determines the amount of services required by the student population including projections for upcoming school year, determines staff assignments for all schools, and arranges for contract services to cover additional required services. Assistive technology referrals and equipment are handled as well. Employee provides a support network for principals, counselors, teachers and parents working with students requiring occupational therapy, physical therapy, and or contract nursing services. Employee supervises and provides training and support to itinerant therapy staff in the use of the selected Medicaid billing service. Employee is responsible for keeping the school system aware of architectural barriers and accessibility in all school buildings and offers recommendations for facility access for students, volunteers and visitors. Reports to assigned Coordinator and Executive Director of Exceptional Children.

SPECIFIC DUTIES AND RESPONSIBILITIES

ESSENTIAL JOB FUNCTIONS

Recruits, schedules and supervises itinerant staff and contract occupational therapists and physical therapists and itinerant PCA/ECS nurses; assigns staff and contractors to schools and students. Determines need for contract nursing services and develops requests for proposals and contracts for these services.

Develops procedures for the delivery of therapy related services and ECS nursing services; monitors therapists operating according to system policies as well as within local, state and federal regulations. Provides procedures and guidance to schools w/ students requiring ECS nursing services. Participates in 594 process for students with nursing or therapy needs.

Develops Individual Education Plans and attends Individual Education Plan meetings as needed. Advises and reviews Individual Education Plans written by occupational and physical therapists and nurses. Helps school develop student health and student safety plans as required.

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Assists school principals, assistant principals, counselors and teachers with therapy and health- related issues and concerns.

Communicates with parents, answers questions about availability of services, procedures and addresses concerns.

Organizes and conducts staff meetings to disseminate information, address concerns and share ideas; provides professional development opportunities for staff. Employee attends Exceptional Children Services Leadership Team Meetings.

Performs various personnel administration duties for staff, including caseload assignments, evaluating, assigning special duties, monitoring attendance and travel reports.

Advises staff and schools in the area of assistive technology including referral and placement procedures, evaluation process, equipment identification and requisition procedures.

Periodically assess school facilities for accessibility. Serves as a system reference person in the area of the physically challenged population and their ability to function in the school settings, Assist school administration in determining modification and structural adaptation needs to address population using the facility.

Reads various publications and attends workshops, seminars, etc. to continue to promote professional knowledge and maintain state license.

Develops and maintains procedures for health care supplies for itinerant school students with special health care needs.

ADDITIONAL JOB FUNCTIONS

Reviews Exceptional Children Services records for compliance.

Assists schools with adapting architectural barriers to provide equal access for all students

Attends Medicaid billing service training and provides training to therapists under his/her supervision.

Performs other duties as assigned.

MINIMUM TRAINING AND EXPERIENCE

Maintenance of North Carolina occupational Therapy or Physical Therapy

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license.

Minimum of five years of experience as a therapist, preferably with supervisory experience. An equivalent combination of training and experience which provides the required knowledge, skills and abilities may also be considered.

Masters degree in Occupational Therapy, Physical Therapy, or related field.

SPECIAL REQUIREMENT

Medical malpractice liability insurance to be maintained.

Possession of a valid driver's license issued by the state of North Carolina. Must maintain a safe driving record. An employee assigned to this position is designated as Category "A." Category "A" employees are governed by Guilford County Schools Policy GA and Administrative Procedure GA-P, "Drug and Alcohol Free Workplace," which spells out specific drug testing requirements, procedures and consequences of positive alcohol or drug tests or arrest for alleged violation of any alcohol or drug-related offense.

MINIMUM QUALIFICATIONS OR STANDARDS REQUIRED TO PERFORM ESSENTIAL JOB FUNCTIONS

Physical Requirements: Must be physically able to operate a variety of automated office machines including computers, typewriters, calculators, printers, copiers, etc. Must be able to exert up to 40 pounds of force occasionally and/or negligible amount of force frequently or constantly to lift, carry, push, pull, or otherwise move objects. Must be able to exert a negligible amount of force frequently or constantly to lift, carry, push, pull or otherwise move objects. Due to the amount of time walking and/or standing, physical requirements are consistent with those for light work.

Data Conception: Requires the ability to compare and/or judge the readily observable, functional, structural, or composite characteristics (whether similar to or divergent from obvious standards) of data, people or things.

Interpersonal Communications: Requires the ability to speak and/or signal people to convey or exchange information. Includes receiving instructions, assignments, and/or directions from supervisors.

Language Ability: Requires the ability to read correspondence, reports, forms, billing statements, invoices, financial statements, rosters, insurance forms, turnaround documents, etc. Requires the ability to prepare correspondence, forms, reports, billing statements, invoices, and financial statements using proper format. Requires the ability to speak to people with poise, voice control, and confidence.

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Intelligence: Requires the ability to apply rational systems to solve practical problems and deal with a variety of concrete variables in situations where only limited standardization exists; to interpret a variety of instructions furnished in oral, written, diagrammatic or schedule form.

Verbal Aptitude: Requires the ability to record and deliver information, to explain procedures, to follow oral and written instructions. Must be able to communicate effectively and efficiently in standard English and government terminology.

Numerical Aptitude: Requires the ability to utilize mathematical formulas; to add and subtract totals; to multiply and divide; to determine percentages and decimals; and apply the principles of algebra and geometry.

Form/Spatial Aptitude: Requires the ability to inspect items for proper length, width, and shape.

Motor Coordination: Requires the ability to coordinate hands and eyes rapidly and accurately in completing simple forms and using email.

Manual Dexterity: Requires the ability to handle a variety of items, office equipment, etc. Must have minimal levels of eye/hand/foot coordination.

Color Discrimination: Does not require the ability to differentiate between colors and shapes of color.

Interpersonal Temperament: Requires the ability to deal with people beyond giving and receiving instructions. Must be adaptable to performing under minimal levels of stress and when confronted with persons acting under stress.

Physical Communication: Requires the ability to talk and hear: (Talking: expressing or exchanging ideas by means of spoken words. Hearing: perceiving nature of sounds by ear). Must be able to communicate via telephone.

KNOWLEDGE, SKILLS AND ABILITIES

Considerable knowledge of the wide range of disabilities found in the special education population.

Considerable knowledge of medical interventions, procedures and equipment.

Considerable knowledge of orthotic equipment and procedures and adapted equipment particularly for the neurologically and orthopedically impaired student population.

Skill in determining equipment and supply needs for a variety of student conditions and needs.

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Ability to develop individual education plans for students with therapeutic or nursing needs.

Ability to interpret medical reports, assessment results, and progress reports from a variety of medical sources.

Ability to administer, interpret, and report standardized tests used within the area of occupational therapy, physical therapy and assistive technology.

Ability to investigate assistive technology options to meet student needs and to direct staff in this area.

Ability to organize and systemize large numbers of students and staff to make appropriate determination of needs and assignments.

Ability to maintain and complete accurate records and to develop reports as required.

DISCLAIMER

The preceding job description has been designed to indicate the general nature and level of work performed by employees within this classification. It is not designed to contain or be interpreted as a comprehensive inventory of all duties, responsibilities, and qualifications required of employees to this job.