

District		02 Clark	
2-Year Report for Period of	7/1/2021	through	6/30/2023
REPORT OF CASELOADS FOR OCCUPATIONAL THERAPISTS (Must be submitted to the Nevada Department of Education <u>and</u> posted to the district's website by October 1 in each odd-numbered year)			
1. Describe the factors used in determining caseloads (check all that apply):			
Geographic considerations such as distance OTs must travel to get to sites		X	
Number of students who need services at a given site		X	
Number of students who need services in the district		X	
Level of intensity of students' needs		X	
Number of OTs employed by the district		X	
Number of existing vacancies		X	
Other – Describe:		X	
Occupational therapists (OTs) had additional special assignments, including special schools located in rural areas, Child Find, homebound students, mentoring colleagues, and participating in departmental committees. They also order and provide specialized materials and supplies to increase (the ability to access their educational environment as well as provide ongoing training for school staff).			
2. Describe the range of number of pupils with disabilities at different school sites who require services:			
Minimum number of students who receive OT at any given site:		0	
Maximum number of students who receive OT at any given site:		110	
3. Describe the range of levels of intensity of the services required:			
Number of pupils who receive direct services approximately 1-2 times per <u>week</u> :		74	
Number of pupils who receive direct services approximately 1-2 times per <u>month</u> :		2723	
Number of pupils who receive consultation services approximately 1 time per <u>week</u> :		2	
Number of pupils who receive consultation services approximately 1 time per <u>month</u> :		806	
4. Describe the availability of appropriately certified assistants to assist with provision of services:			
Clark County School District (CCSD) employed five certified occupational therapy assistants (COTAs) and 25 additional contracted COTAs to assist with providing therapy services to students. They are responsible for implementing interventions and therapy regarding students' fine and gross motor skills and functional abilities (e.g., perceptual-motor, hand functions, motor coordination, sensory development, muscle strength).			
5. Describe the geographic factors that affect the ability of therapists to travel to provide the services (check all that apply and provide a brief description):			
Travel time / distance. Describe:		X	
Weather conditions. Describe:		X	
Other – Describe:		X	
Occupational therapists were subject to increased city traffic and road construction as they commuted between their assigned four to six schools throughout the school day. They also commuted to school sites for mandated professional development to obtain assessments, student materials, small equipment, and office supplies to provide therapy and meet the individualized education program (IEP) goals for the students on their caseload.			

6. Describe the degree to which the district expects occupational therapists to participate in meetings pertaining to the pupils:

Occupational therapists participated in annual IEP meetings for students on their assigned caseload. In addition to the annual IEP meeting, therapists participated in IEP revision meetings and meetings when an initial occupational therapy assessment has been completed. They also attended staffings where they provided training and guidance for school staff to perform assigned duties including, but not limited to, feeding, fine motor development, motor planning, and providing specialized materials and supplies to ensure students were able to access their educational environment.

7. Provide the number of occupational therapist vacancies experienced by the district in this reporting period:

58

8. Describe the efforts made by the district for the recruitment and retention of occupational therapists:

The Related Services department continued to collaborate with CCSD's Human Resources Division to address shortages through renewed recruitment efforts. This included Human Capital Management (HCM) representatives increasing advertising efforts with online resources and social media. The department continued to increase and expand new affiliation agreements with universities to recruit potential new OT graduates. CCSD expanded its contracts with numerous staffing agencies to include OTs to ensure that CCSD was compliant with all students' IEPs in the delivery of services. The department addressed retention efforts by developing staff surveys, updating the mentoring program, and orientation for new therapists.