Cedar Hill Independent School District
Job Description

Job Title:	Therapist, Music	**Wage/Hour Status:**	Exempt
Reports to:	Exe Dir Special Education	**Pay Grade:**	Supplemental Teacher Pay
Dept./School:	Special Education	**Number of Days:**	Part-Time/As Needed
Funding Source:	Local	**Date Revised:**	11/10/2026

Primary Purpose:

The Music Therapist provides evidence-based music therapy assessments, interventions, and related services to eligible students with disabilities to support educational access, functional development, communication, behavioral regulation, and progress toward Individualized Education Program (IEP) goals.

The Music Therapist is responsible for conducting comprehensive, objective assessments to determine whether music therapy is educationally necessary for a student to benefit from special education. Services are provided when determined appropriate by the Admission, Review, and Dismissal (ARD) Committee and documented in the student's IEP.

The Music Therapist works collaboratively with special education teachers, general education teachers, related service providers, campus administrators, parents, and other educational professionals to promote student engagement, independence, communication, and meaningful participation in the school environment.

Qualifications:

Education/Certification:

Bachelor's degree or higher in Music Therapy from an accredited or approved music therapy program.
Completion of required clinical training and supervised internship.
Current Music Therapist-Board Certified (MT-BC) credential through the Certification Board for Music Therapists (CBMT).
Maintain all required professional credentials and continuing education.

Experience:

Experience working with children with disabilities, including autism, developmental disabilities, communication disorders, and behavioral or sensory needs, preferred.
Experience conducting music therapy assessments and developing measurable treatment goals.
Experience in public school special education settings preferred.

Major Responsibilities and Duties:

Student Assessment and Eligibility Recommendation

1. Conduct comprehensive music therapy evaluations using professionally recognized, evidence-informed assessment methods and District-approved procedures.
2. Utilize appropriate assessment instruments, structured observations, student performance data, educational records, teacher and parent input, and interdisciplinary evaluations.

3. Determine whether music therapy addresses an identified educational or functional need that requires specialized therapeutic intervention.
4. Evaluate the student's response to music-based interventions and whether identified educational needs can be adequately addressed through existing instructional strategies and related services.
5. Prepare written assessment reports documenting evaluation procedures, measurable findings, educational impact, and recommendations.
6. Provide objective recommendations to the ARD Committee regarding the educational necessity, appropriateness, frequency, and duration of music therapy services.
7. Conduct reevaluations and review service recommendations in accordance with applicable requirements and student needs.

Direct Music Therapy Services

1. Provide individualized or small-group music therapy services as specified in student IEPs.
2. Implement evidence-based therapeutic interventions addressing communication, social interaction, emotional regulation, cognitive functioning, motor coordination, sensory regulation, and functional independence.
3. Develop measurable therapeutic objectives aligned with identified educational needs and IEP goals.
4. Adapt instruments, musical activities, and therapeutic techniques to accommodate individual student abilities.
5. Promote the transfer of therapeutic skills into classroom learning and everyday school activities.

ARD and IEP Compliance

1. Participate in ARD Committee meetings to present assessment results, progress data, and professional recommendations.
2. Implement services according to the frequency, duration, and setting established in each student's IEP.
3. Collaborate with Special Education personnel to develop and monitor measurable goals.
4. Recommend adjustments, continuation, or discontinuation of services based on documented student needs and progress.
5. Maintain compliance with the Individuals with Disabilities Education Act (IDEA), applicable Texas regulations, and District procedures.

Progress Monitoring and Documentation

1. Establish baseline performance data and measurable indicators of student progress.
2. Maintain accurate service logs, assessment reports, intervention plans, and progress-monitoring records.
3. Evaluate the effectiveness of interventions using objective student performance data.
4. Provide required progress reports and recommendations to the educational team.
5. Maintain confidentiality of student information in accordance with FERPA and District policy.

Collaboration and Professional Responsibilities

1. Collaborate with Special Education teachers, general education teachers, diagnosticians, speech-language pathologists, occupational therapists, administrators, and other related service providers.
2. Consult with instructional staff regarding appropriate music-based strategies that support educational goals.

3. Communicate assessment findings and student progress to parents and educational teams.
4. Maintain professional ethical standards, student safety, and appropriate therapeutic practices.
5. Perform additional duties as assigned by the Executive Director of Special Education or designee.

Required Knowledge and Skills

1. Knowledge of evidence-based music therapy assessment and intervention practices.
2. Understanding of IDEA, ARD procedures, IEP implementation, and educationally necessary related services.
3. Ability to select, administer, and interpret appropriate music therapy assessment instruments.
4. Ability to distinguish therapeutic necessity from general music enrichment or instructional benefit.
5. Proficiency in collecting, analyzing, and reporting measurable student progress.
6. Strong collaboration, communication, organization, and documentation skills.

Supervisory Responsibilities:

Supervise the work of the occupational therapy assistant(s).

Mental Demands/Physical Demands/Environmental Factors:

Tools/Equipment Used: Special needs adaptive equipment; standard office equipment including computer and peripherals
Posture: Frequent standing, sitting, kneeling/squatting, bending/stooping, pushing pulling, and twisting
Motion: Frequent walking, grasping/squeezing, wrist flexion/extension
Lifting: Regular heavy lifting (45 pounds or more) and position of students with physical disabilities; controlling behavior through physical restraint, assisting nonambulatory students
Environment: Exposure to biological hazards, bacteria, and communicable diseases; may require districtwide travel
Mental Demands: Work with frequent interruptions; maintain emotional control under stress

This document describes the general purpose and responsibilities assigned to this job and is not an exhaustive list of all responsibilities and duties that may be assigned or skills that may be required.

Reviewed by Date

Received by Date

*Cedar Hill ISD is an equal opportunity employer and will consider all candidates for employment without regard to race, color, religion, sex, national origin, age, marital status, disability status, protected veteran status, or any other characteristic protected by law.