PERRIS UNION HIGH SCHOOL DISTRICT

Board Approved: February 11, 2026
Salary Schedule:#255; Row:1

The Governing Board desires to provide a positive work environment where employees and job applicants are assured of equal access and opportunities and are free from harassment in accordance with law. The Board prohibits district employees from discriminating against or harassing any other district employee or job applicant on the basis of the person's actual or perceived race, religious creed, color, national origin, ancestry, age, marital status, pregnancy, physical or mental disability, medical condition, genetic information, veteran status, gender, gender identity, gender expression, sex, or sexual orientation. BP 4030 The Governing Board prohibits sexual harassment of district employees and job applicants. The Board also prohibits retaliatory behavior or action against district employees or other persons who complain, testify or otherwise participate in the complaint process established pursuant to this policy and administrative regulation. BP 4119.11, 4219.11, 4319.11

JOB TITLE: CERTIFIED OCCUPATIONAL THERAPIST ASSISTANT (COTA)

JOB PURPOSE STATEMENT: Under the supervision of a registered Occupational Therapist and/or the assigned administrator, and reporting to the Director of Special Education, will participate as a member of the education team to treat students with established school-based occupational therapy services and report on the student's progress in attaining goals and objectives. The Certified Occupational Therapist Assistant (COTA) may, with prior approval, adjust specific treatment procedures in accordance with changes in student status. Employees in this classification receive limited supervision within a framework of standard policies and procedures. This job class performs a variety of activities essential to student performance in sensory processing, organization and integration, motor planning and coordination, fine motor abilities, and self-help judgment. This job class requires that employees meet national and state proactive codes and standards, as well as professional training and certification requirements.

JOB FUNCTIONS:

- Implements intervention plans directly under the supervision of the Occupational Therapist
- Develops occupationally-based intervention plans based on student needs and evaluation results under the supervision of the Occupational Therapist
- Follows through on plans to maintain and enhance the performance of students in their educational setting
- Provides targeted, evidence-based therapeutic intervention to facilitate student participation and occupational performance within the school environment
- Adapts, modifies the environment, and trains instructional staff to meet individual needs and to help students function as independently as possible
- Recommends appropriate materials designed to facilitate student development
- Demonstrates educational/developmental strategies/activities to students, staff, and families

- Suggests appropriate activities to accomplish relevant goals set in the IEP
- Guides evidence-based intervention and articulates these interventions to staff and the IEP team in a comprehensive manner
- Educates students, educational personnel, and families to facilitate skills in areas of occupation, as well as health maintenance and safety ensures these health and safety practices and procedures
- The COTA assists the registered Occupational Therapist (OT) in the procurement, preparation, and maintenance of materials and supplies
- Documents occupational therapy services to ensure accountability of service provision and to meet standards for reimbursement of services as appropriate
- Collaborates with other disciplines to ensure team understanding of student occupational performance strengths and needs
- Monitors the effects of occupational therapy intervention and the need to continue, modify, or discontinue interventions under the supervision of the Occupational Therapist
- Maintains clinical/administrative records in accordance with professional standards, state guidelines, and school system policy

SKILLS, KNOWLEDGE, AND ABILITIES

Knowledge of:

- Human development through the lifespan, and integrating with students' unique developmental status (intellectual, sensory, and physical)
- Techniques used in the treatment of disabilities
- The influence of disabilities, socio-cultural, and socio-economic factors on students' ability to participate in occupations
- Occupational Therapy theories, models of practice, principles, and evidence-based practice to guide intervention decisions
- Child guidance principles and practices related to children with special education needs
- A variety of current treatment approaches appropriate to meet the student's needs, instructional goals, and classroom support
- Federal and state legislation, regulations, and policies related to special education and occupational therapy services
- District policies and procedures, including those adopted by the Governing Board and district administration
- Health and safety regulations applicable to school-based settings

- Scope of authority and professional guidelines related to the position

Ability to:

- Assist in the assessments of the developmental status, data collection, goal tracking, progress reporting, and education needs of students
- Monitor, evaluate, and document student progress accurately and timely
- Work independently with minimal supervision and direction
- Work collaboratively in trans-disciplinary teams and families
- Work collaboratively to prepare lessons, treatments, and instructional materials to support progress on students' IEP goals
- Prioritizes and manage multiple tasks independently
- Resolves issues as appropriate and diffuses difficult situations
- Assures timely communications between the assigned office and District employees
- Maintain confidentiality of information related to student, in personnel matters, and District functions
- Maintain professional behavior, appearance, and emotional stability in all student-related contacts
- Adapt to changing situations with flexibility, patience, and sound judgment
- Performs other related duties as assigned

Skill In:

- Oral and written communication using correct English usage, punctuation, spelling, grammar, and basic math
- Record keeping and report preparation
- Interpersonal communication using tact, patience, courtesy diplomacy and professionalism
- Communicating effectively through telephone, email and written correspondence
- Operate a variety of office and instructional equipment, including computers and assigned software
- Collaborating effectively with the Superintendent, Governing Board, Cabinet, District Office staff members, principals, faculty, staff, and parents utilizing courtesy, tact, and diplomacy;
- Establishing and maintaining effective and cooperative working relationships

- Participating in staff development, meetings, and professional growth activities
- Participates in/or coordinates professional growth activities

PHYSICAL ABILITIES:

- Visual ability to read handwritten or typed documents, and the display screen of various office equipment and machines
- Able to conduct verbal conversations in English and read English
- Able to hear normal range verbal conversation (approximately 60 decibels)
- Able to climb slopes, stairs, steps, ramps, and ladders.
- Able to operate office machines and equipment in a safe and effective manner
- Able to sit for sustained periods of time.
- Able to kneel or squat for extended periods of time
- Able to lift and/or carry up to twenty (20) pounds up to four (4) hours per day, and fifty (50) pounds occasionally up to one (1) hour per day.
- Able to push and pull objects weighing up to forty (40) pounds up to two (2) hours per day.
- Able to exhibit a full range of motion for shoulder external rotation and internal rotation, shoulder abduction and adduction, elbow flexion and extension, shoulder extension and flexion, back lateral flexion, hip flexion and extension, and knee flexion.
- Able to demonstrate manual dexterity necessary to operate a calculator, typewriter, and/or computer keyboard at the required speed and accuracy in a safe and effective manner.

JOB QUALIFICATIONS:

Education:

- Successfully graduated from an accredited occupational therapy professional program
- Two years of experience as a certified occupational therapy assistant with a primary focus on sensory integration therapy with pediatric clients; or any combination of training and experience that would likely provide the required knowledge and abilities.

Experience:

- Experience in a public school classroom is desired
- A work history demonstrating reliability and good attendance

Licenses, Certifications, Bonding, and/or Testing:

- Initial certification by the National Board for Certification of Occupational Therapy as a Certified Occupational Therapy Assistant.
- Current license by the California Board of Occupational Therapy as a Certified Occupational Therapy Assistant.
- Possess and maintain a First Aid certification and CPR certificate
- Valid California Class C Driver's License, and proof of current and appropriate auto insurance coverage

EMPLOYMENT STATUS:
Classified Unrepresented