

Vail School District Job Description

Job Title: ASSISTIVE TECHNOLOGY COORDINATOR

Department: Special Education/Sites

Reports To: Director of Special Education

FLSA Status: Exempt

Classification: Level 23

Created: 11/18/2009

Approved: 11/24/2009

SUMMARY:

Serves as a resource in the area of assistive technology to faculty, staff and students; coordinates the evaluation, installation, and ongoing maintenance of assistive technology devices; and oversees the conversion of instructional materials in to alternative media formats.

ESSENTIAL DUTIES AND RESPONSIBILITIES include the following. Other duties may be assigned.

- Serves as the primary contact for all assistive technology assessment referrals.
- Evaluates requests for assistive technology and assesses alternative methods of accommodation in conjunction with the appropriate disability support service (student or employee).
- Coordinates the purchase of appropriate assistive technology equipment and materials.
- Evaluates, coordinates, trains and supports qualified students on the use of assistive technology.
- Coordinates in-service training and support for students, staff, faculty, and administrators working with qualified students on the use of assistive technology.
- Troubleshoots assistive technology issues to ensure effective daily operation of assistive technology hardware and software.
- Provides light technical support to special education staff.
- Coordinates the conversion of instructional materials into alternative media formats.
- Coordinates communication between students and faculty requesting alternative media formats.
- Works collaboratively with Site Technology Coordinators and District's Information Technology staff.
- Works with technology vendors and district and site technology support personnel in order to manage registration and warranty information on all assistive technology.
- Maintains accurate inventories of assistive technology computer equipment, word processors, screen enlargers, communication devices, and related software.
- Regularly reviews websites, literature and other sources of information on assistive technology and maintains an internal database of appropriate information.
- Attends appropriate training opportunities to maintain skills and knowledge base in assistive technology.

SUPERVISORY RESPONSIBILITIES

This job has no direct supervisory responsibilities.

QUALIFICATIONS To perform this job successfully, an individual must be able to perform each essential duty satisfactorily. The requirements listed below are representative of the knowledge, skill, and/or ability required. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

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EDUCATION and/or EXPERIENCE

- Bachelor's degree in assistive technology, rehabilitation, engineering, information technology, special education, occupational education, vocational rehabilitation, physical therapy, or other related professional field.
- Two years experience working in school, clinical, and/or programs serving persons with disabilities involving the technical and clinical aspects of assistive technology applications.
- Experience training individuals with and without technical backgrounds is preferred.
- Experience dealing with people, especially children, with impairments with sensitivity and understanding.
- Two years experience working with personal computers, including Mac and Windows-based software and MS Office.
- Experience with Equal Employment Opportunity legislation and with Section 504 and Section 508, the requirements of the Americans with Disabilities Act and the Vocational Rehabilitation Act.
- An equivalent combination of education, training and experience in order to meet the requirements and abilities to perform the job may be accepted as approved by Director of Special Education.

ABILITIES

- Strong organizational and interpersonal skills dealing with a diverse range of people.
- Ability to establish and maintain cooperative working relationships with employees, community members and groups, vendors, and the general public.
- Ability to effectively present to small- and medium-size audiences.
- Demonstrated proficiency with computers, including Windows-based and Mac operating systems, Excel, Word, and PowerPoint.
- Broad knowledge of needs and behaviors of students with special needs, 504 accommodations, IEPs, and behavior management plans.
- Broad knowledge of inclusion and integration principles for the delivery of instruction to students.
- Broad knowledge of communication technology and assistive technology devices, hardware, and software.
- Ability to coordinate and prioritize multiple tasks simultaneously.
- Ability to assume responsibility, display initiative, and exercise sound judgment.
- Ability to handle and maintain confidential information regarding students, staff, and parents.

LANGUAGE SKILLS

Ability to read and interpret documents such as instructions, safety rules, operating and maintenance instructions, correspondence, and procedure manuals. Ability to write routine reports and correspondence. Ability to effectively communicate with students who have speech and language disabilities, hearing and visual impairments, and other qualified disabilities or impairments. Ability to speak effectively to employees of the organization, students, parents, community groups, vendors, and to the general public.

MATHEMATICAL SKILLS

Ability to add, subtract, multiply, and divide in all units of measure, using whole numbers, common fractions, and decimals. Ability to compute rate, ratio, and percent.

REASONING ABILITY

Ability to apply common sense understanding to carry out instructions furnished in written, oral, or diagram form. Ability to deal with problems involving several concrete variables in standardized situations.

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CERTIFICATES, LICENSES, REGISTRATIONS

- Valid Arizona fingerprint clearance card.

PHYSICAL DEMANDS The physical demands described here are representative of those that must be met by an employee to successfully perform the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

While performing the duties of this job, the employee is regularly required to stand; walk; sit; use hands to finger, handle, or feel; reach with hands and arms; and talk or hear. The employee frequently is required to climb or balance and stoop, kneel, crouch, or crawl. The employee must regularly lift and/or move up to 50 pounds. Specific vision abilities required by this job include close vision, peripheral vision, and ability to adjust focus.

WORK ENVIRONMENT The work environment characteristics described here are representative of those an employee encounters while performing the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

While performing the duties of this job, the employee is occasionally exposed to outdoor weather conditions, including direct sun, extreme heat, wind, rain or extreme cold. The noise level in the work environment is usually moderate but can vary due to the needs of a specific event/activity.

TRAVEL

Travel is occasional in the local area.