

**SAN RAMON VALLEY UNIFIED SCHOOL DISTRICT**  
**Position Description**

<b>TITLE:</b>	<b>Assistive Technology Specialist</b>	<b>REPORTS TO:</b>	<b>Director of Special Education</b>
<b>DEPARTMENT:</b>	<b>Special Education</b>	<b>CLASSIFICATION:</b>	<b>Certificated</b>
<b>FLSA:</b>	<b>Exempt</b>	<b>WORK YEAR:</b>	<b>186 Days</b>
<b>BOARD APPROVAL:</b>	<b>August 4, 2009</b>	<b>SALARY:</b>	<b>Certificated Salary Schedule</b>

**Summary Definition:**

Under the direct supervision of the Special Education Department, the Assistive Technology (AT) Specialist provides support, services and consultation to address a student's defined Assistive Technology (AT) needs as outlined in their Individualized Education Program (IEP). The AT Specialist provides support to IEP teams with consideration of student communication and assistive technology needs. The AT Specialist provides training, consultation and monitoring of staff in the use of equipment/devices.

**REPRESENTATIVE DUTIES:**

Assistive Technology (AT) is a tool for access (e.g., school environment, core curriculum) and for independence (e.g., communication, mobility) and will therefore change as the student's needs change and as technology continues to change. The need for AT should therefore be an integral part of a comprehensive assessment for students with disabilities in all areas related to their disabilities, as appropriate, for each student and must be considered by the IEP team, based upon the student's assessed needs and strengths.

**(Incumbents may perform any combination of the essential functions shown below. This position description is not intended to be an exhaustive list of all duties, knowledge or abilities associated with this classification, but are intended to accurately reflect the principal job elements.)**

**E = Essential Functions**

Understand assistive technology including legal requirements, its purpose and functional application for the student's educational program. E

Evaluate the functional and educational needs for a student regarding alternative augmentative communication and consideration of assistive technology. E

Demonstrate awareness of a variety of assistive technology devices/services and the ability to integrate technology into educational programs. E

Demonstrate knowledge in multiple of assistive technology (e.g., access, alternative augmentative communication, computer-based instruction, mobility, positioning, assistive listening and signaling devices, recreation/leisure/play, vision technology and environmental control, and activities of daily living). E

Demonstrate the ability to apply discipline-specific knowledge regarding assistive technology. E

Demonstrate the ability to use appropriate assistive technology in a variety of educational settings. E

Demonstrate the recognition of the need for on going individual professional development and maintaining knowledge of merging technologies. E

Understand the multi-disciplinary nature of assistive technology application and contribution of a variety of disciplines to the service delivery process. E

Understand skills required to serve as a member of a multi-disciplinary team providing services for assistive technology (i.e. ability to include parents as team members, ability to listen and respond to input from other team members) E

Determine, in collaboration with other members of the assessment team, assistive technology needs as part of a comprehensive multi-disciplinary evaluation, which addresses all areas related to the disability and based on student's strengths, tasks, and expectations. E

Use appropriate data gathering procedures and strategies to conduct an assistive technology evaluation utilizing a team approach to assess the student in customary environments. E

Integrate and discuss, in collaboration with the multi-disciplinary team, all evaluation information including formulating recommendations and preparing a report. E

Identify and design appropriate assistive technology devices, services, and strategies in a collaborative plan as required to meet the student's needs. E

Identify, in collaboration with team members, assistive technology resources completing low incidence requests as needed. E

Serve as a resource for others by identifying staff development needs and opportunities, which address specific needs. E

Perform related duties as assigned within the scope of the job.

## **MINIMUM QUALIFICATIONS**

To perform this job successfully, an individual must be able to perform each essential duty satisfactorily. The qualifications listed in this document are the minimum qualifications required in order to successfully be considered and hired for the position.

### **EDUCATION AND EXPERIENCE:**

Graduation from an accredited four-year college or university. Valid Special Education teaching credential with two years experience in Assistive Technology or an Assistive Technology Certificate.

### **LICENSES AND OTHER REQUIREMENTS:**

Holds an appropriate, valid California Special Education Credential.

**KNOWLEDGE, SKILLS, AND ABILITIES:** The requirements listed below are representative of the knowledge, skills, and/or abilities required.

### **KNOWLEDGE OF:**

- District, state, and national standards, curriculum, and assessments.
- Researched based assistive technology strategies and implementation.
- Special Education mandates, timelines and requirements.
- Child development including language and academic readiness.
- Data analysis to plan instruction.

### **ABILITY TO:**

- Work with a variety of instructional groups in student-centered classroom.
- Use data and assessment to plan and implement instruction.
- Communicate clearly with staff, students and parents.
- Work collaboratively with peers, students and parent.
- Develop effective implementation plans and strategies.

**LANGUAGE SKILLS:**

Ability to read, write, hear, and speak in English. Ability to read and interpret documents such as safety rules, operating and maintenance instructions, and procedure manuals including policies and procedures and equipment manuals; to write routine draft instructions, reports and correspondence; to speak effectively one-one and/or before internal and/or external groups.

**PHYSICAL DEMANDS & WORK ENVIRONMENT:** The physical demands and the work environment characteristics described here are representative of those that an employee encounters while performing the essential functions of this job, and must be met by the employee to successfully perform the essential functions of the job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

**WORKING CONDITIONS:**

Classrooms and general school campus environment.

**PHYSICAL ABILITIES:**

Hearing and speaking to exchange information in person and on the telephone; seeing to read and interpret documents; speaking clearly and succinctly in English; sitting or standing for extended periods of time; standing for long periods of time to sort, stack, pack and unpack books and objects; dexterity of hands and fingers to operate a computer keyboard and other office equipment; kneeling, bending at the waist and reaching overhead, above the shoulders and horizontally to retrieve and store files and supplies.

**HAZARDS:** Possible exposure and contact with blood and other body fluids; exposure to communicable diseases.

**OTHER QUALIFICATIONS:**

Must successfully pass the District’s pre-employment fingerprinting and TB testing.

**RELEVANT EDUCATION CODE:**

56341.1 (a)(5) When developing each pupil’s individualized education program, the individualized education program team shall consider whether the pupil requires assistive technology devices and services as defined in Section 1401(1) and (2) of Title 20 of the United States Code.

**APPROVALS:**

\_\_\_\_\_  
Roberta J. Silverstein, Assistant Superintendent- Human Resources

\_\_\_\_\_  
Date

\_\_\_\_\_  
Steven Enoch, Superintendent

\_\_\_\_\_  
Date