

**BOARD AGENDA ITEM**

**FEBRUARY 8, 2011**

**SUBJECT:**

Assistive Technology Coordinator – New Position and Job Description

**BACKGROUND INFORMATION:**

Since the authorization of the Individuals with Disabilities Education Improvement Act of 2004, an increased emphasis in incorporating assistive technology to ensure that students with disabilities benefit resulted. Assistive technology ranges from pencil grips for students with fine motor problems to iPads for students that are nonverbal and require communication devices. The Department of Special Programs has spent more than \$50,000.00 of ARRA funds on assistive technology devices and software. However, classroom teacher, paraeducators, and special education staff require professional development, follow-up, and maintenance of the technology. Currently, the Department of Special Programs does not have someone with the knowledge and expertise to fulfill the duties and responsibilities associated with assistive technology.

**ADMINISTRATIVE CONSIDERATION:**

The Assistive Technology Coordinator would replace the Response to Intervention (RtI) Coordinator position. The funds for this position are provided by ARRA funds. The budget for the Department of Special Programs will be able to fund this position for the 2011-2012 school year.

**RECOMMENDATION:**

Approve the position of Assistive Technology Coordinator and job description.

**ATTACHMENTS:**

Proposed salary schedule associated with special education coordinator  
Job description of Assistive Technology Coordinator

**PREPARED BY:**

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**AIKEN COUNTY PUBLIC SCHOOLS**  
**District Position Description**

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<b>Position Title:</b>	<b>Assistive Technology Coordinator</b>
<b>Department:</b>	<b>Special Programs</b>
<b>Reports To:</b>	<b>Director of Special Programs</b>

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**SUMMARY:**

Responsible for implementing the policies and procedures of the district's Assistive Technology Plan. Act as a team member to evaluate needs and make recommendations.

**ESSENTIAL DUTIES AND RESPONSIBILITIES:** *Other duties may be assigned.*

- Maintain database of existing and newly acquired equipment.
- Comply with Assistive Technology IDEA requirements.
- Coordinate referrals, evaluations and consultations.
- Provide follow-up, support, and written reports.
- Make provisions for assistive technology devices and services.
- Arrange demonstrations, loans, rentals and training.
- Participate in ongoing learning opportunities to stay current in the field.

**QUALIFICATION REQUIREMENTS:**

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, and/or ability required. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

**EDUCATION and/or EXPERIENCE:**

South Carolina Department of Education certification in Special Education. Expansive knowledge and experience with disabled students. A minimum of 5 (five) years successful experience in teaching in a special education program or providing services for special education students. Familiarity with the wide range of technology currently available. Basic computer skills and a sincere desire to expand knowledge of computer and technology.

**OTHER SKILLS and ABILITIES:**

Ability to apply knowledge of laws and regulations in specific field. Ability to interpret evaluation data and knowledge of disabling conditions and their impact on behavior. Ability to establish and maintain effective working relationships with students, staff and parents. Ability to speak clearly and concisely both in oral and written communication. Ability to perform duties with awareness of all district requirements and Board of Education policies.

**LANGUAGE SKILLS:**

Ability to read, analyze, and interpret state and federal government regulation. Ability to effectively present information and respond to questions from teachers, parents, and school personnel in both spoken and written language.

**MATHEMATICAL SKILLS:**

Ability to work with mathematical concepts in problem-solving and financial management.

**REASONING ABILITY:**

Ability to define problems, collect data, establish facts and draw valid conclusions. Ability to problem-solve, review and interpret data and adjust as required by the data.

**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 sit, talk or hear. The employee occasionally will stand or walk. The employee is occasionally required to reach with hands and arms and will frequently repeat the same hand, arm or finger motion such as when typing. Employee will frequently interact with the public and other staff members. Specific vision abilities required by this job include close vision. The employee may occasionally lift up to 25 pounds such as boxes of paper.

**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.

The noise level in the work environment is usually quiet.

**TERM OF EMPLOYMENT:**

**EVALUATION:** Performance of this job will be evaluated annually according to Board Policy.

*The information contained in this job description is for compliance with the American with Disabilities Act (A.D.A.) and is not an exhaustive list of the duties performed for this position. Additional duties are performed by the individuals currently holding this position and additional duties may be assigned.*