



POSITION DESCRIPTION WACONIA PUBLIC SCHOOLS

SECTION I: GENERAL INFORMATION

Position Title: Assistive Technology Coordinator (TOSA)	Department: Special Services
Immediate Supervisor's Position Title: Director of Elementary Student Support Services	FLSA Status: Exempt
Job Summary: Under the direction of the Director of Elementary Student Support Services, the Assistive Technology Coordinator is responsible for providing necessary assistive technology devices and services to ensure that a student with disabilities receives a free, appropriate public education. The Assistive Technology Coordinator identifies possible needs for assistive technology for a student to meet goals and objectives, creates a plan and strategy for obtaining assistive technology devices, coordinates training for the student, staff, parents and others to provide successful implementation, and regularly monitors and evaluates the effectiveness of the assistive technology and strategies.	

SECTION II: ESSENTIAL DUTIES AND RESPONSIBILITIES

- Coordinates assistive technology assessments and identifies assistive technology devices and services to allow students with disabilities to access and benefit from their program of education.
 - a) Assesses and makes recommendations regarding the selection, modification and implementation of assistive technology devices and services for students and special education classrooms.
 - b) Researches best practices in the use of assistive technology devices and services to meet and support the needs of the school district.
 - c) Collects and analyzes information about a student with disabilities and his/her daily environments (e.g., classroom, playground, lunchroom, residence) in order to recommend appropriate assistive technology devices and services.
 - d) Completes initial and formal evaluations of students with disabilities and provides written summaries of such evaluations with suggestions for assistive technology devices and services to the student's Individual Education Plan (IEP) team.
 - e) Collaborates and works with district administrators, teachers and other staff in assessing needs, planning and identifying assistive technology requirements.
 - f) Makes recommendations regarding the purchase, repair and replacement of assistive technology devices.
 - g) Maintains an inventory of school district assistive technology equipment.
- Supports special education staff in developing assistive technology goals for students with disabilities.
 - a) Creates written guidelines for addressing assistive technology needs in a student's IEP including how to effectively document assistive technology needs, devices and services as a part of specialized instruction, supplemental aids, or related services.
 - b) Assists in the development of student IEPs that illustrate the use of assistive technology as a tool to support achievement of goals and progress in the general curriculum by establishing a clear relationship between assistive technology and services and the student's goals and objectives. Includes language in IEPs that clearly and completely describes assistive technology devices and services.
 - c) Ensures that all services deemed necessary by the IEP team to support the selection, acquisition, and use of assistive technology devices are designated in the student's IEP. Such services may include evaluation, customization and/or

- maintenance of devices, coordination of services, and appropriate training for the student, staff, parents, and other stakeholders.
 - d) Provides direct and indirect assistive technology services to students as specified in IEPs.
 - e) Coordinates the delivery of assistive technology services with classroom teachers, special education staff, and other stakeholders to ensure continuity and consistency in providing comprehensive special education services to students.
 - f) Maintains an accurate record of assistive technology services provided throughout the school district.
 - g) Acts as the school district's primary resource for assistive technology.
- Works with and supports special education staff in implementing assistive technology for students with disabilities.
 - a) Consults and collaborates with teachers, administrators, parents and other stakeholders in creating assistive technology implementation plans for students. Includes detailed information about how the assistive technology will be used in specific educational settings in student plans.
 - b) Assists teachers in integrating assistive technology into the curriculum and daily activities of the student across environments.
 - c) Provides training to special education teachers, educational assistants, and other stakeholders in assisting students in the appropriate use and maintenance of assistive technology devices.
 - d) Consults and collaborates with the medical community and other providers, as appropriate.
 - e) Connects with staff, administrators, and parents to share ways that assistive technology is being utilized in the school district effectively.
- Acts as the special education liaison with the technology department to ensure the implementation of best practices designed to meet and support the assistive technology needs of the school district. Participates in district technology meetings. Makes recommendations for special education technology resources, additions and/or modifications.
- Performs other duties of a comparable level or type, as required.
 - a) Provides professional expertise and assistance to individuals, other district staff, and the community concerning areas of expertise/knowledge.
 - b) Attends training sessions, conferences, seminars, district and departmental meetings.
 - c) Keeps abreast of changing developments, trends, and technologies.
- Attends work regularly and punctually.

SECTION III: WORK REQUIREMENTS AND CHARACTERISTICS

EDUCATION/KNOWLEDGE REQUIREMENT: Minimum education required to perform adequately in position could reasonably be attained only by completing the following:			
REQUIRED EDUCATION/TRAINING (choose one)		DEGREE INFORMATION:	
less than high school diploma		Type of degree: (B.S., M.A., etc.)	
High school diploma or GED.		Bachelor's Degree required.	
1 year college		2 years college	Major field of study or degree emphasis: Special Education required. Advanced training in the area of Assistive Technology is preferred.
3 years college	x	4 years college	

	1st year graduate level	Essential knowledge and specialized subject knowledge required to perform the essential functions of the job: <ul style="list-style-type: none"> • Knowledge of the principles, practices and ethical standards of assistive technology. • Knowledge of best practices for incorporating technology into classroom curriculum, school programs and operations. • Knowledge of assistive technology devices. • Knowledge of K-12 educational operations as well as federal and state mandates and best practices.
	2nd year graduate level	
	Doctorate level	
Required Work Experience in Addition to Formal Education/Training: A minimum of three (3) years teaching experience.		
LICENSE/ CERTIFICATION	Identify licenses/certification required upon hiring: Special Education teaching license issued by the Minnesota Department of Education.	

SECTION III: WORK REQUIREMENTS AND CHARACTERISTICS

ESSENTIAL SKILLS REQUIRED TO PERFORM THE WORK	Skilled in: <ul style="list-style-type: none"> • Planning, coordinating and implementing assistive technology plans. • Consulting with, advising, and collaborating with staff concerning issues, objectives, goals and strategies for the integration of assistive technology throughout the district. • Interviewing and interacting with various groups including district faculty and staff, students, community members, and other key stakeholders. • Effectively presenting complex materials in an understandable manner and responding to questions in both individual and group settings. • Communicating clearly and concisely, both orally and in writing. • Writing reports, business correspondence and procedure manuals. • Performing duties with awareness of all district policies. • Defining problems and collaboratively working towards resolution. • Establishing and maintaining professional and courteous working relationships.
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RESPONSIBILITY FOR DIRECT SUPERVISION OF THE FOLLOWING POSITIONS	
Titles of Positions Directly Supervised	# of Employees
TOTAL	

INDIRECT SUPERVISION:	
Number of employees indirectly supervised:	Total:

SECTION III: WORK REQUIREMENTS AND CHARACTERISTICS

HAZARDOUS WORKING CONDITIONS: <i>The essential duties of the work are performed under various physical hazards or environmental conditions noted.</i>	Unusual or hazardous working conditions related to performance of duties: Work is performed in a typical school district setting where the employee is exposed to minimal environmental or physical hazards or risks associated with performing the requirements of the job.
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PHYSICAL JOB REQUIREMENTS: Indicate according to essential duties/responsibilities				
<u>Employee is required to:</u>	Never	1-33% Occasionally	34-66% Frequently	66-100% Continuously
Stand		x		
Walk		x		
Sit			x	
Use hands dexterously (use fingers to handle, feel)		x		
Reach with hands and arms		x		
Climb or balance		x		
Stoop/kneel/crouch or crawl		x		
Talk or hear				x
Taste or smell	x			
Physical (Lift & carry): up to 10 pounds		x		
up to 25 pounds		x		
up to 50 pounds	x			
up to 75 pounds	x			
up to 100 pounds	x			
more than 100 pounds	x			

PHYSICAL JOB REQUIREMENTS: Indicate according to essential duties/responsibilities
Physical requirements associated with the position can be best summarized as follows: Light Work: Exerting up to twenty-five (25) pounds of force occasional and/or negligible amount of force constantly to lift, carry, push, pull or otherwise move objects in the performance of the job.