Assistive Technology Services Specialist

Position Details
Class Code: 1449
Job Family: Information Systems
Classification: Support Professional
Terms of Employment: Pay Grade 56 on the Support Professional Salary Schedule
FLSA STATUS: NON-EXEMPT

Position Summary
Under direction of the Assistive Technology Coordinator, designs and develops technological solutions to meet handicapped students’ educational needs in cooperation with Individualized Education Plan (IEP) teams.

Essential Duties and Responsibilities
The list of Essential Duties and Responsibilities is not exhaustive and may be supplemented.

1. Designs, develops, coordinates, and conducts assistive technology training programs, including instructional objectives, course outlines, multimedia instructional materials, and reference manuals.
2. Trains Clark County School District personnel, students, parents, and community members in accessible educational systems.
3. Researches, evaluates, recommends, and initiates the acquisition of computer technologies supporting IEP students.
4. Maintains accessible educational systems.
5. Documents maintenance of assistive technologies.
6. Conducts programs to train trainers.
7. Meets with departmental representatives to discuss existing computer operations and future requirements.

8. Assists in planning and implementing computer hardware/software installation and upgrades.

9. Monitors/maintains assistive technology inventory in compliance with District procedures; advises on necessary purchases.

10. Maintains records/reports (i.e., job records, work orders, inventory supply, materials requests, etc.)

11. Sets-up and maintains touchscreen devices, including security systems; previews, installs, updates, and trains on apps; monitors touchscreen devices’ use.

12. Works with department staff to define/implement interfaces; ensures that browsers and other clients interact properly with required assistive technology software and database systems.

13. Previews, selects, and trials touchscreen devices’ accessibility accessories to support physically handicapped students.

14. Modifies and installs technologies to allow for handicapped students’ access.

15. Sets-up/maintains servers and assistive technologies for Assistive Technology Services.

16. Assists in diagnosing computer system malfunctions; coordinates and implements repairs.

17. Provides operational support for purchased software.

18. Performs field support at District schools, offices, or other locations, as directed.

19. Guides/assists peers and technicians.

20. Supports student/staff accessibility measures in coordination with Educational Computing Strategists (ECS), site-based technicians, User Support Services, Networking Services, etc.

21. Coordinates support activities with other departments (i.e., equipment repair, telecommunications, supplies/equipment, elementary/secondary education, schools, etc.)

22. Participates in computer access security control procedures.

23. Coordinates application purchases using the Volume Purchase Program (VPP), as applicable.

24. Maintains the computer-training lab and related assistive technologies.

25. Images computers.

26. Accesses and installs Networking Services resources.

27. Repairs assistive technologies and assigns Beyond Economic Repairs (BERs) in compliance with District procedures.
28. Supervises, assigns duties to, and may participate in evaluating the Technical Support Team.
29. Conforms to safety standards, as prescribed.
30. Performs other tasks related to the position, as assigned.

Distinguishing Characteristics
Develops training programs, trains District personnel, students, parents, and community members in using accessible educational systems. Works with IEP teams to determine and meet students' needs with commercially available, customized, or novel fabrications of technologies. Maintains assistive technologies and facilitates Assistive Technology administrative needs.

Knowledge, Skills, and Abilities (Position Expectations)

1. Comprehensive knowledge of the District's internal organization and administrative information systems.
2. Working knowledge of online system operations and communications.
3. In-depth knowledge of computer operations, networking, and imaging.
4. In-depth knowledge of commercial information/data processing software.
5. In-depth knowledge of touchscreen devices, applications, Volume Purchase Program (VPP), and device deployment/management.
6. Knowledge of the District's directory services, server operating systems, and backup/imaging systems.
7. Knowledge of District procedures including BER, inventory, asset tracking, etc.
8. In-depth knowledge of assistive devices and software including Dynavox, touchscreens, Proloquo2Go, augmentative communication devices, switches, mounts, word processors, etc.
9. Designs applications for instructor, parent/guardian, and community member support.
10. Ability to coordinate the design of, modify, fabricate, and implement unique educational technologies.
11. Ability to communicate effectively, verbally and in writing.
12. Ability to troubleshoot and remedy accessible educational systems.
13. Ability to work with support, licensed, and administrative personnel.
15. Ability to design, implement, operate, and maintain recordkeeping systems.
16. Ability to learn and master the operation/application of new technology and automated information processing systems.
17. Ability to recognize/report hazards and apply safe work methods.
18. Ability to create training materials with desktop publishing software.
19. Ability to plan, prioritize, coordinate, and organize work.
20. Ability to maintain accurate records.
21. Ability to work flexible hours/shifts.
22. Ability to judge when to act independently and when to refer situations to a supervisor.
23. Ability to maintain confidentiality as outlined in the Individuals with Disabilities Education Act (IDEA) and the Family Educational Rights and Privacy Act (FERPA).
24. Ability to work with vendors to preview and recommend assistive technologies.
25. Possess physical and mental stamina commensurate with the responsibilities of the position.

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**Position Requirements**

**Education, Training, and Experience**

1. High school graduation or other equivalent (i.e., General Education Development (GED), foreign equivalency, etc.)
2. Bachelor’s degree from an accredited college/university, including coursework in computer science, or an equivalent combination of experience and training, such as seminars, workshops, self-study, etc.
3. Two (2) years’ progressively responsible, professional experience with computer technology, electronics, and information systems, and two (2) years’ experience in fabrication, engineering, customization, industrial arts, or equivalent fields.

**Licenses and Certifications**

1. A valid driver’s license that allows an applicant/employee to legally operate a motor vehicle in Nevada. License must be maintained for the duration of the assignment.
2. Copy of current driving history (dated within six (6) months from the date printed) issued by the Department of Motor Vehicles (DMV) at time of application or Qualified Selection Pool (QSP) placement and at time of interview prior to final selection.
Preferred Qualifications

1. Five (5) years’ experience working with adults and/or children with disabilities.
2. Experience in conducting seminars, workshops, and training.

Document(s) Required at Time of Application

1. High school transcript or other equivalent (i.e., GED, foreign equivalency, etc.)
2. Transcript(s) from an accredited college/university, if applicable.
3. Documentation of computer technology training (i.e., seminars, workshops, self-study, etc.), if applicable.
4. Copy of a valid driver’s license that allows the applicant/employee to legally operate a motor vehicle in Nevada.
5. Copy of current driving history (dated within six (6) months from date printed) issued by the DMV.
6. Specific documented evidence of training and experience to satisfy qualifications.

Examples of Assigned Work Areas

CCSD offices, schools, and other District facilities.

Work Environment

Strength
Sedentary/medium - exert force up to 50 lbs., occasionally; 25-50 lbs., frequently; up to 25 lbs., constantly.

Physical Demand
Frequent sitting, standing, walking, pushing, pulling, stooping, kneeling, crouching, reaching, handling, and repetitive fine motor activities. Hearing and speech to communicate in person, via video conference and computers, or over the telephone. Mobility to work in a typical office setting and use standard office equipment. Stamina to remain seated and maintain concentration for an extended period of time. Vision: Frequent near acuity, occasional far acuity, and color vision. Vision to read printed and online materials, a Video Display Terminal (VDT) screen, or other monitoring devices.
Environmental Conditions
Climate-controlled office settings with temperatures ranging from mild to moderate cold/heat. Exposure to noise levels ranging from moderate to loud for occasional to frequent time periods.

Hazards
Frequent electrical shock hazards, furniture, playground/office equipment, communicable diseases, chemicals and fumes (as related to specific assignment), and power/hand-operated equipment and machinery (as related to specific assignment.)

Examples of Equipment/Supplies Used to Perform Tasks
District-issued/personal vehicles, assistive educational technologies, computers, printers, modems, telephones, fax machines, multimedia equipment, digital multi-meters, laser communication devices, Compact Disc/Digital Versatile Disc (CD/DVD) burners, hand/power tools, etc.

AA/EOE Statement
The Clark County School District is proud to be an equal opportunity employer. The Clark County School District is committed to providing all applicants and employees equal employment opportunities without regard to race, color, religion, sex, gender identity or expression, sexual orientation, national origin, genetics, disability, age, military status, or other characteristics protected by applicable law. Here at Clark County School District, we are a diverse group of people who honor the differences that drive innovative solutions to meet the needs of our students and employees. We believe that through a culture of inclusivity, we have the power to reflect the community we serve.

Job Revision Information
- Revised: 07/31/23
- Created: 12/08/06