



Poudre School District

HUMAN RESOURCES DEPARTMENT

JOB DESCRIPTION

Job Title:	Orientation and Mobility Specialist	FLSA Status:	Exempt
Job Family:	Licensed	Pay Range:	T Salary Schedule
Prepared/Revised Date:	April 30, 2021	Job Code:	24201

SUMMARY: Responsible for the services, instruction, and support that prepares students with visual impairments to travel independently and safely. The O&M specialist travels to the student’s assigned schools and/or home to provide direct and/or consultative services relating to the visual impairment. These services enable the students to travel safely, efficiently, and independently in their home, school, and community environments.

ESSENTIAL DUTIES AND RESPONSIBILITIES: *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.*

DESCRIPTION OF JOB TASKS	
1.	Develop, plan, prepare, and implement: <ol style="list-style-type: none"> a. Orientation and mobility evaluations that focus on long- and short-term needs of the student for new referrals and at intervals as designated by the Individuals with Disabilities Education Act (IDEA). b. Classroom materials, activities, and lesson plans that model appropriate O&M techniques. c. Individualized programs within the general curriculum to include orientation and mobility strategies. d. Instruction in visual efficiency, tactile symbols, braille, assistive technology, auditory skills, social skills, use of near and distance low vision devices, and other areas of the Expanded Core Curriculum. e. Spatial and environmental concepts and use of information received by the senses to establish, maintain, or regain orientation and line of travel. f. Adapted materials by registering eligible students with the Colorado Instructional Materials Center (CIMC).
2.	Facilitate student growth by developing gross and fine motor skills, sensory skills, and basic concepts.
3.	Create a classroom environment which maximizes instructional opportunity, supervise the behavior and well-being of students in the classroom and all educational settings, and administer discipline when appropriate.
4.	Monitor student learning and progress to: <ol style="list-style-type: none"> a. Prepare sequential and meaningful instruction geared to the student’s assessed needs, IEP goals and objectives, functional level, and motivation level. b. Evaluate success of the educational approaches, specialized instruction, supports, and services. c. Adapt support as needed. d. Maintain documentation pertinent to academic, social, and emotional progress and needs of students. e. Ensure appropriate vision-specific supports are in place and that necessary skills are attained for transition from school to adult life.
5.	Communicate students’ progress, needs, and eligibility with parents and other staff as needed.
6.	Collaborate: <ol style="list-style-type: none"> a. With the teacher of the visually impaired to conduct the functional vision assessment as it relates to independent travel. b. With parents/guardians, teachers, support personnel, administrators, and other special education providers to implement program and improve student outcomes for students with vision impairment. c. With colleagues in team and building-based meetings and discussions.



7. Demonstrate a commitment to: a. Understand, appreciate, and make accommodations for student diversity. b. Include and engage families in the student’s education. c. Support all Poudre School District policies, procedures, and expectations. d. Provide personal and professional excellence.
8. Participate in: a. Department, team, building, IEP/staffing, and district meetings and discussions. b. Student and/or family conferences and other meetings. c. Social, cultural, interscholastic, and extracurricular activities. d. Professional growth opportunities.
9. Attend work and arrive in a timely manner.
10. Perform other duties as assigned.

EDUCATION AND RELATED WORK EXPERIENCE:

- Master’s degree with proper teaching licensure program required.
- Experience in an educational setting with students with visual impairment needs preferred.

LICENSES, REGISTRATIONS, or CERTIFICATIONS:

- Criminal background check required for hire.
- Valid Colorado special services license with appropriate endorsement of School Orientation and Mobility Specialist required.
- CPR and First Aid certifications encouraged.

TECHNICAL SKILLS, KNOWLEDGE, & ABILITIES:

- Oral and written communication skills.
- English language skills.
- Interpersonal relations skills.
- Math and accounting skills.
- Critical thinking and problem-solving skills.
- Bilingual oral and written communication skills preferred.
- Ability to work supportively with other teachers, staff, and administrators to provide an effective learning environment.
- Ability to communicate with students, parents/guardians, staff, and community members.
- Ability to be a part of and work with a team.
- Ability to maintain confidentiality in all aspects of the job.
- Ability to manage multiple priorities.
- Ability to manage multiple tasks with frequent interruptions.
- Ability to maintain honesty and integrity in all aspects of the job.
- Ability and willingness to adhere to attendance requirements, including regular and punctual employee presence.
- Ability to promote and follow Board of Education policies, Superintendent policies, and building and department procedures.
- Ability to communicate, interact, and work effectively and cooperatively with people from diverse ethnic and educational backgrounds.
- Ability to recognize the importance of safety in the workplace, follow safety rules, practice safe work habits, utilize appropriate safety equipment, and report unsafe conditions to the appropriate administrator.



MATERIALS AND EQUIPMENT-OPERATING KNOWLEDGE:

- Operating knowledge of and experience with personal computers and peripherals.
- Operating knowledge of and experience with Microsoft Word, Excel, PowerPoint, Access, Publisher, Outlook, FrontPage, and/or other department software packages.
- Operating knowledge of and experience with typical educational/instructional technology equipment and programs.
- Operating knowledge of and experience with typical office equipment.

REPORTING RELATIONSHIPS & DIRECTION/GUIDANCE:

	POSITION TITLE	# of EMPLOYEES
Direct reports:	This job has no direct supervisory responsibilities.	0

PHYSICAL REQUIREMENTS & WORKING CONDITIONS: *The physical demands, work environment factors and mental functions described below 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.*

PHYSICAL ACTIVITIES:	Amount of Time			
	None	Under 1/3	1/3 to 2/3	Over 2/3
Stand			X	
Walk			X	
Sit			X	
Use hands to finger, handle, or feel			X	
Reach with hands and arms			X	
Climb or balance		X		
Stoop, kneel, crouch, or crawl		X		
Talk				X
Hear				X
Taste	X			
Smell	X			

WEIGHT and FORCE DEMANDS:	Amount of Time			
	None	Under 1/3	1/3 to 2/3	Over 2/3
Up to 10 pounds		X		
Up to 25 pounds	X			
Up to 50 pounds	X			
Up to 100 pounds	X			
More than 100 pounds	X			

MENTAL FUNCTIONS:	Amount of Time			
	None	Under 1/3	1/3 to 2/3	Over 2/3
Compare			X	
Analyze			X	
Communicate				X
Copy		X		
Coordinate				X
Instruct				X
Compute		X		
Synthesize		X		
Evaluate				X
Interpersonal Skills				X
Compile		X		
Negotiate	X			



WORK ENVIRONMENT:	Amount of Time			
	None	Under 1/3	1/3 to 2/3	Over 2/3
Wet or humid conditions (non-weather)	X			
Work near moving mechanical parts	X			
Work in high, precarious places	X			
Fumes or airborne particles	X			
Toxic or caustic chemicals	X			
Outdoor weather conditions		X		
Extreme cold (non-weather)	X			
Extreme heat (non-weather)	X			
Risk of electrical shock	X			
Work with explosives	X			
Risk of radiation	X			
Vibration	X			

VISION DEMANDS:	Required
No special vision requirements.	
Close vision (clear vision at 20 inches or less)	X
Distance vision (clear vision at 20 feet or more)	X
Color vision (ability to identify and distinguish colors)	
Peripheral vision	
Depth perception	
Ability to adjust focus	X

NOISE LEVEL:	Exposure Level
Very quiet	
Quiet	
Moderate	X
Loud	
Very Loud	