

MEMORANDUM OF UNDERSTANDING
BETWEEN
CALIFORNIA SCHOOL EMPLOYEES ASSOCIATION AND ITS RIVERSIDE CHAPTER
#506
AND THE
RIVERSIDE UNIFIED SCHOOL DISTRICT

July 16, 2021

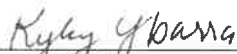
This Memorandum of Understanding (MOU) is entered by the California School Employees Association and its Chapter #506 (CSEA) and the Riverside Unified School District (District).

On July 16, 2021, the District and CSEA met and agreed to the following:


1. In accordance with Article I – Recognition, of the collective bargaining agreement the attached job classification of Assistive Technology (AT) Specialist will be included in the classified bargaining unit.
2. Appendix A will be revised to include the job classification of Assistive Technology (AT) Specialist.
3. The job classification of Assistive Technology (AT) Specialist will be paid at Range 39 on the classified bargaining unit salary schedule.

This agreement is subject to CSEA Policy 610 and ratification from the CSEA membership and the approval of the Board of Education.

FOR THE DISTRICT:




Kyle Ybarra
Assistant Superintendent, Personnel
Riverside Unified School District



Erin Power
Assistant Superintendent, Business Services
Riverside Unified School District

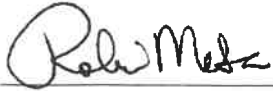
FOR CSEA;



Bernie Holt
President, CSEA #506



Ramona Hillis
Labor Relations Representative, CSEA



Robin Mesa
Director V, Classified Personnel
Riverside Unified School District



Carrie Alldis



Shani Dahl



Joy Hurst



Ken Mueller



Nina Moore



Hayley Calhoun



Dan Rudd

RIVERSIDE UNIFIED SCHOOL DISTRICT

CLASS TITLE: ASSISTIVE TECHNOLOGY (AT) SPECIALIST (RANGE 39)

BASIC FUNCTION:

Under the direction of an assigned supervisor, the Assistive Technology (AT) Specialist provides AT and Augmentative and Alternative Communication (AAC) assessments and support to students who require technology to access the curriculum or for communication. The AT Specialist in this classification is responsible for assessing and determining eligibility for AT/AAC equipment/services; providing information for program development; participating as an active member of the Individualized Educational Program (IEP) team; monitoring student progress; providing training to IEP team members; maintaining inventory of equipment and warranties; maintaining case files and creating reports; performing a variety of instructional supports and services within a well-defined framework of policies, procedures and objectives; works in an itinerant capacity at multiple sites and does other related work as required.

REPRESENTATIVE DUTIES:

Adapts or modifies instructional materials and/or equipment as determined by student needs and abilities for teacher use in the classroom. *E*

Participates and collaborates as a member of an educational team in developing and providing services for individual students to improve their academic performance. *E*

Coordinates and maintains assistive and augmentative technology for Special Education students district-wide; consults with parents, teachers and administrators regarding individualized student needs. *E*

Maintains current information regarding equipment availability and cost. *E*

Receives referrals from Special Education services for students needing evaluation for assistive technology. *E*

Provides assistance in implementing IEP goals and objectives for assigned students; assists with incorporating a student's equipment into instruction. *E*

Attends inservices and training regarding assistive technology and application to students with disabilities. *E*

Trains students, staff and parents on the use of Assistive/Augmentative equipment and software. *E*

Performs an AT/AAC assessment or consultation to consider what, if any devices or programs are needed for the student to access the curriculum. *E*

Writes legally defensible reports of assessment findings with recommendations for training, consultation or direct services. *E*

Presents assessment reports at IEP meetings. *E*

Follows recommended consultation hours or direct services with documentation forms as necessary. **E**

Studies and researches new technology and keeps abreast of new developments in AT/AAC. **E**

Performs other related duties as assigned.

KNOWLEDGE AND ABILITIES

KNOWLEDGE OF:

State and Federal laws and District rules and regulations regarding students with disabilities.

Effective record keeping practices and procedures.

Operation of various assistive/augmentative technology and equipment.

Handicapping conditions.

Interpersonal skills using tact, patience and courtesy.

Terminology used in Special Education Programs.

Correct English usage, grammar, spelling, punctuation and vocabulary.

Working knowledge of PC and Macintosh computers, Chromebooks and tablets.

Policies and procedures pertaining to IEP's.

Various disabilities which necessitates use of technology to benefit from education.

ABILITY TO:

Communicate effectively and collaboratively with parents, family members, and District personnel.

Provide technical assistance in obtaining and using equipment.

Set-up and program a variety of assistive and augmentative technology.

Meet schedules and timelines.

Establish and maintain cooperative and effective working relationships with others.

Read, interpret, apply and explain rules, regulations, policies and procedures.

Interact effectively with students with disabilities.

Manage and use time effectively.

Demonstrate professional conduct.

Select, prepare and present materials effectively.

Maintain student performance documentation.

Operate standard office equipment including computer, copier, fax machine, etc.

Work with administrators, teachers, other specialists, classified personnel, families and students

EDUCATION AND EXPERIENCE:

High School Diploma or equivalent and two (2) years of experience with assistive technology involving individuals with various disabilities desirable.

LICENSES AND OTHER REQUIREMENTS:

Valid California driver's license.

Must maintain one of the following licenses/certifications and/or obtain a degree:

- License in Physical Therapy issued by a licensing agency within the Department of Consumer Affairs, where the utilization of assistive technology services falls within the scope of practice of physical therapy as defined in Business and Professions Code section 2620 and implementing regulations; or

- License in Occupational Therapy issued by a licensing agency within the Department of Consumer Affairs; or
- Baccalaureate degree in engineering with emphasis in assistive technology; or
- Baccalaureate degree in a field of engineering with a graduate certificate in rehabilitation technology or assistive technology; or
- Certification from the Rehabilitation Engineering and Assistive Technology Society of North America and Assistive Technology Provider (RESNA/ATP); or
- Certificate in assistive technology applications issued by a regionally accredited post-secondary institution

WORKING CONDITIONS:

ENVIRONMENT:

Office environment.

Driving a vehicle from school site to school site.

Work inside in a classroom environment and in direct contact with students.

PHYSICAL ABILITIES:

Seeing to set-up, program and maintain equipment.

Dexterity of hands, wrists and fingers to operate equipment.

Hearing and speaking to exchange information.

Sitting or standing for extended periods of time.

Lifting equipment, reaching overhead, above shoulders and horizontally to store and retrieve materials and equipment.

Vision to monitor students.