



Job Title: Orientation and Mobility Specialist

Exemption Status: Exempt

Reports to: Executive Director of Special Education

Date Revised: June 2026

Dept./School: Assigned Campus

Primary Purpose:

Plan and provide direct and/or consultative services to students with visual impairments in their home, school, and community. Conduct student assessments and plan intervention strategies to address individual needs to ensure students' ability to derive full benefit from the educational program.

Qualifications:

Education/Certification:

Bachelor's degree in Rehabilitation Science or equivalent with emphasis in Orientation and Mobility
Valid orientation and mobility specialist certification from the Academy for Certification of Vision Rehabilitation and Education Professionals (ACVREP)

Special Knowledge/Skills:

Knowledge of medical information and indications for orientation and mobility services
Ability to instruct students and manage behavior
Excellent organizational, communication, and interpersonal skills

Major Responsibilities and Duties:

Orientation and Mobility

1. Perform orientation and mobility evaluations that focus on long and short-term needs of the student for new referrals and at intervals as contained in Individualized Education Plans (IEP). Evaluate student progress and make determination regarding services.
2. Participate in the Admission, Review, and Dismissal (ARD) Committee. Assist in interpretation of assessment data, appropriate placement, and goal setting for students according to district procedures.
3. Teach students to travel with proficiency, safety, and confidence in familiar and unfamiliar environments.
4. Prepare sequential and meaningful instruction geared to the student's assessed needs, IEP goals and objectives, and functioning level.
5. Provide orientation of new buildings and new class schedules to students with visual impairments as needed, including a variety of community settings where students receive instruction.
6. Provide instruction in the following areas: concept development, gross motor skills, visual efficiency skills (with and without optical devices), sensory efficiency skills, cane skills including adaptive mobility devices, map skills, social skills, self-determination, independent living skills, recreational and leisure skills, outdoor/night travel skills, personal safety, support services, and residential, commercial, and public transportation.
7. Evaluate student progress on an ongoing basis, documenting data.

Consultation

8. Contribute to appropriate portions of the IEP, such as goals, recommendations, modifications, and/or accommodations. Provide consultation and support services to parents, teachers, other district staff, and students' sighted peers.
9. Collaborate with the teacher of students with visual impairments to conduct the functional vision assessment as it relates to independent travel.
10. Consult with educational staff and parents regarding orientation and mobility services; provide staff development training in assigned schools to assist school personnel with selection and use of adaptive equipment and understanding of the orientation and mobility process.

Student Management

11. Create an environment conducive to learning and appropriate for the maturity level, interests, and needs of the student.
12. Establish control and administer discipline according to the Student Code of Conduct and student handbook.

Administration

13. Compile, maintain, and file all reports, records and other documents required.
14. Comply with policies established by federal and state law, State Board of Education rule, and local board policy. Comply with all district and campus routines and regulations.
15. Follow district safety protocols and emergency procedures.

Supervisory Responsibilities:

None

Mental Demands/Physical Demands/Environmental Factors:

Tools/Equipment Used: Special needs mobility and orientation equipment, including tactile maps, models, optical devices, global positioning system devices, alternative mobility devices, electronic travel devices (EDTs) and long canes; standard office equipment including computer and peripherals

Posture: Frequent standing, sitting, kneeling/squatting, bending/stooping, pushing pulling, and twisting

Motion: Frequent walking, grasping/squeezing, wrist flexion/extension

Lifting: Regular light lifting and carrying (under 15 pounds), occasional heaving lifting (16 pounds or more) and positioning of students with physical disabilities; controlling behavior through physical restraint

Environment: Exposure to biological hazards, bacteria, and communicable diseases; may require regular districtwide travel to multiple work locations as assigned

Mental Demands: Work with frequent interruptions; maintain emotional control under stress

This document describes the general purpose and responsibilities assigned to this job and is not an exhaustive list of all responsibilities and duties that may be assigned or skills that may be required.

Reviewed by _____ **Date** _____

Received by _____ **Date** _____