

504 Coordinator

Purpose Statement

The job of the 504 Coordinator was established for the purpose/s of supporting the identification, development, and implementation of services and supports for students who are eligible under Section 504 of the Rehabilitation Act in accordance with applicable school, district, state regulations and serving as resource to school personnel by providing support and guidance based on subject area knowledge and experience.

This job reports to the CSA and Director of Special Education

Essential Functions

- Align 504 evaluation procedures and services to the District and department vision, mission and goals for student learning.
- Provide recommendations to the CSA and Director of Student Services based upon student needs, personnel, equipment, supplies, etc. that will enhance the services for students.
- Coordinate the initial and reevaluation process to determine students who are eligible for services under Section 504.
- Support building level teams in identifying educational needs, supports and services for students eligible for 504 services through development of effective professional learning.
- Coordinate and implement the child find procedures required by district, state, and federal guidelines.
- Support the Director of Student Services in the coordination and facilitation of 504 evaluations, periodic reviews, and all associated paperwork.
- Support school counselors and classroom teachers in meeting the implementation requirements of 504 plans
- Participate in community outreach opportunities in order to develop and maintain a working relationship between the district and community providers of services for students and families.
- Maintain up-to-date knowledge and expertise on evidence-based practices, legal mandates and service delivery to students eligible for 504 services.
- Participate in a variety of meetings (e.g. department, district curriculum, parent groups and conferences, site council, district preparations, in-service, etc.) for the purpose of representing both the department/district and ensuring the development of articulated services.
- Respond to parents, building administration, district administration, etc. for the purpose of providing information, assistance and/or direction.

Other Functions

- Performs other related duties as assigned for the purpose of ensuring the efficient and effective functioning of the work unit.

Job Requirements: Minimum Qualifications

Skills, Knowledge and Abilities

SKILLS are required to perform multiple, technical tasks with a need to periodically upgrade skills in order to meet changing job conditions. Specific skill-based competencies required to satisfactorily perform the functions of the job include: applying assessment instruments; operating standard office equipment and applications; preparing and maintaining accurate records; adapting to changing work priorities; applying pertinent laws codes, policies, and/or regulations; coordinating activities with other schools, districts and/or agencies; facilitating department goals; and organizing and communicating information and concepts..

KNOWLEDGE is required to perform basic math; read technical information, compose a variety of documents, and/or facilitate group discussions; and analyze situations to define issues and draw conclusions. Specific knowledge-based competencies required to satisfactorily perform the functions of the job include: knowledge of best practices in curriculum and instruction and in alternative learning opportunity programs; pertinent laws, codes, policies, and/or regulations, public relations protocols; and relevant professional standards and practices; lesson plan requirements, stages of child development, and behavioral management strategies.

ABILITY is required to schedule activities, meetings and/or events; often gather, collate, and/or classify data; and use basic, job related equipment. Flexibility is required to independently work with others in a wide variety of circumstances; work with data utilizing defined but different processes; and operates equipment using standardized methods. Ability is also required to work with a significant diversity of individuals and/or groups; work with data of varied types and/or purposes; and utilize a variety of job related equipment. Problem solving is required to analyze issues and create action plans. Problem solving with data frequently requires independent interpretation of guidelines; and problem solving with equipment is moderate to significant. Specific ability based competencies required to satisfactorily perform the functions of the job include; establishing and maintaining constructive relationships, communicating with persons of varied educational and cultural backgrounds; meeting deadlines and schedules; providing leadership, direction, and team building; providing opportunities for the exchange of ideas; maintaining confidentiality; exhibiting tact and patience; and setting priorities and working flexible hours.

Responsibility

Responsibilities include: working independently under broad organizational guidelines to achieve unit objectives; and directing other persons within a small work unit; Utilization of resources from other work units is often required to perform the job's functions. There is some opportunity to significantly impact the organization's service.

Working Environment

The usual and customary methods of performing the job's functions required the following physical demands; significant lifting, carrying, pushing, and/or pulling; some climbing and balancing; some running, stooping, kneeling, crouching, and/or crawling; and significant fine finger dexterity Generally the job requires 30% sitting, 30% walking, and 40% standing. This job is performed in a generally clean and healthy environment. Some assignments may require exposure to chemicals, specific materials, foods, etc. The job is performed under minor temperature variations. Assignments with some students may require ability to sit on the floor, bend more frequently, and assist students with basic functions such as tying of shoes, zipping/buttoning coats, etc. Physical ability to work with students who may run or display aggressive behaviors required.

Ability to lift up to 50 pounds on occasion required.

Traveling teachers are required to provide their own transportation between locations.

Experience Job related experience with increasing levels of responsibility is required.

Education Master's degree

Required Testing

Pre-employment Statement of Good Health

Continuing Education/Training Non Specified

Certificates & Licenses as applicable

Valid NJ Professional Educator License

General Administrative, Teacher Leader, or Supervisory endorsement preferred.

Clearances

Criminal Justice Fingerprint/Background

Approval Date

