

**CLARKSVILLE-MONTGOMERY COUNTY
SCHOOL SYSTEM CLARKSVILLE, TENNESSEE
JOB DESCRIPTION**

Job Title: District Section 504 Coordinator

Department: Instruction

Grade: 501

Calendar: 12 months/260 days

Date: February 2022

Reports To: Director of Accountability

Purpose of Job

The purpose of this job is to serve as the District Section 504 Coordinator, while serving as liaison between instructional team, administrators, teachers, students and visitors.

Essential Duties and Responsibilities

The following duties are normal for this job. These are not to be construed as exclusive or all-inclusive. Other duties may be required and assigned.

The Section 504 Coordinator is responsible for monitoring and implementing the district's compliance with state and federal laws prohibiting disability discrimination, including Section 504 Rehabilitation Act, Title II of the ADA, and chapters 28A.

Support schools' in the creation, implementation, and navigation of Section 504 plans. Support schools during the eligibility determination meeting for students.

Provide professional learning support for Section 504 Building Coordinators, Section 504 Teams, building administrators, and district leaders.

Responsible for knowing the law and keeping up with changes to the law and legal trends with Section 504 decisions and sharing those changes with Building Section 504 Coordinators, Section 504 Teams, Building Administration., and district leadership. Attend necessary legal training. Address OCR concerns.

Provide district level oversight and training around Section 504 plans, the Section 504 plan verses IEP, and Individual Health Plans processes. Work with school nurses to ensure Individual Health Plans that are warranted are in place.

Create and keep District 504 documents updated; maintain system and records for due dates to ensure compliance. Approve and confirm that all 504 eligibility decisions are accurate, compliant, and carefully documented. Ensure Annual 504 Reviews and 3-year Re- Evaluations are in compliance.

District Section 504 Coordinator

Conduct and or attend Manifestation Determination Meetings as required. Meet with parents to explain 504 processes as requested.

Attend initial 504 meetings for students or annual review meetings as requested by Building Section 504 Coordinator, building administration, students, and or parents.

Meet weekly with new Building Section 504 Coordinators or high-volume buildings.

Meet monthly with returning Building Section 504 Coordinators or lower volume buildings.

Meet quarterly with District Administrators to address district Section 504 concerns.

Continue to build a working knowledge of current laws, regulations, and guidelines related to disability discrimination in public schools, including Section 504, Title II of the ADA.

Continue to develop a working knowledge of special education compliance standards and indicators, including eligibility criteria for all disability categories.

Assembles materials, composes, and types routine correspondence, reports, and other materials.

Provides a variety of routine information to the public on request.

Additional Job Functions

Performs other duties as required.

Minimum Training and Experience Required to Perform Essential Job Functions

Masters Degree with one to three years of related experience required; or any equivalent combination of education, training and experience that provides the requisite knowledge, skills and abilities for this job. Holds or is able to obtain a Tennessee Teacher's Certificate.

(ADA) MINIMUM QUALIFICATIONS OR STANDARDS REQUIRED TO PERFORM ESSENTIAL JOB FUNCTIONS

PHYSICAL REQUIREMENTS: Must be physically able to operate a variety of office machines and equipment such as telephones, computers, typewriters, copiers, adding machines, etc.. Must be able to use body members to work, move or carry objects or materials. Must be able to exert up to twenty pounds of force occasionally, and/or up to ten pounds of force frequently. Physical demand requirements are at levels of those for active work. Must be able to lift and/or carry weight of twenty to forty pounds.

DATA CONCEPTION: Requires the ability to compare and/or judge the readily observable functional, technical, structural or compositional characteristics (whether similar to or divergent

from obvious standards) of data, people or things.

INTERPERSONAL COMMUNICATIONS: Requires the ability of speaking and/or signaling people to convey or exchange financial and administrative information. Includes giving assignments and/or directions to co-workers or assistants.

LANGUAGE ABILITY: Requires the ability to read a variety of informational documentation, directions, instructions, and methods and procedures related to Student Access Coordinator. Requires the ability to write reports with proper format, punctuation, spelling and grammar, using all parts of speech. Requires the ability to speak with and before others with poise, voice control and confidence using correct English and a well-modulated voice.

INTELLIGENCE: Requires the ability to learn and understand complex principles and techniques; to make independent judgments in absence of supervision; to acquire knowledge of topics related to job of Student Access Coordinator.

VERBAL APTITUDE: Requires the ability to record and deliver information to supervisors and officials: to explain procedures and policies: and to follow verbal and written instructions.

NUMERICAL APTITUDE: Requires the ability to utilize mathematical formulas; add and subtract totals; multiply and divide; determine percentages; determine time and weight; and utilize statistical inference.

FORM/SPATIAL APTITUDE: Requires the ability to inspect items for proper length, width and shape, visually with equipment.

MOTOR COORDINATION: Requires the ability to coordinate hands and eyes in using automated office equipment.

MANUAL DEXTERITY: Requires the ability to handle a variety of items, office equipment, control knobs, switches, etc. Must have the ability to use one hand for twisting or turning motion while coordinating other hand with different activities. Must have average levels of eye/hand/foot coordination.

COLOR DISCRIMINATION: May require the ability to differentiate colors and shades of color.

INTERPERSONAL TEMPERAMENT: Requires the ability to deal with people (i.e. staff, supervisor, general public, and officials) beyond giving and receiving instructions such as interpreting departmental policies and procedures. Must be adaptable to performing under minimal stress when confronted with an emergency related to the position of Student Access Coordinator.

PHYSICAL COMMUNICATIONS: Requires the ability to talk and/or hear: (Talking =expressing or exchanging ideas by means of spoken words). (Hearing = perceiving nature of sounds by ear).

ATTENDANCE: A regular and dependable level of attendance is an essential function for this

position.

KNOWLEDGE OF JOB

Has considerable knowledge of the policies, procedures and activities of the School System, attendance and student practices as they pertain to the performance of duties relating to the job of Student Access Coordinator. Has considerable knowledge of attendance, enrollment and student practices as necessary in the completion of daily responsibilities. Knows how to develop and administer operations and staff plans and objectives for the expedience and effectiveness of specific duties of the department. Knows how to keep abreast of any changes in policy, methods, computer operations, equipment needs, etc. as they pertain to department operations and activities. Is able to effectively communicate and interact with supervisors, members of the general public and all other groups involved in the activities of the department. Is able to assemble information and make written reports and documents in a concise, clear and effective manner. Has proficient organizational, and human relations skill. Is able to use independent judgment and work with little direct supervision when necessary. Has the ability to comprehend, interpret and apply regulations, procedures and related information. Has comprehensive knowledge of the terminology, principles and methods utilized within the department. Has the mathematical ability to handle required calculations. Is knowledgeable and proficient with computers. Is able to read, understand and interpret financial reports and related materials.

The Clarksville-Montgomery County School System is an Equal Opportunity Employer. In compliance with the Americans with Disabilities Act, the school system may provide reasonable accommodations to qualified individuals with disabilities and encourages both prospective and current employees to discuss potential accommodations with the employer. Signatures below indicate the receipt and review of this job description by the employee assigned to the job and the immediate supervisor.

Employee's Signature

Supervisor's Signature

Employee's Munis Number

Date

Date