



## **Job Description – 504 Specialist**

**Department:** Administration

**Job Status:** Full time

**FLSA Status:** Exempt

**Reports To:** Special Education Coordinator

**Pay Grade:** 2

**Work Days:** 205

### **POSITION SUMMARY**

The Section 504 Coordinator directs the District's Section 504/Dyslexia program to ensure provision of needed services for students with disabilities. Also works to provide individualized programs to meet the needs of all students with disabilities and ensure compliance with all state, federal, and local requirements.

### **ESSENTIAL FUNCTIONS**

#### **Reasonable Accommodations Statement**

To perform this job successfully, an individual must be able to perform each essential duty satisfactorily. Reasonable Accommodations may be made to enable qualified individuals with disabilities to perform the essential functions.

- Systematically and continuously monitors instructional processes to ensure that program activities are related to program outcomes
- Works with staff to ensure that curriculum accountability and renewal is continuous and responsive to student needs
- Disseminates instructional resources and materials to support teaching staff in accomplishing instructional goals
- Provides dyslexia reading interventions and instruction to dyslexia students throughout the district.
- Recommends improvement in the purpose, design, and implementation of the section 504/dyslexia instructional program, as a support program related to the mission of the school/department/district
- Facilitates least restrictive environment placement of handicapped students

- Assists teachers in identifying and coordinating an instructional program that matches the student's individual needs and instructional levels
- Assists in improving the instructional program through classroom observation, visitation, and department meetings
- Communicates and promotes high expectation levels for staff and student performance in an enabling, supportive way; provides proper recognition of excellence and achievement
- Establishes and maintains an environment which is conducive to positive staff morale and directed towards achievement of the section 504/dyslexia programs/district's mission
- Fosters collegiality and team-building among staff, encouraging their active involvement in decision-making and implementation of programs
- Communicates effectively with students, staff, parents, and community; projects a positive image that enhances the department/District's mission
- Mediates and facilitates effective resolution of conflicts in a timely fashion
- Supports the identification, analysis, and application of research findings
- Engages in and facilitates research and evaluation to determine the effectiveness of current-practice section 504/dyslexia programs and identify potential programs to meet documented needs
- Promotes the development, maintenance, and utilization of appropriate information systems and records necessary to attainment of the section 504/dyslexia programs' mission and overall school improvement efforts
- Promotes and disseminates current legal issues and policies
- Confers with subordinates regarding their professional growth; works jointly with them to develop and accomplish improvement goals
- Assists in identifying and/or encouraging participation in available in-service training options
- Effectively provides guidance and orientation for new dyslexia interventionist at the District and/or campus levels
- Complies with District policies, as well as state and federal laws and regulations, in pursuing the mission of the department/District
- Effectively schedules activities and the use of resources needed to accomplish determined goals
- Provides leadership to the homebound program to ensure the smooth and speedy transition of instructional services to students who need a home or hospital bedside arrangement
- Coordinates with the Public Education Information Management System (PEIMS) secretary for accuracy of the instructional arrangement code assigned to each student
- Encourages plans for improved behavior of students with disabilities that reflect enhanced opportunities for learning
- Schedules and participates in section 504/dyslexia Committee meetings as needed, and always when a parent advocate attends
- Assists in developing individualized instructional plans
  
- Works with parents, campus personnel, and other central administrators to analyze and solve problematic situations involving students with disabilities in the earliest stage possible

- Demonstrates the use of appropriate and effective techniques for community and parent involvement
- Emphasizes and nurtures two-way communication between the school and community
- Projects a positive image to the community
- Uses information provided through assessment instruments, the District appraisal process, and evaluative feedback to improve performance
- Strives to improve leadership skills through self-initiated professional development activities
- Utilizes information and insights gained in professional development programs for self improvement
- Disseminates ideas and information to other professionals; provides leadership in addressing the challenges facing the profession (e.g., active involvement in professional associations, professional presentations at conferences, etc.)
- Conducts oneself in a professional, ethical manner, in accordance with generally accepted community standards; complies with TEA code of ethics
- Serves as a specialist for the District in one or more of the following areas: behavior, curriculum, early childhood, involving section 504/dyslexia programs.
- Report to work in a timely manner as per assigned work schedule
- Performs other duties as assigned

## **POSITION QUALIFICATIONS:**

### **Education:**

- Bachelor's degree in field of education or related field
- Section 504 training program certificate
- Dyslexia training program certificate

### **Experience:**

- Three years teaching experience in dyslexia reading interventions.
- Experience in section 504 program management.

### **Other requirements:**

Must have satisfactory outcome of background and fingerprinting check, and drug screening prior to starting employment.

## **PHYSICAL DEMANDS**

Ability to lift and/or carry moderate weight (15-44 pounds), sit, stand, walk, reach, repetitive hand motions, hear, speak, and frequent travel within the District and occasionally outside the district/county. May experience prolonged and irregular work hours and work with frequent interruptions.

Approval Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Employee Signature: \_\_\_\_\_ Date: \_\_\_\_\_

The School of Excellence in Education has reviewed this job description to ensure that essential functions and basic duties have been included. It is intended to provide guidelines for job expectations and the employee's ability to perform the position described. It is not intended to be construed as an exhaustive list of all functions, responsibilities, skills and abilities. Additional functions and requirements may be assigned by supervisors as deemed appropriate. This document does not represent a contract of employment, and the District reserves the right to change this job description and/or assign tasks for the employee to perform, as the District may deem appropriate.