



HUMBLE INDEPENDENT SCHOOL DISTRICT Job Description

504 Coordinator

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Reports to:	Assistant Superintendent of Curriculum & Instruction
School/Department:	Learning Division
Pay Grade:	Administrative/Instructional Programs Pay Grade 4
Work Calendar:	226
Wage/hour status:	Exempt
Created/revised:	December 2015

Primary Purpose: To improve educational outcomes for all students by providing support to students, parents, teachers, counselors, and administrators in the identification, evaluation, and development of an individualized support plan designed to support students who are either in need of interventions in math, reading, or behavior or who are disabled student within the jurisdiction of Section 504 of the Rehabilitation Act of 1973.

Qualifications:

Education/Certification:

- Master's Degree in Education or closely related field from an accredited college or university recognized by the US Department of Education.
- Valid Texas Teaching Certification
- Must have valid driver's license, good driving record and available transportation during entire workday to travel to sites in the Humble ISD area

Special Knowledge/Skills:

- Thorough knowledge of State and Federal laws pertaining to the prohibition of discrimination of individuals with disabilities.
- Knowledge and awareness of a broad range of student disabilities (physical, speech, hearing, vision, medical, learning, and or emotional).
- Knowledge in laws, policies, rules and regulations pertaining to the discipline of 504 eligible students.
- Knowledge of research related to Response to Intervention
- Knowledge of scientifically based and developmentally appropriate instruction for children
- Skill in working effectively as a team member to develop and implement accommodation and intervention plans.
- Skill in Windows operating systems along with district standard software packages such as MS Office (Word, Excel, PowerPoint)
- Ability to maintain confidentiality of privileged and sensitive information
- Ability to communicate clearly and effectively with campus-based 504 administrators, general education teachers, RTI teams, other school and District staff, parents, agencies, and community members.
- Ability to sit in multiple meetings per day or for a lengthy period of time
- Ability to effectively coach and support counselors, teachers and administrators on their instructional teams.
- Ability to organize and manage multiple complex tasks simultaneously and independently to meet deadlines



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- Ability to communicate effectively verbally and in writing, utilizing tact and diplomacy and maintain effective working relationships
- Ability to positively impact systematic change within the district in accordance with district goals
- Ability to maintain effective working relationships with a wide variety of District personnel and outside organizations

Experience:

- Minimum three years experience in an area of expertise (i.e., Campus 504 Coordinator, Interventionist, Counselor, Program Specialist, or LSSP)
- Minimum three years successful experience in an administrative or leadership role within a school setting
- Experience in both general education and special education settings is preferred.

Major Responsibilities and Duties:

List Major Area of Responsibility

1. Consult with and assists campus-based 504 administrators, LSSP's, school nurses, regular class teachers, counselors, administrators, and parents to meet the educational needs of students eligible under Section 504.
2. Assist campus 504 teams in writing legally binding Individualized 504 Plans; coordinates campus-based resources; evaluates the necessity/need for specific accommodations and the effectiveness of the 504 plan in preventing discrimination.
3. Assist campuses in the development, implementation, and/or participation in professional development of instructional methodologies that allow curriculum accommodations and differentiated instruction based on student learning needs resulting from a disability, specific condition, or impairment.
4. Assist campus 504 teams in writing Individualized 504 Plans that allow student access to the full range of educational and co-curricular opportunities that are available to all other eligible students in the District.
5. Assist campus 504 teams in reviewing Individualized 504 Plans of students who move into the District and facilitates the development of comparable accommodations at the receiving school.
6. Assist campus 504 teams in monitoring and reviewing Individualized 504 Plans at least once per school year.
7. Assist campus 504 teams in facilitating 504 Manifestation Meetings and developing Behavior Support Plans for 504 eligible students who demonstrate chronic behavior problems.
8. Assist in coordinating and planning with outside agencies or persons who act as independent advocates of students where a 504 evaluation has been requested or where a 504 grievance or formal written complaint has been made against a school or the District.



9. Promote, coordinate, and disseminate communication among staff, teachers, students and the community regarding the prevention of discrimination based on disability, as appropriate.

Policy, Reports, and Law

1. Requires thorough understanding of State and Federal laws pertaining to the prohibition of discrimination of individuals with disabilities.
2. Assure compliance with Board and TEA policies
3. Compile and maintain all reports, records, and other documents as required.
4. Comply with policies established by federal and state law, State Board of Education rule, and local board policy in the area of required reporting to agencies.

Budget

1. Works with the Director to properly budget for student needs
2. Projects budgetary needs based on programs in the district
3. Develops budget for district-wide professional development

School/Organizational Climate

1. Maintain professional behavior, promote a positive image, appearance, and work ethic to represent the District in a positive manner at all times and work in a team environment that supports the vision and mission of the District.
2. Maintain a positive and effective relationship, good judgment, and decision making with coworkers, supervisors, other district personnel, outside agencies and organizations, parents, and the community.
3. Ability to maintain professional behavior, appearance, and work ethic to represent the District in a positive manner at all times and work in a team environment

Communication

1. Promote communication with parents and others in the community concerning the mission of the district and the accompanying products and services, participating in and supporting community collaborative activities; and providing educational outreach into the community.
2. Provide for two-way communication with principals, teachers, staff, parents, and community.
3. Demonstrate skill in conflict resolution with administrators, parents, teachers, staff, and community.
4. Monitor professional research and disseminate ideas and information to other professionals.

Personnel Management

1. Works with campus support personnel to ensure that students with disabilities are afforded the protections under the law



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2. Works with campus administration to address non-compliance on the part of employees
3. Promotes an open, collegial environment among staff and develop a positive staff morale.

Other

1. Maintain confidentiality of privileged and sensitive information when received and distributed to appropriate designees.
2. Demonstrates effective interpersonal skills through communications with parents, community, staff and school board members.
3. Attend professional growth activities to maintain awareness of current research and issues in 504, assessment, teacher education, professional development at the state level, including technology integration.
4. Promotes a positive image that supports the mission of the district; works with all Curriculum & Instruction personnel to continually improve the professionalism of the total department
5. Responds to after-hours emergencies as needed.
6. Performs other duties as may be assigned.

Working Conditions:

Mental Demands/Physical Demands/Environmental Factors

Maintain emotional control under stress.

Frequent prolonged and irregular work hours

Frequent interruptions

Frequent district-wide travel with occasional travel outside school boundaries

Workload is deadline driven

Prolonged use of equipment and computer and repetitive hand motions

Frequent contact with parents, community, and/or other district/campus employees

Daily attendance and punctuality are essential functions of the job

The foregoing statements describe the general purpose and responsibilities assigned to this job and are not an exhaustive list of all responsibilities and duties that may be assigned or skills that may be required.

Approved by _____

Date _____

Reviewed by _____

Date _____