

# **SEDALIA SCHOOL DISTRICT #200**

**Job Title: 504 Process Coordinator/Transition Counselor**

## **Job Overview**

- Certified staff salary schedule
- Employed for 184 days as set in the annual calendar and under direction of the Assistant Superintendent
- Reviewed annually with recommendation for re-employment by May 15
- Reports to the Assistant Superintendent for 504/Secondary Principals

## **Qualifications**

- Special Education Certification in at least one area by the State of Missouri
- OR
- Certified Counselor
- Knowledge of the 504 process requirements
- Knowledge of high school graduation requirements
- Skilled as a team member and consultant to teachers and other personnel for the education of students who have a 504
- Capacity to make thoughtful decisions based on facts, knowledge and insight, and the courage to stand by the results
- Ability to communicate effectively with individuals, small and large groups, by correspondence or oral expression
- Ability to organize and plan effectively
- Possess an ethical and professional attitude toward colleagues and the policies of the District

## **Other Working Conditions**

- Employed in March with contract effective July 1
- Vacations, leave policies and fringe benefits as stated in Board policies
- Spend the necessary time required to fulfill the duties of the position
- Be a member and participant in the activities of professional organizations vital to the development of professional excellence
- Opportunity to continue professional preparation with the prior approval of Administration
- Opportunity to attend professional meetings at district expense
- Work cooperatively with administration and staff throughout the district

## **Responsibilities and Duties**

- Possess a thorough understanding of, and an ability to relate to, youth.
- Capacity to accept criticism calmly and with dignity, and without adopting a defensive attitude.
- Coordinate the 504 process at the secondary level to ensure that the following steps for initial evaluations, reevaluations, changes of placement, and transfer students are followed.
- Collect screening/referral data for initial evaluations and reevaluations (including health and medical information, vision, hearing, and social/developmental history).
- Chair review of existing data meetings to review data collected from screening/referral and decide if further evaluations is required.
- If further evaluation is needed, develop an evaluation.
- Schedule meetings with parents to review actions taken in step "c" above
- Provide 504 procedural rights to parents/guardians, and obtain consent for evaluation.

- Schedule and supervise the administration of individual tests, administer the achievement component of the evaluation, make/assign classroom observation of students, and obtain input from classroom teachers.
- Collect and review all individual test data, schedule and conduct eligibility meetings to determine if student meets eligibility requirements for a 504, and write evaluation report.
- Meet with parents to participate in the development of the student's 504, provide procedural safeguards, and obtain required consent or provide notice of action if required
- Note: Transfer students may require additional phone calls and other procedures.
- Assist the building administrators by:
- Conduct building level 504 in-service for teachers regarding changes in procedural requirements.
- Review and/or revise 504 education forms.
- Maintain written documentation of parent contact and development of issues related to selected students.
- Ensure that special education teachers follow proper procedures.
- Ensure that changes in student needs are procedurally documented and that legal procedures are followed.
- Coordinate the transition of 504 students from one building level to the next at the secondary level.
- Perform continuous duties including, but not limited to:
- Obtain transfer student information.
- Review referrals from other agencies.
- Review information relating to current trends and issues.
- Follow up on calls received from parents.
- Provide information to teachers and administrators regarding students.
- Conduct parent conferences.
- Coordinate transition of 8<sup>th</sup> grade at-risk students to 9<sup>th</sup> grade
- Identify students at-risk of not graduating.
- Develop Individual Academic Plan (IAP) for students at-risk of not graduating.
- Follow student's IAP from 8<sup>th</sup> grade to 9<sup>th</sup> grade to insure IAP is followed.
- Provide academic counseling when necessary.
- Work in partnership with secondary counselors to help develop a personal plan of study for all 8<sup>th</sup> grade students transiting to 9<sup>th</sup> grade.
- Attend regular and special meetings as required by the administration.
- Work cooperatively with the administrators and counselors in the supervision and coordination of the 504s.
- Perform such other tasks and assume such other responsibilities as may from time to time be assigned by the administration.

### **DISCLAIMER**

- This job description has been designed to indicate the general nature and level of work performed by employees within this classification. It is not designed to contain or be interpreted as a comprehensive inventory of all duties, responsibilities, and qualifications required of employees to this job. Other duties will be required to be performed as assigned by district administration.