San Benito Consolidated Independent School District

Human Resource Office
240 N. Crockett St. • San Benito, TX 78586 • Phone: (956) 361-6150 • Fax: (956) 361-6291

Job Title:	Coordinator of 504/Dyslexia/Counselors	**Exemption Status:**	Exempt
Reports to:	Director of Special Services	**Pay Grade:**	05
Works with:	District Personnel / Public	**Days**:	226
Dept. /School:	Special Services Department	**Date Revised:**	05/04/2020

Primary Purpose:

The role throughout the district of the Coordinator of 504/Dyslexia/Counseling is to assist in the 504 program, Dyslexia program and the district-wide counseling program.

Prerequisites:

- Valid Texas Teacher's Certification;
- Valid Texas Counselor's Certificate; and
- Three (3) years successful teaching experience.

Special Knowledge/Skills:

- Knowledge of counseling procedures, student appraisal, and career development.
- Excellent organizational, communication, and interpersonal skills
- Ability to collaborate with others
- Ability to present information in one-on-one, small group, and large group situations to students, parents, and district staff.

Major Responsibilities and Duties:

1. Coordinate comprehensive services to all students to specialized interventions based upon identified student needs corresponding to the Four Tiers of the School Counseling Pyramid for Comprehensive and Direct Services including> Tier One: All Students Receive Access >Tier Two: More Specific/ Intentional Services >Tier Three: Identification of Specific Students>Tier Four: Specialized Services and Referrals.

2. Lead district counselors in ensuring the Four Delivery Components of the Texas Model for Comprehensive School Counseling Programs are in place in all schools including the Guidance Curriculum, Individual Planning, Responsive Services, and System Supports.

3. Provides leadership for Dyslexia instruction and related services to analyzing and improving instruction and behavior with research-based information.

4. Oversee the development and implementation of a balanced, comprehensive, developmental counseling program that is consistent with the district goals and objectives and includes guidance curriculum and responsive services for students.

5. Organizes and supervises the implementation of Dyslexia and 504 framework tailored to student needs.

6. Ensure that individual students and their parents are provided the resources and guidance to plan, monitor, and manage the student's educational and career development including creation and review of personal graduation plans and information about post-secondary opportunities.

7. Assists staff, as requested, in the diagnostic and prescriptive phase of response to intervention instruction based on data.

8. Develop a guidance curriculum that enables school counselors to deliver structured group lessons effectively and in accordance with students' developmental needs.

9. Assists members of the Dyslexia team and/or 504 committee as requested in identifying appropriate services, progress monitoring, and assessment.

10. Provides leadership and support in training, mentoring, and coaching to Dyslexia and 504 teams.

11. Coordinate school, home, and community resources to enable students, parents, and others to be referred to special programs and services needed.

12. Responsible for supporting and providing expertise in the implantation of Dyslexia and 504 plan, in reading, math, and behavior in collaboration with Curriculum/Instruction staff, guidance and counseling, and special programs staff.

13. Develop an emergency plan and coordinate the activation and assignment of crisis counselors as needed.

14. Coordinate the improvement of Dyslexia and 504 Framework by developing and leading the school district in progress monitoring for all students.

15. Assists in maintaining a good relationship and understanding of bilingual education and special education programs as they apply to Dyslexia & 504 initiative.

16. Assists teachers and central office staff in developing and delivery of curriculum which incorporates Texas Essential Knowledge and Skills, as defined by the state and the district and which aligns with district philosophy, goals and objectives in the area of Dyslexia & 504.

17. Keeps informed of and complies with state, district, and campus policies, operating procedures and requirements.

18. Assumes responsibility for preparing reports as requested by immediate supervisor.

19. Maintains knowledge of board policies and regulations to ensure that the students are receiving appropriate instructional and counseling services.

20. Adheres to the code of professional ethics regarding confidentiality and respect for dignity of individual capacities.

21. Uses instructional and behavior support tools effectively to identify student strength and opportunities promoting college and career readiness.

22. Demonstrates cooperativeness and flexibility in working with various components of the school and community.

23. Partners with the campus and district team on the general operations of Dyslexia & 504 team.

24. Attends board meetings and participates effectively as requested.

25. Work with school and community personnel to bring together resources for students.

26. Exhibits skill in planning, organizing, and directing various activities.

27. Demonstrates ability to effectively communicate both in oral and written manner.

28. Exhibits punctuality and dependability in attending meetings and reading communication documents.

Mental Demands/Physical Demands/Environmental Factors:

Tools/Equipment Used: Standard office equipment including personal computer and peripherals

Posture: Prolonged sitting; occasional bending/stooping, pushing/pulling, and twisting

Motion: Repetitive hand motions including frequent keyboarding and use of mouse; occasional reaching

Lifting: Occasional light lifting and carrying (less than 15 pounds)

Environment: May work prolonged or irregular hours

Mental Demands: Work with frequent interruptions; maintain emotional control under stress

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This document describes the general purpose and responsibilities assigned to this job and is not an exhaustive list of all responsibilities and duties that may be assigned or skills that may be required.

Employee Signature: _____ Date: _____

Administrator Signature: _____ Date: _____