Western Placer Unified School District

POSITION DESCRIPTION

Position Title:	**Elementary 504 Plan Coordinator**
Department:	School Site
Reports to:	Site Administration

SUMMARY:

Under the direction of the Principal, the Section 504 Coordinator supports student access and success by supporting site-level implementation of Section 504 identification, evaluation, plan development, implementation, and monitoring. This role ensures compliance with district procedures and federal requirements while facilitating timely, collaborative, and data-informed student support within a Multi-Tiered System of Supports (MTSS) framework.

ESSENTIAL DUTIES AND RESPONSIBILITIES:

- Support the Principal or designee (Site 504 Coordinator) with site-level Section 504 responsibilities, including referral tracking and documentation.
- Receive and process Section 504 referrals from parents/guardians, teachers, administrators, or staff.
- Ensure parents/guardians are provided with a finalized 504 plan, Notice of Rights under Section 504, procedural safeguards, and consent for evaluation in a timely manner.
- Coordinate and schedule Section 504 meetings and evaluations within required timelines.
- Support the multidisciplinary 504 Team by compiling data from multiple sources, including teacher input, academic records, attendance, health information, and parent input.
- Assist with eligibility determination documentation based on whether a disability substantially limits one or more major life activities, in accordance with Section 504 regulations.
- Attend 504 meetings to support the team, collect data, and process next steps in 504.
- Support the development of clear, specific, and actionable Section 504 Plans that identify: Documented eligibility, required accommodations and supports, responsible staff for implementation, frequency and setting of accommodations.
- Ensure all staff working with the student (teachers, specialists, playground supervisors, substitutes, and support staff) are informed of the 504 Plan and their responsibilities.
- Document staff acknowledgment of receipt and understanding of 504 Plans in accordance with district expectations.
- Serve as a point of contact for staff regarding questions or concerns related to accommodation implementation.
- Track and coordinate annual Section 504 Plan reviews to determine continued need and effectiveness.
- Coordinate reevaluations at least every three years, upon significant change in placement or need, or at parent/guardian request.
- Monitor implementation of accommodations and address concerns or barriers in collaboration with site administration and district support staff.
- Maintain confidential SST and Section 504 files, including referrals, evaluations, meeting notices, consent forms, plans, updates, and staff acknowledgments.

- Support site compliance with district monitoring, audits, and documentation requests related to Section 504 and SST processes.
- Assist site administration in responding to parent concerns, review requests, or grievances related to Section 504 or SST supports.
- Collaborate with administrators, teachers, counselors, school psychologists, nurses, and district staff to ensure coordinated student support.
- Participate in district and site-level professional development related to SST, MTSS, and Section 504 requirements.
- Collaborate with other SST and/or Section 504 Coordinators to ensure consistent practices across sites.
- Perform other related duties as assigned by site administration to support student access, equity, and compliance.

QUALIFICATION REQUIREMENTS:
To perform this job successfully, an individual must be able to perform each essential duty satisfactorily. The requirements listed below are representative of the knowledge, skill, and/or ability required. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

EDUCATION and/or EXPERIENCE:

Knowledge of Section 504 regulations, procedural safeguards, and MTSS/SST processes. Strong organizational, documentation, and compliance-monitoring skills. Ability to facilitate collaborative meetings with families and staff. Ability to manage confidential student information with discretion and professionalism.

LANGUAGE SKILLS:

Ability to read and interpret documents such as safety rules, and procedure manuals. Ability to write reports/504 plans and correspondence. Ability to speak effectively before parents, staff and students. Strong communication and problem-solving skills.

REASONING ABILITY:
Ability to apply common sense understanding to carry out detailed but uninvolved written or oral instructions. Ability to deal with problems involving a few concrete variables in standardized situations.

OTHER SKILLS AND ABILITIES:
Ability to establish and maintain effective working relationships with students, staff, and the school community. Ability to speak clearly and concisely both in oral and written communication. Ability to perform duties with awareness of all district requirements and Board of Trustee policies.

WORK ENVIRONMENT:
The work environment characteristics described here are representative of those an employee encounters while performing the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.