



VIRGINIA BEACH CITY PUBLIC SCHOOLS **CHARTING THE COURSE**

COORDINATOR, SECTION 504

GENERAL RESPONSIBILITIES

Under the leadership of the Director of Student Services, this position is responsible for providing administrative support to site-level administrators through collection and analysis of compliance data, the provision of legal and compliance support to address the needs of diverse populations, acquisition and reporting of educational research trends, provision of assistance with assessment requirements and compliance, provision of direct guidance during discipline manifestation determination meetings, and participation in problem-solving efforts to resolve Section 504 procedural and/or legal concerns, analysis of student data to increase the achievement of students eligible under Section 504.

ESSENTIAL TASKS

(These are intended only as illustrations of the various types of work performed. The omission of specific duties does not exclude them from the position if the work is similar, related, or a logical assignment to the position.)

- Interpret and analyze situations to respond to inquiries from administrators, teachers, parents, and other internal and external stakeholders for the purpose of explaining procedures, exchanging information as needed for planning, developing, and coordinating services related to Section 504.
- Provide guidance to building-level administrators and designees related to Section 504 regulations.
- Coordinate administrative placements for programming purposes.
- Generate reports to meet federal, state, and local reporting requirements as it pertains to students with Section 504 Plans.
- Facilitate meetings, at least quarterly, with Section 504 Administrators and/or Coordinators at assigned sites.
- Conduct and facilitate a variety of professional development opportunities for stakeholders.
- Develop long- and short-range plans in relation to assigned administrative responsibilities for the programming of students with Section 504 Plans.
- Consult with and provide coaching to Section 504 school teams on the facilitation of Section 504 meetings.
- Participate in Manifestation Determination Reviews to assist with regulatory guidance.
- Stay abreast of current trends, issues, and best practices related to Section 504.
- Assist building administrator and/or designee in determining instructional and programming needs for students eligible under Section 504.
- Assist the Director of Student Support Services with the evaluation and coaching of Section 504 teams.
- Remain current on federal and state laws, regulations, guidance, and best practices related to Section 504 trends and issues.
- Serve on a variety of local and state committees as requested, selected, or assigned.
- Perform related work as required.



KNOWLEDGE, SKILLS AND ABILITIES

Considerable knowledge of the principles and methodologies of effective teaching, curriculum design, instructional programming, Section 504 compliance, and the implementation of accommodations and supports for students eligible under Section 504. Ability to plan, develop, and deliver effective oral presentations; prepare clear, concise, and grammatically correct written communications; and interact effectively with staff, parents, students, and the community. Ability to interpret and apply federal, state, and local laws, regulations, and policies related to Section 504. Commitment to professional growth through participation in continuing education and in-service training programs. Professionalism characterized by collaboration with colleagues, appropriate use of support services when needed, respect for the confidential nature of professional information, accurate and timely completion of reports, and compliance with administrative directives, school guidelines, and School Board policies. Ability to exercise self-control in interactions with the school community. Dependable work habits, including punctuality, regular attendance, effective time management, and the efficient completion of assigned responsibilities.

EDUCATION AND EXPERIENCE

Required: Master's Degree in education, educational leadership, special education, or related field. Postgraduate Professional License and an endorsement in Administration and Supervision PreK-12. Three (3) years of successful experience as an administrator in special education, school administration, student support, or a related leadership role.

Must have experience with Section 504 of the Rehabilitation Act of 1973, including interpreting and applying federal and state laws and regulations, instructional accommodations, manifestation determination procedures, and educational programming for students with disabilities.

PHYSICAL REQUIREMENTS

Must have the use of sensory skills to effectively communicate and interact with other employees and the public using the telephone and personal contact as normally defined by the ability to see, read, talk, hear, handle, or feel objects and controls. Frequent sitting, walking, bending, grasping, fingering, repetitive motion, and reaching. Occasional standing, stooping, crouching, and driving. Ability to lift up to 20 pounds frequently and up to 50 pounds occasionally. Requires timely and regular adherence to established work schedules.

Reasonable accommodations may be made to enable individuals with disabilities to perform the essential tasks.

SPECIAL REQUIREMENTS

Possession of a valid driver's license.

Regular and reliable attendance is an essential function of this position.