



JOB DESCRIPTION: 504 COORDINATOR

DEPARTMENT:	Instruction - FLVS Full-Time	REPORTS TO:	Manager, ESE
JOB CLASS:	Coordinator	PAY GRADE:	18
EXEMPT STATUS:	Exempt	DATE:	2/24/2016

Our Mission is to deliver a high quality, technology-based education that provides the skills and knowledge students need for success.

POSITION GENERAL SUMMARY:

The 504 Coordinator performs functions specific to providing oversight for the requirements under state and federal disability discrimination laws, regulations and guidance in order to advise the school about proper policies, procedures and practices. The 504 Coordinator monitors, implements and assures compliance with state and federal laws prohibiting disability discrimination, including Section 504 of the Rehabilitation Act of 1973 and Title II of the Americans with Disabilities Act (ADA). The 504 Coordinator protects qualified individuals with disabilities from discrimination on the basis of disability.

ESSENTIAL POSITION FUNCTIONS:

- Continually review and revise the district's policies and procedures surrounding Section 504
- Facilitate the implementation of the district's Section 504 policies and procedures
- Coordinate, monitor and ensure the district's compliance with Section 504
- Coordinate prevention efforts to avoid Section 504 and ADA violations from occurring
- Provide training and support to FLVS staff regarding Section 504 and the implementation of the Section 504 policies and procedures
- Investigate complaints alleging violations of Section 504/ADA and/or discrimination based on disability and assist in providing resolution
- Coordinate eligibility determinations, evaluations, reviews and all meetings for students covered under Section 504 in order to meet required timelines
- Collect and maintain accurate and compliant data and records for all students covered under Section 504
- Coordinate testing accommodations for students with 504 plans and administer state testing as needed to provide necessary accommodations
- Act as the main contact for the school for all Section 504 responsibilities and students covered under Section 504
- Consult with students, parents, teachers and other school staff as needed to provide assistance and guidance related to Section 504
- Ensure all necessary school stakeholders have access to 504 plans in order to assure implementation of needed accommodations
- Work closely with various stakeholders at the school to support students covered under Section 504 including, but not limited to: Student Support Team, General Education Teachers, Exceptional Student Education (ESE) Team, School Counselors, Assessment Team
- Assist with the school's Child Find obligations

- Stay abreast of state and federal laws, regulations and guidelines related to disability discrimination, Section 504 and Title II of the ADA by attending regular training and participating in ongoing professional development opportunities
- Report any 504 violations and all discrimination allegations to the Director of Professional Standards/EEO Officer
- Meet professional obligations through efficient work habits such as, meeting deadlines, honoring schedules, coordinating resources and meetings in an effective and timely manner, and demonstrate respect for others
- All work responsibilities are subject to having performance goals and/or targets established

(These essential functions are not to be construed as a complete statement of all duties performed. Employees will be required to perform other job related duties as required.)

MINIMUM REQUIREMENTS:

Education/Licensure/Certification:

- Bachelor's Degree required; preferably in the field of education
- Valid Florida Professional Teaching Certificate Required
- ESE Certification

Experience:

- Three years' experience working with current laws, regulations, and guidelines related to disability in public school
- Three years' experience with Section 504 in a school setting, including writing and implementing 504 plans

Knowledge, abilities and skills:

- Knowledge of MS Windows, MS Office, and Internet Explorer
- Excellent written and verbal communication skills
- Possess qualities and skills to be a proactive, positive team player
- Ability to work with and through people to establish goals, objectives, and action plans
- Strong interpersonal and customer service skills
- Ability to handle multiple priorities, meeting deadlines, and effective time management
- Excellent organizational skills
- Exercises independent judgment to adopt or modify methods and standards to meet responsibilities

CORE COMPETENCIES FOR SUCCESS:

COMMUNICATION SKILLS	CUSTOMER FOCUS
<i>Clearly and effectively conveys and/or presents information verbally; summarizes what was heard to mitigate miscommunication; Shares ideas and perspectives and encourages others to do the same; Informs others involved in a project of new developments; Disseminates information to other employees, as appropriate; Effectively uses multiple channels to communicate important messages; Keeps supervisor well informed about progress and/or problems in a timely manner; Writes in a clear, concise, organized and</i>	<i>Prioritizes customers (internal and external) and their needs as primary and is dedicated to meeting their expectations; Develops and maintains customer relationships; builds credibility and trust; Quickly and effectively solves customer problems; Provides prompt, attentive service in a cheerful manner; adapts to changing information, conditions or challenges with a positive attitude; Incorporates customer feedback into delivery of service to provide the best experience possible for the customer; Actively promotes FLVS in</i>

<i>convincing way for a variety of target audiences; The written message is consistently error-free; The written message has the desired effect on the target audience</i>	<i>community by serving as a FLVS ambassador or volunteer</i>
<p>INTERPERSONAL SKILLS</p> <p><i>Relates well with others; Treats others with respect; Shares views in a tactful way; Demonstrates diplomacy by approaching others about sensitive issues in non-threatening ways; Considers and responds appropriately to the needs, feelings and capabilities of others; Fosters an environment conducive to open, transparent communication among all levels and positions; Takes the initiative to get to know internal and external customers</i></p>	<p>FUNCTIONAL /TECHNICAL EXPERTISE</p> <p><i>Has the skills, abilities, knowledge and experience to be successful in functional area of expertise; Dedicates time and energy to keeping abreast of the latest information related to area of expertise and technology; Picks up on technology quickly; Does well in technical courses and seminars; Produces high quality work in organized and timely fashion</i></p>

INDIVIDUAL CONTRIBUTOR COMPETENCIES FOR SUCCESS:

<p>PEER RELATIONSHIPS</p> <p><i>Finds common ground and solves problems for the good of all; Can represent his/her own interests and yet be fair to other groups; Solves problems with peers with minimal “noise”; Is seen as a team player and is cooperative; Easily gains trust and support peers; Encourages collaboration; Is candid with peers</i></p>	<p>CREATIVITY</p> <p><i>Comes up with a lot of new and unique ideas; Easily makes connections among previously unrelated notions; Tends to be seen as original and value-added in brainstorming sessions; Takes calculated risks; Is not afraid to try new things and potentially “fail fast”</i></p>
<p>SELF KNOWLEDGE</p> <p><i>Seeks feedback; Gains insight from mistakes; Is open to constructive criticism; isn’t defensive; Proactively seeks to understand his/her strengths and areas for growth; applies information to best serve organization; Recognizes how his/her behavior impacts others and incorporates insight into future interactions</i></p>	<p>PLANNING</p> <p><i>Accurately scopes out length and difficulty of tasks and projects; Sets objectives and goals; Breaks down work into the process steps; Develops schedules and task/people assignments; Anticipates and adjusts for problems and roadblocks; Measures performance against goals; Evaluates results</i></p>
<p>ORGANIZING</p> <p><i>Uses his/her time effectively and efficiently; Concentrates his/her efforts on the more important priorities; Can attend to a broader range of activities as a result of organizing time efficiently; Can marshal resources (people, funding, material, support) to get things done; Can orchestrate multiple activities at once to accomplish a goal; Arranges information and files in a useful manner</i></p>	<p>PROBLEM SOLVING</p> <p><i>Uses rigorous logic and methods to solve difficult problems with effective solutions; Probes all fruitful sources for answers; Can see hidden problems; Is excellent at honest analysis; Looks beyond the obvious and doesn’t stop at the first answers</i></p>
<p>DRIVE FOR RESULTS</p> <p><i>Can be counted on to exceed goals successfully; Very bottom-line oriented; Steadfastly pushes self and others for results; Is full of energy for the things he/she sees as challenging; Not fearful of acting with a minimum of planning; Consistently seizes opportunities; Consistently exceeds goals</i></p>	

PHYSICAL REQUIREMENTS AND ENVIRONMENTAL CONDITIONS:

- Location: Remote
- Frequency of travel: Occasional travel is required for meetings, trainings and conferences, along with student assessment support; location may vary and may require overnight stays
- Light physical activities and efforts required working in an office environment

(Reasonable accommodations will be made in accordance with existing ADA requirements for otherwise qualified individuals with a disability.)

FLVS does not discriminate in admission or access to, or treatment or employment in its programs and activities on the basis of race, color, religion, age, sex, national origin, marital status, disability, genetic information or any other reason prohibited by law.