

**SACRAMENTO CITY UNIFIED SCHOOL DISTRICT**  
**Position Description**

<b>TITLE:</b>	Coordinator, 504 & Educational Supports, CARES Act	<b>CLASSIFICATION:</b>	Certificated Management (UPE)
<b>SERIES:</b>	Coordinator II	<b>FLSA:</b>	Exempt
<b>JOB CLASS CODE:</b>	9810	<b>WORK YEAR:</b>	12 Months
<b>DEPARTMENT:</b>	Student Support and Health Services	<b>SALARY:</b>	Range 44 Salary Schedule B
<b>REPORTS TO:</b>	Director III, Student Support Services	<b>CABINET APPROVAL:</b>	10-14-2021

**BASIC FUNCTION:**

Under general supervision, the Coordinator, 504 & Educational Supports, Coronavirus Aid, Relief, and Economic Security (CARES) Act (2020), will ensure Federal Compliance for Section 504 including identification, evaluation, and implementation related to the onset and continuation of the COVID-19 pandemic. The Coordinator will supervise and support education programs including Home Hospital, Hospital Teachers, students who are pregnant and parenting, and other programs as assigned.

**REPRESENTATIVE DUTIES: (Incumbents may perform any combination of the essential functions shown below [E]. This position description is not intended to be an exhaustive list of all duties, knowledge, or abilities associated with this classification, but is intended to accurately reflect the principle job elements.)**

Develop a working knowledge of current laws, regulations, and guidelines related to disability discrimination in public schools, including Section 504, Title II of the ADA, and chapters 28A.642 RCW and 392-190 WAC, as well as rules and guidelines by OSPI and the U.S. Department of Education’s Office for Civil Rights (OCR). **E**

Become familiar with resources and information available from OCR and OSPI’s Equity and Civil Rights Office, and request technical assistance when needed and attend trainings on Section 504/ADA, Home Hospital, and pregnant and parenting students, and share information with District administration. **E**

Facilitate the implementation of the District’s policies and procedures in relation to the Federal Compliance for Section 504 and ensure that they are applied consistently across the District at each school building; coordinate the revisions to District policies and procedures, as necessary, to ensure that they are up-to-date and consistent with the current requirements under these laws. **E**

Regularly review District and building publications to ensure that they include a consistent nondiscrimination statement with all of the necessary protected classes and the name (or title), phone number, and address of the District’s Section 504 Coordinator, Title IX Officer, and Civil Rights Compliance Officer. **E**

Ensure that copies of the complaint procedure and any related forms are available in each school building and multiple other platforms and languages, both virtual and paper, to provide to students, staff, and others who allege discrimination or discriminatory harassment. **E**

Develop a system process for monitoring both District and building level compliance with Section 504 requirements and other educational program supports, including, but not limited to:

- Child find responsibilities.
- Parental consent before all initial evaluations and initial placements.

- Written notice to parents, including notice procedural safeguards, before any actions are taken regarding identification, evaluation, or placement under Section 504.
- Team-based decision-making regarding evaluation and placement of students.
- Dissemination of Section 504 plans or other plans to appropriate staff.
- Periodic re-evaluations of all students who are eligible under Section 504.
- Manifestation determination requirements for disciplinary changes in placement under Section 504.

Continually monitor the reduction of architectural barriers for individuals with disabilities. **E**

Provide ongoing support and training to administrators in District and building level staff about requirements under Section 504/ADA and other educational programs, staff responsibilities, complaint procedures and related District policies and procedures. **E**

Disseminate information and coordinate training for students and/or parents about their rights based on District's complaint procedures. **E**

Advise District administration and school board regarding the status of the District's compliance with Section 504/ADA, home hospital, pregnant and parenting students, and other education programs as requested. **E**

Receive and respond to inquiries from students, parents, staff, administrators, and others regarding the assigned programs. **E**

Serves as a resource for administrators, District and building level staff, and Section 504 teams about Section 504/ADA, and disability discrimination, and other programs as assigned. **E**

Respond to students, parents, staff, administrators, others who report suspicion of Section 504/ADA violations, disability discrimination, or harassment based on disability; investigate these concerns, institute corrective actions when appropriate, inform the individual about the District's compliant procedures, and assist individuals in filing complaints when needed. **E**

Implement the District's discrimination complaint procedure with respect to allegations of Section 504/ADA violations, disability discrimination, and harassment based on disability; receive and process complaints; and oversee the step-by-step process to be sure that timelines are met. **E**

Conduct and/or coordinate investigations of Section 504/ADA complaints in accordance with the District's discrimination complaint procedures; organize and maintain records of all Section 504/ADA and disability discrimination complaints filed, including all formal and information complaints; conduct an annual review on compliant files to ensure that the District's complaint procedures and timelines are consistently being followed and identify any patterns and repeat offenders. **E**

Participate in the development and implementation of the school district's process to routinely review disaggregated student discipline data and course program enrollment data to identify and address potential disparities and systemic barriers on disability. **E**

Hire, assign, train, supervise, and evaluate credentialed and non-credentialed staff. **E**

Facilitate and/or participate in Student Study Teams (SST), Section 504 Plans (Section 504 plan of Rehabilitation Act and the American with Disabilities Act), Individual Education Plans (IEP), School Attendance Review Boards (SARB), and Student Attendance Review Teams (SART), and other committees to assist in developing and providing interventions for students at-risk. **E**

Maintain appropriate professional and ethical boundaries with all stakeholders, i.e., school staff, students, families, and community partners. **E**

Collaborate with District staff to identify and apply for relevant grants designed to support and/or promote the health and overall well-being of at-risk students. **E**

Make written and oral presentations to parents, school staff, grantors, and community agency staff about services and supports. **E**

Effectively communicate and maintain positive relationships and with District, schools, and community stakeholders. **E**

Assist in the development and implementation of school-wide and community-wide events through coordination with existing District, schools, and community resources. **E**

Document, collect, analyze, and utilize data to assess needs and development support services. **E**

Responsible for the maintenance and security of confidential student records developed by staff; ensure adherence to all mandates regarding confidentiality of student records; supervise the development and implementation for all District/department record-keeping, data collection, mandated reporting, and student or program evaluation requirements. **E**

Lead and work with school improvement initiatives that close student achievement and equity gaps between racial, ethnic, and economic groups. **E**

Provide a positive climate of interaction and communication between school staff, families, and the community. **E**

Perform related duties as assigned.

### **TRAINING, EDUCATION, AND EXPERIENCE:**

Any combination equivalent to: bachelor or master's degree with specialization in social work, counseling, psychology, health or education. Five (5) years of successful credentialed experience, agency experience, which involves program development, management, and supervision. Preferred experience working with at-risk students and families, special programs and working with people of diverse economic, ethnic and linguistic backgrounds.

### **LICENSES AND OTHER REQUIREMENTS:**

Valid California's Driver's License; provide personal automobile and proof of insurance. Hold a current Administrative Services Credential; and a Pupil Personnel Services or valid Teaching Credential issued by the California Commission on Teacher Credentialing. Preferred candidates with health, social services, and education experience. May hold a credential in school social work, counseling, nursing, and/or teaching within a special education program.

### **KNOWLEDGE AND ABILITIES:**

#### **KNOWLEDGE OF:**

- Complex system organizations, school systems' functioning, and educational law.
- Curriculum and instruction, classroom and behavior management, and models for working with diverse populations, including students with disabilities and models for school-based practice.
- Working with social, emotional, physical, and mental health needs of children, adolescents and families.
- Supervision and management of staff.
- Concepts of culture and intersectional identity and an ability to relate to a variety of ethnic and cultural groups in an effective manner.
- Support services for students who are at-risk, low-income, and demonstrate low academic performance.

- Planning, organization, and coordination of all assigned programs.
- District organization, operations, policies, and objectives.
- Grant writing and budget processes.
- Applicable laws, codes, regulations, policies, and procedures related to assigned duties.
- Interpersonal skills and boundaries using tact, patience, and courtesy.
- Effective oral and written communication skills.
- Operation of a computer and related software.

**ABILITY TO:**

- Plan, organize, and coordinate the development, implementation, enhancement, and improvement of school-based support services for student with academic, behavior, attendance, and/or social emotional concerns.
- Communicate effectively, both orally and in writing.
- Interpret, analyze, apply, and explain rules, regulations, policies, and procedures.
- Accurately and effectively analyst crisis situations, and adopt effective courses of action.
- Ability to organize work projects, establish priorities and meet deadlines in a timely manner.
- Establish and maintain effective working relationships with a diverse array of individuals and organizations.
- Prepare comprehensive narrative and statistical report.
- Operate a computer and related software.
- Supervise and evaluate the performance of assigned staff.
- Meet State and District standards of professional conduct as outlined in the Board Policy and Professional Code of Conduct.

**WORKING CONDITIONS:****SAMPLE ENVIRONMENT:**

Office and school site environment; drive a vehicle to conduct work.

**SAMPLE PHYSICAL ABILITIES:**

Hear and speak to exchange information and make presentations; dexterity of hands and fingers to generate reports, grand proposals, and correspondence utilizing a computer; see to monitor activities, read documents, and view a computer monitor; sit or stand for extended periods of time; bend at the waist, and reaching overhead, above the shoulders, and horizontally to retrieve and store files and other items; and lift light objects.

**HEALTH BENEFITS:** District pays a portion of the employee's health benefits with District-offered plans.