

*This model job description is intended for resource purposes only and should be edited and revised to accurately reflect local job assignments, qualifications, and working conditions.*

**Job Title:** Section 504 Specialist **Exemption Status/Test:** Exempt/Professional

**Reports to:** Principal/Director **Date Revised:** 6-29-23

**Dept./School:**

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### Primary Purpose:

Coordinate Section 504 programs for the district. Provide support to students, parents, teachers, counselors, and administrators in the identification, evaluation, and development of individualized plans designed to support students in need of intervention.

### Qualifications:

#### Education/Certification:

Master's degree from accredited university

Valid Texas teaching certificate with required endorsements for subject assigned

#### Special Knowledge/Skills:

Knowledge of state and federal laws for educating students with disabilities

Knowledge of Admission, Review, and Dismissal (ARD) Committee process and Individualized

Education Plan (IEP) goal setting process and implementation

Ability to communicate effectively with parents and staff

Ability to implement policies and procedures

Ability to interpret data

Strong organizational, communication, and interpersonal skills

#### Experience:

3 years of experience teaching or providing counseling services to children with special needs

3 years of experience in an administrative or leadership role within a school setting

### Major Responsibilities and Duties:

#### Program Management

1. Work cooperatively with directors and campus principals in developing and implementing Section 504 programs.
2. Consult with and assist campus-based administrators, professionals, teachers, and parents to meet the educational needs of students eligible for Section 504 services.
3. Assist campus teams in writing IEP and 504 plans that allow student access to the full range of educational and co-curricular opportunities that are available to all other eligible students in the district. Evaluate the necessity for specific accommodations.
4. Ensure campus teams monitor and review 504 plans at least once per school year.



5. Assist in coordinating and planning with outside agencies or persons who act as independent advocates of students where a 504 evaluation has been requested or where a 504 grievance or formal written complaint has been made.
6. Promote, coordinate, and disseminate communication among staff, teachers, students, and the community regarding the prevention of discrimination based on disability, as appropriate.

### Consultation

7. Assist campuses in the development, implementation, and/or participation in professional development of instructional methodologies that allow curriculum accommodations and differentiated instruction based on student learning needs resulting from a disability, specific condition, or impairment.
8. Plan and conduct parent meetings. Consult with parents, administrators, counselors, teachers, and community agencies.

### Budget and Inventory

9. Participate in development, preparation, and administration of budget for supplies and equipment and ensure that the program is cost-effective and that funds are managed wisely.
10. Assist with the selection and purchase of supplemental equipment and supplies for the program.
11. Participate in grant-writing activities to obtain program funding.

### Policy, Reports, and Law

12. Compile, maintain, and file all reports, records, and other documents required. Ensure that accurate at-risk and dropout data is reported through PEIMS.
13. Comply with policies established by federal and state law, State Board of Education rule, and the local board policy.
14. Follow district safety protocols and emergency procedures.

### Supervisory Responsibilities:

None

### 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, twisting

**Motion:** Repetitive hand motions, frequent keyboarding and use of mouse

**Lifting:** Occasional light lifting and carrying (under 15 pounds)



**Environment:** Occasional districtwide and statewide travel

**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.

Reviewed by \_\_\_\_\_ Date \_\_\_\_\_

Received by \_\_\_\_\_ Date \_\_\_\_\_

