

GUILFORD COUNTY SCHOOL SYSTEM JOB DESCRIPTION

JOB TITLE: SUPERVISOR II - SECTION 504

GENERAL STATEMENT OF JOB

Under limited supervision, performs a variety of supervisory and administrative tasks. The Supervisor of Section 504 of the Rehabilitation Act of 1973 (Section 504) is responsible for monitoring and implementing the district's compliance with state and federal laws prohibiting disability discrimination, including Section 504. The major responsibilities are (1) to prevent discrimination against students on the basis of disability; and (2) to ensure compliance with all procedures and procedural safeguards required under Section 504. Ensures program integration with the other instructional departments (Psychological Services, Exceptional Children Supports, Related Services, School Counseling, School Social Work, and School Nursing) in the County. Reports to the Director of Student Support Services.

SPECIFIC DUTIES AND RESPONSIBILITIES

ESSENTIAL JOB FUNCTIONS

Knowledge of Section 504

- Has a working knowledge of current laws, regulations, and guidelines related to disability discrimination in public schools, including Section 504 of the Rehabilitation Act of 1973.
- Be familiar with resources and information available from the Office of Civil Rights and request technical assistance when needed.

Section 504 Procedures and Procedural Safe Guards

- Facilitate the implementation of the district's policies and procedures related to Section 504 and ensure that they are applied consistently across the district and at each school building.
- Coordinate revisions to district policies and procedures related to Section 504, as necessary, to ensure that they are up-to-date and consistent with current requirements under these laws.
- Develop and maintain a systematic process for monitoring both district- and building-level compliance with Section 504 requirements.
- Participate on Section 504 teams as needed.
- Monitor all Section 504 data, such as number of eligible students, compliance data, Section 504 plans, etc.
- Provide information about the availability and use of the grievance procedure and maintain a record of all grievance problems and solutions.
- Respond to students, parents, staff, administrators, and others who report suspicion of Section 504 violations, disability discrimination, or harassment based on disability.
- Conduct and/or coordinate investigations of Section 504 complaints in accordance with the district's discrimination complaint procedures. This may involve interviewing complainants, respondents, and witnesses; reviewing documents and other relevant materials; and researching legal standards and requirements relevant to the complaint.
- Work with the district Hearing Officer when needed during a Level III grievance.

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Training and Consultation

- Coordinate training for building-level Section 504 designees and ensure that they are informed about their job responsibilities.
- Provide ongoing support and training to administrators and district- and building-level staff about requirements under Section 504, staff responsibilities, complaint procedures, and related district policies and procedures.
- Serve as a resource for administrators, district- and building-level staff, and Section 504 teams about Section 504 and disability discrimination.
- Disseminate information and coordinate training for students and/or parents about their rights under Section 504, and the district's complaint procedures.
- Receive and respond to inquiries from students, parents, staff, administrators, and others regarding Section 504, disability discrimination, and harassment based on disability.

ADDITIONAL JOB FUNCTIONS

Completes special projects and/or tasks assigned by the Director of Student Support Services.

Performs other related work as required.

MINIMUM TRAINING AND EXPERIENCE

60-hour Master's degree in school counseling, school psychology, education or a related field from an approved training program; and 5 to 7 years of experience in education, preferably with supervisory experience; or any equivalent combination of training and experience which provides the required knowledge, skills and abilities.

SPECIAL REQUIREMENTS

Must be licensed by the North Carolina Department of Public Instruction. Must possess a valid North Carolina driver's license.

MINIMUM QUALIFICATIONS OR STANDARDS REQUIRED TO PERFORM ESSENTIAL JOB FUNCTIONS

Physical Requirements: Must be physically able to operate a variety of equipment including computers, copiers, typewriters, overhead projectors, etc. Must be physically able to operate a motor vehicle. Must be able to exert up to 80 pounds of force occasionally, and/or a negligible amount of force constantly to lift, carry, push, and pull or otherwise move objects, including the human body. Light Work usually requires walking or standing to a significant degree.

Data Conception: Requires the ability to compare and/or judge the readily observable, functional, structural or composite characteristics (whether similar or divergent from obvious standards) of data, people or things.

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Interpersonal Communication: Requires the ability to speak and/or signal people to convey or exchange information. Includes giving instructions, assignments or directions to assistants or subordinates.

Language Ability: Requires the ability to read a variety of correspondences, reports, forms, requisitions, referrals, manuals, etc. Requires the ability to prepare correspondence, reports, forms, records, proposals, appraisals, etc., using prescribed formats and conforming to all rules of punctuation, grammar, diction, and style. Requires the ability to speak to people with poise, voice control and confidence.

Intelligence: Requires the ability to apply principles of logical or scientific thinking to define problems, collect data, establish facts, and draw valid conclusions; to interpret an extensive variety of technical instructions in mathematical or diagrammatic form; and to deal with several abstract and concrete variables.

Verbal Aptitude: Requires the ability to record and deliver information, to explain procedures, to follow oral and written instructions. Must be able to communicate effectively and efficiently in a variety of technical or professional languages including psychological terminology.

Numerical Aptitude: Requires the ability to utilize mathematical formulas; to add and subtract; multiply and divide; utilize decimals and percentages; and to apply the theories of descriptive statistics and statistical theory.

Form/Spatial Aptitude: Requires the ability to inspect items for proper length, width and shape.

Motor Coordination: Requires the ability to coordinate hands and eyes rapidly and accurately in using office equipment.

Manual Dexterity: Requires the ability to handle a variety of items such as office equipment. Must have minimal levels of eye/hand/foot coordination.

Color Discrimination: Requires the ability to differentiate between colors and shades of color.

Interpersonal Temperament: Requires the ability to deal with people beyond giving and receiving instructions. Must be adaptable to performing under stress and when confronted with emergency situations.

Physical Communication: Requires the ability to talk and hear: (Talking: expressing or exchanging ideas by means of spoken words. Hearing: perceiving nature of sounds by ear-). Must be able to communicate via telephone.

DISCLAIMER

The preceding job description has been designed to indicate the general nature and level of work performed by employees within this classification. It is not designed to contain or be interpreted as a comprehensive inventory of all duties, responsibilities, and qualifications required of employees to this job.