



Mabank Independent School District

Job Title: 504 Coordinator / Transition & Employment Designee

Wage/Hour Status: Exempt/Professional

Reports To: Director of Special Programs

Days: 212

Dept/School: Special Programs

Date Revised: 03/24/2025

Primary Purpose:

Coordinate the 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.

Work with a defined group of students eligible to receive special education services (ages 14+) to ensure transitional plans are developed and implemented. Responsible for equipping campus case managers to be able to administer appropriate vocational assessments, interviews, goal setting, defining coordinated set of activities, inter-agency connections, family support, and employment contacts within the community for this target group.

Qualifications:

Education / Certification:

- Master's degree in from accredited university, preferred
- Valid Texas teaching certificate with required endorsements

Special Knowledge / Skills

- Knowledge of state and federal laws for educating students with disabilities
- Knowledge of Section 504 Committee process and Section 504 Plan goal setting process and implementation
- Knowledge of curriculum design & implementation, vocational assessments, transition plans, and employment regulations
- Knowledge of community-based programs, school-to-work programs, and agency linkages
- Thorough understanding of IDEA and transition planning for students with disabilities
- Proven ability to work with students, parents, employers, agency representatives, and peers
- Demonstrate effective time management, communication, and organizational skills
- Ability to implement policies and procedures
- Ability to collect and interpret data and use results to improve skills acquisition for students
- Ability to provide leadership and professional learning for teachers in transition-related issues

Experience

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

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 Section 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 Section 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 Section 504 evaluation has been requested or where a Section 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.
7. Coordinate district activities to facilitate meaningful transition services for students with disabilities.
8. Review completion of IEP transition paperwork; including course of study, coordinated sets of activities, and post-secondary goals.
9. Coordinate with vocational personnel to plan integrated student career experiences.
10. Act as a liaison between the campuses and relevant agencies that provide services to students with disabilities. (MHMRA, CRCG, DARS, Workforce Solutions, local colleges, etc.)
11. Maintain a positive and effective relationship with supervisors.
12. Effectively communicate with colleagues, students, and parents.

Consultation

1. 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.
2. Provide training to staff on transition elements and regulations.
3. Plan and conduct parent meetings. Consult with parents, administrators, counselors, teachers, community agencies, and other relevant individuals regarding Section 504 students and students with transition plans under special education.

Budget and Inventory

1. Assist with selection and purchase of supplemental equipment and supplies for the program.
2. Participate in grant-writing activities to obtain program funding.

Policy, Reports, and Law

1. Compile, maintain, and file all reports, records, and other documents required. Ensure that accurate at-risk and dropout data is reported through PEIMS.
2. Comply with policies established by federal and state law, State Board of Education rule, and the local board policy.
3. 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 & 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

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 _____

