**Coordinator of Student Support Services**

**(Assessment, 504, and Counseling)**

**Employee Name (Print):**

**Reports To:** Executive Director of Curriculum and Instruction

**Dept/Campus:** Instructional Services **Paygrade:** Pro-4

**Wage/Hour Status:** Exempt **Date Revised:** May 2021

**This job description reflects management’s assignment of essential functions; it does not prescribe or restrict the tasks that may be assigned.**

**PRIMARY PURPOSE:**

Facilitate the implementation of the state assessment program, including the coordination of training, materials, district-level support, and investigations. Ensure the security of state assessment materials and results. Coordinate the district’s compliance with its responsibilities under the Section 504 program. Monitor the overall effectiveness of Section 504 plans and ensure all are implemented within federal, state, and local regulations. Responsible for the oversight of administrative and programmatic structure of the counseling program.

**QUALIFICATIONS:**

**Education/Certification:**

Master’s degree preferred

Texas Mid-management or other appropriate Texas certificate

Certified Texas Teacher Evaluation and Support System (TTESS) Appraiser

**Special Knowledge/Skills:**

Ability to manage budget and personnel

Ability to interpret policy, procedures, and data

Calm and patient demeanor with students and others

Knowledge in laws, policies, rules, and regulations pertaining to the discipline of 504 eligible students.

Ability to maintain the confidentiality of privileged and sensitive information

Ability to communicate effectively verbally and in writing with campus-based 504 coordinators, general education teachers, other school and District staff, parents, agencies, and community members.

Ability to effectively coach and support counselors, teachers, and administrators on their instructional teams.

**Experience:**

Three years experience as a classroom teacher

Two years experience in instructional leadership roles

**MAJOR RESPONSIBILITIES AND DUTIES:**

1. Provides leadership, support, and accountability in the development, implementation and coordination of the district’s assessment program, goals and objectives, to meet the needs of the district’s diverse student population, as well as maintaining and carrying out adopted policies;
2. Assist the Executive Director of Curriculum and Instruction in developing the TISD Assessment and Program evaluation plan;
3. Collaboratively develop the district testing calendar and communicate to stakeholders;
4. Communicates policies, procedures, and information related to federal, state, and district assessments on an on-going basis to campus and district administrators;
5. Stays current in assessment and accountability reform and utilizes this knowledge to ensure on-going improvements in high academic achievement and improved student outcomes;
6. Provide professional development to campus testing coordinators and administrators related to annual assessment activities as required;
7. Model behaviors, which insure the development of a district team, focused on problem solving and meeting student needs;
8. Maintain and collect auditable documentation for state accountability testing as well as review materials for return.
9. Responsible for test materials to include inventorying, counting, packaging, distributing, and tracking test materials, before, during and after testing.
10. Process all student assessment results including timely distribution of school reports and district-level reports.
11. Serve as a liaison between TEA, testing agencies, and Texarkana ISD.
12. Works collaboratively with the district staff members, principals, and campus staff utilizing courtesy, tact, and diplomacy;
13. Establishes a communication network with other district/Region Assessment Coordinators; demonstrates a high visibility throughout the site and district, as well as strong, collaborative interpersonal skills;
14. Serve as the district Section 504 Coordinator;
15. Consult with and assist campus-based 504 administrators, related service providers (OT, PT, LSSP, etc.), regular classroom teachers, counselors, administrators, and parents to meet the educational needs of students eligible under Section 504;
16. Monitor and assist campus 504 coordinators and teams in writing Individualized 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;
17. Assist campus 504 coordinators and teams in reviewing individualized 504 Plans of students who move into the District and facilitate the development of comparable accommodations at the receiving school;
18. Develop and provide training to 504 coordinators, teachers, and campus/district administrators on all aspects of Section 504;
19. Maintain an updated list of students receiving services under Section 504 and meet consistently with 504 coordinators to review student services, accommodations, and 504 plans for all students served;
20. Develop a shared document for each campus/504 coordinator and require documentation of all scheduled meetings, parent communication/requests, and annual meetings;
21. Work collaboratively with the 504 coordinators to ensure and monitor the full implementation of the student’s 504 plan on each campus;
22. 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 504 grievances or formal written complaint has been made against a school or the District;
23. Ensure open and ongoing communication between the 504 coordinators, special education, and dyslexia staff;
24. Attend scheduled 504 meetings periodically and as needed to provide district visibility and monitor that appropriate processes are occurring;
25. Facilitate district counselor meetings and provide/plan professional development as needed;
26. Monitor and work collaboratively with the district counselors in the development and implementation of the Texas Model for Comprehensive School Counseling;
27. Serve as the District Title IX Coordinator;
28. Model behaviors, which ensure the development of a district team, focused on problem solving and meeting student needs;
29. Demonstrate behavior that is professional, ethical, and responsible and serve as role model for all district staff;
30. Actively seek training and information, which will enhance skills and knowledge, related to responsibilities;
31. Demonstrate responsible fiscal control over assigned program budgets;
32. Understands FERPA requirements and works to ensure the integrity of student and staff data confidentiality and follows district policy and regulations;
33. Assist in the implementation of policies established by federal and state law, State Board of Education rule, and local board policy in curriculum and instruction area; and
34. Complete other duties as assigned.

**SUPERVISORY RESPONSIBILITIES:**

Share supervisory responsibility with principals for campus counselors.

**WORKING CONDITIONS**

**The physical demands described here are representative of those that must be met by an employee to successfully perform the essential functions of this job. Reasonable accommodations will be made if necessary:**

**Mental Demands:**

Ability to communicate effectively (verbally and written); interpret policy, procedures, and data; coordinate district functions; maintain emotional control under stress; maintain a clear focus on customer service; ability to manage others in a non-coercive manner

**Physical Demands:**

While performing the duties of this job, the employee is regularly required to sit; stand and move throughout the facilities. Duties also require repetitive hand motions; prolonged use of computer; moderate standing, stooping, bending, lifting/transport of up to 50lbs.Frequent district-wide and occasional statewide travel; occasional prolonged and irregular hours.

The foregoing statements describe the general purpose and responsibilities assigned to this job, and are not an exhaustive list of all responsibilities, duties and skills that may be required.

Employee Date

Supervisor Date