

DISABILITY COORDINATOR

DEFINITION

The Disability Coordinator is responsible for developing and or revising policies and procedures that outline for students with disabilities disciplinary dispositions that are consistent with state and federal law regarding potential changes in their educational placement. This position in collaboration with other departments and administrators will establish the process by which referrals to law enforcement of students with disabilities are made for misconduct that is determined to be a manifestation of their disability. This position involves interpretation of complex laws and regulations, as well as involvement with other organizations that provide services to children with disabilities.

SUPERVISION RECEIVED AND EXERCISED

Works under the supervision of the Superintendent and or Assistant Superintendent and or designee.

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.)

Responsible for ensuring compliance with disability discrimination laws relating to law enforcement activities, including on mental health issues. **(E)**.

Work in collaboration with the District and the SUSD Police Department to create policies relating to reasonable modifications to address the special needs of students with students disabilities, including mental health disabilities. **(E)**.

Review and analyze the District's current position for compliance with established codes, laws, and procedures related to disciplinary dispositions and make required changes to bring the District to compliance and protect the resources of the District. **(E)**.

Work in collaboration with Administrators, Directors and Departments responsible for developing positive school climate to develop training in working with students with disabilities, including students with mental health disabilities. **(E)**.

Responsible for identifying children who may have a disability, assuring appropriate intervention and services, and for managing, implementing and evaluating comprehensive programs for children with disabilities to ensure appropriate disciplinary dispositions are taken and are not part of the manifestation of their disability. **(E)**.

Assists in setting, clarifying and communicating disabilities services standards and laws to staff and parents, when required or requested. **(E)**.

Plan, organize, control and direct a variety of programs and activities related to integrated disability management. **(E)**

Acquire, distribute, train and evaluate the needs for children with special needs for proper disciplinary dispositions. **(E)**

Assist with the evaluation of records and assess students to determine their need for added support. **(E)**

Consult and collaborate any trainings that will be provided for special education teachers, specialized itinerant service providers, support staff and parents regarding educational access to services, materials, instructional accommodations, physical accessibility and strategies for students with disabilities, including mental health disabilities. **(E)**

Work cooperatively with members of the IEP team, including administration, psychologists, health care professionals, specialized itinerant service providers, para-educators, special education teachers, and parents, as needed. **(E)**

Support district and school policies regarding the instruction of students with disabilities. **(E)**

Participate as a member of Reasonable Accommodation Committee. **(E)**

Ensure the district's disability management policies, procedures and practices meet applicable legal requirements. This includes applicable state laws and federal regulations including ADA, HIPAA, and California Education Code. *(E)*

Provide relevant information to the District for the purposes of managing investigations, disputes, and concerns related to student Disability Management. *(E)*

Perform related duties assigned.

QUALIFICATIONS

Knowledge of:

- Principles and practices of supervision, communication, and training
- Working knowledge of ADA, HIPAA, and Education Code.
- Basic medical terminology
- Appropriate techniques in interacting successfully with children needing various supports, including communication, self-care/independent living, motor skills, vocational, social-emotional, and recreation/leisure
- Specific techniques for teaching the use of assistive technology
- Adaptive equipment and materials
- Current effective, research-based teaching strategies; educational theories; and assessment tools related to students with assistive technology needs
- Positive behavior support practices
- CA Standards for the Teaching Profession
- Federal and state laws regarding Special Education, including the IEP process
- Electronic communication and computer keyboarding
- Child abuse laws and procedures

Ability to:

- Relate effectively to and demonstrate receptive attitude toward children with disabilities, and toward students and parents of diverse cultural and socioeconomic backgrounds
- Work amicably with and communicate effectively with all staff members, including administration, psychologists, health care professionals, designated service providers, general/special education teachers, and para-educators
- Utilize a variety of computer operating and software programs (Windows, Mac, Microsoft Office, etc.) as well as technology supports for students (low tech as well as high tech options)
- Demonstrate strong organization skills and attention to detail
- Understand and follow both oral and written directions
- Work within an established schedule, meeting necessary timelines
- Analyze and use data to develop goals and plan instruction
- Exercise good judgment in emergency situations
- Maintain flexibility, such as changes in staff or individual student programs
- Maintain professional confidentiality
- Keep neat and accurate records
- Interpret, apply, and explain rules, regulations, policies and procedures.
- Analyze situations accurately and adopt an effective course of action
- Work independently with little direction
- Plan and organize work to meet schedules and timelines
- Communicate effectively orally and in writing
- Effectively operate a personal computer for the purpose of database management, data retrieval, and word processing

Education and Experience:

Bachelor of Arts or Advanced degree from accredited college or university in public or business administration, health science, safety, industrial relations, disability management, or a closely related field;

Three (3) years of experience managing disability programs, including ADA, preferably in the public sector. Experience working with law enforcement, in a school setting, in the application of State and Federal disability laws is preferred.

Licenses and Certificates:

- Possession of a valid California Driver's License
- First Aid and CPR certificates must be obtained within sixty (60) days from date of hire
- Certified Professional Disability Management (CPDM)
- Self-Insured Administrator (SIA)

PHYSICAL DEMANDS

Employees in this position must have/be able to:

- Enter data into a computer terminal and operate standard office equipment
- Dexterity of hands and fingers to operate a computer keyboard
- Sit and stand for extended periods of time
- See for purposes of reading printed matter with or without visual aids
- Hear and understand speech at normal levels and on the telephone, with or without hearing aids
- Speak so that others may understand at normal levels and on the telephone
- Lift and/or carry up to 25 lbs. at waist height for short distances
- Reach overhead, above the shoulders and horizontally, grasp, push, pull
- Bending at waist, kneeling or crouching to reach materials

Salary Placement:

Management Team Salary Schedule

Tier5, Range 03

12-month work year

Board Approval: 04/16/19