

Suggested Job Responsibilities for a Section 504 Coordinator

- Have a copy of Section 504 readily available and understand the requirements and the intent of the law. Section 504 coordinators for students attending elementary and secondary education institutions should also be familiar with IDEA and state special education regulations and guidance.
- Be sure your LEA's policy of nondiscrimination is prominently included in each student handbook, bulletin, catalog, booklet, announcement, brochure, student application form, or other publication distributed to students, potential students, parents and any other persons benefiting from the LEA's activities and programs. Your name, office address, and telephone number must also be included in this announcement. Be sure this notice is available in alternative formats and non-English languages.
- Be sure disabled students participating in work-based learning programs are guaranteed equal treatment by their employers.
- Have copies of the grievance procedure and any related forms available to students or parents alleging discrimination. It is important to differentiate between allegations based on discrimination, and allegations based on violations of due process as specified by IDEA. Assist parents or students in filing their grievance and oversee the step-by-step procedure to be sure that timeframes are met. Assist administrative personnel who need a better understanding of the grievance based on Section 504. Keep records of all grievances filed.
- Coordinate with other staff and document an internal self-evaluation of practices, policies and physical facilities with respect to treatment and accessibility of disabled students, **if** this responsibility was never completed. If the evaluation was completed by a previous Section 504 coordinator, check if the evaluation's suggestions for eliminating unlawful segregation, discrimination, and inaccessibility were carried out.
- Be aware of new needs which may dictate changes or revisions in existing policies or practices. For example, if deaf students are not benefiting from assemblies where speakers address the student body, a sign language interpreter should be provided at all assemblies.
- Assist faculty, counselors and administrators in complying with Section 504, and when a need arises, plan remedial actions. For example, if teachers indicate they need to be briefed on the handicapping conditions of their new students and on the kinds of accommodations these students will need, initiate ways to respond to their needs.
- Submit annual reports on civil rights and compliance activities to the superintendent.
- Make your presence known in the community by disseminating civil rights information or by speaking at parent-teacher group meetings, social or professional organization meetings and other community functions.