

Mercer Island School District

District Section 504 / ADA Compliance Coordinator

Purpose	<p>In coordination with Civil Rights Compliance Liaison, the Section 504/ADA Coordinator is responsible for monitoring and implementing the district's compliance with state and federal laws prohibiting disability discrimination, including Section 504, Title II of the ADA, and chapters 28A.642 RCW and 392-190 WAC. The major responsibilities are (1) to prevent discrimination against students, employees, and others of the basis of disability; and (2) to ensure compliance with all procedures and procedural safeguards required under Section 504/ADA. Particularly when indicated below, the Section 504/ADA Coordinator should coordinate closely with the district's Civil Rights Compliance Liaison.</p>
<p>Qualification Requirements: <i>To perform this job successfully, an individual must be able to perform each essential duty satisfactorily. The requirements listed below are representative of the knowledge, skill, and/or ability required. Reasonable accommodation may be made to enable individuals with disabilities to perform the essential functions.</i></p>	
Essential Functions	<p>Knowledge of Section 504/ADA Requirements</p> <ul style="list-style-type: none"> • Develop a working knowledge of current laws, regulations, and guidelines related to disability discrimination in public schools, including Section 504, Title II of the ADA, and chapters 28A.642 RCW and 392-190 WAC, as well as rules and guidelines adopted by OSPI and the U.S. Department of Education's Office for Civil Rights (OCR) • Become familiar with resources and information available from OCR and OSPI's Equity and Civil Rights Office, and request technical assistance when needed • Attend trainings on Section 504/ADA, such as those offered by OSPI's Equity and Civil Rights Office and the Northwest ADA Center, and share information with district administrators and staff <p>OSPI Reporting</p> <ul style="list-style-type: none"> • Serve as the district's liaison to OSPI's Equity and Civil Rights Office and OCR for issues regarding Section 504/ADA, and disability discrimination generally • Update Section 504/ADA Coordinator contact information with OSPI's Equity and Civil Rights Office, as needed <p>District Policies and Procedures</p> <ul style="list-style-type: none"> • Facilitate the implementation of the district's policies and procedures related to Section 504/ADA, 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/ADA, as necessary, to ensure that they are up-to-date and consistent with current requirements under these laws <p>Nondiscrimination Notices <i>In coordination with the district's Civil Rights Compliance Liaison:</i></p> <ul style="list-style-type: none"> • Regularly review district and building publications to ensure that they include a consistent nondiscrimination statement with all of the necessary protected classes and the name (or title), phone number, and address of the district's Section 504 Coordinator, Title IX Officer, and Civil Rights Compliance Liaison • Ensure that the district uses effective methods to annually inform all students, parents, and employees about the district's discrimination complaint procedure, such as in staff and student handbooks • Ensure that copies of the complaint procedure and any related forms are available in each school building to provide to students, parents, staff, and others who allege discrimination or discriminatory harassment <p>Section 504 Procedures and Procedural Safeguards</p> <ul style="list-style-type: none"> • Develop a systematic process for monitoring both district- and building-level compliance with Section 504 requirements, including but not limited to: <ul style="list-style-type: none"> ○ Child find responsibilities ○ Parental consent before all initial evaluations and initial placements ○ Written notice to parents, including notice of procedural safeguards, before any actions are taken regarding identification, evaluation, or placement under Section 504 ○ Team-based decision-making regarding evaluation and placement of students

under Section 504

- Dissemination of Section 504 plans to appropriate staff
- Periodic re-evaluations of all students who are eligible under Section 504, at least every three years
- Manifestation determination requirements for disciplinary changes in placement under Section 504
- Participate on Section 504 teams as needed
- Coordinate training for building-level Section 504 designees, and ensure that they are informed about their job responsibilities (listed below)
- Collect and maintain all Section 504 data, such as Section 504 plans, evaluation reports and related records, lists of eligible students, discipline records, etc.
- Coordinate due process hearings when requested

Accessibility and Requests for Accommodations

- Continually monitor the reduction of architectural barriers for individuals with disabilities
- Receive and process requests for reasonable accommodations at school and district events Coordinate with the district's human resources office to facilitate the provision of reasonable accommodations for district employees with disabilities

Training and Consultation

In coordination with the district's Civil Rights Compliance Liaison:

- Provide ongoing support and training to administrators and district- and building-level staff about requirements under Section 504/ADA, staff responsibilities, complaint procedures, and related district policies and procedures
- Disseminate information and coordinate training for students and/or parents about their rights under Section 504/ADA, and the district's complaint procedures
- Advise the superintendent and school board regarding the status of the district's compliance with Section 504/ADA
- Receive and respond to inquiries from students, parents, staff, administrators, and others regarding Section 504/ADA, disability discrimination, and harassment based on disability
- Serve as a resource for administrators, district- and building-level staff, and Section 504 teams about Section 504/ADA and disability discrimination

Complaints and Investigation

In coordination with the district's Civil Rights Compliance Liaison:

- Respond to students, parents, staff, administrators, and others who report suspicion of Section 504/ADA violations, disability discrimination, or harassment based on disability. The coordinator should investigate these concerns, institute corrective actions when appropriate, inform the individual about the district's complaint procedures, and assist individuals in filing complaints when needed
- Implement the district's discrimination complaint procedure with respect to allegations of Section 504/ADA violations, disability discrimination, and harassment based on disability; receive and process complaints; and oversee the step-by-step process to be sure that timelines are met
- Conduct and/or coordinate investigations of Section 504/ADA 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. If the Section 504/ADA Coordinator has identified a conflict of interest with respect to a particular complaint, the coordinator should recommend that the district hire a neutral outside investigator to investigate a particular complaint
- Upon completion of the investigation, provide the superintendent with a written report of the complaint and the results of the investigation in time for the superintendent to respond to the complainant within 30 days after the district initially received the complaint
- Organize and maintain records of all Section 504/ADA and disability discrimination complaints filed, including all formal and informal complaints. At least annually, review complaint files to ensure that the district's complaint procedures and timelines are consistently being followed, and to identify any patterns and repeat offenders

Textbooks and Instructional Materials

In coordination with the district's Civil Rights Compliance Liaison:

- Participate in the development and implementation of the school district's instructional materials policy and bias review criteria with respect to bias pertaining to disability in all

	<p>textbooks and instructional materials</p> <ul style="list-style-type: none"> • Ensure that the district evaluates all textbooks and instructional materials for bias, update bias review criteria when needed, and participate on the instructional materials committee when appropriate <p>Reviewing Systemic Barriers <i>In coordination with the district's Civil Rights Compliance Liaison:</i></p> <ul style="list-style-type: none"> • Participate in the development and implementation of the school district's process to routinely review disaggregated student discipline data and course and program enrollment data to identify and address potential disparities and systemic barriers based on disability • Continually monitor school programs, activities, and services (including, but not limited to, Advanced Placement courses, Highly Capable Programs, Career and Technical Education courses, Alternative Learning Experiences, extra-curricular activities, etc.) to ensure that all students are given an equal opportunity to participate without discrimination based on disability
Supervisory Responsibilities	None
Education and/or Experience	Advanced Education Required Legal or Administrative Experience preferred
Language Skills	Ability to read and interpret legal documents, policy, reports, procedural manuals, and the like with great detail. Ability to write complex reports to a variety of audiences. Ability to write correspondence, technical directions, and procedural manuals.
Mathematical Skills	Ability to add, subtract, multiply and divide in all units of measure.
Other Skills and Abilities	Ability to operate computers and related software including but not limited to word processing, spreadsheets, presentation, and communication tools. Typing required. Ability to perform duties with a distinct awareness of all district requirements and Board Policies.
Physical Demands	<p><i>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 may be made to enable individuals with disabilities to perform the essential functions.</i></p> <p>While performing the duties of this job, the employee is regularly required to sit, talk, hear & use finger dexterity. The employee is frequently required to walk, repeat the same hand, arm, or finger motion many times, type non-stop & hear in a noisy environment.</p> <p>The employee may occasionally lift and carry up to 10 pounds, stoop, reach above the head, climb.</p> <p>Specific vision abilities required by this job include seeing close work such as typed or handwritten material.</p>
Work Environment	<p><i>The work environment characteristics described here are representative of those an employee encounters while performing the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.</i></p> <p>Work is performed indoors.</p>
<p><i>The information contained in this job description is for compliance with the American with Disabilities Act (A.D.A.) and is not an exhaustive list of the duties performed for this position.</i></p>	
<p>Nondiscrimination Notification The Mercer Island School District does not discriminate in any programs or activities on the basis of sex, race, creed, religion, color, national origin, age, veteran or military status, sexual orientation, gender expression or identity, disability, or the use of a trained dog guide or service animal and provides equal access to the Boy Scouts and other designated youth groups.</p>	