

CAPISTRANO UNIFIED SCHOOL DISTRICT
San Juan Capistrano, California

COORDINATOR, STUDENT SUCCESS TEAMS/504

DEFINITION

Under the general direction of the Director of Intervention Systems, develop, facilitate, and coordinate the implementation of systems, policies, and procedures pertaining to the District's tiered intervention/data systems, collaborative, data-driven approaches to supporting all students as well as Student Success Teams (SST) and 504 plans.

EXAMPLES OF DUTIES

- Clearly communicate and provide information and assistance to school administrators, teachers, staff, district personnel and families regarding SST, 504 and the multi-tiered systems of support (MTSS).
- Coordinate the Student Success Team (SST) and Section 504 plans.
- Work with district staff, psychologists, counselors, and special education personnel to communicate and support the SST, 504, and MTSS framework.
- Consult with site data teams and site SST/504 coordinators to provide support and recommendations for appropriate interventions and accommodations for general education students.
- Provide recommendations and consultation for administrators, site data teams, SST/504 coordinators regarding appropriate, legal accommodations.
- Maintain updated, accessible SST/504 forms and create district-wide support handbooks.
- Develop, oversee and provide professional development at SST/504 site coordinator meetings.
- Develop, facilitate, and implement a district-wide collaborative, data-driven system for supporting students in connection to the MTSS framework.
- Gather and analyze data from a variety of sources and assessments to inform instructional, intervention, and accommodations decisions.
- Assist site administrators and data teams in developing a school-wide systematic process for examining student data to identify general education students in need of Tier II and Tier III interventions.
- Frame, analyze, and resolve problems using a collaborative, systematic, and data-based process.
- Provide family education activities as needed.
- Develop strategies for engaging parent/family participation and involvement throughout the collaborative, data-driven support processes of SST, and developing 504 plans.
- Ensure the SST/504 processes adhere to multiple legal requirements in order to protect the legal integrity of the system and students.
- Coordinate and ensure the submission of all related state and federally required reports, including compliance and State quality assurance programs as related to SST/504.
- Develop, coordinate and implement processes and procedures for assessing the effectiveness of the SST and the collaborative, data-driven support process.
- Analyze SST/504 data in order to inform system improvement planning.

QUALIFICATIONS

Knowledge of:

Principles, theories, methods, techniques, and strategies pertaining to evidence-based instruction, intervention, assessment, and data-based decision making, including the framework for MTSS; legal mandates, policies, and regulations, and procedures pertaining to Section 504 and the interrelationship with IDEA; FERPA and HIPPA regulations; SST purpose, data collection, and procedures; collaborative meeting frameworks for promoting data-driven decision making; problem-solving processes; evidence-based assessments used to identify students for interventions and support; human relations, conflict resolution, and team building principles; English Learner (EL) development and principles related to language difference vs disability; how students learn and develop while recognizing individual variation across and within social, emotional, cognitive, language and physical health domains; cultural, linguistic, gender, and socio-economic diversity of individuals and communities of learners and use this knowledge to guide and inform the SST/504 plans and additional supports for general education students.

Ability to:

Successfully work with a diverse adult and student population; provide specialized resource support and coordination of a comprehensive, data-based system for systematically identifying students in need of additional supports, interventions, and accommodations; analyze and interpret student assessment data; recommend appropriate research-supported accommodations and interventions; provide support and professional development of site personnel regarding the SST and 504 plans; facilitate the analysis of data to improve instruction during collaborative data meetings, professional learning communities, and professional development; communicate effectively with district and school-based administrators; support SST meetings; work collaboratively with teachers, district and site administrators and staff; understand and carry out directions with minimal supervision; manage multiple tasks; utilize technology as a means for various types of communication and record keeping.

Education:

Equivalent to the completion of a Master of Arts or higher degree from an accredited college or university in educational leadership or closely related field.

Experience:

At least three years of successful teaching and/or serving in a district teacher on special assignment support role in general education or special education or psychologist or counseling. Successful experience with data-driven intervention systems and SST/504s preferred.

Certification Requirement:

Possess a California teaching credential, with a BCLAD or English Learner authorization or a Pupil Personnel Services Credential authorizing service as a School Counselor or Psychologist; possess a valid Administrative Services credential.