

GREGORY-PORTLAND INDEPENDENT SCHOOL DISTRICT

JOB DESCRIPTION

Job Title: Dropout Prevention & At-Risk Coordinator

Exemption Status/Test: Nonexempt

Reports to: Director of Accountability & Assessment

Administrative Pay Grade: 4 (226 Days)

Dept./School: District-wide

Date Revised: 05/20/2021

Primary Purpose:

Coordinate the district program for students in at-risk situations. Collaborate with district and campus staff. Provide ongoing feedback and guidance concerning student behavior, provide and assist with maintaining high attendance rates.

Education/Certification:

Bachelor's degree

Special Knowledge/Skills:

Knowledge of curriculum and instruction

Knowledge of juvenile justice system and ability to present truancy cases to the court

Ability to interpret laws, policies, and procedures

Strong organizational, communication, and interpersonal skills

Ability to speak effectively before groups of parents, students, and staff

Ability to travel districtwide to conduct home visits and visit sites where truant students have been reported to the district

Experience:

Three years working in compliance, law enforcement, or experience working with at risk students.

Teacher or school social worker endorsement preferred.

Major Responsibilities and Duties:

Attendance Enforcement

1. Investigate cases of unexcused and excessive absences and tardiness and enforce provisions of compulsory attendance laws.
2. Issue warnings; file complaints against students, parents, or individuals with parental control in accordance with compulsory attendance laws, Texas Education Code, and board policy; and refer to appropriate court.
3. Implement truancy prevention measures in accordance with state regulations.
4. Impose individual student behavior improvement plans, and school-based community service or refer to counseling, community-based services, or other services aimed at addressing a student's truancy.
5. Investigate cases of suspected drop out and retrieve unreturned textbooks and other school property when appropriate.

At-Risk Program Management

6. Develop and implement procedures to identify and monitor at-risk students at all grade levels and ensure that the resources are in place to support student success.
7. Provide resources and materials to aid staff in accomplishing program goals and work with district staff to develop and encourage participation in programs that support at-risk students.
8. Provide information about school district and community resources available to students and their families and assist them to access those resources when needed.
9. Assist in the coordination and compliance with the Drug-Free Schools and Community Act.
10. Work with students, parents, and staff to ensure students' academic success.
11. Contribute to the development of program goals to reduce school failure and dropout rates.
12. Develop and coordinate a continuing evaluation of the at-risk program and implement changes based on the findings.

Policy, Reports, and Law

13. Assist with the collection, processing, and distribution of at-risk data and interpret this information for guidance, administrative, and instructional purposes.
14. Comply with policies established by federal and state law, State Board of Education rule, and the local board policy.

Administration

15. Compile, maintain, and file all reports, records, and other documents required, including records of all cases investigated and reports required by the commissioner of education. Ensure that accurate at-risk and dropout data is reported through PEIMS.
16. Implement and comply with policies established by federal and state laws, State Board of Education rule, and local board policy in the area of student attendance.
17. Comply with all district and campus routines and regulations.

Other

18. Administer oaths and serve legal process.
19. Maintain confidentiality.
20. Follow district safety protocols and emergency procedures.

Supervisory Responsibilities:

None.

Mental Demands/Physical Demands/Environmental Factors:

Tools/Equipment Used: Personal computer and peripherals; standard instructional equipment

Posture: Prolonged sitting; frequent standing, kneeling/squatting, bending/stooping, pushing/pulling, and twisting

Motion: Frequent walking

Lifting: Regular light lifting and carrying (less than 15 pounds)

Environment: Work inside and outside; frequent districtwide travel to students' homes

Mental Demands: Maintain emotional control under stress; may work prolonged or irregular hours