

Job Description – High School At-Risk Coordinator

Primary Function: Under the direction of the Principal, plans, implements and evaluates the campus program for students determined to be at-risk. Collaborates with campus staff, parents and outside personnel as needed to provide appropriate educational support for students who are at-risk.

Responsibilities/Duties:

Program Management

- Implements procedures to identify and monitor at-risk students, as well as students in the intervention process including review of student data and the development of appropriate intervention activities
- Consults with parents, administrators, counselors, teachers, community agencies and other relevant individuals regarding students to be determined at-risk
- Develops and coordinates continuing evaluation of the at-risk program and implements changes based on the findings
- Assumes responsibility for compiling, maintaining and filing all reports, records and other documents required
- Monitors the implementation of effective academic and behavioral intervention and accommodation practices
- Facilitates all 504 meetings and analyzes progress of all 504 students as needed
- Distributes all 504 IAP's and works with teachers to ensure compliance
- Assists campus administration in implementation of STAAR and verifies accommodations for 504 students
- Coordinates and establishes programming and academic supports for students identified as qualifying for pregnancy related services
- Coordinates and establishes programming and academic supports for students identified as qualifying for homebound services
- Coordinates and facilitates the campus mentor program

School Climate

- Maintains a positive and effective relationship with supervisors
- Complies with all district and local campus routines and regulations
- Effectively communicates with colleagues, students and parents
- Deals sensitively and fairly with persons from diverse cultural backgrounds

School Improvement

- Develops and coordinates a continuing evaluation of programs for 504, intervention and at-risk students and implements changes based on the findings
- Assists principal in developing, maintaining and using information systems to track progress
- Assists counseling team in working with student welfare and academic progress

Student Management

- Consults with parents, teachers, administrators and other relevant individuals to enhance their work with students

Professional Growth and Development

- Participates in professional development to improve skills related to job assignment

School/Community Relations

- Articulates the District's mission and goals in the area of at-risk to the community and solicits its support in realizing the mission
- Demonstrates awareness of school-community needs and initiates activities to meet those identified needs
- Demonstrates the use of appropriate and effective techniques for community and parent involvement
- Serves on school and district wide committees as needed

Supervisory Responsibilities

- Supervises any assigned clerical employee

Other

- Demonstrates behavior that is professional, ethical and responsible
- Maintains confidentiality
- Serves as a role model for all district staff
- Participates in approved professional development opportunities
- Performs other duties as assigned

Knowledge and Abilities:

Knowledge of:

- Counseling procedure, student appraisal and career development
- Response to Intervention processes
- Oral and written communication skills
- Interpersonal skills using tact, patience and courtesy
- Methods of collecting and organizing data and information
- Operation of a computer and assigned software
- District and department policies and procedures
- Relevant federal and state laws and requirements

Ability to:

- Develop appropriate educational and behavioral support plans for students who are at-risk
- Coordinate campus support functions
- Consistently prioritize tasks based on school and student needs
- Work independently with little direction
- Communicate effectively both orally and in writing
- Establish and maintain cooperative and effective working relationships with others
- Maintain regular and consistent attendance
- Analyze situations accurately and adopt an effective course of action
- Meet schedules and time lines
- Plan and organize work

Education/Licenses/Experience: Bachelor's degree from accredited university. Valid Texas teaching certificate, special education certification preferred. Texas administration certification preferred. At least one semester of student teaching or one year of approved internship. Three years of experience as a classroom teacher preferred.

Working Conditions:

Mental Demands: Self-motivated, perform tasks with little or no supervision; work with frequent interruptions; able to manage multiple complex projects concurrently; maintain emotional control under stress; ability to communicate effectively (verbal and written); coordinate district support functions.

Physical Demands/Environmental Factors: Lifting/carrying - 15-44 pounds; frequent sitting, standing, walking, climbing, stooping/crouching/kneeling, pulling/pushing, reaching; repetitive hand motions; prolonged use of computer; speaking clearly; occasional district-wide, state-wide travel; work occasional irregular hours and prolonged hours.

Calendar and Salary Range: 206 work days. See current hiring pay grade on the Professional Compensation Plan.

Revised: 11.6.24

The foregoing statements describe the general function and responsibilities assigned to this job and are not an exhaustive list of all responsibilities and duties that may be assigned or skills that may be required.

Employee Signature

Date