

DROP-OUT PREVENTION AND RECOVERY COORDINATOR

Purpose Statement

The job of Drop-Out Prevention and Recovery Coordinator was established for the purpose/s of addressing the needs of specific groups of students who were previously identified as requiring special education services, including students who have dropped out of school and those who are at risk for school failure due to academic, social, or behavioral issues; and work closely with the District At-Risk Committee as well as a community advisory board.

This job reports to Director of Special Education and Transitions Administrator

Essential Functions

- Advise and support building level teams for the purpose of successfully implementing dropout prevention and recovery strategies for students.
- Assist in the development of an intervention plan for each identified student for the purpose of ensuring students' success in meeting graduation requirements.
- Collaborate with other district and building level personnel and administration for the purpose of serving as a liaison and resource to facilitate the growth and development of dropout prevention and recovery support.
- Conduct transcript, academic, and behavioral data reviews for each identified student for the purpose of personalizing services for individual students to help them successfully complete graduation requirements.
- Contact all students within ten days of dropping out and again 30 to 45 days later for the purpose of offering re-engagement opportunities to students.
- Coordinate and assist school support personnel to work with community agencies (e.g. Social Services, WIC, Public Health, private agencies) for the purpose of meeting students needs in a consistent and effective manner.
- Coordinate services provided that are designed to assist students using the principles of Positive Behavior Intervention Supports (PBIS) for the purpose of enabling students to successfully complete high school.
- Direct services designed to assist students for the purpose of helping students successfully complete high school.
- Establish and maintain communication links with community agencies that serve homeless, neglected delinquent, and disengaged students for the purpose of re-engaging affected students.
- Evaluate situations (e.g. child abuse, pregnancy, neglect, drug abuse, law violations, gang affiliation, etc.) for the purpose of making appropriate recommendations requiring professional judgments.
- Facilitate and coordinate the efforts of a community-based advisory group for the purpose of providing an avenue for discussion that will help with decision-making in effectively servicing the needs of individual students.
- Facilitate positive, appropriate, and healthy connections between students and adults within the school setting and the community for the purpose of providing a smooth transition into re-engagement services and maintaining open communication during services.
- Facilitate various meetings (e.g. parent and student workshops, community and educational meetings, grant planning, etc.) for the purpose of ensuring that outcomes for individual students achieve district and/or state objectives.
- Identify students with special education needs who have dropped out or are at risk of dropping out of school for the purpose of providing assistance to help students meet academic requirements for graduation.
- Lead students to existing credit recovery programs for the purpose of helping students meet credit requirements for graduation.
- Maintain accurate records (confidential and non-confidential) of all contacts with various client groups, support personnel, and agencies in the community for the purpose of providing an up-to-date reference and audit trail of services provided.

- Monitor drop out information required by the Wyoming State Department of Education for the purpose of ensuring compliance with state legal reporting requirements.
- Research evaluate, and present best practice in dropout prevention and recovery strategies for the purpose of re-engaging student dropouts.
- Serve as a bridge to connect students, parents, and teachers to a building level advocate for the purpose of monitoring and communicating student progress.
- Work with students, staff, parents and guardians for the purpose of evaluating situations, solving problems, resolving conflicts, referring to appropriate professionals, and enhancing student success in school.

Other Functions

- Perform other related duties, as assigned, for the purpose of ensuring the efficient and effective functioning of the work unit.

Job Requirements: Minimum Qualifications

Skills, Knowledge and Abilities

SKILLS are required to perform multiple, technical tasks with a need to occasionally upgrade skills in order to meet changing job conditions. Specific skill-based competencies required to satisfactorily perform the functions of the job include: applying assessment instruments, operating standard office equipment, planning and managing projects, preparing and maintaining accurate records, using pertinent software applications, demonstrated interpersonal skills, and oral and written communication skills.

KNOWLEDGE is required to perform algebra and/or geometry; read technical information, compose a variety of documents, and/or facilitate group discussions; and solve practical problems. Specific knowledge-based competencies required to satisfactorily perform the functions of the job include: familiarity with social service and counseling agencies in the community who provide services for children and families; and understanding of educational law (i.e. special education).

ABILITY is required to schedule a number of activities, meetings, and/or events; gather, collate, and/or classify data; and use basic, job-related equipment. Flexibility is required to work with others in a wide variety of circumstances; work with data utilizing defined but different processes; and operate equipment using defined methods. Ability is also required to work with a diversity of individuals and/or groups; work with a variety of data; and utilize specific, job-related equipment. Problem solving is required to analyze issues and create action plans. Problem solving with data frequently requires independent interpretation of guidelines; and problem solving with equipment is limited to moderate. Specific ability-based competencies required to satisfactorily perform the functions of the job include: communicating with diverse groups, maintaining a high level of confidentiality, meeting deadlines and schedules, setting priorities, working as part of a team, working with detailed information/data (i.e. educational data) and working with frequent interruptions.

Responsibility

Responsibilities include: working under limited supervision following standardized practices and/or methods; leading, guiding, and/or coordinating others; and tracking budget expenditures. Utilization of resources from other work units is often required to perform the job's functions. There is some opportunity to effect the organization's services.

Working Environment

The usual and customary methods of performing the job's functions require the following physical demands: some lifting, carrying, pushing, and/or pulling; some stooping, kneeling, crouching, and/or crawling; and significant fine finger dexterity. Generally the job requires 60% sitting, 20% walking, and 20% standing. This job is performed in a generally clean and healthy environment.

Experience Job related experience with increasing levels of responsibility is required.

Education Bachelors degree in job related area.

Equivalency None Specified

Required Testing

None Specified

Certificates & Licenses

None Specified

Continuing Educ. / Training

None Specified

Clearances

Criminal Justice Fingerprint/Background Clearance

FLSA Status

Approval Date

Salary Grade

Exempt

Exempt 69X

I HAVE READ AND UNDERSTAND THE SCOPE OF THE JOB AND HOLD THE MINIMUM REQUIREMENTS:

Employee Name (Please Print): _____

Employee Signature: _____ Date: _____