



GRADUATION SUCCESS COORDINATOR

Classification: Graduation Success Coordinator

Location: Assigned School

Reports to: Building Administrator

FLSA Status: Non-Exempt

Bargaining Unit: EAP

This is a standard position description to be used for positions with similar duties, responsibilities, classification and compensation. Graduation success coordinators assigned to the position description may or may not perform all of the functions indicated in this position description.

This job description does not constitute an employment agreement between the employer and employee and is subject to change by the employer as the needs of the employer and requirements of the job change.

Part I: Position Summary

Coordinates a process to identify and assist the on-time graduation of students who are deficient in credits toward a four-year high school diploma. Coordinates with students, parents, teachers, counselors and administrators to create awareness of deficiencies and foster or facilitate the development of intervention strategies and action plans that will lead to on-time graduation,

Part II: Supervision and Controls over the Work

Works under the direction of a school administrator. Principal or principal designee provides direction and guidance governing the performance and coordination of school-wide duties. Coordinator is responsible for being knowledgeable of the school/district policies and procedures which govern their work. Work may be with one or more categories of regular education, special education, or language learner students. Coordinators working with special education or ELL students must be aware of the individual educational plans applicable to such students.

Part III: Major Duties and Responsibilities

1. Works collaboratively with teachers, counselors, and district staff in identification and needs assessment of students at risk of not meeting the credit requirement for on-time-graduation. Once identified, collaborates in the development of a success plan that can lead to on-time-graduation. Once established, monitors plan progress taking the initiative to engage other resources when there is indication that the plan will not be met.
2. Accesses and utilizes student databases and graduation plan data and documentation to identify and track the progress, or lack of progress, of students at risk of failing to meet graduation requirements. Recognizes the potential for failure and engages teachers,

counselors, administrators, parents and the student to help regain a successful track to graduation.

3. Assists the counselors in connecting students to interventions and services within and outside of the district that will support student success in on-time and, if necessary, delayed graduation. Collaborates with such programs as tutoring, home visits, summer school, on-line education, etc., as necessary to assist students in acquiring necessary credits
4. Coordinates with administrators on student discipline issues that may impact on-time-graduation and fulfillment of the success plan. Helps identify plan modifications and alternatives necessitated by the disciplinary situation.
5. Assists teachers in coordinating parent-student-teacher conferences and discussions necessary to support the success plan. Participates in such conferences and discussions as appropriate.
6. When communicating with students, parents, community members and other staff members, exercises discretion and assures protection of student confidentiality consistent with the direction and guidance of staff, administrators, and school/district policies and procedures.

Performs other duties as assigned.

Part IV: Minimum Qualifications

1. Must have experience working or interacting successfully with culturally diverse families and communities, or have otherwise demonstrated a commitment to strengthening engagement of a diverse community and skill in communicating with a diverse population.
2. High school diploma.
3. Successful completion of an associate's degree or two years of post-high school education in appropriate and related areas of study. The education requirement may be substituted as the sole discretion of the district by successfully passing the written Educational Testing Service competency examination.
4. Able to work in an environment with frequent interruptions and changing tasks and priorities.
5. Able to assist, console, and manage students and parents who may be emotional, distraught, or frustrated.
6. Able to remain calm, focused and in control when working with students, parents, guardians, and community members who may be difficult and challenging to engage.

7. Able to follow written and verbal direction and take the initiative to seek clarity and take action when needed.
8. Be or become knowledgeable and supportive of classroom management and student discipline procedures.
9. Proficiency in the proper use of the English language to include annunciation, spelling, and syntax to assist and model proper language usage by students.
10. Able to organize work and set priorities for accomplishing work in a timely and effective manner.
11. Able to protect the confidentiality of student information consistent with FERPA requirements and good judgment.
12. Able to work collaboratively and effectively with staff, students, parents, volunteers, and community members.
13. Ability to communicate effectively verbally and in writing.
14. Skill in the use of office and computer equipment and use standard office software and student information system software. Skilled in the manipulation of databases in Excel.

Part V: Desired Qualifications

1. Bachelor's degree in an appropriate and related field of study.
2. Experience in social work, counseling, or educational programs working with students and families who are challenged in meeting educational and personal growth expectations.
3. Bilingual and bicultural skills in such common languages to the district.

Part VI: Physical and Environmental Requirements of the Position

The physical demands and work environment 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.

The employee must lift and/or move 25 to 50 pounds, and may assist, move, or restrain students when required to intervene in student safety issues. While performing the duties of this job, the employee is frequently required to sit, talk, lift, carry, move about, and hear. Employee may be required to perform extensive work at a computer display terminal.



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Specific vision abilities required by this job include close vision, distance vision, color vision, peripheral vision, depth perception, and the ability to adjust focus.

The employee is occasionally exposed to outdoor weather to include wet and/or humid conditions, fumes or airborne particles, toxic or caustic chemicals. It may be expected that the individual could be exposed to blood or other potentially infectious materials during the course of their duties.

The employee may be exposed to infectious disease as carried by students, exposed to student noise and learning resource noise levels.

The employee may be required to travel on school owned or leased vehicles while supervising and assisting students.