



**Board of Education of the City of St. Louis**  
**CAREER OPPORTUNITY**

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<b>Position Title:</b>	Dropout/Transition Specialist
<b>Payroll/Personnel Type:</b>	10 Month
<b>Job #:</b>	94
<b>Reports to:</b>	Principal
<b>Shift Length:</b>	6.5 Hours a Day
<b>Union Eligibility:</b>	Eligible

**Position Summary:**

The Dropout/Transition Specialist will serve under the Building Principal and will be instrumental in helping students and parents gain a greater understanding of how to effectively communicate and participate with the school. The Dropout / Transition Specialist will be instrumental in developing strong collaborative relationships with parents and families and will design and implement interventions for identified students and families regarding attendance, alleviating student dropouts, and providing assistance with the transition of students from school to work and life. The Specialist will also develop programs and activities to increase student and parental involvement in the school. The Dropout/Transition Specialist will utilize their knowledge of community resources to help students having problems which may interfere with school progress so that such students can derive maximum benefit from their school experience. In addition, the Dropout/Transition Specialist will help the school in developing an improved understanding of the child, their family, and the community. The Specialist will assist in the development of programs and methods for improved daily school attendance, transitioning from school-to-life, and entering the world of work and employment. The Dropout/Transition Specialist will provide assistance to administrative staff when appropriate.

**Essential Functions:**

- Receive all referrals of absences from teachers, principals, or other sources (parents, pupils, community or other school personnel)
- Study and evaluate problem referrals and provide services where needed to alleviate the problem, including casework, group work, agency referral, etc.
- Consult with the principal regarding referrals, setting priorities, reporting case progress, and developing avenues regarding professional and time limitations
- Consult with teachers and principals regarding individual children or groups of children on backgrounds of specific pupils, types of problem behavior, methods of helping children with attendance problems, and other dynamics
- Ensure an increased attendance rate by 2% quarterly until district/state attendance averages are met and/or maintained at the required average
- Study specific situations of all students officially withdrawn for misconduct and non-attendance, decide on treatment plans, and make recommendation regarding school reinstatement
- Develop and implement a calendar of parent activities and timelines to assist parents with transitioning their child from school to work and life
- Communicate with parents and families via phone calls, home visits, and /or written reports
- Establish and disseminate a parent newsletter
- Assist in the implementation of services for students with disabilities, including those classified under Section 504 and the Individuals with Disabilities Education Act
- Provide assistance to parents in understanding school, district, and Title I policies and procedures as they relate to attendance, transition, student behavior, and student achievement



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- Respond to requests for information or opinions on specific children or school problems from any level of administration and community agencies
- Assist and urge parents to enroll their non-enrolled, school-age children in school
- Assist families in securing health, clothing, or other material needs if these issues are preventing the child's enrollment in, or attendance to school on a daily basis
- Investigate home teaching applications
- Work as a member of an educational team, as well as any other professional auxiliary discipline, toward the understanding and resolution of a pupil's school problems
- Act as liaison between the school and the community, i.e., families, agencies, neighborhood leaders, neighborhood business people, etc., for a better understanding and clarification of school and area needs, an improvement in communication between all entities, and an enhanced cooperative effort in establishing resources and provision of services
- Keep casework records on appropriate student/pupil situations
- Submit reports as requested by the Building Principal
- Perform other duties as assigned

**Knowledge, Skills, and Abilities:**

- To be added

**Experience**

- Experience with culturally diverse parents, families, and community agencies in an urban education setting
- Experience with transitioning special education students from school to work and life in a public separate school setting
- Previous work serving effectively in a collaborative environment

**Education:**

- 60 college credit hours or Para-Pro Certification (required)

**Physical Requirements:**

- Must be physically able to operate a motor vehicle
- Must be able to exert up to 25 pounds of force occasionally, and/or a negligible amount of force constantly to lift, carry, push, and pull or otherwise move objects, including the human body
- Light Work usually requires walking or standing to a significant degree

**Working Conditions and Environment:**

- Work is routinely performed in a typical interior/office environment
- Very limited or no exposure to physical risk

**Disclaimer:**

**The information contained in this job description is for compliance with the Americans with Disabilities Act (ADA) and is not an exhaustive list of the duties performed for this position. Additional**



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**duties are performed by the individuals currently holding this position and additional duties may be assigned.**

**Review/Approvals:**

\_\_\_\_\_  
 Employee Date Immediate Supervisor Date

\_\_\_\_\_  
 Human Resources Date

***In connection with hiring for this position the district shall not discriminate against any employee or applicant for employment because of race, religion, color, sex, sexual orientation, age, disability, veteran status or national origin.***



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