



David Douglas School District #40

Classified - Job Description

TRANSITION MENTOR (3 positions)

Schedule: 8 hours per day / 10 months per year / About 220 Days per year

Class: 18

POSITION PURPOSE

To help students adapt to the school environment and guide them in making appropriate social, academic and behavioral choices.

NATURE AND SCOPE OF RESPONSIBILITIES

- **Communicate** with school staff regarding individual student needs
- **Provide Student Supports:**
 - 1:1 attention, support, communication and relationship building
 - Direct communication regarding expectations, attendance, and conduct
 - Problem solving and planning for success
 - Small group work during the school day
 - Parent engagement and involvement as specified below
 - Connection to school day and after school programs and activities
- **Provide Parent Supports:**
 - 1:1 attention, support, communication and relationship building
 - Home visits
 - Parent engagement and partnership
 - Problem solving and planning for success
 - Parenting workshops
- **Assist in Academic Efforts:**
 - Work with School Administration and HS Student Engagement Specialist to identify students in need of intervention
 - Provide direct interventions in accordance with the tiered system of support
 - Appropriate documentation and reporting of related efforts such as attendance and behavior
 - Communicate student needs with staff and appropriate outside agencies
- **Facilitate access to services for students and families:**
 - Specific focus on supporting marginalized communities
 - Food/Hunger support
 - Rent and utility assistance
 - Develop various social service partnerships for the school
 - Referral to various social service agencies
- **Participate** in parent, teacher and student conferences as requested and initiate such conferences as needed
- **Assist** students in improving their communication skills when needed
- **Assess** the accomplishments of students and assist with progress reports as requested
- **Maintain** student records according to district policy and rules
- **Assist** with the remediation of student attendance problems
- **Become** familiar with and uphold the enforcement of school rules, Administrative Regulations, and Board Policy
- **Strive** to maintain and improve professional competence
- **Attend** staff meetings and serve on committees as requested
- **Serve** as liaison with public/community agencies to enhance necessary referral/services for the student and his/her family
- **Perform** such other tasks and assume such other responsibilities as may be assigned from time to time

NATURE AND SCOPE OF RESPONSIBILITIES Continued

- **Consult** with teachers, parents, other personnel and/or outside professionals for the purpose of providing requested information, developing plans for service and/or making recommendations
- **Counsel** students, parents and guardians for the purpose of enhancing student success in school
- **Facilitate** communication between students and/or parents with teachers and/or other personnel for the purpose of evaluating situations, solving problems and/or resolving conflicts
- **Facilitate** and **Participate** in various meetings (e.g. parent conferences, in-service training, student screening and pre-referral teams, site meetings, etc.) for the purpose of receiving and/or providing information and/or meeting credential requirements
- **Collaborate with other Transition Mentors and HS Graduation Mentor Team.**

OTHER JOB FUNCTIONS

- **Assist** other personnel as may be required for the purpose of supporting them in the completion of their work activities
- **Other** duties as assigned

QUALIFICATIONS

- High School Diploma or equivalent
- 21 years of age or older
- Background or Education in Social Work, Psychology or related field
- Experience Preferred: Prior job related experience
- Skills to work effectively with teachers, students and parents, intervene in crisis situations, provide counseling, interpret test data, and communicate effectively
- Knowledge of assessment instruments and their application, relevant education codes, state and district policies
- Accurate typing skills. Must be able to use word processing programs on a computer
- Knowledge of building procedures and personnel
- Must exercise initiative in following up with students and teachers regarding absences
- Able to handle a high volume of telephone calls on a regular basis
- Handles sensitive situations on the telephone and in the office regarding students
- Ability to work harmoniously with others and to communicate appropriately and effectively, both verbally and in writing, with students, parents and staff
- Abilities to sit for prolonged periods, complete a case study and develop an individual education plan, be flexible, work under time constraints, work effectively with staff, parents, students and community, work independently
- Significant physical abilities include lifting/carrying, reaching/handling/fingering, talking/hearing conversations, and near/far visual acuity/visual accommodation

ESSENTIAL PHYSICAL REQUIREMENTS

Light to moderate degree of physical stamina, with occasional lifting of up to 50 pounds. Ability to move freely around the office, making frequent trips from desk to counter, files and other locations within the building. Ability to sit for prolonged periods of time, as well as frequent standing, walking, and bending. Exposure to noise and activity of a school setting.

The David Douglas School District welcomes applications from candidates that expand the District's diversity.

Multi-Cultural preferred. Bi-Lingual candidate preferred.

David Douglas School District Drug Testing and Criminal Background check

Per district policy all offers of employment shall be contingent upon the successful passing of a district required drug test and criminal background check. David Douglas School District's Human Resources will designate where and when the testing will be conducted. The offer of employment will be withdrawn from candidates who test positive for drugs.