



BRIEF DESCRIPTION OF POSITION:

The Categorical Programs Guidance Technician provides supplemental support services for students and parents/guardians under the supervision of an assigned site administrator and working with the Categorical counselor(s) and Director of English learner Services. The Categorical Programs Guidance Technician will serve as a liaison between teachers, parents, students, support staff and the community regarding educational programs, services and student issues in areas such as attendance, academics, post-secondary education, behavior and health; research and or assists with related outreach, support and guidance services.

The Categorical Programs Guidance Technician serves students and their parents/guardians who are identified as special populations: English Learner (EL), Foster Youth (FY), McKinney-Vento, and Migrant Education students.

The Categorical Programs Guidance Technician will assist with the identification of new Special Populations students, and will work with the Categorical Programs Counselor to ensure students and families/guardians are receiving information on academic, social emotional, and community services that support the academic success of special populations students. The Categorical Programs Guidance Technician will assist in promoting and recruiting parents to attend activities related to parent education and parent involvement when funded by categorical budgets.

ESSENTIAL DUTIES AND RESPONSIBILITIES:

- a. Communicates school rules and expectations to parents and students. Serve as an informational resource to parents, staff and others concerning school programs, services, attendance issues and other matters; respond to inquiries and provide information concerning related activities, standards, guidelines, practices, goals, objectives, processes, policies and procedures.
- b. Knows the District's graduation requirements and provides information concerning these requirements upon request.
- c. Collects teacher communication/reports as needed for Special Population students.
- d. Provide outreach, support and guidance to assist in resolving student issues and problems in areas such as attendance, academics, behavior and health.
- e. Assist in coordinating and arranging various programs and services to meet the needs of students including participant registration and selection for school and program related events.
- f. Meet, confer with, and interview parents/guardians in the identification of family needs and issues; provide information and materials to parents/guardians to assist in the location and utilization of school and community services and resources; refer parents/guardians to school services or community resources as appropriate. Work with parents/guardians, teachers and others in developing and implementing strategies, goals and objectives for resolving student issues.
- g. Contact parents/guardians to discuss student needs, issues and progress and aid in meeting student goals and objectives; follow up on student issues, progress and problems with staff, teachers and others to assure needs are being met.
- h. Assists the Categorical Counselor, or appropriate administrator in scheduling tutoring or study skills support and by aiding individual and small groups of students; assist students in understanding and completing assignments, homework and projects.

- i. Assists in contacting parents/guardians of Special Population students who are not making satisfactory academic progress or attending scheduled interventions recommended by Categorical Counselor or administration.
- j. Respond to a variety of correspondence related to assignment; initiate and receive telephone calls; make home visits; schedule and arrange various student, parent and other appointments as assigned.
- k. Implements cooperative working relationships with students, parents, ~~and~~ staff and community organizations. Establish and maintain partnerships with community agencies to facilitate and enhance support services for Special Populations students, parents and guardians.
- l. Contact community agencies for information and for referrals to services.
- m. Reviews cumulative records for accuracy and completeness for Special Populations, monitoring of student attendance and academic issues as per assigned authorization.
- n. Assist in coordinating and arranging meetings requested by parents, teachers, counselors or administration relating to, academic progress, competency standing, or multiple measures for Special Population students.
- o. Support communications between teachers, staff and limited or non-English speaking students and parents/guardians of identified and potential Special Populations students and families/guardians; including simple to moderate translation of written correspondence as necessary.
- p. Attends workshops and conferences to update educational guidance, knowledge of special populations, best practices and other related seminars so that the students and parents/guardians in this group are better served and their challenges understood.
- q. Assists Categorical Counselor with data input and intervention notes in the student information system.
- r. Collaborates with other guidance personnel in implementing and supporting prevention and intervention programs as part of a Multiple Tiered System of Support (MTSS) for Special Populations students.
- s. Assists guidance personnel with coordination of Parent Orientation and other guidance events for parents. Arrange, schedule and recruit parents/guardians to participate in specific Special Populations conferences, meetings and events; encourage parent/guardian participation in various school and community programs and services.
- t. Assist with incoming grade 9 and ongoing student enrollment and course registration.
- u. Performs other related Categorical Program specific tasks and assumes responsibilities as may be assigned in support of Special Populations students by proper authority.

DESIRABLE QUALIFICATIONS:

A commitment to learning various strategies and interventions needed to assist students in making satisfactory academic progress.

Able to verbally communicate in English and Spanish and be biliterate in both languages.

KNOWLEDGE AND ABILITIES:

Course offerings, graduation requirements, student academic or multiple measures data.
Office terminology, procedures and equipment.
Demonstrated ability to communicate orally and in writing (Spanish language skills desirable).

Community Resources and Services

Diverse academic, socioeconomic, cultural and ethnic backgrounds of identified students and families.
Federal and State Policies regarding Special Populations
Operation of computer and software programs
Record keeping and filing techniques
Public relations and customer service

Meet and deal tactfully with the public, staff and students.
Follow school policies and procedures
Follow oral and written directions.

Serve as a liaison between teachers, parents, students, support staff and the community regarding educational programs, services and various student issues for the Special Populations and families.
Provide outreach, liaison and guidance services to assist in resolving student issues and problems in areas such as attendance, academics, behavior and health.
Serve as an informational resource to parents, staff and others concerning school programs, services, attendance issues and other matters.
Translate oral and written communications between English and Spanish.
Refer families to school and community resources and services as appropriate.
Meet schedules and time lines.

EDUCATION AND EXPERIENCE:

Any combination equivalent to: completion of high school, supplemented by college coursework desirable.
Must demonstrate increasingly responsible clerical experience based on prior work history.

PHYSICAL CHARACTERISTICS:

Must be able to bend, stoop, reach, lift and stand for prolonged periods; see to read fine print; depth perception to file; use hands and fingers to operate office equipment; speak clearly; and hear well enough to communicate effectively in person and on the telephone to be able to perform all tasks. Physical effort is light to moderate with frequent periods of standing or walking. Limited handling of light weight parcels or office supplies is also required.

WORKING CONDITIONS:

School office environment.

