

REDLANDS UNIFIED SCHOOL DISTRICT

JOB DESCRIPTION

TITLE Academic Case Carrier

REQUIRED QUALIFICATIONS

EDUCATION: Valid California credential authorizing service as a school counselor or school psychologist, and a Master's Degree in Psychology/Social/Behavioral Sciences, Education, or related field; or a valid California Teaching Credential and a Master's Degree in Psychology/Social/Behavioral Sciences, Education, or related field as well as two (2) years of experience working with at-risk youth.

SKILLS: Ability to evaluate academic records such as IEP's, 504 Plans, transcripts, test scores, etc.; ability to non-judgmentally advocate for students with empathy and compassion, and establish and maintain cooperative and effective working relationships with students, staff, parents, and administration; ability to multi-task, prioritize and creatively problem solve; knowledge of community resources and services; ability to work and communicate effectively with diverse populations; ability to identify and determine the basic nature of student problems and needs, and provide assistance and/or connect with appropriate agencies; knowledge of counseling objectives, principles and procedures; skills in motivating students, communicating with individuals from varied educational and cultural backgrounds; ability to perform a variety of specialized and job related tasks, maintain records, meet schedules and deadlines; knowledge of assessment instruments and their application, relevant education codes, state and district policies; and ability to complete a case study, be flexible, and work under time constraints.

EXPERIENCE: Experience in case management, social work, and working with Foster Youth and/or at-risk families desirable.

BRIEF DESCRIPTION OF POSITION

Under the supervision of the Coordinator, Foster Youth and Student Support Services, the Academic Case Carrier serves as an instructional and academic support that focuses on a case load of Foster Youth and other at-risk students; in collaboration with the school counselors, monitors and assesses assigned case load to ensure their academic, socio-emotional, and vocational needs are met; communicates and collaborates with educational and community stakeholders; establishes methods of program evaluation and data collection related to assigned caseload; develops post-secondary education transition plans, job training, and/or career opportunities for assigned students; works closely with counselors and teachers to ascertain student progress and academic needs; completes thorough initial and on-going education evaluations; facilitates intervention services; supports students in alternative learning environment, including libraries, community centers and group homes outside of the school day; provides one-on-one trauma-informed counseling and academic services; collaborates with teachers and other staff members to

BRIEF DESCRIPTION OF POSITION (continued)

implement trauma informed classroom practices; connects student to school, district, and community resources; performs other related duties as assigned.

ESSENTIAL JOB FUNCTIONS

- Regularly communicate and collaborate with educational and community stakeholders of the identified students.
- Collaborate with secondary guidance counselors to monitor and assess academic, socio-emotional, and vocational progress of identified students.
- Establish protocols for researching students' educational history, identify student needs and resources, including IEP's, 504 Plans, BSP/BIP's, and monitor outcomes.
- Provide guidance and an individualized four-year education plan incorporating the diverse and unique academic records of identified students.
- Research and collect information regarding educational records, previous educational history, including credit from previous schools, behavior or mental health issues, AB 167/216, to determine the student's educational strengths, progress, and needs.
- Consult with staff, teachers, caregivers, education rights holders (ERH), and outside agencies for the purpose of providing academic achievement and progress toward high school graduation requirements and/or college and career preparedness.
- Determine and implement the dissemination of qualifying information to various stakeholders to determine eligibility for AB 167/216, or other educational services related to graduation status.
- Facilitate the development of compliant post-secondary education transition plans, job training, and/or career opportunities.
- Monitor and document educational related data of the identified students, including attendance and discipline records.
- Provide training to educators, school staff, and caregivers on the tools and resources needed to best serve identified youth.
- Connect caregivers to district and community resources.
- Maintain confidentiality of sensitive and privileged information in accordance with district, state, and federal mandates and other specified legal requirement or policies.
- Establish methods of program evaluation and data collection related to designated at-risk students.
- Conduct home visits to establish communication and positive connections between parent/guardian and school setting around identified issues.
- Identify community resources to assist identified students with support academically, medically, socially, and emotionally during and beyond high school.
- Conduct assessments of graduation requirements in compliance with District policies to ensure identified students meet graduation requirements.
- Identify, facilitate, enroll, and monitor student intervention programs, as needed.
- Conduct interviews, risk assessments, and observations; assists crisis intervention teams, as needed.
- Translate laws and policies governing schools and children into programs and/or activities designed to promote school achievement in high-risk students.
- Consult with staff, teachers, caregivers, education rights holders (ERH), and outside agencies to ensure participation in all applicable standardized testing.
- Work with site ASB Directors, coaches, and counselors to ensure students have the opportunity to try out and participate in co-curricular activities, clubs, etc.

OTHER JOB FUNCTIONS

- Maintain flexible work hours; required use of personal automobile.
- Effectively navigate the itinerant nature of the position, which may include altering work hours to facilitate the various learning environment of students.
- Participate in professional development; PLC's; team meetings; IST's, IEP's, as needed to ensure continuous improvement for identified students. Maintain and submit accurate records and paperwork.
- Collaborate positively with all stakeholders, administration, staff, and outside agencies.
- Maintain professional competence and familiarity with legal requirements, District policy and regulations, through participation in appropriate inservice education activities and/or self-selected professional growth activities.
- Participate in inservice/staff development programs for the purpose of meeting professional growth, state/district/credential requirements.
- Participate cooperatively with the principal/designee to implement the system by which the employee will be evaluated in conformance with the District's evaluation procedures including attainment of District goals and objectives.
- Participate in District wide reform efforts.
- Communicate effectively with staff and parents.

PHYSICAL REQUIREMENTS

Significant physical abilities include sitting for prolonged periods, lifting/carrying, reaching/handling/fingering/feeling, talking/hearing, near and far visual acuity/visual accommodation.

OTHER REQUIREMENTS

TB test clearance, Department of Justice Fingerprint clearance, valid driver's license, and proof of insurability.