

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-promise 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/Homeless Youth and/or at-promise families desirable.

BRIEF DESCRIPTION OF POSITION

Under the supervision of the site administrator(s), the Academic Case Carrier serves as an instructional and academic support that focuses on a case load of Foster/Homeless Youth and other at-promise 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 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 educational partners of the identified students.
- Collaborate with secondary school 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.
- In collaboration with secondary school counselors, determine the appropriate courses to meet the students' academic needs.
- Research and collect information regarding educational records, previous educational history, including credit from previous schools, behavior or mental health issues, AB 167/216/1806, 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 167/216/1806, 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 promise 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 at-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.

OTHER JOB FUNCTIONS (continued)

- 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.