

JOB DESCRIPTION
Puyallup School District
Professional/Technical - Level 8

INTEGRATED STUDENT SUPPORT/ENGAGEMENT LIAISON

Purpose Statement:

The job of Integrated Student Support/Engagement Liaison is done for the purpose/s of working with students, parents, social services, community organizations, schools, and students in all phases of program implementation, and perform other essential job-related work as required. Programs supported by the ISSEC include but are not limited to Walker transition, student and family socio-economic needs, post-graduation support, parent outreach, and community outreach-

Essential Functions:

- Provides leadership to support and create effective school-family-community and social service partnerships as PSD High Schools prepare all students for their path to college and career.
- Works with parents, families, community and social service agencies and providers to foster effective advocacy for student success.
- Collaborates with students and staff to develop and implement family-friendly environments, practices, and policies, and act as a liaison for student services such as DSHS, mental health, and medical health services.
- Designs family outreach programming that engages all of our diverse families and students, school staff, and other community-based partners
- Acts as liaison between the school, social services agencies and community-based organizations.
- Participates in and/or facilitates school, community, and higher education events that build relationships and promote efforts to engage families and students.
- Conducts home visits, phone calls, and school staff/parent/student meetings.
- Obtains school supplies, clothing, and other helpful resources through community partnerships for students in need
- Develops systems for identifying families with socioeconomic needs, as well assist identified families or student support in navigating social supports systems that may be available.
- Develops and manages a caseload of students to support on an ongoing basis by tracking progress and empowering students to build self-sufficiency.
- Collaborates with schools/families to check for progress and provide recommendation for next steps.
- Provides consultation to schools and families regarding possible interventions.
- Provides appropriate referrals, emergency assistance, and crisis intervention.
- Advocates for all students with a particular focus on low SES families, homeless youth, foster youth, and non-English speaking families in a culturally sensitive manner.
- Assists youth in accessing transitional services such as vocational training, emancipation services, and training for independent living, as well as tutoring, counseling, and mentoring.
- Collects and analyzes data for subsets of students including but not limited to foster students, homeless students, and non-English speaking students pertaining to academic achievement, behavior, discipline, and graduation rates.
- Facilitates translation services for non-English speaking stakeholders.
- Attends meetings as required by the department and related service organizations.
- Maintains regular, predictable, and punctual attendance during regularly scheduled work hours at assigned worksite.
- Attends evening events and meetings related to family and community engagement
- Secures and sustains new community partnerships that benefit the Walker community.

- Leads and develops various school and community projects and programs that directly address social emotional, socio-economic, and the learning needs of students.
- Participates as a member of the student support team in an effort to develop lessons, group work, and programming regarding: Social emotional learning, college and career opportunities and exposure, community mentorship, and collaboration with other schools.
- Participates as a member of the school leadership team to assist in the development of the school improvement plan, systems in place, and other activities that would assist the school in best support identified student in need.
- Performs other related duties as assigned.

Job Requirements: Minimum Qualifications
Skills, Knowledge, and Abilities

SKILLS are required to perform multiple, technical tasks with a need to periodically upgrade skills to meet changing job conditions. Specific skills required to satisfactorily perform the functions of the job include use of interpersonal, written, and verbal skills to defuse emotional situations, calm upset individuals, allay fears and lessen confusion.

KNOWLEDGE is required to perform basic math, including calculations using fractions, percents, and/or ratios; read technical information, compose a variety of documents, and/or facilitate group discussions; and analyze situations to define issues and draw conclusions. Specific knowledge required to satisfactorily perform the functions of the job includes: attendance and truancy knowledge, problem-solving, communication, and listening techniques; specific program rules and regulations, procedures, and guidelines; principles and practices of early intervention services; and applicable federal state and local laws, rules, regulations and policies and procedures; Bilingual in Spanish-English and bi-cultural capabilities and experience, particularly knowledge of and experience with linguistic/cultural/ethnic families and communities.

ABILITY is required to schedule a significant number of activities, meetings, and/or events; often gather, collate, and/or classify data; and use job-related equipment. Flexibility is required to independently work with others in a wide variety of circumstances; analyze data utilizing defined but different processes; and operate equipment using standardized methods. Ability is also required to work with a significant diversity of individuals and/or groups; work with a variety of data; and utilize specific, job-related equipment. In working with others, independent problem solving is required to analyze issues and create action plans. Problem solving with data requires independent interpretation of guidelines; and problem solving with equipment is limited. Specific abilities required to satisfactorily perform the functions of the job include: identify needs, record data and complete and maintain necessary documentation and do follow up work in a timely manner; operate a personal computer; work in partnership with family participants; handle stressful situations; maintain harmonious working relations with co-workers, clientele, service providers, funding agencies and general public; understand and follow written and verbal instructions; communicate effectively verbally and in writing to audiences of various social, cultural, ethnic and educational and economic backgrounds; effectively coordinate, perform and complete multiple duties and assignments concurrently and in a timely manner; meet the travel requirements for the position.

Responsibility

Responsibilities include working under limited supervision using standardized practices and/or methods; leading, guiding, and/or coordinating others; and operating within a defined budget. Utilization of resources from other work units/locations are often required to perform the job's functions.

Working Environment

The usual and customary methods of performing the job's functions require the following physical demands: occasional lifting, carrying, pushing, and/or pulling; limited stooping, kneeling, crouching, and/or crawling; and significant fine finger dexterity. Generally, the job requires 75% sitting, 15% walking, and 10% standing. This job is performed in a generally clean and healthy environment.

Experience: Educational background or experience in social services, health, or education

Education: BA/BS in social/human services, behavioral sciences, communication, education, or other related area preferred. Conversational level of Spanish language proficiency preferred

Clearances: Criminal Justice Fingerprint/Background Clearance