FULLERTON SCHOOL DISTRICT
CLASSIFIED PERSONNEL COMMISSION
RANGE 19 (Plus Bilingual/Biliterate Stipend if applicable)

STUDENT SUCCESS LIAISON

JOB SUMMARY

Under general supervision, the Student Success Liaison acts in an assigned support role building relationships with all students and assists in identifying needs and concerns of at-risk or high needs students at a school site. Provides information and implementational support to the administrators, teachers, and behavioral, mental health and social emotional support staff who provide professional level interventions and strategies related to student wellbeing, engagement, and safety.

DISTINGUISHING CHARACTERISTICS

This classification is distinguished from the Community Liaison and Social Service Assistant in that the incumbent is assigned to work directly with students to build individual relationships with all students and assist in identifying at-risk students and situations. This classification is distinguished from the School Safety Monitor in that the incumbent is assigned less broad level campus supervision duties to allow more autonomy in identifying and addressing unique and individualized student engagement and safety concerns.

SUPERVISION RECEIVED AND EXERCISED

Job incumbents receive supervision from a School Principal or District Administrator. Job incumbents do not supervise other personnel, but may act in a lead capacity to provide technical guidance to School Safety Monitors and Playground Supervision staff.

EXAMPLES OF DUTIES - Duties may include, but are not limited to, the following:

- Engages and provides support and mentoring to students related to programs and strategies as developed by administrators, teachers, and behavioral, mental health, and social emotional support professionals;
- Supports at-risk students and builds appropriate relationships with them to build rapport and trust; provides information, explains, and refers student concerns to appropriately identified School and District professionals;
- Supports administration and school staff with progressive student behavioral interventions, including student progressive discipline measures, to assist and support the development of the whole child
- Assists students in their transition from elementary to junior high school by participating in transition activities such as providing student tours of the junior high school, developing mentoring relationship between older students and incoming sixth grade students, visiting elementary schools with other junior high staff to present on the junior high school experience and expectations, and providing orientation experiences for transitioning students;
- Assists students to develop goals for behavior, attendance, and academics in order to monitor their progress, and celebrate their progress/success
- Encourages students to hold themselves accountable, and set high expectations for their behavior through the use of goal setting, progress monitoring, and informal behavioral plans;
- Participates in restorative circles and assists students to repair relationships with other students, staff members, and adults

- Ensures that students have access to a safe school climate necessary for academic and social/emotional growth.
- Assists with and provides day-to-day support for students participating in the Check In/Check Out intervention;
- Attends and participates in a variety of committees, meetings, teams, and special student trainings or programs designed to support the students' wellbeing, engagement, and safety.
- Assists in the completion of related data entry and documentation; completes related records and reports;
- Learns, applies and explains policies and objectives of school and District programs and activities;
- Demonstrates empathetic, listening and interpersonal skills with individuals from varying cultural and socioeconomic backgrounds;
- Assists in campus supervision to ensure a safe and orderly environment;
- Assist in the investigation of incidents involving district or school violations;
- May work with and assist families to provide support and wrap-around services
- Attends and participates in a variety of training and professional development opportunities and experiences related to the position;
- May be required to orally communicate in a second language;
- Performs other related duties as assigned.

EMPLOYMENT STANDARDS

Any combination of education and experience equivalent to:

Education: Graduation from high school or GED is required. General education units or related college courses are desirable.

Experience: Any combination equivalent to three years of practical experience in working with community service organizations, or youth groups with an emphasis on helping to counsel children with behavioral, educational or disciplinary problems.

License/Certification: Must obtain a valid first aid and cardiopulmonary resuscitation (CPR) certificate from the American Red Cross within the first six months of employment and must maintain such certificates as condition of employment.

Knowledge of:

- Applicable District policies, regulations, processes, procedures, protocols, rules, operations, and objectives;
- Effective communications techniques;
- Methods of grounds/campus control and patrolling;
- Principles, techniques and practices used in engaging, guiding, motivating and supervising students;
- Interpersonal skills using tact, patience and courtesy;
- Principles, regulations, practices, and rules of school safety;
- Practices of recordkeeping and report writing;
- Oral and written communication skills;
- Modern office practices, procedures and equipment;
- Applicable computer software applications and programs.

Ability to:

- Understand program and school site policies and effectively communicate these to students and necessary stakeholders;
- Exercise discretion and judgment in choosing appropriate courses of action in a timely manner and responds appropriately with tact, patience, courtesy and urgency;
- Build rapport, and establish and maintain cooperative, working relationships with others, including administrators, District personnel, students, staff, and the public;
- Prioritize, handle, and respond to stress and changes at work as well as to competing and/or difficult situations as they arise;
- Interpret, apply and explain rules, regulations, policies and procedures;
- Enforce District and school rules, regulations and policies;
- Handle and resolve conflicts that may arise;
- Manage and adjust to change;
- Take initiative;
- Effectively work in a team environment;
- Maintain simple records;
- Perform duties with patience, tact, and good judgment within established guidelines;
- Understand and follow oral and written directions;
- Utilize appropriate technology effectively;
- Work under the direction of site administration team;
- Communicate effectively both orally and in writing.

PHYSICAL STANDARDS

The work environment and physical demands of the positions as described below are representative of those that must be met by an employee to successfully perform the essential functions of a position in this classification. Reasonable accommodations may be made to enable individuals to perform the essential functions of a specific position. These physical standards are generic in nature and tasks may vary depending on school site or specialized department assignment.

Work Environment: The incumbent works in several environments including both indoor and outdoor environments, and on/near student playground equipment. The incumbent will be exposed to seasonal heat, cold and/or adverse weather conditions. The incumbent is in direct contact with students, the public and other employees. The incumbent is required to effectively manage constant interruptions and appropriately respond to crisis and emergency situations in a timely manner. Negative interactions resulting from these contacts can result in stressful situations. The incumbent may be at a higher level of exposure to infection due to the nature of interactions with others. Possible exposure to blood-borne pathogens, body fluids and communicable disease. The noise level in the work environment is loud.

Physical Environment: Primary functions of the position require sufficient physical ability and mobility to work in both an indoor and outdoor environment as follows; to stand and walk for extended periods of time; to bend at the waist and stoop, kneel, crouch and crawl; to climb stairs; to reach with hands and arms, reach overhead, above shoulders and horizontally; to handle objects and tools; to regularly lift and move up to fifty (50) pounds without assistance; to see, with or without correction, within normal visual range in addition to possessing specific vision abilities required by this job such as close vision, color vision, peripheral vision and depth perception; to hear within the normal audio range with or without aide; to communicate orally and in writing in order to exchange information with others. Repetitive use of fingers and hands to operate a keyboard and other office equipment is

necessary. Regular physical attendance at work is an essential requirement of this job classification. The ability to learn and administer first aid and CPR is required.

The information contained in this physical standards description is for compliance with ADA and is not an exhaustive list of duties performed. The individuals currently holding this position perform additional duties and additional duties may be assigned.

STUDENT SUCCESS LIAISON	
Personnel Action	**Personnel Action Date**
Adopted by the Personnel Commission	11/22/2021