

SANTA CLARA COUNTY OFFICE OF EDUCATION

CLASS TITLE: PROGRAM SPECIALIST- BEHAVIORAL HEALTH & SCHOOL CLIMATE

BASIC FUNCTION:

Under the direction of an assigned supervisor, the Program Specialist - Behavioral Health & School Climate will provide professional development, technical assistance and consultation to site staff, district teams and community partners.

REPRESENTATIVE DUTIES:

ESSENTIAL DUTIES:

Develops and delivers capacity-building sessions to support LEA and site-level integration of Tobacco Use Prevention Education (TUPE) strategies into school systems, culture, and LCAP goals.

Supports the school-wide implementation of Multi-Tiered Systems of Support (MTSS), with an emphasis on behavioral health, prevention, and wellness at the universal, targeted, and intensive levels.

Aligns TUPE goals with broader school climate and student support initiatives to promote healthy behaviors and a positive, inclusive learning environment through the implementation of health education and prevention strategies aligned with the California Health Education Framework

Delivers training for students, families, staff, and partners rooted in research, equity, restorative practices, and culturally responsive approaches.

Supports site teams in the implementation of health frameworks across schools or districts, aligning efforts with district-wide wellness and student support systems.

Coordinates and supports youth leadership and peer advocacy programs, including activity planning, monitoring, and impact reporting.

Collects, analyzes, and uses data including but not limited to California Healthy Kids Survey/California Youth Tobacco Survey specifically to inform implementation and measure effectiveness, and support continuous improvement with an equity lens.

Contributes to grant writing, implementation, and reporting; ensures compliance with Santa Clara County Office of Education (SCCOE) and California Department of Education (CDE) requirements.

Participates in meetings, events, and conferences to share practices, expand networks, and strengthen partnerships.

Monitors and ensures fidelity of implementation and compliance to grant deliverables across Local Education Agencies and SCCOE initiatives by developing clear expectations, tracking deliverables, and providing targeted technical assistance.

Facilitates youth-led initiatives and co-design processes that center student voice and lived experience in the planning, implementation, and evaluation of wellness and prevention programs in alignment with grant deliverables and SCCOE initiatives.

Supports documentation, data collection, and reporting processes by establishing clear systems and timelines to ensure accurate, complete, and timely submission of deliverables aligned with SCCOE, CDE, and other grant compliance requirements.

Utilizes implementation science tools such as the Hexagon Tool, Driver Diagrams, and Plan-Do-Study-Act (PDSA) cycles to support districts and school teams in strengthening TUPE programming, driving sustainable change, and embedding wellness practices into core systems.

Provides professional development, technical assistance, and consultation to site staff, district teams, and community partners.

Collaborates across SCCOE departments and with external partners to align TUPE strategies with broader educational equity and whole-child initiatives.

Engages families and community partners as key collaborators in prevention and wellness initiatives through inclusive outreach, communication, and capacity-building opportunities.

OTHER DUTIES:

Performs other duties as assigned.

KNOWLEDGE, ABILITIES AND COMPETENCIES:**KNOWLEDGE OF:**

Evidence-based strategies for youth substance use prevention, student wellness, and supportive school environments;

School-wide systems for student health, wellness, and development to foster a supportive environment and improve student outcomes;

Restorative practices, trauma-informed care, and culturally responsive strategies that build community, address harm, and foster engagement;

Systems change, implementation science, and sustainability strategies that embed prevention into district frameworks;

Principles of MTSS, PBIS, and other tiered intervention frameworks as applied to student health, wellness, and behavioral support;

Strategies for system-level sustainability and building capacity across school and district teams to integrate prevention into core systems.

ABILITY TO:

Plan and deliver coaching, training, and technical assistance to promote sustainable health and wellness practices and school culture change;

Work independently with initiative and minimal supervision, taking responsibility for tasks and program implementation while maintaining accountability for outcomes;

Facilitate group discussions, workshops, and student leadership sessions to support youth development, peer advocacy, and community engagement;

Communicate effectively with varied audiences across students, family, school, and community contexts;

Collaborate across internal departments and with external agencies with cultural humility, respect diverse perspectives and build inclusive, cross-functional partnerships;

Use data and assessment to inform program implementation, make evidence-based decisions and improve program outcomes;

Maintain documentation and track deliverables with accuracy and follow-through, ensuring compliance with grant requirements and reporting expectations;

Support systemic district-level initiatives while equipping school site teams to lead implementation across multiple schools or LEAs.

LEADERSHIP TEAM COMPETENCIES:

Develops and fosters effective individuals and teams;

Operationalizes the organizational vision, mission, goals, shared values, and guiding principles;

Demonstrates emotional intelligence;

Models inclusive, effective, and authentic communication;

Applies understanding of how identities and experiences influence access and opportunity to inform practices and decisions;

Builds and sustains positive, trusting relationships;

Conducts SCCOE operations with the highest moral, legal, and ethical principles.

EDUCATION AND EXPERIENCE:

Bachelor's degree from an accredited college or university with major coursework in psychology, education, health, social work or related field and three (3) years of experience in an education setting or related field, working with diverse communities, which includes at least one (1) year of experience facilitating professional development.

LICENSES AND OTHER REQUIREMENTS:

Valid Teaching Credential in Education or related field

Valid California driver's license

WORKING CONDITIONS:


ENVIRONMENT:

Office environment;
Driving a vehicle to conduct work;
Evening or variable hours to attend meetings or conferences;
Travel as needed.

PHYSICAL DEMANDS:

Hearing and speaking to exchange information and make presentations;
Dexterity of hands and fingers to operate a computer keyboard;
Seeing to read a variety of materials;
Sitting or standing for extended periods of time.

Signed by:



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Approved: Roger D. Gallizzi
Interim Associate Superintendent-Personnel Services

Date

Signed by:


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10/6/2025 | 10:58 AM PDT

Authorized: Dr. David M. Toston, Sr.
County Superintendent of Schools

Date