

SANTA CLARA COUNTY OFFICE OF EDUCATION

CLASS TITLE: SCHOOL CLIMATE SPECIALIST

BASIC FUNCTION:

Under the direction of assigned Supervisor or Coordinator, plans, organizes coordinates, and implements comprehensive school-wide services related to assigned program; researches, creates and delivers professional development for the Santa Clara County Office of Education (SCCOE) and participating school districts, school sites, community partners, and partners in grant consortium; provides coaching and technical assistance to improve district and school climates to increase student engagement, and well-being as it relates to assigned program; provides recommendations and presentations regarding related initiatives, activities, and student education efforts; identifies and secures funding sources and resources to support program needs; contributes to grant application and reporting processes; supports program needs and data collection methods; coordinates youth development activities for diverse communities; develops and implements outreach services, and participates in activities that support the goals of improved outcomes for students. The School Climate Specialist class requires considerable integrity, cultural humility, self-direction, initiative, and attention to detail as well as skill in interpersonal and public relations, and the ability to organize and focus on a variety of tasks and projects simultaneously.

DISTINGUISHING CHARACTERISTICS:

Incumbents in the School Climate Specialist classification may support either the Tobacco Use Prevention Education (TUPE) or Positive Behavioral Interventions Supports (PBIS) program depending upon assigned department. Incumbents assigned to the TUPE department will perform duties in support of TUPE program, a comprehensive evidence-based tobacco-use prevention, youth development, intervention, and cessation program. Incumbents assigned to the PBIS department will support the PBIS program, a decision-making framework that guides stakeholders in schools, programs and districts in the selection, integration, and implementation of the best evidence-based behavioral practices for improving social-behavioral outcomes for all youth.

REPRESENTATIVE DUTIES:

The following duties are examples of assignments performed by incumbents in this classification. It is not a totally comprehensive list of duties, nor is it restrictive regarding job assignments.

ESSENTIAL DUTIES

Plans, organizes, coordinates, and implements comprehensive services related to assigned program.

Provides professional development and consultation to support assigned program including, prevention strategies using a multi-tiered systems of support framework available to districts and schools, and the promotion of alternatives to suspension, positive school culture and climate and student health and wellness.

Prepares, implements, and oversees related initiatives for the SCCOE and identified school districts; researches and identifies community resources; and coordinates effective service delivery systems in diverse cultural and socio-economic communities.

Plans, implements, and/or facilitates workshops and/or presentations for specified audience; designs activities and presentations based on research and best practices; coordinates presentation logistics, including virtual or in-person set up; conducts school site visits as needed.

Researches, compiles, analyzes, and verifies a variety of data and information using assigned software; prepares and processes a variety of records, forms, and reports related to assigned activities.

Maintains accurate and detailed files and records, verifies accuracy of information, researches discrepancies, and records information.

Establishes and maintains cooperative and collaborative work relationships with school personnel, students, families, and community agencies to form partnerships and service plans to meet the needs of all students.

Receives requests for staff development; assesses specific training needs; researches materials and latest studies relevant to specific staff development topics; assists in developing capacity building and sustainability plans for districts, schools, and consortia.

Reviews program needs based on the analysis of appropriate data and recommends program changes accordingly.

Oversees special projects as assigned including, website and social media maintenance, and other digital resources.

Attends a variety of meetings as assigned.

Participates in the program's team effort to identify, prioritize, and resolve problems related to student health, safety, and well-being; especially as these issues often disproportionately impact minority populations.

Uses word processing, database, graphic, and spreadsheet software programs as well as standard office equipment and other peripheral devices.

Assists in special projects related to resource and grant development.

Performs related duties as required.

May require bilingual proficiency in English and a second language as specified by the SCCOE.

KNOWLEDGE AND ABILITIES:

KNOWLEDGE OF:

Effective office principles, procedures, and practices including proper report writing, document construction and editorial enhancement techniques.

General youth development principles, practices, and procedures.

Principles and practices of prevention programs related to student wellness.

Alternatives to exclusionary discipline.

Multi-tiered systems of support.

Diverse academic, cultural, disability, and ethnic backgrounds of students.

Procedures for planning and implementing presentations and events.

Research and report preparation techniques, methods, and procedures.

Methods of collecting, organizing, analyzing, and ensuring the accuracy of data and information.

Techniques for providing high-level customer service by effectively dealing with the public, vendors, contractors, and County Office staff.

Program evaluation standards.

Interpretation and use of assessment results.

Principles of training, leadership, facilitation, and management with groups of various abilities, cultures, and development stages.

Personal computer operations, peripheral devices, and software programs used for word processing, spreadsheets, web-enabled databases, web technology, and graphics.

ABILITY TO:

Assist students, staff, and other stakeholder in developing leadership and advocacy skills.

Identify and evaluate students, staff, and other stakeholder interests, needs and abilities.

Serve as a liaison and resource for students, parents, and County Office administrators and staff, and community partners.

Effectively represent the County Office in meetings.

Read, comprehend, and interpret applicable state and federal laws, rules, regulations, statutes, and ordinances.

Plan, organize, and implement technical support and training related to assigned program.

Use critical thinking and problem-solving skills to identify, prioritize and implement services.

Approach the needs of students, staff, and stakeholders within a of diverse populations with cultural humility.

Identify, promote, and implement resources for school improvement.

Effectively communicate in both oral and written form.

Work variable hours including evenings and weekends with minimal supervision, driving to program school sites.

Operate standard office equipment including, but not limited to, a laptop/personal computer, fax machine, calculator, copier, and other peripheral equipment.

Use word processing, graphic, database, web technology, spreadsheet, and other software programs.

Establish and maintain cooperative relationships with those contacted in the course of assigned duties.

Analyze situations accurately and adopt an effective course of action.

Meet schedules and timelines.

Work independently with little direction.

Plan and organize work.

EDUCATION AND EXPERIENCE:

Generally, any combination of education and experience that provides the required knowledge and abilities is qualifying. A typical method of demonstrating these qualifications would be:

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

LICENSES AND OTHER REQUIREMENTS:

Valid Class C California Driver's License.

A driving record which meets the insurance requirements of the SCCOE.

WORKING CONDITIONS:

ENVIRONMENT:

Indoor office environment.

Work hours beyond the normal workday.

Participate in meetings, conferences, and professional development activities locally and outside the area.

Frequent driving of a car may also be required.

PHYSICAL DEMANDS:

Hearing and speaking to exchange information in person and on the telephone.

Seeing to read, prepare and proofread documents, perform assigned duties.

Sitting or standing for extended periods of time.

Dexterity of hands and fingers to operate a computer keyboard and other office equipment.

Kneeling, bending at the waist, and reaching overhead, above the shoulders and horizontally as needed.

Lifting light objects.

Personnel Commission Approval: August 26, 1999

Revised: 01/02, 10/19/11, 10/14/15, 01/13/21, 09/08/21



Marisa Perry

Director III – HR / Classified Personnel Services

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