

Program Specialist, Student Support Services

Purpose Statement

The job of the Program Specialist of Student Support Services is done for the purpose/s of planning, organizing, coordinating, and implementing comprehensive services promoting positive school climate and student health & wellness; including researching, creating, and delivering professional development, providing coaching, and securing funding sources to support program needs and improved outcomes for students.

Essential Functions

- Plans, organizes, coordinates, and implements comprehensive services related to positive school climate and student health & wellness for the county office and school districts.
- Provides professional development and consultation for educators to increase prevention strategies using a multi-tiered systems of support framework to promote positive school culture and climate and student health and wellness.
- Establishes and maintains collaborative working relationships with school personnel, students, families, and community agencies in order to form partnerships and service plans to meet the needs of all students.
- Develops and provides student and parent trainings on student mental health services; health and safety mandates, effective parenting skills, child development, nutrition, and physical activity, bullying prevention, positive behavioral interventions and supports, tobacco education, and other related programs or services.
- Assesses specific training needs; researches materials and latest studies relevant to specific staff development topics; and 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.
- Prepares, implements, and oversees school climate and student health & wellness initiatives; researches and identifies community resources; and coordinates effective service delivery systems in diverse cultural and socio-economic communities
- Plans, implements, and/or facilitates workshops for students, teachers, administrators; and the school community and conducts school site visits as needed.
- Assists in tracking grant/program funds for the purpose of monitoring alignment of goals and objectives and ensuring that funds are being utilized responsibly to meet the grant/program objectives.
- Collaborates with a variety of groups and or individuals (e.g. school district staff, subject matter experts, community agencies, etc.) for the purpose of determining and developing needed materials or services for staff in-service trainings, and school system supports to address student wellness and positive school climate programming.
- Develops curriculum/project materials and /or services (e.g. trauma, suicide prevention, bullying prevention, mental health awareness, MTSS and PBIS and SEL, grant writing etc.) for the purpose of providing supporting materials for school system implementation.
- Supports identified school district leadership teams in meeting goals and objectives to address identified DA categories as they relate to unit and department areas of expertise.

- Maintains a variety of manual and electronic files and /or records (evaluations, data reports, survey results, HHS summary briefs, CDE state reports etc.) for the purpose of providing up-to-date reference and complying with regulatory requirements and established guidelines.
- Navigates and maintains informed with various data sources (e.g. research studies, clearing houses, association materials, CDE and U.S Department of Education resources) in areas related to student mental health and wellbeing and positive school climate for the purposes of serving as a resource to county school districts.
- Reviews existing materials and services for the purpose of identifying specific areas of needed change and opportunities for improvement of mental health and positive school climate practices and safety.

Other Functions

- Performs other related duties as as assigned for the purpose of ensuring the efficient and effective function of the work unit.

Job Requirements:

Skills, Knowledge and Abilities

SKILLS are required to apply assessment instruments; operate standard office equipment including using pertinent software applications; effective grant writing; preparing and maintaining accurate records/case management; grant writing; student support group facilitation; and presentation skills. considerable integrity, cultural competence, 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.

KNOWLEDGE is required of research and evaluation techniques, laws and regulations affecting area of education specialization; physical and emotional development of adolescents; risk and resiliency research; youth delinquency; student engagement best practices; mental health issues; attendance/truancy information; and school safety.

ABILITY is required to schedule a number of activities, meetings, and/or events; often gather, collate, and/or classify data; and use job-related equipment. Flexibility is required to work with others in a wide variety of circumstances; work with data utilizing defined but different processes; and operate equipment using defined methods. Ability is also required to work with a diversity of individuals and/or groups; work with a variety of data; and utilize specific, job-related equipment. Problem solving is required to analyze issues and create action plans. Problem solving with data frequently requires independent interpretation of guidelines; and problem solving with equipment is limited. Specific ability based competencies required to satisfactorily perform the functions of the job include: adapting to changing work priorities; working effectively independently and as part of a team; communicating with diverse groups in a nonjudgmental manner; working flexible hours; reading and interpreting legislation; grant writing; displaying patience and a sense of humor; understanding verbal input and responding quickly and maintaining confidentiality; managing and coordinating the work of professional, technical and support staff; communicating clearly and concisely both orally and in writing.

Work Environment

The usual and customary methods of performing the job's functions require the following physical demands: some lifting, carrying, pushing, and/or pulling, and significant fine finger dexterity. Generally, the job requires 65% sitting, 10% walking, and 25% standing. This job is performed in a generally clean and healthy environment.

Minimum Qualifications:

Experience: Three (3) years' experience providing student support services in an educational setting, preferably K-12 schools, that enhance student

adjustment and functioning. Experience providing professional development for educators strongly preferred.

Education: Bachelor's degree in education, social work, school counseling, educational administration, special education, or related field.

Equivalency: A combination of education and experience equivalent to a bachelor's degree in education, social work, school counseling, educational administration, special education, or related field, and three (3) years' experience providing student support services in an educational setting, preferably K-12 schools, that enhance student adjustment and functioning. Experience providing professional development for educators strongly preferred.

Required Testing

N/A

Certificates and Licenses

Valid CA Driver's License

Continuing Educ. / Training

Maintains Certificates and/or Licenses

Clearances

Criminal Justice
Fingerprint/Background Clearance
Physical Exam and Drug screening

FLSA State: Exempt

Salary Range: Classified Management, Grade 40

Personnel Commission Approved: March 20, 2019