

SANTA CRUZ COUNTY OFFICE OF EDUCATION
SENIOR SCHOOL SITE CULTURE AND CLIMATE FACILITATOR

DEFINITION

Under direction, to organize, coordinate, and oversee assigned Student Programs for the County Office of Education; to serve as a primary liaison with community agencies, parents/guardians, health partners, and school districts relative to Student Programs; to provide highly responsible support to the administration; and to manage the daily operational, clinical, and behavioral needs of assigned school sites.

SUPERVISION EXERCISED

No supervision exercised.

EXAMPLES OF IMPORTANT AND ESSENTIAL DUTIES

May exercise technical and functional supervision over lower-level staff, including interns and on-site support personnel.

Act on behalf of and under the direction of the Site Administrator in their absence to ensure continuity of school operations, campus safety, behavioral response systems and student support services.

Serve as a primary resource and liaison for partnership agencies, commissions, and task forces such as Encompass Counseling Services, Children's Behavioral Health, Companion Project, and County Probation.

Organize responsibilities for Student Programs including ELPAC support, Graduation Ceremonies planning, coordination, and support, Summer School coordination, and CTE/Magnet/Enrichment program administration; maintain active involvement in program formulation with parents/guardians and youth.

Serve as the lead at school sites and professional development for Positive Behavioral Interventions and Supports (PBIS), Conflict Resolution, Restorative Circles, and Mediation; identifies neighborhood disputes or grievances and involve appropriate agencies for resolution; and facilitate SARB processes.

Lead implementation and site coordination of PBIS, Multi-Tiered Systems of Support (MTSS), restorative practices, restorative circles, conflict mediation, behavioral intervention systems, and trauma-informed student support practices.

Implement and maintain schoolwide norms including entry/exit processes, scheduling, and student supervision protocols.

Manage student crisis response, including safety planning, threat assessments, immediate interventions, and mental health and assign referrals, as needed.

EXAMPLES OF IMPORTANT AND ESSENTIAL DUTIES (CONTINUED)

Independently respond to student crises and emergency situations including behavioral escalation, wellness checks, mandated reporting coordination, de-escalation support, and mental health referral processes.

Facilitate student intervention planning meetings, re-entry meetings, behavioral response planning, and multidisciplinary case coordination.

Oversee Health and Wellness groups and manages medical billing and documentation for health staff.

Analyze student support needs, service delivery trends, attendance data, behavioral data, and intervention outcomes to assist administration in planning and improving student support systems.

Research and assist in the coordination of program funding streams and budgets; assess needs of targeted community populations and forecast trends in service delivery.

Facilitate ELAC, DELAC, SSC and LCAP meetings; convene and facilitate partner meetings; assist with the creation and dissemination of publicity to increase awareness of program successes. Connect directly with schools and school districts around program availability.

Provide training and professional development to staff related to PBIS, restorative practices, de-escalation strategies, trauma-informed practices, student engagement, and school climate systems.

Manage student intakes, site orientations, and site-to-site student transfers. Organize, support, and attend student events.

Prepare and maintain accurate and complete records; prepare clear, concise reports.

Perform related duties and responsibilities as assigned.

JOB RELATED AND ESSENTIAL QUALIFICATIONS

Knowledge of:

Principles and practices of K-12 or educational program planning, implementation, and coordination of grants and funding streams, including federally funded programs such as the NSLP National School Lunch Program.

Modern principles and techniques related to primary prevention and social-emotional wellness.

Multi-tiered systems of support (MTSS), including PBIS and Restorative Justice practices.

Trauma-informed care, crisis intervention, behavioral intervention systems, conflict mediation, and multidisciplinary service coordination.

Knowledge of (continued):

Pertinent federal, state, and local laws, codes, and regulations.

Modern office practices, computer equipment, and data collection methods.

Safe driving principles and practices.

Skill and Ability to:

Operate modern office equipment including computer equipment and applicable software.

Interact effectively with department networks, community agencies, and diverse populations.

Manage conflict constructively through culturally responsive discussion and diplomacy.

Communicate clearly and concisely, both orally and in writing.

Exercise good judgment, flexibility, and sensitivity in response to changing student needs.

Analyze situations carefully, adopt effective courses of action for student wellness, and seek administrative support when needed.

Operate a motor vehicle safely.

Independently coordinate and lead complex student support and school climate programs.

Exercise judgment and discretion in highly sensitive, confidential, and crisis-oriented situations.

Interpret and apply laws, regulations, policies, procedures, and student support protocols.

Provide leadership, coaching, and training to staff regarding school climate systems and student wellness practices.

Establish, maintain and foster positive and harmonious working relationships with those contacted in the course of work.

Be courteous and maintain a neat and clean appearance, and demeanor at all times.

EDUCATION AND EXPERIENCE

Any combination equivalent to experience and training that would provide the required knowledge, skills, and abilities would be qualifying. A typical way to obtain the knowledge, skills, and abilities would be:

Education:

Equivalent to a Bachelor's degree from an accredited college or university with major course work in social services, psychology, education or a related field.

Experience:

Three (3) years of experience in private, non-profit, or government-funded programs. Experience must include working with community groups in planning student support services; supervisory and clinical liaison experience is highly desired.

License or Certificate:

Possess of, or ability to obtain, a valid California driver's license and appropriate vehicle operation insurance.

Qualification Requirements:

To perform a job successfully, an individual must be able to perform each essential duty satisfactorily. The requirements listed in the job description are representative of the knowledge, skills, and abilities required. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

SPECIAL REQUIREMENTS

The physical demands described here are representative of those that must be met by an employee to successfully perform the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions. Essential duties require the following physical skills and work environment:

While performing the duties of this job, with or without the use of aids, the employee is regularly required to sit, stand or walk for extended period of time; dexterity of hands and fingers to operate a computer and sustain repetitive motion of wrists and hands for intervals of time, telephone and other standard office equipment; see and read a computer screen and printed matter; hear and understand speech at normal levels on the telephone or in person; speak so that others may understand at normal levels and on the telephone; and grasp, push, pull and move, lift and/or carry up to ten (10) pounds.

Frequent travel in personal automobile to school sites and throughout the community.

Ability to speak, read, and write both English and Spanish or a target language may be required for some positions.

Approval Date: June 16, 2026