Service Specialist
Tompkins County

Department: Tompkins-Seneca-Tioga BOCES
Classification: Competitive
Approved: BOCES Board Action 02/23/89
Revised: 10/89; 8/02; 8/15; 9/15; 1/17
By: HH, Commissioner of Personnel

MINIMUM QUALIFICATIONS:

(a) Graduation from a regionally accredited or New York State registered two year college with an Associate’s Degree AND one year of full-time paid (or the equivalent part-time and/or volunteer) experience involving program development, planning, or evaluation in a community health service organization, human service agency, or school system; OR

(b) Graduation from high school or possession of a HSE diploma AND three years of full-time paid (or the equivalent part-time and/or volunteer) experience involving program development, planning, or evaluation in a community health service organization, human service agency, or school system; OR

(c) Any combination of training and experience equal to or greater than that described in (a) and (b) above.

Tompkins County is Committed to Equity and Inclusion. We encourage those with similar values to apply.

NOTE: The incumbents of some Service Specialist positions are required to travel to and conduct business at another physical location, such as a member school or another community setting. As a result, candidates must possess and maintain a valid New York State driver's license and reliable transportation or otherwise demonstrate, to the satisfaction of the BOCES, that they are able to meet the transportation requirements of the position.

SPECIAL REQUIREMENT 2: In order for BOCES to receive program funding through NYS OASAS grant, within 24 months of appointment, candidate will be required to possess one of the following credentials:

(a) Credentialed Prevention Professional (CPP); OR

(b) Credentialed Prevention Specialist (CPS) who has an additional year of qualifying prevention work experience (minimum total of 2 years) and has completed an additional 150 hours of OASAS approved education and training (minimum total of 250 hours); OR

(c) Prevention Professional who is licensed, certified or credentialed in a related discipline (see below); has two (2) years of qualifying prevention work experience, and has completed 60 hours of prevention-specific education and training. Related Disciplines: include: Credentialed Alcoholism and Substance Abuse Counselor (CASAC), Credentialed Problem Gambling Counselor, Certified Teacher, Certified Health Educator, Certified School Counselor, Certified Rehabilitation Counselor, Licensed Master Social Worker, Licensed Clinical Social Worker, Licensed Mental Health Counselor, Licensed marriage and Family Therapist, Registered Professional Nurse, Licensed Physician, Licensed Creative Arts Therapist and National Board Certified Counselor.

DISTINGUISHING FEATURES OF THE CLASS:

An employee in this class will serve a dual role consisting of curriculum development for students and providing education for both students and peers. The incumbent will recruit, develop and facilitate social-emotional skill building discussion groups from among students grades K-12. He or she will develop, implement and educate with regard to social-emotional learning curriculums for students K-12 on topics including (but not limited to) bullying, problem solving, emotion management, alcohol, tobacco, marijuana, caffeine, and stress. The employee will also deliver professional development to certified and non-certified school employees on topics including bullying, creating a caring school climate, the Dignity for All Students Act, and substance abuse intervention and prevention. A Service Specialist is expected to serve as a caring third-party adult/mentor to k-12 students by providing academic, emotional and social support. The incumbent may also be required to provide other types of support services to specialized projects within BOCES. The employee will exercise considerable autonomy in carrying out the duties. The work will be performed under the general supervision of a higher-level coordinator or supervisor. Supervision of others is not
a function of this class. The incumbent will perform all related duties as required.

**TYPICAL WORK ACTIVITIES:**

- Recruit, develop and facilitate social-emotional skill building discussion groups for students grades K-12;
- Implement prevention lessons and social-emotional learning curriculums for students K-12 on topics including (but not limited to) bullying, problem solving, emotion management, alcohol, tobacco, marijuana, caffeine, and stress;
- Meets with pupils, teachers, parents, staff and administrators in schools and community settings;
- Deliver professional development to certified and non-certified school employees on topics including bullying, creating a caring school climate, the Dignity for All Students Act, and substance abuse prevention;
- Act as a caring third party adult/mentor to students K-12 by providing academic, emotional, and social supports;
- Conduct and facilitate group discussion and information flow between school staff, students, community agencies, and parents;
- Develop and maintain records for project activities;
- Develop, implements, and modifies procedures and activities for projects;
- Conduct and facilitate group discussion and information flow between school staff, students, community agencies and parents.

**KNOWLEDGE, SKILLS, ABILITIES AND PERSONAL CHARACTERISTICS:**

- Good knowledge of child development and social-emotional skill development;
- Good knowledge of the structure and operation of educational systems;
- Good knowledge and understanding of developing needs assessment program goals and objectives and ability to implement program staging;
- Good knowledge of community agencies and services;
- Working knowledge of substance abuse education and intervention programs and techniques;
- Excellent written and verbal skills required;
- Ability to coordinate program activities and work independently as a group facilitator;
- Ability to establish and maintain effective working relationships with others;
- Ability to maintain records and prepare oral and written reports and budgets;
- Emotional intelligence and a strong sensitivity to the feelings and reactions of others;
- Tact, courtesy, empathy, integrity, and good judgment are all required personal characteristics;
- The employee’s physical and mental condition shall be commensurate with the demands of the position, either with or without reasonable accommodations.

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