



HEALTH AND WELLNESS SPECIALIST STANDARD POSITION DESCRIPTION

Position Title: Health and Wellness Specialist
Reports to: Principal or Assistant Principal
Bargaining Unit: Yes

Location: Assigned Elementary School(s)
FLSA Status: Exempt

This is a standard position description to be used for licensed teaching positions with similar duties, responsibilities, classification and compensation. Teachers assigned to the position description may or may not be assigned all of the duties identified herein. This job description does not constitute an employment agreement between the employer and employee and is subject to change by the employer as the needs of the employer and requirements of the job change.

Part I: Position Summary:

The Health and Wellness Specialist will provide Health and Social/Emotional lessons for elementary students K-5 and help elementary schools support students on individual plans.

The Health and Wellness Specialist will:

- Teach weekly 30 minute lessons K-5 in core areas of Health and Social Emotional Development (Using curriculums such as MindUP; Connected and Respected, Kelso’s Choices; Zones of Regulation; 2nd Steps, etc. and district-provided health curriculum)
- Support the school’s social emotional approaches (such as PBIS; Responsive Schools; Morning Meeting; Closing Circles; Brain Breaks)
- Support and provide culturally relevant instruction for students that incorporates an understanding of the impact of identity, language, culture, and race in interpersonal interactions, conflict resolution, restorative practices, and healthy development.
- Support teams to develop evidence-based small group interventions (Tier II) and Support Tier III social/behavioral interventions.
- May assist with data entry and reporting for behavior trackers and interventions.
- Support administrators, teachers, and other school staff in identifying root causes of student behavioral issues and ways to meet students’ social and emotional needs.
- Seek input from parents and provide parents information on issues, plans, growth.

Part II: Supervision and Controls over the Work:

The employee works with a high level of independence and professional discretion under the general supervision of a designated school administrator. The employee’s work is governed, controlled, and evaluated by acceptable professional practice, school and district policies and regulations, provisions of

state statutes, direction of the supervisor, and performance standards and expectations as set forth in the collective bargaining agreement.

Part III: Major Duties and Responsibilities:

1. The teacher plans for student success based on assessed needs of individual students and the use of data and information to determine each student's current knowledge and skill level, set learning goals, and assess student progress. The assessment of student needs utilizing multiple sources of information, including the use classroom based assessments, district approved measures and historical information. In planning for the inclusion of students with special needs, the teacher will utilize, and comply with student accommodation requirements under Individual Education Plans (IEP) and 504 Accommodation.

2. The teacher works collaboratively in a professional learning community with other teachers, support staff, and others as appropriate, in addressing the needs of students, developing effective teaching and learning practices, and developing and implementing best practices. Including participation in identifying, referring and supporting the needs of individual students.

3. The teacher will regularly conduct planning for lessons using commonly accepted professional practice (content, goals, assessment, re-teaching, etc.) and consistent with school/district approved curriculum and instructional practice. The teacher uses research-based instructional strategies in planning lessons to make the teaching and learning more relevant to students (e.g., contextual learning opportunities).

4. The teacher maintains and provides reasonable and meaningful student grading and evaluation consistent with school and district policy and regularly and effectively communicates such information to students and parents. Reporting may include regular posting to and maintenance of electronic grade systems with parent and student access.

5. The teacher integrates district approved and/or required technology into planning, learning, progress reporting, and required record-keeping activities.

6. The teacher creates, communicates, and maintains classroom management practices that effectively engage students in the learning process. Acceptable student behavior and related discipline procedures are well understood by students and consistently enforced to maintain a positive learning environment.

7. The teacher will actively participate in faculty and grade level or department meetings, assist building efforts to plan, budget, implement, and evaluate the school's program and to do

related work as required. In carrying out these responsibilities, the teacher will follow school policy and procedures, standard practices, and approved curriculum, and will actively and positively support the school vision.

8. The teacher participates in professional learning opportunities in support of District-wide mission, vision and goals.

9. The teacher is constantly observant of the needs and challenges of students and promptly engages an administrator or appropriate educational staff associates when the teacher suspects or reasonably believes that a student is at risk or in danger due to such issues as bullying, sexual harassment/misconduct, depression or suicidal ideation, or academic failure. The teacher serves as a positive role model for students and practices the behaviors that are expected of students.

10. The teacher assists in the supervision of students at school activities and events. The teacher remains vigilant of students throughout the school day and the school location, taking the initiative to engage students when students are acting inappropriately or in inappropriate locations for the time of day.

11. The teacher will establish a professional growth plan and annually review the plan and progress with the administrator.

12. The teacher will perform such other duties and responsibilities as are assigned.

Part IV: Minimum Qualifications:

- Possess or able to obtain Oregon licensure with an **elementary- multiple subjects endorsement or elementary counseling endorsement.**
- Cultural competency and ability to navigate and promote sensitivity with issues of race and equity
- Outstanding knowledge of child development.
- Ability to develop supportive relationships with students, families, school leaders, classroom teachers, and school-based support staff.
- Knowledge of best practices in Multi-Tiered Systems of Support to meet students' social and emotional needs.
- Skilled multi-tasker and excellent time manager; ability to effectively achieve multiple goals and manage multiple projects simultaneously.
- Passion and urgency for the critical need to address SEL and behavioral health to improve the lives of students and families.
- Must have successful experience in working with culturally diverse families and communities, or have otherwise demonstrated a commitment to strengthening engagement

of a diverse community and skill in communicating with a diverse population.

- Evidence of continuous professional learning and a commitment to participate in professional growth opportunities and self-reflection on professional practice.
- Ability to effectively communicate verbally and in writing with parents, students, and staff.
- Commitment to effective collaboration and teaming within a professional learning community.
- Skill in classroom management and ability to achieve, support, and maintain acceptable student behavior.
- Knowledge of and ability to use appropriate and multiple assessment, instruction, and evaluation techniques.
- Knowledge and skill in the use of strategies necessary to meet the diverse needs of students.
- Skill and ability to utilize technology to aid instruction, assessment and learning.
- Any position specific special qualifications indicated in the recruitment process.

Part V: Desired Qualifications:

- Experience successfully working with core and tiered social, emotional, and behavioral supports
- Experience delivering evidence-based Tier 2 & 3 social, emotional or behavioral interventions (Zones of Regulation, 1st steps next, Skillstreaming, Check-In/Check-Out, etc.)
- Successful experience teaching in a diverse student environment
- Successful experience in a team teaching environment
- Successful experience in the grade level(s) and/or content area(s)

Part VI: Physical and Environmental Requirements of the Position:

The physical demands and work environment 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.

While performing the duties of this job, the employee is frequently required to sit, speak, move about, hear and be visually observant of classroom behavior and learning activities. The employee may sit or stand for longer than two hours at a time, may lift objects repeatedly, and may undertake repeated motions.

The employee must routinely lift and carry materials weighing up to or more than 25 pounds, and may be required to restrain students weighing more than 100 pounds most typically when required to intervene in student safety issues according to established protocols.



Specific vision abilities required by this job include close vision, distance vision, color vision, peripheral vision, depth perception, and the ability to adjust focus. The noise level in the work environment is usually moderate, or consistent with subject being taught, but can be abnormally loud on occasion.

The employee may be exposed to infectious disease as carried by students. It may be expected that the individual could be exposed to blood or other potentially infectious materials during the course of their duties and responds according to established protocols.

While performing the duties of this job, the employee occasionally works in outside weather conditions. The employee is occasionally exposed to wet and/or humid conditions, fumes or airborne particles, toxic or caustic chemicals.

The employee may be required to travel on school owned or leased vehicles while supervising and assisting students.