

BURBANK UNIFIED SCHOOL DISTRICT

CLASS TITLE: WELLNESS AND BEHAVIOR SPECIALIST

BASIC FUNCTION:

Under the direction of an assigned supervisor, perform a variety of specialized guidance, early intervention, and clerical entries to assist administrators, counselors, teachers, students, and parents in a variety of areas related to attendance, academics, and behavior to sustain effective preventions and at-risk interventions; advise and confer with staff, students, parents, and community agencies.

The job of the Wellness Specialist involves supporting the social, emotional, and behavioral development of all students in the areas of self-awareness, self-management, social awareness, relationship skills, and responsible decision-making. They do this in accordance with federal, state, and district policies through whole class instruction under the direction of a teacher, small group activities, and unique scenarios when a student needs individual support.

In addition to supporting students, specialists are also a resource for school staff and families. This portion of their role includes, but is not limited to: regularly collaborating with and facilitating professional development for staff; collaborating with special education teams; participating on a variety of teams (both general education and special education) throughout the school, with a focus on creating systems and structures that improve the school experience; partnering with families in developing plans to support the development of their children, both within and outside of school; connecting families with community resources, as needed; meeting with outside mental health agency representatives, local governmental representatives, and other community-based organizations; interacting with students, parents, counselors/advisors, school psychologists, community liaisons, student outreach specialists, school/District administrators, teachers, faculty, and staff.

REPRESENTATIVE DUTIES:

Collaborates with the school administrators, school mental health providers, counselors, and teachers to support schools in social-emotional learning framework implementation and address social emotional wellness.

Develops, implements, monitors, and maintains early interventions and/or strategies for students experiencing academic, behavioral, and/or attendance difficulties.

Under the direction of the administrator, develops, implements, monitors, and provides updates on prevention and intervention crisis plans in collaboration with administrators and staff.

Confers and develops plans with counselors, administrators, and staff for students experiencing academic, behavioral, and attendance difficulties.

Coordinates interventions with administrators, staff, and outside organizations to coordinate activities, exchange information, resolve issues and conflicts, and exchange information.

Prepares, maintains, and records in the student information system a variety of detailed records and/or reports regarding student progress, attendance contracts, discipline, interventions, and consequences.

Observes and assists in managing student behavior according to approved procedures and report student progress to administrators.

Builds and participates in implementing a continuum of social/emotional services to support all students within a school, including direct support of student intervention.

Works with the planning and assists in the delivery of viable and evidence based SEL competency instruction at the school.

Helps to create safe, inclusive, and respectful classrooms with diverse populations of students.

Reviews school-wide data including assessment data to assist schools in designing school-wide interventions and support SEL competencies.

Designs and implements regularly scheduled parent education meetings.

Demonstrates and maintains productive and positive interpersonal skills.

Promotes professional conversation and reflective thinking to impact teacher effectiveness.

Attends ongoing professional development to increase knowledge on how to support systems and resilience in staff and the school community.

Engages in continuous learning with evidence-based best practices in social-emotional learning; builds capacity to support and inform school staff in those practices.

Supports administrators in the coordination and monitoring of student behavior/safety agreements/contracts; verifies completion of appropriate student interventions and behavior consequences.

Initiates and facilitates communication between school administrators, community agencies, and the public.

Reports incidents and information involving students, personnel, and the public to school and organizational administrators and community agencies.

Assists administrators and staff in protecting the health and safety of students by following approved District procedures and applicable laws.

Assists certificated staff in the supervision of students in an office and school environment including students serving detention.

Establishes and maintains regular communication with parents for students requiring an intervention.

Performs follow-up activities in person and on the telephone with students, teachers, counselors, parents, and representatives of community agencies.

Attends a variety of meetings, workshops, and community resource meetings.

Perform other duties as assigned related to job description.

KNOWLEDGE, ABILITIES AND SKILLS:

Knowledge of:

Data System Aeries

Attendance multi-tierd process.

Deep knowledge of practices that promote supportive learning environments and build social and emotional skills.

Familiarity with SEL Standards and evidence-based approaches for SEL in the classroom (e.g., Second Step, PATHS, Advisory, Facing History and Ourselves, Responsive Classroom, Developmental Designs, CHAMPS, etc.).

Best practices in Multi-Tiered Systems of Support to meet students' social and emotional needs.

Various computer software such as MS Office Suite (e.g., Outlook, Word, Excel, and PowerPoint) and Google Drive.

Interpersonal skills using tact, patience and courtesy

Organizational skills and public relations techniques.

At-risk intervention strategies and practices.

Student management strategies and techniques.

Record-keeping, filing, and proofing techniques.

Oral and written communication skills.

Telephone techniques and etiquette.

Correct English usage, grammar, spelling, punctuation, and vocabulary.

Health and safety regulations.

District organization, operations, policies, and objectives.

Applicable sections of District policies, State Education Code, and other applicable laws. Basic arithmetic skills.

Student and personnel confidentiality laws.

Ability to:

Develop respectful professional relationships, and build trust with teachers.

Navigate and promote sensitivity to issues of race and equity.

Coordinate and collaborate with diverse groups of professionals across multiple departments and organizations.

Collaborate with the certificated staff on best practices in supporting student wellness and behavior.

Meet schedules and timelines

Structure own time and manage multiple perspectives.

Skills in:

Mental Health Services Skills include knowledge of public and private mental health systems (including structures, programs, services, and resources), counseling skills, threat and risk assessment, and crisis response.

Wellness Services Skills include knowledge of physical well-being, stress management, and preventive practices.

Program Development Skills include the ability to select, implement, evaluate and oversee programs for students, staff, parents, and the community. Program development also requires the ability to build teams and working groups and build support.

EDUCATION AND EXPERIENCE:

Position requires a Bachelor's degree or five (5) years of experience working in education.

Master's degree in Counseling, Social Work, Psychology, or Education desirable.

Bilingual Preferred.

Experience in leadership.

Experience working with at risk students including but no limited to: training in trauma-informed practices and/or restorative practices; experience teaching a social-emotional curriculum to students.

WORKING ENVIRONMENT:

Services are generally provided within a standard office or classroom environment. Some movement is generally necessary to facilitate learning (e.g., standing, walking, stooping, bending, sitting, and/or kneeling).

Light lifting of materials and other objects associated with a classroom environment is required (e.g., books, teaching aids, up to approximately 20 - 40 lbs.).

Computer use is required; prolonged use may result in repetitive hand motion. This position may involve rare exposure to blood or body fluids.

Approved: 5/16/24