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<b>Job Title:</b>	Wellness & Learning Ctr Coordinator	<b>Job Group:</b>	Union
<b>Department:</b>	Student Services	<b>FLSA Status:</b>	Exempt
<b>Reports To:</b>	Director of Student Services	<b>Date:</b>	August 2024

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**Job Summary:** To assist in the development of systems of services to ensure that students with social and emotional needs are, to the greatest extent possible, successful in the general education setting. The Wellness & Learning Center Coordinator is a professional support position and will collaborate with educators in the various programs to diagnose and develop behavioral interventions and plans for PK–5 students.

**Essential Functions:**

**Case management**

- Writing and maintaining records aligned with confidentiality and FERPA
- Communication with educators and families
- Coordination and communication with CSAC and local service providers
  - Ensuring smooth transition for behavior plans to and from WLC
- Progress monitoring with data collection
- Coordination of service providers to ensure all plans are understood and followed
- Leads development and implementation of behavior and safety plans across all settings
- Coordination with special educators on case management for any student on an IEP
  - Providing progress monitoring data
  - Leads development of behavior and safety plans
- Coordinates 504 and EST meetings and maintains plans
- Supports timely transitions back to home class based on data

**Direct individual and group services**

- Design and implement individual and small group experiences to develop lagging skills, e.g., coping skills and self-regulation skills for the classroom and schoolwide environment
- Design and implement experiences in which students practice classroom skills, e.g., completing work appropriately, following directions, and engaging in tasks independently
- Developing practices and plans for student safety, to include:
  - Developmentally appropriate responses to student dysregulation
  - Creating systems and structures to support student safety in Wellness and Learning and across the school environment
- Developing rapport with students that will support them when they are unsafe/dysregulated across the school environment
- Co-design and support support staff in their work to support students in this program

**Collaborate and provide consultation** for staff and school administration,

- Meet with students' team weekly to review progress
- Embedding Responsive Classroom, Restorative Practices, Collaborative Problem Solving, and Trauma Informed Strategies in the work with each student's whole team
- Work with administration on building and reflecting on systems of support
- Collaborate with Mary Hogan Behavior Specialist and CSAC staff
- Supports timely transitions back to home class based on data

### **Qualifications:**

To perform this job successfully, an individual must be able to perform each essential duty satisfactorily, in addition to the following:

- Master's Degree or Equivalent.
- Licensed as a Board Certified Behavior Analyst or Social Worker.
- Experience working with exceptional children.
- Demonstrates a strong foundation in Applied Behavior Analysis.
- Demonstrated ability to perform Functional Behavior Analyses and develop appropriate behaviors plans across settings.
- Knowledge of a wide variety of behavioral interventions.

### **Required Knowledge, Skills and Abilities:**

To perform this job successfully, an individual must be able to perform each essential duty satisfactorily, in addition to the following:

- Knowledge and experience in program planning.
- Proven ability in communication skills.
- Experience working with exceptional children.
- Knowledge of wide variety of countywide and statewide programs and agencies serving the exceptional child.
- Language Skills. Ability to read, analyze, and interpret complex scientific, educational and technical journals, financial reports, and legal documents. Ability to respond effectively to the most sensitive inquiries or complaints. Ability to write speeches and articles using original or innovative techniques or style. Ability to make effective and persuasive speeches and presentations on controversial or complex topics to top management, public groups, and/or school board members.
- Reasoning Ability/Mental Requirements. Ability to define problems, collect data, establish facts, and draw valid conclusions. Ability to apply those principles of logic and/or scientific thinking to a wide range of intellectual and practical problems. Ability to deal with nonverbal symbolism (formulas, scientific equations, graphs, musical notes, etc.) in its most difficult phases. Ability to deal with a variety of abstract and concrete variables.
- Communication & Interpersonal Skills. Ability to communicate courteously, efficiently and effectively with a variety of individuals, including students, faculty, administrators, parents, and representatives of outside organizations. Ability to work cooperatively, collaboratively and effectively with peers, subordinates, supervisor, parents, and outside agencies. Ability to effectively handle stressful situations and resolve conflicts.

**Tools/Technology Requirements:** Experience and proficient computer skills in word processing, spreadsheet, and database programs required. Knowledge of web-based applications for special education paperwork management and compliance.

**Physical and Mental Demands:** In general, a moderate degree of physical stamina is required to perform the essential functions of the job. The employee is regularly required to move around the

office. Prolonged periods of sitting in front of a computer, reading, and keyboarding are often necessary. Stress can result from deadlines, conflicts, and other daily occurrences. The employee frequently reaches with hands and arms, with some bending and twisting to access file cabinets, office machinery and supplies. Close visual acuity is necessary.

**Work Environment:** Work is normally performed in climate controlled office environment, with very limited exposure to extreme heat/cold, poor ventilation, fumes, and gases. Noise level is moderate and includes sounds of normal office equipment (computers, telephones, etc.). There is a requirement to travel to multiple locations for meetings, trainings, and other business as necessary. No known environmental hazards are encountered in normal performance of job duties.

**Disclaimer:** *The above statements are intended to describe the general nature and level of work being performed by people assigned to this classification. All of the listed functions are important and are in no particular order. This is not an exhaustive list of all responsibilities, duties, and skills required. All employees may be required to perform duties outside of their normal responsibilities from time to time, as needed.*