

Burbank Unified School District

WELLNESS DIRECTOR

PRIMARY FUNCTION:

Under the direction and supervision of the Assistant Superintendent, Instructional Services, it is the role of the Wellness Director in collaboration with our partners to manage, lead, and support the District's school-based mental health programs and services, wellness initiatives, and general health programs and services. This includes: assisting families by facilitating access to school-based and non-school-based mental and physical health services and resources offered by our partners; developing, supervising and evaluating wellness and social/emotional learning programs for students, staff and families; implementing and evaluating programs like "Second Step," Positive Behavioral Intervention and Support (PBIS), and Restorative Justice. The position also includes implementing the goals and objectives of the District's multi-year Mental Health and Wellness Master Plan.

MAJOR DUTIES AND RESPONSIBILITIES:

This position classification requires knowledge, experience, leadership ability, and skill in the areas of: (1) mental health counseling, (2) provision of student health services, (3) student and staff wellness programs and resources, (4) program development, and (5) knowledge and awareness of how to effectively work with community partners

- (1) Mental Health Services Skills:** requires knowledge of public and private mental health systems (including structures, programs, services and resources), counseling skills, threat and risk assessment, and crisis response.
- (2) Provision of Student Health Services:** requires knowledge of development, implementation and facilitation of policies that promote and sustain optimal student and staff physical health.
- (3) Wellness Services Skills:** requires knowledge of physical well-being, stress management, and preventive practices. Ability to cultivate and maintain relationships with staff and outside organizations to promote healthy lifestyles and approaches to fitness, nutrition, and stress management.
- (4) Program Development:** requires 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.
- (5) Community Partnerships:** requires the ability to work collaboratively and effectively with a variety of community leaders from civic, non-profit, sectarian, and private sectors.

Serving in cabinet level position, the District's Wellness Director is expected to function as a collaborative team member with the other directors, assistant superintendents, and the superintendent. The Wellness Director is expected to have the ability to provide in-depth program analysis and make recommendations about the effectiveness and utility of a wide range of programs services. The Wellness Director is expected to be capable of summarizing program information and providing informational reports to the Board of Education in collaboration with our partners.

In addition to supervising the District's mental health and general health services programs, the Wellness Director meets regularly with outside mental health agency representatives, local governmental representatives and other community-based organizations. In the role of program and service development and oversight, the Wellness Director interacts with students, parents, counselors/advisors, school psychologists, community liaisons, student outreach specialists, school/District administrators, teachers, faculty and staff, and the Director of Special Education. The Wellness Director directly supervises the following:

- (1) Head Nurse
- (1) Administrative Secretary, Health Services
- (17) At-Risk Intervention Specialists
- (1) Administrative Secretary, Wellness

EXAMPLES OF DUTIES:

- Serves as the primary liaison and coordinator between on-campus mental health service providers and District counselors/advisors, school psychologists, community liaisons, student outreach specialists, school/District administrators, teachers, the Director of Special Education and other faculty and staff;
- In collaboration with our partners, oversees the mental health services referral processes for the District);
- Supervises and oversees the District's Health Services program and staff;
- Strengthens and maintains collaboration between local mental health agencies, cultural and faith-based organizations, and the District as related to mental health and wellness. Serves as the District's point person with these entities and their representatives;
- Collects data regarding the wellness of the student and staff communities; uses this data to guide program and service development with our partners; Takes responsibility for working with our partners to report this data to Cabinet, the superintendent, and the Board of Education;
- Supports and leads grant development and grant compliance for District initiated physical and nutritional wellness programs;
- Takes a leadership role in communicating open and consistent communication between the agency (providing Wellness center Services) and the District;
- Leads the provision of District professional development on mental health, wellness, social/emotional learning, and other related areas in collaboration with our partners;
- Organizes, identifies appropriate facilitators, and works with our partners to oversee the delivery of mental health and physical wellness based educational programs for parents, families, and the community;
- Serves in a leadership capacity regarding the launch and implementation of the "Second Step Program," Positive Behavioral Intervention and Support (PBIS)Program, and Restorative Justice on school campuses;

- Leads and sets the agenda for District's monthly Wellness Committee Meetings in collaboration with the Committee;
- Communicates (in a variety of forms) information regarding mental health systems (school- based/non-school-based, public/private) structures, programs and resources;
- Leads and facilitates the protocol for mental health crisis response on school campuses in collaboration with our partners; ensures that the District Crisis manual is up-to-date and distributed to all administrators and counselors;
- Participates in crisis response teams, as needed;
- Takes a lead role in working with our partners to ensure that the District's Suicide Prevention Plan and Policy is current and relevant;
- Participates on District committees such as the Student Attendance Review Board or the District's Health and Safety Committee, as needed;
- Participates in job-related community meetings, as needed;
- Meets with students (individuals and/or groups), staff, families as needed, on campus or in home visits;
- Conducts threat and risk assessments, as needed;
- Monitors the District's Medi-Cal Administrative Activities) MAA billing program;
- Facilitates Health Expenditures component of the Local Education Agency (LEA) reimbursable funds program;
- Performs other duties as assigned;

QUALIFICATIONS:

1. Is aware of best practices for school-based mental health counseling;
2. Has experience in the evaluation and supervision of staff members;
3. Is aware of best practices for establishing and maintaining physical and nutritional health programs at school;
4. Has knowledge of mental health systems, structures, programs, services and resources;
5. Understands School district and site operation procedures from an administrative perspective;
6. Is well-versed in local, state, and federal laws, mandates and regulations including the Health Insurance Portability and Accountability Act (HIPAA) and the Family Educational Rights Privacy Act (FERPA);
7. Understands counseling strategies and techniques for children and adolescents;
8. Is capable of leading threat/risk assessments; crisis intervention;

9. Understands and can articulate Social and Emotional Learning (SEL) models;
10. Understands and can articulate Positive Behavioral Intervention and Support (PBIS) and Restorative Justice Models. Has the ability to lead professional development of these programs;
11. Knows the Second Step Elementary Program;
12. Is capable of leading program development for professional learning (staff) community education (parents), and student outreach and education;
13. Is adept at survey development and outcome research.

SKILLS/ABILITIES:

1. Has had direct progressive experience working with children and adolescents;
2. Has the ability to coordinate and work collaboratively individuals and teams of school/District, agencies and community professionals;
3. Has the ability to coordinate multiple overlapping systems;
4. Has the ability to navigate complex mental health systems, structures, programs, services and resources; ability to meaningfully communicate this information to students (as appropriate), families and other necessary groups and individuals;
5. Has the ability to assess needs (through surveys and other metrics) and develop, implement, and evaluate programs established to meet those needs;
6. Has the ability to work collaboratively with multi-disciplinary teams;
7. Has the ability to utilize culturally-relevant practices with diverse student and family populations;
8. Can communicate effectively, in oral and written form, with students, families, and other necessary groups and individuals;
9. Has the ability to engage in program-specific and District-wide research and coherently report out on that research;
10. Has the skill to utilize technology effectively: word processing, spreadsheet, database, and presentation software.

EDUCATION AND EXPERIENCE:

Education:

Equivalent to the completion of an earned Master's degree (or higher) in: education, psychology, counseling and guidance, social work, or a closely related field.

Experience:

Minimum of three (3) years of successful experience in school administration, central school district office administration, or mental health program administration;
 Evidence of program development and implementation experience;
 Bilingual (Spanish or Armenian) preferred.

CREDENTIALS AND/OR LICENSES:

Requirements (One or more of the following):

California Pupil Personnel Services (PPS) Credential, California Administrative Credential, California School Psychologist Credential, California School Social Worker Credential, Licensed Psychologist.

Additional Licenses preferred, but not required:

Licensed Marriage and Family Therapist (LMFT), Licensed Psychologist, Licensed Clinical Social Worker, Licensed Educational Psychologist, California Teaching Credential

California Teaching Credential

Possession of a valid Motor Vehicle Operator's License

PHYSICAL REQUIREMENTS AND WORKING CONDITIONS:

- Candidates must be able to perform essential duties with or without reasonable accommodation.
- This is a sedentary position classification with light work that involves sitting a portion of the time, and includes walking and standing for extended periods.
- Requires the mobility to stand, stoop, balance, reach, kneel and bend.
- Requires mobility or arms to reach and dexterity of hands and fingers needed to operate a computer keyboard.
- May require the need to push, pull or lift up to 50 pounds.
- The job also requires the accurate perceiving of sound, near and far vision, depth perception, handling and working with educational materials and objects, and providing oral information and direction.