

BRECKSVILLE-BROADVIEW HEIGHTS CITY SCHOOL DISTRICT**JOB DESCRIPTION****Title: Student Behavioral Wellness & Prevention Services Supervisor****File 118****Reports To:** Director of Pupil Services

Job Objective: Leads, plans, and coordinates the district's behavioral wellness initiatives, behavioral procedures, behavior intervention planning, professional development, community awareness efforts, and youth prevention programming. This role is dedicated to improving learning outcomes for all students by implementing positive behavioral supports, developing programs that reduce youth substance use, promoting mental health awareness and healthy decision-making, building student leadership capacity, facilitating community partnerships and coalitions, and coordinating district-wide wellness and behavior initiatives. The position also ensures that behavioral supports and prevention efforts are aligned with district priorities and the Multi-Tiered System of Supports (MTSS) framework.

Minimum Qualifications:

- Holds/maintains a valid Ohio Department of Education Pupil Services, Administrative, or Educator license (e.g., School Counselor, School Social Worker, Prevention Specialist, or Educational Administrator), or a Master's Degree in Prevention Science, Social Work, Counseling, Public Health, Education, or a related field.
- Acts according to the Licensure Code of Professional Conduct for Ohio Educators
- First aid and CPR training
- Comprehensive knowledge of evidence-based youth prevention frameworks, behavior strategies, behavioral wellness strategies, and substance use awareness campaigns.
- Embraces high-performance standards (e.g., engagement, proficiency, resilience, etc.)
- Maintains a record free of criminal violations that prohibit public school employment.
- Such alternatives to the above qualifications as the Superintendent and/or board may find appropriate.

Preferred Attributes:

- Word processing, spreadsheets, web content management, and computer skills.
- Related experience in K–12 prevention education, community coalition building, event planning, or student leadership advising preferred.
- Embraces high-performance standards (e.g., engagement, proficiency, resilience, etc.)
- Ability to communicate ideas and directives clearly and effectively both orally and in writing
- Ability to work effectively with others and demonstrate excellent customer-service skills
- Effective interpersonal skills. Conscientious and self-directed

Physical Demand: Light/Medium Strength: Exerting 20–50 lbs. occasionally, 10–25 lbs. frequently, or up to 10 lbs. constantly to move event equipment and supplies. Body Position/Movement: Ability to perform physical tasks (i.e., sit, stand, walk, kneel, stoop, crouch, and transport event materials). Manipulation/Coordination: Duties require fine/gross manipulation, using a traditional keyboard, and operating digital technology. Reaching: Reaching at, above, or below shoulder height, and stretching with hands and arms. Duties require: Communicating verbally, far/near visual acuity, hearing, seeing, reading, and speaking.

Note: Legally acceptable alternative qualifications, extra assignment-specific skills, and other physical demands deemed appropriate by the board may be delineated at the time of appointment.

Essential Functions:

1. Leads and implements district-wide initiatives focused on student behavior, wellness, substance use prevention, and community awareness. Coordinates student leadership programs, large-scale district events, community coalitions, and administrative teams. Develops and monitors annual goals that support behavior, wellness, and prevention initiatives while ensuring alignment with district priorities and student success outcomes.

- Oversees and supervises the district's Behavioral Wellness Coaches by monitoring the implementation of behavior support strategies, facilitating Professional Collaborative Learning (PCL) meetings, reviewing and analyzing student and program data, and coaching staff to strengthen practices that improve student outcomes and enhance the overall impact of behavioral wellness services.

- Oversees and coordinates youth leadership groups across grade levels, including but not limited to H.U.D.D.L.E., H.U.D.D.L.E. Jr., and the S.A.D.D. Club.
- Collaborates with school counselors, social workers, teachers, and building administrators to build student leadership capacity across all grade levels.
- Organizes and executes large-scale district and community events such as the Annual Health & Wellness Fair, Senior Wellness Day, and the Prescription Drug Take Back.
- Facilitates at least quarterly CAPA Coalition meetings, actively engaging diverse stakeholders, including district administrators, parents, local law enforcement, business professionals, religious leaders, and healthcare providers.
- Implements targeted prevention programs addressing current youth challenges, including substance use prevention initiatives.
- Monitors, interprets, and communicates legal updates, trends, and legislative changes regarding youth behavioral health, substance use, and prevention issues to district leadership.
- Maintains and updates the official CAPA website and related communication outlets to ensure current resources and event information are accessible to students, parents, and community members.
- Collaborates with the BBHCSD Treasurer's Office to manage fiscal functions, monitor program and grant budgets, process purchase requisitions, and ensure financial timelines are met.
- Evaluates prevention program effectiveness using data-driven metrics, student climate surveys, and community feedback.
- Supports student access to inclusive behavioral wellness and prevention resources.
- Serves as a collaborative liaison between the district, local law enforcement, mental health agencies, and regional prevention networks.
- Maintains open lines of communication with parents/guardians, staff, and community partners regarding student wellness trends, prevention resources, and district initiatives.
- Assesses, coordinates, and implements behavior analysis services and behavior intervention plans for general education and special education students with complex/less involved and/or severe/predictable behaviors in enrolled educational programs.
- Develops and presents reports at student, teacher, and parent meetings, including various data collection updates, functional behavior assessment findings, behavior intervention plans, and behavior contracts.
- Manages aggressive behavior by using best practices and, as a last resort, the physical intervention component of CPI or approved district adopted intervention, following all reporting and debriefing guidelines as set by the Ohio Department of Education and Board policy.
- Provides coaching and support to teachers and paraprofessionals in the implementation of behavior goals and/or plans in the classroom/school setting.
- Develops safety plans for students who need them in addition to a behavior intervention plan.
- Provides direct intervention services to students who exhibit inappropriate behaviors and provides support and professional learning for staff who work with these students. Services may be directed by a Behavior Intervention Plan and/or Individualized Education Program (IEP).
- Coordinates services to include, but not be limited to, clinical counseling, school counseling, family resources, and contracted consulting services.
- Researches and disseminates best practices in academic and behavior interventions.
- Collaborates with teachers to create grade-level resources to support student learning.
- Attends and participates in building MTSS/PBIS meetings.
- Attends and participates in Individualized Education Program (IEP), Section 504, and/or other student meetings when assigned/invited.
- Participates in the development of Individualized Education Programs (IEPs), Section 504 plans, and/or other student plans as assigned/invited.
- Performs clerical and administrative work using various technology skills (e.g., word processing, data entry, spreadsheets, web content management) and assists in the preparation of reports.
- Respects the educational environment and avoids disrupting building activities.
- Attends meetings, conferences, and in-services as required.
- Performs other specific job-related duties as directed.

2. Diligently attends to job details. Pursues quality results. Performs all aspects of the job.

- Maintains respectful relationships with co-workers and supports a cohesive team effort.
- Wears work attire appropriate for the position.
- Respects and maintains privacy that aligns to policy. Ensures the veracity and security of confidential information.
- Sustains an acceptable attendance record. Consistently complies with established work schedules.

3. Maintains open/effective communications. Serves as a reliable information resource.

- Encourages relationships that enhance public support for the district.
- Refers administrative procedure and district policy questions to an appropriate administrator. Supports equality, diversity, and inclusion. Uses tact and diplomacy to resolve differences fairly.
- Provides timely, high-level customer service and support to all stakeholders, including staff, colleagues, families, vendors, and community members, ensuring all inquiries are addressed promptly and professionally.
- Interacts in a positive manner with staff, students, parents, and community members.

4. Pursues opportunities to enhance job knowledge and skill proficiency.

- Keeps current with standards and practices associated with work duties. Updates skills as needed to use task-appropriate technology effectively.

5. Keeps current with emergency preparedness and response procedures.

- Complies with health and safety protocols to mitigate workplace risks.
- Protects district property. Takes precautions to prevent the loss of equipment and supplies.
- Takes action to address harassment or aggressive behavior. Complies with all legal statutes when dealing with discrimination, inappropriate behavior, or suspected child abuse/neglect.
- Keeps current with emergency preparedness and response procedures. Complies with health and safety protocols to mitigate workplace risks.

6. Performs other specific job-related duties as directed.

- Helps implement district strategies to advance organizational goals.

Performance Evaluation: Employee performance is evaluated according to applicable law, board policies, contractual agreements, and district administrative procedures.

Working Conditions: The district offers equal employment opportunity without regard to age, color, disability, genetic information, military status, national origin, race, religion, sex (including gender identity, pregnancy, and sexual orientation), or any other legally protected category.

The district maintains a drug and alcohol-free work environment to prevent the adverse impact of substance abuse on employee performance and protect the rights of co-workers and the public.

Safety is essential to job performance. All employees are required to comply with workplace health/safety regulations and district policies **as duties entail any of the following situations:**

Encounters with aggressive, angry, rude, or unpleasant individuals.

Exposure to airborne particulates, chemicals, combustible materials, electrical hazards, loud noises, moving mechanical parts, odors, slippery/uneven surfaces, etc.

Exposure to blood-borne pathogens or contagious diseases.

Exposure to severe weather conditions or temperature extremes.

Movements that require balancing, bending, climbing, crouching, kneeling, or reaching.

Operating or riding in a vehicle. Working in or near vehicular traffic.

Performing tasks that require complex sequencing, dexterity, strength, stamina, etc.

Traveling to meetings, school buildings, and community work assignments

Working at heights, in confined spaces, or under diminished/variable lighting.

Performing tasks in a busy board office environment where noise levels can vary from standard quiet to moderate office volume to busy, populated, and higher-volume settings.

Extended periods of sitting and focused keyboarding/data entry.

Maintaining concentration in a professional office setting despite frequent interruptions.

Frequent communication via telephone and email, necessitating clear verbal and written articulation.

Occasional evening work or overtime necessary to facilitate coalition meetings, awareness events, and community

This job description document does not establish a contract or alter board-authorized employment agreements. Employee benefits, classifications, contract durations, skill sets, wage rates, and work schedules may vary by assignment. This summary document describes typical job functions and does not represent an exhaustive list of all possible work responsibilities.

Employee duties may change in response to collective bargaining agreements, funding variables, modified operating procedures, program/service adjustments, regulatory compliance, technological innovations, and unforeseen events.

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