

Job Title: Health & Wellness Coordinator
Department: Professional Learning & Development
Reports To: Executive Director, Intermediate Schools
FLSA Status: Exempt
Salary Schedule: AA lane 01



SUMMARY

The Health & Wellness Coordinator oversees and coordinates K-12 Social Emotional Learning and Wellness through a Multi-Tiered System of Support (MTSS); working together with Responsive Services (Student and Support Services and Counseling) to provide training, support, and resources for faculty, counselors, and school administrators to increase the capacity of schools to implement trauma informed practices, integrate SEL in daily instruction, promote emotional literacy and regulation, healthy coping skills and wellness to provide a physically and emotionally safe learning environment, and implement restorative practices through a sustainable MTSS model designed to educate the whole child.

ESSENTIAL DUTIES AND RESPONSIBILITIES may include the following. Regular, reliable worksite attendance and timeliness is an essential job function to perform the essential duties and responsibilities of the position. While this job description attempts to outline all essential duties of the position, the description is not a contract and the job functions are subject to change at the organization's discretion. Other duties may be assigned.

Actively seeks out evidence-based practices for increasing prevention and intervention strategies aligning with the district framework of safety, connection, and confidence for all students.

Coordinates the professional learning, support, and resources to implement social and emotional learning for students and adults in K-12 schools.

Coordinates with Executive Directors to identify and implement appropriate social and emotional curriculum for K-12 schools.

Oversees and provides professional learning for implementing a Trauma Informed approach to a MTSS for social, emotional and behavioral support in K-12 schools, including positive behavior support and restorative practices.

Provides professional learning, support and resources for schools implementing universal Tier 1 support to educate the whole child through a Trauma Informed approach to promoting a culture of safety, belonging, and a positive work environment. Assists key staff in school wide and classroom implementation of Social Emotional Learning and Positive Behavior Interventions and Support. Provides resources and coaching support based on outcome data and fidelity measures to ensure data based decision making before accessing Tier 2 support.

Coordinates with Counseling Coordinator to provide professional learning and support for counselors related to assessment and interventions within a social, emotional, behavioral Multi-Tiered System of Support.

Provides professional learning, support and resources for school Intervention Teams, primarily counselors in implementing targeted Tier 2 support to educate the whole child through information gathering, data collection and interpretation, meeting attendance, conducting direct observations, and supporting the creation of small groups to teach appropriate social and emotional skills. Models and coaches implementation of Skill Acquisition Plans and schedules of reinforcement. Provides resources and coaching support based on outcome data and fidelity measures to ensure data based decision making before accessing Tier 3 support.

Provides professional learning, support and resources for school Intervention Teams, primarily counselors in implementing intensive and individualized Tier 3 support to educate the whole child through sharing a menu of community resources, promoting referrals to appropriate community resources, and model and coach implementation of Behavior Intervention Plans and Crisis Management Plans when needed. Provides resources and coaching support based on outcome data and fidelity measures to ensure data based decision making before accessing additional support and services beyond Tier 3.

Coordinates and oversees the implementation of Wellness Rooms in K-12 schools. Provides training, coaching and ongoing support to school faculty, including paraprofessionals and other support staff. Organizes school tours for other districts and provides professional development opportunities purchased through the Business Department.

Maintains the WCSD website for SEL and Wellness, providing resources and support for parents, students, and teachers.

Seeks out opportunities for financial support through grants to support social emotional learning and prevention.

Works with pre approved key outside agencies to support trauma informed preventative and restorative practices within our MTSS.

Collaborates and communicates with schools and district leaders in areas of social emotional learning, trauma sensitive support, cultural sensitivity, and family engagement to assist in educating parents about the efforts and programs in Washington County School District.

Serves as part of the Professional Learning Team to collaboratively provide coaching and support for school teams.

Attends all state and regional meetings associated with social emotional behavior, trauma informed practices, restorative practices, and MTSS.

Maintains a high level of ethical behavior and confidentiality in compliance with the Protection of Pupil Rights Amendment (PPRA) and the Family Educational Rights and Privacy Act (FERPA).

SUPERVISORY RESPONSIBILITIES

This job has no supervisory responsibilities.

KNOWLEDGE, SKILLS, ABILITIES, AND QUALIFICATIONS *To perform this job successfully, an individual must be able to perform each essential duty satisfactorily. The requirements listed below are representative of the knowledge, skill, and/or ability required. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions. Must demonstrate an acceptable level of maturity, good judgment, and emotional stability.*

Ability to read, write, and communicate effectively in English at a level required for successful job performance. Ability to read, analyze, and interpret common scientific and technical journals, financial reports, and legal documents. Ability to respond to common inquiries or complaints from employees, regulatory agencies, administrators, students, or members of the community. Ability to write policies and procedures for publication that conform to prescribed style and format. Strong written and oral communication skills. Strong presentation and interpersonal skills. Ability to effectively present information to administration, public groups, and/or the WCSD School Board.

Ability to work with applicable mathematical concepts. Ability to apply concepts such as fractions, percentages, ratios, and proportions to practical situations. Ability to perform mathematical operations using units of American money.

Ability to apply common sense understanding to carry out essential duties of this position. Ability to carry out instructions furnished in written, oral, or diagram form. Ability to troubleshoot and solve problems involving concrete variables situations. Ability to define problems, collect data, establish facts, and draw valid conclusions.

EDUCATION and/or EXPERIENCE

Master's Degree from a four-year college or university and 5 years of experience as a mental health professional. K-12 school experience preferred.

CERTIFICATES, LICENSES, REGISTRATIONS

Must have an active Clinical Mental Health Counselor (CMHC), Licensed Clinical Social Worker (LCSW), or Psychologist License, or an equivalent license, issued by Utah DOPL.

Must have and maintain an active Utah Driver's License. Must complete Utah Risk Management Defensive Driver training every two years. (Utah Code R31-1)

PHYSICAL DEMANDS *The physical demands 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 regularly required to talk or hear, use fingers and hands to handle, reach with hands and arms. The employee is frequently required to stand, walk, or sit. The employee is occasionally required to stoop, kneel, crouch, or crawl. The employee must regularly lift and/or move up to 10 pounds, frequently lift and/or move up to 25 pounds, and occasionally lift and/or move up to 50 pounds. Specific vision abilities required by this job include close vision, distance vision, color vision, peripheral vision, depth perception, and the ability to adjust focus.

WORK ENVIRONMENT *The work environment characteristics described here are representative of those an employee encounters while performing 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 noise level in the work environment is usually moderate.

Prepared By: Executive Director, Learning & Development			Date: 05/21/2018
Approved By: Assistant Director, Human Resources			Date: 05/25/2018
<input type="checkbox"/> Reviewed	<input checked="" type="checkbox"/> Revised	By: SEL Coordinator	Date: 06/23/2020
<input type="checkbox"/> Reviewed	<input type="checkbox"/> Revised	By:	Date:
<input type="checkbox"/> Reviewed	<input type="checkbox"/> Revised	By:	Date:
<input type="checkbox"/> Reviewed	<input type="checkbox"/> Revised	By:	Date:

EMPLOYEE ACKNOWLEDGEMENT OF RECEIPT:

By signing below, I acknowledge that I have received a district approved position description for my current position. I understand it is my responsibility to review the position description and direct any questions regarding the position description to my department supervisor or the Human Resources Department.

Print Name:	Date:
Employee Signature:	