Western Placer Unified School District

POSITION DESCRIPTION

Position Title: **Wellness Coach**
Department: Education Services
Reports to: Site Administrator

SUMMARY:

The role of a Wellness Coach is to offer tier 1 prevention and early intervention services that support the behavioral health and well-being of children and youth; tier 2 support may also be provided for students. Core skills include: psychoeducation, system navigation, crisis de-escalation, safety planning, coping skills, and motivational interviewing. Wellness Coaches will engage and support children and youth in cultural, linguistic, and age-appropriate services, with the ability to refer and link to higher levels of care, as needed. The Wellness Coach will operate as part of a care team and under the direction of a Pupil Personnel Services (PPS) credentialed professional or licensed clinician.

ESSENTIAL DUTIES AND RESPONSIBILITIES:

- Deliver structured curriculum to small groups or classrooms focused on: Wellness promotion and education (e.g., building positive relationships, bullying prevention, nutrition and exercise in relation to behavioral health, Check-In/Check-Out); Mental health literacy (e.g., symptom recognition, help-seeking strategies, how to provide support); Life skills (e.g., stress management, time management, problem-solving)
- Screening, such as: Coordinating and supporting universal screening programs in schools per SAMHSA guidelines under the direction of qualified professionals; Identifying and referring behavioral health needs of youth to behavioral health providers in school or broader organization setting
- Care coordination and extension, such as: Connecting individuals to internal and external behavioral health resources as needed; Facilitating communication with other professionals providing support and care to children and youth;
- Providing brief check-ins and scheduled meetings to individuals that provide emotional support and/or follow manualized curriculum that enhances wellness, such as: Wellness education (e.g., basics of behavioral health symptoms, nutrition, and exercise in relation to behavioral health); Goal setting/planning (e.g., increasing movement, sleep hygiene); Life skills (e.g., stress management, time management, problem-solving)
- Delivering structured curriculum to small groups and classes to enhance wellness and life skills, such as: Social-emotional skills, stress management, time management, organization, problem-solving
- Crisis referral, which includes: Using a standardized protocol, respond to signs of crisis in the school or broader organization setting; Identifying potential risks and referring to the on-site behavioral health provider; Providing emotional support and engaging in warm handoffs with school psychologist
- Support implementation of data-driven, outcomes-based tier 1 intervention support
- Performs other related duties as assigned.

QUALIFICATION REQUIREMENTS:
Certified Wellness Coach I or II certification or Registered-Certified Wellness Coach I or II certification

EDUCATION and/or EXPERIENCE:
Associate's Degree or Higher; Prior experience working with children or youth, ideally in a public school setting.

OTHER SKILLS and ABILITIES:
Compile and maintain accurate records and files; understand and carry out oral and written directions; establish and maintain cooperative relationships with those contacted in the course of work. Knowledge of Certified Wellness Coach Code of Ethics and ability to abide by said code.

LANGUAGE SKILLS:
Ability to read and interpret documents such as safety rules, operating and maintenance instructions, and procedure manuals. Ability to write routine reports and correspondence. Ability to speak effectively before groups of people.

REASONING ABILITY:
Ability to apply common sense understanding to carry out instructions furnished in written, oral, or diagram form. Ability to deal with problems involving several concrete variables in standardized situations.

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 essential functions.

While performing the duties of this job, the employee is regularly required to sit, talk or hear. The employee is frequently required to stand and walk.

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.