

## CERTIFIED WELLNESS SPECIALIST I

### **DEFINITION:**

Under general supervision of the Executive Director of Continuous Improvement & Student Services, the Director of Health & Wellness or the Director of Behavior Intervention and Student Services, the Certified Wellness Specialist I promotes overall wellness, provides education on mental health literacy, and connects youth with essential resources. Emphasizing proactive wellness and early intervention, in collaboration with students, families, staff, and community partners, the Specialist helps create a supportive environment that prioritizes well-being.

### **QUALIFICATIONS:**

#### **Experience:**

- At least two (2) years of experience in youth coaching, counseling, education, or mental health support in a school or community setting.
- Experience with mindfulness, stress reduction, and positive behavioral interventions.

#### **Education:**

- The equivalent to the completion of twelfth (12th) grade.
- Associate or bachelor's degree in psychology, counseling, social work, education, or a related field (preferred).

#### **Certifications:**

- Children and Youth Behavioral Health Initiative (CYBHI) Certified Wellness Coach Certificate or eligibility to obtain one.
- Certification in Drug and Alcohol Counseling (CADAC) credential is preferred for high school Wellness Coaches.
- National Provider Identifier (NPI) number or willingness to obtain one.

### **DISTINGUISHING CHARACTERISTICS:**

The Certified Wellness Specialist I supports students and families in challenging situations and connects them with district and community resources. Works as part of a multidisciplinary team focused on student wellness and academic success. Positions at this level require a minimum of two years' experience in youth coaching, education or mental health support as Behavior Support Assistant with FCUSD or similar role in a school setting. Advancement to the Certified Wellness Specialist II would typically require four years' experience and additional education and certifications.

### **ESSENTIAL DUTIES AND RESPONSIBILITIES:**

Under general supervision of the Executive Director of Continuous Improvement & Student Services or the direction of the Director of Behavior Intervention and Student Services, incumbent will:

#### **Student Support and Coach:**

- Assist in providing one-on-one and group coaching sessions to support students' emotional and mental well-being as well as social emotional skill development.
- Assist students in setting and achieving wellness goals related to stress management, emotional regulation, and personal growth.
- Identify early signs of mental health concerns and refer students to appropriate school-based, district, or community-based resources when necessary.

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- Assist with mediating student conflicts and assist in facilitating problem-solving skills.
- Partner with colleagues for relationship-building home visits.
- Be visible and provide active supervision in school settings.

### Program Development and Implementation:

- Assist in developing and implementing school wellness programs, workshops, and activities that promote mental health awareness.
- Collaborate with teachers, counselors, and administrators to integrate wellness initiatives into the school environment.
- Support the implementation of the Children and Youth Behavioral Health Initiative (CYBHI) strategies to improve student mental health outcomes.
- Organize wellness events, mindfulness activities, and self-care initiatives for students and staff.

### Collaboration & Communication:

- Partner with families, teachers, and school staff to create a supportive network for student well-being.
- Serve as a liaison between the school and community mental health resources.
- Maintain confidentiality and adhere to ethical guidelines while working with students and families.
- Serve on school climate teams, COST teams and district committees.

### Data & Reporting:

- Track student progress and maintain accurate records of coaching sessions and program outcomes.
- Collect and analyze wellness program data to assess effectiveness and make improvements.
- Provide reports to school leadership on trends, challenges, and recommendations for enhancing student wellness support.
- Complete reports and billing information as it relates to mental health wellness services provided in accordance with CYBHI and district guidelines.

### Other Duties:

- Support school staff with strategies for creating a healthy and supportive learning environment.
- Other duties as assigned as it relates to the position.

### KNOWLEDGE:

- Knowledge required to interpret written procedures, complete routine reports, speak clearly and understand multiple step instructions.
- Applicable federal, State and local laws, codes, policies, procedures and regulations including mandates related to special education programs and the delivery of behavioral services
- Understanding of child growth and development stages, common disabling conditions of children, and knowledge and strategies and methodologies applied in educational settings
- CASEL Social Emotional Learning capacities and how to build these skills with youth
- Four Pillars of California Community Schools Partnership Program
- Cycle of addiction and effective intervention strategies

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- Culturally and trauma-informed mental health and wellness strategies tailored for children and adolescents.
- Current methods and modalities in student treatment; child and adolescent treatment competency skills; community resources; medical terminology; continuum of care; and utilization management techniques.
- Data driven decision making.
- Bilingual in Spanish, Russian, or Farsi is preferred.

### ABILITIES AND SKILLS:

- Ability to build rapport with students and create a safe, supportive environment.
- Ability to effectively implement restorative practices to foster a supportive and inclusive school environment.
- Ability to collaborate effectively with school staff, families, and community partners.
- Ability to stay up-to-date on best practices in youth mental health and wellness coaching.
- Active listening, motivational interviewing, conflict resolution, and de-escalation strategies.
- Organization and documentation of case notes.
- Public speaking and group facilitation skills.
- Strong communication, empathy, and active listening skills.
- Bilingual in Spanish, Russian and/or Farsi preferred.

### PHYSICAL REQUIREMENTS:

**Physical Abilities include** the usual and customary methods of performing the job's functions and require the following physical demands: occasional lifting, carrying, pushing and/or pulling up to 20 pounds occasionally for event setup or resource distribution; some climbing and balancing, some stooping, kneeling, crouching; reaching, handling, touching and/or feeling; manual dexterity to operate a telephone and enter data into a computer.

**Significant physical abilities include** ability to sit at a desk, conference table, or in meetings of various configurations for extended periods of time; see and read, with or without visual aids, laws and codes, rules, policies and other printed matter, computer screens and printouts; hear and understand speech at normal room levels and hear and understand speech on the telephone; speak in audible tones so that others may understand clearly in normal conversations.

### WORK ENVIRONMENT:

The work environment characteristics described 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 essential functions.

- School-based or community setting with frequent interaction with students and staff.
- The noise level in the work environment is usually moderate.
- Employees in this position will be asked to work occasional evenings or weekends for special events or parent meetings on a voluntary basis.