

MEMORANDUM OF UNDERSTANDING #32
between the
FOLSOM CORDOVA UNIFIED SCHOOL DISTRICT
and
CALIFORNIA SCHOOL EMPLOYEES ASSOCIATION
AND ITS AMERICAN RIVER CHAPTER No. 528 (CSEA)

Wellness Specialist I/II Updated Job Descriptions
April 30, 2025

This Memorandum of Understanding ("MOU") is agreed to between the Folsom Cordova Unified School District ("District") and the California School Employees Association (CSEA), and its American River Chapter No. 528. Collectively, the District and CSEA will be referred to as "the Parties." The District and CSEA are parties to a collective bargaining agreement ("CBA") which expires June 30, 2026.

The parties have negotiated all matters within the scope of representation and reached agreement on the Wellness Specialist I/II updated job descriptions (Attachment A/B).

Rationale

The Social Emotional Learning and Health and Wellness Departments have identified the need for Wellness Specialist I/II job descriptions in their efforts to implement the Children and Youth Behavioral Health Initiative (CYBHI). The role of the Wellness Specialist I/II is to focus on supporting the mental health and well-being of children and youth. They provide non-clinical services like wellness promotion, screening, care coordination, individual and group support, and crisis referral.

Work Calendar/Hours

The Wellness Specialist I/II classifications will be nine and three-quarter (9.75) months at one hundred and eighty six (186) working days and 12 paid holidays per year. Calendar adjustments may be made for proceeding years as the District identifies the need. The District intends to hire two (2) full-time equivalent positions at eight (8) hours per day for the 2025-2026 school year.

Salary

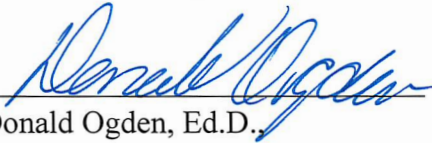
The Wellness Specialist I job description will be placed on Range 12 of the Classified Comprehensive Salary Schedule (Attachment C). The Wellness Specialist II job description will be placed on Range 15 of the Classified Comprehensive Salary Schedule (Attachment C).

Fiscal Impact

The cost of a Wellness Specialist I is \$88,750. The cost of a Wellness Specialist II is \$94,138.

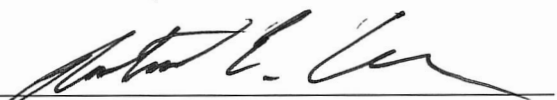
The duties and responsibilities updated in these job descriptions shall be effective July 1, 2025. This Memorandum of Understanding will be effective upon ratification by the Board.

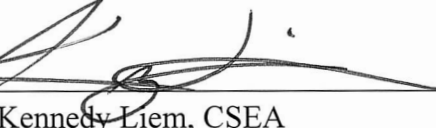
FOR THE FOLSOM CORDOVA
UNIFIED SCHOOL DISTRICT

By: 
Donald Ogden, Ed.D.,
Associate Superintendent, HR

Date: 5-14-2025

FOR THE CALIFORNIA SCHOOL EMPLOYEES
ASSOCIATION, CHAPTER No. 528

By: 
Rob Corn, CSEA
President, Chapter 528

By: 
Kennedy Liem, CSEA
Labor Relations Representative, Chapter 528

Date: 5/14/25

Board Approved: 09/18/2025

CSEA Ratified: 08/27/2025

New 04.03.2025

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.
- 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.

Pending Board Approval xx/xx/xxxx

New 04.03.2025

CERTIFIED WELLNESS SPECIALIST I

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 OF:

- 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

Pending Board Approval xx/xx/xxxx

New 04.03.2025

CERTIFIED WELLNESS SPECIALIST I

- 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.

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NEW 04.03.2025Certified Wellness Specialist II**DEFINITION:**

Under general supervision and the direction of the Executive Director of Continuous Improvement & Student Services, the Director of Health & Wellness or Director of Behavior Intervention and Student Services, the Certified Wellness Specialist II supports students' mental, social-emotional, and behavioral health by providing coaching, guidance, and resources to promote resilience and healthy habits. This role emphasizes proactive wellness and early intervention, working closely with students and their families to foster a positive school culture. Through collaboration with students, families, staff, and community partners, the Wellness Specialist II position provides deeper prevention and early intervention support, addressing common behavioral health concerns such as anxiety and depression, with more comprehensive strategies.

QUALIFICATIONS:**Experience:**

- At least four (4) 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 completion of the twelfth (12th) grade.
- 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 or similar is required for high school Wellness Coaches
- National Provider Identifier (NPI) number or willingness to obtain one.

DISTINGUISHING CHARACTERISTICS:

The Certified Wellness Specialist II supports students and families in challenging situations and connects them with district and community resources. The Specialist II is confident at presenting emotional regulation skills to small and large groups of youth and adults. Contributes as a member of a multidisciplinary team focused on student wellness and academic success. The Certified Wellness Specialist I is the first level in this job series and requires a minimum of two years' experience in youth coaching, counseling, education or mental health support in a school or community setting. The Certified Wellness Specialist II is the senior level classification in this job series and requires sufficient knowledge to assist department-level management with wellness program development and implementation. The Specialist II may also provide more specialized wellness services to students and families. Advancement to Mental Health Specialist Associate position would require a master's degree from an accredited university and licensure as intern/associate with the State of California.

ESSENTIAL DUTIES AND RESPONSIBILITIES:

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

Student Support and Coaching:

- Provide 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.

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- Identify early signs of mental health concerns and refer students to appropriate school-based or district, or community-based resources when necessary.
- Utilize evidence-based techniques to help students build resilience and social-emotional skills.
- Ability to effectively implement restorative practices to foster a supportive and inclusive school environment.
- Mediate student conflicts and facilitate problem-solving skills.
- Partner with colleagues for relationship-building home visits.
- Be visible and provide active supervision in school settings.

Program Development and Implementation:

- Develop and implement 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:

- Stay up-to-date on best practices in youth mental health and wellness coaching.
- Support school staff with strategies for creating a healthy and supportive learning environment.
- Other duties as assigned as they relate to the position.

KNOWLEDGE OF:

- 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
- Knowledge of the four pillars of the California Community Schools Partnership Program
- Cycle of addiction and effective intervention strategies
- 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.

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ABILITIES AND SKILLS:

- Ability to effectively implement restorative practices to foster a supportive and inclusive school environment.
- Ability to build rapport with students and create a safe, supportive environment.
- Ability to collaborate effectively with school staff, families, and community partners.
- Active listening, motivational interviewing, conflict resolution, and de-escalation strategies.
- Organization and documentation of case notes.
- Public speaking and group facilitation skills.

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.

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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, families, community partners 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. |

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FOLSOM CORDOVA UNIFIED SCHOOL DISTRICT CLASSIFIED COMPREHENSIVE EMPLOYEE SALARY SCHEDULE KEY 2024-2025

SPECIALISTS

Occupational Therapist	45
Physical Therapist	45
Equity Leader II	43
Mental Health Specialist II	42
Student Data Analyst	41
Behavior Specialist	38
Community Schools Facilitator II	38
Mental Health Specialist I	38
Registered Nurse	38
School Social Worker I	38
Database Administrator	35
Network Administrator	35
Network Engineer	35
Applications Specialist – PowerSchool	33
Applications Specialist	33
Theater Production Specialist II	32
Systems Administrator	33
Community Schools Facilitator	29
Mental Health Specialist Associate	29
School Social Worker Associate	29
Data Administrator & CALPADS Specialist	28
Fiscal Data Analyst	28
ETIS Support Specialist II	27
Lead Printer II	27
Certified Occupational Therapist Assistant (COTA)	26
Equity Leader I	26
Facilities Planner	25
Lead Buyer	25
Risk Management Specialist	24
Centralized Tech Support Specialist	24
Child Welfare & Attendance Specialist	24
Classified Assistive Technology Specialist	24
Communications Specialist	24
Bilingual/Community Safety Specialist	24
ETIS Support Specialist I	24
Technology Equipment Repair Technician	24
Workers' Compensation and Unemployment Analyst	23
Benefits Analyst	22
Personnel Analyst	22
Speech Language Pathologist Assistant	22
Theater Production Specialist	22
Health Billing Specialist	18
Employee Benefits Specialist	17
Lead Printer	17
Personnel Technician	17
Buyer	15
Due Process Technician	15
Help Desk Technician	15
Help Desk Technician-Testing and Assessment	15
Licensed Vocational Nurse	15
Education Services Student Liaison	15
Special Education Applications Specialist	15
<u>Wellness Specialist II</u>	15
Instructional Materials Technician	13
Restorative Specialist	12
<u>Wellness Specialist I</u>	12
Translator / Interpreter (Spanish)	12
Attendance Technician	11
Facilities Use Technician	11
Research Assistant II, Testing and Assessment	11
High School Library Media Assistant	10
Purchasing Specialist	10
Printer II	09
Categorical Program Assistant	08
Middle School Library Media Assistant	08
Research Assistant I	07
Expanded Learning Team Associate	07
Preschool Associate Teacher	03
Lead Campus Monitor	03
Campus Monitor	01
Expanded Learning Assistant	01
INSTRUCTIONAL ASSISTANTS	
CTE Adult Education/Welding	25
Lead Behavior Support Assistant	09
Behavior Support Assistant – General Education/Special Education	07
Mental Health Instructional Assistant	07
Transition Assistant II	07
Instructional Assistant <u>Braillist</u>	04
Para Educator Mod/Severe	04
Transition Assistant I	04

Elementary Intervention Program Assistant, (K-3) (4-6)	03
Computer Instructional Assistant	03
Instructional Assistant-Related Services	03
Instructional Signing Assistant DOH	03
Bilingual/ESL Instructional Assistant	02
Elementary Paraeducator, (TK) (K-5)	01
Instructional Assistant Opportunity Class	01
Special Education Instructional Assistant	01
Instructional Assistant Adolescent Parent Program	01
Instructional Assistant – Preschool	01

ADMINISTRATIVE SERIES

Administrative Assistant III	12
Administrative Assistant (Comprehensive HS/Middle School)	12
Administrative Assistant II	11
Administrative Assistant, Alternative Ed	11
Administrative Assistant, Fiscal Services	11
Administrative Assistant, Elementary School	10
Administrative Assistant I	08

ACCOUNTING SERIES

Lead Financial Accountant	33
Facilities Accountant	28
Financial Accountant	28
Lead Budget Technician	25
Payroll Accountant	18
Budget Technician	17
Categorical Administrative Technician	14
Central ASB Technician	14
Lead Fiscal Services Account Clerk	14
Adult Education Account Technician	13
Categorical Account Technician II	12
Facilities Account Technician	11
Categorical Account Technician I	10
Fiscal Services Account Clerk	10
Student Body Account Technician	09
Account Clerk II	08
Account Clerk I	06

COORDINATORS

Bilingual/Special Project Coordinator	15
Parent Coordinator	01

CLERICAL SERIES

Academic and Career Advisor – Adult Education	09
Registrar (Comprehensive HS)	09
Athletic Clerk	08
College and Career Clerk	07
Registrar (Alternative Education)	07
Middle School Registrar	07
Medi-Cal SMLA/LEA Clerk	05
Clerk Typist III	04
Clerk Typist III, District Receptionist	04
Personnel Clerk II	04
Health Assistant	04
Elementary School Library Media Clerk	03
School Clerk, Elementary/Secondary	03
Clerk Typist II / I	02

FOOD SERVICE SERIES

Food Service Office Technician	15
Food Service Technician	14
Food Service Clerk	11
Food Service Worker II	06
Food Service Worker I	03

MAINTENANCE & OPERATIONS SERIES

Maintenance Mechanic III- Lead	24
Carpenter/Hardware Technician	18
Equipment Repair Technician	18
Fire Intrusion Detection Technician	18
Grounds Maintenance Technician	18
Head Custodian III	18
Maintenance Electronics Technician/Electrician	18
Maintenance HVAC	18
Maintenance Mechanic II	18
Maintenance Painter	18
Plumber/Welder	18
Head Custodian Trainer	16
Maintenance Mechanic I	13
Warehouse Person/Maintenance Mechanic I	13
Head Custodian II	12
Head Custodian I	10
Building & Grounds Utility Worker	08
Lead Night Custodian	08
Delivery Driver (IMC)	07
Grounds Worker	07
Custodian	04

Pending Board Approval 07/13/2025