



## JOB DESCRIPTION

### Section 1 - Identifying Data

Position Title: School Wellness Specialist

Department: Education

Branch: Reimagining Inclusive and Special  
Education

Position Number: NEW

Location: Whitehorse

Supervisor's Title: Director, Reimagining  
Inclusive and Special Education

Medical Clearance Required: No

Security Clearance Required: Yes

Date Completed: September 12, 2023

### Section 2 - General Summary

The role of the School Wellness Specialist is broad and varies depending on the needs of individual schools. The School Wellness Specialist provides a wide variety of direct supports and consultation to students, families, and school staff. The position works collaboratively with students, families, community service providers, and educators to identify student concerns and to provide supportive services which contribute to the success of students in the education system. The School Wellness Specialist assists students, families, and schools in managing or resolving personal, emotional, mental, social and behavioural matters that may affect student's overall health, well-being, and their ability to learn effectively. The position plays an important role in developing educator capacity in schools through consultation, direct services, training, and resources. The School Wellness Specialist brings expertise in many areas including mental health and wellness, family functioning, safety planning, threat/risk assessment, community outreach, critical incidents, and crisis response.

### Section 3 - Principal Duties and Responsibilities

1. Provides Social Work counselling, support, and advice to students (individual and/or group) who are experiencing problems which are interfering with their success in school (ie. attendance, behavioural, emotional, or social struggles). Provides crisis consultation and intervention for student mental health and well-being concerns.
2. Consults and collaborates with students, teachers, parents, school-based team members, other professionals, and community members to develop supportive strategies and determine appropriate supports and interventions in the areas of grief and loss, bullying and violent behaviours, mental health, addictions, worrisome behaviours, trauma, and suicide, in order to enhance student success. Participates in, and often leads, case conferences.
3. Provides Critical Incident Stress Debriefing to educators following critical incidents (deaths) and provides support and social work counselling to students and parents in response to grief and loss and critical incidents (deaths). Participates as a member of the critical incident response team and follows up in emergency situations.

4. Works with families to resolve struggles that a student is experiencing (ie. attendance, behavioural, emotional or social struggles), which interfere with their ability to achieve success within the school.
  - a. Makes home visits to develop a positive and supportive relationship between parents/guardians and the schools.
  - b. Connects students to other professionals, when necessary; assists parents in referrals to outside agencies
  - c. Acts as a liaison between school and parents/guardians
5. Plans, develops and conducts specialized professional development to assist administrators, teachers, counsellors, parents/guardians, school council, and community groups to increase their awareness of and support the implementation of social/emotion development, trauma responsive schools, restorative approaches in schools, mental health first aid, suicide response and intervention, cyber-safety, career and counselling curriculum and programs, Sexual Orientation and Gender Identity, and violence threat risk assessment.
6. Provides classroom and staff support as a resource person on social/emotional development, trauma responsive schools, cyber-safety, mental health and wellness, bullying prevention, restorative practices, suicide prevention and intervention, Sexual Orientation and Gender Identity (SOGI), and Violence Threat Risk Assessment (VTRA)
7. Provides support to the Risk/Threat Assessments (VTRA) and Crisis Response (including Critical Incidents) processes; responds to emergency or crisis situations; ensures follow up services are identified and in place. Provides case management services for students identified as priorities (ie. VTRA, complex needs, significant partners/supports involved)
8. Supports and implements approved policies, protocols and procedures for addressing sensitive issues (ie. Child abuse, VTRA, Critical Incidents, Suicide Guidelines)
9. Serves as a source of information regarding community resources and assists with referrals to public or private agencies with appropriate follow-up. Maintains and regularly updates special resource materials and tools for school staff (ie. lists of professional materials available), resource kits and other supports.
10. Works collaboratively with School Counsellors, First Nation Wellness workers, and Mental Wellness and Substance Use Services Counsellors to assist in the operation of counselling programs and projects in K-12 schools.

#### **Section 4 – Contacts**

- Regular contact with students, parents, teachers, school administrators and school-based teams to assist in identifying, assessing concerns leading to learning difficulties and to provide training, as required.

- Regular contact with other professionals (e.g. Educational Psychologists) to coordinate delivery of professional/specialized services to school-aged children and exchange information.
- Regular contact with supervisor to exchange information, provide reports and receive direction.
- Works collaboratively with community agencies and First Nations representatives especially in the area of positive mental health promotion.
- Daily contact with school personnel, students and their families in times of crisis, i.e. critical incident stress debriefing, social work counselling, threat assessment.
- Contact and liaison with professionals from other agencies who may be involved with students and contact with parents/guardians.
- Sits on interagency committees, working groups, and special task forces as required, in areas related to the promotion of positive mental health for school-aged students in Yukon.
- Regular contact with other Yukon Education colleagues to assist in the operation of counselling programs and projects in K-12 schools.
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#### **Section 5 - Specific Accountabilities (**

Provides insightful information about individual students that will improve learning outcomes. Will provide support to students in the least intrusive manner and in accordance with the Education Act. Promotes best practices in the schools that support student achievement, as well as support of students through individual recommendations, as well as through school wide and departmental policy

Accountable for reviewing, proposing, and implementing training for new educational resources and materials with respect to positive mental health.

This position is a source of information regarding community resources and assists with referrals to public or private agencies with appropriate follow-up.

#### **Section 6 – Budget**

1. What is the annual budget under the direct control of the position? **NOTE:** usually only applies to positions at the director and assistant deputy minister level

|                             |    |
|-----------------------------|----|
| Fiscal Year                 |    |
| Annual Payroll              | \$ |
| O&M (excluding payroll)     | \$ |
| Capital (excluding payroll) | \$ |
| Revenues                    | \$ |
| Recoveries                  | \$ |

2. For positions that have an influence on expenditures and/or revenues, provide examples and describe the position's influence.

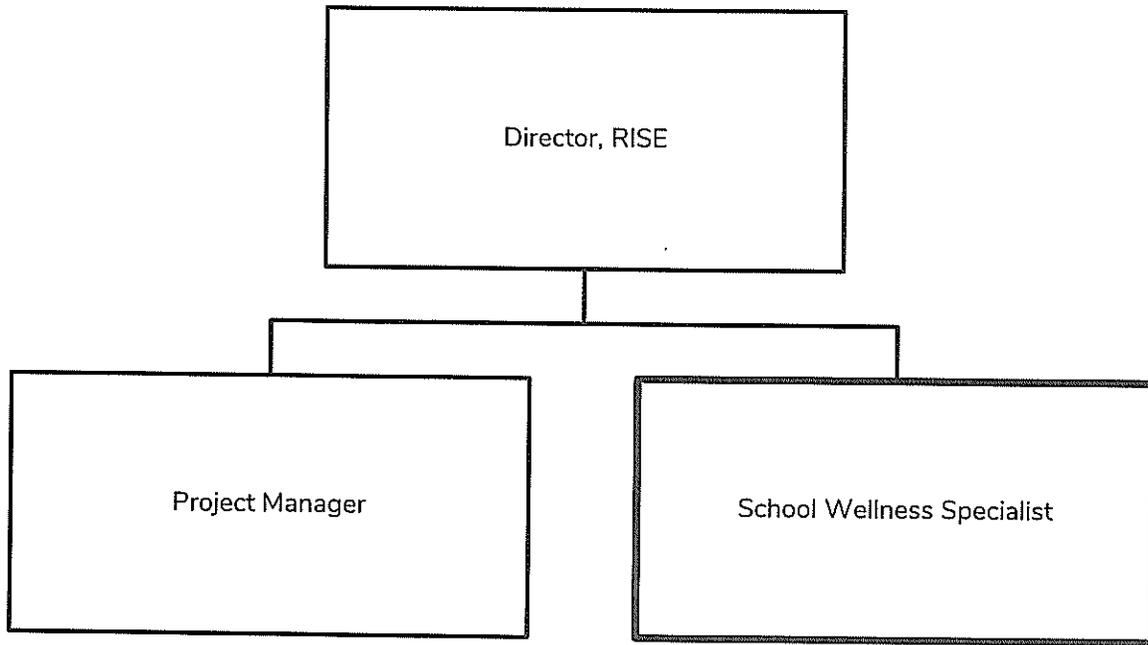
N/A

**Section 7 - Working Environment**

Incumbent is required to travel approximately 20 times per year, with each trip lasting approximately 3 days. Travel throughout the territory in a variety of road conditions.

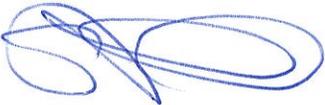
The position works within an office or school environment with few disagreeable conditions.

**Section 8 – Organization Chart**



List remaining peer and subordinate positions below:

Section 9 - Signatures

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|---|---|
| <p>Director, Human Resources:</p> <p>Signature: </p> <p>Date: Sept. 12, 2023</p> | <p>Deputy Minister (or delegate): I approve this job description as being representative of the work required to be performed, and confirm that the necessary authorities have been delegated to the position.</p> <p>Signature: </p> <p>Date: Sept. 13, 2023</p> |
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