



IDENTIFICATION

Department	Position Title	
Commission scolaire francophone des Territoires du Nord-Ouest	Student Wellness Mentor	
Position Number	Community	Division/Region
95-17364	Hay River	École Boréale/ South Slave

PURPOSE OF THE POSITION

The School Wellness Mentor will be required to assist in implementing individualized wellness plans, help strengthen student skill sets, and refer students to appropriate mental health resources with an overarching aim of supporting the student to establish healthy relationships and to foster confidence and engagement in school. The School Wellness Mentor will also work with small groups of referred students and provide universal information when working with a class of students.

SCOPE

The Commission scolaire francophone des Territoires du Nord-Ouest (CSFTNO) is the governing education body for French first-language schools as legislated under the *Education Act*. The CSFTNO provides schooling for approximately 245 students in two schools. CSFTNO employs approximately 45 administrators, teachers and support staff and has an annual budget of over \$5 million.

Located at École Boréale in Hay River, the Student Wellness Mentor (Mentor) reports to the Principal and assists students in their emotional and social development through listening, guiding, and helping problem-solve conflicts and specific circumstances. The mentor provides this support in collaboration with and under the direction of the School-Based Support Team (SBST) and the Regional Inclusive Schooling Coordinator.

The critical functions of the Mentor are to support youth with brain-based challenges, significant emotional social dysregulation, and mental health disorders such as depression, anxiety, addiction, ADHD, FASD, OCD and intergenerational trauma.



The Mentor reports daily to the School Principal or designate and works closely with staff at the district and school levels to provide a variety of individual and group support to students.

The Mentor is familiar with many challenges facing students and families at home, at school and in the community, and will also be informed about community services and territorial and federal mental health resources to support a student in what is available and mentor healthy choice decision-making to access those services.

The Student Wellness Mentor will undergo ongoing professional development to ensure the provision of appropriate responses and that the language and approaches are congruent with those of other support personnel working with students who exhibit trauma and challenging behaviours. The Student Wellness Mentor will work closely with the school principal to set up a year-long plan.

The Mentor may be the second or first responder of a student in distress and will need to guide the student to a safe area in the school. The incumbent will be required to respond to situations at any time throughout the school and must be able to respond effectively and efficiently.

The Mentor may be involved in several students and activities simultaneously. Operating in the fast-paced environment of the schools, it is essential to be flexible and responsive to prioritizing needs.

RESPONSIBILITIES

1. Provide co-regulation and temporary crisis management for students escalating or in emotional duress.

- Provide a mentor/mentee relationship to students experiencing significant struggles with schoolwork and their relationships with adults and/or peers.
- Provide moment-in-time reassurance to the student and support them with strategies to return to a calm state where they can be regulated and eventually be ready to learn and return to the classroom setting.

2. Mentor coping strategies, support a wellness plan and coordinate opportunities to build confidence in their strengths and talents.

- Develop relationships of trust with referred students who cannot regulate and learn.
- Act as a proactive first responder when a student escalates and/or is dysregulated or in a state of duress.
- Act as a mentor and/or co-regulator in a safe place to support students.
- Gather information to assist the school team in facilitating, communicating, and coordinating next steps for students and staff associated with the student(s).



- Facilitate the student's transition back to the classroom, to a community child/youth counsellor, or to a safe location when appropriate.
- Mentor students to make healthy choices by providing opportunities that help students identify their strengths and talents in the school and the community.
- Apply student mentorship strategies and supports promptly.
- Engage with school staff and various roles to ensure a collaborative approach to struggling students.
- Participate as a team member, when appropriate, in identifying what steps can be taken to support students struggling with addictions and/or mental health challenges in the classroom.

3. Provide safe opportunities for students who need social, emotional, and coping skills to achieve self-efficacy and regulation in school. Facilitate a safe space within the school.

- Model specific social-emotional skills and strategies to each student that meets each student's needs and capacity level.
- Scaffold each student's learning when appropriate, individually or in targeted groups for social / emotional learning under the following focus areas:
 - Emotional and body awareness
 - Affirmations, strengths, and capabilities connections
 - Problem-solving and solution-based strategies
 - Class-to-class stressors
 - Transition points: entry and exits
 - Developing, repairing, restoring, and establishing relationships with adults/peers
 - Socialization skills, peer conflict resolution with peers, restorative practices
 - Healthy choice making - Harm reduction
 - Wellness plan development with other staff
 - Mentor daily healthy school living and self-monitoring strategies
 - Cultural healing activities where appropriate and with assistance
- Identify environmental, social, and emotional barriers that prevent students from fully participating during the school day.
- Support planning with the classroom teacher and administrators, and support student safety plans that best support the student.
- Engage in collaborative planning with the school team to address individual and/or small group-specific issues.
- Manage a safe space in the school so students can access resources and support.
- Tracks and summarizes data to help make decisions for the school/district.



4. Advocate, transition, and make linkages for the student and family / guardians to community mental health providers.

- Research strategies for specific student challenges and recommend appropriate resources and activities within the community and provided by government agencies.
- Coordinate small groups to work through peer conflicts, bullying, harassment, grief, addictions, positive self-image, and healthy relationships with other mental health resources.
- Provide referrals to other community organizations as necessary and support case management and follow-up.

WORKING CONDITIONS

Physical Demands

The Student Wellness Mentor may be exposed to inappropriate physical behaviour.

Environmental Conditions

The incumbent may experience a range of unpleasant sounds and waiting out periods in isolated and congested areas of the school environment. Certain students may display inappropriate behaviours such as abusive language and uncooperative attitudes or may have personal hygiene issues.

Sensory Demands

The Student Wellness Mentor will experience the sensory demands of contact with students under stress, duress, or crisis and will be required to concentrate on two or more simultaneous sensory inputs several times daily.

Mental Demands

The Student Wellness Mentor works with students who require intense co-regulation and therapeutic rapport or exhibit ongoing, unpredictable behaviour. The incumbent will have exposure to students who exhibit unpredictable behaviours and will be required to respond to ensure the safety of the student, others, and themselves.

The Student Wellness Mentor may face constant interruptions and must be able to communicate logical steps to the rest of the team or to bystanders' community people passing by during a difficult situation.

KNOWLEDGE, SKILLS, AND ABILITIES

- Knowledge of the functions of brain-based neurodiversity, self-regulation, trauma and healing support for children/youth.



- Knowledge of the trans-generational impact of residential schooling.
- Knowledge of cultural factors that impact learning, school success and social / emotional development.
- Knowledge of relationship-building approaches with children and youth.
- Knowledge of Mental Health, illness, disorders, and psychiatric profiles.
- Knowledge of Mental Health Wellness Plans.
- Knowledge of Restorative Practices.
- Knowledge of collaboration and multidisciplinary approaches in a school environment.
- Ability to model healthy boundaries and a growth mindset.
- Listening communication skills as primary, verbal and written secondary.
- Interpersonal, negotiation and consultation skills.
- Organizational and time management skills.
- Ability to work independently and as part of a team.
- Decision-making, analytical and problem-solving skills.
- Self-care and stress management skills.
- Knowledge of the protection of privacy and ability to maintain confidentiality at all times.
- Ability to practice in a non-judgmental, culturally sensitive, and empathetic manner.
- Ability to manage challenging behaviour, verbal, physical and emotional.
- Ability to work with youth and adults who have diverse trauma and/or neurodiversity.
- Ability to commit to actively upholding and consistently practicing personal diversity, inclusion and cultural awareness, as well as safety and sensitivity approaches in the workplace.

Typically, the above qualifications would be attained by:

A post-secondary program in sociology, social work, health, education, or special education and one (1) year of relevant experience.

Equivalent combinations of education and experience will be considered.

ADDITIONAL REQUIREMENTS

Position Security

- No criminal records check required
- Position of Trust – criminal records check required
- Highly sensitive position – requires verification of identity and a criminal record check



French language (check one if applicable)

- French required (must identify required level below)

Level required for this Designated Position is:

ORAL EXPRESSION AND COMPREHENSION

Basic (B) Intermediate (I) Advanced (A)

READING COMPREHENSION:

Basic (B) Intermediate (I) Advanced (A)

WRITING SKILLS:

Basic (B) Intermediate (I) Advanced (A)

- French preferred

Indigenous language: Select language

- Required
 Preferred