



## Student Services Teacher Administrative Procedure 2.B.90

2.0 Human Resources  
2.B. Position Descriptions

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**Board Governance Policy Cross Reference:** 1, 2, 3, 4, 12, 13, 16

**Legal Reference:**

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**Date Adopted:** August 2025

**Date Amended:**

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### PHILOSOPHY:

Evergreen School Division believes in a system that fosters respect, caring and good communication within and outside the school division. The major goals and tasks of the employees of the division are to honour these values in the daily interactions with staff, students and the public and to assist in the development and implementation of a quality education system. Confidentiality is an expectation of these positions of trust in our public school system.

### GENERAL RESPONSIBILITIES:

Under the direction of the principal, and in consultation and collaboration with school-based educators and the student services department, the primary responsibility of the student services teachers is to ensure provision of appropriate educational programming and planning for all students within a school, under the framework of Response to Intervention<sup>1</sup> (RTI).

### STUDENT SERVICES TEACHER SELECTION

Desired Qualifications and Experience:

- Experience with diverse student populations, classroom instruction, and Tier 2/3 literacy intervention
- Proficiency in student-specific planning and behaviour management

The following skills and competencies are considered assets for this position:

- Ability to scaffold instruction and effectively use high-yielding instructional strategies
- Knowledge of division procedures related to student services
- Assessment and data collection
- Behavioural intervention
- Collaboration and teamwork
- Communication

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<sup>1</sup> Jimerson, S. R., Burns, M. K., & VanDerHeyden, A. M. (Eds.). (2016). *Handbook of response to intervention: The science and practice of multi-tiered systems of support* (2nd ed.). Springer Science + Business Media. <https://doi.org/10.1007/978-1-4899-7568-3>

- Crisis intervention

The following personal attributes are an asset for this position:

- Calm demeanor
- Solution-oriented
- Opportunistic thinker
- Patience and empathy
- Problem-solving ability
- Organizational skills
- Adaptability
- Commitment to equity and inclusion
- Cultural competency
- Commitment to ongoing learning

Educational Qualifications – a Post-Baccalaureate Diploma or Master of Education degree in Special Education, Guidance Counseling or Administration may be an asset.

#### STAFFING DECISIONS

- Superintendents will staff the Student Services Teacher position in consultation with the principal based on school needs, teacher interest, teacher strengths and student numbers.
- Superintendents/Principals may assign or transfer staff in the Student Services Teacher position if, in their judgment, it is in the best welfare of the students and the school.

#### SPECIFIC RESPONSIBILITIES AND DUTIES:

1. Student-Specific Plan development and implementation:
  - a. Create and manage SSPs – Collaborate with parents, classroom teachers, specialists, clinicians, and administrators to develop, implement, and monitor Student-Specific Plans (SSPs) for students with additional needs. Document plans according to division expectations.
  - b. Ensure compliance – Ensure that students' educational plans are compliant with division procedures and requirements, including meeting timelines for evaluations and progress reports.
2. Instruction and Support:
  - a. Provide Specialized Instruction and Support – Deliver specialized instruction and support based on students' individual needs, either in a small group or one-on-one setting. This could include academic, behavioural, social, or functional skills.
  - b. Differentiation – Adapt and modify curricular outcomes to meet the needs of students with additional needs, ensuring they have access to the same educational opportunities as their peers.

- c. Support Inclusion – Help students with additional needs participate in general education programming to the greatest extent possible.
- 3. Collaboration with Staff:
  - a. Collaborate – Work closely with classroom teachers and, administrators to provide appropriate educational programming for all students; collaborate with division staff to determine appropriate adaptations, resources and technology for students.
  - b. Consultation – Offer strategies to teachers on how to work with students who have different learning needs, including providing classroom management strategies and effective teaching strategies.
  - c. Co-Teaching – In some settings, the student services teacher may co-teach with general education teachers, offering direct support to students in the classroom.
  - d. Direction – Support administrators with scheduling support staff; support classroom teachers in providing direction to support staff working closely with students who have additional needs.
- 4. Behaviour and Social Skills Support:
  - a. Behavioural Interventions – Develop and implement behaviour goals outlined in the SSP for students, empowering them to build on their strengths, enhance self-regulation, and develop positive behaviour strategies.
  - b. Social Skills Support – Deliver instruction and interventions to help students develop social skills, navigate interactions, and build positive peer relationships.
  - c. Crisis Management – Support students in crisis situations using de-escalation techniques and providing immediate intervention as necessary.
- 5. Student Support and Case Management:
  - a. Support for Students – Ensure students with additional needs receive the necessary support and accommodations within the school setting.
  - b. Parent Communication – Maintain ongoing communication with parents and guardians to discuss their child's progress, address concerns, and ensure a partnership between home and school.
  - c. Referrals and Resources – Refer students to outside resources (e.g., counseling services, community programs) when necessary and collaborate with outside specialists to support student needs.
- 6. Professional Development:
  - a. Stay Informed – Keep up to date with the latest research, best practices, and legal requirements related to special education and student services.
  - b. Train and Support Staff – Provide professional development for other teachers and staff on working with students with additional needs, differentiating instruction, and implementing SSPs.
  - c. Self-Reflection and Growth – Continuously evaluate and reflect on their own practice to improve the quality of services provided to students.

7. Assessment and Evaluation:

- a. Conduct Assessments – Assess students’ academic, social, and emotional needs to inform the development of SSPs or other individualized plans.
- b. Progress Monitoring – Regularly monitor and report on student progress toward IEP goals, using data to inform instructional practices.
- c. Annual Review – Participate in annual SSP review meetings, ensuring that goals are relevant and that the educational needs of the student are being met.

8. Supporting Transitions:

- a. Transition Planning – Assist students with transitions between grade levels, schools, or post-secondary settings (e.g., preparing for high school or vocational training).
- b. Life Skills Support – For students transitioning to adulthood, provide instruction in life skills, career readiness, and self-advocacy to ensure successful integration into the community.