

Title: Director of Student Learning Services

Reports To: Head of School; Works in close collaboration with Division Principals (PCS and PEC)

Supervises: SLS teachers/interventionists (PCS 1–12; PEC K5 Early Intervention); Pleroma School staff; related support personnel; Contracted specialists as applicable (e.g., evaluators, therapists, tutors)

Location and Context: Providence Christian School (PCS), Dothan, Alabama, and Providence Early Childhood (PEC)

Program Scope: PCS Tiers 1–3, The Pleroma School (modified classical track), and PEC Early Intervention (K5 Search & Teach)

Role Purpose

Provide strategic, spiritual, and operational leadership for an integrated academic support program that honors the image of God in every student, equips students with learning differences to thrive within a classical Christian education, and partners with families and faculty through clear processes, data-informed decisions, and Christ-centered hospitality.

Essential Spiritual Commitments

- A mature follower of Jesus Christ who models Christian character, actively participates in a local evangelical church, and fully affirms the PCS Statement of Faith and classical Christian philosophy of education.
- Demonstrates a biblical vision of the person, discipleship, and learning; practices Christian hospitality, humility, and integrity in all relationships.

Primary Responsibilities

A. Program Leadership and Vision

- Articulate, develop, and steward a school-wide philosophy for Student Learning Services that aligns with PCS mission, vision, core values, and classical Christian pedagogy.
- Oversee the full continuum of SLS supports:
 - PCS Tiers 1–3 (accommodations, targeted interventions, progress monitoring).
 - The Pleroma School (modified classical curriculum using Simply Classical by Memoria Press and appropriate adaptations).
 - PEC Early Intervention (K5) using NILD’s Search & Teach in small-group settings.
- Ensure all SLS supports reinforce student dignity, responsibility, and growth in the context of discipleship.

B. Admissions, Eligibility, and Placement

- Chair the SLS Admissions Council (SLS Director, SLS teacher, classroom teacher, principal[s]) to review referrals, documentation, and mission-fit capacity.

- Maintain and enforce clear eligibility processes and documentation standards:
 - Vision/hearing screening (within 12 months), SLS Admissions Packet, and current (≤ 24 months) psychoeducational evaluation or qualifying diagnosis demonstrating educational impact.
 - For PEC K5: manage screening and placement without requiring a formal diagnosis; communicate options and monitor progress.
- Coordinate with Admissions and Principals to advise on admission status decisions when SLS services or capacity are relevant.

C. Academic Discipleship Plans (ADPs) and Instructional Quality

- Oversee creation, quality, and fidelity of ADPs for all Tier 1–3 and Pleroma students:
 - Student profile, measurable goals, appropriate accommodations, testing supports, and parent responsibilities.
 - For Tier 2/3: targeted reading and/or math interventions; for Pleroma: curriculum modifications and alternate graduation pathway.
- Ensure ADPs are shared with all relevant faculty and implemented consistently; promote student self-advocacy and independence.
- Align interventions with best practices compatible with classical Christian education (e.g., structured literacy approaches such as Orton-Gillingham; math intervention routines).

D. Pleroma School Leadership

- Lead placement, curriculum oversight, and progress monitoring for students requiring significantly modified academic experiences (1st grade through graduation).
- Safeguard appropriate inclusion in enrichments, lunch, recess, field trips, and grade-level academics when appropriate.
- Manage grading structures and graduation pathways consistent with Pleroma's modified track.

E. Early Intervention (PEC K5)

- Oversee screening via NILD Search with parent consent; determine eligibility for Teach interventions (2–3 days/week).
- Provide home-based strategies and referral pathways to outside services when indicated.
- Lead end-of-year reviews; manage transitions into PCS Grade 1, including the formal meeting and documentation timeline (e.g., ensuring required documents are received by January 15).

F. Data, Compliance, and Reporting

- Build a robust data system for referrals, eligibility decisions, ADPs, progress monitoring, and program outcomes.

- Train staff on confidentiality, record-keeping, and secure data practices; uphold applicable policies and ethical standards.
- Provide scheduled reports to Head of School and Principals on referrals, caseload, progress-to-goals, program capacity, and trends to inform staffing and budgeting.

G. Faculty Collaboration and Professional Development

- Coach and consult with classroom teachers to implement accommodations and integrate ADPs within the classical model.
- Design and deliver ongoing professional development in:
 - Differentiation in the classical classroom.
 - Structured literacy and math intervention practices.
 - Progress monitoring, documentation, and effective parent communication.
- Facilitate problem-solving meetings and serve as liaison among faculty, students, and parents.

H. Family Partnership and Communication

- Lead with hospitality in all family interactions; facilitate intake, eligibility, ADP, and review meetings with clarity and care.
- Provide families with practical strategies for supporting learning at home; maintain proactive, respectful communication regarding progress and expectations.
- Coordinate referrals to outside providers (e.g., speech, OT, counseling) when needs exceed SLS scope; maintain curated resources for families.

I. Multi-Tier System of Supports (MTSS) and Student Care

- Lead and refine a multi-tier framework for academic supports; collaborate with Principals to ensure consistent behavioral expectations school-wide.
- While PCS/PEC are not equipped to support behavioral disabilities, coordinate with administration on student care plans and appropriate boundary-setting when needs exceed program scope.

J. Staffing, Scheduling, and Operations

- Recruit, supervise, evaluate, and mentor SLS personnel; build a cohesive, mission-aligned team.
- Develop schedules for pull-out/push-in services that minimize instructional disruption and uphold classical classroom integrity.
- Oversee SLS assessments, materials, and resources (e.g., Simply Classical, screening tools); ensure staff are trained and supplied.

K. Budget, Fees, and Stewardship

- Propose and manage the SLS budget; align resources to program goals and student needs.
- Communicate SLS investment fees (Tier 1–3, Pleroma, Early Intervention) and service scope; coordinate with Business Office on billing and adjustments.
- Track program capacity and waitlists; recommend staffing or structural changes as needed.

L. External Networking and Continuous Improvement

- Build a communication network with special services leaders in classical, Christian schools; remain current on research-aligned practices compatible with classical education.
- Conduct periodic program reviews and present recommendations for improvement.

Preferred Qualifications

- Master’s degree in Special Education, Educational Leadership, School Psychology, or closely related field.
- 3+ years of successful experience serving students with learning differences, including leadership, coaching, or supervisory responsibilities.
- Experience in classical Christian education and familiarity with its curricular aims and pedagogy.
- Training or experience with:
 - NILD Search & Teach (K5).
 - Memoria Press Simply Classical (Pleroma).
 - Additional structured literacy programs (e.g., Wilson, Barton).
- Alabama certification or applicable credentials (or ability to obtain).
- Experience building or leading MTSS frameworks in independent/Christian schools.
- Demonstrated skill in interpreting psychoeducational evaluations and translating findings into practical, measurable ADP goals and classroom strategies.
- Proficiency with structured literacy approaches (e.g., Orton-Gillingham or equivalent) and evidence-based math intervention.
- Strong organizational, data, and communication skills; competence with progress monitoring and documentation systems.
- Proven ability to lead teams, coach teachers, and partner effectively with parents in a Christian school context.

Core Competencies

- Christ-centered leadership, humility, and hospitality.
- Strategic program design coupled with disciplined execution.

- Clear, compassionate communication with parents, students, and staff.
- Collaborative problem-solving and conflict resolution.
- Confidentiality, ethical stewardship, and attention to detail.
- Capacity to inspire, equip, and hold teams accountable.

Work Schedule and Expectations

- Full-time, exempt; some evening or early-morning meetings for family conferences and PD.
- Active visibility in classrooms and frequent collaboration with Principals, teachers, and families.

Application

Qualified candidates should submit a cover letter (including Christian testimony and philosophy of supporting students with learning differences in a classical model), resume/CV, and three references to the Head of School's office at phansen@prov-cs.net. PCS is a classical Christian school; employment is contingent on alignment with our Statement of Faith and mission.