



Lynden Christian Schools

JOB DESCRIPTION

POSITION TITLE: Middle School Inclusion Specialist

RESPONSIBLE to: Building Principal

POSITION HOURS: Full-time (1.0 FTE)

JOB SUMMARY: The Inclusion Specialist will oversee and provide instruction of students with diverse needs in an inclusive setting. The Inclusion Specialist will provide support to the general education teacher meeting the needs of all learners in their classroom.

QUALIFICATIONS:

1. Feels called by God to provide instructional support for all students with learning needs.
2. A baccalaureate degree in education with Special Education endorsement or pursuant of a Special Education degree from an accredited college or university.
3. A valid teaching certificate – Washington State or otherwise, or qualifications to attain such by the beginning of the summer.
4. Experience in teaching middle school students, preferred.

RESPONSIBILITIES:

1. Demonstrate a faith in Jesus Christ as Lord and Savior of your life.
2. Collaborate with general education teachers concerning students who are at risk in the learning environment. (Consultation Role)
3. Provide support for students with learning deficits and giftedness through direct instructions or supervision of this instruction. (Teacher Role)
4. Coordinate the work of para educators. (Supervisor Role)
5. Maintain a valid state level teacher certification in Special Education or with an endorsement of Special Education.
6. Develop a yearly plan to demonstrate professional growth and certification.
7. Have an active membership in a Christian Church.
8. Teachers with school age children are expected to have their children enrolled at Lynden Christian Schools.

Principle Tasks

1. Collaborate and consult with general education teachers, para-educators administrators, counselors, and parents concerning students receiving direct and indirect instructional services including:
 - a. Identification protocols of the learning weaknesses or giftedness of students.
 - b. Create academic adjustments for students
 - c. Providing necessary materials and services
 - d. Progress monitoring of student learning growth



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2. Based on the student's needs, meet regularly with Student Support Teams to discuss student progress and evaluate support.
3. Maintain the Response to Intervention tiered framework of support.
4. Coordinate formal teacher to teacher and teacher to para educator team meetings as necessary.
 - a. Determine the modifications needed to fit the student current working level
 - b. Establish strategies and/or accommodations that will assist the learning.
5. Manage the creation and implementation of Student Support Plans (SSP).
 - a. Update the individual Student Support Plan (SSP) at the end of each school year.
 - b. Based on assessment data, formulate appropriate individual educational plans, assign appropriate personnel, and make available needed materials for students based on neuro-developmental patterns, disabilities, and learning style.
 - c. Send the Student Support Plan (SSP) to student and parents at the beginning of each year.
 - d. Share the Student Support Plan (SSP) with all teachers of the student at the before the beginning of each year or semester.
 - e. Ensure compliance implementing the Student Support Plan (SSP) and ISP goals with parents/guardians, teachers, students and principals.
6. Maintain and keep all student files secure and confidential.
7. Apply the Student Identification Protocol (SIP) for students of concern and share the information with student, parents, teachers, counselor, and principal as needed.
8. Manage student learning progress protocols in required timelines.
 - a. Evaluation of all students who need Tier 2 and Tier 3 (high needs, one-on-one intervention, gifted – Hi Cap) supports relative to academic progress, learning needs, social/ behavioral and spiritual development plans and set up the delivery of these services/supports.
9. Provide support for and data interpretation of the building-wide and school wide Assessments.
 - a. Coordinate with the building principal for training of faculty on implementation and assessment of results.
10. Collaborate closely with those creating the building level master schedule and the SAS team to orchestrate the tiered interventions.
11. Design and deliver instructions and lesson plans appropriate to the neurodevelopmental and academic needs of students who have disabilities (including home and life skills if needed).
12. Plan and lead parent/teacher meetings regularly for students with specially designed instruction.
13. Meet regularly with the inclusion Team to review student learning needs.



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14. Supervise para-educators and conduct annual job reviews.
 - a. Hold regular meetings with the para educators.
 - b. Submit a written copy of the job review to the principal for the employee file.
15. Incorporate effective use of software platforms, learning management systems, and other ISTE (Tech) standards and tools
16. Initiate the testing protocol for students that need formal testing
17. Prepare the referral process for students who benefit from an Individual Education Plan (IEP) qualification through Lynden School District.
 - a. Write and maintain ISPs for students that have qualified for an IEP through the Lynden School district.
18. Prepare or assist in the preparation of progress reports for students who are assessed to have special learning needs.
19. Compile and draw from community resources and outside specialists where helpful.
20. Ensure transfer of student information and files are done timely between buildings.
21. Support students on medical leave and coordinate integration back into school.
22. Work closely with the counselor to implement Person-Guided Transition Planning for students.
23. Run all budget requests for curricular, personnel, testing materials and all other supplies through the building principal.
24. Other duties as assigned.

Building Specific Tasks:

- Middle School and High School Inclusion Specialists- Manage the After School Guided Study Guided Study Program
- Middle School and High School Inclusion Specialists- Work with the Activities Director and the MS athletic director to coordinate grade checks and unique student eligibility requirements for activities.
- High School Inclusion Specialist- Facilitate community-based experiences for high school students who pursue an academic experience different from what is offered at LC.
- High School Inclusion Specialist- SSD coordinator and apply for accommodations for SAT and ACT etc.
- High School Inclusion Specialist- Lead the monthly meetings of Inclusion specialists.
- High School Inclusion Specialist- Determine students on Academic probation and provide a support plan for these students.