



4323 DIRECTOR OF LEARNING SERVICES (INCLUSIVE EDUCATION)

Policy Type: Administrative
Applies To: All Staff, Students, Visitors
Approved By: Head of School
Policy Reviewed: every 2 years
Adopted: 01 2021
Revisions:

Langley Christian School is committed to providing a Christ-centered, inclusive educational environment where every student is supported to thrive—spiritually, academically, socially, and emotionally. The Director of Learning Services (Inclusive Education) plays a vital role in ensuring that students with diverse learning needs are recognized, valued, and equipped to reach their God-given potential within our school community.

As a member of the LCS Strategic Leadership Team, the Director of Learning Services provides system-level leadership in inclusive education across all campuses—elementary, middle, and high school. This includes working in close collaboration with campus principals to shape and support the school-wide professional growth plan, mentor and coach staff, and design and implement high-impact professional development. The Director ensures that staff are equipped to provide high-quality universal supports and effective differentiation, particularly for our most vulnerable learners.

This position supports the development, implementation, and review of Individual Education Plans (IEPs), ensures compliance with Ministry standards, and fosters a school culture that reflects God's heart for belonging, compassion, and justice. The Director also guides staff in applying evidence-based strategies, maintaining a strengths-based approach, and ensuring meaningful access to learning for all students.

Anchored in the LCS Core Values—Connect, Thrive, Equip—and aligned with our strategic vision and LCS Learner Profile, this role ensures that inclusive practices are not peripheral but are woven into the core of instructional design, classroom culture, and community life. The Director of Learning Services helps make Langley Christian School a place where every child is known, supported, and celebrated as a unique image-bearer of God.

REPORTING TO: Head of School

1. GENERAL DUTIES AND RESPONSIBILITIES:

- (a) Uphold all policies of the LCS Board and Community standards.

- (b) Intentionally pray with and disciple students, and model a rich Christian faith in the community.
- (c) Plan for the delivery of instruction and assessment as required by the BC curriculum, and the LCS K-12 Learner Profile (2001 Curriculum Policy), 2002 Instructional Guidelines and 2003 Assessment & Reporting Policies. (Teachers may not add additional programs, curriculum materials or texts not authorized by the principal and Head of School.)
- (d) Uphold Professional Standards for BC Educators and the 3101 Employee Conduct Standards.
- (e) Participate in campus-wide and individual self-directed professional development planning as guided by School-wide K-12 Action Plans and the LCS Board Strategic Plan.
- (f) Ensure that Individual Education Plans (IEPs), classroom profiles, behaviour and safety plans, and other program support for students are implemented as required. Provide administration and SBT with weekly classroom schedules and update as required; provide data and collaborate with SBT to monitor wellbeing and achievement of at-risk learners.
- (g) Collaborate with principals and SBT to direct and supervise EAs and other non-enrolling LSS faculty, including counselors and youth care workers, to provide targeted instruction and social emotional support and/or adaptations as required by IEP, or classroom needs assessments
- (h) Be present and engaged in routines of the school community including arts performances, committees, devotions and events, which may fall outside of the regularly scheduled school day.
- (i) Establish strong, respectful and supportive relationships with students, staff and parents.

2. STRATEGIC & EDUCATION LEADERSHIP:

- (a) Collect data, evaluate and monitor effectiveness of special education programming on student progress and achievement
- (b) Assist principals and resource staff in designing and implementing multi-tiered classroom support system
- (c) Supervise evidence-based I.E.P. planning and implementation for designated students.
- (d) Develop and monitor student safety protocols and train administrators and teaching staff in creating behavioural support plans and safety plans.
- (e) Transition planning for students with diverse needs including Kindergarten transition for low incidence students
- (f) Support the planning and implementing of universal design for learning (UDL) in K-12 classrooms
- (g) Supervise and evaluate campus-based learning support services staff
- (h) Support and mentor administrators teachers and professional staff with program development for students with ministry designations
- (i) Establish school-based teams on each campus and collaboratively work with principals to determine and monitor student support allocation
- (j) Support human resources staff and principals in recruiting and hiring special education staff
- (k) Design and coordinate professional development for K-12 instructional and support staff

- (l) Develop supportive networks and relationships with POPEY, SET-BC, Safe Schools BC, FISA, SCSBC, Ministry of Education, Ministry of Children and Family Development and other partners
- (m) Work with local partners to maximize outreach and support for parents of children with diverse needs and challenges in the community
- (n) Special projects and other duties as required by the LCS Head of Schools

RELATED POLICIES:

[4303 ADMINISTRATIVE LEADERSHIP GROWTH & EVALUATION FRAMEWORK](#)

Reviewed: 05 2025