



**FLINT HILL
SCHOOL**

If you're always
trying to be normal
you will never know
how amazing you can be.
-Maya Angelou

- 2. 15-45 /class/wk
- 3. weekends, but ok breaks 2
- 4. optional HW
- 5. hw weekends/breaks
- 11. Study guides only before tests

room: Knicely

password: Knicely1



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Position Statement Director of the Learning Center Search Flint Hill School

Oakton, Virginia
Start Date: July 1, 2024



Director of the Learning Center

Position Statement



FLINT HILL SCHOOL is coeducational and consists of grades junior kindergarten through 12 with approximately 988 students. The Upper School is the largest division with a total of 560 students. Since becoming a non-profit in 1990, Flint Hill has grown rapidly and has become known for its challenging academics, its close-knit community, robust athletics and fine arts programs, and a culture that provides the freedom and encouragement for each student to blaze their own trail. The School resides on two campuses—the Peterson Middle School is adjacent to the Upper School and the Hazel Lower School is just down the road. At Flint Hill, students and faculty alike are inspired by a culture in which questions like “imagine if?” and “what’s possible?” set the standard. The Flint Hill culture reinforces the School’s vision and encourages students to: take meaningful risks; be yourself; and make a difference.

Flint Hill’s 50-acre campus is comprised of three academic facilities in Oakton, Virginia. Each one was

constructed with Flint Hill’s innovative instructional style in mind to include large, open spaces and to encourage interaction and participation among students. The Peterson Middle School is the home for Flint Hill’s seventh - and eighth graders. Located adjacent to the Upper School Campus, the facility includes 16 classrooms, an Innovation Hub with dedicated space for computer science, makers and robotics projects; an art studio; quiet study rooms and a large commons with cafeteria seating. A large terrace serves both as a space for students to spend downtime and a community gathering space during athle5tics events. The

Upper School Campus is a 130,000- square-foot contemporary academic building with a soaring, open atrium and staircases. Like an interior campus quad, the atrium is a vibrant hub for Upper School life. The atrium is surrounded by dedicated academic wings, science labs, a robotics lab, a two-story learning commons, art studios, a fitness center, and the athletics facilities.

The Hazel Lower School, located a mile from the Upper and Middle School, resides on the School’s original campus, was redesigned in 2020 and is home to 250 students. This campus includes the historic Miller House, the Hazel Lower School, the 300-seat Olson Theater, athletic fields, a full-sized gym, professional quality music and art studios and science and innovation labs. Glass-fronted, the Hazel Lower School is filled with light, energy and joy. The campus is an immaculate, safe space; the playing fields expansive; and each of the three age-appropriate playgrounds are thoughtfully designed.

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SCHOOL MISSION, VISION AND VALUES

Flint Hill's mission is lived by faculty, administrators and staff.

A Flint Hill education focuses on the learner. Within a context of strong relationships, we create developmental experiences that embrace the best practices of traditional and contemporary education. Through continuous growth, we actively and thoughtfully implement the ideas and resources that help each student investigate, create, and communicate collaboratively and effectively in a rapidly changing, interconnected world.

The School's commitment to the whole child and to a balanced program gives students a secure foundation in relationships and a deep feeling of acceptance, enabling them to live the School's Core Values:

- Respect and value all equally.
- Lead and support with compassion.
- Act with integrity.
- Imagine what's possible.
- Blaze the trail.

Supported by teachers, Flint Hill students are unafraid to ask questions in class, try out a new activity and advocate for themselves. Flint Hill's culture reinforces the School's vision:

- Take meaningful risks
- Be yourself
- Make a difference



THE LEARNING CENTER: WORKING WITH STUDENTS AND TEACHERS

Supported by an endowment, Flint Hill's nationally recognized Learning Center works with students of all ages to develop tools that help them not merely handle the rigors of the school's program, but excel. Learning Support specialists are a part of the fabric of the Flint Hill community and seamlessly offer a variety of individualized support to students so they can thrive.

In Lower School, specialists provide reading, writing, and math support for students in their classrooms. This support is designed for students who need a little additional, specialized academic support. The team also provides some small group instruction in the areas of reading, writing, and math. As students get older, their work with learning specialists is increasingly connected to their in-class assignments and other homework/projects.

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In grades 7-12, learning specialists work individually with students to set goals, create action plans, foster a better understanding of themselves as learners, and become strong self-advocates. Approximately 25% of students in these divisions benefit from their work with the Learning Center team. Flint Hill students are also supported by a structure that includes one-on-one teacher help during office hours, the opportunity to participate in monitored study halls, access to trained counselors, and small class sizes that allow teachers to really know their students.

As a student-centered learning environment, Flint Hill continually keep the needs of students at the forefront. Learning Center specialists assist teachers in planning instruction for a wide range of learners.

Specialists collaborate with teachers and faculty in support of student needs and are a key part of divisional student support team meetings. They are in constant collaboration with teachers around students' academic development offering resources, support, advice, and training to enable faculty to better meet the needs of all learners.

Members of the team are experts in their field and best practices pertaining to learning differences and take the charge of sharing that knowledge with the full faculty. Specialists are equipped to analyze educational evaluations to create and/or update formal learning profiles and accommodations plans for students.

DIRECTOR OF THE LEARNING CENTER OPPORTUNITY

When passion and impact come together, an institution becomes more than a place to work. As many teachers and staff will tell you, Flint Hill is a place where they are challenged and inspired, and yet it still feels like home.

The Director of the Learning Center enhances the experience of Flint Hill students and faculty and embraces [the mission, vision, and core values of the school](#), [the Flint Hill Statement of Institutional Equity and Inclusion](#) and the [Portrait of the Flint Hill Student](#).

The Director of the Learning Center is responsible for providing strategic leadership for the school's academic support programs and supporting faculty and staff knowledge and practices with relation to neurodiverse learners.

The Director of the Learning Center reports to the Director of Academics, is a frequent partner with three Division Directors, the Director of Counseling, and other academic and student-life teams, and supervises all Learning Specialists across three divisions. This position is a full-time, exempt benefits-eligible, 12-month staff position.



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RESPONSIBILITIES AND DUTIES

The Learning Center Leadership

- Evolve and implement a vision for the role of The Learning Center at the School and promote the Learning Center in the community.
- Supervise and mentor Learning Specialists within each division; guide their professional growth and identify professional development opportunities.
- Partner with each Division Director to facilitate discussions regarding academic support for students within Student Support Team meetings.
- Serve as the voice of the Learning Center in the school community; host regular events to support the community.
- Serve as Learning Center Department Chair and represent the team as a member of the Curriculum Committee, Grade JK-6 Department Chair Committee, and Grade 7-12 Department Chair Committee.
- Interpret formal learning evaluations; work with Learning Specialists, Student Support Teams, department chairs, and faculty to implement support and reasonable accommodations for students with documented neurodiversities.
- Serve as a member of the Admission Committee and attend select admission events in all three divisions.
- Serve on hiring committees and make hiring recommendations for Learning Center faculty.
- Collaborate with the Director of Counseling, school counselors, Director of Health Services, and school nurses to support students.



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- Collaborate with the Director of College Counseling to provide parent and student education related to the college transition for neurodiverse students.
- Maintain detailed and confidential data and records related to students with documented neurodiversities.
- Design and implement the study skills element of the Ninth Grade Seminar course, and through this course, help identify students who may benefit from additional academic support.

Community Support

- Collaborate with the Director of Academics to develop professional development for all faculty and staff regarding the needs of neurodiverse students.
- Consult and guide families considering a learning evaluation and provide information and education on the process and outcomes.

- Serve as a resource for families of neurodiverse students.
- Facilitate the transition between divisions of students who use the Learning Center, as well as for newly enrolling students identified within the admissions process.
- Manage all requests from outside providers for student information related to learning and/or attentional concerns.
- Share student accommodation information and support accommodation implementation, as needed.
- Serve as the primary point of contact for speech/language and occupational therapy contractors; manage the screening process of Flint Hill students for such services; and facilitate collaboration between contractors and teachers/specialists.
- Oversee tutoring referrals, including recommended summer work, for Lower and Middle School students, as recommended by the Learning Specialists.
- Develop and manage support structures for academically struggling students. College Board and ACT Special Testing Coordination
- Serve as the Services for Students with Disabilities (SSD) Coordinator for College Board.
- Initiate and manage all accommodations requests for College Board and ACT.
- Plan and execute all aspects of College Board and ACT special testing sessions.
- Partner with the Advanced Placement coordinator, PSAT coordinator, and PreACT coordinator regarding accommodation implementation.

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APPLICATION PROCESS

Candidates interested in applying for the Director of the Learning Center role may apply online at: <https://rg175.com/candidate/signup>

If you have any questions about the search, please contact Adam Peichert of Resource Group 175 who is overseeing the search at: adam.peichert@rg175.com

Thank you for your interest in Flint Hill School. We look forward to hearing more about your interest in this rare opportunity for an outstanding educator.

Flint Hill School maintains a strict policy of nondiscrimination in regard to employment. All aspects of employment at Flint Hill are governed on the basis of competence, merit, and qualifications, and will not be influenced in any manner by race, color, religion, sex, age, national origin, ancestry, veteran's status, disability, or any other classes referred in applicable state and federal laws.