

Transportation Specialist

The Howard County Public School System (HCPSS) is one of the leading school systems in the state of Maryland and the nation. In alignment with our [*Strategic Call to Action*](#), our mission is to ensure academic success and social emotional well-being for our approximately 57,000 students in an inclusive and nurturing environment that closes opportunity gaps. To learn more about employment with HCPSS, please visit <https://www.hcpss.org/employment/>.

DESCRIPTION

Under the direction of the Coordinator of Transportation, Specialized Service and Training, the Transportation Specialist will provide high quality direct services for school-based staff and families to address the behavioral needs of students with Individualized Family Service Plans (IFSPs) and Individualized Education Programs (IEPs) in a consistent and collaborative manner as outlined within the HCPSS Strategic Call to Action.

ESSENTIAL POSITION RESPONSIBILITIES

- Support the vision of the HCPSS and the priorities of The Office of Student Transportation, and the Department of Special Education.
- Collaborate with DSE/EIS staff, school-based staff, community partners and families to identify needs, provide support/training, follow up and monitor progress for students struggling with interfering behaviors.
- Observe students and collaborate with teams to gather information for administering functional behavioral assessments (FBAs) and developing behavior intervention plans (BIPs), including follow up for implementation fidelity.
- Train bus teams on the implementation of the articulation forms (update annually).
- Monitor the fidelity of implementation for instructional procedures and behavior intervention plans using observations, checklists, etc. (create forms if necessary).
- Collaborate with school staff and student services personnel to provide support and resources for students and families.
- Facilitate professional learning sessions on techniques for crisis intervention and safe physical management of students (e.g., Safety Care).
- Coordinate work oversights and schedules of Itinerant Behavior Paraeducators to ensure consistency of approach, solution-finding, and growth opportunities.
- Plan and deliver professional development to staff, families and community providers related to disability awareness, disability characteristics, and techniques to address behavioral needs of students with IFSPs and IEPs including procedures related to COMAR, restraint and seclusion.
- Maintain required documentation (e.g., reports, logs, summaries) related to program/school assignment support.
- Identify community resources and programs available to families and staff.
- Plan and identify related best practices for current and future travel training initiatives.
- Participate in committees established to improve support for students and staff within a tiered service delivery model.
- Provide consultative support for school staff participating in IEP Team meetings.

- Collaborate with DSE support staff (e.g., instructional facilitators, Board Certified Behavior Analysts, resource teachers) as well as other service providers/members of the IEP team including related services (e.g., S/LP, OT), parents, advocates, etc.

The above list is a summary of the functions of the job, not an exhaustive or comprehensive list of all possible job responsibilities, tasks, and duties.

MINIMUM QUALIFICATIONS

Applicants must meet all the qualifications listed below to be considered for the vacancy.

Education:

- Bachelor's degree in Education, Special Education, Curriculum and Instruction, or a related field.

Experience:

- At least three (3) years of professional experience in special education or experiences in a special education related field working with students with challenging behaviors with:
 - Experience conducting and supporting functional behavioral assessments (FBAs) and developing and monitoring the implementation of behavioral intervention plans (BIPs).
 - Experience using special education procedures, processes, and techniques with children with disabilities.

PREFERRED QUALIFICATIONS

- Three (3) years of experience providing support services to children and families in the areas of early intervention and/or special education.
- Certification as a Board-Certified Behavior Analyst (BCBA), Registered Behavior Technician and/or education and experience in applied behavior analysis.
- At least one year of work experience with computer technology to include Microsoft Office Suite (e.g., Outlook, Excel, Word, Access, PowerPoint, Teams) and Google Workspace (e.g., Drive, Docs, Sheets, Slides, Meet).

Certification:

- Hold a current Maryland State Department of Education Professional Certificate with the appropriate endorsement in Special Education or a related field.

Applicants may be considered who:

- Have completed all Maryland State Department of Education requirements for an educator certificate with the appropriate endorsement in Special Education or a related field.

OR

- Hold a current out-of-state educator certificate and are eligible for a Maryland State Department of Education educator certificate with the appropriate endorsement in Special Education or a related field.

SELECTION REQUIREMENTS

Applicants who meet the minimum (and preferred) qualifications will be included in further evaluation. The evaluation may be a rating of your application based on your education, training, and experience as they relate to the requirements of the position. Therefore, it is essential that you provide complete and accurate information on your application. Please report all related education, dates, and hours of work. Clearly indicate your college degree and major on your application, if applicable.

For education obtained outside the U.S., any job offer will be contingent on the candidate providing an evaluation for equivalency by a foreign credential evaluation service prior to starting employment (and may be requested prior to interview). HCPSS requires an official evaluation of foreign credentials to verify educational qualifications.

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EMPLOYMENT INFORMATION

This is a 12-month per year position in the Howard County Educators Association, Educational Support Professionals (HCEA-ESP) employee unit. The current salary range for this position is Grade 24, \$73,432 - \$121,652 (effective July 1, 2023). Salary will be determined by actual relevant experience and in conjunction with salary procedures of the Howard County Public School System. Under the Fair Labor Standards Act, this position is exempt from overtime.

APPLICATION REQUIREMENTS

Complete applications must be submitted by the closing date. Information submitted after this date will not be added. Incomplete applications will not be accepted. Resumes will not be accepted in lieu of a completed application.

Only applicants who submit all the requested information by the closing date of the vacancy will be considered for this position. Interviews will be limited to those applicants who, in addition to meeting the basic requirements, have experience and education which most closely match the position qualifications and the needs of the school system.

Please note that a completed application includes:

- A complete application form that includes a listing of employment locations with dates of employment and documents) required to verify that you meet the minimum qualifications.
- All supplemental materials (i.e.: resume, letter of introduction, certificate, and transcripts) are required to verify that you meet the minimum qualifications.

For questions regarding this vacancy, please contact:

recruitmentinquiries@hcpss.org

Equal Opportunity Employer

HCPSS celebrates diversity and is committed to creating an inclusive environment for all employees and applicants and prohibits discrimination, harassment, and retaliation of any kind. HCPSS is committed to the principle of equal employment opportunity for all employees in providing them with a work environment free

Dr. Michael J. Martirano, Superintendent

of discrimination and harassment. All employment decisions at HCPSS are based on organizational needs, job requirements and individual qualifications, without regard to race, color, religion or belief, national, social or ethnic origin, sex (including pregnancy), age, physical, mental or sensory disability, sexual orientation, gender identity and/or expression, marital, civil union or domestic partnership status, veteran status or present military service, family medical history or genetic information, family or parental status, or any other characteristic protected by federal, state or local laws.