

## **Executive Director, Special Education**

The Howard County Public School System (HCPSS) is one of the leading school systems in Maryland and the nation. 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 Chief Academic Officer, the Executive Director of Special Education provides vision, leadership, oversight and evaluation for the Department of Special Education (DSE). The Executive Director for Special Education ensures the provision of early intervention and special education services for learners, birth through age twenty-one, who receive services through an Individualized Family Service Plan (IFSP) or an Individualized Education Program (IEP) in accordance with the Individuals with Disabilities Education Act (IDEA). This position is responsible for providing oversight for the effective and efficient operation of four major offices: (1) Early Intervention Services, (2) School-based and Transition Services, (3) Countywide Services, and (4) Special Education Compliance, Nonpublic Services, and Family Support; and is also responsible for managing the development and implementation of eight program budgets and multiple grants.

### **ESSENTIAL POSITION RESPONSIBILITIES**

- Interprets, implements and adheres to federal, state and/or local policies applicable for ensuring the provision of a Free Appropriate Public Education (FAPE) in compliance with the IDEA for students with disabilities as well as the implementation of IDEA for addressing learners with developmental delays.
  - Ensures school system compliance with federal and state law, regulations, and Maryland State Department of Education guidelines and directives.
  - Guides the DSE central support team leadership and other system staff to support and execute strategic system initiatives and department priorities.
  - Collaborates with leaders on the District Support Team and within other system divisions to foster inclusive schools that are equipped to address the diverse needs (academic, physical, social/emotional, etc.) of students with disabilities.
  - Provides strategic direction for designing, delivering, and monitoring service models that ensure a continuum of early intervention and special education services for learners, birth through age twenty-one.
  - Leads initiatives to improve the academic outcomes for students with IEPs pursuing Maryland high school diplomas and certificates of completion.
  - Provides direction for the design, facilitation, and evaluation of professional learning/training pertaining to special education and related topics for various stakeholder groups.
  - Develops, reviews, and monitors all required federal, state and local reporting requirements to ensure school system compliance.
  - Provides oversight for the development, implementation, and monitoring of the department's operating budgets and grant funding including the review and approval of financial and data reporting.
  - Develops, reviews, and monitors the implementation of state and federal grants to support students' needs in areas including but not limited to academic, social/emotional, communication, and mental health.
  - Provides supervision and oversight regarding the allocation of special education staffing and other resources (e.g., materials of instruction, equipment) to schools.
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- Actively builds strong collaborative partnerships with families and other community stakeholders to strengthen engagement in the early intervention and special education processes.
- Participates in state and local committees, workgroups, and meetings to inform policies, procedures, and other state-wide practices pertaining to services and supports for addressing students' developmental needs and educational disabilities.

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 following qualifications, listed below, to be considered for the vacancy.**

#### **Education**

- Master's degree in education from an accredited college or university with an emphasis on curriculum, instruction, or educational leadership.

#### **Certification/Licensure**

- Current Professional Maryland State Department of Education (MSDE) certificate/license with the Administrator II endorsement.

#### **Experience**

- Eight (8) years of PreK-12 leadership experience in the field of Special Education, at least three (3) of which must include:
  - Supervisory experience to professional and paraprofessional staff.
  - Leadership experience in the development and implementation of special education programs and services.

### **PREFERRED QUALIFICATIONS**

- Doctoral degree from an accredited college or university in education with an emphasis in curriculum, instruction, or educational leadership.
- Current Professional Maryland State Department of Education (MSDE) certificate/license with the Superintendent I endorsement.
- Five (5) years of experience using student data (e.g., academic, attendance, behavioral, disproportionality-discipline, identification, placement) to make programmatic decisions.
- Three (3) years of experience developing/managing multi-million-dollar operating and/or grant budgets.

### **REQUIRED KNOWLEDGE, SKILLS, AND ABILITIES (KSAs)**

- Thorough knowledge of federal law and regulations pertaining to students with disabilities.
  - Thorough knowledge in the field of special education with background in early childhood and/or secondary transition.
  - Knowledge of federal and state law governing public education and Board of Education of Howard County policies.
  - Expertise in neurodiversity, inclusive education, disproportionality, equity, trauma-informed classrooms, and/or multi-tiered system of supports (MTSS) preferred.
  - Availability for and experience presenting at meetings such as Board of Education, county government, special education advocacy groups, and other meetings during day, evenings, and weekends.
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- Excellent organizational, supervisory, interpersonal, and problem-solving skills.
- Demonstrated excellence in oral and written skills.
- Ability to manage multiple tasks in a flexible manner.
- Ability to communicate effectively with staff, parents, community members, and public agencies.
- Ability to use computer technology in an administrative and educational setting.

### **SELECTION REQUIREMENTS**

Applicants who meet the minimum 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.

### **EMPLOYMENT INFORMATION**

This is a 12-month per year position in the Executive Unit. The minimum starting salary for this position is \$180,000. Actual salary placement will be in accordance with the 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 that 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 names of direct supervisors.
- All supplemental materials (i.e.: resume, letter of introduction, transcripts) required to verify that you meet the minimum qualifications.

For questions regarding this vacancy, please contact [recruitmentinquiries@hcpss.org](mailto:recruitmentinquiries@hcpss.org).

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***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 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.