Executive Director - Special Education & Student Support

Related positions are contingent on board approval.

The Executive Director - Special Education & Student Support, under the formal supervision of the Chief Academic Officer, is the key executive position critical to the acceleration of improved student outcomes across City Schools, specifically including students with disabilities. The Executive Director - Special Education & Student Support represents the district as the lead instructional executive responsible for providing leadership in promoting student achievement by ensuring that all identified needs of students are met, and that appropriate laws and regulations are followed, resulting in efforts that are rooted in the mission to eliminate disparities in achievement and to ensure college and career readiness for students with disabilities. The department oversees the Development and Implementation of Section 504 Plans, Special Education Citywide Programs, Individualized Education Program (IEP) Development and Implementation, related services, special education due process, self-monitoring and compliance, and placement. The Executive Director is responsible for developing and implementing Baltimore City Public Schools (City Schools) policies and procedures and providing specialized system leadership for the provision of, specially designed instruction and related services for students who have IEPs and accommodations for students with disabilities who have a Section 504 Plan in City Schools through comprehensive planning and coordination.

Essential Functions

Establishing and Sustaining a Culture that Focuses on Instruction and Equity

- Cultivates a district-wide awareness that the core function of staff is enabling all students to achieve high standards.
- Unifies divergent views of students, school leaders, district staff, parents, and community members into a cohesive vision for instruction and student success.
- Articulates clear theories of pedagogy and organizational growth aligned with City Schools' vision.
- Navigates engagement with individuals from diverse backgrounds through a lens of cultural proficiency, sensitivity and equity, minimizing confrontational or strained relations and maximizing community cohesion and positive interpersonal relationships with staff and stakeholders.
- Creates and oversees proactive systems for monitoring and improvement from schools, parents, students and stakeholders to inform district-level policy and practice relating to special education and related services.
- Imparts a widespread understanding that the work of all staff will be assessed in an effort to provide assistance in continuing improvement of instructional practice.

Liaising with District Office Departments and Partnering with Schools
• Collaborates with District Office departments, including but not limited to Teaching & Learning, College and Career Readiness, Chief of Schools, Office of Achievement and Accountability, Finance and Legal, to build support systems for schools with resources necessary to meet their needs.
• Assists with the recruitment, selection, and matching of candidates for special education and related services, programs within the district.
• Assists in the implementation and refinement of City Schools evaluative and support frameworks, tools, and professional growth opportunities for employees in special education, related services.
• Creates and oversees proactive systems for garnering feedback from schools to inform district-level policy and practice relating to special education and related services.
• Partners with principals and ILEDs to provide supports for a variety of school settings.
• Partners with other academic offices, particularly with Teaching and Learning, Whole Child Support and Services and College and Career Readiness regarding building the capacity of district teachers and leaders in inclusive practices for students with disabilities.
• Leads the planning and implementation of system-wide strategies to improve the provisions of specially designed instruction and related services in support of student achievement in City Schools.
• Directs and supervises the department units responsible for citywide special education programs, IEP Development and Implementation, related services, special education due process, self-monitoring and compliance, parent responses, separate public day and non-public programs and Section 504.
• Prepares and manages grants, submitting spending plan and progress reports within timelines.
• Provides technical assistance and support to City Schools' staff, parents, outside agencies and other school systems in matters related to the implementation of legal mandates and best practices.
• Develops and implements City Schools special education policies, procedures and operational guidelines.
• Liaises with parent, community and student stakeholders in support of students with disabilities.
• Participates in local, state and national educational activities and organizations.
• Prepares and manages budget for the Office of Special Education
• Plans and directs staff and activities associated with the evaluation of special education programs under internal and external review.
• Directs the development of intervention programs and best practices to improve the delivery of specially designed instruction and related services.
• Plans and controls staffing, and performs other human resources, finance and payroll related functions for assigned employees.
• Manages assigned staff in the development, design, review, implementation and periodic evaluation of project plans and strategies to support the achievement of goals and objectives.
• Provides appropriate supervision, mentoring, and professional growth and development opportunities to assigned staff. Such responsibility includes the development and implementation of professional growth plans to include keeping abreast of current developments, literature, and technical sources of information.
• Ensures the provision of quality products and services. Leads staff and district office supports (Community Learning Network teams) in the design, development, implementation, monitoring and documentation of quality and reliability improvement plans and procedures. Confers with and advises subordinates on administrative policies and procedures, technical problems, priorities, and methods.
• Performs and promotes all activities in compliance with equal employment and nondiscrimination policies; follows federal laws, state laws, school boards policies and the professional standards.

Desired Qualifications

• Master's degree in special education, educational administration, or a related field; Doctorate Preferred. Degree must be from an accredited college or institution.
• Possession of valid Advanced Professional Certificate from the Maryland State Department of Education. Must hold Special Education certification and Administrator I. Administrator II endorsement preferred.
• Five years of supervisory/administrative/management experience in special education, or related field, preferably in a large urban school district and as a principal/school leader in a large urban school district with documented success in improving student outcomes.
• Knowledge of legal mandates and regulations governing the provision of special education, related services.
• Knowledge of organizational and operating procedures including the decision-making process, program planning, improvement strategies, compliance, budgeting and evaluation.
• Knowledge of current trends and research in education, particularly in special education programs that increases student outcomes.
• Ability to use effective public relations, interpersonal, organizational, leadership and supervisory skills for the successful implementation of special education and related services.
• Interpersonal skills that ensure effective team building and engaging diverse stakeholders.
• Excellent verbal and written communication skills, including the ability to make persuasive presentations.
• Ability to work cooperatively with a variety of individuals in various roles, including community agencies, other local school systems and the business community.
• Knowledge of best practices for the instruction for diverse learners, particularly those who have been marginalized or disenfranchised.
• Proficient in the knowledge and use of technical computer applications.
Full time

Additional Details

Qualified candidates for the above position must submit the following:

- Completed online application
- Resume that clearly demonstrates the above minimum qualifications. It is important that you include all experiences and education related to the position to which you are applying.
- Upload copies of all transcripts - undergraduate, graduate and all MSDE Certifications
- Must provide three (3) professional references to include: name, title, business address, e-mail address and phone number
- All documentation/certification necessary (scanned copies accepted) to substantiate minimum qualifications; must be uploaded into application
- All documentation must be scanned and uploaded to application

Benefits -- This position is eligible for benefits. To review the available options please see the information relevant to the union for this position by viewing the following link: http://www.baltimorecityschools.org

Baltimore City Public Schools does not discriminate on the basis of race, color, ancestry or national origin, religion, sex, sexual orientation, gender identity, gender expression, marital status, disability, veteran status, genetic information, or age in its employment, programs and activities and provides equal access to the Boy Scouts of America and other designated youth groups. For inquiries regarding the nondiscrimination policies, please contact Equal Opportunity Manager, Title IX Coordinator Equal Employment Opportunity and Title IX Compliance Office 200 E. North Avenue, Room 208 Baltimore, MD 21202; 410-396-8542 (phone); 410-396-2955 (fax).

This position is not affiliated with any bargaining unit.

This position is affiliated with the State Retirement Plan.