ABOUT GUILFORD COUNTY SCHOOLS (GCS)
Guilford County Schools (GCS) is the third-largest district in North Carolina, serving nearly 72,000 students across 126 schools in urban, suburban and rural areas. Superintendent Sharon L. Contreras, Ph.D., is leading the district through a pivotal phase in its development, focused on graduating students who are ready to be successful citizens and leaders of the world. GCS’s leadership team will play a critical role in helping the district reach its top priorities which focus on student achievement, equity and excellence, talent development, school choice, and organizational effectiveness.

ABOUT THE ASSISTANT SUPERINTENDENT – EXCEPTIONAL CHILDREN POSITION
Reporting directly to the Chief Academic Officer, the Assistant Superintendent for Exceptional Children is a critical leadership role that directly affects the acceleration of improved student outcomes for GCS’s 10,324 students with special needs. This role directs, monitors and strengthens programs and ensures all services are implemented within federal, state, and local regulations. The Assistant Superintendent will coordinate the efforts of federal, state and local agencies, private specialists, parents, and division supervisors to provide the services needed by GCS students, working to eliminate disparities in achievement and ensure college and career readiness for students with special needs. This role develops and implements GCS’s policies and procedures for identifying and meeting the needs of diverse learners, leads comprehensive planning and coordination, and provides system leadership to ensure equitable access to high-quality special education and related services.

SPECIFIC DUTIES AND RESPONSIBILITIES

Equity Leadership and Student Success
- Set a clear vision and goals for the Exceptional Children department to increase academic achievement and provide supports for students with special needs.
- Cultivate a commitment among all district staff that all students will achieve high standards.
- Confront preconceptions and model open dialogue about race, culture, class and other issues of difference with peers, staff, students and the community.
- Demonstrate cultural proficiency, sensitivity, and equity to ensure students’ needs are met.
- Assess the distribution of Special Education supports ensuring allocation is equitable and provides the best resources to efficiently and effectively meet the needs of all GCS’s students, families, and schools.

Instructional Leadership and School Support
- Direct and supervise the Exceptional Children department including directors, Exceptional Child Services
- Coordinators, Program Administrators and Compliance Officers.
- Plan, develop, and implement a comprehensive program for students with disabilities, which assesses the needs of students, establishes objectives and priorities, develops strategies to achieve objectives, and evaluates programs.
• Apply research and best practices to inform the development of theories of pedagogy, intervention programs and improve the delivery of special education and related services.
• Collaborate with principals, principal supervisors and district departments to provide supports for a variety of school settings and build school support systems with necessary resources.
• Assist with the administration of the district’s two special schools for students with disabilities.
• Work in conjunction with the State Department of Public Instruction, the Office for Civil Rights, and other agencies to meet the needs of students; prepare and monitor contracts with individuals and agencies for special services not available through GCS and ensure compliance of programs with federal, state and local regulations.

**Systems and Policies**

• Assess the effectiveness of the department and effectively prioritize, plan and implement improvements, as needed.
• Establish processes for quality controls, operational efficiency and accuracy in departmental work.
• Ensure responsive and efficient services including appropriate due process in the best interest of students with special needs.
• Create proactive systems that garner feedback from schools to inform district-level policy and practice.
• Use and analyze data to drive decisions and guide problem-solving to achieve the best student outcomes.
• Share data with broad audiences to improve transparency and communication.
• Facilitate problem-solving and dispute resolution to ensure appropriate services and resources for students.
• Address systemic issues efficiently, effectively, and consistently.
• Consult with central and school-based staff on specific individual cases when further interpretation of federal, state and local policies is required.
• Provide technical assistance to staff, families, and outside agencies related to the implementation of legal mandates.

**Talent Management and Professional Learning**

• Supervise, mentor, and provide professional growth and development opportunities for staff.
• Support staff in developing, implementing, and evaluating strategy and project plans to achieve goals.
• Increase the effectiveness of school-based special educators:
• Assist in the recruitment, selection, and matching of candidates for special education and related services.
• Collaborate to refine and implement GCS’s evaluative frameworks, tools, and professional growth opportunities.
• Potential to supervise principals of district-run separate day schools for special education.
• Strategically manage and allocate resources (including money, people, time, etc.) aligned to students’ needs.
• Partner with central office to create district-wide professional development programs that build the capacity of district teachers and leaders to implement inclusive practices for students with special needs and make decisions based on research and best practices in special education, psychology, social work, health, counseling, student support team, and related services.
KEY COMPETENCIES

Vision and Courage to Ensure All Students Achieve
- Demonstrate belief and holds self and others accountable for reaching high academic achievement of all students.
- Secure buy-in for a clear and compelling vision.
- Comfortable addressing matters of equity, race, and bias in decision-making.

Special Education Knowledge and Expertise
- Expert understanding of special education law, including legal mandates and regulations governing the provision of special education and related services.
- Demonstrate ability to develop and deliver special education programming that improves academic performance.
- Understand and implement promising, innovative and effective instructional practices and models.

Influence and Leadership
- Demonstrate leadership presence that gains the confidence of others.
- Comfortable pushing a group’s thinking; skillfully navigating political structures, relationships and dynamics to challenge ideas and enable better decisions and outcomes for students.
- Communicate effectively, tailoring message for the audience, context, and mode of communication.
- Actively listen to others and effectively interprets motivations/perceptions. Able to integrate feedback from others to achieve better results.
- Build positive relationships and coalitions. Maintains visibility and works collaboratively with diverse stakeholders at all levels (i.e. district staff, students, families, communities, advocacy groups, etc.).

Strategic Planning and Effective Execution
- Proactively offer innovative solutions to seemingly intractable problems.
- Demonstrate critical thinking skills and the ability to analyze data, identify trends, and diagnose root causes.
- Exhibit a strong focus on goals and results. Set clear metrics for success.
- Continuously monitor progress and demonstrate persistence to overcome obstacles to achieve goals.

Team Leadership and Management
- Build and lead effective teams to achieve ambitious goals.
- Assess team and individuals’ skills, identifies development needs, and provides feedback and supports to improve practice, build capacity, and maximize talent.
- Promote professional learning and utilizes effective adult learning techniques.
- Lead teams to collaborate with other departments, teams, and stakeholders.
MINIMUM TRAINING & EXPERIENCE

• A clear track record of improving academic outcomes for students with special needs.
• Master’s degree in special education, educational administration, or a related field from an accredited college or institution. Doctorate preferred.
• Six years of supervisory/administrative/management experience in special education or related field, preferably in a large urban school district. Experience as a teacher and/or school leader with documented success in improving student outcomes preferred.
• Knowledge of best practices, and current on national trends and research for the instruction of diverse learners.
• Eligible for NC license in Exceptional Children at time of hire; Eligible for valid NC driver’s license at time of hire.

APPLICATION PROCESS

• Qualified candidates must submit a completed online application and a resume that clearly demonstrates the above minimum qualifications.

COMPENSATION

• Salary for this position is competitive commensurate with prior experience. In addition, a comprehensive benefits package is included.
• The Guilford County Board of Education believes in the dignity of all individuals and in the worth of their labors. To this end, the Board will ensure that all applicants for employment and all employees are employed, assigned, supervised, promoted, compensated, and terminated in full compliance with state and federal equal opportunity statutes. No applicant for employment or current employee will experience discrimination based on race, creed, color, religion, national origin, sex, age, marital status, physical handicap, sexual orientation or disability.