

Coordinator, Special Education, Secondary

ABOUT US

The Howard County Public School System (HCPSS) is one of the leading school systems in Maryland and the nation. To learn more about us and our [2024 -2029 Strategic Plan](#), please visit our [website](#) and our [careers page](#). Join our award-winning workforce and make a difference in the lives of our students!

DESCRIPTION

Under the direction of the Executive Director of Special Education and Director of Special Education, the Coordinator, Special Education, Secondary, collaborates with a variety of stakeholders (families, staff, and students) to ensure academic, behavioral, and/or social emotional success for students in grades 6 through age 21 with disabilities. The Coordinator, through professional learning and coaching, ensures school special education teams and administrators implement high quality special education and transition services. Through their leadership, the Coordinator, Special Education, Secondary ensures specially designed instruction is consistently implemented across the continuum of services at the middle and high school levels as well as provides guidance in the implementation of local, state, and federal special education procedures and policies. Additionally, the Coordinator ensures the delivery of transition services across school and community settings, including coordination with local and state agencies.

MINIMUM QUALIFICATIONS

Education:

- Master's degree from an accredited college or university in Education, Special Education, Curriculum and Instruction, or a related field.

Certification/Licensure:

Priority will be given to applicants who:

- Hold a current Maryland State Department of Education Professional Certificate/License in Administrator I or II **and** one of the following:
 - Generic Special Education 1-8 (grades 1-8)
 - Generic Special Education 6-Adult (grades 6-adult)

Applicants may be considered who:

- Hold a current out-of-state educator certificate or license and are eligible for a Maryland State Department of Education Professional License in Administrator I or Administrator II **and** one of the areas of special education licensure listed above.

Experience:

- Five years of experience in middle or high school special education instruction to include at least:
 - Two years of experience with transition services.
 - Three years of instructional leadership experience.

PREFERRED QUALIFICATIONS

- Doctoral degree or certificate of Advanced Graduate Studies in Special Education or a related area.

- Experience leading in a secondary transition program that may include the development of transition IEPs, coordination of transition activities/programs, or delivery of secondary transition services.
- Experience developing and conducting professional learning in the areas of special education or instructional leadership for a variety of stakeholders.
- Experience working with students with various disabilities at both the middle school and high school levels.
- Experience monitoring and applying federal, state, and local compliance data to continuous improvement processes in special education.
- Experience applying current research and best practices in special education such as in teaching at the college level or making contributions to relevant publications.
- Prior supervisory experience.
- Experience managing grant and operational budgets.

ESSENTIAL POSITION RESPONSIBILITIES

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

Leadership and Oversight

- Implements and evaluates special education services in all schools and programs for students grades 6 through age 21 with emphasis on specially designed instruction, academic interventions, and social emotional learning.
- Communicates with central office staff, school-based administrators, and Department of Special Education Instructional Facilitators to maintain proactive measures for success.
- Collaborates with level leaders to ensure fidelity of programmatic implementation across schools, including data analysis.
- Coordinates efforts between different county initiatives.
- Supports and enhances a robust full continuum of services for students who have Individualized Education Programs (IEPs).
- Monitors level specific data related to academic progress on IEP goals/objectives, and social emotional learning.
- Promotes the inclusion of students with disabilities in general education classrooms.
- Problem-solves issues identified by school administrators, staff, and parents within assigned schools.
- Engages in special education program development, evaluation, and improvement.
- Collaborates with other system personnel to increase student achievement.
- Conducts formal evaluations of special educators and support staff.

Compliance

- Oversees compliance with federal, state and local law, regulations, policy and procedures regarding the provision of special education services for students in HCPSS and nonpublic schools via ongoing internal monitoring procedures and external audits.
- Provides consultation and guidance to school system staff regarding federal and state special education regulations (IDEA/COMAR) and HCPSS procedural guidelines.
- Ensures implementation of a cycle of continuous improvement for systemic and state initiatives that impact students with IEPs.

Professional Learning

- Coordinates the design, implementation, and evaluation of professional learning related to special education mandates and evidence-based practices for all central office and school-based staff at the school and county levels.
- Ensures alignment of DSE priorities and initiatives with HCPSS professional learning, Department of Curriculum, Instruction, and Assessment, and MSDE.

Grant and Operating Budgets

- Conducts on-going data analyses with DSE leaders to support the preparation of information required for annual budget requests (local and grants).
- Maintains up-to-date knowledge of expenditures of supplies/materials including challenges and grant deadlines.
- Plans proactively and strategically for forecasting sessions.
- Annually allocates staffing resources to schools based on students with IEP's and the approved staffing formula.

Family and Community Partnerships and Outreach

- Communicates effectively and positively with all stakeholders including parents.
- Coordinates outreach efforts and serves as a liaison to involve parents, community members, advocacy groups and advisory groups in system/dept initiatives.

ESSENTIAL KNOWLEDGE, SKILLS, AND ABILITIES

The below list is a summary of the knowledge, skills, and abilities required for success in this position, not an exhaustive or comprehensive list.

- Knowledge of current research and case law related to special education.
- Knowledge of transition planning, supports, and services across all levels.
- Knowledge of general education curriculum K-12.
- Ability to evaluate programs and monitor compliance in special education in MD public and non-public schools.
- Ability to communicate effectively with staff, parents, community members, and public agencies.
- Understanding and support for ethnic, racial and cultural diversity with sensitivity and appreciation for all families, staff and students.
- In-depth knowledge of budget development and management.
- Ability to develop and evaluate professional learning.
- Ability to successfully manage multiple tasks in a flexible manner.

ADDITIONAL REQUIREMENTS**Working Hours**

This position will require occasional evening hours.

APPLICATION REQUIREMENTS

Complete applications must be submitted, and once your application has been submitted, you will not be able to add documentation or make any changes. Incomplete applications will not be accepted. Resumes will not be accepted in lieu of a completed application.

Supplemental Application Questions

This position requires applicants to provide responses to the below supplemental application questions to determine whether you meet the minimum and preferred qualifications. **Please upload your responses in a single separate file to the supplemental application questions section of the application.**

- 1) Please describe any experience you possess leading in a secondary transition program that may include the development of transition IEPs, coordination of transition activities/programs, or delivery of secondary transition services.
- 2) Please describe any experience you possess developing and conducting professional learning in the areas of special education or instructional leadership. In your response, please identify the professional learning topic, audience, and method of delivery as well as any specific outcomes achieved.
- 3) Please describe any experience you possess monitoring and applying federal, state, and local compliance data to continuous improvement processes in special education.
- 4) Please identify any experience you possess applying current research and best practices in special education such as in teaching at the college level or making contributions to relevant publications.
- 5) Please identify the supervisory positions you have held. For each, identify the number of direct reports.
- 6) Please describe any experience you possess managing grant and operational budgets. In your response, please include the total funds managed.

SELECTION CRITERIA

Applicants who meet the minimum qualifications will be included in further evaluation. 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.

EMPLOYMENT INFORMATION

Compensation

This is a 12-month per year position in the Howard County Association of Supervisors and Administrators-Administrators (HCASA). The [current salary range](#) for this position is Grade III on the Central Office Administrators salary scale. Actual placement will be in accordance with the salary procedures of the Howard County Public School System and the HCASA Master Agreement which considers relevant prior experience. Under the Fair Labor Standards Act, this position is **exempt** from overtime.

Telework Program

This position is eligible to participate after 60 working days of employment. Telework schedules will be determined by the department and/or supervisor.

Retirement

Membership in the Maryland State Retirement Agency (MSRA) pension plan is a mandatory condition of employment for all employees who meet the eligibility and membership criteria defined in the State Personnel and Pensions Article and the Code of Maryland Regulations (COMAR). A qualifying employee cannot reject membership, nor can an ineligible employee elect membership. The annual contribution to the pension plan will be 7% of an employee's annual salary.

Benefits

HCPSS offers a [comprehensive benefits package](#) for eligible employees. Information about additional benefits such as paid time off can be found in the [negotiated agreement](#) for employees in this bargaining unit.

Pre-Employment Requirements

Professional references will be contacted prior to any offer of employment. Recommended candidates will be required to provide references from current and recent supervisors.

All employees, regular and temporary, must be fingerprinted, have a criminal background investigation completed, and successfully complete the Maryland Employment History Review, pursuant to Section 6-113.2 of the Education Article, Annotated Code of Maryland. In addition, some positions will require completion of a physical examination and/or drug testing.

Anyone offered employment is required to provide proper identification and documentation of eligibility for employment in the United States. HCPSS participates in E-Verify and does not offer employee sponsorship.

For questions regarding this posting, please contact Sandy Saval at sandy_saval@hcpss.org.

EQUAL OPPORTUNITY EMPLOYER

To request an accommodation during the application or interview process due to a documented disability, please email humanresources@hcpss.org.

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.

Join our award-winning workforce and make a difference in the lives of our students!