

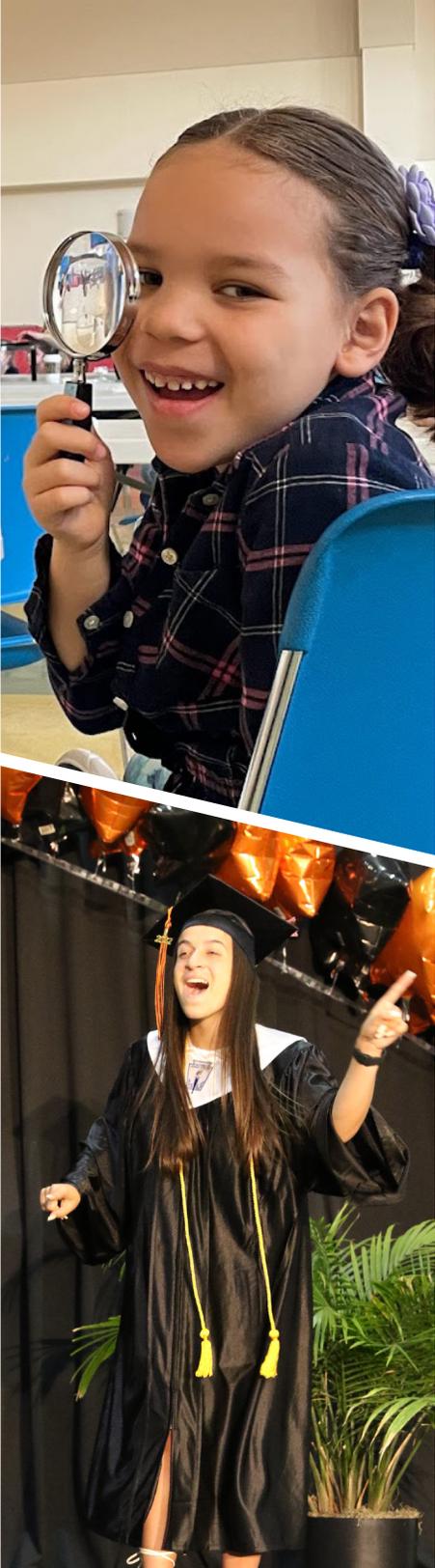


MARYLAND SCHOOL FOR THE DEAF

School Prospectus and Superintendent Leadership Profile

Recognized as a flagship school for Deaf and hard of hearing students and the only one of its kind in the state of Maryland, the Maryland School for the Deaf (MSD) provides comprehensive educational programs and services for eligible Deaf and hard of hearing students on two campuses. The Frederick campus serves students from birth through 21 years of age, and the Columbia campus serves students from birth through 8th grade. MSD, fully accredited by Middle States Association Commissions on Elementary and Secondary Schools, provides programs and services at no charge to Deaf and hard of hearing students residing in Maryland.

MSD embraces the whole-child approach to teaching and learning. We believe that each child is a valued individual with the right to a safe, caring, and engaging learning environment. Our educational philosophy is rooted in the belief that all children can thrive in an American Sign Language (ASL) and English bilingual environment. MSD follows a public school curriculum and provides its students from family education and early childhood programs through high school direct access to learning through ASL instruction. MSD supplements its rigorous academic program with after school programs, athletics, theater, student organizations and clubs, and extracurricular activities. An active student life program for residential students on both campuses provides a mix of outings, fun activities, and life skills.



Who We Are

MSD's Vision Statement

The Maryland School for the Deaf will advance innovative and rigorous academic programs that impact the global community.

MSD's Mission Statement

The Maryland School for the Deaf, a diverse, bilingual community, in partnership with families, provides an equitable and exemplary education in a nurturing, engaging, and challenging environment to ensure our students achieve personal excellence and become responsible lifelong learners.

MSD's Belief Statements

The Maryland School for the Deaf has values and beliefs that are at the core of our being and lead and drive our actions. To read our belief statements, please visit the "[Who We Are](#)" page on the MSD website.

ASL and English Bilingual Education

ASL is used as the language of instruction throughout the school day, both in and out of the classroom. MSD's philosophy is to provide ASL and English language models for early language acquisition and provide linguistically-enriched ASL and English environments to attain fluency in both languages. Our mission is fulfilled when all MSD students become fluent in both ASL and written English upon graduation.

Accreditation

MSD is fully accredited through the Middle States Association following their Sustaining Excellence Protocol. Under this accreditation protocol, MSD engages in strategic planning and action research surrounding this self-study research question: *How can the use of technology foster improved engagement, involvement, education, and collaboration with diverse Maryland School for the Deaf families throughout the state of Maryland as it relates to language and social/emotional development as well as academic support to enhance student academic achievement?*

MSD was scheduled to present an update on its status and initial findings by hosting a colloquium this Spring 2022. Due to the COVID-19 pandemic, which disrupted the MSD's ability to fully implement its research during the 2020-2021 school year, MSD will now be hosting a colloquium in the spring of 2023. May 1, 2026 would be the renewal date.

435+
Students

130
Teachers

65+
Residential
Students

65+
Birth to Age 3
Children Served
Statewide

17
Competitive
Athletic Team
Sports

47.7%
Students
of Color

Diversity, Equity, and Inclusion

The Maryland School for the Deaf is committed to nurturing a diverse, inclusive, and equitable community. This ongoing process requires evaluating policies, practices, and programs with a respectful and empowering lens. MSD strives to demonstrate a transformative curriculum and supportive environment that celebrates the diverse identities within our community. MSD is over 150 years old. The school has a long and proud history, but entrenched in proud records can lie practices, systems, and traditions that perpetuate practices that no longer reflect our work toward becoming an equitable and inclusive school. For this reason, MSD recognized the need to conduct a thorough review and take action where needed in order to promote equity and inclusion for all.

Key Actions by MSD Since 2020

Diversity, Equity, and Inclusion (DEI) Independent Consultant

In 2020 MSD began its work with an independent consultant to assist the Board of Trustees, Chief Diversity Officer, and other members of the school's leadership in bringing about positive systemic change by addressing racism, implicit biases, and microaggressions at MSD. Since that time, the initial phase of a neutral and impartial organization-wide equity and inclusion cultural audit has been conducted, resulting in an assessment of MSD's practices, policies, and overall commitment to DEI. Additionally, the Board has undergone the Intercultural Development Inventory (IDI) and has received executive coaching and participated in training. The next steps in this project include completion of the second phase of the organization-wide cultural audit (climate survey and focus groups) and development of a strategic DEI plan.

MSD's Progress in Advancing Diversity, Equity, and Inclusion

- ◆ Hired and onboarded a new Chief Diversity Officer that serves as the school's subject matter expert and member of the school's leadership team.
- ◆ Established a committee to advise MSD leadership on its direction and efforts related to DEI work.
- ◆ Completed an initial review of all school policies, procedures, training, and curriculum to ensure that it is diverse, inclusive, and equitable.
- ◆ Began the adoption and implementation process for a new inclusive curriculum for all grade levels.
- ◆ Initiated changes to the scheduling of student activities and events to provide equitable opportunities for students to participate.
- ◆ Enhanced student life programs and activities to promote inclusiveness on campus (e.g., Junior Black Deaf Advocates, Deaf Latinx Club, Gender & Sexuality Alliance, etc.)
- ◆ Established a new committee-based review process for the MSD handbook with a focus on ensuring fair, equitable, and inclusive school policies and practices.
- ◆ Initiated enhanced recruitment, professional development, and promotion strategies to reach and advance BIPOC administrators, teachers, and staff.
- ◆ Implemented an annual series of DEI-related professional development and training for faculty and staff, both at the school-wide and departmental levels.
- ◆ Implemented required online training in cultural competence and racial bias, discrimination in the work place, and two modules on diversity, equity, and inclusion with focuses on staff to staff and staff to students, respectively.



The MSD Community

Students

MSD takes pride in being the school families choose for their Deaf and hard of hearing children. MSD provides access to shared language and direct communication, serving a diverse population of students across two campuses. All students are on an Individualized Education Program (IEP) or Individual Family Service Plan (IFSP) depending on their age. The student population consists of students who are Deaf, have residual hearing, wear hearing aids or cochlear implants, and/or come from all around the world. MSD students commute to campus from counties throughout the state; residential housing is available during the week as well.

Regardless of whether a day or residential student, MSD students of all ages and abilities actively engage in campus life through academics, extracurricular activities, and social opportunities. Through the caring school community and the unique school-life experience that MSD provides, students learn to be individuals, classmates, friends, leaders, followers, team players, and mentors.

Faculty & Staff

MSD employs approximately 475 faculty and staff committed to fostering a culture of equitable and exemplary education in a nurturing, collaborative, and inclusive environment to ensure our students achieve personal excellence and become lifelong learners in and out of the classroom. ASL fluency is required for all faculty so students can learn in a bilingual environment.

Related Services staff stay up to date on certification and licensure to provide assistance and services to students when needed. MSD's related services staff consist of nearly 30 audiologists, occupational and physical therapists, speech and language pathologists, orientation and mobility specialists, mental and behavioral specialists, and nurses. Residential Child and Youth Care Practitioners serving students in our residence halls also maintain appropriate certification. A tireless team of operations staff including dietary, housekeeping, and maintenance staff keeps our campuses, buildings, and classrooms ready for learning each day.

Families

MSD embraces families from all over the state who come from diverse backgrounds and socioeconomic status. There are many opportunities for families to get involved. In addition to ongoing parental involvement and education, MSD's Family Support and Resource Center provides access to a multitude of resources and services essential to student success. MSD also offers ASL classes at no cost to families and caregivers. Both campuses have a Maryland State Department of Education resource center to provide parents with information to make informed educational decisions.

Alumni

Maryland School for the Deaf Alumni Association is one of the country's oldest alumni associations with over 800 members. The association organizes social events to keep alumni connected with their classmates, and it provides direct support to the school in various ways such as fundraising, volunteering, awards and scholarships, reunions, and alumni day.



School Programs and Services

Family Education and Early Childhood

The Family Education and Early Childhood Department offers an extraordinary level of service and support to families of Deaf and hard of hearing children from birth through pre-kindergarten on both campuses and throughout the state of Maryland. Early learning and development are promoted through home visits, center-based services, parent groups, family ASL classes, and community involvement.

School Programs and Services

K-12 Education

Direct instruction in all academic areas is provided by classroom teachers through a variety of flexible grouping strategies. Classes include the core content areas of English Language Arts, Mathematics, Science, and Social Studies as well as Career and Technology Education and Physical Education. High school juniors and seniors also have the opportunity to participate in dual credit college courses. Student Service Learning credits are required for all students graduating with a high school diploma, with special recognition for those who surpass the minimum requirements.

Career Transition

High school students work closely with guidance and transition counselors with the goal of preparing for a successful transition to college or a career field. High school students are required to meet course requirements and participate in state assessments to satisfy diploma requirements. The Career and Technology Education Department serves middle school and high school students to prepare them for post-graduate opportunities in higher education or the workforce. The Work to Learn program collaborates closely with the Maryland Division of Rehabilitation Services, the Frederick County Workforce Services, and local businesses and over 75 employers from all over the state to place qualified high school students aged 14 to 21 into paying jobs in a variety of workplaces in the community with the goal of supporting student education and self-growth to prepare them for the transition from high school to the world of post-secondary education or employment.

Orioles Career Academy (18-to-21 Program)

The Orioles Career Academy is in its first year of operation. This secondary transition education program is designed for students 18 to 21 years of age who are pursuing a certificate of completion. In this program, students will further develop their independent living, social and emotional growth, problem-solving, employment, and self-advocacy skills, which impact all areas of their life beyond high school. Students will complete the program through successful employment in the communities where they live while receiving case management services, job coaching, and agency linkage supports and services.

Services

MSD, through its qualified and licensed staff, provides the following services to students: audiology, behavioral support, counseling, diagnostic audiology center, enhanced services for students with disabilities beyond the general education program, extended school year, occupational and physical therapy, orientation and mobility, and speech-language services.



Student Organizations & Clubs

- ◆ Faupel Performing Arts Club
- ◆ Student Council
- ◆ Chess Club
- ◆ Class Organizations
- ◆ Deaf Latinx Club
- ◆ Dorm Leaders
- ◆ Gender & Sexuality Alliance
- ◆ International Orioles
- ◆ Junior Black Deaf Advocates
- ◆ Junior National Association of the Deaf
- ◆ Medical Club
- ◆ National Honor Society
- ◆ Robotics
- ◆ Student Body Government
- ◆ Student Leaders

Academic Competitions

- ◆ Academic Bowl
- ◆ Battle of the Books
- ◆ Math Team
- ◆ Spelling Bee

High School Interscholastic Sports

- ◆ Baseball
- ◆ Basketball
- ◆ Cheerleading
- ◆ Cross Country
- ◆ Football
- ◆ Indoor Track & Field
- ◆ Softball
- ◆ Track & Field
- ◆ Volleyball
- ◆ Wrestling

Special Olympics

- ◆ Basketball
- ◆ Bowling and Duckpin Bowling
- ◆ Flag Football
- ◆ Soccer
- ◆ Swimming
- ◆ Track & Field

Student Life

Trained and certified Residential Child and Youth Care Practitioners and nursing staff are fluent in both ASL and English and are on-site around the clock to supervise residential students in a 'home away from home' environment.

Extracurricular Activities and After School Programs

Students of all age groups participate in special interest organizations and clubs that take place during and after school throughout the academic year. These activities, meant to encourage intellectual, physical, and psychosocial growth, connect MSD students with their peers, MSD staff, the community, and with students from other schools and countries. Both campuses have structured programs for day and residential students who stay on campus during after school hours. The After School Program strives to provide a wide range of structured activities to build interpersonal skills and to enrich the educational experience outside of the classroom. Recreational and learning activities may include, but are not limited to sports, dance, cooking, swimming, arts and crafts, drama, and homework support.

Athletics

At MSD, athletics are an important part of the overall educational experience for our students. In addition to promoting health and fitness, the athletics program teaches and develops physical and mental skills, self-discipline, motivation, sportsmanship, teamwork, and leadership.

Athletic opportunities are available at the elementary, middle, and high school levels.



Campus and Facilities

For over 154 years, Deaf and hard of hearing children have thrived through Maryland School for the Deaf's educational services. In September of 1868, MSD welcomed thirty-four students from across the state, providing classes in the now historical Revolutionary War-era barracks along Frederick's southern outskirts. As student enrollment increased over the years, so did the need for facility expansion. The Rubella epidemic in the mid-1960s played a significant role in the increased number of students. It was evident by the late 1960s that Frederick's existing facilities could no longer accommodate student enrollment growth. Thus, an additional campus approximately 45 minutes from Frederick was established in Columbia, given its proximity to the Baltimore-Washington metropolitan area. In 1973, Columbia opened its doors to students and staff. This school year, MSD Columbia campus celebrates its 50th anniversary.

Frederick Campus

The 68-acre Frederick campus located in the historic district of Frederick, has 14 buildings, including numerous smaller, single-function buildings totaling 370,615 square feet. Most of the campus's buildings were constructed during the 1960s and early 1970s, and are an average 32 years in age. The facilities include a gym, fields, basketball courts, an indoor swimming pool, weight lifting room, several outdoor playgrounds, auditoriums, and four residence halls.

Columbia Campus

The 55-acre Columbia campus has three relatively large multi-functional buildings with a total space of 177,824 square feet. The buildings were constructed between 1972 and 1982. Columbia's campus facilities include three buildings, student dormitories and the after school program, multipurpose rooms, auditorium, full-sized gym, and an indoor swimming pool.

Capital Projects

MSD is engaged in several capital projects to improve the functionality and space of buildings on both campuses, including the renovation or rebuild of the dormitories and the construction of the Veditz Building renovation on the Frederick campus, and the bidding process for the design/build project of a Fire Alarm Mass Notification System on the Columbia campus.

An Idyllic Location

This beautiful mid-atlantic state is known for its many waterways, most notably the Chesapeake Bay, renowned for its delicious blue crabs.

COLUMBIA

Located in eastern central Maryland in Howard County, Columbia is situated along the Baltimore-Washington corridor. It is home to 10 self-contained communities and a downtown area that is becoming more urbanized.

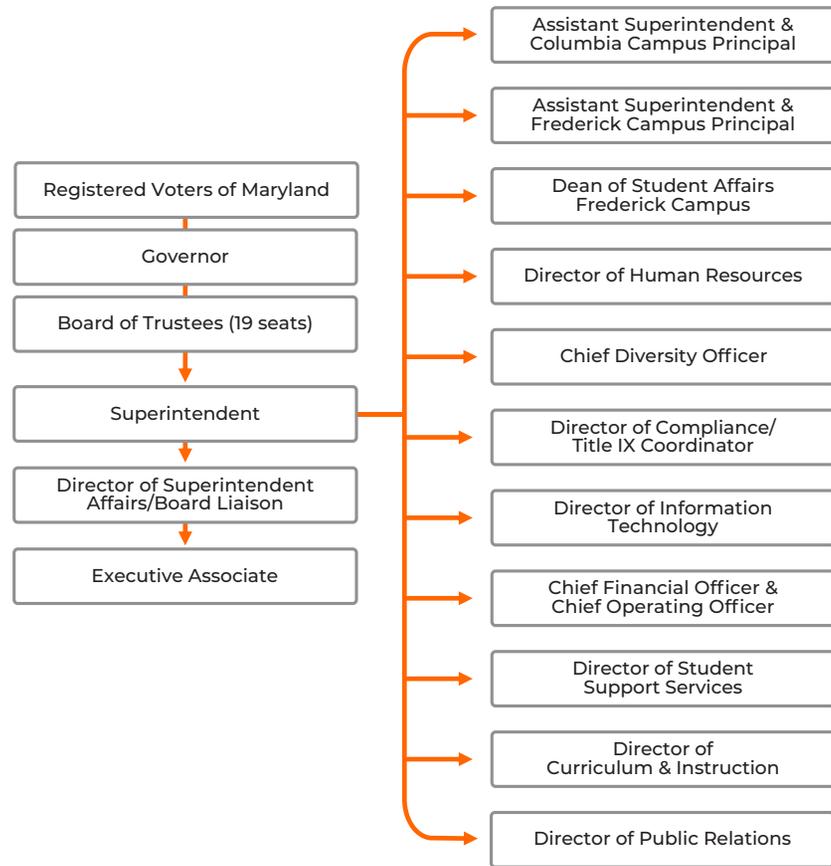
FREDERICK

Located in western Maryland, Frederick is less than an hour away from the Baltimore-Washington metropolitan area. Historic homes and sites are plentiful in and around downtown and sit alongside specialty boutiques.



Governance

Organizational Structure



MSD Leadership Team

The school's leadership team members report directly to the Superintendent. The MSD Leadership Team oversees the school's general operations, programming, planning, and fostering alignment between the two campuses. Directors are responsible for the daily management and operations of their respective departments.

The Board of Trustees

The MSD Board of Trustees, which normally meets four times a year, is tasked with providing school policy oversight and overseeing the school's superintendent. The Board of Trustees ensures that its board members come from diverse professional, educational, and cultural backgrounds with an active interest in the education of Deaf children. With nineteen (19) members appointed by the Governor with the Senate's advice and consent, the current board comprises leading experts in Deaf education and standout Deaf and hard of hearing professionals from a variety of fields and industries. Each board member serves a term of six years for a maximum of two consecutive terms. The board composition must include a broad geographic representation of state residents, and at least six (6) of its nineteen (19) seats must be occupied by Deaf and hard of hearing members. Board committees include Education, Fiscal Matters and Facilities Management, Personnel, Student Life, and Trusteeship.

Status of MSD Strategic Plan

The current MSD [strategic plan](#) will conclude in 2023 giving the new superintendent the opportunity to define the strategic direction of MSD's future. This will be achieved through the development of a new plan for 2024-2029 in collaboration with the Board of Trustees and the MSD leadership team.



Fiscal Affairs

State Budget and Finance

The Maryland School for the Deaf is a state government agency. As a state agency, MSD receives most of its funding from the State of Maryland treasury in General Funds. MSD has an annual operating budget of approximately \$45 million. Below is the breakdown of the MSD expenditures for the last three fiscal years.

Private Funding

The Maryland School for the Deaf Foundation was founded in November 1987 with the vision of providing private funding to help close the gap between the availability of public dollars and the increasing need for more effective ways to reach students and enrich Deaf education. The MSD Foundation has an endowment of more than \$1.7 million and provides financial support of over \$25,000 annually. The MSD Foundation funds several end-of-year scholarships for graduating seniors, camp tuition and fees, performance awards for students, professional development opportunities, educational programs and materials, equipment, and other essential needs.

Annual Fiscal Budget

Fund Type	FY 21	FY 22	FY 23
■ General Funds	\$32,901,862	\$36,008,001	\$39,440,457
● Special Funds	\$444,531	\$390,742	\$509,769
★ Federal Funds	\$675,034	\$657,244	\$460,196
▲ Reimbursable Funds	\$5,023,435	\$5,132,560	\$4,996,158
Total Funds	\$39,044,862	\$42,188,547	\$45,406,580

Legend:

- General Funds are funds that are appropriated by the Legislature from the State of Maryland Revenue.
- Special Funds are monies from local governments or non-government entities received for providing a good or service or charitable donation.
- ★ Federal Funds are monies received from the federal government.
- ▲ Reimbursable Funds are funds received from another State of Maryland government agency.

1868
School
Founded

1973
Columbia
Campus
Founded

68
Acre Campus
Located in
Frederick

55
Acre Campus
Located in
Columbia

\$45M
Annual Operating
Budget

66
Residential Child
and Youth Care
Practitioners

30
Related
Services Staff

19
Student
Organizations,
Clubs, & Teams





MSD SUPERINTENDENT LEADER PROFILE

The ideal profile for the next superintendent of the Maryland School for the Deaf (MSD) was initially developed in the Spring of 2021 with input from nine focus groups representing a diverse makeup of stakeholders from the MSD community, including over 75 participants and over 100 responses to the community survey. The leader profile from 2021 has now been updated to reflect the school's current situation and information.

MSD Superintendent Leader Profile

Build on School Strengths

The MSD community is passionate about the school, its mission, and its ongoing impact. MSD is an independent state agency with its own Board of Trustees, which allows it the flexibility to align the school with both innovation and leading practices in Deaf education and the standards and requirements set forth by the Maryland State Department of Education, while meeting the needs and expectations of the students and families it serves. The board composition includes a majority representation from the Deaf community and a strong commitment to carrying out its strategic priorities. The school's long, fruitful, and successful relationship with the Maryland government and legislators, has led to consistent funding and support for the school's needs. The new superintendent will continue to uphold MSD's high levels of academic achievement expected from students, while also supporting and motivating teachers, staff, and employees to continue their learning and professional growth.

Provide Innovative, Inspiring, and Transformational Leadership

The next MSD superintendent will be an innovative, inspiring, and transformative leader who will advance the mission of the school while bringing the MSD and broader Maryland community together toward common goals. MSD's new leader will build on a community that is resilient and supportive of each other by fostering and promoting a strong culture of integrity and trust. The superintendent will be a role model for all, demonstrating cultural competency and proficiency, empathy, sensitivity, and support for each person's story, experiences, identities, and backgrounds. Furthermore, the new superintendent must possess a leadership philosophy and management style that is facilitative, empowering, and engaging. Such strategies and practices would include greater involvement of staff and students in decision making through a consensus-building process that is student-centered and transparent, as well as promoting creativity and innovation, shepherding change and continuous improvement, and creating and leading pathways to successful outcomes for the school.

Advance the Discipline and Field of Deaf Education

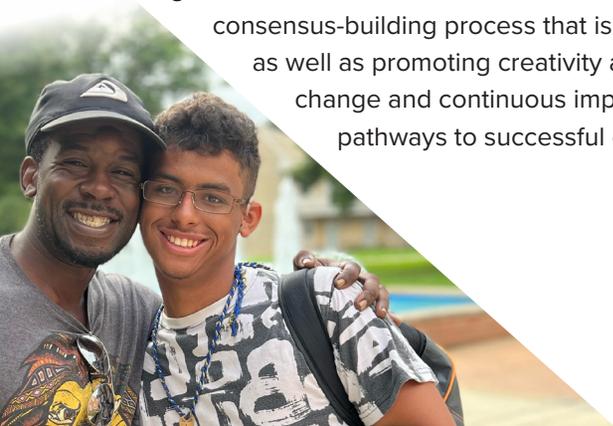
The MSD superintendent will serve as a leading expert of Deaf Education, promoting the field as well as other schools and programs for the Deaf in a manner that fosters collaboration and mutual respect. The superintendent will have knowledge and expertise in the field and relevant disciplines and will remain current through active engagement in professional development and networking. Furthermore, the superintendent will cultivate partnerships with other schools, institutions of higher education, and entities that have a vested interest in successful outcomes for MSD's students. The MSD community seeks a leader that will create a culture of curiosity and collaborative learning through emulation of successful experiences and strategies at other schools.

Advance MSD's Bilingual Education Philosophy

The new superintendent of MSD will uphold and advance the school's American Sign Language (ASL) and English bilingual education philosophy and its emphasis on direct communication through ASL across professional and support systems. Additionally, the community wishes to preserve the strong sense of Deaf culture on campus and consistent hiring of highly qualified Deaf professionals. The new leader must have in-depth familiarity with the interplay of preserving MSD's bilingual philosophy while navigating the special education system.

Unify Both Campuses and Foster a One-School Culture

MSD seeks a superintendent who will further unify the Frederick and Columbia campuses by promoting a one-school model and culture. Both campuses must be managed with equity and fairness, and the superintendent will ensure that any unnecessary differences between the campuses are addressed through better alignment and improvements across the school. The new leader will creatively reshape and transform the relationship between both campuses with the input and participation of the MSD community. Based on feedback from students, one of several recommendations the superintendent should consider is to increase regular interactions with peers between both campuses with the input and participation of the MSD community. Students have expressed the desire for frequent, regular interactions with peers from the other campus. This is one of several recommendations the Superintendent must consider.



MSD Superintendent Leader Profile

Advance Anti-Racist and Anti-Bias Initiatives

While the issues of racism and inequity are national problems and not specific to MSD, their symptoms are present within the school. The school has made a commitment to diversity, equity, inclusion, and anti-racism as an ongoing and vital process. The new MSD leader must be culturally competent, with knowledge and a demonstrated commitment to social justice and anti-racism, yet always open to continuing to learn from experts and the lived experiences of various community members. The MSD leader must promote and advance initiatives that celebrate, teach, and promote diversity, equity, and inclusion throughout the student's experience, starting at the earliest possible age. The superintendent must also lead powerful conversations, implement restorative practices, and create safe spaces for marginalized and BIPOC communities to come together while holding majority groups accountable in doing the work.

Invest in Community and Professional Relationships and Partnerships

The MSD superintendent will forge strong relationships within and throughout the communities that MSD collaborates with and serves. These relationships include partnerships with and support external entities such as Deaf community and parent-based organizations, education and professional organizations, local schools, Local Education Agencies (LEAs), and their priorities. Providing greater support for MSD students and their families will be a priority for the new Superintendent. MSD families, especially those from marginalized groups, have shared their need for more support from the school where some wish to fluently communicate with their children while others seek emotional support and guidance to accept their child's Deaf identity.

Characteristics for the New MSD Superintendent's Success

The ideal candidate for the position of superintendent will be:

- ◆ Enthusiastic, passionate, and committed to the success and well-being of all students.
- ◆ An action and results-oriented individual.
- ◆ Skilled in applying analytical and critical thinking in listening, learning, solution-finding, and making decisions.
- ◆ An innovative change agent that facilitates systemic solutions to challenges.
- ◆ A strong advocate on behalf of the school, students, and staff with legislature and government agencies.
- ◆ Able to relate to the experiences and challenges of teachers and other staff.
- ◆ Skillful and successful in recruiting, developing, and retaining talented personnel.
- ◆ Adaptable to new and unexpected circumstances, progressive, and embraces change.
- ◆ An active listener who encourages the sharing of new ideas or different perspectives.
- ◆ Optimistic and encouraging in demeanor and disposition.
- ◆ Kind and respectful of all people, treating them with humility and equity regardless of race, disability, or life situation.
- ◆ Knowledgeable about language deprivation and strategies to mitigate the harm it causes.
- ◆ A champion and model of ethical behavior, character, and citizenship throughout the school community.
- ◆ Empathetic and responsive to issues and concerns affecting MSD students and community.



MSD Superintendent Leader Profile

Shape and Articulate a New Strategic Vision and Future Direction

The Maryland School for the Deaf's [current strategic plan for 2018-2023](#) will soon conclude with most objectives successfully achieved. The last few years have presented unforeseen challenges and emergent opportunities for MSD. Like all educational programs and institutions across the globe, MSD had to navigate the disruptive and tenuous conditions presented by the COVID-19 pandemic. The teachers, staff, and administration worked diligently and tirelessly to keep the MSD community healthy and safe, support the students and their families, and applied new and innovative approaches to minimize any disruption or negative impact on student learning and well-being. [The MSD Reopening Guide for 2022-2023](#) provided clear guidance and direction for the reopening of the MSD campuses and the resumption of in-person teaching and learning. Through this experience, MSD has grown and evolved, with learning experiences that can and should be leveraged in charting the school's future.

Building on a solid foundation of progress and growth, the new superintendent will have the opportunity to lead efforts to shape and articulate a new strategic vision and direction for the future of MSD. Working in collaboration with the Board of Trustees, MSD leadership team, MSDE officials, and other partners, a key priority for the superintendent will be to develop a new strategic plan for 2024-2029.

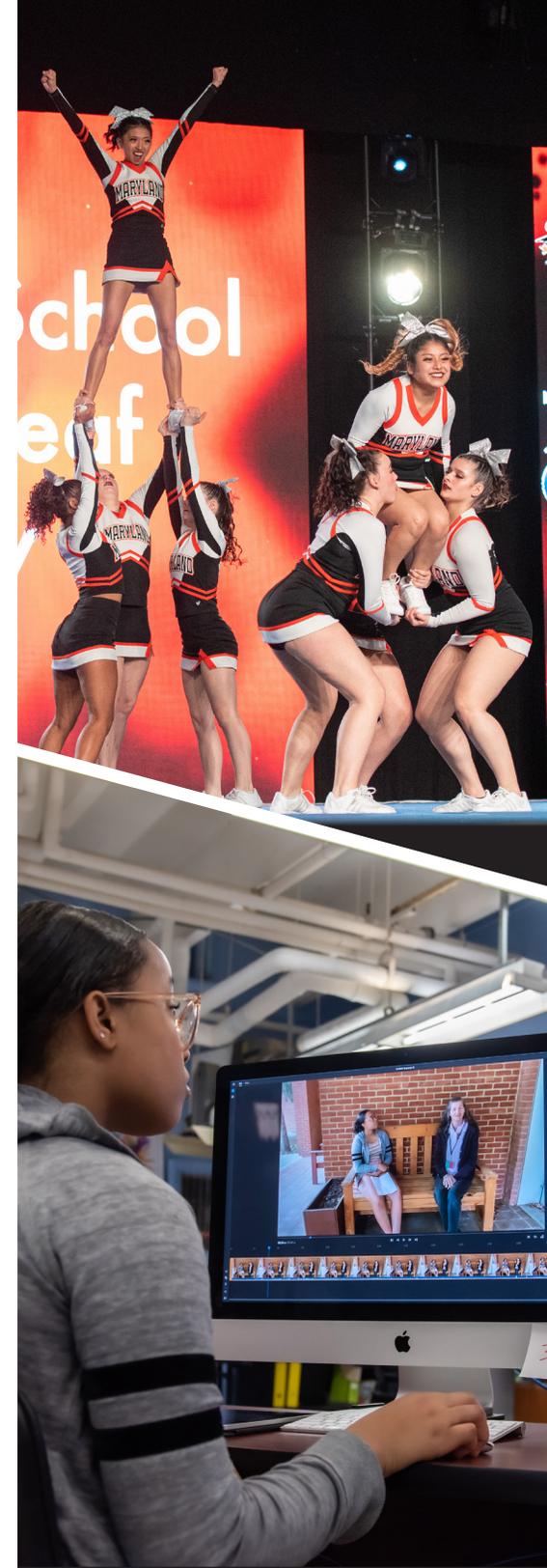
Qualifications and Requirements

Required Qualifications

- ◆ An individual who is Deaf or hard of hearing.
- ◆ Bilingual fluency in American Sign Language and written English.
- ◆ Master's degree in Deaf Education, Special Education, Educational Administration, Public Administration, or related field or discipline.
- ◆ Minimum of three years (3) of experience working directly with Deaf, hard of hearing, and/or special education students.
- ◆ Minimum of three (3) years of experience in a management and leadership role within an educational program for Deaf, hard of hearing, and/or special education students.
- ◆ Demonstrated commitment to and experience in advancing social justice, equity, and inclusion.
- ◆ Maryland State Department of Education (MSDE) Superintendent I Certification or certifiable within 3 years of hire date.

Preferred Qualifications

- ◆ Advanced coursework in education, leadership/management, behavioral/social sciences, or related field or discipline.
- ◆ Experience with strategic and operational planning.
- ◆ Experience with managing budgets and fiscal resources.
- ◆ Experience with communicating and collaborating with diverse community groups, legislators, funding bodies, and/or other private and public institutions.
- ◆ Demonstrated familiarity working with state and county business partners and educational agencies.
- ◆ Proficiency with a variety of instructional and office productivity technology applications.



Key Duties and Responsibilities

Educational Leadership

- ◆ Facilitates a collaborative effort to review and refine the MSD vision, mission, and values to focus on developing a statewide model of excellence in serving students who are Deaf or hard of hearing.
- ◆ Develops and implements both strategic and annual plans for academic and student development programs anchored in high expectations and measurable growth in student performance and college and/or career readiness and attainment for all students.
- ◆ Ensures that academic and student development programs and services are based on theory and practice, providing students with opportunities and supports to build their independence and self-advocacy skills on the path to adulthood.
- ◆ Cultivates and promotes a “one school” tenet throughout the academic and student development programs and services, administrative services and operations, across both campuses.
- ◆ Develops strong and sustainable partnerships with local education agencies (LEAs), relevant state agencies, and other related entities.

Administrative and Financial Management

- ◆ Develops and implements both strategic and operational plans to ensure advancement of the school’s mission, goals, and objectives in tandem with effective and efficient operations.
- ◆ Oversees the development of budgets to achieve agreed upon strategic goals and effective and efficient operations of the school.
- ◆ Administers the development, implementation, and annual assessment of educational and student development programs consistent with accreditation standards, state, and federal requirements.
- ◆ Ensures that policies, procedures, and school rules promote a safe, healthy, fair, and equitable school environment.
- ◆ Provides direct leadership and supervision to the school’s administrative staff and management in making decisions necessary for the effective and efficient operations of finance and business services, human resources, facilities, information technology, etc.

Governance and Legislative Relations

- ◆ Reports to and advises the Board of Trustees on matters relating to education practices and standards, legislative issues, strategic and operational planning and outcomes, finance and budget, and policies and procedures.
- ◆ Serves as the official representative and advocate for the school with state administrative and legislative entities; meets regularly with state legislators and agency administrators on a variety of matters to inform, educate, and advocate for the needs of MSD.
- ◆ Develops systems of collaboration between MSD and other state agencies, as well as national and state Deaf education and community organizations.

Communication and Outreach

- ◆ Cultivates and promotes an environment of openness, positivity, respect, collaboration and support among employees, students, parents and families, alumni, and visitors to the school.
- ◆ Represents and advocates for the school with city, county, state and private agencies, and members of the school community.
- ◆ Provides MSD stakeholders (Maryland State Department of Education, MSD Board of Trustees, faculty, staff, students, families of current students, and Deaf education advocates), as well as the public, clear, frequent, and easily accessible information about the school, its programs, and campuses.
- ◆ Oversees and monitors the school’s marketing and outreach plans and activities.
- ◆ Ensures that administrators and teachers communicate student progress and academic resources to families.

Human Resources and Talent Management

- ◆ Develops and implements a comprehensive human resources and talent management plan that: 1) addresses systemic inequities, barriers, and gaps, 2) is in compliance with applicable state and federal laws, and 3) ensures the hiring, development, and retention of highly qualified employees across the school.
- ◆ Oversees employee performance evaluation and professional development programs that are aligned with state requirements.
- ◆ Fosters an environment of continuous learning, growth, and improvement on the part of all school employees.
- ◆ Ensures fair and equitable due process and treatment of employees in accordance with school policies and state regulations; serves as appeal officer in disciplinary matters involving employees, students, and/or parents.



How to Apply

Please send all questions, nominations, and applications to:

Shane Feldman, Chief Executive Officer
Kellynette Gomez, Consultant
Innivee Strategies, Inc.
apply@innivee.com | Phone: 443-430-0166

Interested candidates should submit a cover letter, resume, and three references to apply@innivee.com. All applications submitted by **Friday, October 28, 2022** at noon, will receive full consideration. By Maryland School for the Deaf policy and search committee Code of Conduct Affirmation, all information from and about candidates will be kept in strict confidence.

As an equal opportunity employer, Maryland is committed to recruiting, retaining, and promoting employees who are reflective of the State's diversity.



For more information about the Maryland School for the Deaf, please visit WWW.MSD.EDU.

