



**Jason Miller, Ph.D.**  
**Coordinator of Compliance,**  
**Baltimore County Public**  
**Schools,**  
**Towson, Maryland, USA**



**What inspired you to apply for the Board of Directors? Learn directly from Jason!**

[Access the video.](#)

### **Biographical Information:**

Dr. Jason Miller is currently the Coordinator of Compliance for Baltimore County Public Schools where he leads teachers and staff in professional learning around IEP development/implementation and works with families to resolve concerns related to the IEP process. Prior to his current position Dr. Miller served as Supervisor of Special Education for Calvert County Public schools supporting with oversight of related services, adaptive physical education, secondary transition, regional programs for students with emotional disabilities, implementation of specially designed instruction, and supporting new special educators.

Dr. Miller began his career as a special educator in an alternative education setting teaching math then co-teaching math as a special educator in a comprehensive middle school.

Dr. Miller earned his M.S. in Mathematics: Adolescent Education from SUNY Geneseo in 2009 and his Ph.D. in Special Education from the University of Maryland in 2014 where he focused on mathematics instruction for students with learning disabilities. He was awarded Maryland CEC's Special Education Teacher of the Year award in 2015 and has served Maryland CEC as Representative to the CEC Representative Assembly and is concluding his term past co-president.

Personally, Jason enjoys gardening and spending time with his wife and 3 children.

### **Candidate Statements:**

**What makes CEC's mission meaningful to you? (Limit 150 words)**

The CEC mission directly aligns to the values I strive for as a district leader. Advocacy is critical, on behalf of our students and their families for services to allow their students to thrive, and for our teachers to ensure their building leadership understands how to support special education. CEC's mission brings together higher education, policy, families, and practitioners, and uses the strengths of each to support one another as we advocate for equitable outcomes for students with disabilities. While building my leadership teams, I strive to place individuals into roles that capitalize on their strengths while cultivating awareness of other areas. By placing individuals in positions where they can focus on their strengths, we all have better outcomes. As an individual we cannot do it all, but like an IEP team with specialists coming together, CEC brings groups together to program for the best outcomes for our profession.

**There is such a great range of individual backgrounds and experiences that cannot be easily conveyed by answering simple demographic questions. Given [CEC's view of diversity](#), what facets of your life provide a context for the various experiences and perspectives you bring to discussions and your work? (Limit 150 words.)**

My mother has worked in an ARC residence for almost 30 years, yet still makes less than a fast-food worker. We grew up with the residents of the home as extended family who I now facetime with my own children. My mother took on a second job as a 1-on-1 in our school for many years. She is still in contact with many of her former students and continues to support one of the families as a respite care worker. My career has been shaped by these experiences and values of commitment to people. I sought employment in alternative education and Title 1 schools where students could benefit the most from my experience and I continue to advocate for practices to provide equitable outcomes to underserved populations.

**Provide three specific examples of how your leadership experiences, including professional and volunteer, have had an impact on fostering change or moving an organization/entity forward. (Limit 300 words)**

As a member of Maryland CEC, I served as Representative to the CEC Representative Assembly and am finishing our 6-year co-presidential cycle. As RA representative I provided input from the members of MDCEC on CEC's position on IDEA and on the HLP's. My term as Co-president coincided with the pandemic, and we pivoted to providing PD virtually to our members. We expanded our audience to address para-educators, focusing on supporting the SEL needs of our students. As co-president I got our chapter back into good standing with Maryland as a 501c3 which was a two-year process navigating the state application process.

As Supervisor of Special Education for Calvert County Public Schools I oversaw secondary transition, an area that I had limited knowledge of prior to assuming my role. I joined DCDT and attended several conferences to gather strategies and resources to increase opportunities for our students to gain college and career ready skills. Initiatives I put in place included founding transition teams at each high school consisting of a general educator, special educator, and guidance counselor for a multidisciplinary approach to transition planning. We hired a job coach who contacted local businesses to arrange work opportunities for our students. As a result, several of our students earning a certificate of completion exited school with work experience.

In my current role as Coordinator of Compliance for Baltimore County Public Schools I implemented a series of standard operating procedures for our office and, with my team, created a database of guidance documents and reference materials for schools to access to assist in developing appropriate IEPs for our students. One process developed was to determine FAPE for students that were unilaterally placed. This process led to the development and implementation of compliant IEPs to meet student's needs in BCPS.

#### **CEC Membership Information:**

**Years of CEC Membership:** 14 years

**Division Membership(s):** Council of Administrators of Special Education

