

## **Salem Public Schools Job Description**

**Position Title:**       **Executive Director of Pupil Personnel Services**  
**Reports to:**           **Superintendent**

The Executive Director of Pupil Personnel Services (ED of PPS) reports to the Superintendent. S/he is responsible for developing, supporting, and monitoring the delivery of all special education and related services from the age of birth to 22 years for the Salem Public Schools. In collaboration with the administrative team, this position provides leadership in the District's strategic priority to provide all students with an academic experience that is accessible, rigorous, relevant and engaging. The Executive Director of Pupil Personnel Services will actively apply an equity lens by removing any and all structures and/or practices that present barriers to all students being college and career ready upon graduation from the Salem Public Schools.

### **Core Responsibilities:**

The Executive Director of Pupil Personnel Services (ED of PPS) provides oversight and administrative leadership of all special education and related services (including those provided to students who may be placed in out-of-district programs). As such, the ED of PPS is responsible for:

- Oversight of the IEP and 504 plan process and the implementation of resulting student accommodations
- Student evaluation, re-evaluation and assessment
- Oversight of the district's specialized substantially programs.
- Oversight of the Salem Early Childhood Center (ages 3-4)
- Oversight of the Salem Prep High School (grades 8 to age 22)
- District-wide management of student records
- Oversight of all related services and staff including occupational therapy, physical therapy, speech pathology, psychological, school adjustment counselors, BCBAs, etc.
- Oversight of other student supports and staff in the areas of nursing services, home/hospital services, and attendance services

### **Essential Duties**

- Plans, coordinates, and evaluates the delivery of special education and related services to meet or exceed federal and state laws and regulations as a collaborative member of the central office leadership team and in support of the district's vision, mission and goals
- Ensures that all students with disabilities have access to appropriate educational supports as determined by the Individualized Education Program team
- Oversees all aspects of out-of-district student placements
- Prepares, administers and monitors budgets related to supplemental and/or special education services in accordance with federal, state, and district laws, regulations, conventions, and quality criteria
- Oversees the preparation of federal and state grants, data collection and reports related to special education

- Coordinates the District's use of third party payment system and participation in state Medicare reimbursement program
- Administers and implements the Salem Public Schools' Special Education Local Plan
- Develops and monitors regional inter-agency agreements
- In cooperation with principals, coordinates the work of student review teams and teacher assistance teams
- Works cooperatively with parents and community on special education matters and attends/participates in meetings of the Special Education Parent Advisory Committee
- As necessary, represents the Salem Public Schools with the Bureau of Special Education Appeals
- Acts as a liaison to community agencies, courts, hospitals and clinics on special education and guidance matters
- Assumes additional duties and responsibilities as necessary or assigned by the Superintendent
- Prepares reports as needed for program and state mandates

### **Key Skills and Mindset**

- Holds high expectations for student learning and believes that all students can learn and achieve mastery of the standards when provided with the right supports
- Demonstrates strong context and audience-specific interpersonal, written and verbal communication skills
- Demonstrates strong conceptual, analytical, organizational, and management skills and demonstrated leadership ability
- Analyzes situations accurately and adopt an effective course of action
- Works independently with little direction
- Consistently meets schedules and timelines

### **Vision, Values and Culture**

- Provides leadership in developing a shared commitment to high standards of teaching and learning with high expectations for achievement for all
- Provides district leadership for administrators, staff, students, families and community members to develop and internalize a shared educational vision around world class outcomes, college and career readiness and responsible citizenship for every student

### **Shared Responsibility**

- Collaborates with appropriate District and school-based administrators to develop instructional programs that are responsive to the needs of all our students including students with special educational needs
- Supports and distributes leadership to special education team chairpersons to ensure access to core, supplemental, and intensive supports by students as appropriate

- Employs a variety of strategies to build consensus with the school district community around critical decisions, while encouraging dialogue and different points of view
- Models a variety of strategies for responding respectfully and effectively to disagreement and dissent, using both opportunities for learning
- Ensures program integration with the other instructional departments throughout the district
- Collaborates with the Assistant Superintendent and Principals in developing and implementing curriculum and instructional activities for special education students

### **Quality, Inclusive Student-Centered Learning Environments**

- Ensures that all students have access to additional time and support for individualized instruction and support for all students who experience learning or behavioral challenges, including English language learners
- Supports and empowers staff to create rigorous standards-based units of instruction that are aligned across grade levels and content areas
- Collaborates with district staff to employ effective strategies and practices resulting in improved instructional practice and student outcomes
- Employs strategies that ensure staff members implement teaching strategies and practices that are meeting the needs of diverse learners
- Plans, directs and coordinates the delivery of results-driven supplemental support services to students who are not yet on track for proficiency in academic content areas

### **Capacity Building**

- Builds, develops and sustains effective leadership and teacher teams
- Participates in the process of hiring direct reports and personnel related to supplemental and/or special education level student supports
- Supports supplemental and/or special education level staff with professional learning opportunities that ensure adult performance results in improved student outcomes
- Provides mentorship to PPS administrators through collaboration and consultation
- Provides leadership by planning and directing the services and staff training
- Ensures that all staff are evaluated annually and receive ongoing, timely, actionable verbal and written feedback & coaching
- Addresses instances of underperformance with support staff to improve student outcomes
- Provides technical assistance to general education staff ensuring the implementation of three-tiered instruction, a data-driven approach to prevention & early detection
- Oversees the supervision and evaluation of related services staff, including speech and language pathologists, occupational therapists, physical therapists, etc.

**Physical requirements:**

The ED of PPS must have the ability to:

- Sit and stand for extended periods of time
- Enter data into a computer, operate standard office equipment, and use a telephone
- Hear and understand speech at normal levels and on the telephone
- See and read the computer screen and printed matter with or without vision aids
- Speak so that others may understand at normal levels to small or large groups, and on the telephone
- Stand, walk, and bend over, reach overhead, grasp, push, pull and move, lift and/or carry up to 25 pounds to waist height

**Work environment:**

Employees in this position will be required to work indoors and/or outdoors in an educational and standard office environment, and/or make home visitations. Employee may come in direct contact with students, parents, DESE and school district staff, outside agency staff, and the public.

**Required Qualifications:**

- Master's degree in special education or related field
- MA DESE certification as a Special Education Administrator
- Three to five years of experience as a special education administrator, in increasingly difficult roles, preferably in a public school system
- Three to five years of experience as a classroom and/or special education teacher
- Demonstrated knowledge of public school laws and policies as they relate to the delivery of special education services and related program

**Work Year:**

52 weeks

**Salary Range:**

\$120,000.00 - \$135,000.