

## ODLSS VISION AND GOAL

Our vision is to ensure diverse learners receive meaningful and relevant access to grade level core instruction within their neighborhood school, school of choice, or the school closest to their residence. Our goal is to improve the academic achievement of all diverse learners in the Chicago Public Schools.

## SUMMARY OF NEW ODLSS ROLES AND RESPONSIBILITIES

### **TITLE: DEPUTY CHIEF OF PUPIL PERSONNEL SERVICES**

The Deputy Chief position is a high impact, key role in the District's management of over 1,300 clinical staff members resourced to over 600 public, charter, contract and nonpublic schools in Chicago. The position will report to the Chief Officer of Diverse Learner Supports + Services. The Deputy Chief of Pupil Personnel Services will be the administrative leader for the Chicago Public Schools ODLSS Pupil Personnel Services program. The Deputy Chief of Pupil Personnel Services will be responsible for short and long term departmental goals, the day to day operations of the unit, and supervising 2- Executive Directors of Pupil Personnel Services and associated clinical programs and staff. Moreover, the position will also be accountable for the oversight of a 1300+ person team of psychologists, occupational therapists, physical therapists, audiologists, speech and language pathologists, nurses, and social workers. This position will oversee the coordination and successful delivery of related services to all eligible students. As well, the Deputy Chief will be responsible for ongoing monitoring and, evaluating department financial performance measures (internal and contract), assessing department's compliance with a variety of District/State requirements and providing regular data analysis based on the unit's fiscal management and resource allocation.

The Deputy Chief of Pupil Personnel Services will be held accountable for the following responsibilities:

- Plan, organize, control, and direct all pupil personnel services and staff. Establish a high functioning administrative team that is accountable, effective, responsive, and professional in their oversight of day to day operations and service delivery.
- Supervise and evaluate the performance of administrative team members; oversee the screening, interviewing and selection of service providers and institute a comprehensive training and coaching model for all levels of staff, especially new hires
- Oversees the guidance of the District to insure that mandated services are appropriately carried out by Pupil Personnel Services staff
- Provide leadership in the effective design and implementation of a comprehensive Pupil Personnel Services program that is directly aligned to support and supplement classroom instruction
- Constantly seeks program improvements and increased efficiencies from unit leadership and service providers
- In collaboration with the Talent office, works to recruit, hire, assign and orient staff members for the various areas of Pupil Personnel Services
- Communicates and collaborates with the department budget manager to ensure fiscally responsible and responsive financial performance
- Coordinates a systematic program for communicating between ODLSS departments, networks, schools, students and families in the areas of service delivery and resource allocation
- Oversee the coordination of diverse internship programs with local colleges and universities, especially in hard to fill areas
- Assumes the responsibility for his/her own professional development and for keeping current with the literature, new research findings and improved delivery techniques in various areas by attending appropriate professional meetings, and by other means
- Keeps the Chief Officer of Diverse Learner Supports + Services and other administrative staff informed of activities in the Pupil Personnel Services area
- Keeps the Pupil Personnel Services staff apprised of District/State and Federal policies and procedures while maintaining updated district protocols
- Brings concerns of the pupil personnel services staff to the attention of the Chief Officer of ODLSS
- Responsible for the overall Office economics and ensuring all performance levers on the support functions side are engaged and effective in order for the program to continue to innovate and improve our customer focused position
- Collaborates with district and community stakeholders on the effective and efficient provision of related services
- Oversee the successful execution of the district's medical compliance and blood borne pathogen strategy
- Oversee the effective administration, coordination and oversight of REACH evaluations as it applies to district related service providers
- Assist in the development of efficient processes and procedures to empower building administrators on how to appropriately oversee the delivery of related services within their respective buildings
- Assumes additional duties assigned by the Chief Officer of ODLSS

**In order to be successful and achieve the above responsibilities, the Deputy Chief of Pupil Personnel Services must possess the following qualifications:**

#### **Type of Education Required:**

- Master's degree in education, public administration, business or related field- Ph.D. or MBA preferred
- Possess a valid IL Special Education Director/Type 75 certification or comparable administrative license
- REACH certified, or ability to become certified

#### **Type of Experience and Number of Years:**

- 5 years minimum in a leadership position supervising staff and managing budgets

- 5-10 years experience working in a school or business setting
- Effective and efficient fiscal management experience and success

## Knowledge, Skills, and Abilities:

- Excellent interpersonal skills and ability to build relationships with all stakeholder groups
- Fiscal management of multi million dollar budget
- Demonstrated leadership and project management skills
- Dynamic individual with excellent professional track record
- Knowledge and experience in organizational change and change management strategies
- Innovation and proven excellence is at the heart of the desired candidate
- Ability to establish effective systems of accountability at all levels within the organization
- Track record of successful team leadership in operational finances and personnel development
- Strong academics, degree in Accounting, Finance or Business: advanced graduate degree or MBA a plus
- High level of initiative and leadership, commitment to drive exceptional level of collaboration in all Pupil Personnel Service functions and strive to improve overall ODLSS functions to meet the high level of CPS leadership aspirations
- Solid knowledge of general accounting principles
- Proactive approach to problem solving, strong analytical acumen; ability to quickly process complex information and present it clearly and simply to varied stakeholders (clinical team, school personnel, central office and families)
- Consistently deliver exceptional results and great ideas
- Outstanding oral and written communication skills, strong presentation skills a must
- Self starter, structured and creative
- Familiarity with Chicago Public Schools, a plus

## TITLE: EXECUTIVE DIRECTOR OF PUPIL PERSONNEL SERVICES

Under direction of the Deputy Chief of Pupil Personnel, the Executive Director of Pupil Personnel is responsible for the, leadership development, assignment oversight, professional development specific to clinical types and the evaluation of Pupil Personnel Specialty Managers. The Executive Director, supports and communicates to principals and school staff the appropriate programs and supports for students. The Executive Director will collaborate with other pupil personnel staff to support school principals and other school personnel in working with students who experience personal, social and/or emotional issues that prevent the attainment of academic success in the classroom setting. Responds to principal and staff needs regarding related service provider assignments and delivery. They will collaborate with other Chicago Public Schools (CPS) offices and departments in order to carry out required assignments and functions. The Executive Director will also continuously analyze CPS performance data and unit performance measures to develop professional development and appropriate supports for pupil personnel staff in consultation with additional ODLSS staff and other CPS offices.

The Executive Director of Pupil Personnel Services will be held accountable for the following responsibilities:

- In collaboration with the Talent office, works to recruit, hire, assign and orient staff members for the various areas of Pupil Personnel Services
- Delivering high quality related services within a fiscally responsible manner
- Administering cost efficient services, monitoring and managing budgets and personnel while maintaining a commitment to quality student supports
- Investigate and respond to alleged complaints regarding pupil personnel services and functions.
- Provide leadership and direction for training building administrators, related service personnel, and network staff on the requirements for delivering sound and legally compliant pupil personnel services
- Direct, plan, organize and control pupil personnel services in alignment with district, state and federal guidelines
- Provide district coordination and oversight of school based community agency services
- Collaborate with the Office of School Health and Wellness on the coordinated and efficient delivery of health related services (e.g., nursing, etc.)
- Assume the responsibility for his/her own professional development and for keeping current with the literature, new research findings and improved delivery techniques in various areas by attending appropriate professional meetings, and by other means
- Respond to building and network level needs within a timely and professional manner
- Assist with REACH evaluations of pupil personnel staff

**In order to be successful and achieve the above responsibilities, the Executive Director of Pupil Personnel Services must possess the following qualifications:**

## Type of Education Required:

- Master's degree in business or education and/or a related services field
- Must possess or be eligible to obtain a State of Illinois Administrative certificate/license (e.g., Type 75, Type 73, etc)
- REACH certification or commitment to complete REACH certification within timeline specified by hiring manager

## Type of Experience and Number of Years:

- Minimum of three to five years of teaching experience and five to seven years administrative experience in the area of special education is

preferred

## Knowledge, Skills, and Abilities:

- Familiarity with CPS district
- Innovation and proven excellence is at the heart of the desired candidate
- Track record of successful team leadership
- High level of initiative and keen leadership skills, commitment to drive high level of collaboration in all Pupil Personnel Services functions and desire to improve overall ODLSS functions
- Proactive approach to problem solving; ability to quickly process complex information and present it clearly and simply to varied stakeholders (clinical team, school personnel, central office and families)
- Outstanding oral and written communication skills, strong presentation skills
- Self starter, structured and creative

## TITLE: ODLSS NETWORK EXECUTIVE DIRECTOR

The Network Executive Director, who reports to the ODLSS Assistant Deputy of Network Support, must have a proven track record of leading effectively that is collaborative in nature. The Network Executive Director must have a demonstrated commitment to improving academic results for students with disabilities and a keen understanding of the district's priority to CCSS while fully understanding and appreciating the opportunities therein for our diverse learner population. Furthermore, this key role will act as a valuable resource for the district around ensuring behavioral needs of all of its students are supported and developed. The Executive Director needs to hold a strong service orientation and the ability to work closely within the various sectors committed to delivering services to our district's diverse learners. The ideal candidate must have demonstrated supervisory skills to effectively manage the daily operations and administration of assigned functions within their targeted schools and networks.

The Executive Director will be held accountable for the following responsibilities:

- Serving as the single point of contact for network chiefs on all matters related to diverse learner achievement, needs, supports and services
- Coordinates the array of ODLSS services and service providers within assigned networks in collaboration with all ODLSS Directors.
- Routinely collaborates with network chiefs on the delivery of building and network specific professional development focused on the academic acceleration and social/emotional needs of diverse learners.
- Oversee the provision of network wide instructional tools, evidence-based supports and resources to address student needs.
- Ensures the seamless delivery of special education and related services within assigned geographical areas
- Monitors the academic achievement and instruction of students with diverse learning needs and ensures alignment with district initiatives
- Managing, monitoring and overseeing the efficient and fiscally responsible allocation and utilization of district resources within networks
- Functions as the district representative for administrative reviews, due process investigations and legal hearings within their respective geographical areas. Assists in investigations and provides timely responses to informal complaints
- Communicates and collaborates with the Director of Procedural Safeguards and Parental Supports in addressing and resolving parent complaints while providing administrative oversight and support on legal matters
- Provides leadership direction and network oversight in the development and successful delivery of the district's diverse learner programs while ensuring that core learning experiences maximize student achievement, comply with all federal and state mandates, and are in alignment with the district mission and vision related to instructional priorities (e.g., Common Core State Standards, MTSS, Universal Design for Learning, etc.).
- Communicate with appropriate staff at ISBE regarding focus monitoring and relevant matters
- Works closely with building principals and staff to ensure ownership and accountability for the instruction and achievement of diverse learners through efficient, timely and fiscally responsive service delivery
- Ensures that the provision of services to students with disabilities, including placement in specialized programs, is appropriate and fulfills district compliance requirements
- Collaborate with ODLSS leadership team to ensure appropriate allocation and utilization of resources (e.g., personnel, fiscal, material, etc.) within their assigned network
- Provide consultation to parents, network staff, principals, school staff on educational best practices
- Ensure that the schools are providing special education services in accordance with the procedural mandates pursuant to the Individuals with Disabilities Education Improvement Act (IDEIA), and the Illinois Administrative Code.
- Assess the current state of each school regarding IEP development and inclusive practices.

In order to be successful and achieve the above responsibilities, the Network Executive Director must possess the following qualifications:

## Type of Education Required:

- Master's degree in field related to exceptional education or pupil services (e.g., special education, curriculum, administration, psychology or social work)
- Must possess or be eligible to obtain a State of Illinois Administrative certificate/license (e.g., Type 75, Type 73, etc)
- REACH certification or commitment to complete REACH certification within timeline specified by hiring manager

## Type of Experience and Number of Years:

- Minimum of five years teaching experience and five years administrative experience

## Knowledge, Skills, and Abilities:

- Excellent mediation and problem solving skills
- Knowledge of facilitated IEP procedures
- Outstanding ability to communicate orally and in writing
- Excellent attention to detail
- Outstanding ability to build relationships with multiple stakeholder groups
- Extensive knowledge of federal and state regulations regarding students with disabilities, including the Individuals with Disabilities Education Improvement Act of 2004, Americans with Disabilities Act and Section 504 of the Rehabilitation Act
- Ability to monitor and manage budgets and staffing allocations at a network and building level
- Experience in building an effective team
- Ability to identify and facilitate professional development learning opportunities, based on student data, that aligns with best instructional practices for diverse learners
- Knowledge of multi tiered systems of supports (MTSS) and how to support building teams
- Knowledge of Common Core State Standards (CCSS)
- Excellent decision making skills

## TITLE: PUPIL PERSONNEL MANAGER

Under direction of the Executive Director of Pupil Personnel Services, the Manager of Pupil Personnel is responsible for the leadership and support, scheduling and assignments, professional development and the evaluation of the related service providers serving our students and schools. Coordinates services and resources related to Section 504 of the Rehabilitation Act of 1973. Supports principals and school staff in seeking appropriate programs to support students. Collaborates with other ODLSS staff to support school principals and other school personnel in working with students who experience personal, social, medical, clinical and/or emotional issues that prevent the attainment of academic success in the classroom setting. Responds to principal and staff needs related to related service provider assignment, evaluation, supervision, supports through timely, effective and efficient problem solving. Coordinates and collaborates with other Chicago Public Schools (CPS) offices and departments in order to carry out required assignments and functions. Analyzes CPS performance data and unit performance measures to develop professional development and appropriate supports for related service providers in consultation with department of student services staff and other CPS offices. Through collaboration and advocacy, supports school system goals and priorities as well as the missions of the Office of Diverse Learner Supports + Services. Works with other local and state agencies and organizations, both public and private to support students.

The Manager of Pupil Personnel will be held accountable for the following responsibilities:

- Oversees the Pupil Personnel Services Coordinators
- Implements the training of related service providers to enhance their effectiveness and efficiencies
- In collaboration with CPS Talent office, actively recruits and participates in hiring of related service providers
- Develops, approves and monitors the assignments and schedules for related service providers - District and agency based
- Collects and analyzes data that reflects the program key performance indicators
- Develops, collects, monitors and analyzes data that contributes to increasing the academic achievement of all students
- Monitors and provides constant data reporting regarding respective budget classifications associated with the staffing and servicing of related service providers
- Works closely with the Executive Director of Pupil Personnel & Deputy Chief of Pupil Personnel to optimize the well being of students and ensure efficient resource allocation
- Works cooperatively with Networks, school, central office management, parents and other stakeholders to continually improve the program
- Assumes the responsibility for his/her own professional development and for keeping current with the literature, new research findings and improved delivery techniques in various areas by attending appropriate professional meetings, and by other means
- Assist with REACH evaluations for related service providers
- Performs related duties and other tasks as assigned

**In order to be successful and achieve the above responsibilities, the Specialty Manager must possess the following qualifications:**

## Type of Education Required:

- Masters degree from accredited college or university
- Type 73 certificate required. Type 75 certificate preferred.
- REACH certification or commitment to complete REACH certification within timeline specified by hiring manager

## Type of Experience and Number of Years:

- Five years of experience as a manager or supervisor of staff

- Three to five years working as a related service provider in a school or clinical setting (e.g., school psychologist, school social worker, etc)

**Knowledge, Skills, and Abilities:**

- Familiarity with CPS district
- Established track record of excellent working relationships with key stakeholder groups (e.g., collective bargaining units, building administrators, directors, etc.)
- Budget management experience
- Innovation and proven excellence is at the heart of the desired candidate
- Track record of successful team leadership
- High level of initiative and keen leadership skills, commitment to drive high level of collaboration in all Pupil Personnel Services functions and strive to improve overall ODLSS functions
- Proactive approach to problem solving; ability to quickly process complex information and present it clearly and simply to varied stakeholders (related services team, school personnel, central office and families)
- Consistently deliver exceptional results and great ideas
- Outstanding oral and written communication skills, strong presentation skills
- Self starter, structured and creative

**TITLE: DIVERSE LEARNER SUPPORT LEADER**

The role of the Diverse Learner Support Leader is to work with Network Chiefs, Instructional Support Leaders, administrators, general educators, learning behavior specialists, and school teams to focus on increasing the academic performance of diverse learners by creating a climate of success for all learners. They will also be responsible for modeling inclusive practices, assisting with assessment tools and techniques, and helping all teachers improve their ability to incorporate academic content standards into their instruction of disabled and non-disabled students. The Diverse Learner Support Leader will provide substantial instructional and compliance support to networks and their schools to ensure that schools are providing special education services in accordance with the Individuals with Disabilities Education Improvement Act (IDEIA) and state regulations, and that students with disabilities are receiving high quality universally designed instruction.

The Diverse Learner Support Leader, who will report to the Network Executive Director, is instrumental in building capacity in all District stakeholders – including but not limited to Networks, principals, case managers and teachers on evidence based instruction and strategies to support students with diverse learning needs. The Diverse Learner Support Leader will provide consultation and technical support to building principals and network chiefs on monitoring, managing, and strengthening building level compliance.

The Diverse Learner Support Leader will be held accountable for the following responsibilities:

- Support Network level Chiefs, Deputies and ISLs to deepen their knowledge around inclusionary practices supporting the needs of diverse learners.
- Build instructional capacity to ensure that case managers, learning behavior specialists and general education teachers can successfully educate students with disabilities in the least restrictive environment.
- Assist the Network with instructional decision making grounded in data analysis, advocating for students with diverse learning needs.
- Participate in learning walks/classroom walkthroughs with principals and Network staff to focus on strengthening instructional practices and service delivery for our diverse learners.
- Assist administrators and case managers in school-wide instructional decision-making (e.g., scheduling) ensuring the needs of diverse learners are met.
- Build the capacity of school-level personnel to effectively address issues related to services for students with disabilities and proactively resolve issues with parents.
- Oversee and/or facilitate the delivery of effective professional development and technical assistance, to networks and schools related to implementing inclusive instructional practices, universally designed unit planning and special education mandates through advocacy, collaboration and capacity building
- Assist Networks in their comprehensive assessment of the current state of each school regarding instructional delivery, organization of learning supports, use of inclusive practices and the development of compliant IEPs on behalf of diverse learners (e.g., network snapshot assessments, etc.).
- Support specially-designed instruction in cluster classrooms by collaborating with citywide staff.
- Assist and support Network chiefs in collecting organizational, instructional and compliance data & information to be used to inform building administrator effectiveness.
- Evaluate school implementation of IEPs and inclusive practices and provide feedback to networks, principals and case managers on an ongoing basis.
- Participate as a fully functioning member of assigned Network team while continuing to maintain open lines of communication and collaboration with the Network Executive Director, Assistant Deputy of Network Support and the Network Chief.
- Collaboratively manage with Network and FACE representatives, family engagement to address issues and concerns regarding a student's progress and needs.
- Engage in ongoing professional development around instructional coaching methodology, Common Core State Standards implementation and

high-leverage pedagogical practice tied to whole school reform.

- Support Extended School Year implementation as a Network administrator
- Provide support regarding all other special education issues, including but not limited to the continuum of school assignments, as well as serve as the district representative in due process resolution sessions.

**In order to be successful and achieve the above responsibilities, The Diverse Learner Support Leader must possess the following qualifications:**

**Type of Education Required:**

- Master's (education or education-related field) and type 75 preferred.
- REACH certification or commitment to complete REACH certification within timeline specified by hiring manager

**Type of Experience and Number of Years:**

- Minimum of 5 years' experience in school or educational setting. Classroom and administrative experience preferred

**Knowledge, Skills, and Abilities:**

- Strong knowledge of evidence based instructional practices and intervention design
- Strong knowledge of federal and state requirements regarding the delivery of special education and related services
- Knowledge of the common core state standards and strategies for aligning to the needs of diverse learners
- Strong foundation and knowledge base in the areas of systems change, administrative leadership and instructional coaching
- Knowledge of intervention and assessment strategies for disabled and non-disabled learners
- Knowledge of multi-tiered systems of support (MTSS or RTI)
- Bilingual applicants are encouraged to apply.
- Ability to establish and maintain effective working relationships with administrators, staff, associates, students, parents, governmental and community agencies, and employers
- Ability to problem-solve, work on a team, use data to guide work and communicate clearly to multiple stakeholders.
- Excellent planning and organizational skills, including ability to manage calendars, 'to do' lists, and incoming requests from multiple constituencies.
- Ability to promote and encourage parental involvement and participation
- Dedicated to encouraging welcoming school cultures that are inclusive of all diverse learner needs
- Demonstrates boundless perseverance
- Knowledge of CPS operating systems including, but not limited to: ORACLE, IMPACT, etc.
- Proficiency in Microsoft Office Applications
- Ability to communicate effectively both orally and in writing with multiple stakeholders
- Ability to meet deadlines, multi-task between projects and respond to work requests based upon priority and complexity.
- Ability to have shared ownership of work and expected outcomes
- Additional duties, as determined appropriate by the Chief Officer and his/her designee

**TITLE: CHARTER/CONTRACT SUPPORT ADMINISTRATOR**

The role of the Charter/Contract Support Specialist is to work with Special Education Directors, Case Managers, Building Principals, general educators, learning behavior specialists, and school teams to focus on increasing the academic performance of diverse learners by creating a climate of success for all learners. Charter/Contract Support Specialists are the first line of support for charter/contract schools related to all issues regarding students with disabilities and special education; they provide technical assistance as well as compliance oversight. Charter/Contract Support Specialists will provide instructional support to charter/contract schools to ensure that schools are providing special education services in accordance with the Individuals with Disabilities Education Improvement Act (IDEIA), state regulations, and students with disabilities are receiving high quality universally designed lesson and unit planning resulting in quality instruction for all diverse learners.

The Charter/Contract Support Specialist will assist in building professional development capacity in charter/contract stakeholders – including but not limited to special education directors, principals and case managers on evidence based instruction, instructional support and tools that strengthen knowledge, use of differentiated teaching strategies and other related issues regarding students with diverse learning needs. The Charter/Contract Support Specialist will continue to provide consultation and technical support to Special Education Directors, Building Principals, Case Managers, general educators, learning behavior specialists, and school teams on monitoring, managing, and strengthening building level compliance.

The Charter/Contract Support Specialist will be held accountable for the following responsibilities:

- Assist charter/contract schools with instructional decision-making and advocacy to ensure the needs of diverse learners are met.
- Provide professional development and on-site technical assistance to charter/contract Building Principals, Case Managers, general educators and learning behavior specialists



- Assist and support Special Education Directors and Building Principals in collecting organizational, instructional and compliance data & information to improve practices to support diverse learners in charter/contract schools.
- Conduct focused and comprehensive reviews that provide feedback to schools and inform the charter renewal process.
- Participate in the charter/contract renewal process and other related review processes in collaboration with the Office of Innovation and Incubation.
- Review data and conduct classroom observations to inform decision-making and assist with IEP implementation.
- Assist charter/contract schools with scheduling, position allocations and justifications to ensure proper supports for diverse learners.
- Build the capacity of charter/contract personnel to effectively address issues related to services for students with disabilities and resolve issues with parents.
- Provide support regarding all other special education issues, including but not limited to the LRE continuum, as well as serve as the district representative in due process resolution sessions.
- Communicate regularly with charter/contract school administrators to surface trends of concern when diverse learners needs are being adequately met and when they are not to ensure revision of strategy centrally to better support students.

In order to be successful and achieve the above responsibilities, the Charter/Contract Support Specialist must possess the following qualifications:

## Type of Education Required:

- Master's (education or education-related field) and type 75 preferred

## Type of Experience and Number of Years:

- Minimum of 5 years' experience in school or educational setting.
- Classroom and administrative experience in charter/contract schools preferred
- REACH certification or commitment to complete REACH certification within timeline specified by hiring manager

## Knowledge, Skills, and Abilities:

- Strong knowledge of federal and state requirements regarding the delivery of special education and related services
- Strong foundation and knowledge base in the areas of systems change, administrative leadership and instructional coaching
- Strong knowledge of evidence based instructional practices and intervention design
- Knowledge of intervention and assessment strategies for disabled and non-disabled learners
- Knowledge of intervention based service delivery models and inclusive practices
- Experience and training in collaborative problem solving processes
- Knowledge of multi-tiered systems of support (MTSS or RTI)
- Apply knowledge of best practice with diverse learners (differentiated instruction, co-teaching, cooperative learning, universal design for learning, etc.)
- Knowledge of the common core state standards and strategies for aligning to the needs of diverse learners is preferred
- Bilingual applicants are encouraged to apply.
- Ability to establish and maintain effective working relationships with administrators, staff, associates, students, parents, governmental and community agencies, and employers
- Ability to problem-solve, work on a team, use data to guide work and communicate clearly to multiple stakeholders.
- Excellent planning and organizational skills, including ability to manage calendars, 'to do' lists, and incoming requests from multiple constituencies.
- Ability to promote and encourage parental involvement and participation
- Extensive experience in developing and delivering professional training as it relates to teaching and learning
- Excellent interpersonal verbal and writing skills.
- Addresses every issue as an opportunity to identify best practices that can be applied globally for the betterment of the District and its students
- Dedicated to encouraging welcoming school cultures that are inclusive of all diverse learner needs
- Demonstrates boundless perseverance
- Ability to collaborate and be a creative problem solver and team player
- Knowledge of CPS operating systems including, but not limited to: ORACLE, IMPACT, etc.
- Proficiency in Microsoft Office Applications
- Ability to communicate effectively both orally and in writing with multiple stakeholders
- Ability to establish and maintain data tracking systems
- Ability to meet deadlines, multi-task between projects and respond to work requests based upon priority and complexity.
- Ability to have shared ownership of work and expected outcomes
- Collects and uses data to make decisions to provide targeted support for all diverse learners
- Additional duties, as determined appropriate by the Chief Officer and his/her designee

## TITLE: COMPLIANCE ANALYTICS MANAGER

The Compliance Analytics Manager will be responsible for developing, implementing and monitoring procedures and processes to meet federal and state compliance goals, as well as providing strategic data analytics, and project management support to the Office of Diverse Learner Supports and Services

(ODLSS) with a specific focus on using data to drive progress towards priority office and District academic goals. The compliance analytics manager also develops tools & practices to understand and respond to performance trends, and identify opportunities for improvement.

The Compliance Analytics Manager will be held accountable for the following responsibilities:

- Develops and implements data management and compliance strategies by evaluating trends, establishing critical measurements or key performance indicators, determining analysis and communication strategies, designing systems, resolving problems, and implementing change in line with office and district objectives.
- Conducts data analysis and data quality reviews to drive improvements in instructional supports and services provided to students and support performance measurement process within ODLSS
- Synthesizes data, develops recommendations for identified problem areas, proposes short- and long-term system actions to implement, and implements plans
- Ensures that documentation of services (related service providers, paraprofessionals, teachers, etc. - over 5,000 users) occurs with fidelity, in accordance with CPS and/or state and federal guidelines
- Designs internal and external data reports (e.g. OSEP/ISBE) to support the continuous improvement process
- Reviews and analyzes performance measures and effectiveness of programs, including but not limited to service capture
- Provides technical support assistance to improve data collection, reporting and analysis efforts
- Builds relationships and liaises with external partners and organizations, as well as various internal departments, to provide education on special education data, including management of data sharing agreements; interact with and respond effectively to urgent requests from multiple internal and external stakeholders
- Performs other related duties as assigned

**In order to be successful and achieve the above responsibilities, the Compliance Analytics Manager must possess the following qualifications:**

#### **Type of Education Required:**

Master's degree in Business, Public Policy, Law or Education Management required, including quantitative coursework.

#### **Type of Experience and Number of Years:**

- Prior project management experience is required; the strongest candidates will have experience working cross-functionally and/or managing teams comprised of individuals over which they may not have had direct authority
- Prior supervisory experience strongly preferred
- Five years plus of professional experience in quantitative and qualitative data analysis
- Familiarity with ISBE and OSEP compliance regulations, strongly preferred
- Familiarity with CPS data systems strongly preferred
- Demonstrated interest in Education is essential; experience in education and special education sector a plus.
- Demonstrated commitment to client service and relationship building required; prior experience supporting and advising executive management a plus

#### **Knowledge, Skills, and Abilities:**

- Advanced analytical abilities including the ability to define strategic questions, identify relevant analytic methods, and synthesize key findings and recommendations
- Strong problem solving abilities, including experience using both data and other fact finding techniques (process maps, data-based inquiry, etc.) to identify the root cause of issues
- Ability to identify measures of success and to develop meaningful performance metrics that are in alignment with strategic priorities
- Sophisticated Excel and PowerPoint skills required. Must also be capable of manipulating large data sets in SQL, SAS, STATA or other statistical software. Proficiency with Access a plus
- Strong oral and written communication skills; capable of effectively communicating with a variety of audiences
- Team player comfortable working with a variety of people and capable of leading a group towards a common goal
- Flexible and comfortable working on a variety of assignments at a given time; able to balance competing priorities and deadlines

### **TITLE: NONPUBLIC SUPPORT COORDINATOR**

The Nonpublic Service Coordinator is responsible for overseeing program specialist's execution of the development and implementation of Individualized Education Programs (IEPs) for CPS students currently receiving educational services in Nonpublic, Separate Day Schools. Nonpublic Service Coordinators will closely manage existing vendor relationships and ensure nonpublic school staff appropriately execute contracts and update technological access to CPS cases assigned to their schools. The Nonpublic Service Coordinator will act as project manager for various ODLSS data analysis initiatives, including but not limited to, seat efficiencies, attendance rates, nonpublic school performance, referral trends, and re-integration success rates. The Nonpublic Service Coordinator will guarantee that students with disabilities have the right combination of support and quality placement opportunities to maximize their own individual potential and that parents remain informed during all phases of the separate day school assignment and IEP processes.

The Nonpublic Service Coordinator will be held accountable for the following responsibilities:



- Coordinate and monitor projects implemented by the Nonpublic Service Specialist
- Support the Nonpublic Services Manager with data collection, analysis, and subsequent decision making regarding, but not limited to, case distributions, school assignments, student outcomes, and budgetary forecasting.
- Oversee effective transition services for students in and out of non-public schools
- Participate in learning walks/classroom walkthroughs with principals and Nonpublic Services Manager to focus on strengthening instructional practices and service delivery for our diverse learners in separate day schools.
- Assist school level-leadership in school-wide instructional decision-making ensuring the needs of diverse learners are met.
- Collaborate with other ODLSS staff to identify opportunities for Nonpublic, Separate Day School Administrators to visit and learn about CPS low-incidence instructional classrooms that may be relevant to their student populations.
- Evaluate and monitor school implementation of IEPs and provide feedback to principals, nonpublic case managers, and Nonpublic Service Specialist on an ongoing basis.
- Build the capacity of school-level personnel, and Nonpublic Service Specialist to effectively address issues related to services for students with disabilities including the resolution of parent concerns.
- Oversee and/or facilitate the delivery of effective and quality professional development and technical assistance to ODLSS and nonpublic school staff. Topics include, but not limited to, implementing inclusive instructional practices, universally designed unit planning and special education mandates through advocacy, collaboration and capacity building
- Assist Nonpublic Services Manager in their comprehensive assessment of each nonpublic school regarding instructional delivery, organization of learning supports, use of inclusive practices, the development of compliant IEPs on behalf of diverse learners, and contractual performance metrics.
- Assist and support Network chiefs in collecting organizational, instructional and compliance data & information to be used to inform building administrator effectiveness.
- Effectively manage, family engagement to address issues and concerns regarding a student's progress and needs through collaboration with other relevant ODLSS staff.
- Engage in ongoing professional development
- Regularly communicate needs and surface trends from the field.
- Provide support regarding all other special education issues, including but not limited to the continuum of school assignments, as well as serve as the district representative in due process resolution sessions.
- Additional duties, as determined appropriate by the Chief Officer and his/her designee

In order to be successful and achieve the above responsibilities, the Nonpublic Schools and Services Coordinator must possess the following qualifications:

## Type of Education Required:

- **Master's (education or education-related field) and type 75 preferred.**

## Type of Experience and Number of Years:

- Minimum of 5-7 years' experience in school or educational setting.
- Classroom, case management, and administrative experience preferred
- REACH certification or commitment to complete REACH certification within timeline specified by hiring manager

## Knowledge, Skills, and Abilities:

- Strong knowledge of evidence based instructional practices and intervention design
- Strong knowledge of federal and state requirements regarding the delivery of special education and related services
- Knowledge of the common core state standards and strategies for aligning to the needs of diverse learners
- Strong foundation and knowledge base in the areas of systems change, administrative leadership and instructional coaching
- Knowledge of intervention and assessment strategies for disabled and non-disabled learners
- Knowledge of intervention based service delivery models and inclusive practices
- Experience and training in collaborative problem solving processes
- Knowledge of multi-tiered systems of support (MTSS or RTI)
- Apply knowledge of best practice with diverse learners (differentiated instruction, co-teaching, cooperative learning, universal design for learning, etc.)
- Bilingual applicants are encouraged to apply
- Ability to establish and maintain effective working relationships with administrators, staff, associates, students, parents, governmental and community agencies, and employers
- Ability to problem-solve, work on a team, use data to guide work and communicate clearly to multiple stakeholders.
- Excellent planning and organizational skills, including ability to manage calendars, 'to do' lists, and incoming requests from multiple constituencies.
- Ability to promote and encourage parental involvement and participation

- Extensive experience in developing and delivering professional training as it relates to teaching and learning
- Excellent interpersonal verbal and writing skills.
- Addresses every issue as an opportunity to identify best practices that can be applied globally for the betterment of the District and its students
- Dedicated to encouraging welcoming school cultures that are inclusive of all diverse learner needs
- Demonstrates boundless perseverance
- Ability to collaborate and be a creative problem solver and team player
- Knowledge of CPS operating systems including, but not limited to: ORACLE, IMPACT, etc.
- Proficiency in Microsoft Office Applications
- Ability to communicate effectively both orally and in writing with multiple stakeholders
- Ability to establish and maintain data tracking systems
- Ability to meet deadlines, multi-task between projects and respond to work requests based upon priority and complexity.
- Ability to have shared ownership of work and expected outcomes
- Collects and uses data to make decisions to provide targeted support for all diverse learners
- Additional duties, as determined appropriate by the Chief Officer and his/her designee

## TITLE: NONPUBLIC SUPPORT SPECIALIST

The Nonpublic Support Specialist is responsible for coordinating the development and implementation of Individualized Education Programs (IEPs) for CPS students currently receiving educational services in Nonpublic, Separate Day Schools. The Nonpublic Support Specialist ensures timely completion of all IEP and FIE documentation and acts as a District Administrator in all applicable meetings. Ongoing oversight of existing vendor relationships via site visits, data collection and analysis, transcript entry, and attendance monitoring is required. The Specialist will guarantee that students with disabilities have the right combination of support and quality placement opportunities to maximize their own individual potential.

The Nonpublic Support Specialist will be held accountable for the following responsibilities:

- Schedule and attend all IEP and FIE meeting for a caseload of students attending Nonpublic, Separate Day Schools including invitations to relevant Clinical and Related Services staff.
- Ensure that all parental notices and consents for full and individual evaluations and placements are processed and that they are placed in student files.
- Act as District Administrator in all IEP and FIE meetings ensuring thorough conversations regarding student needs occur, with adherence to State and Federal regulations.
- Monitor and approve student attendance through ongoing contact with Nonpublic schools and use of the KAMPS data system.
- Support effective transition services for students in and out of non-public schools
- Reconcile student transcript information in CPS' Student Information Management System (SIM).
- Complete all necessary ISBE forms and reports pertaining to the residential placement of students.
- Ensure assigned caseload of students receive and complete necessary District and State Assessments.
- Participate in monthly team meetings.
- Collaborate with school level-leadership to remain informed about school-wide instructional decision-making to ensure the needs of diverse learners are met.
- Assist Program Coordinators and Program Manager in the collection of data related to ODLSS Nonpublic School performance metrics.
- Assist and support Program Coordinators and Program Manager in collecting organizational, instructional and compliance data & information to be used to inform building administrator effectiveness.
- Regularly communicate needs and surface trends of concern when diverse learners needs are being adequately met and when they are not to ensure revision of strategy centrally to better support schools.
- Provide support regarding all other special education issues, including but not limited to the continuum of school assignments, as well as serve as the district representative in due process resolution sessions

**In order to be successful and achieve the above responsibilities, the Nonpublic Support Specialist must possess the following qualifications:**

### Type of Education Required:

- Master's (education or education-related field) preferred

### Type of Experience and Number of Years:

- Minimum of 5 years' experience in school or educational setting
- Classroom and case management experience preferred

### Knowledge, Skills, and Abilities:

- Strong knowledge of CPS's eIEP and ability to navigate, with precision, the SSM system
- Strong knowledge of evidence based instructional practices and intervention design
- Strong knowledge of Special Education Law, including federal and state requirements regarding the delivery of special education and related

services

- Knowledge of the common core state standards and strategies for aligning to the needs of diverse learners
- Knowledge of intervention and assessment strategies for disabled and non-disabled learners
- Knowledge of intervention based service delivery models and inclusive practices
- Experience and training in collaborative problem solving processes
- Knowledge of multi-tiered systems of support (MTSS or RTI)
- Apply knowledge of best practice with diverse learners (differentiated instruction, co-teaching, cooperative learning, universal design for learning, etc.)
- Bilingual applicants are encouraged to apply.
- Ability to establish and maintain effective working relationships with administrators, staff, associates, students, parents, governmental and community agencies, and employers
- Ability to problem-solve, work on a team, use data to guide work and communicate clearly to multiple stakeholders.
- Excellent planning and organizational skills, including ability to manage calendars, 'to do' lists, and incoming requests from multiple constituencies.
- Ability to promote and encourage parental involvement and participation
- Extensive experience in developing and delivering professional training as it relates to teaching and learning
- Excellent interpersonal verbal and writing skills.
- Addresses every issue as an opportunity to identify best practices that can be applied globally for the betterment of the District and its students
- Dedicated to encouraging welcoming school cultures that are inclusive of all diverse learner needs
- Demonstrates boundless perseverance
- Ability to collaborate and be a creative problem solver and team player
- Knowledge of CPS operating systems including, but not limited to: ORACLE, IMPACT, etc.
- Proficiency in Microsoft Office Applications
- Ability to communicate effectively both orally and in writing with multiple stakeholders
- Ability to establish and maintain data tracking systems
- Ability to meet deadlines, multi-task between projects and respond to work requests based upon priority and complexity.
- Ability to have shared ownership of work and expected outcomes
- Collects and uses data to make decisions to provide targeted support for all diverse learners
- Additional duties, as determined appropriate by the Chief Officer and his/her designee

#### **TITLE: PUPIL PERSONNEL SERVICES COORDINATOR**

Under direction of the Pupil Personnel Services Manager, the Pupil Personnel Services Coordinator is responsible for the professional development and evaluation of the related service providers serving our students and schools. The Coordinator supports services and resources related to Section 504 of the Rehabilitation Act of 1973. He/She supports principals and school staff in seeking appropriate services to support students. The Pupil Personnel Services Coordinator collaborates with other ODLSS staff to support school principals and other school personnel in working with students who experience personal, social, medical, clinical and/or emotional issues that prevent the attainment of academic success in the classroom setting. They respond to principal and staff needs regarding related service provider assignments, evaluation and support schools through timely, effective and efficient problem solving. Through collaboration and advocacy, the Coordinators support school system goals and priorities, as well as the missions of the Office of Diverse Learner Supports + Services.

- Implements the training of related service providers to enhance their effectiveness and efficiencies
- In collaboration with CPS Talent office, actively recruits and participates in hiring of related service providers
- Develops, approves and monitors the assignments and schedules for related service providers - District and agency based
- Develops, collects, monitors and analyzes data that contributes to increasing the academic achievement of all students
- Monitors and provides constant data reporting regarding respective budget classifications associated with the staffing and servicing of related service providers
- Works closely with the Pupil Personnel Services Manager to optimize the well being of students and ensure efficient resource allocation
- Works cooperatively with Networks, school, central office management, parents and other stakeholders to continually improve the programs
- Assumes the responsibility for his/her own professional development and for keeping current with the literature, new research findings and improved delivery techniques in various areas by attending appropriate professional meetings, and by other means
- Assist with REACH evaluations for related service providers
- Performs related duties and other tasks as assigned

**In order to be successful and achieve the above responsibilities, the Pupil Personnel Services Coordinator must possess the following qualifications:**

#### **Type of Education Required:**

- Masters degree from accredited college or university
- REACH certification or commitment to complete REACH certification within timeline specified by hiring manager

#### **Type of Experience and Number of Years:**

- 3 years of experience as a manager or supervisor of staff
- Type 73 required and Type 75 preferred

- Three to five years working as a related service provider in a school or clinical setting (e.g., school psychologist, school social worker, etc)

**Knowledge, Skills, and Abilities:**

- Familiarity with CPS district
- Established track record of excellent working relationships with key stakeholder groups (e.g., collective bargaining units, building administrators, directors, etc.)
- Innovation and proven excellence is at the heart of the desired candidate
- Track record of successful team leadership
- High level of initiative and keen leadership skills, commitment to drive high level of collaboration in all Pupil Personnel Services functions and strive to improve overall ODLSS functions
- Proactive approach to problem solving; ability to quickly process complex information and present it clearly and simply to varied stakeholders (related services team, school personnel, central office and families)
- Consistently deliver exceptional results and great ideas
- Outstanding oral and written communication skills, strong presentation skills
- Self starter, structured and creative