

Chief of Specialized Services (SY2627)

Job Description

BPS Overview

Boston Public Schools (BPS) is the birthplace of American public education and remains a national leader in urban education. BPS serves over 45,000 children in 109 schools. BPS enrolls over 10,000 students with disabilities, with approximately 3,000 multilingual learners with disabilities (MLSWD). We are committed to providing an equitable, student-centered, and well-rounded education that prepares every student for success in college, career, and life.

General Description

Boston Public Schools seeks a dynamic and systems-oriented executive leader to serve as **Chief of Specialized Services**. Reporting to the Deputy Superintendent of Academics, the Chief leads the Office of Specialized Services (OSS) and serves as a member of the Academics Executive Leadership team and the Superintendent's Executive Team. This position is charged with establishing strategic clarity and guidance for specialized services and programming while ensuring integrity with state and federal laws and regulations-including, but not limited to, Individual with Disabilities Education Act (IDEA) and Massachusetts General Laws Chapter 71B, and state regulations 603 CMR 28.00 and 603 CMR 18.00. The Chief provides leadership to ensure that students with disabilities receive a free appropriate public education (FAPE) in the least restrictive environment (LRE), advancing inclusive practices, equitable access to grade-level instruction, and meaningful participation alongside nondisabled peers to the maximum extent appropriate under the law. In addition, the Chief is responsible for ensuring instructional excellence that accelerates outcomes for all students with disabilities (SWD) and multilingual learners with disabilities.

Key Responsibilities

Executive Oversight & Leadership

- Provide assurances to schools to serve as the district's Administrator of Special Education, as required under 603 CMR 28.03 (2).
- Monitoring and oversight of Section 504 of the Rehabilitation Act of 1973 and the district's implementation of Section 504 plans to ensure equitable access and nondiscrimination for eligible students with disabilities.
- Directly supervise, coach, and evaluate the OSS Leadership team, driving aligned execution across all teams within OSS.

- Direct district-wide strategy, policy, and execution across all specialized services functional areas:
 - **State & Federal Compliance:** Monitoring special education state and federal regulatory requirements, managing IDEA/DESE oversight, ensuring integrity within IEP development, dispute resolution, and out-of-district placements.
 - **Student & Related Services:** Delivery and quality assurance for related services (Occupational Therapy, Physical Therapy, Speech, Adaptive Physical Education, Psychological supports, etc.) and student service frameworks.
 - **Specialized Programming:** Systemic management and continuous improvement of specialized and substantially separate settings (including, but not limited to, Autism/ABA-based, emotional impairment, early childhood, transition, ESY, severe/multiple disabilities, and public day programs).
 - **Specialized Instruction & Inclusion:** District-wide expansion of inclusive classrooms, accessible curriculum, and job-embedded instructional coaching.
- Ensure all division teams operate with a unified mandate to provide direct, coordinated, and non-duplicative support to school building teams.
- Cultivate a district-wide culture of data-driven decision making by systematically analyzing qualitative and quantitative data to evaluate specialized programming and related services—using key performance indicators to make evidence-based policy, instructional, and resource adjustments that measurably accelerate student achievement.

Systems Collaboration and Alignment

- **Strategic Cross- Functional Alignment:** Partner across executive leadership team—specifically with the Chief of Schools, Chief of Multilingual and Multicultural Education, Chief of Teaching and Learning, and Chief of Data, Information and Systems Improvement—to establish systems and structures to support all students with IEPs and 504 Plans to be successful.
- **Instructional Framework Integration (SDI & UDL) and Resources:** Lead cross-functional efforts to guarantee high-quality instruction grounded in evidence-based practices across all settings, systematically embedding Specially Designed Instruction (SDI) and Universal Design for Learning (UDL) alongside language acquisition frameworks to increase outcomes for each student. Partner with Teaching and Learning to support the evaluation, selection, and distribution of accessible curricula, specialized supplementary instructional resources, assistive technologies, and digital learning tools designed to support diverse learning needs.
- **Secondary Transition & Post-Secondary Pathways:** Coordination and accountability measures of post-secondary transition planning for (ages 14-22)

Engagement

- **Collaboration with Community Partners:** Serve as the district representative in managing the partnership with the Boston Special Education Parent Advisory Council (Boston SpED PAC) and other Special Education district/union working groups
- **Family and Caregiver Engagement:** Collaborate with the Boston Public Schools Office of Family and Community Advancement (OFCA) to strengthen family engagement, build authentic partnerships with students and families, and ensure equitable access to information, supports, and specialized services for students with disabilities.

Operational Excellence & Additional Responsibilities

- Manage and oversee an annual budget exceeding \$150 million, including departmental allocations and local, state, and federal grants.
- Partner closely with District Finance, HR, Legal, and Transportation to eliminate operational silos, resolve logistical barriers, and ensure seamless delivery of student services.
- Maintain continuous audit readiness for state (DESE) and federal reviews while implementing proactive risk-management protocols to reduce dispute costs and safeguard district resources.
- Other duties as assigned by the Superintendent and/or Deputy Superintendent of Academics

Qualifications

Required Qualifications

- Valid Massachusetts Special Education Administrator License.
- Master's degree in Special Education or Educational Administration and Supervision with a Special Education endorsement (Doctorate preferred).
- Minimum of five (5) years of successful senior-level special education executive/administrative leadership experience in a large urban school district.
- Minimum of three (3) years of direct teaching experience in a special education setting.
- Proven track record of supervising and evaluating leaders.
- Deep expertise in leveraging data systems to monitor both regulatory compliance (IDEA, DESE) and student academic growth outcomes for SWDs and MLSDs.
- Ability to promote innovative, research-based practices to improve instructional quality and student outcomes.

Preferred Qualifications

- Demonstrated experience leading specialized programs or services within an urban district
- Previous experience as a school leader in an urban district setting
- Bilingualism or multilingualism

Reports To: Deputy Superintendent of Academics

Terms: Managerial, F10
Position Type: Central Office

Job Requirements

- Citizenship, residency or work visa required