



EXECUTIVE DIRECTOR, STUDENT SUPPORT SERVICES

DEFINITION:

The Executive Director of Student Support Programs, under the general supervision of the Assistant Superintendent of Education Services, is responsible for the administration, coordination, and supervision of all support services for students including: academic, behavioral, social and emotional intervention implementation and evaluation, Title I, categorical programs, homeless education, and supervision of Language Development Programs, Student Services, Health Services, Mental Health and Crisis Intervention,

ESSENTIAL DUTIES AND RESPONSIBILITIES include the following. Other duties may be assigned.

STUDENT SUPPORT SERVICES DEPARTMENT

- Supervises department directors and other staff for Language Development Programs, Student Services, Health Services, Mental Health and Crisis Intervention, Categorical Programs
- Evaluates program effectiveness for the multiple departments within Student Support Services
- Works with department directors to develop a multiple-tiered system of support that empowers and supports every student in achieving his/her potential
 - Develops a collective responsibility amongst all staff to support students
 - Makes decisions based on assessment, data analysis, and problem-solving process
 - Maximizes the use of available and appropriate resources
- Serves as a member of executive cabinet
- Responds to parent concerns and inquiries and facilitates resolutions within departments and schools
- Attends school board meetings
- Demonstrates current knowledge of developments and trends in academic, behavioral and social-emotional interventions and provide leadership in determining program direction and improvement
- Serves on the Health Advisory Committee, Medical Advisory Committee, Mental Health Collaborative, and other district committees as requested
- Participates in coordinator and director meetings
- Consults regularly with Assistant Superintendent of Education Services, Executive Directors of Elementary Education, Secondary Education, Special Education and Curriculum & Instruction/Professional Learning
- Analyzes budget requirements to identify resources available for use in interventions
- Analyzes intervention programs and student needs district-wide to identify effective intervention programs
- Develops evaluation systems for interventions to be implemented, including a system for progress
- Performs other responsibilities and duties as assigned

INSTRUCTIONAL INTERVENTIONS

- Analyzes intervention programs and student needs district-wide to identify effective intervention programs
- Develops evaluation systems for interventions to be implemented, including a system for progress monitoring, entry/exit criteria for student participation, and a tracking system to monitor student progress as well as intervention effectiveness
- Liaisons between curriculum TOSAs, Special Education, Language Development and Intervention Psychologists to coordinate efforts in the area of interventions
- Facilitates implementation and monitor progress of programs, and develop evaluation tools

CATEGORICAL PROGRAMS

- Manages budget dissemination & monitoring
- Completes the Consolidated Application for the district
- Conducts Legislative and Compliance Monitoring for State and Federal Programs
- Interprets categorical regulations & communicate to stakeholders
- Acts as liaison between educational services and fiscal services
- Attends OCDE Consolidated Program Directors' meetings
- Assists in the development of an effective data review, plan development and peer review process to guide site school improvement
- Monitors and facilitates Single Plan for Student Achievement (SPSA) development at sites
- Provides staff development and training on SPSA plan development for Administrators

TITLE I

- Manages budget dissemination & monitoring
- Interprets regulations & communicates to Title 1 principals and site representatives
- Conducts data entry and querying for Program Evaluation
- Develops and maintains documentation and records for compliance
- Provides training and staff development for Title 1 site representatives
- Collaborates with non-public schools to ensure equitable services under Title I, Part A
- Evaluates program and intervention effectiveness
- Collaborates with Title 1 sites to develop effective site programs
- Conducts school Site Council training

EVERY STUDENT SUCCEEDS ACT (ESSA)

- Completes budget development, dissemination and monitoring for ESSA Programs
- Organizes and implements non-public school annual meetings
- Collaborates with non-public schools to ensure eligibility for participation in NCLB Programs (Title 1, Title 2, Title 3, Title 4)
- Conducts budget dissemination & monitoring for Title 1, Title 2, Title 3, Title 4
- Develops and maintains documentation and records for compliance
- Monitors reauthorization process for ESSA

LOCAL CONTROL & ACCOUNTABILITY PLAN

Exec. Director, Student Support Services

- Leads the implementation of the Local Control & Accountability Plan, ensuring that all components comply with county and state requirements
- Coordinates LCAP resources and services that comply with regional, state, and federal requirements
- Coordinates with fiscal department to align LCAP services and resources and fiscal impact.
- Designs practical data in LCAP that is consistent with SARC, Strategic Initiatives and other district plans

- Disseminates information to key stakeholder groups on development and implementation of the LCAP
- Develops annual metric reports in collaboration with department teams connected with LCAP action items
- In conjunction with Business Services, presents draft and final LCAP and budget to Board of Education

COMPLIANCE AUDITING (CPM)/FEDERAL PROGRAM MONITORING (FPM)

- Monitors auditing developments and Attend Trainings from CDE and OCDE
- Trains and prepares staff for audits or CPM/FPM Process
- Organizes and monitors on-site visitations from CPM Auditors/FPM Reviewers and on-line submission via CMT, as necessary
- Gathers and submits data for annual review by internal auditors
- Coordinates the development of the LEA Plan district-wide

QUALIFICATIONS

Knowledge of:

Expertise with curriculum, core instruction and student intervention; understanding of categorical program requirements, facility with budgets, capacity for providing effective professional development, understanding of California Education Code and its' relation to expectations of student behavior.

Credentials:

- Credential: Valid California Administrative credential
- Education: Master's degree or higher
- Experience: 5 years teaching and 3-5 years of successful administrative experience with a record of leadership in an educational setting.

PHYSICAL DEMANDS:

The physical demands described here are representative of those that must be met by an employee to successfully perform the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

While performing the duties of this job, the employee is regularly required to stand; walk; sit; use hands to finger, handle, and feel objects, tools, and controls; reach with hands and arms; climb and balance; stoop, kneel, crouch, and crawl; talk and hear; and taste and smell.

Exec. Director, Student Support Services

The employee must occasionally lift and/or move up to 15 pounds, with assistance. Specific vision abilities required by this job include close vision, distance vision, color vision, peripheral vision, depth perception, and the ability to adjust focus.

WORK ENVIRONMENT:

The work environment characteristics described here are representative of those an employee encounters while performing the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

While performing the duties of this job, the employee regularly works in outside weather conditions.

The noise level in the work environment is usually moderate.

Revised:

February 2025