

EXECUTIVE DIRECTOR, STUDENT SUPPORT PROGRAMS

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, Guidance Services, Gifted Programs and Advanced Learners.

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

INSTRUCTIONAL INTERVENTIONS

- Supervise Intervention Psychologists
- Analyze budget requirements to identify resources available for use in interventions
- Analyze intervention programs and student needs district-wide to identify effective intervention programs
- Develop 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
- Facilitate the Intervention Lead Teacher role at each school site
- Develop training for Intervention Lead Teachers and monitor implementation of programs
- Liaison between curriculum TOSAs, Special Education, Language Development and Intervention Psychologists to coordinate efforts in the area of interventions
- Develop Extended Learning opportunities K-12, facilitate implementation and monitor progress of programs, and develop evaluation tools

CONTINUOUS LEADERSHIP ACADEMY

- Coordinates and supports leadership development through the Continuous Leadership Academy

CATEGORICAL PROGRAMS

- Budget dissemination & monitoring
- Completion of the Consolidated Application (biannually) for the district
- Legislative and Compliance Monitoring for State and Federal Programs
- Interpret Categorical Regulations & communicate to stakeholders
- Liaison between Program/Instruction and Fiscal Department
- Attend OCDE Consolidated Program Directors' Meetings
- Assist in the development of an effective data review, plan development and peer review process to guide site school improvement
- Monitor and facilitate Single Plan for Student Achievement development at sites
- Provide staff development and training on SPSA plan development for Administrators

TITLE I

- Budget dissemination & monitoring
- Interpret regulations & communicate to Title 1 Principals and Site Representatives
- Data entry and querying for Program Evaluation
- Develop and maintain documentation and records for compliance
- Provide training and staff development for Title 1 Site Representatives

- Collaborate with Non-Public Schools to ensure eligibility for participation in Title 1 program
- Evaluate program and intervention effectiveness
- Collaborate with Title 1 sites to develop effective site programs
- Supervise and coordinate Literacy Coach TOSA positions at school sites and district office
- School Site Council training

EVERY STUDENT SUCCEEDS ACT (ESSA)

- Budget development, dissemination and monitoring for ESSA Programs
- Organize and implement Non-Public School Annual Meetings
- Collaborate with Non-Public Schools to ensure eligibility for participation in NCLB Programs (Title 1, Title 2, Title 3)
- Budget dissemination & monitoring for Title 1, Title 2, Title 3
- Develop and maintain documentation and records for compliance
- Manage development and submission of LEA Plan
- Monitor reauthorization process for ESSA

LOCAL CONTROL & ACCOUNTABILITY PLAN

- Coordinate the creation and implementation of the Local Control & Accountability Plan (LCAP) for Irvine Unified School District
- Provide opportunities for stakeholder input
- Compile and organize input from stakeholders about the needs of students
- List and describe the Actions and Expenditures to implement annual actions
- Address the eight “State Priorities”
- Develop the Annual Update including:
 - Review of progress towards goals
 - Assess effectiveness of specific actions
 - Update new Goals and Actions
 - List and describe expenses to implement specific actions
 - List and describe expenditures that target the needs of English Learners, Low Income, foster youth, and Reclassified English Learners
- Design practical data in LCAP that is consistent with SARC, LEA Plan, Strategic Initiatives and other district plans
- In collaboration with the Coordinator of Assessment, Coordinator of Language Development Programs and Coordinator of Student Services, develops annual Metrics Data Report
- In conjunction with Business Services, present draft and final LCAP and budget to Board of Education
- Knowledgeable of state and federal mandates, especially the Local Control Funding Formula (LCFF)
- Understand the school and district improvement process
- Support the planning, development, and implementation of plans and approaches that clearly address LCAP program requirements
- Coordinate LCAP resources and services that comply with regional, state, and federal requirements
- Co-plan with Director of Facilities to coordinate LCAP services, resources and financial impact in the development of the final document
- Disseminate information to key stakeholder groups on development and implementation of the LCAP

COMPLIANCE AUDITING (CPM)

- Monitor auditing developments and Attend Trainings from CDE and OCDE
- Train and prepare staff for audits or CPM Process
- Organize and monitor on-site visitations from CPM Auditors and on-line submission via CAIS, as necessary (2 x 4 submission cycle)
- Gather and submit data for annual review by Internal Auditors

- Coordinate the development of the LEA Plan district-wide

STUDENT SUPPORT SERVICES DEPARTMENT

- Supervision of Department Coordinators for Language Development Programs, Student Services, Health Services, Mental Health and Crisis Intervention, Guidance Services, Gifted Programs and Advanced Learners.
- Schedules, coordinates and conducts Department Meetings
- Evaluates program effectiveness for the multiple departments within Student Support Services
- Work with Department Coordinators to develop a multiple-tiered system of support that empowers and supports every student in achieving his/her potential
 - Develop a collective responsibility amongst all staff to support students
 - Make decisions based on assessment, data analysis, and problem-solving process
 - Maximize the use of available and appropriate resources
- Selection, supervision and evaluation of Department Coordinators and staff
- Serves as a member of Executive Cabinet
- Responds to parent concerns and inquiries and facilitates resolutions within departments and schools
- Attends School Board Meetings
- Retain current knowledge of developments and trends in academic, behavioral and social-emotional interventions and provide leadership in determining program direction and improvement
- Serve on Health Advisory Committee, Medical Advisory Committee, Mental Health Collaborative and other district committees as requested
- Participate in Coordinator and Director Meetings
- Consult regularly with Assistant Superintendent of Education Services, Executive Directors of Elementary Education, Secondary Education, and Professional Learning
- Perform other responsibilities and duties as assigned

KNOWLEDGE/SKILLS:

- 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.

QUALIFICATIONS:

- 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.

The employee must occasionally lift and/or move up to 50 pounds. 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.

COMMENTS:

Applicant is required to operate a motor vehicle. Must be able to operate computer-related equipment.