

CHIEF OF INTENSIVE SUPPORT AND INTERVENTION SCHOOLS

DEFINITION

The Chief of Intensive Support and Intervention Schools is responsible for managing, coordinating, and administering the activities related to improving student achievement through the restructuring of high priority schools.

TYPICAL DUTIES

Represents and acts on behalf of the Deputy Superintendent, Instruction as directed.
Directs and manages the School Improvement Grant process, the Quality Education Investment Act (QEIA) process, and the School Review process for schools that have completed the Public School Choice (PSC) process.
Directs, manages, and coordinates the State and Federal Accountability department.
Develops and provides ongoing reports of the recommendations, corrective actions, and changes taking place on the campuses.
Facilitates a needs assessment of the school and reviews the existing school plan and guide.
Facilitates the development and revision of the existing school site improvement plan, the PSC proposal, or a new proposal that restructures the school.
Supports the implementation of the corrective action plans.
Provides executive administrative support to the local district staff and principals to ensure continuation of growth and change.
Submits weekly attendance reports to the Office of the Superintendent.
Conducts and reviews the administrative team's instructional tracking documents.
Performs related duties as assigned.

DISTINGUISHING CHARACTERISTICS AMONG RELATED CLASSES

The Chief of Intensive Support and Intervention Schools manages, coordinates, and administers the activities related to improving student achievement through the restructuring of high priority schools.

The Deputy Superintendent, Instruction serves as executive head of, and is responsible for the operation of divisions and offices as assigned by the Superintendent of Schools.

SUPERVISION

General direction is received from the Deputy Superintendent, Instruction. Supervision is exercised over lower-level certificated, technical, and clerical classified personnel.

CLASS QUALIFICATIONS

Knowledge of:

- District policies and procedures, goals and objectives, organization structure and functions, the California Education Code, and negotiated contracts and consent decrees
- Current instructional programs and curriculum
- Community-based organizations, educational agencies, law enforcement agencies, and other local, State, and federal agencies related to the program
- Modern principles and practices of program development and implementation
- Pertinent federal, State, and local legislative laws, rules, and regulations
- Educational theory and practice
- Principles and practices of public and business administration
- Public relations methods

Ability to:

- Establish rapport with, obtain cooperation from, and motivate a variety of individuals and groups
- Develop and articulate a broad vision and motivate others to embrace that vision
- Negotiate agreements and develop consensus around complex issues and situations
- Lead large groups of people from dynamic and varying constituencies
- Work collaboratively with all stakeholders for the improvement of student achievement
- Supervise and coordinate the activities of subordinate staff effectively
- Interpret, communicate, and apply rules, regulations, policies, and procedures
- Communicate effectively, both orally and in writing, program needs and objectives
- Analyze complex problems, identify solutions, and implement plans to solve problems
- Establish and maintain effective relationships with elected officials, District administrators, and those of other public and private organizations, union officials, and employees
- Work effectively and cooperatively with all racial, ethnic, and socioeconomic groups
- Make formal, public presentations

ENTRANCE QUALIFICATIONS

Education:

Graduation from a recognized college or university with a bachelor's degree and a master's degree in education, business administration, one of the social sciences, or a related field.

Experience:

Seven years of experience in education at a managerial or executive level with two years in education reform.

Special:

- A valid California Driver License.
- Use of an automobile.
- A teaching credential or certificate is preferable.

SPECIAL NOTES

1. Senior Management classification.
2. An employee in this class may be subject to the reporting requirements of the District's Conflict of Interest Code.

This class description is not a complete statement of essential functions, responsibilities, or requirements. Requirements are representative of the minimum level of knowledge, skill, and/or abilities. Management retains the discretion to add or change typical duties of a position at any time.

New Class
04-20-11
PJO