COORDINATOR II: Academic and Behavioral Interventions

DEFINITION:

Under the direction of the Executive Director of Student Support Services and the Coordinator of Prevention and Intervention, the Coordinator of Academic and Behavioral Interventions serves as a resource to schools, families and students from Preschool through 12th grade.

This Coordinator provides leadership and coordination in the ongoing development and improvement of academic and behavioral interventions, programs and services based on a Multi-Tiered System of Supports (MTSS). The Coordinator evaluates the academic, behavioral and social, emotional well-being of our students and connects students and families to district and community resources, and develops programs and systems that support our schools in identifying and responding effectively to student needs.

ESSENTIAL DUTIES AND RESPONSIBILITIES INCLUDING THE FOLLOWING:

Other duties may be assigned.

Academic Interventions:

- Supervises Intervention Psychologists and support in development of coaching and training opportunities
- Provides coaching and assistance to school teams in selecting and implementing an MTSS system that meets the academic needs of all students
- Consults and coaches on the development of appropriate Tier I instruction, selection of Tier II and III intervention materials and development of program implementation
- Evaluates, purchases, distributes, and provides support for intervention materials
- Collaborates with district and building administrators to design an individualized plan for each school that is focused on creation of an MTSS system that supports all students
- Supports sites in using data to make decisions about intervention supports for students and development of intervention and extended learning programs
- Participates in collaborative planning and inquiry within the district “Learning Cycle” with district and school-based teams and supports the work of Professional Learning Communities

Title I:

- Provides training and staff development for Title 1 Site Representatives and Title 1 Principals
- Evaluates program and intervention effectiveness
- Collaborates with Title 1 sites to develop effective Intervention and Extended Learning programs
- Supports sites in using funding to meet the needs of at-risk students

Behavioral Interventions:

- Supervises Behavior TOSAs and supports the development of coaching and training opportunities
- Implements Positive Behavioral Interventions and Supports (PBIS) at all sites
- Supports the use of AERIES and SWIS data in making decisions about school climate
- Trains sites in cultural competency in an effort to improve school climate
- Collaborates with Student Support Services coordinators to better serve stakeholder groups
- Prepares & distributes resources for administrators, teachers, classified staff and parents to support various needs
- Evaluates programs and services to increase effectiveness and best support current needs
Prevention Programs:
- Coordinates and facilitate district support of Stop & Think Twice and Smart Start for all high schools
- Develops, prepares, communicates and distributes training and materials for Red Ribbon Week for all schools
- Collaborates with City of Irvine staff and middle and high school youth action teams
- Collaborates with Irvine Police Department and City of Irvine Community Services staff to influence mutually beneficial support and resource linkage for IUSD students and families

McKinney-Vento Homeless Liaison:
- Fulfills all liaison duties specified by the McKinney-Vento Homeless Assistance Act
- Ensures that homeless children and youths are identified by school personnel and that all enrollment barriers are eliminated
- Ensures that homeless families, children and youth are referred to health care services, dental services, mental health services, and other appropriate services
- Ensures that the parents or guardians of homeless children and youth are informed of the educational and related opportunities available to their children and are provided with meaningful opportunities to participate in the education of their children
- Ensures that enrollment disputes are mediated in accordance with federal law
- Arranges educational opportunities for parents related to effective parenting, building self-esteem, discipline, anger management, conflict resolution, health, hygiene, and nutrition
- Intervenes in cases where excessive absence or truancy is the presenting problem
- Provides staff development and consultation designed to support student success
- Works collaboratively with site administrators, school counselors, and other school staff to meet student needs

Other:
- Supervises and monitor MediCal Administrative Activities (MAA) districtwide
- Participates as a Member of the district Health Advisory Committee
- Collaborates with district stakeholders to develop budgets and work plans for each category of annual funding from the City of Irvine Educational Partnership Fund (Measure BB)
- Coordinates submittal of work plans, budgets, and reports for the Educational Partnership Fund
- Analyze progress aligned with work plans, monitor budgets and collaborate with City of Irvine staff to ensure compliance with Educational Partnership Fund
- Analyzes department budget, allocate resources and monitor expenditures
- Develops & implements staff professional learning and parent education related to behavioral, social-emotional, and mental health needs of students

QUALIFICATION REQUIREMENTS:

KNOWLEDGE AND ABILITIES:

Comprehensive knowledge of applicable state and federal laws, regulations, and compliance requirements governing educational programs in California.

Ability to communicate orally and in writing sufficient to express ideas, thoughts, and instructions clearly to clients, community, and staff.

Ability to collaborate with other agencies in planning and implementing effective programs, including staff and parent training, within established budget constraints.

Ability to analyze complex situations and prepare response alternatives for consideration by decision-making groups.

Knowledge of State funding allocation methods.
CREDENTIAL:

California Administrative Services or other related Services credential; Valid California teaching or other related Services credential

EDUCATION AND EXPERIENCE:

- Three years of successful, relevant education related work experience
- A Master's degree from an accredited college or university is preferred
- Possession of a valid California driver's license

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 sit and talk or hear. The employee is occasionally required to walk.

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.

The noise level in the work environment is usually moderate.