

**COORDINATOR IV: MENTAL HEALTH AND WELLNESS**

**Definition:**

Under the general direction of the Director of Mental Health and Wellness, the Coordinator of Mental Health and Wellness serves as a resource to schools, families and students from Preschool through 12<sup>th</sup> grade.

This Coordinator provides leadership and coordination in the ongoing development and improvement of mental health, social emotional learning, and behavioral interventions, programs and services. The Coordinator evaluates the mental health, behavioral and social emotional well-being of our students and intervenes, when appropriate, to address student needs; 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; Supports the development and implementation of a Multi-Tiered System of Support (MTSS) at the district and school-site level.

**Essential Duties and Responsibilities** include the following. Other duties may be assigned.

- Provide technical assistance to administrators, teachers, and school-based leadership teams to facilitate implementation of a Multi-Tiered System of Supports at the district and school levels connected to the Professional Learning Community (PLC) process
- Facilitate collaborative planning and inquiry within the district “Learning Cycle” with district and school-based teams and supports the work of Professional Learning Communities
- Provide leadership, consultation, and coaching on the development of appropriate Tier I instruction, development and/or selection of Tier II and III intervention supports or materials and development of program implementation
- Evaluate, purchase, distribute and provide support for intervention materials
- Create and implement professional learning opportunities for district and site staff in the areas of mental health, behavior, social emotional learning, and McKinney-Vento/foster youth education
- Collaborate with district and site administrators to design an individualized plan for each school that is focused on creation of an MTSS system that supports all students
- Support sites in using data to make decisions about intervention supports for students and development of intervention and extended learning programs
- Evaluate program and intervention effectiveness and implement best practices for progress monitoring
- Supervise department staff and support in the development of coaching and training opportunities
- Provide onboarding support for new department staff
- Supervise and monitor MediCal Administrative Activities (MAA) districtwide

- Provide coordination and support for all aspects of crisis intervention, including maintenance of case records and documentation coordination of the mobile crisis intervention team and follow up care and support access to resources for schools, families, and students post-crisis
- Pursue grants and other funding opportunities to augment the program and administer their implementation
- Collaborate and support district threat assessment practices and protocols, including professional development and participation on the district threat assessment team

#### Behavior Interventions

- Supervise TOSAs and Behavioral Instructional Assistants providing support in the Mental Health and Wellness department
- Facilitate and support the implementation of Restorative Practices, SEL, PBIS, Calm Classroom, Culturally Responsive, and Trauma Informed practices (#RSPCT) at all sites
- Support the use of multiple data points in making decisions about school climate;
- Oversee the implementation of a universal SEL screener, SEL standards, and SEL curriculum at all sites
- Train sites in cultural competency in an effort to improve school culture
- Collaborate with other district leaders to integrate district EEDI efforts
- Collaborate with other Student Support Services staff to better serve stakeholder groups
- Prepare and distribute resources for administrators, teachers, classified staff and parents to support various needs;

#### Prevention Programs

- Develop, prepare, communicate and distribute training and materials for Red Ribbon Week for all schools;
- Provide leadership and support of district and site mental health, social emotional, and behavior programs and initiatives;
- Collaborate with City of Irvine staff and middle and high school youth action teams;
- Collaborate with Irvine Police Department and City of Irvine Community Services staff to influence mutually beneficial support and resource linkage for IUSD students and families, including coordination and facilitation of Stop & Think Twice and Smart Start programs and high schools;

#### McKinney-Vento/Foster Youth Support

- Fulfill liaison duties specified by state and federal laws;
- Ensure that homeless and foster youth and children are identified by school personnel and that all enrollment barriers are eliminated;
- Ensure that families, children and youth experiencing homelessness are referred to appropriate services, including health and mental health services;

- Ensure that parents or guardians of homeless or foster children/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;
- Ensure that enrollment disputes are mediated in accordance with federal law;
- Intervene in cases where excessive absence or truancy is the presenting problem, work with site and district staff to monitor and support student attendance;
- Provide professional learning and consultation on all aspects of McKinney-Vento and Foster Youth support
- Work collaboratively with site administrators, school counselors/mental health staff, and other school staff to meet student needs

### **Qualification Requirements**

To perform this job successfully, an individual must be able to perform each essential duty satisfactorily. The requirements listed are representative of the knowledge, skill, and/or ability required. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

### **Knowledge and Abilities**

- Comprehensive knowledge of applicable state and federal laws, regulations, and compliance requirements governing educational programs in California
- Establish and maintain cooperative and effective working relationships with others
- Capacity for providing effective professional development
- Maintain confidentiality of student information
- Assure accuracy of data input and management
- Ability to communicate orally and in writing sufficient to express ideas, thoughts, and instructions clearly to IUSD staff and community members.
- Ability to collaborate with other departments and agencies in planning and implementing effective instructional programs and services, 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 and Federal funding allocation methods.

### **Education and/or Experience**

- Five years of successful, relevant education related work experience
- A Master's degree from an accredited college or university is preferred
- Valid California teaching or other related Services credential
- California Administrative Services or other related Services credential
- Site administrative experience 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.

2/24/23