



# IRVINE UNIFIED SCHOOL DISTRICT

## COORDINATOR IV: PREVENTION & INTERVENTION

### **DEFINITION:**

Under the direction of the Director of Prevention and Intervention, the Coordinator of Prevention and Intervention 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. The Coordinator evaluates the academic, 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 Supports (MTSS) at the district and school-site level.

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

### **Academic Interventions**

- Supervise Intervention Psychologists and support in development of coaching and training opportunities
- 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
- Consult and coach on the development of appropriate Tier I instruction, selection of Tier II and III intervention materials and development of program implementation
- Evaluate, purchase, distribute, and provide support for intervention materials.
- Collaborate 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
- Support sites in using data to make decisions about intervention supports for students and development of intervention and extended learning programs
- Collaborate with district staff on curriculum design for summer school intervention programs and monitoring student progress

### **Title I**

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

### **Behavioral Interventions**

- Supervise Behavior TOSAs and support in development of coaching and training opportunities
- Implement Positive Behavioral Interventions and Supports (PBIS) at all sites
- Support the use of multiple data points in making decisions about school climate
- Oversee implementation of a universal SEL screener, SEL standards, and SEL curriculum at all sites
- Training sites in cultural competency in an effort to improve school climate
- Collaborate with other Student Services Coordinators to better serve stakeholder groups
- Prepare & distribute resources for administrators, teachers, classified staff and parents to support various needs
- Evaluate programs and services to increase effectiveness and best support current needs

## **Prevention Programs**

- Develop, prepare, communicate and distribute training and materials for Red Ribbon Week for all schools
- 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 at high schools

## **McKinney-Vento Homeless Liaison**

- Fulfill all liaison duties specified by the McKinney-Vento Homeless Assistance Act
- Ensure that homeless children and youths are identified by school personnel and that all enrollment barriers are eliminated
- Ensure that homeless families, children and youth are referred to health care services, dental services, mental health services, and other appropriate services
- Ensure that 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
- Ensure that enrollment disputes are mediated in accordance with federal law
- Arrange educational opportunities for parents related to effective parenting, building self-esteem, discipline, anger management, conflict resolution, health, hygiene, and nutrition
- Intervene in cases where excessive absence or truancy is the presenting problem, work with sites to monitor and support student attendance
- Provide staff development and consultation designed to support student success
- Work collaboratively with site administrators, school counselors, and other school staff to meet student needs

## **Other**

- Supervise and monitor MediCal Administrative Activities (MAA) districtwide
- Analyzes department budget, allocate resources and monitor expenditures
- Coordinates all aspects of crisis intervention including maintenance of case records and documentation coordination of the mobile crisis intervention team and follow up care service and support access to resources for schools, families and students post-crisis
- Pursues grants and other funding opportunities to augment the program and administer their implementation
- Develops & implements staff professional learning and parent engagement related to behavioral, social- emotional, and mental health needs of students
- Other duties as assigned

## **QUALIFICATIONS GUIDE**

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 OF:**

- Comprehensive knowledge of applicable state and federal laws, regulations, and compliance requirements governing educational programs in California.
- State funding allocation methods.

### **ABILITY TO:**

- Communicate orally and in writing sufficient to express ideas, thoughts, and instructions clearly to clients, community, and staff.
- Collaborate with other agencies in planning and implementing effective programs, including staff and parent training, within established budget constraints.
- Assure accuracy of data input and management.
- Maintain confidentiality of student information.
- Establish and maintain cooperative and effective working relationships with others.

**EDUCATION:**

- A Master's degree from an accredited college or university is preferred
- Valid California teaching or other related Services credential
- Possession of a valid California driver's license

**EXPERIENCE:**

- Five years of successful, relevant education related work experience
- Site administrative experience preferred

**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.

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