

## Salary Grade: Certificated Management Salary Schedule

	<b>POSITION DESCRIPTION</b>
<b>Title: Coordinator-Tobacco Intervention &amp; Prevention Grant (TIP)</b>	
<b>Department: SAFE</b>	<b>FLSA Classification: Exempt</b>
<b>Bargaining Unit:</b>	<b>Work Year: School Year</b>
<b>Reports to: Director, SAFE</b>	<b>Board Approval Date:</b> <a href="#">Click here to enter a date.</a>

### Primary Function:

The Coordinator for the Tobacco Intervention & Prevention grant (TIP) serves as the main contact coordinator and administrator in the implementation and monitoring of the state and district mandates for the TIP grant. The Coordinator assists the SAFE Director in the development of the TIP program and is the day to day administrator of the TIP grant. The TIP Coordinator also supports The Teacher on Special Assignment (TOSA).

### Essential Job Functions include, but are not limited to the following:

1. Supports District-Wide Implementation of Tobacco Intervention & Prevention (TIP) Grant requirements.
2. Facilitates development and implementation of grade-level appropriate TIP curriculum with support from Sonoma County Health Resources.
3. Supports TOSA who assists other teachers with the TIP K-12 curriculum.
4. Facilitates TIP community meetings as presenter or co-presenter.
5. Develops and presents TIP related data in narrative and statistical formats.
6. Interpret, apply, and explain rules, regulations and requirements of the TIP grant.
7. Supervises and evaluates the performance of assigned staff.
8. Per grant requirements, records all activities in daily log.
9. Performs TIP related other duties as assigned by the SAFE Director.

### MINIMUM QUALIFICATIONS

#### Education and Experience

- Minimum 5 years of successful teaching experience and or counseling or related experience preferable at more than one level.
- Secondary Administrative Experience
- Must possess a valid California Administrative Services Credential
- Desirable to possess a valid Pupil Personnel Service Credential
- Experience in functions that support student emotional, behavioral and social wellbeing including positive behavior intervention and increased attendance efforts and Multi-Tiered Systems of Support.
- Master's Degree or higher is highly desired
- Bilingual Spanish/English is highly desirable

#### Licenses/Certifications:

- Administrative Services Credential
- Valid California driver's license, provide personal automobile

## **Abilities and Skills**

1. Act in a professional and positive manner
2. Establish and maintain cooperative and effective working relationships with others
3. Use tact, patience, and courtesy
4. Experience and skill in teaching multiple grades
5. Professional record of enriching students' academics through highly engaging and effective instruction
6. Experience in teacher leadership role preferred (e.g., team leader, grade level chairperson, instructional coach)
7. Experience in working with diverse student populations; familiarity with providing effective accommodations or designing lessons that incorporate Universal Design for Learning principles
8. Cultural and linguistic competence both in relating with diverse students and families, as well as culturally and linguistically responsive pedagogical practices (e.g., instruction that develops the academic language of Standard English Learners)
9. Expertise in serving English learners and students with special needs
10. Ability to model for other teachers in developing their skills in differentiation and accelerating student learning
11. Knowledge of and experience with specific programs, practices and strategies aimed at accelerating the learning of historically underserved students
12. Bilingual/Biliterate in English and Spanish
13. Facility with technology or other new media that will contribute to schools' effective organization (e.g., proficiency with Excel), including the ability to quickly learn user-friendly district data systems (e.g., OARS), or blended-learning models of instruction for students
14. Experience with and/or training in school improvement/reform processes (e.g., cycle of inquiry)
15. Propensity for fostering a school culture of high expectations and confidence in student success

## **Working Conditions**

- Office environment as well as many hours spent outside on the campus or inside various classrooms.
- Hours may vary to meet district/school needs.
- Some local and out-of-county travel may be required for the purpose of meetings, events and other activities.
- School office equipment
- May be required to attend evening meetings
- May be required to drive own car.

## **Physical Abilities**

- Sitting for extended periods of time.
- Walking for extended periods of time.
- Dexterity of hands and fingers to operate a computer keyboard, mouse, and other devices.
- Able to lift up to 25 pounds.