

Administrative

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Affirmative Action Officer/Title IX Coordinator

CAPE ELIZABETH SCHOOL DEPARTMENT

Job Descriptions - Administrator

TITLE: Affirmative Action Officer/Title IX Coordinator

QUALIFICATIONS:

- State of Maine administrator certification;
- Concurrent employment as a Cape Elizabeth School Department administrator;
- Knowledge of state and federal nondiscrimination laws and regulations and sex/gender-based discrimination and harassment laws and regulations, including Title IX. REPORTS TO: Superintendent of Schools

SUPERVISES: N/A JOB GOAL:

To ensure the Cape Elizabeth School Department's compliance with, and implementation of, all aspects of state and federal nondiscrimination laws and regulations and sex/gender-based discrimination and harassment laws and regulations, including Title IX.

PROFESSIONAL RESPONSIBILITIES:

- Implement and manage the Cape Elizabeth School Department's Affirmative Action Plan and ensure compliance with state and federal nondiscrimination laws and regulations and sex/gender-based discrimination and harassment laws and regulations, including Title IX.
- Ensure that required notices, policies, and information regarding federal and state nondiscrimination laws and regulations and sex/gender-based laws and regulations are disseminated to employees, applicants, parents, unions, and others as applicable, including postings on the Cape Elizabeth School Department's website.
- Assess discrimination, harassment, and other related complaints received by the Cape Elizabeth School Department to ensure the appropriate policies and procedures are followed, consulting with the Superintendent and others as appropriate.
- Receive and process all reports and formal complaints of sex/gender-based discrimination, including sexual harassment complaints.
- Provide support for parties when sexual harassment is reported and throughout the complaint investigation and resolution process.
- Coordinate and/or conduct investigations of discrimination and harassment, including sex/gender-based discrimination and harassment, complaints as appropriate.
- Facilitate or coordinate informal resolutions of sexual harassment formal complaints as appropriate.
- Implement any remedies after findings of responsibility for sexual harassment.
- Coordinate and implement appropriate training for Cape Elizabeth School Department employees on nondiscrimination and harassment, including sexual harassment, laws, policies, procedures, and duty to report.
- Ensure that persons involved in recruiting and hiring processes adhere to nondiscrimination and confidentiality requirements.

- Ensure that School Board members and employees receive gender equity training.
- Ensure compliance with all other aspects of state and federal sex/gender-based discrimination and harassment laws and regulations, including Title IX requirements pertaining to education, athletics, and other school programs.
- Compile data and reports for the Superintendent and School Board members as requested.
- Advise the Superintendent of any needed revisions to the Affirmative Action Plan or discrimination and harassment policies and procedures.
- Comply with all record keeping requirements.
- Any other duties related to the Affirmative Action Plan and sex/gender-based discrimination and harassment laws and regulations assigned by the Superintendent.

TERMS OF EMPLOYMENT: As specified in the concurrently served administrator contract. EVALUATION: As specified in the concurrently served administrator contract.

APPROVED:

Assistant Director of Nutrition

CAPE ELIZABETH SCHOOL DEPARTMENT

Job Description TITLE: Assistant Director of Nutrition

QUALIFICATIONS:

- I. Education/Certification: Bachelor of Science Degree in food service management or nutrition, or equivalent experience. Hold a valid State of Maine Criminal History Records Check Approval.
- II. Special Knowledge/Skills: Knowledge, understanding and demonstrated aptitude or competence in the performance responsibilities listed below; good work habits; dependability and ability to work without supervision; ability to maintain positive relations with students, school and town personnel, supervisors and citizens at all times; knowledge of proper food handling and proper use of cleaning chemicals and use of Material Safety Data Sheets. Must be willing to participate in ongoing in-service training as requested. Must maintain a high level of ethical behavior and confidentiality of information as required by law. Demonstrated aptitude for, or competence in the areas listed under responsibilities. Such alternatives as the Administration may find appropriate and acceptable.
- III. Experience: Demonstrated aptitude or competence for successful fulfillment of assigned performance responsibilities.

REPORTS TO: School Nutrition Director

JOB GOAL: To serve the students attractive and nutritious meals in an atmosphere of efficiency, cleanliness, and friendliness.

PERFORMANCE RESPONSIBILITIES: School Nutrition Director's responsibilities shall include, but not be limited to, the following as requested and/or directed:

- I. Manages the day-to-day operation of the cafeterias, district wide.
- II. Plans and supervises the preparation and serving of food.
- III. Purchases and maintains an inventory of all foods and supplies.
- IV. Provides the monthly inventory to the School Nutrition Director at the end of the month.
- V. Inspects kitchen facilities and operations to ensure that standards of diet, cleanliness, health, and safety are being maintained.
- VI. Evaluates food service workers.
- VII. Checks all invoices for accuracy before presenting them to the School Nutrition Director.
- VIII. Deposits all cash received on a daily basis and maintains necessary records.
- IX. Performs related duties as required including duties at special meal functions.
- X. Willingness and ability to work with others, to share and cross-train in order to promote the concept of "teaming" and "a team approach" in order to meet the Program needs.
- XI. Administers POS system.

XII. Maintains communication with parents concerning school lunch accounts.

XIII. Assists Director with all state and federal administration paperwork.

TERMS OF EMPLOYMENT: Year round position. Compensation in accordance with recommendations established by the Superintendent of Schools and District Business Manager.

WORKING CONDITIONS: Mental Demands: calculating, comparing, problem-solving, evaluating, interpreting, organizing, consulting, analyzing, planning, documenting, specifying, coordinating, implementing, and presenting Physical Demands: sitting, standing, climbing stairs, adjusting, connecting, lifting (to 30 lbs.), bending, keyboarding, pulling, pushing, carrying, writing, walking, and operating equipment Environmental Conditions: inside, slippery surfaces, chemical exposure, biological exposure, working around moving objects, and working alone

EVALUATION: The basis of the evaluation will be the extent to which the performance responsibilities of the job are successfully handled and the extent to which yearly action plans and job goals are met. The School Nutrition Director will perform the evaluation.

NOTE: The above job description reflects the general requirements necessary to describe the principle functions or responsibilities of the job identified and shall not be interpreted as a detailed description of all work requirements that may be inherent in the job, either at present or in the future.

School Board Approved: May 9, 2006

Draft: September 13, 2012

Revised: September 12, 2017

Assistant Superintendent

CAPE ELIZABETH SCHOOL DEPARTMENT

Job Description

TITLE: Assistant Superintendent

QUALIFICATIONS:

Education /Certification

- Maine Department of Education certification as Assistant Superintendent or equivalent/State of Maine Administrator Certificate 015
- Minimum of Masters Degree educational leadership, curriculum and instruction, or related field Special Knowledge/Skills
- Successful experience working in a leadership role in education
- Excellent communication and collaboration skills
- Working knowledge of curriculum development, professional development, assessments, and federal grants
- Working knowledge of Maine State Learning Results and requirements of the state & local assessment system
- Ability to evaluate existing programs and recommend new initiatives relative to curricular and professional staff needs
- Understanding of school law and school policy development
- Capacity to supervise members of the administrative team

REPORTS TO: Superintendent of Schools

JOB GOAL: Responsibilities will include, but are not limited to, assisting the Superintendent in the overall administration of the District, managing and leading to accomplish District priorities, and facilitating the development and implementation of district-wide curricula, assessment, and instruction and staff professional development programs that support the vision, mission, and values of the Cape Elizabeth School Department.

SPECIFIC PERFORMANCE RESPONSIBILITIES MAY INCLUDE BUT ARE NOT NECESSARILY LIMITED TO:

Administration/Organizational Management:

- Assume the responsibility for development, revision, and evaluation of the district's curriculum and professional development program
- Plan, organize, and direct implementation of district curriculum and state/local assessment system. [NWEA]
- Serve as Re-certification Committee Liaison with the ME DOE
- Provide leadership and coordination in collecting and using assessment data to improve student learning
- Supervise the maintenance of accurate records on K-12 curriculum and related assessments

- Conduct committee meetings at both the district and building level as necessary for district coordination of curriculum/assessments
- Coordinate summer work as it relates to development, implementation, and assessment of curriculum, instruction, and local assessment system Budgeting/Program Funding
- Prepare and submit the District-wide portion of the curriculum and professional development budgetary requests and monitor expenditures of allocated funds associated with: Improvement of Instruction, Gifted & Talented, ELL, Title I, and Title II Grant
- Complete grant applications and performance reports
- Seek additional grant and/or funding opportunities in the area of curriculum, assessment and professional development

Communications

- Collaborate with administrators, department leaders, team leaders, and staff with regard to comprehensive planning in curriculum, assessment, and professional development
- Respond to written, electronic and oral requests for information with regard to professional development, curriculum, and assessment from appropriate sources
- Communicate with staff on a regular basis with regard to professional development opportunities
- Keep the Superintendent, school administrators, and staff informed of the district's curriculum, assessment and professional development related activities and initiatives
- Disseminate information related to our progress in implementing district plans and meeting district goals as related to curriculum implementation, professional development, and student achievement Curriculum/Instruction
- Provide training and resources for staff in the utilization of assessment data to inform instruction
- Work with staff at the building level with the goal of creating an ongoing cycle of implementation, review, and renewal for curriculum and assessment
- Facilitation of horizontal and vertical integration of curriculum Educational Leadership
- Participate in School Board meetings and sub-committee meetings as warranted
- Oversee the district's Gifted & Talented and ELL services
- Oversees the district's teacher and administrator evaluation system.
- Engage District Administration and staff in on-going PLC collaboration
- Assist in the implementation of Response to Intervention (RTI) Programs in Cape Elizabeth School Department
- Provide direction in the area of curriculum, instruction and professional development in all aspects of K-12 education Educational Renewal
- Assume responsibility for monitoring own professional growth and development through participation in professional organizations, attendance at regional, state, and national meetings, enrollment in advanced coursework and the like
- Keep abreast of educational changes and developments by attending appropriate meetings, reading professional journals and other publications, and discussing problems of mutual interest with others in the field
- Assist in the organizing of district renewal efforts and strategic planning

- Work with building principals and team leaders to design meaningful ways to monitor the implementation of the curriculum, local assessment system, and improvement of instructional strategies Professional Development
- Facilitate the implementation of instructional strategies necessary for achievement of the Maine Learning Results
- Plan, lead, and/or participate in the training of district staff as it relates to support of curriculum/assessment design and implementation
- Facilitate dialogue at the district and building levels regarding professional development to be implemented in the district
- Evaluate the effectiveness of the professional development program utilizing data related to student achievement and instructional improvement Other
- Serve as district's Affirmative Action/Title IX Coordinator
- Facilitates Evaluation Committee and oversees Teach Point
- Assign peer mentors to new staff
- Meet with mentors throughout the year
- Perform such other tasks as may be assigned

TERMS OF EMPLOYMENT:

EVALUATION: The basis of the evaluation will be the extent to which the performance responsibilities of the job are successfully handled and the extent to which yearly action plans and job goals are met. The Superintendent will perform the evaluation. The Cape Elizabeth School Department expects that all employees will perform assigned duties diligently, professionally and efficiently and in compliance with all district policies and procedures as well as all federal and state laws.

NOTE: The above job description reflects the general requirements necessary to describe the principle functions or responsibilities of the job identified and shall not be interpreted as a detailed description of all work requirements that may be inherent in the job, either at present or in the future.

APPROVED By the Cape Elizabeth School Board: June 11, 2013

REVISED: April 14, 2015

August 30, 2016

May 11, 2021

Athletic Director

CAPE ELIZABETH SCHOOL DEPARTMENT

Job Description

TITLE: Athletic Director

QUALIFICATIONS:

Education /Certification

- Maine Department of Education Athletic Director certification (215) or equivalent/State of Maine Administrator Certificate. Special Knowledge/Skills
- Successful experience working in a leadership role as an educator or coach
- Demonstrated ability in working with high school age students and their parents
- Knowledge and experience in team problem solving process
- Previous experience as a high school or middle school coach

REPORTS TO: High School Principal

SUPERVISES: Cape Elizabeth School Department Athletic programs

JOB GOAL: To use leadership, supervisory, and administrative skills to develop, maintain, and improve the athletic program for the students of the Cape Elizabeth School Department.

PERFORMANCE AREAS:

- Administration/Organizational Management – The ability to practice participatory management; possession of good organizational skills and the knowledge of effective administration of an athletic program.
- Budgeting Management – The ability to effectively and efficiently utilize and manage the athletic facilities through a working knowledge of athletic finance, such that the needs of the athletic program can be effectively represented in the budgeting process, including budget development, acceptance, and implementation.
- Communications – The ability to articulate effectively, both orally and in writing, the successes and needs of the athletic program with the school board, school administration, superintendent, staff, students, parents, and the general public - in large and small groups and with individuals.
- Community Relations – The ability to relate positively to the public; a view of the athletic/school relationship as a partnership; recognition of the need to be visible and active at athletic events and understanding the importance of considering school and community needs and wants.
- Educational Leadership – The ability to inspire, motivate, guide and direct coaching staff in setting and achieving the highest standards of sportsmanship in athletics for the school and district.
- Involvement in School and Community – The ability to perform responsibilities as a visible presence at athletic events, participating in and attending other school events to the extent possible.
- Personnel Management – The ability to recognize program staffing needs, to perceive in coaching candidates the potential for suitability, and to contribute to an effective recruitment/selection/retention process.

- Professional Development – The ability to contribute to the development and implementation of professional growth and staff development programs that raise both aspirations and expertise.
- Supervision/Evaluation – The ability to supervise and evaluate coaches and all activities through knowledge and the commitment to contribute to the improvement of programs in general.

SPECIFIC PERFORMANCE RESPONSIBILITIES MAY INCLUDE BUT ARE NOT NECESSARILY LIMITED TO:

- Administration/Organizational Management
 - Plan, organize, and direct (or oversee/approve) implementation of all school athletic activities.
 - Work with other members of the leadership team (central office and other administrative staff) on matters and issues related to facility use, transportation, and schedule impact.
 - Collaborate on a regular basis with the Community Services Director regarding programmatic and systematic issues.
 - Provide for the athletic transportation needs of both the high school and middle school athletic programs.
 - Assume responsibility for all required MPA forms and the like.
 - Maintain a current accurate inventory of all equipment and uniforms.
 - Schedule athletic contests and activities within established league and MPA guidelines to best meet the program needs.
 - Maintain high standards of athletic conduct and sportsmanship, and enforce discipline as necessary, affording appropriate due process to students and parents.
 - Assign site supervisor in the absence of the athletic administrator.
 - Establish positive guides for proper athlete conduct and the maintaining of fair, consistent discipline.
 - Maintain an environment that promotes good sportsmanship at all athletic events.
 - Supervise the maintenance of facilities that abides by all regulations and safety requirements.
 - Conduct coaches' meetings as necessary for the proper functioning of the program.
 - Participate in league meetings, MPA meetings, and in such other meetings as may be required or appropriate.
 - Provide for appropriate officials, timers, scorers, and the like for proper game and practice organization.
 - Be aware of student, school, and community conflicts when scheduling events.
- Budgeting/Facilities and Program Management
 - Prepare and submit the athletic budgetary requests, and monitor expenditures of allotted funds.
 - Supervise the maintenance of all required athletic forms and reports.
 - Oversee appropriate accounting and control of school funds, gate receipts, student participation fees, booster accounts, and athletic activities accounts.
 - Collaborate with the Community Services Director to assume responsibility for the safety and administration of all athletic facilities.

- Provide for adequate inventorying of athletic program equipment , and for the securing of and accountability for that property.
- Seek input from coaches and Extra-Curricular Committee regarding budget requests.
- Communications
 - Keep the Principals and Superintendent informed of the school's activities and issues.
 - Publicize schedules of games and events.
 - Respond to written, oral, and electronic requests for information from appropriate sources.
 - Maintain an open door policy for parents, coaches, and athletes.
 - Develop and implement a plan for communicating with parents of athletes on a regular basis.
- Community Relations
 - Inform all Booster organizations of related policies and procedures of the School Board and oversee compliance with said policies and procedures.
 - Act as liaison between the school and the community, interpreting athletic activities and policies of the school and encouraging community support in athletic events.
 - Work with the Superintendent to plan and schedule the Booster Organization Coordinating Committee meetings.
 - Assume responsibility for all official school correspondence and information pertaining to the athletic department.
- Educational Leadership:
 - Assume leadership role in long term planning with regard to new programs and the overall direction of the program.
 - Establish and maintain a school climate that enhances good sportsmanship and sound coaching principles.
 - Lead and monitor the development and appropriateness of the athletic program.
 - Assume responsibility for the interpretation and implementation by the coaching staff of all school board policies, administrative procedures/regulations, and coaches' handbook.
 - Serve as a member of such committees and attend such meetings as the principals and/or superintendent may direct.
 - Promote the Philosophy and Beliefs of the Cape Elizabeth Athletic Program as adopted by the Cape Elizabeth School Board.
- Educational Renewal
 - Assist in the organizing of athletic renewal efforts and strategic planning.
 - Work with building principals and team leaders to design meaningful ways to monitor the implementation of improvement programs and strategies for athletics.

- Keep abreast of athletic program changes and developments by attending appropriate meetings, reading professional journals and other publications, and discussing problems of mutual interest with others in the field of athletics.
- Involvement in School and Community
 - Maintain active relationships with students and parents.
 - Participate in special events to recognize athletic achievement.
 - Establish and maintain relationships with local community groups and individuals:
 - To foster understanding and solicit support for overall athletic program objectives and programs; and
 - To interpret school building policies and procedures as they relate to athletics.
- Personnel Management
 - Coordinate personnel needs with appropriate members of the administrative team.
 - Recommend new coaches or renewal of coaches to the superintendent.
 - Participate in the recruiting, screening, nominating, training, assigning, and evaluating of coaches.
 - Discuss, mediate, and resolve individual student athlete problems.
 - Provide for the orientation of new coaches to familiarize them with the Coaches' Handbook.
- Professional Development
 - Orient newly assigned coaches and assist in their development, as appropriate.
 - Assume responsibility for monitoring own professional growth and development through participation in professional organizations, through attendance at regional, state and national meetings, through enrollment in advanced coursework and the like.
 - Review and discuss at least annually the philosophy, beliefs, and contents of the Coaches' Athletic Handbook.
- Supervision/Evaluation
 - When possible provide mentors for newly assigned coaches.
 - Assume responsibility for supervision of all coaches assigned to the program.
 - Supervise the coaching practices and take corrective action as appropriate.
 - Assume responsibility for evaluating and counseling of all coaches regarding individual and group performance.
 - Provide access for certification workshops so all coaches meet requirements.
 - Recommend, according to established procedures, the dismissal or non-renewal of a coach whose performance is unsatisfactory.

- Assume responsibility for the supervision and evaluation of the school district's athletic program.
- Analyze and discuss parent feedback surveys with coaches and the High School Principals.
- Other
 - Provide conferences between parents, athletes and coaches on an as needed basis.
 - Prepare or supervise the preparation and submission of reports, records, lists, and all other paperwork required or appropriate to the school's administration.
 - Perform such other tasks as may be assigned by the Principal or Superintendent.
 - Coordinate athletic activities between the High School and Middle School.

TERMS OF EMPLOYMENT: Applicable terms of Cape Elizabeth Administrators Association agreement.

EVALUATION: The basis of the evaluation will be the extent to which the performance responsibilities of the job are successfully handled and the extent to which yearly action plans and job goals are met. The High School Principal will perform the evaluation. The Cape Elizabeth School Department expects that all employees will perform assigned duties diligently, professionally and efficiently and in compliance with all district policies and procedures as well as all federal and state laws.

NOTE: The above job description reflects the general requirements necessary to describe the principle functions or responsibilities of the job identified and shall not be interpreted as a detailed description of all work requirements that may be inherent in the job, either at present or in the future.

APPROVED: June 13, 2006

Revised: October 9, 2012

Business Manager

CAPE ELIZABETH SCHOOL DEPARTMENT

Job Description

TITLE: School Department Business Manager

QUALIFICATIONS:

Education /Certification:

? Bachelor's degree in Business Administration/Accounting or equivalent work experience.

? Hold a valid State of Maine Criminal History Records Check Approval

Special Knowledge/Skills:

? Proficiency in school financial accounting practices

? Proficiency in applicable federal, state and local funding requirements and financial reporting

? Successful experience working in a leadership role in schools, municipal, or private sector

? Proficiency with municipal accounting software, computerized record keeping and related procedures

REPORTS TO: Superintendent of Schools

SUPERVISES: Central Office Business Office staff

JOB GOAL: To provide leadership in the financial area of school day-to-day activities.

PERFORMANCE RESPONSIBILITIES:

- ? Oversees the day-to-day financial operations of the central office including such areas as accounts payable, personnel management, payroll and accounting procedures.
- ? Works to establish a collaborative management approach.
- ? Assumes a leadership role along with the Superintendent in the preparation, implementation, monitoring and presentation of the School budget.
- ? Provides the necessary financial data to promote accurate and responsible planning.
- ? Monitors the monthly budget; prepares monthly financial reports to schools and to the Superintendent and School Committee.
- ? Keeps the school board and the superintendent apprised of all pertinent financial issues in a timely fashion, including the development of appropriate forms, summary statements, and monthly reports.
- ? Enters and tracks fixed assets in the computerized accounting system. Generating reports as requested, directed, and/or required.

CAPE ELIZABETH SCHOOL DEPARTMENT

- Demonstrates expertise in computerized record keeping including the ability to advise the superintendent as to changes that will facilitate building level record keeping.
- Works with building administrators regarding the proper implementation of system policies in record keeping, budget development, and expenditure of funds.
- Approves all purchase orders authorizing the expenditures of monies.
- Assists the superintendent in developing on-going facility plans including all necessary bidding, contracted services, and record keeping.
- Assists the Superintendent and school board in preparing for and conducting negotiations with various school department groups.
- Processes and maintains annual contracts for school staff and contracted independent service providers.
- Assumes a leadership role in assisting central office personnel in developing a team approach with regard to all necessary routines resulting in an efficient and effective business climate.
- Maintains a thorough data reporting system for the completion of financial reports required by Federal and State Agencies. Coordinates the school computer system including planning of system enhancements, tracking of personnel training, accounting control functions, and system maintenance.
- Supervises school accounting practices including the establishment of the chart of accounts, preparation of required financial reports to outside agencies, drafting of the annual financial statement and account reconciliation. Provides assistance to the Town's independent auditors.
- Directs the competitive bid process and negotiates vendor contracts.
- Prepares needed documentation for the bonding process.
- Plans bus fleet replacement program with Director of Facilities and Transportation.
- Maintains records on school assets for insurance values and verifies same to the insurance policy.
- Evaluates business office staff on an annual basis.

TERMS OF EMPLOYMENT: Twelve months per year. Salary and benefits to be established by the School Board.

EVALUATION: The basis of the evaluation will be the extent to which the performance responsibilities of the job are successfully completed and the extent to which yearly action plans and job goals are met. The Superintendent of Schools, will perform the evaluation. The Cape Elizabeth School Department expects that all employees will perform assigned duties diligently, professionally and efficiently and in compliance with all district policies and procedures as well as all federal and state laws.

NOTE: The above job description reflects the general requirements necessary to describe the principle functions or responsibilities of the job identified and shall not be interpreted as a detailed description of all work requirements that may be inherent in the job, either at present or in the future.

School Board Approved: June 11, 2019

DEAN of STUDENTS (Grades 7-12)

QUALIFICATIONS:

Special Knowledge/Skills:

- Maine Certification: (045) assistant building administrator
- Must hold an approved Maine Criminal History Record Check (CHRC)
- Successful experience working in a leadership role in education
- Demonstrated ability in working with students
- Knowledge of the philosophy and programming of high school and middle school level education
- Knowledge of/experience in team problem-solving processes

REPORTS TO: Principal of CEHS

Performance Responsibilities:

- Expand 9th Grade Academy model
- Expand Leadership Academy model
- Provide formal & informal opportunities for student personal & leadership growth
- Extend student growth opportunities to 7th & 8th grade students
- Lead & support various district committees and roles
- Chair the District Dropout Prevention Committee
 - Learn about McKinney-Vento requirements & processes
- Co-Chair the District Safety Team Meetings
- Serve as a member of the District Wellness Committee
- Teach and/or co-teach sections of high school academy classes
- Teach and/or co-teach sections of leadership academy classes
- Create opportunities and develop programming (or program plans) for students (7-12) to foster and enhance skills in these areas:
 - Leadership growth
 - Executive functioning
 - Personal Agency
 - Social-emotional development

- Offer opportunities for students to foster connections with other leaders
- Collaborate with the athletic director, coaches, and advisors to advance leadership of student participants in extracurricular activities
- Engage in other school and district initiatives that align with common objectives
- Be responsible for any other tasks that may be assigned
- **TERMS OF EMPLOYMENT:**

Follows the school calendar (183 working days). Other terms applicable to the Cape Elizabeth Educational Administrators Association agreement.

EVALUATION:

The basis of the evaluation will be the extent to which the performance responsibilities of the job are successfully handled and the extent to which yearly action plans and job goals are met. The High School Principal, with input from the Middle School Principal, will perform the evaluation. The Cape Elizabeth School Department expects that all employees will perform assigned duties diligently, professionally and efficiently and in compliance with all district policies and procedures as well as all federal and state laws.

NOTE: The above job description reflects the general requirements necessary to describe the principal functions or responsibilities of the job identified and shall not be interpreted as a detailed description of all work requirements that may be inherent in the job, either at present or in the future.

School Board Approved: May 14, 2024 *[This is a pilot position for the 2024-2025 school year.]*

Educational Technology Director

CAPE ELIZABETH SCHOOL DEPARTMENT

Job Description

TITLE: Director of Educational Technology

QUALIFICATIONS:

- Master's degree in educational technology or related field preferred;
- Maine Department of Education certification as an assistant building administrator (045) or higher preferred;
- Successful experience as a Technology Director or similar position preferred;
- Successful experience as a classroom teacher preferred;
- Experience in budget development and management;
- Knowledge of network design and maintenance, G Suite, PowerSchool, website design;
- Excellent oral and written communication skills;
- Demonstrates skills in team management;
- Demonstrates positive collaboration with others;
- Demonstrates knowledge of current research, theory, and pedagogy as it relates to computer science and digital technology;
- Demonstrates knowledge of adaptive technology;
- Displays a philosophy that is compatible with that of the school department.

REPORTS TO: Superintendent of Schools

SUPERVISES:

- In collaboration with town Technology Director, supervises and evaluates data facilitator(s), network and systems administrator(s), and technology support specialist(s);
- Supports school administrators on the supervision/evaluation of the technology integrators and computer science and technology teachers.

JOB GOAL: To provide leadership, coordination, and innovation in the development and implementation of a comprehensive K-12 technology education program.

PROFESSIONAL RESPONSIBILITIES:

- Educational Leadership

- Provides vision and leadership for developing and implementing educational technology initiatives, including through serving as a member of the district administrative team;
 - Co-chairs the Technology Committee and oversees the development of a long-range technology plan for the use of present and emerging technologies designed to improve the teaching and learning process;
 - Coordinates development and implementation of district computer science and digital technology curriculum and program in partnership with the Assistant Superintendent.
 - Provides leadership and serves as a resource for district staff in the area of technology and helps facilitate effective integration of technology in instruction;
 - Evaluates on an annual basis the overall computer science and digital technology educational program of the district and makes resultant recommendations regarding the program to the Superintendent.
- Communications/Community Relations
 - Interprets the philosophy of educational technology to staff, students, and the community at large;
 - Reports as requested to the School Board on the status of the technology plan and technology use in the schools;
 - Acts as the district's technology liaison with parent groups and statewide technology organizations and initiatives.
- Professional Development
 - Coordinates professional development as it relates to technology in partnership with the Assistant Superintendent;
 - Oversees the technology-related onboarding and exiting of staff.
- Budgeting/Program Funding
 - Develops and manages the district-wide technology budget;
 - Researches and develops supplemental funding proposals for the district (e.g., grants, E-rate).
- Administration/Organizational Management ? Oversees the school department's website;
 - Coordinates the evaluation, purchase, distribution, and repair of technology equipment and materials in alignment with district goals;
 - Maintains an inventory of technology equipment and materials for the district;
 - Ensures school systems and users follow security best-practices and adhere to applicable laws and regulations including FERPA requirements.
 - In collaboration with the Town Tech Director, develops and implements procedures to safeguard the integrity and security of all district devices including network security, back-up procedures, and maintenance;
 - In collaboration with the Town Tech Director, oversees the administration of district network services, serves as liaison with contracted maintenance vendors, and coordinates on-site technicians' work;
 - Meets regularly with district technology staff.
- Performs other duties as assigned by the Superintendent.

TERMS OF EMPLOYMENT: Year-round position with rate of pay and benefits as established by the School Board.

EVALUATION: Performance of this job will be evaluated annually by the Superintendent in accordance with the district's policy on evaluation.

APPROVED: April 13, 2021

Extended Learning Opportunities [ELO] Coordinator

TITLE: Extended Learning Opportunities [ELO] Coordinator

QUALIFICATIONS:

- I. Education/Certification: College degree or equivalent, satisfactory CHRC fingerprinting, criminal records review, and valid Maine teaching certification preferred, but not required.
- II. Special Knowledge/Skills: Knowledge, understanding and demonstrated aptitude or competence in the following skills: Organizational, communication, computer, public relations, facilitation, record-keeping, and problem-solving. Must demonstrate initiative and be self-motivated, have experience in guiding school age students, regardless of past certification; mentoring/coaching skills; understanding of Maine Guiding Principles, and performance-based assessments and reporting required. Ability to maintain positive relations with students and school staff at all times is a necessity.
- III. Experience: Successful, practical experience, regardless of past certification, and a demonstrated ability to think creatively about how to build on student interests to build innovative, personalized learning opportunities.

REPORTS TO: High School Principal or Assistant Principal if delegated by Principal

JOB GOALS:

- To identify, recruit, and facilitate linkages between potential ELO participants, and to provide ongoing logistical support to teachers, community partners, and students alike.

PERFORMANCE RESPONSIBILITIES:

The ELO Coordinator will do the following:

- I. As the ELO coordinator, the employee will identify, recruit, and facilitate linkages between potential ELO participants, and provide ongoing logistical support to teachers, community partners, and students alike
- II. Develop and maintain best practices for the development and assessment of ELOs
- III. Sustain and oversee resources, technology, supplies for ELOs
- IV. Participate in the creation of, and maintain the ELO budget
- V. Monitor compliance with the district's policies on ELOs, volunteers, and insurance requirements; ME Department of Labor laws for minors; and the necessary applications and approvals for each
- VI. Participate in state-wide conversations and dialogues involving the future development and improvement of the ELO program
- VII. Liaison between faculty, staff, students, parents, and community members
- VIII. Update and maintain public relations with the community via website, local newspapers, etc. as well as maintain an internal promotional notification effort (posters, pamphlets, profiles) that shares with students the ELO opportunities available to them
- IX. Interface with key school departments and teams such as curriculum plan teams (CPT) and special education

- X. Provide ELO permissions, documentation, and insurance documents to community partners
- XI. Organize, execute, and host public ELO presentation and exhibitions
- XII. Aggressively promote, recruit, and monitor creative individual and group ELOs
- XIII. Promote, recruit, and assist faculty and community partners
- XIV. Develop plans for ELOs, in collaboration with students, educators, and community partners
- XV. Creatively dovetail student needs with community resources
- XVI. Monitor ongoing ELOs
- XVII. Provide direct services to ELO students
- XVIII. Coordinate transportation needs for students
- XIX. Establish ELO evaluation team
- XX. Keep and report on grades for students
- XXI. Manage and maintain ELO records
- XXII. Actively and openly celebrate and promote the successes of the ELO program and its participants
- XXIII. Create, manage and appropriately share a database of community, parent, and business participants for CEHS student growth opportunities (job shadowing, internships, mentoring, college and career development, etc.)
- XXIV. Nurture, encourage, and coordinate mentoring opportunities for older students to work with younger students individually and to build mentoring relationships with students in classrooms in the middle and elementary schools and for community adults to develop mentoring relationships with high school students in the Student Driven Learning program and more generally
- XXV. Plan, organize, guide, mentor, and teach student participants in our Student Driven Learning program.
- XXVI. Communicate with Guidance on a regular basis on ELO tracking and grading
- XXVII. Report ELO statistics to building administration and central office on a semester basis

TERMS OF EMPLOYMENT: Salary determined by the Superintendent/187 days per year

WORKING CONDITIONS:

Mental Demands: calculating, comparing, problem-solving, evaluating, interpreting, organizing, consulting, analyzing, planning, documenting, specifying, coordinating, implementing, and presenting

Physical Demands: The physical demands listed here are representative of those that are required to successfully perform the essential functions of this job: sitting, walking, climbing stairs, operating computers and other equipment, using tools, and lifting or moving up to 50 pounds.

Environmental Conditions: inside, outside, slippery surfaces, potential minimal biological exposure (human waste, body fluids), working around moving objects, working with students, working with adults, and working alone

EVALUATION: The basis of the evaluation will be the extent to which the performance responsibilities of the job are successfully handled and the extent to which yearly action plans and job goals are met. The High School Principal and/or designee will perform the evaluation.

The Cape Elizabeth School Department expects that all employees will perform assigned duties diligently, professionally and efficiently, and in compliance with all district policies and procedures as well as all federal and state laws.

NOTE: The above job description reflects the general requirements necessary to describe the principal functions or responsibilities of the job identified and shall not be interpreted as a detailed description of all work requirements that may be inherent in the job, either at present or in the future.

School Board Approved: April 14, 2015

Revised: Sep 14, 2023

Director of Facilities and Transportation

CAPE ELIZABETH SCHOOL DEPARTMENT

Job Description

TITLE: Director of Facilities and Transportation

SUMMARY: This is a responsible administrative position managing the facilities of both the Town and Schools of Cape Elizabeth and the transportation department.

QUALIFICATIONS:

- I. Education/Certification: High School diploma, or equivalent, college degree or post secondary training in facilities maintenance field. Hold a valid State of Maine Criminal History Records Check Approval.
- II. Special Knowledge/Skills:
 - I. Demonstrated knowledge of the basic principles of construction, maintenance, cleanliness, safety and security.
 - II. Demonstrated knowledge of the requirements for transportation of students.
 - III. Demonstrated aptitude or competence in electrical, plumbing, heating and mechanical systems repair.
 - IV. Demonstrated aptitude or competence in supervision and training of maintenance and custodial employees.
 - V. Knowledge and experience in energy conservation and utility management.
 - VI. Thorough knowledge of the proper handling of hazardous materials, including asbestos management, and maintaining of Safety and Material Safety Data Sheets.
 - VII. Thorough knowledge of cleaning programs that encourage the use of green products and practices in schools and public buildings.
- VIII. Considerable knowledge of environmental regulations.
- IX. Must possess strong organizational skills.
- X. Ability to write specifications and to write reports to other officials.
- XI. Ability to communicate effectively.
- XII. Experience in preparing and administering Facilities budget.
- XIII. Computer Literacy.
- XIV. Strong interpersonal skills in a team environment.
- XV. Knowledge, understanding and demonstrated aptitude or competence in the performance responsibilities listed below
- XVI. Such alternatives to the above qualifications as the School Board may find appropriate and acceptable.

III. Experience:

- I. At least three years of experience in a supervisory capacity in either business, industry, or a governmental agency.
- II. At least three years of experience in the area of planning and maintaining physical facilities.
- III. Experience as a facility manager in an educational facility desired.
- IV. Demonstrated aptitude or competence for successful fulfillment of assigned performance responsibilities.

REPORTS TO: Superintendent of Schools and/or Business Manager

SUPERVISES AND EVALUATES: All custodial and maintenance personnel with input from the head custodians and maintenance foreman, bus drivers, school bus maintenance worker, transportation scheduler and administrative assistant to director of facilities and transportation.

JOB GOAL: To provide students, employees and the community at large, with a safe, secure, clean, attractive, comfortable and efficient environment in which to learn, play, work and engage in personal growth and development and to provide an effective and efficient transportation system insuring safety of all riders.

PERFORMANCE RESPONSIBILITIES:

- I. Selects and recommends persons to be hired, disciplined, discharged, or promoted.
- II. Establishes and administers schedules and procedures for the regular, ongoing custodial and maintenance care of all buildings.
- III. Oversees the scheduling of transportation including: routes, athletics and co-curricula trips.
- IV. Oversees the scheduling of Town and School facility and field use.
- V. Examines all buildings on a regular basis for needed repairs and maintenance, organizes, documents and implements a program of preventive maintenance for all buildings.
- VI. Inspects all buildings on a regular basis to determine that high standards of workmanship, cleanliness, safety, and security are maintained.
- VII. Establishes and recommends priorities on repair projects and writes contracts.
- VIII. Establishes an on-going five-year capital plan.
- IX. Responsible for planning of ADA compliance for all buildings.
- X. Orders requested materials, equipment and custodial supplies as needed and for inventory needs following the purchase order procedures.
- XI. Tracks all work orders and log expenses in School Dude Maintenance program.
- XII. Manage expense accounts with the supervision of the School Business Manager.
- XIII. Maintain monthly account expense sheets for town and school review.
- XIV. Consults with the Business Manager as to the need for services and/or repairs by outside contractors.
- XV. Maintains a system for effective energy efficiency and recycling in all buildings.

- XVI. Consults with building principals and town department heads regarding the establishment of regular preventive maintenance programs.
- XVII. Advises on the hiring of contractors, architects and engineers and assigns work orders.
- XVIII. Has thorough knowledge of operation and maintenance of all of the heating and cooling systems.
- XIX. Maintains safety standards in conformance with state and insurance regulations and develops a program of preventive safety.
- XX. Complies with all state laws and regulations, submits all reports and maintains records as required by the state.
- XXI. Prepares and administers the custodial and maintenance and transportation budgets, works with administrators and department heads to be sure that all facility needs are identified.
- XII. Arranges for and insures that all custodial, maintenance and transportation staff participate in all required trainings.
- XIII. Monitors the time records of all maintenance, custodial and transportation staff and certifies them for salary payments.
- XIV. Maintains a positive relationship with students, staff and citizens at all times and strive constantly to promote the safety, health and comfort of the students, employees, and community members.
- XV. Performs other tasks as may be assigned by the Business Manager and/or Superintendent of Schools.
- XVI. Respond to emergency calls pertaining to buildings and transportation.
- XVII. Attend meetings in the evenings and make presentations.

TERMS OF EMPLOYMENT: Compensation and work hours in accordance with recommendation established by Superintendent and Business Manager.

WORKING CONDITIONS: Mental Demands: calculating, comparing, editing, evaluating, interpreting, organizing, consulting, analyzing, planning, designing, documenting, specifying, coordinating, implementing, and presenting Physical Demands: The physical demands listed here are representative of those that are required to successfully perform the essential functions of this job: sitting, walking, climbing stairs, operating computers and other equipment, using tools, and lifting or moving up to 50 pounds. Environmental Conditions: outside, inside, slippery surfaces, microwaves, chemical exposure, biological exposure, working around moving objects or vehicles, and working alone

EVALUATION: Performance of this job will be evaluated in accordance with provisions of the board's policy. The Superintendent of Schools will perform the evaluation. The Cape Elizabeth School Department expects that all employees will perform assigned duties diligently, professionally and efficiently and in compliance with all district policies and procedures as well as all federal and state laws. NOTE: The above job description reflects the general requirements necessary to describe the principle functions or responsibilities of the job identified and shall not be interpreted as a detailed description of all work requirements that may be inherent in the job, either at present or in the future.

School Board Approved: June 8, 2010

Revised Draft: February 22, 2012

Revision Approved: June 20, 2012

Director of Special Services

CAPE ELIZABETH SCHOOL DEPARTMENT

Job Description

TITLE: Director of Special Services

QUALIFICATIONS:

Education /Certification

- Maine Department of Education certification as Administrator of Special Education/State of Maine Administrator Certificate 030
- Minimum of Masters Degree Special Knowledge/Skills
- Successful experience working in a leadership role in education
- Successful experience in supervising special education staff and establishing and supervising special education programming
- Working knowledge of Family Educational Rights and Privacy Act (FERPA)
- Excellent skills in communicating with parents and staff
- Informed of all current legal requirements governing special education, Section 504 of the Rehabilitation Act of 1973 (504), at both the State and Federal level
- Ability to evaluate existing programs and to develop new programs as students' needs dictate

REPORTS TO: Superintendent of Schools

CO-SUPERVISES: In collaboration with building administrators, co-supervises and evaluates Special Education teachers, educational technicians assigned to special education, and professional support staff.

JOB GOAL: To use leadership, supervisory, and administrative skills to develop, achieve and maintain an appropriate educational program for students with disabilities that support the mission, vision and values of the Cape Elizabeth School Department.

PERFORMANCE AREAS:

- **Administration/Organizational Management** – The ability to practice participatory management; possession of good organizational skills and the knowledge of effective administration of school operations.
- **Budgeting** – The ability to effectively and efficiently utilize and manage special education services through responsible stewardship of school district resources.
- **Communications** – The ability to articulate effectively, both orally and in writing, the successes and needs of the special education program with the school board, central administration, staff, students, parents, and the general public - in large and small groups and with individuals. Director of Special Services
- **Community Relations** – The ability to relate positively to staff and the public; a view of the community/school relationship as a partnership; recognition of the need to be accessible to parents and understanding the importance of advocating for children with disabilities.

- **Curriculum/Instruction** – The ability to work with staff to identify assessments, concepts and skills related to Maine's Learning Results, and to contribute guidance and assistance to staff in planning and implementing curriculum utilizing appropriate instructional strategies for students with disabilities.
- **Educational Leadership** – The ability to inspire, motivate, guide and direct staff in setting and achieving the highest standards of educational excellence for the school and district.
- **Educational Renewal** – The ability to contribute to constructive educational change and demonstrate knowledge of current practices and research in school improvement.
- **Personnel Management** – The ability to recognize department staffing needs, to perceive in candidates the potential for suitability, and to contribute to an effective recruitment/selection/retention process.
- **Professional Development** – The ability to contribute to the development and implementation of professional growth and staff development programs that raise both aspirations and expertise.
- **Supervision/Evaluation** – The ability to supervise and evaluate staff and all activities through knowledge and the commitment to contribute to the improvement of instruction and the effectiveness of programs in general.

SPECIFIC PERFORMANCE RESPONSIBILITIES MAY INCLUDE BUT ARE NOT NECESSARILY LIMITED TO:

- **Administration/Organizational Management**

- Plan, organize, and direct (or oversee/approve) implementation of all special education activities.
- Oversee the department's administration and instruction; make recommendations when central office or school board authorization as needed.
- Work with other members of the leadership team (central office and other administrative staff) on matters and issues of more than individual department import, such as curriculum, technology, transportation, and the like.
- Establishes procedures for evaluation/reevaluation of students as part of the referral process.
- Coordinates all Child Find activities in the District.
- Oversees the completion and maintenance of all appropriate special education records and reports; local, state, and federal.
- Supervise the maintenance of accurate records on student progress and attendance.
- Conduct staff meetings as necessary for the proper functioning of the school.
- Participate in principals' meetings, negotiations meetings, and in such other meetings as may be required or appropriate.
- Develops procedures to ensure compliance with the referral process.
- Assists in the adaptation of school policies to include the needs of students with disabilities.

- **Budgeting/School Finance/Plant Management/Business Services**

- Prepare and submit the special service department's budgetary requests, and monitor expenditures of allotted funds.
- Supervise the maintenance of all required department records and reports.

- Provide for adequate inventorying of department/school system property, and for the securing of and accountability for that property.
- Supervise the maintenance of state and federal grant allocations and submissions.

- **Communications**

- Keep the Superintendent informed of the department's activities and problems.
- Advises the Superintendent and School Board on all critical special education issues.
- Acts as a resource to building administrators and special educators in all aspects of the special education process.
- Respond to written, oral, and electronic requests for information from appropriate sources.

- **Community Relations**

- Act as liaison between the school and the community, interpreting activities and policies of the special services department and encouraging community input.
- Assume responsibility for all official department correspondence and information.
- Consult as appropriate with parents of student enrolled in the program.

- **Curriculum/Instruction**

- The ability to work with staff to identify assessments, concepts and skills related to Maine's Learning Results, and to contribute guidance and assistance to staff in planning and implementing curriculum utilizing appropriate instructional strategies for students with disabilities.

- **Educational Leadership**

- Evaluate existing services as an ongoing responsibility and recommend changes and additions as dictated by student needs and/or changes in legal mandates.
- Lead in the development and monitoring of specialized instruction.
- Assume responsibility for the interpretation and implementation by the department's staff of all school board policies and administrative procedures/regulations.
- Act as the District's 504 Coordinator.
- Serve as a member of such committees and attend such meetings as the superintendent may direct.
- Assume an active role as a member of the District Leadership Team providing input to district-wide decision making.
- Recommend policies and programs essential to the needs of students with disabilities.
- Assist in the collection of data using scientifically based assessments and methodologies to close achievement gap.

- **Educational Renewal**

- Assist in the organizing of District renewal efforts and strategic planning.

- Work with building principals and team leaders to design meaningful ways to monitor the implementation of improvement of instructional practices. Director of Special Services
- Keep abreast of educational changes and developments by attending appropriate meeting, reading professional journals and other publications, and discussing problems of mutual interest with others in the field.
- **Personnel Management**
 - Coordinate personnel needs with appropriate other members of the leadership team.
 - Participate in the recruiting, screening, nomination, training, assigning, and evaluating of special education personnel.
 - Cooperate with college and university officials regarding teacher training and preparation.
- **Professional Development**
 - Orient newly assigned school staff members and assist in their development, as appropriate.
 - Participate in the in-service orientation and training of department staff.
 - Assume responsibility for monitoring own professional growth and development through participation in professional organizations, through attendance at regional, state and national meetings, through enrollment in advanced coursework and the like.
- **Supervision/Evaluation**
 - Assume responsibility for co-supervision of all administrative, certified, and support staff attached to the special services department.
 - Supervise the department's instructional practices.
 - Assume shared responsibility for evaluating and providing feedback to all staff members regarding individual and group performance.
 - Recommend, according to established procedures, the dismissal or non-renewal of a staff member whose performance is unsatisfactory.
- **Other**
 - Prepare or supervise the preparation and submission of reports, records, lists, and all other paperwork required or appropriate to the department's administration
 - Perform such other tasks as may be assigned.

TERMS OF EMPLOYMENT: Per negotiated Cape Elizabeth Administrators Association agreement

EVALUATION: The basis of the evaluation will be the extent to which the performance responsibilities of the job are successfully handled and the extent to which yearly action plans and job goals are met. The Superintendent will perform the evaluation.

NOTE: The above job description reflects the general requirements necessary to describe the principle functions or responsibilities of the job identified and shall not be interpreted as a detailed description of all work requirements that may be inherent in the job, either at present or in the future.

APPROVED By the Cape Elizabeth School Board: June 13, 2006

REVISED: February 13, 2007

April 14, 2015

September 13, 2016

Nutrition Director

CAPE ELIZABETH SCHOOL DEPARTMENT

Job Description

TITLE: School Nutrition Director

QUALIFICATIONS:

I. Education/Certification:

- I. Bachelor of Science Degree in food service management or nutrition.
- II. Hold a valid State of Maine Dept of Education Criminal History Records Check Approval.
- III. Hold a valid food service sanitation certificate.
- IV. Possess a valid Maine Driver's License.
- V. Registered Dietician preferred

II. Training and Experience: To qualify for this position, an individual must have a minimum of five years experience in food service management or possess any combination of experience and education that would ensure being able to meet and fulfill job requirements. The emphasis will be on a sustainable model that includes: menu planning, food procurement, staff training and supervision, and serving nutritious, tasty, and appealing from scratch meals in a commercial or institutional environment, preferably to include experience with USDA Child Nutrition Standards and accountability. The individual must demonstrate competency in literacy and possess specialized training in culinary skills.

III. Special Knowledge/Essential Skills: Quantifiable record of success in volume food service with a basis in sustainable practices. Computer skills including high level of proficiency in Word, Excel and Nutritional software programs. Knowledge, understanding and demonstrated aptitude or competence in the performance responsibilities listed below; good work habits; dependability and ability to work without direct supervision; ability to maintain positive relations with students, school and town personnel, supervisors and citizens at all times; knowledge of cleaning chemicals and use of Material Safety Data Sheets. Must be willing to participate in ongoing in-service training as requested. Must maintain a high level of ethical behavior and confidentiality of information as required by law. Demonstrated aptitude for, or competence in the areas listed under responsibilities. Such alternatives as the Superintendent may find appropriate and acceptable.

IV. Essential Job Duties: The following skills are essential to this position:

- I. Direction, leadership, communication and personality
- II. Knowledge (and ability to translate knowledge) of sustainable food preparation, recipes and menus;
- III. Supervision and training;
- IV. Sustainable food and supplies procurement;
- V. District-wide administration and financial management;

- VI. Facilities management and maintenance – including design and development of existing and future facilities;
- VII. g) Working knowledge of all national, state and town health, sanitation and safety policies, laws and guidelines as they relate to food service operations.

REPORTS TO: Superintendent of Schools or his/her designee.

SUPERVISES: Food Service Staff

JOB GOAL: To provide each student with food of high nutritional quality in an atmosphere of cleanliness, cheerfulness, and personal caring.

PERFORMANCE RESPONSIBILITIES: School Nutrition Director's responsibilities shall include, but not be limited to, the following as requested and/or directed:

I. Direction, Leadership, Communication and Personality

- I. Employ exemplary leadership and communication skills in order to maintain healthy morale, resolution of operational issues and strong working relationships with staff, administrators, teachers, students, vendors and farmers, as well as all of the other related stakeholders (Wellness Committee, parent/community organizations, etc.)
 - II. Uncompromising commitment to use of seasonal organic and/or sustainably produced products, to the greatest extent possible;
 - III. Ability to plan, coordinate, organize, delegate and supervise, day-to-day operations;
 - IV. Ability to collect and manage assessment of students, staff and parents regarding meals and operation;
 - V. Stay abreast of food and nutritional developments specific to youth;
 - VI. Develop and articulate our food services program goals and objectives, vision and operation;
 - VII. Represent the Program at events, through public speaking, publications and the press; and
 - VIII. Enjoy working with children.
- II. Knowledge (and ability to translate knowledge) of Sustainable Food Preparation, Recipes and Menus
Oversee the planning of daily menus with food service managers that meet the following requirements, keeping in mind that all food served must be of the highest possible quality:
- I. Use seasonal, regional, organic and/or sustainably produced food products;
 - II. Ensure that recipes are strictly adhered to, and that foods served are of the highest nutritional quality and taste standards;
 - III. Offer menu choices in compliance with current USDA guidelines;
 - IV. Evaluate and incorporate appropriate foods from USDA commodity program into weekly menu plan;
 - V. Balance expensive dishes and ingredients with less expensive ones;

- VI. Develop new recipes in compliance with current USDA guidelines; and
- VII. Ensure that menus are enticing and list supplying farms and producers, as well as precise names of produce and ingredients.

III. Supervision and Training

- I. Meet with food services management staff regularly to review operational challenges;
- II. Develop goals and objectives, defining responsibilities that can be supervised and evaluated;
- III. Develop and update all job descriptions annually, if needed;
- IV. Facilitate and orchestrate individual school strategic planning;
- V. Employ and support practices that ensure Wellness policy goals and objectives are successfully achieved;
- VI. Oversee all food service personnel in accordance with district policies, procedures and collective bargaining agreements;
- VII. Conduct performance evaluations for all staff according to the approved schedule;
- VIII. Facilitate and orchestrate staff mandated and general training as required by law; and
- IX. Work with union representatives and/or stewards to resolve any collective bargaining issues, as needed.

IV. Sustainable Food and Supplies Procurement

- I. Oversee the implementation of the farm-to-school model by finding innovative ways to keep the school lunch program supplied with fresh, seasonal, organic, and/or sustainably grown produce and products, by building partnerships between the school district and local family farms or appropriate local suppliers in off season;
- II. Oversee the selection, ordering, and purchasing of food supplies, culinary equipment, and cleaning and laundry supplies that fit within a sustainable model;
- III. Develop innovative strategies to ensure the use of fresh, seasonal, sustainably grown ingredients from local farms when available; and
- IV. Understand and articulate product stability issues.

V. District-wide Administration and Financial Management Oversee the following departmental functions:

- I. • Maintenance of weekly/monthly shift schedules;
- II. Maintenance of product and supply inventories to insure cost management while evaluating food cost and ensuring that costs are in line;
- III. All fiscal and budgetary cost controls, to include monthly Profit and Loss reviews by cost center;
- IV. Preparing and administering the departmental budget and overseeing daily bank deposits;
- V. Maintenance of accurate employee, sales, materials and food preparation records and preparing invoices for payment by Business Office;

- VI. Insure all required reports are accurately maintained and delivered in a timely manner including all state and federal application and monthly reporting forms;
- VII. Work with and manage a computerized food service accounting program;
- VIII. Interview, hire, discipline, and recommend termination of staff to the Superintendent; and
- IX. Maintain interoffice, department, inter-department and community correspondence and communications.

VI. Facilities Management and Maintenance

- I. Oversee the establishment and adherence to sustainable practices, which will include an intensive recycling and composting program;
- II. Oversee and implement a system that teaches and employs safe and proper operating practices to ensure that all equipment is maintained in good repair and safe working order; and
- III. Oversee a system that ensures the timely repair of broken or unsafe equipment, and that hazardous conditions are rectified in a timely manner.

VII. Working knowledge of all national, state and town health, sanitation and safety policies, laws and guidelines

- I. Establish policies and procedures that ensure that fresh fruits and vegetables, dairy products, meats, fish, and poultry, foods and supplies are stored and rotated to ensure maximum freshness and minimize waste;
- II. Establish continuing staff development to insure the practice of procedures necessary to safe and sanitary food handling;
- III. Establish an inspection system for the kitchen and dining areas for compliance with sanitary standards, care and maintenance of equipment, and observance of proper procedures; and
- IV. Establish a system that ensures that students practice safe food handling procedures.

TERMS OF EMPLOYMENT: Twelve-month year. Salary and work year in accordance with recommendations established by the Superintendent of Schools and District Business Manager.

PHYSICAL REQUIREMENTS AND WORKING CONDITIONS:

Physical Demands: ability to smell, taste and feel, in order to determine quality of raw and prepared food products, sitting, standing, stooping, reaching, grasping, manipulate large and small objects, climbing stairs, adjusting, connecting, lifting (to 30 lbs.), bending, keyboarding, pulling, pushing, carrying, writing, read small print, stand for long periods, walking, operating equipment, and work around loud noise. Mental Demands: working with frequent interruption while simultaneously supervising a variety of tasks, calculating, comparing, problem-solving, evaluating, interpreting, organizing, consulting, analyzing, planning, documenting, specifying, coordinating, implementing, and presenting. Environmental Conditions: inside, slippery surfaces, chemical exposure, biological exposure, working around moving objects, and working alone.

EVALUATION: The basis of the evaluation will be the extent to which the performance responsibilities of the job are successfully handled and the extent to which yearly action plans and job goals are met.

NOTE: The above job description reflects the general requirements necessary to describe the principle functions or responsibilities of the job identified and shall not be interpreted as a detailed description of all work requirements that may be inherent in the job, either at present or in the future.

School Board Approved: November 14, 2006

Revised: June 9, 2009

High School Assistant Principal

CAPE ELIZABETH SCHOOL DEPARTMENT

Job Description

TITLE: High School Assistant Principal

QUALIFICATIONS:

Education/Certification:

- Maine certification as a teacher and as assistant building administrator or equivalent/Maine certificate 045
- Masters degree completed or in process Special Knowledge/Skills:
- Successful experience working in a leadership role in either education or business
- Demonstrated ability in working with high school age students and their parents
- Knowledge of the philosophy and programming of high school level education
- Knowledge of experience in team problem solving processes

REPORTS TO: Principal of Cape Elizabeth High School and Superintendent of Schools

SUPERVISES: Faculty and staff of Cape Elizabeth High School as assigned by the High School Principal or the Superintendent of Schools

JOB GOAL: To assist the High School principal in managing and supervising the educational program at the school

PERFORMANCE RESPONSIBILITIES:

- Assist in the performance of all the responsibilities of the Principal, including but not limited to:
 - Distribution of faculty responsibilities during non-instructional time
 - General student management in the areas of discipline, attendance, records and reporting
 - Evaluation of non-teaching personnel
 - Evaluation of teaching personnel
- Assist the Principal with all school-wide issues by attendance at meetings with department heads, faculty, administrative groups, and school board as assigned.
- Assist the Principal, Community Services Director, and Athletic Director by sharing in the monitoring of all school sponsored activities. High School Assistant Principal
- Communicate both orally and in writing to parents and students as appropriate.
- Serve as a member of the District Leadership Team.
- Chair the Positive Action Committee for potential dropouts and the Pupil Services Team.

- Serve, as needed, as the administrative representative at the IEP's for special education students.
- Represent the high school on the Support Services Team.
- Serve as liaison for building maintenance.
- Assist in curriculum development, K-12, as evidenced in instructional practices, educational initiatives, and supervision.
- Be responsible for any other tasks that may be assigned by the Principal or the Superintendent.

TERMS OF EMPLOYMENT: Applicable terms of the Cape Elizabeth Educational Administrators Association agreement.

EVALUATION: The basis of the evaluation will be the extent to which the performance responsibilities of the job are successfully handled and the extent to which yearly action plans and job goals are met. The High School Principal will perform the evaluation. The Cape Elizabeth School Department expects that all employees will perform assigned duties diligently, professionally and efficiently and in compliance with all district policies and procedures as well as all federal and state laws.

NOTE: The above job description reflects the general requirements necessary to describe the principle functions or responsibilities of the job identified and shall not be interpreted as a detailed description of all work requirements that may be inherent in the job, either at present or in the future.

School Board Approved: 10.13.15

High School Principal

CAPE ELIZABETH SCHOOL DEPARTMENT

Job Description

TITLE: High School Principal

QUALIFICATIONS:

Education /Certification

- Maine Department of Education certification as Principal or equivalent/State of Maine Administrator Certificate 050
- Minimum of Masters Degree Special Knowledge/Skills
- Successful experience working in a leadership role in education
- Working knowledge of curriculum, professional development and assessment
- Excellent skills in communicating and collaborating with staff and parents
- Excellent skills in supervising and evaluating staff

REPORTS TO: Superintendent of Schools

SUPERVISES: Faculty and Staff of Cape Elizabeth High School

JOB GOAL: To use leadership, supervisory, and administrative skills to develop, achieve and maintain the best possible educational program for the students of Cape Elizabeth that support the mission, vision and beliefs of the Cape Elizabeth School Department.

PERFORMANCE AREAS:

- **Administration/Organizational Management** – The ability to practice participatory management; possession of good organizational skills and the knowledge of effective administration of school operations.
- **Budgeting/School Finance/Plant Management/Business Services** – The ability to effectively and efficiently utilize and manage the facility and assigned support services through responsible stewardship of school resources and a working knowledge of school finance, such that the needs of his/her school can be effectively represented in the budgeting process, including budget development, acceptance, and implementation.
- **Communications** – The ability to articulate effectively, both orally and in writing, the successes and needs of the school with the school committee, central administration, staff, students, parents, and the general public - in large and small groups and with individuals.
- **Community Relations** – The ability to relate positively to the public; a view of the community/school relationship as a partnership; recognition of the need to be visible and active in the community and understanding the importance of considering community needs and wants.
- **Curriculum/Instruction** – The ability to work with staff to identify assessments, concepts and skills related to Maine's Learning Results, and to contribute guidance and assistance to staff in planning and implementing curriculum utilizing appropriate instructional strategies.

- **Educational Leadership** – The ability to inspire, motivate, guide and direct staff in setting and achieving the highest standards of educational excellence for the school and district.
- **Educational Renewal** – The ability to contribute to constructive educational change and demonstrate knowledge of current practices and research in school improvement.
- **Involvement in School and Community** – The ability to perform responsibilities as a visible presence in the school and to be aware of community developments, participating in and attending school events to the extent possible.
- **Personnel Management** – The ability to recognize school staffing needs, to perceive in candidates the potential for suitability, and to contribute to an effective recruitment/selection/retention process.
- **Professional Development** – The ability to contribute to the development and implementation of professional growth and staff development programs that raise both aspirations and expertise.
- **Supervision/Evaluation** – The ability to supervise and evaluate staff and all activities through knowledge and the commitment to contribute to the improvement of instruction and the effectiveness of programs in general.

SPECIFIC PERFORMANCE RESPONSIBILITIES MAY INCLUDE BUT ARE NOT NECESSARILY LIMITED TO:

- Administration/Organizational Management
 - Plan, organize, and direct (or oversee/approve) implementation of all school activities.
 - Oversee the school's administration and instruction; make recommendations when central office or school board authorization is needed.
 - Work with other members of the leadership team (central office and other administrative staff) on matters and issues of more than individual school import, such as curriculum, special services, transportation, and the like.
 - Budget school time to provide for the efficient conduct of instruction, co-curricular activities, and operational business.
 - Schedule the school day and classes within established guidelines to best meet students' instructional needs.
 - Maintain high standards of student conduct, and enforce discipline as necessary, affording appropriate due process to students and parents.
 - Establish positive guides for proper student conduct and the maintaining of fair, consistent discipline.
 - Supervise the maintenance of accurate records on student progress and attendance.
 - Conduct staff meetings as necessary for the proper functioning of the school.
 - Plan and supervise fire drills and emergency preparedness program in accordance with legal requirements and established school system procedures.
 - Participate in principals' meetings, negotiations meetings, and in such other meetings as may be required or appropriate.
 - Serve as an ex-officio member of all committees and councils within the school.
 - Delegate authority to appropriate personnel to assume responsibility for the school in the absence of the principal.
- Budgeting/School Finance/Plant Management/Business Services

- Prepare and submit the school's budgetary requests, and monitor expenditures of allotted funds.
- Supervise the maintenance of all required building records and reports.
- Oversee appropriate accounting and control of school funds and student activities accounts.
- Assume responsibility for the safety and administration of the school plant.
- Oversee the daily use of the school facilities for both academic and non-academic purposes, including by school staff, students and the community.
- Provide for adequate inventorying of school/school system property, and for the securing of and accountability for that property.
- Communications
 - Keep the Superintendent informed of the school's activities and problems.
 - Respond to written, oral, and electronic requests for information from appropriate sources.
 - Develop and implement a plan for communicating with parents on a regular basis.
- Community Relations
 - Act as liaison between the school and the community, interpreting activities and policies of the school and encouraging community participation in school life.
 - Assume responsibility for all official school correspondence and information.
- Curriculum/Instruction
 - Assume the responsibility assigned by school board/administrative policy in the development, revision, and evaluation of the school curriculum.
 - In coordination with appropriate members of the leadership team, supervise the guidance program and other instructional and student support services to enhance individual education and development.
- Educational Leadership:
 - Establish and maintain a school climate that enhances teaching and learning.
 - Lead in the development, determination of appropriateness, and monitoring of the instructional program.
 - Assert leadership in times of crisis or civil disobedience in school in accordance with established policy and procedures.
 - Assume responsibility for the interpretation and implementation by the school's staff of all school board policies and administrative procedures/regulations.
 - Serve as a member of such committees and attend such meetings as the superintendent may direct.
 - Assume an active role as a member of the District Leadership Team providing input to district-wide decision making.
- Educational Renewal

- Assist in the organizing of District renewal efforts and strategic planning.
- Work with building principals and team leaders to design meaningful ways to monitor the implementation of improvement programs and strategies.
- Keep abreast of educational changes and developments by attending appropriate meeting, reading professional journals and other publications, and discussing problems of mutual interest with others in the field.
- Involvement in School and Community
 - Maintain active relationships with students and parents.
 - Participate in special events to recognize student achievement, as well as in typical school sponsored activities, functions, and extra-curricular events.
 - Establish and maintain relationships with local community groups and individuals: - To foster understanding and solicit support for overall school objectives and programs; - To interpret school building policies and procedures; and
- Personnel Management
 - Coordinate personnel needs with appropriate other members of the administrative team.
 - Participate in the recruiting, screening, nomination, training, assigning, and evaluating of school building personnel.
 - Cooperate with college and university officials regarding teacher training and preparation.
 - To discuss and resolve individual student problems.
- Professional Development
 - Orient newly assigned school staff members and assist in their development, as appropriate.
 - Participate in the in-service orientation and training of school staff.
 - Assume responsibility for monitoring own professional growth and development through participation in professional organizations, through attendance at regional, state and national meetings, through enrollment in advanced coursework and the like.
- Supervision/Evaluation
 - Assume responsibility for supervision of all administrative, certified, and support staff attached to the school.
 - Supervise the school's instructional practices.
 - Assume responsibility for evaluating and counseling of all staff members regarding individual and group performance.
 - Recommend, according to established procedures, the dismissal or non-renewal of a staff member whose performance is unsatisfactory.
 - Assume responsibility or supervision and evaluation of the school's extracurricular and athletic programs.
- Other

- Provide for regular and special conferences between parents and teachers
- Prepare or supervise the preparation and submission of reports, records, lists, and all other paperwork required or appropriate to the school's administration
- Perform such other tasks as may be assigned.

TERMS OF EMPLOYMENT: Per negotiated Cape Elizabeth Administrators Association agreement

EVALUATION: The basis of the evaluation will be the extent to which the performance responsibilities of the job are successfully completed and the extent to which yearly job goals are met. The Superintendent will perform the evaluation.

NOTE: The above job description reflects the general requirements necessary to describe the principle functions or responsibilities of the job identified and shall not be interpreted as a detailed description of all work requirements that may be inherent in the job, either at present or in the future.

Approved By the Cape Elizabeth School Board: June 13, 2006

Middle School Assistant Principal

CAPE ELIZABETH SCHOOL DEPARTMENT

Job Description

TITLE: Middle School Assistant Principal

QUALIFICATIONS:

Education/Certification:

- Maine certification as a teacher and as an assistant principal or equivalent/Maine certificate 045
- Masters degree in education or related field

Special Knowledge/Skills:

- Successful experience working in a leadership role
- Demonstrated ability to work with middle school age students and their parents
- Knowledge of the philosophical, pedagogical, and programmatic aspects of middle level education
- Excellent communication and collaboration skills

REPORTS TO: Principal of Middle School and Superintendent of Schools

SUPERVISES: Faculty and staff of Cape Elizabeth Middle School as assigned by the Middle School Principal or the Superintendent of Schools

JOB GOAL: To assist the Middle School principal in leading and supervising the educational program at the school in accordance with the vision, mission, and values of the Cape Elizabeth School District.

PERFORMANCE RESPONSIBILITIES:

- Assist the Principal with general school needs as evidenced in:
 - General student management in the areas of discipline, attendance, and supervision including at sports events, dances and socials
 - Evaluation of non-teaching personnel
 - Evaluation of teaching personnel
- Assist the Principal with all school-wide issues by attendance at meetings with team leaders, faculty, administrators, and school board as assigned.
- Assist the Principal and Athletic Director by sharing in the monitoring of all school-sponsored activities
- Serve as a member of the District Leadership Team.

- Serve, as needed, as the administrative representative at special education and 504 meetings for students in grades 5 through 8.
- Communicate both orally and in writing to parents and students as required.
- Assist in curriculum development, K–12, as evidenced in instructional practices, educational initiatives, and supervision.
- Be responsible for any other tasks that may be assigned by the Principal or the Superintendent.
- Serve as a member of the Student Assistance Team.
- Maintain a visible presence at school events and activities.

TERMS OF EMPLOYMENT: Per negotiated Cape Elizabeth Educational Administrators Association agreement

EVALUATION: The basis of the evaluation will be the extent to which the performance responsibilities of the job are successfully handled and the extent to which yearly action plans and job goals are met. The Middle School Principal will perform the evaluation. The Cape Elizabeth School Department expects that all employees will perform assigned duties diligently, professionally and efficiently and in compliance with all district policies and procedures as well as all federal and state laws.

NOTE: The above job description reflects the general requirements necessary to describe the principle functions or responsibilities of the job identified and shall not be interpreted as a detailed description of all work requirements that may be inherent in the job, either at present or in the future.

Approved By the Cape Elizabeth School Board: June 11, 2013

Middle School Principal

CAPE ELIZABETH SCHOOL DEPARTMENT

Job Description

TITLE: Middle School Principal

QUALIFICATIONS:

Education /Certification

- Maine Department of Education certification as Principal or equivalent/State of Maine Administrator Certificate 040
- Minimum of Masters Degree in educational leadership or related field Special Knowledge/Skills
- Successful experience working in a leadership role in education
- Working knowledge of successful practices and tools for curriculum, professional development, and assessment
- Ability to communicate and collaborate effectively with students, staff, and parents
- Excellent skills in supervising and evaluating staff
- Belief in and knowledge of the philosophical, pedagogical, and programmatic aspects of middle level education

REPORTS TO: Superintendent of Schools

SUPERVISES: Faculty and Staff of Cape Elizabeth Middle School

JOB GOAL: To use leadership, supervisory, and administrative skills to develop, achieve and maintain the best possible educational program for the students of Cape Elizabeth Middle School that support the vision, mission, and values of the Cape Elizabeth School District.

PERFORMANCE AREAS:

- **Administration/Organizational Management** – The ability to practice participatory management; possession of good organizational skills and the knowledge of effective administration of school operations.
- **Budgeting/School Finance/Plant Management/Business Services** – The ability to effectively and efficiently utilize and manage the facility and assigned support services through responsible stewardship of school resources and a working knowledge of school finance, such that the needs of his/her school can be effectively represented in the budgeting process, including budget development, acceptance, and implementation.
- **Communications** – The ability to articulate effectively, both orally and in writing, the successes and needs of the school with the school board, central administration, staff, students, parents, and the general public - in large and small groups and with individuals.
- **Community Relations** – The ability to relate positively to the public; a view of the community/school relationship as a partnership; recognition of the need to be visible and active in the community and understanding the importance of considering community needs and wants.
- **Curriculum/Instruction** – The ability to work with staff to identify assessments, concepts and skills related to Maine's Learning Results, and to contribute guidance and assistance to staff in planning and implementing

curriculum utilizing appropriate instructional strategies.

- **Educational Leadership** – The ability to inspire, motivate, guide and direct staff in setting and achieving the highest standards of educational excellence for the school and district.
- **Educational Renewal** – The ability to contribute to constructive educational change and demonstrate knowledge of current practices and research in school improvement.
- **Involvement in School and Community** – The ability to perform responsibilities as a visible presence in the school and to be aware of community developments, participating in and attending school events to the extent possible.
- **Personnel Management** – The ability to recognize school staffing needs, to perceive in candidates the potential for suitability, and to contribute to an effective recruitment/selection/retention process.
- **Professional Development** – The ability to contribute to the development and implementation of professional growth and staff development programs that raise both aspirations and expertise.
- **Supervision/Evaluation** – The ability to supervise and evaluate staff and all activities through knowledge and the commitment to contribute to the improvement of instruction and the effectiveness of programs in general.

SPECIFIC PERFORMANCE RESPONSIBILITIES MAY INCLUDE BUT ARE NOT NECESSARILY LIMITED TO:

- Administration/Organizational Management
 - Plan, organize, and direct (or oversee/approve) the implementation of all school activities.
 - Oversee the school's administration and instruction; make recommendations when central office or school board authorization is needed.
 - Work with other members of the leadership team (central office and other administrative staff) on matters and issues of more than individual school import, such as curriculum, special education, transportation, and the like.
 - Budget school time to provide for the efficient conduct of instruction, co-curricular activities, and operational business.
 - Schedule the school day and classes within established guidelines to best meet students' instructional needs.
 - Maintain high standards of student conduct, and enforce discipline as necessary, affording appropriate due process to students and parents.
 - Establish positive guidelines for proper student conduct and for maintaining fair, consistent discipline.
 - Supervise the maintenance of accurate records on student progress and attendance.
 - Conduct staff meetings as necessary for the proper functioning of the school.
 - Plan and supervise fire drills and emergency preparedness program in accordance with legal requirements and established school system procedures.
 - Participate in district principals' meetings, negotiations meetings, and in such other meetings as may be required or appropriate.
 - Serve as an ex-officio member of all committees and councils within the school.
 - Delegate authority to appropriate personnel to assume responsibility for the school in the absence of the principal.

- Budgeting/School Finance/Plant Management/Business Services
 - Prepare and submit the school's budgetary requests, and monitor expenditures of allotted funds.
 - Supervise the maintenance of all required building records and reports.
 - Oversee appropriate accounting and control of school funds and student activities accounts.
 - Assume responsibility for the safety and administration of the school plant.
 - Oversee the daily use of the school facilities for both academic and non-academic purposes, including by school staff, students and the community.
 - Provide for adequate inventorying of school/school system property, and for the securing of and accountability for that property.
 - Work with maintenance, custodial and other staff to address facility needs.
- Communications
 - Keep the Superintendent informed of the school's activities and problems/concerns.
 - Respond to written, oral, and electronic requests for information from appropriate sources.
 - Develop and implement a plan for communicating with parents on a regular basis.
- Community Relations
 - Act as a liaison between the school and the community, interpreting activities and policies of the school and encouraging community participation in school life.
 - Assume responsibility for all official school correspondence and information.
- Curriculum/Instruction
 - Assume the responsibility assigned by school board/administrative policy in the development, revision, and evaluation of the school curriculum and of the school's instructional and assessment practices.
 - In coordination with appropriate members of the leadership team, supervise the guidance program and other instructional and student support services to enhance individual education and development.
- Educational Leadership: ? Establish and maintain a school climate that enhances teaching and learning.
 - Lead in the development, determination of appropriateness, and monitoring of the instructional program.
 - Assert leadership in times of crisis in school in accordance with established policy and procedures.
 - Assume responsibility for the interpretation and implementation, by the school's staff, of all school board policies and administrative procedures/regulations.
 - Serve as a member of such committees and attend such meetings as the superintendent may direct.
 - Assume an active role as a member of the District Leadership Team providing input to district-wide decision making.
- Educational Renewal

- Assist in the organizing of District renewal efforts and strategic planning.
- Work with building principals and team leaders to design meaningful ways to monitor the implementation of improvement programs and strategies.
- Keep abreast of educational changes and developments by attending appropriate meetings, reading professional journals and other publications, and discussing problems of mutual interest with others in the field.
- Involvement in School and Community
 - Maintain active relationships with students and parents.
 - Participate and maintain a visible presence at special events that recognize student achievement, as well as in typical school sponsored activities, functions, and extracurricular events.
 - Establish and maintain relationships with local community groups and individuals: - To foster understanding and solicit support for overall school objectives and programs; and - To interpret school building policies and procedures.
- Personnel Management
 - Coordinate personnel needs with appropriate other members of the administrative team.
 - Participate in the recruiting, screening, nomination, training, assigning, and evaluating of school building personnel.
 - Cooperate with college and university officials regarding teacher training and preparation.
 - Discuss and resolve individual student problems.
- Professional Development
 - Orient newly assigned school staff members and assist in their development, as appropriate.
 - Participate in the in-service orientation and training of school staff.
 - Assume responsibility for monitoring own professional growth and development through participation in professional organizations, attendance at regional, state and national meetings, enrollment in advanced coursework, and the like.
- Supervision/Evaluation
 - Assume responsibility for supervision of all administrative, certified, and support staff attached to the school.
 - Supervise the school's instructional and assessment practices.
 - Assume responsibility for evaluating and counseling of all staff members regarding individual and group performance.
 - Recommend, according to established procedures, the dismissal or non-renewal of a staff member whose performance is unsatisfactory.
 - Assume responsibility for supervision and evaluation of the school's extracurricular and athletic programs.
- Other

- Provide for regular and special conferences between parents and teachers
- Prepare or supervise the preparation and submission of reports, records, lists, and all other paperwork required or appropriate to the school's administration
- Perform such other tasks as may be assigned.

TERMS OF EMPLOYMENT: Applicable terms of the Cape Elizabeth Administrators Association agreement.

EVALUATION: The basis of the evaluation will be the extent to which the performance responsibilities of the job are successfully handled and the extent to which yearly action plans and job goals are met. The Superintendent will perform the evaluation. The Cape Elizabeth School Department expects that all employees will perform assigned duties diligently, professionally and efficiently and in compliance with all district policies and procedures as well as all federal and state laws.

NOTE: The above job description reflects the general requirements necessary to describe the principle functions or responsibilities of the job identified and shall not be interpreted as a detailed description of all work requirements that may be inherent in the job, either at present or in the future.

Approved By the Cape Elizabeth School Board: June 11, 2013

Pond Cove Elementary School Assistant Principal

CAPE ELIZABETH SCHOOL DEPARTMENT

Job Description

TITLE: Pond Cove Elementary School Assistant Principal

QUALIFICATIONS:

Education/Certification:

- Maine certification as a teacher and as an assistant principal or equivalent/Maine certificate 045
- Masters degree in education or related field Special Knowledge/Skills:
- Successful experience working in a leadership role
- Demonstrated ability to work with elementary school age students and their parents
- Knowledge of the philosophical, pedagogical, and programmatic aspects of elementary level education
- Excellent communication and collaboration skills

REPORTS TO: Principal of Pond Cove Elementary School and Superintendent of Schools

SUPERVISES: Faculty and staff of Pond Cove Elementary School as assigned by the Pond Cove Elementary School Principal or the Superintendent of Schools

JOB GOAL: To assist the Pond Cove Elementary School principal in leading and supervising the educational program at the school in accordance with the vision, mission, and values of the Cape Elizabeth School District.

PERFORMANCE RESPONSIBILITIES:

- Assist the Principal with general school needs as evidenced in:
 - General student management in the areas of discipline, attendance, and supervision
 - Evaluation of non-teaching personnel
 - Evaluation of teaching personnel
- Assist the Principal with all school-wide issues by attendance at meetings with team leaders, faculty, administrators, and school board as assigned.
- Assist the Principal by sharing in the monitoring of all school-sponsored activities
- Serve as a member of the District Leadership Team.
- Serve, as needed, as the administrative representative at special education or 504 meetings for students in grades K through 4.
- Communicate both orally and in writing to parents and students as required.

- Assist in curriculum development, K–12, as evidenced in instructional practices, educational initiatives, and supervision.
- Be responsible for any other tasks that may be assigned by the Principal or the Superintendent.
- Serve as member of the Student Assistance Team.
- Maintain a visible presence at school events and activities.

TERMS OF EMPLOYMENT: Applicable terms of the Cape Elizabeth Educational Administrators' Association agreement.

EVALUATION: The basis of the evaluation will be the extent to which the performance responsibilities of the job are successfully handled and the extent to which yearly action plans and job goals are met. The Elementary School Principal will perform the evaluation. The Cape Elizabeth School Department expects that all employees will perform assigned duties diligently, professionally and efficiently and in compliance with all district policies and procedures as well as all federal and state laws.

NOTE: The above job description reflects the general requirements necessary to describe the principle functions or responsibilities of the job identified and shall not be interpreted as a detailed description of all work requirements that may be inherent in the job, either at present or in the future.

Approved By the Cape Elizabeth School Board: June 11, 2013

Pond Cove Elementary School Principal

CAPE ELIZABETH SCHOOL DEPARTMENT

Job Description

TITLE: Pond Cove Elementary School Principal

QUALIFICATIONS:

Education /Certification

- Maine Department of Education certification as Building Administrator (040) or equivalent/State of Maine Administrator Certificate
- Minimum of Masters Degree Special Knowledge/Skills
- Successful experience working in a leadership role in education
- Working knowledge of curriculum, professional development and assessment
- Excellent skills in communicating and collaborating with staff and parents
- Excellent skills in supervising and evaluating staff
- Classroom experience at the elementary level
- Excellent knowledge of elementary level curriculum and its inherent unique attributes

REPORTS TO: Superintendent of Schools

SUPERVISES: Faculty and Staff of Pond Cove Elementary School

JOB GOAL: To use leadership, supervisory, and administrative skills to develop, achieve and maintain the best possible educational program for the students of Cape Elizabeth that supports the mission, vision and beliefs of the Cape Elizabeth School Department.

PERFORMANCE AREAS:

- **Administration/Organizational Management** – The ability to practice participatory management; possession of good organizational skills and the knowledge of effective administration of school operations.
- **Budgeting/School Finance/Plant Management/Business Services** – The ability to effectively and efficiently utilize and manage the facility and assigned support services through responsible stewardship of school resources and a working knowledge of school finance, such that the needs of his/her school can be effectively represented in the budgeting process, including budget development, acceptance, and implementation.
- **Communications** – The ability to articulate effectively, both orally and in writing, the successes and needs of the school with the school board, central administration, staff, students, parents, and the general public - in large and small groups and with individuals.
- **Community Relations** – The ability to relate positively to the public; a view of the community/school relationship as a partnership; recognition of the need to be visible and active in the community and understanding the importance of considering community needs and wants.

- **Curriculum/Instruction** – The ability to work with staff to identify assessments, concepts and skills related to Maine's Learning Results, and to contribute guidance and assistance to staff in planning and implementing curriculum utilizing appropriate instructional strategies.
- **Educational Leadership** – The ability to inspire, motivate, guide and direct staff in setting and achieving the highest standards of educational excellence for the school and district.
- **Educational Renewal** – The ability to contribute to constructive educational change and demonstrate knowledge of current practices and research in school improvement.
- **Involvement in School and Community** – The ability to perform responsibilities as a visible presence in the school and to be aware of community developments, participating in and attending school events to the extent possible.
- **Personnel Management** – The ability to recognize school staffing needs, to perceive in candidates the potential for suitability, and to contribute to an effective recruitment/selection/retention process.
- **Professional Development** – The ability to contribute to the development and implementation of professional growth and staff development programs that raise both aspirations and expertise.
- **Supervision/Evaluation** – The ability to supervise and evaluate staff and all activities through knowledge and the commitment to contribute to the improvement of instruction and the effectiveness of programs in general.

SPECIFIC PERFORMANCE RESPONSIBILITIES MAY INCLUDE BUT ARE NOT NECESSARILY LIMITED TO:

- Administration/Organizational Management
 - Plan, organize, and direct (or oversee/approve) implementation of all school activities.
 - Oversee the school's administration and instruction; make recommendations when central office or school board authorization is needed.
 - Work with other members of the leadership team (central office and other administrative staff) on matters and issues of more than individual school import, such as curriculum, special services, transportation, and the like.
 - Budget school time to provide for the efficient conduct of instruction, special events, and operational business.
 - Schedule the school day and classes within established guidelines to best meet students' instructional needs.
 - Maintain high standards of student conduct, and enforce discipline as necessary, affording appropriate due process to students and parents.
 - Establish positive guides for proper student conduct and the maintaining of fair, consistent discipline.
 - Supervise the maintenance of accurate records on student progress and attendance.
 - Conduct staff meetings as necessary for the proper functioning of the school.
 - Plan and supervise fire drills and emergency preparedness program in accordance with legal requirements and established school system procedures.
 - Participate in principals' meetings, negotiations meetings, and in such other meetings as may be required or appropriate.
 - Serve as an ex-officio member of all committees and councils within the school.

- Delegate authority to appropriate personnel to assume responsibility for the school in the absence of the principal.
- Budgeting/School Finance/Plant Management/Business Services
 - Prepare and submit the school's budgetary requests, and monitor expenditures of allotted funds.
 - Supervise the maintenance of all required building records and reports.
 - Oversee appropriate accounting and control of school funds and student activities accounts.
 - Assume responsibility for the safety and administration of the school plant.
 - Oversee the daily use of the school facilities for both academic and non-academic purposes, including by school staff, students and the community.
 - Provide for adequate inventorying of school/school system property, and for the securing of and accountability for that property.
 - Work with maintenance, custodial and other staff to address facility needs.
- Communications
 - Keep the Superintendent informed of the school's activities and problems.
 - Respond to written, oral, and electronic requests for information from appropriate sources.
 - Develop and implement a plan for communicating with parents on a regular basis.
- Community Relations
 - Act as liaison between the school and the community, interpreting activities and policies of the school and encouraging community participation in school life.
 - Assume responsibility for all official school correspondence and information.
- Curriculum/Instruction
 - Assume the responsibility assigned by school board/administrative policy in the development, revision, and evaluation of the school curriculum, and of the school's instructional and assessment practices.
 - In coordination with appropriate members of the leadership team, supervise the guidance program and other instructional and student support services to enhance individual education and development.
- Educational Leadership:
 - Establish and maintain a school climate that enhances teaching and learning.
 - Lead in the development, determination of appropriateness, and monitoring of the instructional program.
 - Assert leadership in times of crisis or civil disobedience in school in accordance with established policy and procedures.
 - Assume responsibility for the interpretation and implementation by the school's staff of all school board policies and administrative procedures/regulations.

- Serve as a member of such committees and attend such meetings as the superintendent may direct.
- Assume an active role as a member of the District Leadership Team providing input to district-wide decision making.
- Educational Renewal
 - Assist in the organizing of District renewal efforts and strategic planning.
 - Work with building principals and team leaders to design meaningful ways to monitor the implementation of improvement programs and strategies.
 - Keep abreast of educational changes and developments by attending appropriate meeting, reading professional journals and other publications, and discussing problems of mutual interest with others in the field.
- Involvement in School and Community
 - Maintain active relationships with students and parents.
 - Participate and maintain a visible presence at special events that recognize student achievement, as well as in typical school sponsored activities, functions, and extracurricular events.
 - Establish and maintain relationships with local community groups and individuals: - To foster understanding and solicit support for overall school objectives and programs; - To interpret school building policies and procedures; and
- Personnel Management
 - Coordinate personnel needs with appropriate other members of the leadership team.
 - Participate in the recruiting, screening, nomination, training, assigning, and evaluating of school building personnel.
 - To discuss/mediate and resolve individual student problems with school staff.
- Professional Development
 - Orient newly assigned school staff members and assist in their development, as appropriate.
 - Participate in the in-service orientation and training of school staff.
 - Assume responsibility for monitoring own professional growth and development through participation in professional organizations, through attendance at regional, state and national meetings, through enrollment in advanced coursework and the like.
- Supervision/Evaluation
 - Assume responsibility for supervision of all administrative, certified, and support staff attached to the school.
 - Supervise the school's instructional and assessment practices.
 - Assume responsibility for evaluating and counseling of all staff members regarding individual and group performance.

- Recommend, according to established procedures, the dismissal or non-renewal of a staff member whose performance is unsatisfactory.
- Assume responsibility or supervision and evaluation of the school's extracurricular program.
- Other
- Provide for regular and special conferences between parents and teachers
- Prepare or supervise the preparation and submission of reports, records, lists, and all other paperwork required or appropriate to the school's administration
- Perform such other tasks as may be assigned by the Superintendent.

TERMS OF EMPLOYMENT: Applicable terms of the Cape Elizabeth Administrators Association agreement.

EVALUATION: The basis of the evaluation will be the extent to which the performance responsibilities of the job are successfully handled and the extent to which yearly action plans and job goals are met. The Superintendent will perform the evaluation. The Cape Elizabeth School Department expects that all employees will perform assigned duties diligently, professionally and efficiently and in compliance with all district policies and procedures as well as all federal and state laws.

NOTE: The above job description reflects the general requirements necessary to describe the principle functions or responsibilities of the job identified and shall not be interpreted as a detailed description of all work requirements that may be inherent in the job, either at present or in the future.

APPROVED: June 13, 2006 Revised: October 9, 2012