

# Co-Curricular Stipends

## HIGH SCHOOL

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- [Drama - Fall Performance Director](#)
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- [Drama - Theater Class Productions Director](#)
- [Musical Director for Musical](#)
- [National Honor Society Advisor](#)
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- [Technical Director for Theater](#)
- [Theater Manager](#)
- [Theater Assistant](#)
- [Visual Arts Club Advisor](#)

# Cape Elizabeth High School ACHIEVEMENT CENTER COORDINATOR

## QUALIFICATIONS:

- I. **Education/Certification:** Bachelor's degree; experience working with high school students preferred
- II. **Special Knowledge/Skills:**
  - I. Ability to communicate verbally and in writing.
  - II. Ability to work effectively and collaboratively with adults and adolescents.
  - III. Ability to work independently in solving problems.
  - IV. Strong organizational skill.
  - V. Knowledge of basic networking concepts.
  - VI. Ability to communicate a big picture vision and manage details (project management skills).
  - VII. Knowledge of PC, iPad, and MAC Operating Systems.
  - VIII. Knowledge of basic computer hardware.
  - IX. Knowledge of basic computer printing devices.
  - X. Basic knowledge of the following software packages:
    - 1. Microsoft Office
    - 2. Email software
- III. **Experience:** Demonstrated aptitude or competence for successful fulfillment of assigned performance responsibilities.

REPORTS TO: High School Principal

JOB GOAL: To coordinate the implementation of the High School Achievement Center to support student learning, including basic troubleshooting of the technology included in the Center.

## PERFORMANCE RESPONSIBILITIES:

The duties of the Achievement Center Coordinator will include but not be limited to the following:

- I. Provides basic technical support for PLATO and other Center software and associated hardware. Work with vendor to solve issues that arise regarding PLATO and schedule any necessary professional training under the terms of contract.
- II. Organize and coordinate staff (including volunteer staff) and student schedules so that the Achievement Center best fits the needs of students.

- III. To the extent PLATO or other Center software is the direct deliverer of academic instruction for students, use tools within that software to identify the areas of instruction that are most needed and to set and monitor goals for coverage and achievement consistent with those goals.
- IV. To act as the ambassador and advocate for the Achievement Center with students, staff, and the community. To coordinate the staff's effort to solicit community and student volunteers, as appropriate, to help address the needs of students, including writing conferences, that can best be met using the tools and resources of the Achievement Center.
- V. To gather appropriate data, and prepare appropriate reports, for the Principal, the School Board, and the public concerning the successes and failures of the Achievement Center in meeting the academic needs of the students.
- VI. To work with other Achievement Center staff to create and maintain in the Achievement Center a structured, studios, supportive environment.
- VII. To provide input and advice to the Principal in connection with preparing a budget for the Achievement Center that will allow it to address the needs of students.
- VIII. Other responsibilities consistent with the successful implementation and operation of the Achievement Center as identified by the Principal.

#### WORKING CONDITIONS:

**Mental Demands:** calculating, comparing, editing, problem-solving, evaluating, interpreting, organizing, consulting, analyzing, designing, documenting, specifying, coordinating, implementing, 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, working around moving objects, working alone

#### TERMS OF EMPLOYMENT:

195 work days. Compensation in accordance with recommendations established by the Superintendent of Schools and Business Manager.

#### 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 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: February 9, 2016

# Cape Elizabeth High School BOOKTALK ADVISOR

## QUALIFICATIONS:

- I. Hold a valid State of Maine Criminal History Records Check Approval.
- II. CEHS teacher or staff member preferred.
- III. An adult with strong organizational and communication skills who is familiar with fiction and non-fiction literature of interest to adolescents and the techniques of effectively leading conversations about books.

REPORTS TO: Building Principal or Assistant Principal

## SUPERVISES:

The Booktalk Advisor supervises a group of students and adults who meet four times per year to discuss books that have been selected by the advisor after considering book reviews and the reactions of adults and students who have read books under consideration for discussion. The advisor also trains and prepares either adult or student book discussion leaders.

## JOB GOAL:

The goal of Booktalk is to encourage students to read books and to model through facilitated discussions the power of the ideas in books and the joys of learning through reading. The impetus behind Booktalk is twofold:

- I. To counteract statistics that show the percentage of adolescents who read for pleasure is on the decline.
- II. To persuade students with hyper structured lives that reading can be fun and it is worth taking the time to read. Booktalk also legitimizes the “closet” readers who are often less involved in organized school activities than many students.

## PROFESSIONAL RESPONSIBILITIES:

- I. To review book reviews and other sources to identify books to be included in a menu of book offerings.
- II. To partner with the literacy teacher to organize events to promote book-reading by Cape Elizabeth High School students.
- III. Other duties assigned by the Principal.

## TERMS OF EMPLOYMENT:

Twelve months per year with compensation in accordance with the fee structure of the negotiated Cape Elizabeth Education 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 Principal or Assistant Principal will perform the evaluation.

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.

Approved: November 9, 2010

# Cape Elizabeth High School SENIOR CLASS ADVISOR

## QUALIFICATIONS:

- I. Hold a valid state of Maine Criminal History Records Check Approval
- II. CEHS teacher or staff member strongly preferred
- III. An adult with strong organizational and communication skills who has demonstrated ability to work effectively with adolescents

REPORTS TO: Building Principal or Assistant Principal

SUPERVISES: The Senior Class Advisor supervises the elected senior class officers to organize fundraising activities and encourage participation in school spirit activities.

## JOB GOAL:

- I. Support the class officers in organizing and problem solving related to various fundraising events.
- II. Encourage and provide instruction to the class officer towards the development of their leadership, organizational, and problem solving skills.

The advisor also works with the class officers to encourage the spirited involvement of seniors in school events and activities. For the past several years, the senior class has organized the usually annual Homecoming or Spirit Week activities. Fundraising in the senior year, in combination with funds raised in the previous two years, should put the senior class in a good position to help the senior-year end-of-year and graduation related events.

## PROFESSIONAL RESPONSIBILITIES:

- I. To oversee the accurate and timely deposit and expenditures of funds from the Senior class student activities account.
- II. To meet on a regular basis (usually at least every other week) with the class officers to help them organize activities to raise funds for the class.
- III. To work with the class officers to encourage their classmates' participation in school activities and events.
- IV. To work with class officers to organize Homecoming and Spirit Week activities, meeting more frequently as necessary to accomplish that task and to coordinate this project with other class advisors and student leaders.
- V. To coordinate the calendaring of events with the advisors to the SAC, and the Freshman, Sophomore, and Junior classes.
- VI. To meet occasionally with the entire class to encourage their participation in school activities and events.
- VII. To coordinate the logistics (transportation, school facilities use, etc.) of class events with Community Services, custodians, and other district staff members to ensure that events happen smoothly and as designed.
- VIII. To communicate with the Principal concerning matters connected to the Senior Class.

IX. Other duties as assigned by the Principal.

**TERMS OF EMPLOYMENT:**

Twelve months per year with compensation in accordance with the fee structure of the negotiated Cape Elizabeth Education 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 building principal or assistant principal will perform the evaluation.

**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.

**APPROVED:** November 9, 2010



# Cape Elizabeth High School JUNIOR CLASS ADVISOR

## QUALIFICATIONS:

- I. Hold a valid State of Maine Criminal History Records Check Approval.
- II. CEHS teacher or staff member strongly preferred.
- III. An adult with strong organizational and communication skills who has demonstrated the ability to work effectively with adolescents.

REPORTS TO: Building Principal or Assistant Principal

SUPERVISES: The Junior Class Advisor supervises the elected junior class officers to organize fundraising activities and encourage participation in school spirit activities.

## JOB GOAL:

The goal of the Junior Class Advisor is to:

- I. Support the class officers in organizing and problem solving related to various fundraising events.
- II. Encourage and provide instruction to the class officers towards the development of their leadership, organizational, and problem solving skills. The advisor also works with the class officers to encourage the spirited involvement of juniors in school events and activities. For the past several years, the junior class has organized the usually annual Homecoming and Spirit Week activities. Fundraising in the junior year, in combination with funds raised in the previous two years, should put the junior class in a good position to help the prom and senior-year events.

## PROFESSIONAL RESPONSIBILITIES:

- I. To oversee the accurate and timely deposit and expenditure of funds from the Junior class student activities account.
- II. To meet on a regular basis (usually at least every other week) with the class officers to help them organize activities to raise funds for the class.
- III. To work with the class officers to encourage their classmates' participation in school activities and events.
- IV. To work with class officers to organize Homecoming and Spirit Week activities, meeting more frequently as necessary to accomplish that task and to coordinate this project with other class advisors and student leaders.
- V. To coordinate the calendaring of events with the advisors to the SAC, and the Freshman, Sophomore, and Senior classes.
- VI. To meet occasionally with the entire class to encourage their participation in school activities and events.
- VII. To coordinate the logistics (transportation, school facilities use, etc.) of class events with Community Services, custodians, and other district staff members to ensure that events happen smoothly and as designed.

VIII. To communicate with the Principal concerning matters connected to the Junior class.

IX. Other duties as assigned by the Principal.

**TERMS OF EMPLOYMENT:**

Twelve months per year with compensation in accordance with the fee structure of the negotiated Cape Elizabeth Education 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 building principal or assistant principal will perform the evaluation.

**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.

**APPROVED:** November 9, 2010

# Cape Elizabeth High School SOPHOMORE CLASS ADVISOR

## QUALIFICATIONS:

- I. Hold a valid State of Maine Criminal History Records Check Approval.
- II. CEHS teacher or staff member strongly preferred.
- III. An adult with strong organizational and communication skills who has demonstrated the ability to work effectively with adolescents.

REPORTS TO: Building Principal or Assistant Principal

SUPERVISES: The Sophomore Class Advisor supervises the elected sophomore class officers to organize fundraising activities and encourage participation in school spirit activities.

## JOB GOAL:

The goal of the Sophomore Class Advisor is to:

- I. Support the class officers in organizing and problem solving related to various fundraising events.
- II. Encourage and provide instruction to the class officers towards the development of their leadership, organizational, and problem solving skills. The advisor also works with the class officers to encourage the spirited involvement of sophomores in school events and activities. For the past several years, the sophomore class has organized the usually annual Winterfest activities. The fundraising focus sophomore year is critical in positioning the class to be in a good situation heading into junior and senior years with respect to staging costly activities such as the prom and graduation-related events.

## PROFESSIONAL RESPONSIBILITIES:

- I. To oversee the accurate and timely deposit and expenditure of funds from the Sophomore class student activities account.
- II. To meet on a regular basis (usually at least every other week) with the class officers to help them organize activities to raise funds for the class.
- III. To coordinate the calendaring of events with the advisors to the SAC, and the Freshman, Junior, and Senior classes.
- IV. To meet occasionally with the entire class to encourage their participation in school activities and events.
- V. To coordinate the logistics (transportation, school facilities use, etc.) of class events with Community Services, custodians, and other district staff members to ensure that events happen smoothly and as designed.
- VI. To communicate with the Principal concerning matters connected to the Sophomore class.
- VII. Other duties as assigned by the Principal.

## TERMS OF EMPLOYMENT:

Twelve months per year with compensation in accordance with the fee structure of the negotiated Cape Elizabeth Education 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 building principal or assistant principal will perform the evaluation.

**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.

Approved: November 9, 2010

# Cape Elizabeth High School FRESHMAN ADVISOR

## QUALIFICATIONS:

- I. Hold a valid state of Maine Criminal History Records Check Approval
- II. CEHS teacher or staff member strongly preferred
- III. An adult with strong organizational and communication skills who has demonstrated ability to work effectively with adolescents

REPORTS TO: Build Principal or Assistant Principal

SUPERVISES: The Freshman Class Advisor supervises the elected freshman class officers to organize fundraising activities and encourage participation in school spirit activities.

JOB GOAL: The goal of the Freshman Class Advisor is to:

- I. Support the class officers in organizing and problem solving related to various fundraising events
- II. Encourage and provide instruction to the class officers towards the development of their leadership, organizational, and problem solving skills

The advisor also works with the class officers to encourage the spirited involvement of freshmen in school events and activities. The fundraising focus freshman year is critical in positioning the class to be in a good situation heading into junior and senior years with respect to staging costly activities such as the prom and graduation-related events.

## PROFESSIONAL RESPONSIBILITIES:

- I. To oversee the accurate and timely deposit and expenditure of funds from the Freshman class student activities account.
- II. To meet on a regular basis (usually at least every other week) with the class officers to help them organize activities to raise funds for the class.
- III. To work with the class officers to encourage their classmates' participation in school activities and events.
- IV. To coordinate the calendaring of events with the advisors to the SAC, and the Sophomore, Junior, and Senior classes.
- V. To meet occasionally with the entire class to encourage their participation in school activities and events.
- VI. To coordinate the logistics (transportation, school facilities use, etc.) of class events with Community Services, custodians, and other district staff members to ensure that events happen smoothly and as designed.
- VII. To communicate with the Principal concerning matters connected to the Freshman class.
- VIII. Other duties assigned by the Principal.

TERMS OF EMPLOYMENT: Per negotiated Cape Elizabeth Education 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 Principal or Assistant Principal will perform the evaluation.

**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.

**APPROVED:** November 9, 2010

# Cape Elizabeth High School GENDER SEXUALITY ALLIANCE ADVISOR

## QUALIFICATIONS:

- I. Hold a valid State of Maine Criminal History Records Check Approval.
- II. CEHS teacher or staff member preferred, with a strong preference for either a social worker or Guidance Counselor certification.
- III. An adult with a strong organizational and communication skills who has a demonstrated ability to build strong, positive, trusting, appropriate relationships with young people and who has an exceptional grounding in understanding the psychology of adolescent development and pressures faced by gay students.

REPORTS TO: Building Principal or Assistant Principal

## SUPERVISES:

The Gender Sexuality Alliance advisor supervises a small group of interested students (usually 4-20) who have identified themselves as gay or who have a strong interest in protecting the safety concerns of gay students in CEHS and the wide Cape Elizabeth community.

## JOB GOAL:

The goal of the Gender Sexuality Alliance is to give voice to the concerns and interests of gay students in Cape Elizabeth High School. The Alliance provides a network of support for gay students, reducing the sense of isolation that they often otherwise feel. The Alliance advocates for the interests of gay students and, as the particular group chooses, may organize educational events for the members of the Alliance or the wider student body to build a sense of acceptance, tolerance, and support. By creating a network of support and acceptance, the Alliance also develops students' sense of self-acceptance, competence, and leadership.

## PROFESSIONAL RESPONSIBILITIES:

- I. To work with interested students to provide a forum of support, safety, and acceptance for gay students in Cape Elizabeth High School.
- II. To meet with students on a regular basis (usually every other week to monthly) to meet the goals of the program.
- III. To communicate with the Principal concerning matters connected to Gender Sexuality Alliance.
- IV. To act as an ambassador to other staff members to build a culture of tolerance, acceptance, awareness, and safety for gay students.
- V. To work with Alliance members to coordinate the logistics of educational or skills development events that address member needs.
- VI. To communicate clearly, as necessary, with parents/guardians and with other members of the staff (custodians, Community Services, teachers, etc.) concerning issues connected to the Gender Sexuality Alliance program.
- VII. To collaborate with other staff members to problem solve around the needs of particular students struggling with gay-straight issues.

VIII. To be available on an as-needed basis to listen to students concerning problems and problem solve with them about issues they are facing. As appropriate, to raise student issues with the SST, RTI team, or other groups to ensure that students' needs are being considered and met.

IX. Other duties assigned by the Principal.

#### TERMS OF EMPLOYMENT:

Twelve months per year with compensation in accordance with the fee structure of the negotiated Cape Elizabeth Education 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 Principal or Assistant Principal will perform the evaluation.

#### 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.

Approved: November 9, 2010



# Cape Elizabeth High School SPEECH TEAM ADVISOR

## QUALIFICATIONS:

- I. Hold a valid state of Maine Criminal History Records Check Approval.
- II. CEHS teacher or staff member strongly preferred.
- III. An adult with strong organizational and communication skills who is familiar with and able to effectively instruct approximately 10-30 team members so that they develop their speaking, writing, and theatrical skills in the various categories of competition from extemporaneous to storytelling to persuasive speaking and many others. The advisor also needs to arrange and coordinate a cadre of volunteer coaches who have expertise in speaking and are able to provide effective instruction and feedback to students.

REPORTS TO: Building Principal or Assistant Principal

## SUPERVISES:

- I. Group of 10-30 individual student members from grades 9-12 during frequent (usually weekly) practices and at competitions during the longest, competitive season of any Maine interscholastic competition.
- II. A cadre of volunteer assistant coaches who are knowledgeable in effective speaking and able to provide effective instructions and feedback to develop individual student skills.

JOB GOAL: To develop individual student skills in effective public speaking and writing in the myriad individual categories of speech competition. The development of public speaking skills is a source of future school and job success, leadership abilities, and confidence in many social and community settings. In addition to individual skill development, the goal of the CEHS speech program is to field a competitive team that leads to team success and pride.

## PROFESSIONAL RESPONSIBILITIES:

- I. To prepare and oversee the Speech Team budget
- II. To coordinate, arrange, oversee, and/or deliver coaching instruction to the team members to develop their individual speaking and writing skills and to prepare them for effective performance in speech competitions
- III. To determine individual student roles in particular speech events and to keep all students moving forward in skill development even though not all students may have a role in each speech competition
- IV. To coordinate and attend the team's regular meetings, which take place usually weekly throughout much of the school year
- V. To communicate with the Principal concerning matters connected to the team
- VI. To attend regional and state meetings, as appropriate and needed, concerning the state competitions
- VII. To organize and coordinate, on an approximately every other year basis, a speech event at Cape Elizabeth High School

VIII. To adjust roles and responsibilities as student skills develop and in light of external factors such as issue of ineligibility and student discipline and student inability to attend certain speech events

IX. To communicate clearly, as necessary, with parents and with other members of the staff (custodians, Community Services, teachers, etc.) concerning issues connected to the team

X. Other duties assigned by the Principal

**TERMS OF EMPLOYMENT:** Twelve months per year with compensation in accordance with the fee structure of the negotiated Cape Elizabeth Education 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 Principal or Assistant Principal will perform the evaluation.

**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.

**APPROVED:** November 9, 2010

# CEHS Jazz Band I Conductor

TITLE: CEHS Jazz Band I Conductor

## QUALIFICATIONS:

- I. Hold a valid State of Maine Criminal History Records Check Approval.
- II. CEHS teacher or staff member preferred.
- III. An adult with a strong background in the theory and literature of the jazz idiom and in conducting successful jazz big bands.

REPORTS TO: Building Principal or Assistant Principal

## SUPERVISES:

- I. The Jazz Band I big band of approximately 12-20 students.
- II. Parent volunteers from the booster who assist with the chaperoning and logistics of performances at jazz festivals in Maine and other New England states.

## JOB GOAL:

The goal of the Jazz Band I is to provide students an experience with playing challenging jazz literature at a high level of performance expectations. Students deepen their skill in the jazz idiom in an ensemble situation, deepen their awareness of musical theory and jazz in American history, develop their individual musical skills, develop their ability to improvise (for soloists), and enhance their ability to work cooperatively with others to produce an excellent artistic product. The teamwork demands required to produce jazz music at a high level is comparable in terms of the level of cooperative work required as one finds on any athletic team.

## PROFESSIONAL RESPONSIBILITIES:

- I. To coordinate the overall jazz program of Cape Elizabeth High School, including the selection of directors for the other jazz bands and combos, the selection and ordering of charts for each group, and the handling of student and family issues that arise from time to time in connection with this demanding school program.
- II. To prepare and oversee the Jazz Band I budget.
- III. To meet on a regular basis (usually every week in the evening from approximately early October until late April) with student jazz band members to work on selected charts.
- IV. To work in small groups and with individuals periodically to develop their general musical and improvisation skills.
- V. To work cooperatively with the Music Boosters to gain their financial and logistical support for the work and performances of the Jazz Band I.
- VI. To work through all logistics (transportation, rehearsal time and space, permission forms etc.) related to Jazz Band I rehearsals and participation in competitions.
- VII. To coordinate the logistics (transportation, school facilities use, etc.) of Jazz Band I events with Community Services, custodians, and other district staff members to ensure that events happen smoothly and as designed.

VIII. To consider the strengths and needs of the student musicians to select appropriate charts to challenge and extend the musical abilities of band members.

IX. To order all music necessary for the group.

X. To communicate with parents/guardians and students, as necessary, to work through problems and circumstances that occur from time to time in an activity involving sustained and intense commitment on the part of many students.

XI. To communicate with the Principal concerning matters connected to the Junior class.

XII. Other duties assigned by the Principal.

#### TERMS OF EMPLOYMENT:

Twelve months per year with compensation in accordance with the fee structure of the negotiated Cape Elizabeth Education 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 Principal or Assistant Principal will perform the evaluation.

#### 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.

Approved: November 9, 2010

# CEHS Jazz Band II Conductor

TITLE: CEHS Jazz Band II Conductor

## QUALIFICATIONS:

- I. Hold a valid State of Maine Criminal History Records Check Approval.
- II. CEHS teacher or staff member preferred.
- III. An adult with a strong background in the theory and literature of the jazz idiom and in conducting successful jazz big bands.

REPORTS TO: Building Principal or Assistant Principal

## SUPERVISES:

- I. The Jazz Band II big band of approximately 12-18 students.
- II. In cooperation with the Jazz Band I conductor, this position involves supervision of parent volunteers from the booster who assist with the chaperoning and logistics of performances at jazz festivals in Maine and other New England states.

## JOB GOAL:

The goal of the Jazz Band II is to provide students an experience with playing challenging jazz literature at a high level of performance expectations, preparing themselves for eventual participation in Jazz Band I. Students deepen their skill in the jazz idiom in an ensemble situation, deepen their awareness of musical theory and jazz in American history, develop their individual musical skills, develop their ability to improvise (for soloists), and enhance their ability to work cooperatively with others to produce an excellent artistic product. The teamwork demands required to produce jazz music at a high level is comparable in terms of the level of cooperative work required as one finds on any athletic team.

## PROFESSIONAL RESPONSIBILITIES:

- I. To prepare and oversee the Jazz Band II budget in consultation with the Jazz Band I conductor.
- II. To meet on a regular basis (usually every week in the evening from approximately early October until late April) with student jazz band members to work on selected charts.
- III. To work in small groups and with individuals periodically to develop their general musical and improvisation skills.
- IV. To work cooperatively with the Jazz Band I conductor and Music Boosters to gain their financial and logistical support for the work and performances of the Jazz Band II.
- V. To work through all logistics (transportation, rehearsal time and space, permission forms etc.) related to Jazz Band II rehearsals and participation in competitions.
- VI. To coordinate the logistics (transportation, school facilities use, etc.) of Jazz Band II events with the Jazz Band I conductor, Community Services, custodians, and other district staff members to ensure that events happen smoothly and as designed.
- VII. To consider the strengths and needs of the student musicians to select appropriate charts in consultation with the Jazz Band I conductor, to challenge and extend the musical abilities of band members.

VIII. To work with the Jazz Band I conductor to see to the ordering of all music necessary for the group.

IX. To communicate with parents/guardians and students, as necessary, to work through problems and circumstances that occur from time to time in an activity involving sustained and intense commitment on the part of many students.

X. To communicate with the Jazz Band I conductor concerning all sensitive student and family issues that arise in connection with Jazz Band II students.

XI. Other duties assigned by the Principal.

#### TERMS OF EMPLOYMENT:

Twelve months per year with compensation in accordance with the fee structure of the negotiated Cape Elizabeth Education 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 Principal or Assistant Principal will perform the evaluation.

#### 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.

Approved: November 9, 2010

# CEHS Jazz Band II Conductor

TITLE: CEHS Jazz Band II Conductor

## QUALIFICATIONS:

- I. Hold a valid State of Maine Criminal History Records Check Approval.
- II. CEHS teacher or staff member preferred.
- III. An adult with a strong background in the theory and literature of the jazz idiom and in conducting successful jazz big bands.

REPORTS TO: Building Principal or Assistant Principal

## SUPERVISES:

- I. The Jazz Band II big band of approximately 12-18 students.
- II. In cooperation with the Jazz Band I conductor, this position involves supervision of parent volunteers from the booster who assist with the chaperoning and logistics of performances at jazz festivals in Maine and other New England states.

## JOB GOAL:

The goal of the Jazz Band II is to provide students an experience with playing challenging jazz literature at a high level of performance expectations, preparing themselves for eventual participation in Jazz Band I. Students deepen their skill in the jazz idiom in an ensemble situation, deepen their awareness of musical theory and jazz in American history, develop their individual musical skills, develop their ability to improvise (for soloists), and enhance their ability to work cooperatively with others to produce an excellent artistic product. The teamwork demands required to produce jazz music at a high level is comparable in terms of the level of cooperative work required as one finds on any athletic team.

## PROFESSIONAL RESPONSIBILITIES:

- I. To prepare and oversee the Jazz Band II budget in consultation with the Jazz Band I conductor.
- II. To meet on a regular basis (usually every week in the evening from approximately early October until late April) with student jazz band members to work on selected charts.
- III. To work in small groups and with individuals periodically to develop their general musical and improvisation skills.
- IV. To work cooperatively with the Jazz Band I conductor and Music Boosters to gain their financial and logistical support for the work and performances of the Jazz Band II.
- V. To work through all logistics (transportation, rehearsal time and space, permission forms etc.) related to Jazz Band II rehearsals and participation in competitions.
- VI. To coordinate the logistics (transportation, school facilities use, etc.) of Jazz Band II events with the Jazz Band I conductor, Community Services, custodians, and other district staff members to ensure that events happen smoothly and as designed.
- VII. To consider the strengths and needs of the student musicians to select appropriate charts in consultation with the Jazz Band I conductor, to challenge and extend the musical abilities of band members.

VIII. To work with the Jazz Band I conductor to see to the ordering of all music necessary for the group.

IX. To communicate with parents/guardians and students, as necessary, to work through problems and circumstances that occur from time to time in an activity involving sustained and intense commitment on the part of many students.

X. To communicate with the Jazz Band I conductor concerning all sensitive student and family issues that arise in connection with Jazz Band II students.

XI. Other duties assigned by the Principal.

#### TERMS OF EMPLOYMENT:

Twelve months per year with compensation in accordance with the fee structure of the negotiated Cape Elizabeth Education 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 Principal or Assistant Principal will perform the evaluation.

#### 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.

Approved: November 9, 2010



# CEHS Jazz Band III Conductor

TITLE: CEHS Jazz Band III Conductor

## QUALIFICATIONS:

- I. Hold a valid State of Maine Criminal History Records Check Approval.
- II. CEHS teacher or staff member preferred.
- III. An adult with a strong background in the theory and literature of the jazz idiom and in conducting successful jazz big bands.

REPORTS TO: Building Principal or Assistant Principal

## SUPERVISES:

- I. The Jazz Band III of approximately 12-18 students.
- II. In cooperation with the Jazz Band I conductor, this position involves supervision of parent volunteers from the booster who assist with the chaperoning and logistics of performances at jazz festivals in Maine and other New England states.

## JOB GOAL:

The goal of the Jazz Band III is to provide students an experience with playing challenging jazz literature at a high level of performance expectations, preparing themselves for eventual participation in Jazz Band I or II. Students are introduced to the big band jazz idiom at a high school level in an ensemble situation, deepen their awareness of musical theory and jazz in American history, develop their individual musical skills, develop their ability to improvise (for soloists), and enhance their ability to work cooperatively with others to produce an excellent artistic product. The teamwork demands required to produce jazz music at a high level is comparable in terms of the level of cooperative work required as one finds on any athletic team.

## PROFESSIONAL RESPONSIBILITIES:

- I. To prepare and oversee the Jazz Band III budget in consultation with the Jazz Band I conductor.
- II. To meet on a regular basis (usually every week in the evening from approximately early October until late April) with student jazz band members to work on selected charts.
- III. To work in small groups and with individuals periodically to develop their general musical and improvisation skills.
- IV. To work cooperatively with the Jazz Band I conductor and Music Boosters to gain their financial and logistical support for the work and performances of the Jazz Band III.
- V. To work through all logistics (transportation, rehearsal time and space, permission forms etc.) related to Jazz Band III rehearsals and participation in competitions.
- VI. To coordinate the logistics (transportation, school facilities use, etc.) of Jazz Band III events with the Jazz Band I conductor, Community Services, custodians, and other district staff members to ensure that events happen smoothly and as designed.

- VII. To consider the strengths and needs of the student musicians to select appropriate charts in consultation with the Jazz Band I conductor, to challenge and extend the musical abilities of band members.
- VIII. To work with the Jazz Band I conductor to see to the ordering of all music necessary for the group.
- IX. To communicate with parents/guardians and students, as necessary, to work through problems and circumstances that occur from time to time in an activity involving sustained and intense commitment on the part of many students.
- X. To communicate with the Jazz Band I conductor concerning all sensitive student and family issues that arise in connection with Jazz Band III students.
- XI. Other duties assigned by the Principal.

#### TERMS OF EMPLOYMENT:

Twelve months per year with compensation in accordance with the fee structure of the negotiated Cape Elizabeth Education 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 Principal or Assistant Principal will perform the evaluation.

#### 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.

Approved: November 9, 2010

# CEHS Jazz Combo I/II Conductor

TITLE: CEHS Jazz Combo I/II Conductor

## QUALIFICATIONS:

- I. Hold a valid State of Maine Criminal History Records Check Approval.
- II. CEHS teacher or staff member preferred.
- III. An adult with a strong background in the theory and literature of the jazz idiom and in conducting successful jazz big bands.

REPORTS TO: Building Principal or Assistant Principal

## SUPERVISES:

- I. The Jazz Band I and II combos of approximately 4-9 students each.
- II. In cooperation with the Jazz Band I conductor, this position involves supervision of parent volunteers from the booster who assist with the chaperoning and logistics of performances at jazz festivals in Maine and other New England states.

## JOB GOAL:

The goal of the Cape Elizabeth Jazz Combos is to provide students an experience with playing challenging jazz small group literature at a high level of performance expectations. The emphasis is on developing students' improvisational skills. Students are introduced to the jazz combo idiom at a high school level in an ensemble situation, deepen their awareness of musical theory and jazz in American history, develop their individual musical skills, develop their ability to improvise (in combos, all participants are soloists), and enhance their ability to work cooperatively with others to produce an excellent artistic product. Indeed, in performances, jazz combos direct themselves; the conductor observes only. The teamwork demands required to produce jazz music at a high level is comparable in terms of the level of cooperative work required as one finds on any athletic team.

## PROFESSIONAL RESPONSIBILITIES:

- I. To prepare and oversee the Jazz Band combo I/II budget in consultation with the Jazz Band I conductor.
- II. To meet on a regular basis (usually every week in the evening from approximately early October until late April) with student jazz band members to work on selected charts.
- III. To work in small groups and with individuals periodically to develop their general musical and improvisation skills.
- IV. To work cooperatively with the Jazz Band I conductor and Music Boosters to gain their financial and logistical support for the work and performances of the Jazz Band combos I/II.
- V. To work through all logistics (transportation, rehearsal time and space, permission forms etc.) related to Jazz Band combo I/II rehearsals and participation in competitions.
- VI. To coordinate the logistics (transportation, school facilities use, etc.) of Jazz Band combo I/II events with the Jazz Band I conductor, Community Services, custodians, and other district staff members to ensure that events happen smoothly and as designed.

- VII. To consider the strengths and needs of the student musicians to select appropriate charts in consultation with the Jazz Band I conductor, to challenge and extend the musical abilities of band members.
- VIII. To work with the Jazz Band I conductor to see to the ordering of all music necessary for the group.
- IX. To communicate with parents/guardians and students, as necessary, to work through problems and circumstances that occur from time to time in an activity involving sustained and intense commitment on the part of many students.
- X. To communicate with the Jazz Band I conductor concerning all sensitive student and family issues that arise in connection with Jazz Band combo I/II students.
- XI. To modify arrangements to adapt them to the needs and talents of the Jazz Combo I/II members.
- XII. Other duties assigned by the Principal.

#### TERMS OF EMPLOYMENT:

Twelve months per year with compensation in accordance with the fee structure of the negotiated Cape Elizabeth Education 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 Principal or Assistant Principal will perform the evaluation.

#### 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.

Approved: November 9, 2010

# Cape Elizabeth High School LITERARY MAGAZINE (The Bartleby)

## QUALIFICATIONS:

- I. Hold a valid State of Maine Criminal History Records Check Approval.
- II. CEHS teacher or staff member preferred.
- III. An adult with a strong organizational and communication skills who is familiar with and able to effectively instruct students in a variety of genres of writing (primarily but not only creative writing such as poetry, short stories, and the like) and able to effectively work with a small group (usually 6-10) of interested students to gather student-created writing and visual work and put together an annual publication of that student work in the "Bartleby".

REPORTS TO: Building Principal or Assistant Principal

## SUPERVISES:

Group of approximately 6-10 students interested in writing, with an emphasis on creative writing, and able to solicit writing and visual work from their fellow students.

## JOB GOAL:

To provide an outlet for publication of creative, student-created work (both literary and visual) to an authentic, varied audience of parents/guardians, students, and community members. By sharing the work, student contributors become more sensitive to the demands of writing and producing for an audience and shaping their voice to match a particular audience. At the same time, the Bartleby provides an outlet for and recognition to students whose talents would in many cases go otherwise unrecognized. The group of students who work closely to assemble the annual "Bartleby" develop editing, design, and composition skills that they can apply in other school, college, and job settings in the future. Their teamwork skills are incidentally enhanced.

## PROFESSIONAL RESPONSIBILITIES:

- I. To oversee the Literally Magazine budget.
- II. To coordinate and advise students during regular (usually every other week) meetings.
- III. To work with the student members to arrange for communication about the Bartleby and for solicitation of student contributions.
- IV. To act as an ambassador for the literary magazine to teachers (particularly English and art teacher) to encourage them to encourage students to submit work for publication in the Bartleby.
- V. To instruct and develop student members' writing, editing, and design skills, and apply those skills to the creation and annual publication of the Bartleby literary magazine.
- VI. To communicate with the Principal concerning matters connected to the Bartleby.
- VII. To communicate clearly, as necessary, with parents/guardians and with other members of the staff (custodians, Community Services, teachers, etc.) concerning issues connected to the literary magazine.

VIII. To coordinate and supervise the logistics (design, assembly, editing, publication, printing, distribution) associated with the annual publication of the Bartleby.

IX. Other duties assigned by the Principal.

**TERMS OF EMPLOYMENT:**

Twelve months per year with compensation in accordance with the fee structure of the negotiated Cape Elizabeth Education 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 Principal or Assistant Principal will perform the evaluation.

**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.

Approved: November 9, 2010

# Cape Elizabeth High School MATH TEAM ADVISOR

## QUALIFICATIONS:

- I. Hold a valid State of Maine Criminal History Records Check Approval.
- II. CEHS teacher or staff member preferred.
- III. An adult with a strong organizational and communication skills who is familiar with and able to effectively instruct approximately 20-45 team participants so that they develop their math skills and who is able to inspire them to work effectively together in a fun, competitive environment that tests students' math skills and ability to perform problems effectively and creatively under pressure.

REPORTS TO: Building Principal or Assistant Principal

## SUPERVISES:

Group of 20-45 individual student team members from grades 9-12 during monthly math meets and smaller groups who may qualify for state or New England competitions in the spring.

## JOB GOAL:

To reinforce and extend math skills in algebra, geometry, advanced algebra, trigonometry, statistics, and pre-calculus that are taught in CEHS's math classrooms. The advisor also develops students' abilities to apply those skills in an environment that requires students to analyze problems quickly, selecting an appropriate problem-solving approach when some problems can be approached and solved in a variety of ways. Participation in the math team should be fun and competitive, reinforcing math skills and, more significantly, developing students' creative, problem-solving abilities that will benefit them in their lives beyond math.

## PROFESSIONAL RESPONSIBILITIES:

- I. To oversee the Math Team budget.
- II. To make materials and coaching available to students on a monthly basis to help them prepare for the types of problems that will be the focus of the upcoming math event.
- III. To assign individual students to appropriate roles on the multiple CEHS teams that participate at each meet, balancing the twin goals of individual skill development and team competitiveness,
- IV. To act as an ambassador for the team to other CEHS math teachers, encouraging them to encourage students to participate in math team competitions.
- V. To communicate with the Principal concerning matters connected to the team.
- VI. To attend regional and state meetings, as appropriate and needed, concerning the state and New England math competitions.
- VII. To organize and coordinate an annual regional math meet at Cape Elizabeth High School.

- VIII. To adjust roles and responsibilities as student skills develop and in light of external factors such as issue of ineligibility and student discipline and student inability to attend certain math team events.
- IX. To arrange and coordinate for appropriate logistics (travel, communication, etc.) and adult supervision of team members who are invited to attend state and New England math competitions.
- X. To communicate clearly, as necessary, with parents/guardians and with other members of the staff (custodians, Community Services, teachers, etc.) concerning issues connected to the team.
- XI. Other duties assigned by the Principal.

**TERMS OF EMPLOYMENT:**

Twelve months per year with compensation in accordance with the fee structure of the negotiated Cape Elizabeth Education 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 Principal or Assistant Principal will perform the evaluation.

**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.

Approved: November 9, 2010



# Mock Trial Advisor

TITLE: Mock Trial Advisor

## QUALIFICATIONS:

- I. Hold a valid State of Maine Criminal History Records Check Approval.
- II. CEHS teacher or staff member preferred with strong communication and organizational skills.

REPORTS TO: Building Principal

## SUPERVISES:

## JOB GOAL:

To coach and train the student members of the Mock Trial team to well represent themselves and CEHS in the statewide mock trial competition.

## PROFESSIONAL RESPONSIBILITIES:

- I. To prepare and oversee the Mock Trial budget.
- II. To coordinate, arrange, oversee, and/or deliver coaching instruction to the team members to prepare them for the state competition.
- III. To coordinate and attend the team's regular meetings.
- IV. To communicate with the Principal concerning matters connected to the team.
- V. To attend regional and state meetings, as appropriate and needed, concerning the state mock trial competition.
- VI. To communicate clearly with other members of the staff (custodians, community services, teachers, etc.) concerning issues connected to the team.
- VII. Other duties assigned by the Principal.

## TERMS OF EMPLOYMENT:

Twelve months per year with compensation in accordance with the fee structure of the negotiated Cape Elizabeth Education 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 Principal or Assistant Principal will perform the evaluation.

## 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.

Approved: November 9, 2010

# Cape Elizabeth High School NATURAL HELPERS

## QUALIFICATIONS:

- I. Hold a valid State of Maine Criminal History Records Check Approval.
- II. CEHS teacher or staff member strongly preferred.
- III. An adult with strong organizational and communications skills who has a demonstrated ability to build strong, positive, trusting, appropriate relationships with young people and who has an exceptional grounding in understanding the psychology of adolescent development and pressures faced by developing adolescents.

REPORTS TO: Building Principal or Assistant Principal

## SUPERVISES:

Group of approximately 15 students in grades 9-12 selected by their peers as positive role models with strong, empathetic listening skills who serve to help peers think through difficult, risky decisions and to channel information to helping adults.

## JOB GOAL:

The goal of the Natural Helpers program is to serve as a peer channel to help students who themselves or whose friends are faced with difficult decisions involving sexuality, substance use and abuse, dating relationships, and other “red flag” behaviors. The program takes students who are identified as trusted peers with strong, empathetic listening skills and provides training through Day One program to enhance those skills even further so that they can assist their peers in thinking through difficult situations and decisions and channel concerns to adults who follow a tested protocol for addressing “red flag” behaviors. In the course of the Natural Helpers training and the day-to-day Natural Helpers activities, students’ leadership and communication skills are developed, which are vital skills in many other settings, including leadership positions in the future.

## PROFESSIONAL RESPONSIBILITIES:

- I. To prepare and oversee the Natural Helpers budget.
- II. To work with the Principal in gathering and sharing data related to the activities of the Natural Helpers in connection with an annual federal grant application that helps fund the Natural Helpers program.
- III. To coordinate and advise students during regular (usually every other week) meetings.
- IV. To be available to Natural Helpers on an as-needed basis to listen to concerns that have come to their attention and problem-solve with the students regarding how to channel those concerns in a way most likely to gain cooperation from the students needing help.
- V. To debrief Natural Helpers concerning how they have handled difficult situations and further develop student skills and help them to think through options that they have in facing difficult situations.
- VI. To coordinate all logistics regarding the annual “blind” Natural Helpers identification and selection process and regarding the annual training Day One.
- VII. To attend the annual Day One overnight training for Natural Helpers.
- VIII. To communicate with staff members on a regular basis concerning the operations of the Natural Helpers program and build staff understanding and support of the program.

- IX. To communicate with the Principal concerning matters connected to the Natural Helpers program.
- X. To communicate clearly, as necessary, with parents/guardians and with other members of the staff (custodians, community services, teachers, etc.) concerning issues connected to the Natural Helpers program.
- XI. Other duties assigned by the Principal.

TERMS OF EMPLOYMENT:

Twelve months per year with compensation in accordance with the fee structure of the negotiated Cape Elizabeth Education 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 Principal or Assistant Principal will perform the evaluation.

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.

Approved: November 9, 2010

# Cape Elizabeth High School ROBOTICS TEAM ADVISOR

## QUALIFICATIONS:

- I. Hold a valid State of Maine Criminal History Records Check Approval.
- II. CEHS teacher or staff member strongly preferred.
- III. An adult with strong organizational and communications skills who is familiar with and able to effectively instruct approximately 6-12 team participants so that they develop their robotics and problem-solving skills and who is able to inspire them to work effectively together in a fun, competitive environment that tests students' robotics and problem solving skills and ability to perform problems effectively and creatively under pressure.

REPORTS TO: Building Principal or Assistant Principal

## SUPERVISES:

Group of 6-12 individual student team members from grades 9-12 at practices and during robotics competitions as the school budget permits. Depending on how this position evolves, the task may also involve supervision of high school students working with Middle School students to assist them to develop robotics-related skills..

## JOB GOAL:

To reinforce and extend robotics skills and knowledge including mechanical, software programming, and general creative thinking and problem solving. The advisor also develops students' abilities to apply those skills in an environment that requires students to analyze challenging problems, selecting an appropriate problem-solving approach when some problems can be approached and solved in a variety of ways. There is particular emphasis in Robotics in teaching students to work collaboratively and to apply systematic, engineering-like approaches to thinking through problems and weighing possible solutions. Another important goal, which is still evolving, is helping high school students develop the skills to deliver instruction and support to Middle School students who are working on the Middle School Robotics team.

## PROFESSIONAL RESPONSIBILITIES:

- I. To prepare and oversee the Robotics budget.
- II. To coordinate and instruct students during regular meetings.
- III. To develop a network of robotics specialists and engineers who can share their skills and knowledge with our Robotics students.
- IV. To assign individual students to appropriate roles to students on the collaborative Robotics teams, balancing the twin goals of individual skill development and team competitiveness.
- V. To act as an ambassador for the team to CEHS science and technology teachers, encouraging them to encourage students to participate in Robotics team competitions.
- VI. To adjust roles and responsibilities as student skills develop and in light of external factors such as issues of ineligibility and student discipline and student inability to attend certain Robotics events.

- VII. To arrange and coordinate the logistics (travel, permission forms, communication, etc.) associated with attendance at Robotics competitions.
- VIII. To communicate clearly, as necessary, with parents/guardians and with other members of the staff (custodians, community services, teachers, etc.) concerning issues connected to the team.
- IX. Other duties assigned by the Principal.

**TERMS OF EMPLOYMENT:**

Twelve months per year with compensation in accordance with the fee structure of the negotiated Cape Elizabeth Education 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 Principal or Assistant Principal will perform the evaluation.

**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.

Approved: November 9, 2010

# Cape Elizabeth High School SCIENCE TEAM ADVISOR

## QUALIFICATIONS:

- I. Hold a valid State of Maine Criminal History Records Check Approval.
- II. CEHS teacher or staff member strongly preferred.
- III. An adult with strong organizational and communications skills who is familiar with and able to effectively instruct approximately 10-25 team participants so that they develop their science and problem solving skills and who is able to inspire them to work effectively together in a fun, competitive environment that tests students' science and problem solving skills and ability to perform problem effectively and creatively under pressure.

REPORTS TO: Building Principal or Assistant Principal

## SUPERVISES:

Group of 10-25 individual student team members from grades 9-12 during science competitions as the school budget permits including the Maine Science Olympiad at a minimum and additional, usually monthly North Shore Science League competitions..

## JOB GOAL:

To reinforce and extend science skills and knowledge in physics, chemistry, biology, earth science, astronomy, environmental science, and engineering that are taught in CEHS's science classrooms. The advisor also develops students' abilities to apply those skills in an environment that requires students to analyze challenging problems, selecting an appropriate problem-solving approach when some problems can be approached and solved in a variety of ways. Some events require students to solve knowledge and hands-on problems in an improvised way when they are confronted with problems for the first time at competitions. Participation in the science team should be both fun and competitive, reinforcing science and problem solving skills and, just as significantly, developing students' thinking and creative, problem solving abilities that will benefit them in their lives beyond high school and outside of science.

## PROFESSIONAL RESPONSIBILITIES:

- I. To prepare and oversee the Science team budget.
- II. To coordinate and instruct students during regular (usually every other week or monthly, depending on the time of year, with more frequent meetings usually required before the Maine Science Olympiad) meetings.
- III. To assign individual students to appropriate roles in the various categories of competition depending on the coach's assessment of the individual students' strengths and interests, balancing the twin goals of individual skill development and team competitiveness.
- IV. To act as an ambassador for the team to other CEHS science teachers, encouraging them to encourage students to participate in science team competitions.
- V. To attend league and state meetings, as appropriate and needed, concerning the Maine Science Olympiad and North Shore Science League competitions.

- VI. To devise and share proposals for the problems to be included in North Shore Science League competitions, as expected and based on the needs of the league.
- VII. To adjust roles and responsibilities as student skills develop and in light of external factors such as issues of ineligibility and student discipline and student inability to attend certain science team events.
- VIII. To arrange and coordinate the logistics (travel, permission forms, communication, etc.) associated with attendance at science competitions.
- IX. To communicate clearly, as necessary, with parents/guardians and with other members of the staff (custodians, community services, teachers, etc.) concerning issues connected to the team.
- X. Other duties assigned by the Principal.

#### TERMS OF EMPLOYMENT:

Twelve months per year with compensation in accordance with the fee structure of the negotiated Cape Elizabeth Education 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 Principal or Assistant Principal will perform the evaluation.

#### 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.

Approved: November 9, 2010



# Drama - Fall Performance Director

TITLE: Drama - Fall Performance Director

## QUALIFICATIONS:

- I. Hold a valid State of Maine Criminal History Records Check Approval.
- II. CEHS teacher or staff member preferred.
- III. An adult with strong background in directing large ensemble theater with cast members of all ages and knowledge and expertise in all of the support, behind the scenes tasks including costuming, technical theater, etc.

REPORTS TO: Building Principal or Assistant Principal

## SUPERVISES:

- I. A theater ensemble of 75-100 young people of a variety of ages.
- II. A cadre of other theater staff, including the Tech director, Music director, and Theater Assistant.

## JOB GOAL:

The goal of the Drama - Fall Performance director is to supervise all aspects of the production of a large ensemble production, which is often but not always a musical. Individual cast members will develop their own theatrical skills and learn to work in cooperation with a large ensemble towards the creation of an excellent theatrical production. The support crew members will develop their own skills in lighting, costuming, and technical production. A byproduct of working on a project of this magnitude is the development of general teamwork skills, confidence, and an understanding of what it means to create something excellent.

## PROFESSIONAL RESPONSIBILITIES:

- I. To prepare and oversee the extracurricular theater budget, including an accurate accounting of all ticket revenues and expenditures from the theater Student Activities account.
- II. To meet on a virtually daily basis, after school and during weekends, from approximately mid-September to the end of November in rehearsal, developing individual student skills and ensemble quality.
- III. To work through all logistics (transportation, rehearsal time and space, purchasing, equipment needs, rental of score and play, program creation and publication, etc.) related to the fall theater, large ensemble production.
- IV. To coordinate the logistics (transportation, school facilities use, etc.) with Community Services, custodians, and other district staff members to ensure that events happen smoothly and as designed.
- V. To coordinate all work with the Theater Assistant, Music Director, and Tech Director towards the creation of the fall production.
- VI. To consider the strengths and needs of the student cast and crew to select appropriate productions, in consultation with the Theater Council, to challenge and extend the abilities of ensemble members.
- VII. To communicate with parents and students, as necessary, to work through problems and circumstances that occur from time to time in an activity involving sustained and intense commitment on the part of many students, absences, and the impact of eligibility policies and rules.
- VIII. Other duties assigned by the Principal.

#### TERMS OF EMPLOYMENT:

Twelve months per year with compensation in accordance with the fee structure of the negotiated Cape Elizabeth Education 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 Principal or Assistant Principal will perform the evaluation.

#### 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.

Approved: November 9, 2010

# Drama - Spring Performance Director

TITLE: Drama - Spring Performance Director

## QUALIFICATIONS:

- I. Hold a valid State of Maine Criminal History Records Check Approval.
- II. CEHS teacher or staff member preferred.
- III. An adult with a strong background in directing small ensemble theater with cast members of all ages and knowledge and expertise in all of the support, behind the scenes tasks including costuming, technical theater, etc.

REPORTS TO: Building Principal or Assistant Principal

## SUPERVISES:

- I. A theater ensemble of 20-50 young people of High School age.
- II. A cadre of other theater staff, including the Tech director, and Theater Assistant.

## JOB GOAL:

The goal of the Drama - Spring Performance director position is to supervise all aspects of the production of a small ensemble production. Individual cast members will develop their own theatrical skills and learn to work in cooperation with a medium ensemble towards the creation of an excellent theatrical production. The support crew members will develop their own skills in lighting, costuming, and technical production. A byproduct of working on a project of this magnitude is the development of general teamwork skills, confidence, and an understanding of what it means to create something excellent.

## PROFESSIONAL RESPONSIBILITIES:

- I. To prepare and oversee the extracurricular theater budget, including an accurate accounting of all ticket revenues and expenditures from the theater Student Activities account.
- II. To meet on a virtually daily basis, after school and during weekends, from approximately early April to late May in rehearsal, developing individual student skills and ensemble quality.
- III. To work through all logistics (transportation, rehearsal time and space, purchasing, equipment needs, rental of score and play, program creation and publication, etc.) related to the fall theater, large ensemble production.
- IV. To coordinate the logistics (transportation, school facilities use, etc.) with Community Services, custodians, and other district staff members to ensure that events happen smoothly and as designed.
- V. To coordinate all work with the Theater Assistant and Tech Director towards the creation of the spring production.
- VI. To consider the strengths and needs of the student cast and crew to select appropriate productions, in consultation with the Theater Council, to challenge and extend the abilities of ensemble members.
- VII. To communicate with parents and students, as necessary, to work through problems and circumstances that occur from time to time in an activity involving sustained and intense commitment on the part of many students, absences, and the impact of eligibility policies and rules.
- VIII. Other duties assigned by the Principal.

#### TERMS OF EMPLOYMENT:

Twelve months per year with compensation in accordance with the fee structure of the negotiated Cape Elizabeth Education 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 Principal or Assistant Principal will perform the evaluation.

#### 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.

Approved: November 9, 2010

# Drama - Theater Class Productions Director

TITLE: Drama - Theater Class Productions Director

## QUALIFICATIONS:

- I. Hold a valid State of Maine Criminal History Records Check Approval.
- II. CEHS teacher or staff member preferred.
- III. An adult with a strong background in directing small ensemble theater with cast members of all ages and knowledge and expertise in all of the support, behind the scenes tasks including costuming, technical theater, etc.

REPORTS TO: Building Principal or Assistant Principal

## SUPERVISES:

- I. A theater ensemble of 20-40 young people of High School age, many of whom are class members in one of the theater classes offered in the CEHS schedule.
- II. A cadre of other theater staff, including the Tech director, and Theater Assistant.

## JOB GOAL:

The goal of the Drama - Theater Class Performance director position is to supervise all aspects of the production of a small ensemble production for performance in the Maine Theater (One Act) Festival competition. Individual cast members will develop their own theatrical skills and learn to work in cooperation with a small ensemble towards the creation of an excellent theatrical production. The support crew members will develop their own skills in lighting, costuming, and technical production. A byproduct of working on a project of this magnitude is the development of general teamwork skills, confidence, and an understanding of what it means to create something excellent.

## PROFESSIONAL RESPONSIBILITIES:

- I. To prepare and oversee the extracurricular theater budget, including an accurate accounting of all ticket revenues and expenditures from the theater Student Activities account.
- II. To meet on a virtually daily basis, after school and during weekends, from approximately early January to the middle of March in rehearsal, developing individual student skills and ensemble quality.
- III. To work through all logistics (transportation, rehearsal time and space, purchasing, equipment needs, rental of score and play, program creation and publication, etc.) related to the winter theater, small ensemble One Act production and related to the transportation of the production to other high school theaters in the Maine One Act Festival.
- IV. To coordinate the logistics (transportation, school facilities use, etc.) with Community Services, custodians, and other district staff members to ensure that events happen smoothly and as designed.
- V. To coordinate all work with the Theater Assistant and Tech Director towards the creation of the One Act production.
- VI. To consider the strengths and needs of the student cast and crew to select appropriate productions, in consultation with the Theater Council, to challenge and extend the abilities of ensemble members.

VII. To communicate with parents and students, as necessary, to work through problems and circumstances that occur from time to time in an activity involving sustained and intense commitment on the part of many students, absences, and the impact of eligibility policies and rules.

VIII. Other duties assigned by the Principal.

#### TERMS OF EMPLOYMENT:

Twelve months per year with compensation in accordance with the fee structure of the negotiated Cape Elizabeth Education 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 Principal or Assistant Principal will perform the evaluation.

#### NOTE:

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Approved: November 9, 2010

# Musical Director for Musical

TITLE: Musical Director for Musical

## QUALIFICATIONS:

- I. Hold a valid State of Maine Criminal History Records Check Approval.
- II. CEHS teacher or staff member preferred.
- III. An adult with a strong organizational and communication skills and a strong background and skill set connected with the musical aspect of theater productions.

REPORTS TO: Building Principal or Assistant Principal

## SUPERVISES:

Approximately 5-10 students and parent volunteers involved in the musical aspect of Cape Elizabeth High School's musical theater productions.

## JOB GOAL:

The goal of the Musical Director is to support the musical needs of Cape Elizabeth High School's musical theater productions. The Musical Director develops the individual musical, small ensemble skills of the pit band members, involving individual members in musical decisions as appropriate to their background and skill level. The pit band members gain an appreciation for the complexities of being part of a complex production and pride and confidence in their own abilities.

## PROFESSIONAL RESPONSIBILITIES:

- I. In collaboration with the Theater Director, to plan for and implement the musical aspects of the various theater productions, including rehearsing with the pit band members, developing their musical skills, and consulting with the Theater Director.
- II. To recruit students who can fill the various musical needs for a particular production.
- III. To study and practice the musical score in preparation for rehearsals and productions and their own musical role in the pit band.
- IV. To attend theater rehearsals as requested by the Director to fit the needs of a particular production. In general, this involvement will entail at least 2-3 rehearsals per week from mid-September until late November.
- V. To plan for and address the musical amplification needs for the pit band to support the musical theater productions of Cape Elizabeth High School.
- VI. Other duties assigned by the Principal.

## TERMS OF EMPLOYMENT:

Twelve months per year with compensation in accordance with the fee structure of the negotiated Cape Elizabeth Education 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 Principal or Assistant Principal will perform the evaluation.

NOTE:

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Approved: November 9, 2010



# National Honor Society Advisor

TITLE: National Honor Society Advisor

## QUALIFICATIONS:

- I. Hold a valid State of Maine Criminal History Records Check Approval.
- II. CEHS staff teacher or equivalent professional.

REPORTS TO: Building Principal

## SUPERVISES:

## JOB GOAL:

To coordinate and organize an active, high quality NHS organization in conformity with the goals and mission of the National NHS organization.

## PROFESSIONAL RESPONSIBILITIES:

- I. Meet with National Honor Society members on a regular basis to coordinate activities, including fundraising, charitable, and tutoring.
- II. Be responsible for and oversee the member selection process in conformity with the national and local organization rules.
- III. Handle all questions and communications related to the selection process.
- IV. Organize and coordinate the annual induction ceremony.
- V. Other duties assigned by the Principal.

## TERMS OF EMPLOYMENT:

Twelve months per year with compensation in accordance with the fee structure of the negotiated Cape Elizabeth Education 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 Principal or Assistant Principal will perform the evaluation.

## NOTE:

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Approved: November 9, 2010

# Student Advisory Council Advisor

TITLE: CEHS Student Advisory Council (Student Government) Advisor

## QUALIFICATIONS:

- I. Hold a valid State of Maine Criminal History Records Check Approval.
- II. CEHS teacher or staff member strongly preferred.
- III. An adult with strong organizational and communications skills who is familiar with and able to effectively instruct approximately 20 elected student representatives so that they develop their leadership and problem solving skills, as applied to various school issues. The advisor is also able to inspire them to work effectively together in a productive, collaborative way so that CEHS's student government has a voice at the table shaping CEHS's culture in a positive way that is perceived by students as providing an important and effective outlet.

REPORTS TO: Building Principal or Assistant Principal

## SUPERVISES:

Group of approximately 20 elected student representatives from grades 9-12 and a smaller core group of elected officers who shape the agenda and direction of the group in a concerted, effective way.

## JOB GOAL:

To provide an effective outlet for CEHS's students to shape their school culture in a positive and constructive way through an effective process that tackles school issues of interest to students and engages students in a consideration of varied points of views held by students, teachers, school staff, and administrators. Participation in student government will help develop students' leadership and communication skills and introduce them to ways that groups work together effectively to identify problems, consider solutions, determine solutions, and communicate to varied audiences with different perspectives and roles within the school. SAC participation will enhance skills that are central to effective leadership and citizenship in a wide variety of contexts outside school.

## PROFESSIONAL RESPONSIBILITIES:

- I. To prepare and oversee the SAC budget.
- II. To coordinate and advise students during regular (usually every other week or monthly) meetings.
- III. To meet on a regular (usually at least every other week) basis with the executive group of officers to plan agendas and meetings.
- IV. To develop and/or follow a process described in a constitution that guides the SAC process; to ensure that the constitution is understood by all SAC members and that there is a process in place to regularly review and consider amendments to the constitution.
- V. To develop student individual communication and leadership skills and group collaboration skills that are essential and effective problem solving.
- VI. To communicate with the Principal concerning matters connected to the SAC.
- VII. To attend regional and statewide student government meetings, as available and appropriate and as funds permit.
- VIII. To oversee and coordinate elections of representatives to the SAC to ensure that the prescribed and fair process is followed, free of flaws that undermine the credibility of the SAC.

IX. To communicate clearly, as necessary, with parents/guardians and with other members of the staff (custodians, community services, teachers, etc.) concerning issues connected to the team.

X. Other duties assigned by the Principal.

#### TERMS OF EMPLOYMENT:

Twelve months per year with compensation in accordance with the fee structure of the negotiated Cape Elizabeth Education 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 Principal or Assistant Principal will perform the evaluation.

#### NOTE:

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Approved: November 9, 2010

# Technical Director for Theater

TITLE: Technical Director for Theater

## QUALIFICATIONS:

- I. Hold a valid State of Maine Criminal History Records Check Approval.
- II. CEHS teacher or staff member preferred.
- III. An adult with a strong organizational and communication skills and a strong background and skill set connected with the technical/set design aspect of theater productions.

REPORTS TO: Building Principal or Assistant Principal

## SUPERVISES:

Approximately 5-10 students and parent volunteers involved in the technical/set design aspect of Cape Elizabeth High School's technical/set design theater productions.

## JOB GOAL:

The goal of the Technical Director is to support the set design needs of Cape Elizabeth High School's musical theater productions. The Technical Director develops the individual creative and technical skills of the tech crew, involving individual members in set design decisions as appropriate to their background and skill level. The tech crew gains an appreciation for the complexities of being part of a complex production and pride and confidence in their own abilities. Many members of the tech crew are students who are often not involved in multiple school activities so their successful work on the tech crew is an important source of pride, self confidence, and sense of competence.

## PROFESSIONAL RESPONSIBILITIES:

- I. In collaboration with the Theater Director, to plan for and implement the set design aspects of the various theater productions, including the creative planning for sets, manufacturing of sets, and the taking up and putting down of sets before and during theatrical productions.
- II. To recruit students who can fill the various set design needs for a particular production.
- III. To develop the necessary technical and creative skills in those students to successfully meet the set design challenges of each theater production.
- IV. To study and practice the play in preparation for rehearsals and productions and their own role in the production.
- V. To study the set design of other theater productions, including productions of the plays that are being produced by the Cape Elizabeth High School theater program.
- VI. To attend theater rehearsals as requested by the Director to fit the needs of a particular production. In general, this involvement will entail at least 2-3 rehearsals per week from mid-September until late November. Set design will also entail many weekend and weekday hours for construction of sets outside of and in addition to rehearsal time.
- VII. Other duties assigned by the Principal.

## TERMS OF EMPLOYMENT:

Twelve months per year with compensation in accordance with the fee structure of the negotiated Cape Elizabeth Education 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 Principal or Assistant Principal will perform the evaluation.

#### NOTE:

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Approved: November 9, 2010

# Theater Manager

TITLE: Theater Manager

## QUALIFICATIONS:

- I. Hold a valid State of Maine Criminal History Records Check Approval.
- II. CEHS teacher or staff member preferred.
- III. An adult with a strong background in directing small ensemble theater with cast members of all ages and knowledge and expertise in all of the support, behind the scenes tasks including costuming, technical theater, etc.

REPORTS TO: Building Principal or Assistant Principal

## SUPERVISES:

Custodians and maintenance staff in the actual upkeep and cleaning of the auditorium facility, although the priority of that work is determined by the Principal, Maintenance, and Community Services Director in consultation with the Theater Manager.

## JOB GOAL:

The goal of the Theater Manager is, in consultation with the Principal and Community Services Director, to coordinate a calendar of events related to the use of the Cape Elizabeth High School Auditorium. The Theater Manager also is responsible for the overall upkeep of the physical plant of the auditorium, including lighting, other equipment, curtains, and electrical. The Theater Manager coordinates equipment purchases and works cooperatively with the Maintenance Director and Community Services Director to perform long-term planning for the physical plant of the auditorium.

## PROFESSIONAL RESPONSIBILITIES:

- I. To prepare and oversee the purchase of lighting and other equipment needed to support the utility of the auditorium for its varied uses, including the theater productions held in the venue.
- II. To work with the Maintenance Director, Community Services Director, and Principal in long term planning for the physical needs of the auditorium.
- III. To plan and oversee the expenditures of the Equipment and Equipment Repairs accounts in the theater budget and the portions of the Maintenance budget, in cooperation with the Maintenance Director, targeted at auditorium upkeep and improvement.
- IV. To schedule all uses of the auditorium in cooperation with the Principal, Community Services Director, and Maintenance Director.
- V. Other duties assigned by the Principal.

## TERMS OF EMPLOYMENT:

Twelve months per year with compensation in accordance with the fee structure of the negotiated Cape Elizabeth Education 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 Principal or Assistant Principal will perform the evaluation.

NOTE:

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Approved: November 9, 2010

# Theater Assistant

TITLE: Theater Assistant

## QUALIFICATIONS:

- I. Hold a valid State of Maine Criminal History Records Check Approval.
- II. CEHS teacher or staff member preferred.
- III. An adult with a strong organizational and communication skills and a strong background and skill set connected with the costuming aspect of theater productions.

REPORTS TO: Building Principal or Assistant Principal

## SUPERVISES:

Approximately 5-10 students and parent volunteers involved in the costuming aspect of Cape Elizabeth High School's theater productions.

## JOB GOAL:

The goal of the Theater Assistant is to support the costuming needs of Cape Elizabeth High School's theater productions. The Theater Assistant develops the individual skills of the costuming crew involving individual crew members in costuming decisions as appropriate to their background and skill level. The costuming crew gains an appreciation for the complexities of being part of a complex production and gains pride and confidence in their own abilities. Many times, costuming student crew members are students who are not frequently involved in other school activities so that their role in this aspect of the theater production is critical to their self-worth and contribution.

## PROFESSIONAL RESPONSIBILITIES:

- I. In collaboration with the Theater Director, to plan for and implement the costuming needs of the various theater productions, including scrounging or purchasing materials, developing student technical skills (sewing, etc.) related to costuming.
- II. To organize the costume archives of the theater department in accordance with the needs of the department and safety codes.
- III. Other duties assigned by the Principal.

## TERMS OF EMPLOYMENT:

Twelve months per year with compensation in accordance with the fee structure of the negotiated Cape Elizabeth Education 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 Principal or Assistant Principal will perform the evaluation.

## NOTE:



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Approved: November 9, 2010

# Visual Arts Club Advisor

TITLE: Visual Arts Club Advisor (1st Semester or 2nd Semester)

## QUALIFICATIONS:

- I. Hold a valid State of Maine Criminal History Records Check Approval.
- II. CEHS teacher or staff member strongly preferred.
- III. An adult with strong organizational and communications skills who has strong skills in the visual arts or crafts and has demonstrated strong ability to instruct and enhance students' abilities in a visual art or craft that artistically-inclined students are not able to develop within the CEHS visual arts program.

REPORTS TO: Building Principal or Assistant Principal

## SUPERVISES:

The Visual Arts Club advisor(s) supervises two separate groups of students, one group of 6-10 students meeting semester one, and another group 6-10 students meeting semester two.

## JOB GOAL:

The goal of the Visual Arts program is to introduce a small group of artistically-inclined and interested students to visual arts or craft skills that are typically outside or beyond the range of skills taught in our visual arts curriculum. For example, students have typically been introduced to such skills as jewelry making taught by a professional jewelry maker or a specialized form of ceramics that extends student skills beyond what is taught in our ceramics classes. The Visual Arts program develops practical skills that could be sources of income in the future and introduces students to standards of artistic excellence and to techniques that are prevalent in the professional arts and craft world. The Visual Arts club typically attracts students who are passionate about art and who are often not extensively involved in other school activities, thereby providing a forum of skills development and recognition that are otherwise lacking for these students.

## PROFESSIONAL RESPONSIBILITIES:

- I. To prepare and oversee the Visual Arts budget.
- II. To work with the school's arts teachers to coordinate the use of facilities, storage of supplies, and logistical issues as necessary.
- III. To meet with students on a regular (usually every other week to monthly) basis to provide oversight, instruction, and feedback in an artistic skill of interest that has application in the arts and crafts community.
- IV. To communicate with the Principal concerning matters connected to the Visual Arts club.
- V. To communicate clearly, as necessary, with parents and with other members of the staff (custodians, community services, teachers, etc.) concerning issues connected to the Visual Arts club program.
- VI. Other duties assigned by the Principal.

## TERMS OF EMPLOYMENT:

Twelve months per year with compensation in accordance with the fee structure of the negotiated Cape Elizabeth Education 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 Principal or Assistant Principal will perform the evaluation.

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.

Approved: November 9, 2010