

# PROFESSIONAL STAFF

teachers, school counselors, nurse, etc.

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# Achievement Center Coordinator

TITLE: Achievement Center Coordinator & Technology Integrator

## QUALIFICATIONS:

- I. Education/Certification: Hold or be eligible to obtain a Maine Department of Education certification. Hold a valid State of Maine Criminal History Records Check Approval.
- II. Special Knowledge/Skills:
  - I. Experience working with high school students and teachers preferred.
  - II. Ability to communicate verbally and in writing.
  - III. Ability to work effectively with adults who have many different experiences, attitudes, and skill levels with respect to technology to support them with the integration of technology in classroom instruction.
  - IV. Active and empathetic listening - giving full attention to what others are saying and taking time to understand and empathize before offering solutions.
  - V. Time management and prioritization - managing one's own time and setting priorities effectively.
  - VI. Clarity and simplicity in explanation - communicating clearly and adjusting the message so that it is clear to different end users of technology.
  - VII. Customer and personal service - knowledge of principles and processes for providing customer and personal services. This includes customer needs assessment, meeting quality standards for services, and evaluation of customer satisfaction.
- VIII. Ability to work effectively and collaboratively with adults and adolescents.
  - IX. Ability to work independently in solving problems.
  - X. Strong organizational skills.
  - XI. Knowledge of basic computer networking concepts.
  - XII. Ability to communicate a big picture vision and manage details (project management skills).
  - XIII. Knowledge of multiple Operating Systems.
  - XIV. Knowledge of basic computer hardware.
  - XV. Knowledge of basic computer printing devices.
  - XVI. Troubleshooting technology problems and challenges.
  - XVII. Coaching and mentoring skills.
  - XVIII. Knowledge of various software packages and ability to learn new apps and applications quickly.
- III. Experience: Demonstrated aptitude or competence for successful fulfillment of assigned performance responsibilities.

REPORTS TO: High School Principal and Director of Educational Technology

## JOB GOAL:

To provide general oversight concerning the coordination of the High School Achievement Center to support student learning, including basic troubleshooting of the technology included in the Center; to supervise the work of the Achievement Center Coordinator Assistant who had day-to-day responsibility for the operation of the Achievement Center; and to work with the Library and Information Technology Specialist and the members of the technology team on a day-to-day basis to support the integration of technology into classroom instruction.

## PERFORMANCE RESPONSIBILITIES:

The Achievement Center Coordinator aspect of this role is an oversight and supervision role, not a role in day-to-day operations of the Center and includes but is not limited to, the following:

- I. Provide basic technical support for Center software and associated hardware. Work with vendor to solve issues that arise regarding that software and schedule any necessary professional training under the terms of contract.
- II. Oversee in a general way the organization and coordination of the Center staff (including volunteer staff) so that the Achievement Center best serves the needs of students.
- III. To act as the lead ambassador and advocate for the Achievement Center with students, staff, and the community.
- IV. To provide the supervision and oversight necessary to support and evaluate the Achievement Center Coordinator Assistant who is assigned responsibility for the day-to-day operations of the Achievement Center.
- V. 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.
- VI. Other responsibilities consistent with the successful implementation and operation of the Achievement Center as identified by the Principal.

The duties regarding support for the integration of technology into classroom instruction are the day-to-day primary duties of this position and include but are not limited to the following:

- I. To work as an integral member of the technology staff, including attendance at technology staff meetings and coordination with the efforts of other staff in the Cape Elizabeth schools involved in supporting technology integration with other schools.
- II. To support, coach, and mentor teachers in the integration of technology in instruction in Cape Elizabeth High School,
- III. To work with the Library and Instructional Technology Specialist to provide support for the general operations of the CEHS Learning Commons.

## WORKING CONDITIONS:

Mental Demands: calculating, comparing, editing, problem solving, evaluating, interpreting, organizing, consulting, analyzing, planning, 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 above performance responsibilities are successfully handled and the extent to which yearly action plans and job goals are met. The Principal and Director of Educational Technology 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 federal and state laws.

#### NOTE:

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

School Board Approved: February 9, 2016

Revised: August 30, 2016

# ELA/Humanities Instructional Strategist

CAPE ELIZABETH SCHOOL DEPARTMENT

## Job Description

TITLE: ELA/Humanities Instructional Strategist

## QUALIFICATIONS:

### Education/Certification

- I. Maine Department of Education certification in Elementary or Secondary Education - 020 General Education (K-8) or 100 English/Language Arts (7-12).
- II. Teaching experience and educational background in English/Language Arts/Humanities, advanced degree in English/Language Arts/Humanities and/or educational leadership preferred.

REPORTS TO: Assistant Superintendent Job Goal: To provide embedded support and development to classroom teachers in providing high quality differentiated instruction to ensure student growth and achievement.

## PROFESSIONAL RESPONSIBILITIES:

- I. Support the implementation of researched-based instructional strategies and methodologies in English/Language Arts through student-centered consultation, co-teaching and coaching models.
- II. Utilize state, district and classroom assessment data to track student growth and achievement at the district, school and classroom level to identify program and instructional strengths and needs.
- III. Work collaboratively with Content Area leaders, department heads, and administrators to address the needs identified through professional development, curriculum alignment, and program identification.
- IV. Assist in administration of state testing.
- V. Identify and provide targeted professional development based on identified needs and teacher interest.
- VI. Support teachers new to the district in implementing the English/Language Arts program and curriculum scope and sequence.
- VII. Facilitate evaluation and review of district English/Language Arts and Social Studies programs according to the curriculum review cycle. 1 Job Description ELA/Humanities Instructional Strategist
- VIII. Demonstrate excellent knowledge and awareness of the district English/Language Arts programs and curricular progression.
- IX. Facilitate cross-grade level and cross-building meetings to ensure effectiveness and alignment of the curricular progression.
- X. Work with other district coaches and strategists to ensure alignment of district initiatives and as a means of professional growth.
- XI. Performs all other appropriate duties as assigned by the Assistant Superintendent.

TERMS OF EMPLOYMENT: Twelve month year with actual salary, benefits, and work year set by the School Board through contract negotiations and appropriate policies.

**EVALUATION:** Performance of this job will be evaluated in accordance with provisions of the Board's policy and/or Board action on Evaluation of Professional Personnel. The Assistant Superintendent will evaluate the Instructional Strategist's performance.

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

School Board Approved: May 9, 2023 2

# Certified School Psychological Service Provider

TITLE: Certified School Psychological Service Provider

## QUALIFICATIONS:

Education/Certification:

- I. Masters degree completed by an accredited college or university.
- II. Maine Department of Education endorsement 093.
- III. Nationally Certified School Psychologist.
- IV. Hold a valid state of Maine Criminal History Record Check (CHRC) approval.

REPORTS TO: Director of Special Services

## JOB GOALS:

To provide Psycho-educational Evaluations to the Cape Elizabeth School Department with added emphasis on serving as a resource and consultant to support general education and instructional support staff.

## PROFESSIONAL RESPONSIBILITIES:

- I. Complete multi-disciplinary, comprehensive assessments of students in primary, middle, and secondary school which include, but are not limited to: cognitive, achievement, behavioral, personality, visual motor, memory, adaptive, and observational assessments.
- II. Presentation of results in written and oral format to parents, teachers, students, and school administrators.
- III. Consultation with teachers and parents.
- IV. Implementation of behavior management programs, as well as completing functional behavioral assessments of students.
- V. Identification of students presenting with executive functioning disorders.
- VI. Identification of students presenting with characteristics associated with Attention Deficit/Hyperactivity Disorder.
- VII. Conduct workshops/presentations on assessment tools used by evaluators.
- VIII. Member of Pre-Referral and Day-Treatment Team Meetings.

## TERMS OF EMPLOYMENT:

Salary, benefits, and work year in accordance with recommendations established by the Superintendent of Schools.

## EVALUATION:

The basis of the evaluation will be the extent to which the performance responsibilities of the job are successfully completed and the extent to which yearly action plans and job goals are met. The Director of Special Services 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.

School Board Approved: April 10, 2007

# Certified School Psychologist Ph.D

TITLE: Certified School Psychologist Ph.D

## QUALIFICATIONS:

Education/Certification:

- I. Ph.D/Psy.D completed by an accredited college or university.
- II. Licensed Clinical Psychologist to the Nationally Certified School Psychologist designation.
- III. Maine Department of Education endorsement 093.
- IV. Hold a valid state of Maine Criminal History Record Check (CHRC) approval.

REPORTS TO: Director of Special Services

## JOB GOALS:

To provide Psycho-educational Evaluations to the Cape Elizabeth School Department with added emphasis on serving as a resource and consultant to support general education and Instructional Support staff.

## PROFESSIONAL RESPONSIBILITIES:

- I. Complete multi-disciplinary, comprehensive assessments of students in primary, middle, and secondary school which include, but are not limited to: cognitive, achievement, behavioral, personality, visual motor, memory, adaptive, and observational assessments.
- II. Presentation of results in written and oral format to parents, teachers, students, and school administrators.
- III. Consultation with teachers and parents.
- IV. Implementation of behavior management programs, as well as completing functional behavioral assessments of students.
- V. Identification of students presenting with executive functioning disorders.
- VI. Identification of students presenting with characteristics associated with Attention Deficit/Hyperactivity Disorder.
- VII. Conduct workshops/presentations on assessment tools used by evaluators.
- VIII. Member of Pre-Referral and Day-Treatment Team Meetings, with emphasis on keeping track of appropriate paperwork appointed by the Director of Special Services.
- IX. Provide DSM IV (Diagnostic and Statistical Manual of Mental Disorders) diagnoses for disability identification and for the IC-9 form for Day Treatment.
- X. Provide Psychological Services as a related service to students in special education, as well as part of the Pre-Referral process.

## TERMS OF EMPLOYMENT:

Salary, benefits, and work year in accordance with recommendations established by the Superintendent of Schools.

## EVALUATION:

The basis of the evaluation will be the extent to which the performance responsibilities of the job are successfully completed and the extent to which yearly action plans and job goals are met. The Director of Special Services 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.

School Board Approved: April 10, 2007

# College Counselor

TITLE: College Counselor

QUALIFICATIONS: Education/Certification:

- I. Maine Department of Education certification as Guidance Counselor and/or significant, commensurate experience on a College Admissions staff.
- II. Minimum of Bachelor's Degree completed by an accredited college/university.
- III. Hold a valid state of Maine Criminal History Record Check (CHRC) approval.

Special Knowledge:

- I. Educational training and/or experience to meet the college planning and placement needs of students.
- II. Excellent skills in communicating and collaborating with students, parents, School Counseling office staff, teachers and other school staff, and College Admissions staff.
- III. Excellent skills in writing effective college recommendations for students.
- IV. Excellent organizational skills to manage the preparation and timely submission of school documents supporting student applications and the coordination of events and sessions helpful to parents and students concerning the college admissions process.
- V. Technology skills sufficient to understand, master, and guide others in the use of digital college applications and other school tools such as the Common Application, College Board, PowerSchool, Naviance, or other digital tools that may emerge.

REPORTS TO: Building Principal and Guidance director

JOB GOAL:

A College Counselor is an experienced professional who works to ensure that our students and their parents learn the requisite skills to successfully prepare for and navigate all aspects of the college search, applications, admissions, and financial aid processes. The college counselor ensures accurate and timely preparation and submission of necessary school documents. The college counselor begins working with students second semester of junior year, focusing on college planning and credential preparation. The fall semester is devoted to assisting seniors with the college application process.

PROFESSIONAL RESPONSIBILITIES:

The College Counselor:

- I. Has a primary obligation to the student, who is to be treated with respect as a unique individual.
- II. Is concerned with all students' college planning and encourages each student to develop appropriate plans.
- III. Demonstrates knowledge of the college admissions process and the role the school plays in supporting students' applications.
- IV. Is knowledgeable concerning admissions testing, academic preparation, effective college essay writing, financial aid, and teacher recommendation requirements.

- V. Has overall responsibility for coordinating all services connected with college admissions staff visits to Cape Elizabeth High School.
- VI. Writes an official school recommendation for each senior. Also, completes all school report and mid-year report forms.
- VII. Provides students with comprehensive and developmentally appropriate information concerning the college process delivered in classroom visits as well as one-one-one meetings.
- VIII. Consults with School Counselors, Teachers, Social Workers and other school staff to support students through the college process.
- IX. Maintains and secures records necessary for rendering professional services to the student as required by laws, regulations, institutional procedures and confidentiality guidelines.
- X. Provides interpretation of the nature, purposes, results, and potential impact of assessment/evaluation measures in terms of college admissions planning and placement.
- XI. Helps develop appropriate college plans based on individual student needs through careful review of the student's academic record, interests, and goals.
- XII. Assists students in developing a balanced college list, with a range of opportunities for admission.
- XIII. Establishes and maintains professional relationships with College Admissions staff as well as CEHS faculty, staff, and administration.
- XIV. Serves on relevant committees and attends staff meetings as required.
- XV. Continues to develop their own professional skills and knowledge concerning all aspects of the college process.
- XVI. Adheres to the National Association for College Admission Counseling's ethical standards.
- XVII. Assists and participates as necessary in the planning and carrying out of the functions of the School Counseling office that pertains to or impacts college planning processes, including testing and local scholarship selection.
- XVIII. Assists parents to support their students through the college process through needs and schedules to understand all aspects of the college search, applications, admissions, and financial aid processes.
- XIX. Offers appropriate training and professional development to teachers and other school staff so that they can effectively perform their important roles in the college process.
- XX. Meets and consults with parents to assist them in supporting their students through the college process.
- XXI. Participates in professional organizations and professional development opportunities to maintain and build skills, knowledge, and a network of professional contacts helpful in the role of College Counselor.
- XXII. Coordinates the development of a school website concerning the college process that is helpful, current, comprehensive, and user friendly.
- XXIII. Compiles an annual profile of the school, as well as information on grade distribution and decile bands.
- XXIV. Works with the Registrar to maintain records on seniors, including GPS's and transcripts.
- XXV. Keeps track of admission decisions and statistics.
- XXVI. Coordinates selection of college book award winners.
- XXVII. Performs other duties as assigned by the building administrator and/or the Superintendent.

#### TERMS OF EMPLOYMENT:

School year plus two weeks during the summer to close out one year and prepare for the next. Given the explosion in early applications, there may be discussions about shifting some additional work time away from the school year and to the summer.

**EVALUATION:**

Performance of this job will be evaluated by the Principal in accordance with provision of the School Board's policy on Evaluation of Professional Personnel.

**NOTE:**

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

School Board Approved: April 14, 2015

# District-Wide Behavior Specialist (BCBA)

TITLE: District-Wide Behavior Specialist (BCBA)

## QUALIFICATIONS:

- I. Master's Degree in applied behavior analysis (ABA), psychology, or education.
- II. Current certification from the Behavior Analyst Certification Board (BACB).
- III. Experience working after BCBA certification, preference for experience in a public school setting and holding Maine educational certification either as a school psychologist (093) or special education consultant (079).
- IV. Must be able to obtain Maine Department of Education Criminal History Record Check (CHRC) approval.

REPORTS TO: Director of Special Services

## SKILLS:

- Effective written and verbal communication skills.
- Extensive skills in behavioral assessment and positive behavior support plan development.
- Extensive knowledge of data analysis.
- Ability to work collaboratively within a team atmosphere.
- Experience working with students with autism, emotional/behavioral disorders, and/or intellectual disabilities.

## PRIMARY RESPONSIBILITIES:

- I. Participate in weekly team meetings.
- II. Co-teach/model social skills instruction.
- III. Develop tools and work with staff to collect progress-monitoring data on behavioral goals.
- IV. Conduct functional behavioral assessments and write reports summarizing results.
- V. Develop positive behavior support plans utilizing evidence based interventions.
- VI. Assess a student's instructional needs and develop appropriate programming.
- VII. Train staff on positive behavior support plans and instructional programs and monitor fidelity.
- VIII. Provide ongoing monitoring of student data and make programming adjustments as needed.
- IX. Assist in the development of a behavioral Response to Intervention system incorporating regular and special education students.

## TERMS OF EMPLOYMENT:

Applicable terms of the Cape Elizabeth Education Association agreement.

## EVALUATION:

The basis of the evaluation will be the extent to which the above performance responsibilities are successfully handled and the extent to which yearly action plans and job goals are met. The Director of Special Services 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 federal and state laws.

NOTE:

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

School Board Approved: May 9, 2017

# Extended Learning Opportunities [ELO] Coordinator

TITLE: Extended Learning Opportunities [ELO] Coordinator

## QUALIFICATIONS:

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

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

## JOB GOALS:

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

## PERFORMANCE RESPONSIBILITIES:

The ELO Coordinator will do the following:

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

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

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

#### WORKING CONDITIONS:

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

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

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

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

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

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

School Board Approved: April 14, 2015

Revised: Sep 14, 2023

# Extended Learning Opportunities [ELO] Coordinator

TITLE: Extended Learning Opportunities [ELO] Coordinator

## QUALIFICATIONS:

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

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

## JOB GOALS:

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

## PERFORMANCE RESPONSIBILITIES:

The ELO Coordinator will do the following:

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

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

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

#### WORKING CONDITIONS:

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

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

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

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

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

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

School Board Approved: April 14, 2015

Revised: September 14, 2023

# Instructional Strategist

TITLE: Instructional Strategist

## QUALIFICATIONS:

Education/Certification:

- I. Maine Department of Education certification in Special Education 282 or 079.
- II. Teaching experience and educational background in the area of math and literacy, as well as the social/emotional needs of children.
- III. Hold a valid state of Maine Criminal History Record Check (CHRC) approval.

REPORTS TO: Director of Special Services

## JOB GOAL:

To provide teacher leadership and support for the instructional support department. The goal of the position is to blend special and regular education together in a seamless structure.

## PROFESSIONAL RESPONSIBILITIES:

- I. Provide scientifically based researched instructional strategies and methodologies with students in the special education referral process, as well as other students that might warrant instructional support to help reduce unnecessary environmental based referrals to special education.
- II. Consult with regular education mainstream and special education teachers (tier 1, tier 2, and tier 3) around scientifically based researched instructional strategies and methodologies.
- III. Sit on school pre-referral team to provide information and expertise on Response to Intervention (RTI)/Curriculum Based Measurements (CBMs) and provide assessments using instruments like Dynamic Indicators of Early Literacy (DIBELS).
- IV. Provide all Standardized Testing, i.e. WIATT II (Weschler Individual Achievement Testing) to help special education teachers in the referral and reevaluation process, as well as the process of getting input from the team and consent for evaluations from the parent(s).
- V. Sit on the school's Day Treatment Team and other committees that the Director and Principal deem necessary.
- VI. Consult with staff on how to graph the progress of students in the pre-referral process.
- VII. Have knowledge and training in multiple scientifically based research methodologies such as Wilson, Linda Mood Bell, Math interventions, Great Leap, and various other multi-sensory strategies and methodologies.
- VIII. Facilitate Individual Educational Programs (IEPs) meetings, where Prior Written Notices, Minutes will be completed. Also will collect and monitor case manager's draft IEP prior to every IEP meeting. Will also be responsible for collecting all Medicaid forms and keeping the proper documentation.
- IX. Develop Behavioral Intervention Plans and Functional Behavior Assessments and also provide social skill training when necessary.

## TERMS OF EMPLOYMENT:

Twelve month year with actual salary, benefits, and work year set by the Board of Education through contract negotiations and appropriate policies.

EVALUATION:

Performance of this job will be evaluated by the Principal in accordance with provision of the Board's policy on Evaluation of Professional Personnel. The Director of Special Services 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.

School Board Approved: Draft: February 2007

# K-12 Literacy Coordinator

TITLE: K-12 Literacy Coordinator

## QUALIFICATIONS:

Education/Certification:

- I. Masters Degree in Education, Curriculum, or literacy-related area preferred.
- II. Certification as literacy specialist and/or curriculum coordinator preferred.
- III. Hold a valid state of Maine Criminal History Record Check (CHRC) approval.

Experience:

- I. Experience in elementary (K-6) or secondary (7-12) literacy instruction (3+ years); experience at both levels preferred.
- II. Effective listening skills.
- III. Ability to pose thoughtful strategic questions.
- IV. Strong leadership qualities and facilitation skills.
- V. Experience in working with teachers to improve practice.
- VI. Experience in data analysis.
- VII. Demonstrable knowledge of research-based best practices in content-area literacy skills and strategies and in K-12 literacy instruction.
- VIII. Experience/preparation in modeling lessons, observing teachers, and providing non-judgemental feedback.
- IX. Strong organizational skills.
- X. Other qualifications as determined by the Superintendent of Schools.

REPORTS TO: Superintendent of Schools

SUPERVISES: Education Technicians and/or Volunteer(s) as assigned.

## JOB GOALS:

To provide continuous job-embedded professional development supporting teachers in all content areas in their instruction in reading, writing, listening, viewing and speaking, to coordinate district-wide curriculum work in English/language arts, and to support the implementation of the Common Core standards.

## PROFESSIONAL RESPONSIBILITIES:

Within the domain of literacy, the Literacy Coordinator will:

- Design and deliver on-going job-embedded professional development to address the identified needs of teachers and/or the schools.

- Collaborate with teachers in planning, delivering, and assessing daily classroom instruction.
- Model lessons that address individual classroom needs utilizing best teaching practices in differentiation and instruction using literacy skills and strategies.
- Conduct pre- and post- conferences with teachers to stimulate their understanding of students' thinking and work.
- Maintain the confidentiality of students, teachers, and the classrooms.
- Maintain a repertoire of best teaching practices in content-area literacy and literacy instruction.
- Work with faculty to align instruction with district initiatives.
- Coordinate and/or facilitate curriculum and program pilots at the building level.
- Collaborate with curriculum committees on curriculum alignment, instruction, and assessment practices.
- Assist in implementation of standards, indicators of success, and benchmarks established by curriculum committees.

#### TERMS OF EMPLOYMENT:

Twelve months per year with salary, benefits, and work year to be established by the School Board pursuant to appropriate policies and agreements and in accordance with recommendations established by the Business Manager and Superintendent of Schools.

#### EVALUATION:

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

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

#### NOTE:

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

School Board Approved: October 9, 2012

# Library/Media Specialist

TITLE: Library/Media Specialist

## QUALIFICATIONS:

Education/Certification:

- I. Maine Department of Education certification as a Library/Media Specialist (071) and other legal credentials required to be "Highly Qualified" according to State and Federal Standards.
- II. Holds degree(s) required for Library/Media Specialist.
- III. Hold a valid state of Maine Criminal History Record Check (CHRC) approval.

REPORTS TO: Building Principal

SUPERVISES: Education Technicians and/or Volunteer(s) as assigned.

## JOB GOALS:

The library media specialist ensures that students and staff are effective users of ideas and information. The job description outlines the essential functions of an efficient, successful library media specialist and provides a model for growth and exemplary service. The three key roles of the library media specialist are Information Specialist, Teacher and Instructional Partner, and Leader, Planner and Manager.

## PROFESSIONAL RESPONSIBILITIES:

### I. Information Specialist

- I. Guides learners through the information literacy process of identifying, locating, interpreting, utilizing, and communicating information.
  - a. Engages students and staff in defining information needs.
  - b. Assists learners in selecting appropriate resources.
  - c. Assists learners in accessing and evaluating intellectual content.
  - d. Supports the use and presentation of information and new knowledge.
  - e. Encourages reflection on and evaluation of the information literacy process.

### II. Plans, selects, and organizes a collection of resources guided by a collection development plan.

1. Follows a collection development plan to ensure a balanced, reputable and comprehensive collection of materials.
2. Selects materials to meet the needs of students, staff, and curriculum

3. Reads current literature, professional journals, and other resources for selection.
4. Maintains an efficient system of classifying, cataloging, and circulating all library materials to ensure equity of access.
5. Develops and regularly revises a written selection policy to be approved by the School Board.
6. Plans and maintains a relevant professional library to promote the professional development of the faculty, administration, and staff; supports the continuing educational research of faculty and administrators.
7. Evaluates the collection through inventory, removes obsolete and worn materials and updates resources.
8. Facilitates access to resources beyond the school library when appropriate.

III. Enables learners to access relevant information in a variety of formats using 21st century information, communication, and technology skills.

1. Assesses and promotes effective use of technology for teaching and learning.
2. Arranges for scheduling of facilities, staff time and collections to meet the needs of individuals, small groups, and large groups for research, browsing, recreational reading, viewing, instruction, or listening at the point of need.
3. Maintains awareness of evolving technology to anticipate the needs of the educational community.

IV. Participates in district, building, department, and grade level curriculum design and assessment development to support content area standards.

1. Incorporates the information literacy process into all content areas.
2. Assists teachers in identifying and accessing materials to support content area instruction as well as professional growth.
3. Assists in developing classroom assessment, school-wide rubrics, and the district local assessment system.

II. Teacher and Instructional Partner

I. Instructs and assesses students in mastering content standards by collaborating with other educators to integrate information literacy and the reading process across the curriculum.

1. Collaborates with other teachers, specialists, and educators to provide group and individual instruction.
2. Participates in district, building, department, and grade level curriculum instruction and assessment.
3. Instructs learners in the use of the library resources.

II. Encourages the school community to read for personal enrichment and academic achievement.

1. Promotes use of the library media center resources through displays and published communications.
2. Creates reading experiences for students in groups and as individuals.

3. Recommends reading materials to students and staff, i.e. preparation of reading lists.

### III. Guides learners to extend information literacy to lifelong learning.

1. Teaches learners to formulate information problems using a variety of questioning skills.
2. Teaches learners to be effective users of information resources.
3. Teaches learners to comprehend and interpret information.
4. Teaches learners to utilize and communicate information.
5. Teaches learners to evaluate the process and the result, i.e. how well the solution resolved an information problem and if the steps taken were appropriate and efficient.
6. Fosters positive attitudes towards libraries and information literacy.

### IV. Instructs learners in the use of appropriate technology to meet information needs.

1. Informs learners about various technologies available to meet information needs.
2. Teaches strategies for selecting appropriate technology.
3. Teaches learners how to use available technology for information access and retrieval.
4. Teaches learners how to use technology for production and dissemination of information.

### V. Educates the school community in the ethical and appropriate use of information.

1. Informs the school community about the principles of intellectual freedom.
2. Instructs users in the rights and responsibilities relating to intellectual property, i.e. copyright, confidentiality/privacy, plagiarism.

## III. Leader, Planner and Manager

### I. Plans, implements, and evaluates the school library media program to be consistent with the school's mission and expectations for student learning.

1. Participates in the development of policies to ensure efficient operation and optimal service, appropriate use of resources, intellectual freedom, and academic integrity.
2. Directs, organizes, and supervises the operation and services of the school library program.
3. Develops annual and long-range plans for the school library program.
4. Integrates curriculum needs into the library goals and objectives.
5. Collects and analyzes data for planning and program evaluation.

### II. Participates in planning, for the allocation of resources and services.

1. Manages the school library budget to provide equal opportunity for all students to achieve school expectations.
2. Maintains awareness of grants and supplementary funding opportunities.

III. Trains and supervises library support staff, student aides, and volunteers.

1. Participates in the recruiting and hiring of other professional, paraprofessional, clerical, student, and volunteer library workers.
2. Trains library workers in school library procedures and services to assist in supporting all learners.
3. Participates in the supervision and evaluation of school library workers.

IV. Assumes a leadership role in creating a dynamic educational climate for students and staff.

1. Works with administrators and other appropriate personnel to develop long-range goals and objectives for the school library.
2. Develops and continually updates professional expertise.
3. Networks with other professionals through participation in local, state, and national organizations.
4. Provides staff development opportunities for school personnel.

V. Advocates for an effective school library program.

1. Communicates the mission and goals of the school library program to the students, staff, administration, parents, and community.
2. Initiates and maintains contact with administrators and other teachers about the library resources and programming.
3. Maintains cooperative relationships with local public and academic libraries and other community organizations.
4. Promotes library services to the wider school community.

#### TERMS OF EMPLOYMENT:

Twelve month year with actual salary, benefits, and work year set by the School Board through contract negotiations and appropriate policies.

#### EVALUATION:

Performance of this job will be evaluated by the Principal in accordance with provision of the Board's policy on Evaluation of Professional Personnel. The Building 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.

School Board Approved: October 12, 2010

# MINDFULNESS COORDINATOR [CEMS]

## QUALIFICATIONS:

- Bachelor's degree in education, psychology, counseling, or related field; master's degree preferred
- Hold a valid state of Maine Criminal History Record Check (CHRC) approval
- Certification in mindfulness education or equivalent training in mindfulness-based interventions
- Minimum of 3 years of experience working in education, preferably in middle school settings
- Demonstrated experience and proficiency in mindfulness practices, with a strong personal mindfulness practice
- Excellent communication and interpersonal skills, with the ability to effectively engage with students, parents, teachers, and administrators
- Strong leadership abilities, including the ability to inspire and motivate others and lead collaborative initiatives
- Knowledge of child and adolescent development theories and practices
- Cultural competency and sensitivity to the diverse backgrounds and experiences of students and staff members, with a commitment to promoting diversity, equity and inclusion (DEI) in all aspects of the work
- Patience, empathy, and compassion in working with middle school-aged students
- Commitment to ongoing professional development and learning in the fields of education, mindfulness, and DEI

## OVERVIEW

The Middle School Mindfulness Coordinator leads our school's mindfulness initiatives and promotes the well-being of our students. The ideal candidate will have a strong background in education, mindfulness practice, leadership, and a commitment to Diversity, Equity, and Inclusion (DEI), with a passion for supporting the social, emotional, and academic development of middle school-aged students.

## REPORTS TO:

CEMS Principal

## PROFESSIONAL RESPONSIBILITIES:

- Leading mindfulness for our 5th graders which helps to set them up for success as they roll into their adolescent years.
- Working with technology integrator to co-lead 6th grade Technology Class centered around learning how to use technology applications for learning and building mindful tech use habits.
- Cultivating equitable and inclusive learning environments through a wide variety of student leadership programming.
- Organizing and leading crucial Tier I programming designed to support students in feeling connected, supported, safe, and welcomed at school in order to improve outcomes in SEL, behavior, executive functioning, and academics. Examples include programming like a school wide advisory system and specific SEL programming during W.I.N. ("what I need").

- Leading parent engagement and community outreach efforts to strengthen support networks for our young adolescents rooted in mindfulness.
- Growing staff's capacity to embed mindful practice into their classrooms by leading Mindful Moments during staff PD, supporting general PD around building advisory programming, and working collaboratively to support teacher planning.
- Driving school level DEI work amongst staff
- Be responsible for any other tasks that may be assigned.

## **TERMS OF EMPLOYMENT:**

Twelve month year, with actual salary, benefits, and work year set by the Board of Education through contract negotiations and appropriate policies.

## **EVALUATION:**

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

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

## **NOTE:**

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

School Board Approved: May 14, 2024

# Occupational Therapist

TITLE: Occupational Therapist

## QUALIFICATIONS:

### Education/Certification:

- I. Bachelors or Masters degree completed from an accredited college or university.
- II. National certification (NCBOT).
- III. State of Maine Licensure.
- IV. Hold a valid state of Maine Criminal History Record Check (CHRC) approval.

### Special Knowledge/Skills:

- I. Sensory Integration.
- II. Pediatric development.
- III. Specialized evaluation administration (BOT-2, TVPS-3, TVMS, VMI, PDMS-2).
- IV. Excellent skills in communicating and collaborating with staff.

REPORTS TO: Director of Special Services and Building Principal

## JOB GOALS:

Promote the improvement of sensory and motor skills for students as they pertain to academic and daily living functioning.

## PROFESSIONAL RESPONSIBILITIES:

The Occupational Therapist's responsibilities shall include, but are not limited to, the following as requested and/or directed:

- I. Evaluation of motor skills, visual skills, perception, sensory motor, and graph motor skills.
- II. Treatment to students with a variety of neurological and behavioral diagnoses (within the OT room and in the classroom).
- III. Consultation with teachers, paraprofessionals, specialized service providers, and parents.
- IV. Provide in servicing to teachers, paraprofessionals, specialized service providers, and parents.
- V. Attend continuing education seminars/classes to keep up to date with current practices and technology in the field.
- VI. Attend weekly pre-referral team meetings (TAT, SAT, PST).
- VII. Perform student observations as needed.
- VIII. Co-treatment with Speech & Language, Physical Therapy, and Social Work.
- IX. Meet with Director of Special Services as needed.

TERMS OF EMPLOYMENT:

Salary, benefits, and work year in accordance with recommendations established by the Superintendent of Schools.

EVALUATION:

The basis of the evaluation will be the extent to which the performance responsibilities of the job are successfully completed and the extent to which yearly action plans and job goals are met. The Director of Special Services 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.

School Board Approved: Draft January 16, 2007

# School Counselor

TITLE: School Counselor

## QUALIFICATIONS:

Education/Certification:

- I. Maine Department of Education certification as Guidance Counselor.
- II. Masters Degree completed by an accredited college or university.
- III. Hold a valid state of Maine Criminal History Record Check (CHRC) approval.

Special Knowledge:

- I. Educational training and/or experience to meet the counseling needs of all students.
- II. Excellent skills in communicating and collaborating with staff, parents and students.
- III. Excellent skills in consulting with staff, families, and non-staff professionals.

REPORTS TO: Building Principal

## JOB GOALS:

A school counselor is a trained, certified professional who works to ensure that all of our students develop the knowledge, skills, behaviors, and attitudes to become successful individuals and citizens through the delivery of a comprehensive and developmentally appropriate program which addresses their academic, personal-social, and career guidance needs. A school counselor has the knowledge and skills needed to deliver appropriate services to students.

## PROFESSIONAL RESPONSIBILITIES:

The professional school counselor:

- I. Has a primary obligation to the student, who is to be treated with respect as a unique individual.
- II. Is concerned with all students' educational, academic, and personal-social needs and encourages their maximum development.
- III. Demonstrates knowledge of counseling theory and techniques, child development, and encourages maximum development.
- IV. Is knowledgeable of laws, regulations, and policies relating to students and strives to protect and inform students regarding their rights.
- V. Provides students with a comprehensive and developmentally appropriate school counseling program.
- VI. Makes referrals to school social workers and/or outside resources as needed. Appropriate referrals may necessitate informing both parents/guardians and students of applicable resources and making proper plans for transitions with minimal interruption of services.
- VII. Maintains and secures records necessary for rendering professional services to the student as required by laws, regulations, institutional procedures, and confidentiality guidelines.

- VIII. Adheres to all professional standards regarding selecting, administering, and interpreting assessment measures.
- IX. Provides interpretation of the nature, purposes, results, and potential impact of assessment/evaluation measures.
- X. Helps develop appropriate plans based on individual student needs.
- XI. Consults and collaborates with families and school staff to facilitate students' maximum development.
- XII. Establishes and maintains professional relationships with faculty, staff, and administration.
- XIII. Serves on relevant committees and attends staff meetings as required.
- XIV. Improves their own professional skills and knowledge.
- XV. Adheres to the American School Counseling Association's ethical standards for school counselors.
- XVI. Performs other duties as assigned by the building administrator and/ or the Superintendent.

TERMS OF EMPLOYMENT:

Twelve months per year, salary and benefits to be established by the School Board pursuant to an agreement.

EVALUATION:

Performance of this job will be evaluated in accordance with provisions of the Board's policy and/or Board action on Evaluation of Professional Personnel.

NOTE:

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

School Board Approved: April 13, 2010

# School Nurse

TITLE: School Nurse

## QUALIFICATIONS:

### Education/Certification:

- I. Current State of Maine license as a Registered Professional Nurse.
- II. Maine Department of Education certification as a School Nurse (524) or meets eligibility requirements.
- III. Minimum of Baccalaureate degree completed from an accredited college or university.
- IV. Hold a valid state of Maine Criminal History Record Check (CHRC) approval.

### Special Knowledge/Skills:

- I. Minimum of three (3) years experience as a professional registered nurse.
- II. Background in counseling or counseling skills, desirable.
- III. Ability to collaborate effectively.
- IV. Ability to communicate and interact successfully with students, staff, and community members.
- V. A commitment to professional growth and reflective practice.

REPORTS TO: Building Administrator

SUPERVISES: Education Technician(s), Administrative Assistant(s), and/or Volunteer(s) as assigned or appropriate.

## JOB GOALS:

To strengthen and facilitate the educational process by improving and protecting the health status of children and adolescents. The major focus of school nursing services is the prevention of illness and disability, and the early detection and correction of health problems and the successful health maintenance and inclusion of students with chronic health conditions. The school nurse is uniquely qualified in preventative health, health assessment, and referral procedures.

## PROFESSIONAL RESPONSIBILITIES:

### Essential Functions:

- I. Provides health assessments
  1. Obtains a health and developmental history
  2. Screens and evaluates findings for deficits in vision, hearing, growth, etc.
  3. Observes the child for development and health patterns in making a nursing assessment and nursing diagnosis.

4. Identifies health findings which do not fall within the normal range.

II. Develops and implements health plans

I. Develops a nursing care plan for every student with special health care needs requiring nursing assessment, intervention, or supervision.

II. Ensures that the student and their family are involved in all decision-making related to provision of health care in school.

III. Ensures that the necessary and appropriate resources are available to all persons who are responsible for providing school health care before a child is placed in a classroom.

IV. Interprets the health status of pupils to school personnel.

V. Initiates referrals to parents, school personnel, and community health resources for intervention, remediation, and follow through.

VI. Provides ongoing health information to pupils, parents, school personnel, and health agencies.

VII. Recommends and helps to implement modifications of school programs to meet students' health needs.

VIII. Utilizes existing health resources to provide appropriate care of pupils.

III. Maintains, evaluates, and interprets cumulative data to accommodate individual needs of students.

IV. Participates as the health specialist on the child education evaluation team to develop the health portion (I.H.P.) of individualized educational plans (IEP) and 504 plans.

V. Plans and implements school health management protocols for the child with chronic health problems, including the administration of medication.

VI. Participates in home visits to assess the family's needs as related to the child's health.

VII. Develops procedures and provides for crises intervention for acute illness, injury, and emotional disturbances.

VIII. Promotes and assists in the control of communicable diseases through preventative immunization programs, early detection, surveillance and reporting of contagious diseases.

IX. Recommends provisions for a healthy school environment conducive to learning.

X. Provides information on health.

I. Provides health information to assist students and families in making health-related decisions.

II. Participates in health education directly and indirectly for the improvement of health by teaching persons to become more assertive health consumers and to assume greater responsibility for their own health.

III. Provides information to adolescents concerning health problems in order to encourage responsible decision-making practices.

IV. Serves as a resource person to the classroom teacher and administrator in health instruction and as a member of the health curriculum development committees.

XI. Coordinates school and community health activities and serves as a liaison person between the home, school, and community.

XII. Acts as a resource person in promoting health careers.

- XIII. Engages in research and evaluation of school health services to act as a change agent for school health programs and school nursing practices.
- XIV. Assist in the formation of health policies, goals, and objectives for the school district.
- XV. Provide episodic care for student and staff acute illness and injury and emotional disturbances.
- XVI. Provides consultation and participates in school and district wellness activities.

Administration:

- I. Ensures that cumulative health records are maintained and updated.
- II. Helps develop/revise school health policies, procedures, and standing orders.
- III. Prepares the budget for school health supplies/services.
- IV. Reviews, revises, and implements emergency policies, including in-service health and safety programs for personnel.
- V. Prepares and organizes distribution of first aid kits for each building.
- VI. Organizes, instructs, and supervises school health volunteers or assistants.
- VII. Reports regularly in writing to the principal and superintendent on school health activities.
- VIII. Ensures preparation of statistical reports for the Department of Education, Department of Health and Human Services, and the Maine Center for Disease Control and Prevention for the superintendent's signature as required.
- IX. Implements the school medication policy and procedure.

Coordination:

- I. Interprets school health services to school personnel.
- II. Plans, implements, and supervises school health screening programs in accordance with state and district requirements and recommendations. Provides follow-up services when indicated.
- III. Supports students and parents with diagnoses and treatments.
- IV. Serves as a health liaison between school, home, and community resources.
- V. Encourages parents to maintain current immunization protection as recommended by the Department of Health and Human Services.
- VI. Participates in the health aspects of kindergarten pre registration and screening.
- VII. Helps school personnel recognize departures from appropriate behavior and growth patterns; helps students and staff adjust student programs when necessary to accommodate health needs of students.
- VIII. Serves as a resource person to school personnel. Participates selectively in classroom instruction under the supervision of the teacher.

Legal and Ethical Duties:

- I. Maintains confidentiality about all aspects of student performance and written and oral records.
- II. Demonstrates a respect for the legal and human rights of students.

- III. Follows health and safety procedures established by the District.
- IV. Arrives and departs punctually, notifying appropriate personnel about absences and coverage.
- V. Demonstrates dependability, integrity, and other ethical standards.

Role in delegation, coordination, and oversight of health related tasks to unlicensed personnel:

- I. Identify the student's needs and develop/consult on the plan of care.
- II. Identify the tasks to be performed by the unlicensed personnel.
- III. Provide direction/training to the unlicensed personnel.
- IV. Ensure that the necessary and appropriate resources are available to all persons who are responsible for providing school health care before a child is placed in a classroom.
- V. Determine the ability of the unlicensed staff to perform the task.
- VI. Monitor the designated staff's reporting and documentation of the task.
- VII. Ensure that designated staff reports directly to the certified school nurse for the performance of the task.
- VIII. Evaluate the performance of the task as it relates to the student outcome and initiate corrective action as appropriate within the school setting.

**TERMS OF EMPLOYMENT:**

Applicable terms of the Cape Elizabeth Education Association agreement.

**EVALUATION:**

Performance of this job will be evaluated in accordance with provisions of the Board's policy and/or Board action on Evaluation of Professional Personnel.

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

**NOTE:**

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

School Board Approved: June 11, 2013

# Social Worker

TITLE: Social Worker

## QUALIFICATIONS:

Education/Certification:

- I. Current State of Maine licensure as a Licensed Clinical Social Worker.
- II. Hold a valid state of Maine Criminal History Record Check (CHRC) approval.

Special Knowledge:

- I. Experience in clinical treatment of children and adolescents.
- II. Excellent skills in communicating and collaborating with staff.

REPORTS TO: Director of Special Services and/or Principal

## JOB GOALS:

Promote the ability of students to access their educational program.

## PROFESSIONAL RESPONSIBILITIES:

The Social Worker's responsibilities shall include, but not be limited to, the following as requested and/or directed:

- I. Provide mental health services to students within the school setting, such as individual and group sessions and consultations with teachers and other staff.
- II. Coordinate and communicate about services with families and outside providers (such as targeted case managers, therapists, probation officers, Department of Health and Human Services workers, police, crisis workers, and staff from other school districts).
- III. Provide referrals for services.
- IV. Develop and monitor progress of social/emotional Individualized Educational Program (IEP) goals.
- V. Complete required Special Education documentation, treatment notes, and billing.
- VI. Provide psychosocial reports, observations, behavior plans, crisis plans, and Functional Behavioral Assessments' as needed.
- VII. Act as member of student assistance teams and other mental health teams.
- VIII. Maintain professional development and continuing education units necessary for Maine licensure. Stay abreast of current trends and research as it relates to identified needs and goals; share information with colleagues.
- IX. Attend IEP meetings and team meetings as required.
- X. Provide training relating to social, emotional, behavioral needs of children and adolescents to staff members.
- XI. Cooperate with staff members and administration in promoting a positive organizational climate.

## TERMS OF EMPLOYMENT:

Twelve month year, with actual salary, benefits, and work year set by the Board of Education through contract negotiations and appropriate policies.

**EVALUATION:**

Performance of this job will be evaluated in accordance with provisions of the Board's policy and/or Board action on Evaluation of Professional Personnel.

**NOTE:**

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

School Board Approved: August 21, 2007

# Speech-Language Pathologist (SLP)

TITLE: Speech-Language Pathologist (SLP)

## QUALIFICATIONS:

### Education/Certification:

- I. Masters or Doctorate Degree in Speech- Language Pathology.
- II. Maine Licensure-Board of Speech Pathology & Audiology.
- III. Maine Department of Education certification in Speech-Language Pathology.
- IV. Hold a valid state of Maine Criminal History Record Check (CHRC) approval.

### Special Knowledge:

- I. Clinical knowledge of clinical practice, neurology, genetics, pediatric development, auditory processing, classroom acoustics, voice disorders, dysphagia, assistive technology and assessment.
- II. Clinical knowledge of assistive and augmentative communication (AAC).
- III. Clinical knowledge of disorders of the auditory system, aural rehabilitation, hearing loss, deafness, hearing aids, and cochlear implants.
- IV. Clinical knowledge of related scope of practice in Occupational Therapy (OT), Physical Therapy (PT), Social Work (SW), and Psychology.
- V. Excellent skills in communicating and collaborating with staff and families.
- VI. Excellent skills in consulting with staff, families, and non-staff professionals.

REPORTS TO: Director of Special Services

## JOB GOALS:

To diagnose communication disorders, write reports and IEPs, and determine appropriate methodologies for treatment. To improve verbal and nonverbal communication skills and strategies, functional communication, and disability related communication behaviors. To provide disability related education to staff and families.

## PROFESSIONAL RESPONSIBILITIES:

The Speech-Language Pathologist's responsibilities shall include, but no be limited to, the following as requested and/or directed:

- I. Review referral information and records to determine appropriate assessment battery.
- II. Observe in classrooms as a portion of the assessment or treatment program.
- III. Evaluate communication abilities and report results in accordance with the Individuals with Disabilities Education Act (IDEA) and Maine regulations.
- IV. Write individual educational plans (IEP) in accordance with the IDEA and Maine state regulations.

- V. Help connect staff to internal and external resources for professional development.
- VI. Coordinate/facilitate learning opportunities at the teachers' requests.
- VII. Case manager responsibilities for children receiving speech-language therapy as the sole service.
- VIII. Provide focused follow up (personal check-ins, program evaluation) to teachers implementing instructional initiatives.
- IX. Helping find resources related to instructional/changing practice needs (instructional support).
- X. Attend IEP meetings.
- XI. Stay abreast with current trends, research, information as they relate to identified needs and goals; share information with colleagues.
- XII. Cooperate with staff members and administration in promoting a positive organizational climate.
- XIII. Meet regularly with therapeutic and educational team members.
- XIV. File annual child count information.
- XV. File monthly Medicaid forms reflecting therapeutic services for individuals on caseload.

**TERMS OF EMPLOYMENT:**

Twelve month year with actual salary, benefits, and work year set by the Board of Education through contract negotiations and appropriate policies.

**EVALUATION:**

The basis of the evaluation will be the extent to which the performance responsibilities of the job are successfully completed and the extent to which yearly action plans and job goals are met. The Director of Special Services 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.

School Board Approved: Draft February 2007

# Student Pathways Coordinator (5-12)

TITLE: Student Pathways Coordinator (5-12)

## QUALIFICATIONS:

- I. Education/Certification: College degree or equivalent. Hold a valid State of Maine Criminal History Records Check Approval. Teaching certificate not required.
- II. Special Knowledge/Skills: Knowledge, understanding, and demonstrated aptitude or competence in the following skills: Organizational, communication, computer, public relations, facilitation, personnel management and negotiation, record-keeping, and problem-solving. Must demonstrate initiative and be self-motivated, having experience in volunteer coordination and being committed to volunteerism; Mentoring/coaching skills, understanding of Maine Learning Results, Guiding Principles, and performance-based assessments and reporting required. Ability to maintain positive relations with students, school staff and volunteers at all times is a necessity.
- III. Experience: Successful experience in leadership, managerial and human relations skills preferred. Teaching experience is a plus, but not required.

REPORTS TO: Assistant Superintendent

JOB GOALS: Aims to address a School Board Strategic Plan goal of "*Multiple Pathways and Definitions of Success: Our school will value, promote, and celebrate multiple pathways and definitions of success.*" This position will focus on achieving this goal through short-term and long-term benefits for all learners (5-12). This position will establish 5-12 first, then consider possibilities to expand opportunities to Pond Cove.

## PROFESSIONAL RESPONSIBILITIES:

- I. Lead the creation of a *Multiple Pathways Strategic Plan* & oversee the implementation of the Strategic Plan
  - I. Guide stakeholder group in the creation of a strategic plan (goals, objectives, data, etc)
  - II. Monitor program outcomes through data and impact on student performances
- II. Collaborate with school leadership, CEHS ELO Coordinator, Volunteer Coordinator, and school counselor staff to address the needs identified in the Strategic Plan in the areas of curriculum, student opportunity, and professional development
  - I. Hold regular meetings with school leadership and other key CESD staff
  - II. Design and provide targeted professional development to support program initiatives
  - III. Ensure Pathways activities are aligned to CESD curriculum (5-12) and MDOE standards
    1. Maine's Life and Career Ready Standards
- III. Oversee & pursue multiple pathways to expand student learning opportunities (5-12)
  - I. ELO expansion and oversight (5-12)

1. Provide support and guidance to the CEHS ELO Coordinator
2. Seek ELO opportunities (5-8)

II. Inter-school programming between all three CESD schools

III. Expeditionary learning

IV. Project base learning

V. Place-base learning (Greater Cape)

VI. CTE opportunities including PATHS/WRVC & others

VII. Internships

VIII. Job shadow

IX. Work study

X. Volunteering/Community Service

XI. Early college opportunities

XII. Apprenticeships

XIII. Interest-based learning

XIV. Independent studies

XV. Mentorships

XVI. Digital/Virtual options

XVII. Career talks

XVIII. Community programs

XIX. Performing groups

XX. Other

IV. Build community partnerships

I. Oversee & pursue collaborative partnerships with businesses, non-profits, government agencies, and organizations in Greater Portland

1. Field experiences (traditional field trips, long-term collaboration at partner sites)

2. In-school experiences (classroom programs, expert panels, school assemblies, etc.)

3. CESD campus initiatives (outdoor learning programs on our campus)

4. Career exploration (internships, job shadows, mentorships, apprenticeships, work studies, etc.)

5. Streamline partner communication, share resources, and build programming between CESD schools for efficient and effective partnerships & experiences

II. Create and chair a *Greater Cape Business Roundtable*

1. Determine who should be at the table
  2. Collaborate with stakeholders to build relationships and provide opportunities for students & staff
- V. Guide staff PD around offering differentiated learning experiences in line with the *Multiple Pathways Strategic Plan*
- I. Support teachers in implementing Tier 1 Core Instruction that includes a variety of experiences that support struggling learners, grade level learners, and learners who are achieving above grade level
- VI. Complete procedural, curriculum, and administrative tasks to ensure student safety and compliance
- I. Ensure relevant CESD policies and procedures are in places, updated as needed, and reviewed regularly
    1. Insurance
    2. Permission and medical forms
    3. Transportation
    4. MDOL/Fair Labor Standards Act
- VII. Serve as a liaison with MDOE initiatives and professional organizations
- I. Perform any state reporting requirements (MDOE, MDOL)
  - II. Ensure relevant CESD policies and procedures are in place, updated as needed, and reviewed regularly
  - III. Participate in state-wide and regional collaboration, planning, and professional development
    1. Keep up to date on new legislation, funding opportunities, best practices, resources, collaborative efforts, etc.
    2. MDOE (Career and Technical Education, ELO Program)
    3. MDOL
    4. Maine Community Coordinators Collaborative
    5. JMG (Jobs for Maine Graduates) state-wide and South Region ELO groups
    6. New Hampshire Extended Learning Opportunity Network
- VIII. Performs all other appropriate duties as assigned by the Assistant Superintendent

**TERMS OF EMPLOYMENT:** Two hundred (200) days, to allow for progress to be made beyond the typical school year. Salary and benefits will be determined by the Superintendent.

**EVALUATION:** Performance of this job will be evaluated in accordance with provisions of the Board's policy and/or Board action on Evaluation of Professional Personnel. The Assistant Superintendent will evaluate the Student Pathways Coordinator's performance.

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

School Board Approved: May 9, 2023

# Student Support Coordinator

TITLE: Student Support Coordinator

## QUALIFICATIONS:

- Maine Department of Education certification in one of the following:
  - 282 Teacher of Children with Disabilities
  - 079 Special Education Consultant
  - 035 Assistant Administrator of Special Education
  - 030 Administrator of Special Education
- Minimum 5 years' relevant experience.
- Hold a valid state of Maine Criminal History Record Check (CHRC) approval.

REPORTS TO: Director of Special Services

## JOB GOALS:

The Student Support Coordinator will work as a colleague with special and regular education teachers to support student learning. This person will ensure that all special education services are being delivered and provide support for personnel in the implementation of accommodations and modifications as appropriate. This position will act as a liaison between our three schools in order to align a K-12 approach to curriculum, culture, and support for all students

## RESPONSIBILITIES:

### Leadership

- In conjunction with building administrators, facilitate special education team meetings.
- Provide instructional guidance and team leadership within the school setting.
- Initiate, prepare, and facilitate various forms of staff development activities to address personnel readiness and skill development.
- Assist teachers in examining teaching practices in order to effectively meet the needs of all students and assist with classroom/RTI interventions prior to a referral to special education.
- Support supervision and evaluation of all special education Ed Techs.
- Support classroom teachers with implementation of supplemental aids and services.
- Facilitate Student Support Team meetings across the three buildings.
- Sit on other committees that the Director and Principal deem necessary.

### Programmatic

- Facilitate the necessary communications and programmatic linkages with adult education (7-12 position), alternative education, vocational education, preschool programs (K-6 position), special education, and regular education personnel to address programming needs.
- Assist in the development and coordination of RTI services.
- Develop and utilize a transition process to support students moving between buildings.

#### Case Management

- Coordinate special education referrals.
- Communicate with parents to facilitate understanding of any instructional support processes.

#### Testing

- Administer academic achievement testing and student observations.

#### Administrative and Reporting

- In conjunction with building administration, may act as the administrative designee and facilitate IEP meetings.
- Prepares and delivers reports, plans, and program descriptions as requested by the school and district administrators.
- Monitor special education documentation, record-keeping, and communications to assure compliance with state regulations and district policies.
- Communicate with administrative and district office staff regarding necessary census, finance, personnel, and program data.

#### TERMS OF EMPLOYMENT:

Applicable terms of the 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 action plans and job goals are met. The Director of Special Services 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.

School Board Approved: March 15, 2017

# Teacher

TITLE: Teacher

## QUALIFICATIONS:

- I. Maine Department of Education as Teacher and other legal credentials required to be “Highly Qualified” according to State and Federal standards.
- II. Holds degree(s) required in area to be taught.
- III. Hold a valid state of Maine Criminal History Record Check (CHRC) approval.

REPORTS TO: Building Principal and/or Director of Special Services

## JOB GOALS:

A teacher is a trained, certified professional who works to ensure that all of our students develop the knowledge, skills, behaviors, and attitudes to become successful individuals and citizens. A teacher has the knowledge and skills needed to prepare effectively for instruction and other student services, deliver appropriate instruction and service to students, evaluate student progress, manage student behaviors with effective classroom strategies, and apply themselves to their own professional growth.

## PROFESSIONAL RESPONSIBILITIES:

- I. Establishes appropriate instructional goals and related objectives consistent with the system wide curriculum and the Maine Learning Results.
- II. Prepares instructional plans and materials incorporating principles of effective instruction.
- III. Creates, selects, or modifies instructional plans and materials to accommodate learner differences.
- IV. Provides a clear description of the learning task and its content.
- V. Monitors student understanding and re-teaches as necessary.
- VI. Communicates oral and written information effectively.
- VII. Fosters a classroom culture of caring and respect.
- VIII. Maintains an evaluation program of student work and participation that regularly monitors their progress in an accurate and up-to-date manner.
- IX. Maintains official grade reports as prescribed by School Board policy.
- X. Includes a variety of techniques for monitoring student progress in their evaluation program. This will be evidenced by a combination of some or all of the following: written tests, writing assignments, classroom performance, individual projects, oral reports, daily observations - anecdotal records, individual conferences, common assessments, diagnostic testing, standardized testing, portfolios, etc.
- XI. Challenges students' high level of thinking skills as part of the evaluation program.
- XII. Assesses whether students have met the articulated learning targets grounded in the district curriculum and Maine Learning Results with an assessment program that is consistent with the district's comprehensive local assessment system and meets the requirements of validity and reliability to the extent required by Maine law.
- XIII. Analyzes assessment results to refine curriculum and teaching techniques.

- XIV. Communicates student progress based on assessment results to parents and students on a regular basis.
- XV. Establishes and maintains appropriate learner behavior.
- XVI. Establishes and maintains a classroom climate conducive to learning.
- XVII. Makes effective use of available resources.
- XVIII. Improves their own professional skills and knowledge.
- XIX. Establishes and maintains a professional leadership role in improving education.
- XX. Reflects on their own practice for the purpose of improving student learning.
- XXI. Maintains a satisfactory record of their own attendance in their profession.
- XII. Completes assigned tasks on schedule.
- XIII. Provides clear, detailed plans for substitutes, aides, and other professional or paraprofessional staff.
- XIV. Arrives on time for class, meetings, and other scheduled activities.
- XV. Works and communicates effectively with all staff members.
- XVI. Adheres to student IEPs.
- XVII. Attends staff meetings and serves on staff committees as required.
- XVIII. Performs other duties as assigned.

TERMS OF EMPLOYMENT:

Applicable terms of the Cape Elizabeth Education Association agreement.

EVALUATION:

Performance of this job will be evaluated in accordance with provisions of the School board policy and/or action on Supervision and Evaluation of Professional Staff.

NOTE:

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

School Board Approved: May 8, 2007

# Technology Integrator

TITLE: Technology Integrator

## QUALIFICATIONS:

- I. Maine Department of Education Teacher Certification appropriate for grade-span.
- II. Hold a valid state of Maine Criminal History Record Check (CHRC) approval.

REPORTS TO: School Principal

## JOB GOALS:

To support administrators, teachers, students, and families in the implementation of digital technology.

## PROFESSIONAL RESPONSIBILITIES:

- I. Support teachers in their use of technology to enhance learning:
  - I. Address software issues and minor hardware issues; and
  - II. Prepare for and provide professional development.
- II. Assure implementation of the K-12 Digital Technology learning targets, including through direct instruction to students, as appropriate.
- III. Identify software resources; collaborate with teachers, school administrators, and the Assistant Superintendent on evaluating resources for curricular suitability and with the Director of Educational Technology on evaluating them for hardware, software, and systems compatibility; ensure student and staff enrollment in selected resources.
- IV. Support administrators, teachers, students, and parents, as appropriate, with software resources; assist in the distribution and setup of hardware to administrators, teachers, and students.
- V. Collaborate with other technology integrators and the Assistant Superintendent to ensure consistent design and revision of the K-12 Digital Technology curriculum.
- VI. Collaborate with the Director of Educational Technology and other members of the district administrative team on long-range planning for technology equipment.
- VII. Conduct ongoing evaluation of technology resources and make budget recommendations.
- VIII. Assist administrators and teachers with implementation of online assessments.
- IX. Serve as the school's webmaster.
- X. Attend school-based leadership team meetings, as appropriate.
- XI. Performs duties expected of other positions covered by the Cape Elizabeth Education Association Collective Bargaining Agreement.

## TERMS OF EMPLOYMENT:

As described in the current Collective Bargaining Agreement between the Cape Elizabeth School Board and the Cape Elizabeth Education Association. Five additional days are provided to fulfill the professional responsibilities delineated above.

EVALUATION:

Performance of this job will be evaluated in accordance with provisions of the School board policy and the appropriate Educator Performance Evaluation and Professional Growth Plan.

NOTE:

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

School Board Approved: September 8, 2020

# Volunteer Coordinator

TITLE: Volunteer Coordinator

## QUALIFICATIONS:

- I. Knowledge of the Cape Elizabeth Schools and the school volunteer program and experience as a school volunteer preferred.
- II. Demonstrated communication skills and attention to detail.
- III. Such alternatives to the above qualifications as the Assistant Superintendent may find appropriate and acceptable.

REPORTS TO: Assistant Superintendent

JOB GOAL: To successfully coordinate between school staff and volunteers based upon the staff needs and volunteer interest and skills.

## PERFORMANCE RESPONSIBILITIES:

- I. Manages the volunteer screening process.
- II. Creates and maintains an up to date volunteer handbook.
- III. Conducts volunteer orientations as needed.
- IV. Place volunteers based upon staff need and volunteer skill and interest.
- V. Visits each school regularly to check-in with teachers, staff, administrators, and volunteers to determine support needs and problem solve as needed.
- VI. Coordinates recognition of the work of volunteers with social media, news articles, school-based acknowledgements as well as district wide events during National Volunteer Week.
- VII. Collaborates with parent organizations as needed.
- VIII. Evaluates the effectiveness of the volunteer program and procedures annually.
- IX. Other responsibilities as assigned by the Assistant Superintendent.

WORK YEAR: 10 months. Salary and any benefits to be established by the Superintendent.

## WORKING CONDITIONS:

**Mental Demands:** calculating, comparing, problem-solving, evaluating,

interpreting, organizing, consulting, analyzing, planning, documenting,

specifying, coordinating, implementing, and presenting

**Physical Demands:** The physical demands listed here are representative of those

that are required to successfully perform the essential functions of this job: sitting,

walking, climbing stairs, operating computers and other equipment, using tools,  
and lifting or moving up to 50 pounds.

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

EVALUATION: Performance of this job will be evaluated in accordance with provisions of  
the School Board's policy on 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: November 14, 2006

May 10, 2022

Revisions Approved: April 14, 2015 [Volunteer/ELO Coordinator]

June 20, 2012

# Special Education Early Learning & Elementary Coordinator

## POSITION SUMMARY

The Special Education Early Learning & Elementary Coordinator provides leadership, supervision, and coordination of special education services for children ages 3-4 within an early learning environment and for children who receive special education services from kindergarten through grade 4 at Pond Cove Elementary School. The Special Education Early Learning & Elementary Coordinator will ensure that special education eligible children, starting at age 3, will have access to a Free Appropriate Public Education (FAPE). As Cape Elizabeth expands its responsibility for early childhood special education services, this role will lead Child Find activities and coordinate the special education referral, evaluation, and service delivery process for children starting at age 3 through grade 4. The Special Education Early Learning & Elementary Coordinator will ensure high-quality, developmentally appropriate programming aligned with district priorities and state and federal requirements. Working collaboratively with community based partners, building administrators, district leadership, special education teams, service providers and families, the Coordinator will support inclusive practices and seamless transitions into early learning and elementary environments promoting positive educational, developmental, and social-emotional outcomes for young learners.

## QUALIFICATIONS

### **Education/Certification:**

- ? Master's degree in Special Education or Educational Leadership with a concentration in special education administration preferred.
- ? Maintains, or is eligible for, one of the following:
  - ? Administrator of Special Education (030)
  - ? Assistant Administrator of Special Education (035)
  - ? State of Maine Administrator Certificate (030)
  - ? Teacher of students with disabilities (282 or 282b)

### **Special Knowledge/Skills:**

- ? At least 5 years of successful teaching experience of students with disabilities ages 3-5 or at the elementary level.
- ? Strong knowledge of early childhood development and early learning instructional best practices.
- ? Understanding of Child Find processes, FAPE requirements, and IDEA regulations for identified children
- ? Thorough knowledge of Special Education regulations
- ? Knowledge of elementary education and proven ability to work with general education learning systems and the special education system
- ? Experienced with supervision of Educational Technicians and participating/leading/supporting special education teachers
- ? Ability to work with a variety of organizations and stakeholders across the early learning system within Cape Elizabeth and Southern Maine
- ? Strong leadership, communication, and organizational skills
- ? Excellent written and oral communication skills
- ? Has the ability to interact positively and collaboratively with a variety of related service providers, educational staff, Administration, students and families
- ? Firm understanding of Mainecare billing procedures
- ? Experience with the use special education data base systems such as CINC and Adori
- ? Successful background, criminal records, fingerprinting and reference check

? Commitment to equity, inclusion, and developmentally appropriate practices.

## ESSENTIAL DUTIES AND RESPONSIBILITIES

### **Program Supervision and Coordination:**

- ? Supervise and support special education programming and services for children starting at age 3 through grade 4 at Pond Cove Elementary School
- ? Provide supervision and evaluation of special education teachers and related service providers in coordination with the Assistant Superintendent/Director of Special Education
- ? Ensure implementation of developmentally appropriate special education practices for children ages 3 through grade 4 at Pond Cove Elementary School
- ? Monitor program quality, classroom environments, and instructional practices
- ? Assist with scheduling, staffing coordination, and program operations as assigned

### **Special Education, Child Find & FAPE Responsibilities:**

- ? Serve as the district administrative representative at early learning & elementary special education meetings, including referral, eligibility determinations, annual IEP team meetings and transition meetings, with authority to commit district resources and ensure provision of FAPE
- ? Serve as the district lead for Child Find activities for children ages 3 through grade 4 within Cape Elizabeth, ensuring timely identification, referral, and follow-up for children with suspected developmental delays or disabilities
- ? Coordinate the early learning special education process, including referrals, evaluations, eligibility determinations, and transitions into services
- ? Ensure the district meets its obligations to provide FAPE to eligible children starting at age 3 in accordance with IDEA and Maine Department of Education requirements
- ? Serve as a primary point of contact for early learning & elementary special education services, supporting communication among families, service providers, and school teams
- ? Support compliance with all state and federal regulations related to early learning & elementary special education programming

### **Leadership, Collaboration and Family Engagement:**

- ? Oversee Family Engagement for special education students starting at age 3 through grade 4 at Pond Cove Elementary School
- ? Serve as a liaison between community based partners and district and building administrators
- ? Collaborate with special education teams to support inclusive practices and compliance with IDEA requirements
- ? Foster positive relationships with families, community agencies, and early learning community based partners
- ? Support family engagement efforts by providing guidance, resources, and communication related to early learning special education programming and services

### **Professional Development Instructional Support:**

- ? Plan, provide, and coordinate professional learning opportunities for early learning special education and elementary special education staff
- ? Support continuous instructional improvement through coaching, modeling, and feedback
- ? Stay current on best practices, research, and trends in special education early learning and elementary special education
- ? Share relevant research, resources, and professional learning opportunities with staff and administrators

### **Operations, Compliance & Communication:**

- ? Assist with data collection, reporting, and documentation related to special education early learning and elementary programming
- ? Maintain Special Education Compliance in all areas
- ? Maintain current knowledge of early learning standards, licensing requirements, and educational regulations
- ? Participate in district meetings, committees, and professional learning communities as required (including at night and during the summer)
- ? Perform other duties as assigned by building or district administration
- ? Maintain and manage early learning and elementary special education budget

## **Legal and Ethical Duties:**

- ? Maintains confidentiality regarding student, staff, and school records
- ? Demonstrates respect for the legal and human rights of students, staff, and families
- ? Follows all district health and safety procedures
- ? Arrives and departs punctually, notifying appropriate personnel about absences and coverage
- ? Upholds professional ethics, dependability, and fairness in all duties and relationships
- ? Ensures compliance with all applicable state and federal education laws and mandates, including IDEA

## **REPORTS TO:**

Assistant Superintendent/Director of Special Education

## **WORKING CONDITIONS**

### **Mental Demands:**

Calculating, comparing, editing, problem-solving, evaluating, interpreting, organizing, consulting, analyzing, planning, 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:**

Twelve month year, with actual salary, benefits and work year set by the Board of Education through contract negotiations and appropriate policies.

## **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 Assistant Superintendent/Director of Special Education 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: May 13, 2026

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