

# Job Description

## READINGTON TOWNSHIP BOARD OF EDUCATION

**Supervisors - Educational**  
**0300 Supervisor Curriculum & Instruction**  
**(SEL and Special Projects)**  
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**JOB TITLE: Supervisor of Curriculum and Instruction (Social/Emotional Learning and Special Projects)**

**REPORTS TO:** Director of Pupil Services and Superintendent

**SUPERVISES:** Teachers in grade Pre-Kindergarten through grade 8; School Counselors

### **NATURE AND SCOPE OF JOB:**

This position will require an individual to have a keen understanding of areas related to Social and Emotional Learning Initiatives (SEL) suitable for grades K-8 and have the ability to coordinate programs associated with SEL. The successful candidate will have experience developing and implementing lessons in a classroom setting related to SEL. The individual will also possess the skills to address the following areas related to Social and Emotional Learning: writing curriculum; providing workshops for teachers and parents; serving as a resource for students, staff, administrators and parents; supervising individuals responsible for school climate and culture; and having a visionary outlook for a district-wide Social and Emotional Learning program.

### **QUALIFICATIONS:**

The Supervisor of Curriculum and Instruction (SEL and Special Projects) shall:

1. hold a New Jersey certificate in supervision and/or administration;
2. hold a Master's Degree from an accredited college or university
3. possess a passion and knowledge for the development and implementation of SEL initiatives in school settings;

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4. demonstrate good communication skills with PreK-8 students as well as adults;
5. demonstrate excellent leadership and organizational skills and the ability to motivate people;
6. Have a minimum of five years teaching or educational services experience;
7. collect data (inclusive of anecdotal notes) and analyze them to drive future instruction and to assist the coordination/enrichment of the district's SEL Program;
8. be capable and experienced in writing curriculum;
9. demonstrate a good rapport with colleagues, administrators, parents and students;
10. demonstrate creativity and a focused vision;
11. possess an eagerness to learn and be willing to attend out of district workshops and conferences;
12. continue professional growth through participation in state and national programs, conferences, and informational meetings with person(s) in related positions;
13. possess and exhibit good listening skills;
14. demonstrate a knowledge and an understanding of child growth and development, effective instructional strategies, and classroom management;
15. have experience supporting staff members in a variety of ways;
16. demonstrate flexibility and a sense of calm under pressure;
17. certifications in kids and adult yoga or similar practice are recommended;

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18. meet all governmental and Readington Township certification and application requirements;
19. demonstrate the ability to communicate effectively in English, both orally and in writing;
20. must hold a valid New Jersey Teaching certification and/or appropriate educational services certification such as School Counselor, School Psychologist or School Social Worker;
21. hold a valid New Jersey driver's license with no serious violations.
22. meet such alternatives to the above qualifications as the Superintendent may find appropriate and acceptable
23. be knowledgeable of 504 plans, the I&RS process, and referral to special education.

**JOB FUNCTIONS AND RESPONSIBILITIES:**

The Supervisor (SEL and Special Projects) shall:

1. work cooperatively and collectively with principals, director, staff and supervisors to ensure that instructional programs and services related to SEL are coordinated in the schools uniformly and equitably;
2. mentor teachers in character education concepts, train school staff and district volunteers in the Anti-Bullying Bill of Rights;
3. teach lessons for students in grades PK-8 and model lessons for staff in grades PK-8;
4. team-teach with teachers to address and identify behavioral needs;
5. write SEL and/or Character Education curriculum and School Counseling Curriculum;

6. assist in curriculum revision for all content areas to infuse activities and resources related to SEL;
7. communicate and collaborate with board members, administrators, staff, students and parents in various settings such as faculty meetings, in-service days, board meetings, teacher academies;
8. provide SEL and equity resources for board members, administrators, staff, students and parents;
9. teach workshops related to SEL, equity, HIB, and special education (Teacher Academies, Curriculum Days);
10. observe and, when necessary, consult with teachers regarding strategies to use in their classroom throughout the school day;
11. supervise personnel assigned to ensure that all responsibilities are met and exceeded. Evaluate lesson plans and observe classes on a regular basis;
12. attend workshops and conferences for continuing education in the areas of SEL;
13. collect data (inclusive of anecdotal notes) and analyze them to drive future instruction and to assist the coordination/enrichment of the district's SEL Program;
14. demonstrate experience using google and its many features and applications to coordinate program initiatives;
15. head assemblies or find assembly topics related to SEL.
16. provide program of supervision to school counselors and conduct meetings as necessary for the proper function of the school counseling program (HIB, School Climate and Culture, SEL, and curriculum) and school counseling services.

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17. Provide training for new teachers through the new teacher mentor/induction program in SEL.
18. Make regular, systematic visits and/or conferences with guidance counselors and teachers for the purpose of helping each staff member to become more professionally effective in the area of SEL and other areas related to SEL.
19. Communicate regularly with the Superintendent, Director, and with principals about the needs, successes, and general operation of the various SEL programs. Recommend policies and procedures to promote a healthy and supportive climate for learning that addresses the New Jersey Student Learning Standards and responsibility for behavior.
20. Serve as the Anti-Bullying Coordinator (HIB) and file reports as necessary as they related to the role of Anti-Bullying Coordinator.
21. Assist the Director of Pupil Services in job functions that related to bullying, school climate and culture, and other areas related to the intersection of special services and SEL.
22. Assist in the administration of the English as a Second Language (ESL) program district-wide.
23. Collect and analyze ESL student achievement data. Make reports to the Director of Pupil Services, the Superintendent, or the Board of Education regarding this data as needed.
24. Perform any duties that are within the scope of employment and certifications, as assigned by the Superintendent and not otherwise prohibited by law or regulation.
25. Perform duties related to any specialized projects that come up that are related to SEL, character development, school climate and culture, student discipline, school counseling services, student behavior, and any other areas deemed appropriate by the Superintendent.
26. Adhere to New Jersey school law, State Board of Education rules and regulations, Board of Education policies and regulations, and contractual obligations.

**TERMS OF EMPLOYMENT:**

The Supervisor (SEL and Special Projects) shall be employed under the following items:

1. work year is established as a twelve (12) position;
2. salary, benefits and leave time as specified in the Collective Bargaining Agreement;
3. conditions established by laws and codes of the State; and policies, rules and regulations established by the Board of Education (N.J.S.A. 18A:27-4 et seq.)

**EVALUATION:** The Director of Pupil Services and Superintendent shall evaluate the Supervisor (SEL and Special Projects) in accordance with Policy No. 3223, this Job Description and such other criteria as shall be established by the Board of Education.

Revised: April 25, 2023

# JOB DESCRIPTION

## READINGTON TOWNSHIP BOARD OF EDUCATION

DIRECTORS AND MANAGERS  
1740 Director of Pupil Services  
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**JOB TITLE:** DIRECTOR OF PUPIL SERVICES

**REPORTS TO:** Superintendent of Schools

**SUPERVISES:** Child Study Team members, Special Education Teachers, Special Education Aides, Related Service Providers, ESL Teachers, Behaviorists, and Supervisor of SEL

### **NATURE AND SCOPE OF JOB:**

Leads and assumes responsibility for the organization, implementation, coordination, and evaluation of the activities and mandates of the Child Study Team to ensure that all students meet and exceed the New Jersey Student Learning Standards. Responsibilities also include the supervision of programs for the Home Bound and speech/language disorders, and the arrangement of transportation for handicapped students. The Director of Pupil Services understands the laws and regulations of special education, understands effective diagnostic assessments for students experiencing difficulty in learning, works collaboratively to lead and nurture members of the staff, and communicates effectively with parents, members of the community, and colleagues in other districts and schools.

### **QUALIFICATIONS:**

The Director of Pupil Services shall:

1. Hold a valid New Jersey certificate Principal or School Administrator.
2. Hold a valid New Jersey Master's Degree from an accredited institution (college or university).
3. Have a minimum of five years teaching or CST experience and previous administrative experience required.
4. Hold a valid driver's license with no serious violations.
5. Have excellent administrative and/or teaching experience and work with students with special needs, demonstrating an understanding of the needs of these students.
6. Demonstrate excellent organizational skills and the ability to motivate people.

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7. Demonstrate knowledge and understanding of special education programs and services, curriculum development and program evaluation, child growth and development, effective instructional strategies, classroom management, learning assessment and diagnosis, and research related to learning.
8. Demonstrate an understanding of the regulations regarding the operation of special education programs, including those outlined in N.J.A.C. Title 6, Chapters 14, 26 and 28, U.S.P.L. 93-112, and Section 504.
9. Have excellent integrity and demonstrate good moral character and initiative.
10. Exhibit a personality that demonstrates enthusiasm and interpersonal skills to relate well with students, staff, administration, parents, and the community.
11. Demonstrate the ability to communicate effectively in English, both orally and in writing, using proper grammar and vocabulary.
12. Demonstrate the ability to use computers for word processing, data management, information retrieval, visual and audio presentations, and telecommunications.
13. Provide proof of eligibility to work in the United States by completing the I-9 form.
14. Provide evidence that a criminal record history check has been conducted and clearance has been given by the Department of Education prior to employment.
15. Provide evidence that health is adequate to fulfill the job functions and responsibilities with reasonable accommodation pursuant to 42 U.S.C. 12101 and in accordance with N.J.A.C. 6:3-4A.4.
16. Pass the State required Mantoux Intradermal Tuberculin Test as required by N.J.A.C. 6:3-4A.4.
17. Meet such alternatives to the above qualifications as the Superintendent may find appropriate and acceptable.

#### **VERIFICATION OF COMPETENCY:**

1. District application and resume.
2. Required documentation outlined in the qualifications above.
3. A minimum of three letters of reference from former employers, teachers, professors or other professional sources, or copies of recent evaluations and observations of teaching performance.

4. College transcripts.
5. Employment interview.

**EMPLOYMENT TERMS:**

The Director of Pupil Services shall be employed under the following terms:

1. Work year of twelve months.
2. Salary, benefits, and leave time as specified in the Collective Bargaining Agreement.
3. Conditions established by all laws and codes of the State, and all policies, rules, and regulations established by the Board of Education (N.J.S.A. 18A:27-4 et seq.).

**JOB FUNCTIONS AND RESPONSIBILITIES:**

The Director of Pupil Services shall:

1. Establish and promote high standards and expectations for students and staff for academic performance and responsibility for behavior.
2. Coordinate, administer, and schedule services and procedures for the referral from Intervention and Referral Teams and the evaluation, classification and placement in the least restrictive individualized educational program by the Child Study Team for students who are educationally handicapped as required by N.J.A.C. Title 6 Chapters 14, 26 and 28, and other State mandates and guidelines.
3. Administer, schedule, and evaluate the Child Study Team process for the development, annual review, and third year re-evaluation of Individual Education Plans (IEPs) as required by State and federal mandates and guidelines. Ensure teacher and parent participation in the process and access to records, following notification and due process requirements when necessary.
4. Ensure that the IEPs address the student's achievement in each of the New Jersey Student Learning Standards including:
  - Cross Content Workplace Readiness Skills;
  - Visual and Performing Arts;
  - Language Arts Literacy;
  - Mathematics;
  - Science;
  - Social Studies; and
  - World Languages.

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5. Represent the Board, when requested, in mediation, administrative hearings and court proceedings relating to students in need of or receiving special services.
6. Complete in a timely fashion all records and reports as required by law and regulation or requested by Superintendent. Answer correspondence promptly.
7. Follow procedures for safe storing and integrity of all public and confidential school records, ensuring that personnel and student record keeping procedures comply with State and federal law and district policy.
8. Plan, organize, implement, supervise, coordinate, and evaluate a comprehensive program of Home Bound Instruction when required (N.J.A.C. 6A:14-4.8 and 4.9).
9. Plan, organize, implement, supervise, coordinate, and evaluate a comprehensive program of speech, hearing and/or language disorders, including programs dealing with both corrective and preventative aspects of communication disorders of voice, language, and articulation, following N.J.A.C. 6A et seq. and other State rules, regulations, and procedures.
10. Arrange and monitor transportation of all eligible handicapped students.
11. Supervise the use of computer assisted instruction in the special education programs.
12. Assist the Superintendent with the evaluation of the various programs in special education to ensure that they assist students in achieving the New Jersey Student Learning Standards. Assist with review of the facilities, the development of curriculum, the evaluation of learning strategies used in classrooms, and the involvement of parents.
13. Be responsible for the planning and development of pupil personnel services and special education by:
  - a. Formulating plans, in cooperation with staff members and administration for the improvement of pupil personnel services and special education, that most effectively meets the needs of children and community.
  - b. Assisting in the development of curriculum that provides for various abilities, talents, and interests of students.
  - c. Assisting the principal/s, guidance counselors and nurses to organize and implement appropriate programs for their respective schools.
  - d. Assisting in the preparation of the annual budget with specific responsibility for those areas related to pupil personnel services and special education.
14. Be responsible for professional staff supervision and development by:

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- a. Providing program supervision to nurses, teachers of special education, preschool staff, ESL teachers, behaviorists, and paraprofessionals. He/she shall provide both the administrative and program supervision to speech specialists and Child Study Team along with the supervisor.
  - b. Making regular, systematic visits and/or conferences with pupil personnel specialists, teachers of special education and paraprofessionals for the purpose of helping each staff member to become more professionally effective.
  - c. Sharing in the orientation of new pupil personnel specialists and teachers to the school system.
  - d. Developing and maintaining an on-going and well planned in-service program for staff.
  - e. Encouraging the professional staff to try new techniques, practices, and methods designed to enhance their effectiveness with pupils, parents, and staff.
  - f. Fostering the professional growth and development of staff members with opportunities for visitations, demonstrations, conferences, workshops, and research projects.
  - g. Developing shared supervision in collaboration with the supervisor to enhance specialized programs in the district.
15. Be responsible for program administration and coordination by:
- a. Coordinating the activities of Child Study Team, nurses, and speech with administrators and supervisors.
  - b. Promoting a coordinated team approach and a balanced program of services among various pupil personnel specialists that is responsive to the needs of pupils, parents, and staff.
  - c. Reviewing, coordinating, channeling, and scheduling reports for services, including case status and progress to final disposition of services.
  - d. Coordinating pupil personnel services with other out-of-district schools and community agencies that work jointly in the resolution of pupil problems and programs outside of school.
  - e. Providing a leadership role in the continuing development and implementation of administrative procedures related to the collection, maintenance, and dissemination of pupil records.
  - f. Preparing administrative reports for the State Department of Education and the Superintendent of Schools.
  - g. Preparing applications for state and federal grants.
  - h. Coordinate the activities of the special education parent support group.

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- i. Keeping the central administration well informed on all significant matters under his/her supervision.
  - j. Assessing the adequacy of present procedures and programs, and identifying possible steps to strengthen the program of services to pupils, parents, and staff.
16. Serve as a recruitment officer for pupil personnel specialists and teachers of special education by:
- a. Consulting with building principals to develop a job analysis for building-based pupil personnel specialists and teachers of special education for positions that are vacant.
  - b. Examining and screening the applications or resumes for positions, and initiating and conducting appropriate interviews.
  - c. Recommending candidates for a specific position in Pupil Personnel Services or special education to the building principal for an interview.
  - d. Recommending candidates that are under the administrative and functional supervision of the Director of Pupil Personnel Services.
17. Supervise all assigned personnel to ensure that all responsibilities are met and exceeded, consistent with research on learning and child growth and development, and strategies in special education instruction.
18. Develop with individual staff members a Professional Improvement Plan (PIP). Ensure that personnel evaluation procedures are accomplished in a fair and consistent manner that encourages accountability, growth and excellence, in accordance with law, Board policy, and contractual requirements. Recommend to the Superintendent the renewal, dismissal, withholding of increment, promotion or other actions for all personnel assigned to the Director, following established procedures and timelines.
19. Recommend staffing needs and assist with the recruitment and selection of new personnel. Provide orientation and assistance and monitor the performance of new staff.
20. Provide and coordinate assistance to staff in the regular programs of the district to assist them with classified students or with students who are experiencing difficulty. Provide opportunities for effective staff development that address the needs of the staff, including, workshops, conferences, visitations, demonstration lessons and sessions in which the staff shares successful practices and strategies.
21. Prepare grant and other applications as requested by the Superintendent.
22. Recommend budgets to support assigned programs. Coordinate the purchasing of instructional materials and equipment following district procedures and guidelines.

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23. Collect and analyze data, particularly State assessments, regarding the achievement of classified students and other pertinent information affecting the design and implementation of services and programs, using the information to recommend new programs and modifications in existing programs. Share with staff the results of State and other assessments.
24. Establish a professional rapport with students and with staff that earns their respect, maintaining visibility with students, staff, parents, and the community.
25. Display the highest ethical and professional behavior and standards when working with students, parents, school personnel, and agencies associated with the school.
26. Serve as a role model for students, dressing professionally, and demonstrating the importance and relevance of learning, accepting responsibility, and pride in the education profession.
27. Notify immediately appropriate personnel and agencies, and follow established procedures when there is evidence of substance abuse, child abuse, child neglect, severe medical or social conditions, potential suicide or individuals appearing to be under the influence of alcohol, controlled substances, or anabolic steroids.
28. Keep the staff informed and seek ideas for improvement. Conduct meetings as necessary for the proper functioning of the instructional programs.
29. Use effective presentation skills when addressing the school community, including appropriate vocabulary and examples, clear and legible visuals, and articulate and audible speech. Use excellent written and oral English skills when communicating with students, parents, and colleagues.
30. Communicate regularly with the Superintendent and with principals about the needs, successes, and general operation of the various programs and services. Recommend policies and procedures to promote a healthy and supportive climate for learning that addresses the New Jersey Student Learning Standards and responsibility for behavior.
31. Attend required staff meetings and serve, as appropriate, on staff committees.
32. Represent the school and district at community, State, and professional meetings.
33. Continue to grow professionally through collaboration with colleagues and professional growth experiences.
34. Summarize, interpret, and disseminate current developments in special education and related services through reading of professional journals, participation in professional development, and involvement in professional organizations.
35. Maintain in safe working condition and safely operate all electronic and other equipment needed to carry out job functions and responsibilities.

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36. Observe strictly and exceed, to avoid the appearance of conflict, all requirements of the School Ethics Act (N.J.S.A. 18A:12-21 et seq.) regarding conflicts of interest in employment, purchasing, and other decisions, including solicitation and acceptance of gifts and favors, and submit in a timely fashion the required annual disclosure statement regarding employment and financial interests.
37. Protect confidentiality of records and information gained as part of exercising professional duties and use discretion in sharing such information within legal confines.
39. Perform any duties that are within the scope of employment and certifications, as assigned by the Superintendent and not otherwise prohibited by law or regulation.
40. Adhere to New Jersey school law, State Board of Education rules and regulations, Board of Education policies and regulations, and contractual obligations.

**PHYSICAL DEMANDS:**

The physical demands described here are representative of those that must be met by an employee to successfully perform the essential responsibilities and functions of the job and are not meant to be all inclusive. Reasonable accommodation may be made to enable individuals with disabilities to perform the essential responsibilities and functions of the job.

Unless reasonable accommodations can be made, while performing this job the staff member shall:

1. Use strength to lift items needed to perform the functions of the job.
2. Remain in a stationary position for required periods of time and be able to travel throughout the district/building.
3. Communicate, convey or exchange information effectively.
4. Use close vision, color vision, peripheral vision and depth perception along with the ability to focus vision.
5. Communicate effectively in English, using proper grammar and vocabulary. American Sign Language or Braille may also be considered as acceptable forms of communication.
6. Reach with hands and arms and use hands and fingers to handle objects and operate tools, computers, and/or controls.

**ENVIRONMENTAL DEMANDS:**

The environmental demands described here are representative of those that must be met by the employee to successfully perform the essential responsibilities and functions of the job and are not meant to be all inclusive.

1. Exposure to a variety of childhood and adult diseases and illnesses.
2. Occasional exposure to a variety of weather conditions.
3. Exposure to heated/air conditioned and ventilated facilities.
4. Exposure to a building in which a variety of chemical substances are used for cleaning, instruction, and/or operation of equipment.

5. Function in a workplace that is usually moderately quiet but that can be noisy at times.

**EVALUATION:**

The Superintendent of Schools shall evaluate the Director of Pupil Services in accordance with Policy No. 3223 and Regulation Nos. 3223.1 and 3223.2, this Job Description and such other criteria as shall be established by the Board of Education.

Revised: April 25, 2023

# JOB DESCRIPTION

## READINGTON TOWNSHIP BOARD OF EDUCATION

CHILD STUDY TEAM/COUNSELORS/MEDICAL PERSONNEL  
3206 Elementary School Counselor  
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**JOB TITLE:** ELEMENTARY SCHOOLCOUNSELOR

**REPORTS TO:** The Principal and Supervisor of SEL

**SUPERVISES:** Students

**NATURE AND SCOPE OF JOB:**

Assumes professional responsibility for providing comprehensive developmental guidance and counseling services for elementary school students, so that each student develops the skills, attitudes, and knowledge to meet and exceed the New Jersey Student Learning Standards. Working collaboratively with other members of the school staff and with parents, the Elementary School Counselor acts as an advocate for the student, arranging for appropriate resources when necessary, and assisting students in understanding the school and its environment, understanding themselves and their relationships with others, and understanding their strengths and needs.

**QUALIFICATIONS:**

The Elementary School Counselor shall:

1. Hold a valid New Jersey educational services certificate in accordance with the requirements of N.J.S.A. 18A:27.1 et seq., and N.J.A.C. Title 6 Chapter 11 with a student personnel services endorsement (N.J.A.C. 6:11-11.11) and other appropriate endorsement(s) in accordance with the requirements of N.J.A.C. 6:11-10.1 et seq.
2. Hold a valid driver's license with no serious violations.
3. Have excellent experience in teaching and working with children.
4. Demonstrate knowledge and understanding of the components and strategies of a comprehensive developmental counseling program, learning assessment and diagnosis, research related to learning, and the resources in the school and community to assist elementary students.
5. Have excellent integrity and demonstrate good moral character and initiative.
6. Exhibit a personality that demonstrates enthusiasm and sensitive interpersonal skills to relate well with students, staff, administration, parents, and the community.
7. Demonstrate the ability to communicate effectively in English, both orally and in writing, using proper grammar and vocabulary.

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**3206 Elementary School Counselor**  
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8. Demonstrate the ability to listen well to children and to adults who work with children.
9. Demonstrate the ability to use electronic equipment for word processing, data management, information retrieval, audio and visual presentations, and telecommunications.
10. Provide proof of eligibility to work in the United States by completing the I-9 form.
11. Provide evidence that a criminal record history check has been conducted and clearance has been given by the Department of Education prior to employment.
12. Provide evidence that health is adequate to fulfill the job functions and responsibilities with reasonable accommodation pursuant to 42 U.S.C. 12101 and in accordance with N.J.A.C. 6:3-4A.4.
13. Pass the State required Mantoux Intradermal Tuberculin Test as required by N.J.A.C. 6:3-4A.4.
14. Meet such alternatives to the above qualifications as the Superintendent may find appropriate and acceptable.

**VERIFICATION OF COMPETENCY:**

1. District application and resume.
2. Required documentation outlined in the qualifications above.
3. A minimum of three letters of reference from former employers, teachers, professors or other professional sources, or copies of recent evaluations and observations of teaching and counseling performance.
4. College transcripts.
5. Employment interview.

**EMPLOYMENT TERMS:**

The Elementary School Counselor shall be employed under the following terms:

1. Work year of ten months.
2. Salary or hourly wage, benefits, and leave time as specified in the Collective Bargaining Agreement.
3. Conditions established by all laws and codes of the State, and all policies, rules, and regulations established by the Board of Education (N.J.S.A. 18A:27-4 et seq.).

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**3206 Elementary School Counselor**  
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**JOB FUNCTIONS AND RESPONSIBILITIES:**

The Elementary School Counselor shall:

1. Establish high standards and expectations for all students for academic performance and responsibility for behavior.
2. Assist teachers with planning and implementing learning experiences for children that promote positive concepts in self esteem, personal relationships with others, responsible behavior, and attitudes toward school and learning.
3. Teach developmental counseling lessons to address and support the New Jersey Student Learning Standards, using a variety of instructional strategies and materials. Ensure that the instruction and materials used meet affirmative action guidelines and are free of stereotyping. Use effective presentation skills, including appropriate vocabulary and examples, clear and legible visuals, and articulate and audible speech.
4. Provide individual counseling of students referred by self, teachers, parents, and Pupil Services.
5. Provide group counseling to plan and facilitate counseling groups as needs of students warrant which would include but not be limited to groups for new students, loss/bereavement, etc.
6. Provide orientation along with administration, assist in planning and implementing orientation programs such as new students, kindergarten and elementary to middle school.
7. Provide teacher/parent consultation to parents, classroom teachers and grade-level interdisciplinary teams regarding relevant academic, social, or emotional needs of students.
8. Be in Intervention and Referral Team to arrange, plan and conduct Pupil Assistance Committee (PAC) meetings.
9. Be a Child Study Team Liaison to assist in the collection and assimilation of information necessary to Child Study Team and 504 referrals.
10. Articulation with administration, Pupil Personnel Services staff and in-district counseling department.
11. Hold membership in the Attendance Committee, Crisis Management Committee and Intervention and Referral Team.
12. Make referrals to and articulate with outside agencies, including but not limited to NJ Division of Youth and Family Services, law enforcement agencies, Big Brothers/Big Sisters, substance abuse programs, hospice and bereavement programs, Community Mental Health agencies, Crisis Intervention Units and, upon parent releases, private therapists.
13. Standardized Testing: to assist in the administration of school-wide standardized achievement testing and to maintain records for those students falling below minimum levels of proficiency.

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14. Developmental Counseling Visits: to conduct class-sized developmental groups with the goal of enhancing personal growth and development. Examples of such may include but are not limited to: Child Abuse Prevention Programs, Drug Awareness Programs, Self Esteem Programs, and Individualized Lessons requested by teachers.
15. System Support: to organize and/or conduct school-wide programs for self esteem, child abuse prevention, etc.
16. Use of Technology: to enhance record keeping and data collection.
17. Plan and implement learning experiences free of stereotyping to address the following Core Curriculum Content Standards:  
Cross Content Workplace Readiness Standards, specifically in the areas of:
  - Career planning and workplace readiness skills;
  - Use of technology, information and other tools;
  - Critical thinking, decision-making, and problem solving skills; and
  - Self management skills.
18. Participate on the Intervention and Referral Services Team (IRST). Assist in the assessment and diagnosis of the learning, social, and emotional needs and styles of students, using a variety of techniques.
19. Coordinate the district applications process for 8<sup>th</sup> grade students applying to district academies or the county technical school. Ensure that students have the appropriate applications and information about each program.
20. Recommend adjustment in learning experiences accordingly, requesting advice and assistance from specialists when appropriate.
21. Collaborate with the Substance Awareness Coordinator to coordinate substance awareness and substance abuse activities of the school, including providing support for students whose family life involves drugs and alcohol; and serving as a resource for the Substance Abuse Prevention Program, particularly regarding attendance.
22. Assist students in evaluating their aptitudes and abilities through the use of teacher comments, interpretation of individual standardized test scores and other pertinent data. Work with students in evolving educational and career plans in terms of such evaluation.
23. Maintain student records and ensure their confidentiality.
24. Provide information and prepare recommendations to colleges for admissions and scholarships, as well as to potential employees and other agencies.
25. Work closely with teachers, administrators and other professional staff members, providing information and assistance where needed for the ultimate benefit of students.

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26. Maintain a close relationship with the Child Study Team.
27. Work closely with, and involve parents in planning students' career plans, and assist in the resolution of school-related problems.
28. Assist in the organization and administration of standardized test programs.
29. Interview students new to the school, provide orientation and information relative to school procedures, curriculum and extra-curricular opportunities.
30. Participate in follow-up studies of former students for the purpose of improving services and evaluating the effectiveness of the educational program being offered by the school.
31. Work to prevent students from dropping out of school, and assist those that do in finding alternative educational programs and/or employment.
32. Arrange for summer work and/or enrollment in summer school programs to make up noted deficiencies.
33. Maintain a professional office environment.
34. Follow the ethical standards for school counselors set forth by the American School Counselor Association.
35. Assist in the evaluation of current curriculum offerings and in the planning, selection and implementation of new course offerings.
36. Utilize the resources of the community in developing and expanding counseling services and activities.
37. Assist with the implementation of specialized programs, including child abuse, sexual abuse, career education, equity and stereotyping, and other school and district programs.
38. Provide individual and group counseling services, including crisis intervention, to students experiencing difficulty with personal and social growth, and academic performance, referring students to other resources and agencies as needed.
39. Conduct conferences with students, parents, teachers, or administrators to help all to understand and assist students in achieving success in the school and in positive personal growth.
34. Follow the ethical standards for school counselors set forth by the American School Counselor Association.
35. Assist in the evaluation of current curriculum offerings and in the planning, selection and implementation of new course offerings.
36. Utilize the resources of the community in developing and expanding counseling services and activities.

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**3206 Elementary School Counselor**

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37. Assist with the implementation of specialized programs, including child abuse, sexual abuse, career education, equity and stereotyping, and other school and district programs.
38. Provide individual and group counseling services, including crisis intervention, to students experiencing difficulty with personal and social growth, and academic performance, referring students to other resources and agencies as needed.
39. Conduct conferences with students, parents, teachers, or administrators to help all to understand and assist students in achieving success in the school and in positive personal growth.
40. Coordinate school and community resources when needed to assist a student and parents, working closely with other school personnel, including the administration, nurse, social worker, learning disabilities teacher consultant, attendance officer, and others.
41. Monitor student absences and lateness. Contact parents to ensure regular attendance. Make arrangements for assignments to be sent home for students who are to be absent for long periods of time.
42. Provide individual and group orientation sessions for students new to the school, monitoring students to ensure a smooth transition and adjustment into the life of the school.
43. Maintain accurate student records, protecting the privacy and confidentiality of information, in accordance with school policy and federal and State law.
44. Maintain a confidential log of all counseling sessions.
45. Communicate regularly with parents, seeking their support and advice, so as to create a cooperative relationship to support the student in the school. Assist parents with understanding their role in encouraging children to learn and help those parents who need assistance in understanding child growth and development so that family communication skills are improved.
46. Assist with the administration of the State and school standardized assessments. Interpret results to students, parents, and school personnel.
47. Coordinate the identification and referral of average 7<sup>th</sup> and 8<sup>th</sup> graders to the Alternative Middle School Program. Collaborate with program staff to ensure the smooth transition of students to the alternative program.
48. Assist with approved research and follow-up studies related to student achievement, effectiveness of curriculum, student attitudes and perceptions, parent and community perceptions, and other information useful to the school to assess the overall effectiveness of the program for students.
49. Display the highest ethical and professional behavior and standards when working with students, parents, school personnel, and other agencies associated with the school.
50. Provide a nurturing, supportive, and positive climate, using positive motivation that encourages student responsibility.

**CHILD STUDY TEAM/COUNSELORS/MEDICAL PERSONNEL**  
**3206 Elementary School Counselor**  
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51. Establish a professional rapport with students that earns their respect.
52. Use excellent written and oral English skills when communicating with students, parents, and colleagues.
53. Assume responsibility for all students within the school, beyond those specifically assigned, supervising in a fair and constructive manner to ensure the safety and well being of all students.
54. Assist with extra curricular activities, supporting the total program of the school. Attend student events to demonstrate genuine interest in the life of the students.
55. Ensure the safety and health of all students, notifying the administration of any unsafe conditions, following established procedures.
56. Create a stimulating, attractive, organized, functional, healthy, and safe office, with proper attention to the visual, acoustic, and thermal environments.
57. Serve as a role model for students, dressing professionally, demonstrating the importance and relevance of learning, accepting responsibility in school, and demonstrating pride in the honorable profession of teaching and counseling.
58. Attend required staff meetings and serve, as appropriate, on staff committees. Participate in curriculum and program development, and in the selection of materials and equipment to support instruction.
59. Notify immediately appropriate personnel of evidence of substance abuse, child abuse, child neglect, severe medical or social conditions, potential suicide or individuals appearing to be under the influence of alcohol, controlled substances, or anabolic steroids.
60. Summarize, interpret, and disseminate current developments in the guidance and counseling field, through reading of professional journals, participation in professional development, and involvement in professional organizations.
61. Continue to grow professionally through collaboration with colleagues and professional growth experiences. Complete the required 100 clock hours of State-approved continuing professional development every five years in accordance with State and district procedures, as specified in the Professional Improvement Plan (N.J.A.C. 6:11-13).
62. Maintain in safe working condition and operate electronic and other equipment needed to carry out job functions and responsibilities.
63. Protect confidentiality of records and information gained as part of exercising professional duties and use discretion in sharing such information within legal confines.
64. Perform any duties that are within the scope of employment and certifications, as assigned by the Principal and not otherwise prohibited by law or regulation.
65. Adhere to New Jersey school law, State Board of Education rules and regulations, Board of Education policies and regulations, school regulations and procedures, and contractual obligations.

**CHILD STUDY TEAM/COUNSELORS/MEDICAL PERSONNEL**  
**3206 Elementary School Counselor**  
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**PHYSICAL DEMANDS:**

The physical demands described here are representative of those that must be met by an employee to successfully perform the essential responsibilities and functions of the job and are not meant to be all inclusive. Reasonable accommodation may be made to enable individuals with disabilities to perform the essential responsibilities and functions of the job.

Unless reasonable accommodations can be made, while performing this job the staff member shall:

1. Use strength to lift items needed to perform the functions of the job.
2. Remain in a stationary position for required periods of time and be able to travel throughout the district/building.
3. Communicate, convey or exchange information effectively.
4. Use close vision, color vision, peripheral vision and depth perception along with the ability to focus vision.
5. Communicate effectively in English, using proper grammar and vocabulary. American Sign Language or Braille may also be considered as acceptable forms of communication.
6. Reach with hands and arms and use hands and fingers to handle objects and operate tools, computers, and/or controls.

**ENVIRONMENTAL DEMANDS:**

The environmental demands described here are representative of those that must be met by an employee to successfully perform the essential responsibilities and functions of the job and are not meant to be all inclusive.

1. Exposure to a variety of childhood and adult diseases and illnesses.
2. Occasional exposure to a variety of weather conditions.
3. Exposure to heated/air conditioned and ventilated facilities.
4. Exposure to a building in which a variety of chemical substances are used for cleaning, instruction, and/or operation of equipment.
5. Function in a workplace that is usually moderately quiet but that can be noisy at times.

**EVALUATION:**

The Principal and Director of Pupil Services shall evaluate the Elementary School Counselor in accordance with Policy Nos. 3221 or 3222, Regulation Nos. 3221 or 3222, this Job Description and such other criteria as shall be established by the Board of Education.

Revised: April 25, 2023

# JOB DESCRIPTION

## READINGTON TOWNSHIP BOARD OF EDUCATION

### CHILD STUDY TEAM/COUNSELORS/MEDICAL PERSONNEL

3207 Middle School - School Counselor

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**JOB TITLE:** MIDDLE SCHOOL - SCHOOL COUNSELOR

**REPORTS TO:** The Principal and Supervisor of SEL

**SUPERVISES:** Students

#### **NATURE AND SCOPE OF JOB:**

Assumes professional responsibility for providing comprehensive developmental guidance and counseling services in the areas of educational and career planning, and social and emotional development so that each student develops the skills, attitudes, and knowledge to meet and exceed the State Core Curriculum Content Standards. Working collaboratively with other members of the school staff and with parents, the Middle School School Counselor acts as an advocate for the student, arranging for appropriate resources when necessary, and assisting students in understanding the school and its environment, understanding themselves and their relationships with others, understanding their strengths and needs, and planning for future educational and career opportunities.

#### **QUALIFICATIONS:**

The Middle School School Counselor shall:

1. Hold a valid New Jersey educational services certificate in accordance with the requirements of N.J.S.A. 18A:27.1 et seq., and N.J.A.C. Title 6 Chapter 11 with a student personnel services endorsement (N.J.A.C. 6:11-11.11) and other appropriate endorsement(s) in accordance with the requirements of N.J.A.C. 6:11-10.1 et seq..
2. Have excellent experience in teaching and working with adolescents.
3. Demonstrate knowledge and understanding of the components of a comprehensive developmental school counseling program, child growth and development, strategies for effective career and educational planning, learning assessment and diagnosis, research related to learning, and the resources available in the school and community to assist secondary students.
4. Have excellent integrity and demonstrate good moral character and initiative.
5. Exhibit a personality that demonstrates enthusiasm and sensitive interpersonal skills to relate well with students, staff, administration, parents, and the community.
6. Demonstrate the ability to communicate effectively in English, both orally and in writing, using proper grammar and vocabulary.

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**3207 Middle School - School Counselor**  
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7. Demonstrate the ability to listen well to adolescent needs and concerns.
8. Demonstrate the ability to use electronic equipment for word processing, data management, information retrieval, audio and visual presentations, and telecommunications.
9. Provide proof of eligibility to work in the United States by completing the I-9 form.
10. Provide evidence that a criminal record history check has been conducted and clearance has been given by the Department of Education prior to employment.
11. Provide evidence that health is adequate to fulfill the job functions and responsibilities with reasonable accommodation pursuant to 42 U.S.C. 12101 and in accordance with N.J.A.C. 6:3-4A.4.
12. Pass the State required Mantoux Intradermal Tuberculin Test as required by N.J.A.C. 6:3-4A.4.
13. Meet such alternatives to the above qualifications as the Superintendent may find appropriate and acceptable.

**VERIFICATION OF COMPETENCY:**

1. District application and resume.
2. Required documentation outlined in the qualifications above.
3. A minimum of three letters of reference from former employers, teachers, professors or other professional sources, or copies of recent evaluations and observations of teaching and guidance performance.
4. College transcripts.
5. Employment interview.

**EMPLOYMENT TERMS:**

The Middle School School Counselor shall be employed under the following terms:

1. Work year of ten months.
2. Salary or hourly wage, benefits, and leave time as specified in the Collective Bargaining Agreement.
3. Conditions established by all laws and codes of the State, and all policies, rules, and regulations established by the Board of Education (N.J.S.A. 18A:27-4 *et seq.*).

**CHILD STUDY TEAM/COUNSELORS/MEDICAL PERSONNEL**  
**3207 Middle School - School Counselor**  
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**JOB FUNCTIONS AND RESPONSIBILITIES:**

The Middle School School Counselor shall:

1. Establish high standards and expectations for all students for academic performance and responsibility for behavior.
2. Develop with the student and then monitor a sequential educational plan of high school studies and experiences leading to a high school diploma and demonstrated proficiency in the New Jersey Student Learning Standards, consistent with post-high school plans and the needs, interests, and skill levels of the student. The plan shall include parent approval and the student accepting responsibility for learning and successful performance.
3. Assist with maintaining and updating catalogues, displays, and materials.
4. Ensure that the materials and distribution meet affirmative action mandates and are free of stereotyping.
5. Provide individual counseling of students referred by self, teachers, parents, and Pupil Services.
6. Provide group counseling to plan and facilitate counseling groups as needs of students warrant which would include but not be limited to: groups for peer mediation, conflict resolution, new students and children dealing with divorce, bereavement, etc.
7. Make developmental counseling visits to conduct class-sized developmental groups, with the goal of enhancing personal growth and development. Examples of such may include, but are not limited to: decision-making workshops, career awareness, middle and high school transitions, and Child Abuse Prevention Programs.
8. Provide an Orientation/Transition Program along with administration and assist in planning and implementing orientation programs. This includes in-district orientations from primary to intermediate to middle schools, as well as out-of-district transitions from middle to high school and to and from other public and private schools.
9. Provide teacher/parent consultation to consult with parents, classroom teachers and grade-level interdisciplinary teams regarding relevant academic, social, or emotional needs of students.
10. Assist Intervention Teams to arrange, plan and conduct Pupil Assistance Committee (PAC) meetings.
11. Be a Child Study Team liaison to assist in the collection and assimilation of information necessary to Child Study Team and 504 referrals.
12. Provide articulation with administration, Pupil Personnel Services staff, in-district School Counseling Department and High School Counseling Department.

**CHILD STUDY TEAM/COUNSELORS/MEDICAL PERSONNEL**  
**3207 Middle School - School Counselor**  
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13. Hold membership on the Assistance Committee, Crisis Management Committee, and Intervention Team.
14. Make referrals to and articulate with outside agencies, including but not limited to: NJ Division of Youth and Family Services, law enforcement agencies, Big Brothers/Big Sisters, substance abuse programs, hospice and bereavement programs, Community Mental Health agencies, Crisis Intervention Units, and, upon parent releases, private therapists.
15. Assist in the administration of school-wide standardized achievement testing and to maintain records for those students falling below minimum levels of proficiency.
16. Provide us of technology to enhance record keeping and data collection.
17. Provide system support to organize and/or conduct school-wide programs such as "Career Day", workshops on substance awareness, sexual harassment, etc.
18. Make arrangements for assignments to be sent home for students who are to be absent for long periods of time.
19. Provide counseling services, including crisis intervention, to students experiencing difficulty with student growth and performance, referring students to other resources and agencies as needed.
20. Assist students in evaluating their aptitudes and abilities through the use of teacher comments, interpretation of individual standardized test scores and other pertinent data. Work with students in evolving educational and career plans in terms of such evaluation.
21. Maintain student records and ensure their confidentiality.
22. Provide information and prepare recommendations to colleges for admissions and scholarships, as well as to potential employees and other agencies.
23. Work closely with teachers, administrators and other professional staff members, providing information and assistance where needed for the ultimate benefit of students.
24. Maintain a close relationship with the Child Study Team.
25. Work closely with, and involve parents in planning students' career plans, and assist in the resolution of school-related problems.
26. Assist in the organization and administration of standardized test programs.
27. Interview students new to the school, provide orientation and information relative to school procedures, curriculum and extra-curricular opportunities.
28. Participate in follow-up studies of former students for the purpose of improving services and evaluating the effectiveness of the educational program being offered by the school.
29. Work to prevent students from dropping out of school, and assist those that do in finding alternative educational programs and/or employment.

**CHILD STUDY TEAM/COUNSELORS/MEDICAL PERSONNEL**  
**3207 Middle School – School Counselor**  
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30. Maintain a professional office environment.
31. Follow the ethical standards for school counselors set forth by the American School Counselor Association.
32. Assist in the evaluation of current curriculum offerings and in the planning, selection and implementation of new course offerings.
33. Utilize the resources of the community in developing and expanding counseling services and activities.
34. Provide for a smooth transition from middle school to high school, which may include orientation programs for students and parents.
35. Conduct conferences with students, parents, teachers, or administrators to help all to understand and assist students in achieving success in the school and in positive personal growth.
36. Coordinate school and community resources when needed to assist a student and parents, working closely with other school personnel, including the administration, nurse, social worker, learning disabilities teacher consultant, attendance officer, and others.
37. Plan and implement learning experiences free of stereotyping to address the New Jersey Student Learning Standards of:  
Cross Content Workplace Readiness Standards, specifically in the areas of:
  - Career planning and workplace readiness skills;
  - Use of technology, information and other tools;
  - Critical thinking, decision-making, and problem solving skills; and
  - Self management skills.Comprehensive Health and Physical Education Standards, specifically in the areas of :
  - Health promotion and disease prevention concepts and health enhancing behaviors;
  - Health-enhancing, personal, interpersonal, and life skills; and
  - Physical, mental, emotional, and social effects on the use and abuse of alcohol, tobacco, and other drugs.
38. Teach developmental counseling lessons that are free of stereotyping and follow affirmative action guidelines to address the New Jersey Student Learning Standards, using a variety of instructional strategies and materials. Use effective presentation skills, including appropriate vocabulary and examples, clear and legible visuals, and articulate and audible speech.
39. Provide, if assigned substance abuse responsibilities, a program consistent with code (N.J.A.C. 6:29-6 et seq.) and local policies and regulations.
40. Provide individual and group orientation sessions for students new to the school, monitoring to ensure a smooth transition and adjustment into the life of the school.

**CHILD STUDY TEAM/COUNSELORS/MEDICAL PERSONNEL**  
**3207 Middle School - School Counselor**  
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41. Maintain accurate student records, protecting the privacy and confidentiality of information, in accordance with school policy and federal and State law.
42. Maintain a confidential log of all counseling sessions.
43. Assist with the administration of the State and school standardized assessments. Interpret results to students, parents, and school personnel.
44. Assist with approved research and follow-up studies related to student achievement, effectiveness of curriculum, student attitudes and perceptions, parent and community perceptions, status of graduates, and other information useful to the school to assess the overall program effectiveness for students.
45. Assist with providing gender and racial equity programs and with other services designed to reduce and eliminate stereotypes and biases.
46. Display the highest ethical and professional behavior and standards when working with students, parents, school personnel, and other agencies associated with the school.
47. Provide a nurturing, supportive, and positive climate, using positive motivation that encourages student responsibility.
48. Establish a professional rapport with students that earns their respect.
40. Communicate regularly with parents, seeking their support and advice, so as to create a cooperative relationship to support the student in the school. Hold conferences in the evening when required.
50. Use excellent written and oral English skills when communicating with students, parents, and colleagues.
51. Assist with the preparation and monitoring of Individualized Education Plans for selected students.
52. Assume responsibility for all students within the school, beyond those specifically assigned, supervising in a fair and constructive manner to ensure the safety and well being of all students. Assist with supervision of students in non-classroom areas as assigned.
53. Assist with extra curricular activities, supporting the total program of the school. Attend student events to demonstrate genuine interest in the life of the students.
54. Ensure the safety and health of all students, notifying the administration of any unsafe conditions following established procedures.
55. Create a stimulating, attractive, organized, functional, healthy, and safe office, with proper attention to the visual, acoustic, and thermal environments.
56. Serve as a role model for students, dressing professionally, demonstrating the importance and relevance of learning, accepting responsibility in school, and demonstrating pride in the honorable profession of teaching and counseling.

**CHILD STUDY TEAM/COUNSELORS/MEDICAL PERSONNEL**  
**3207 Middle School - School Counselor**  
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57. Attend required staff meetings and serve, as appropriate, on staff committees. Participate in curriculum and program development, and in the selection of materials and equipment to support instruction.
58. Notify immediately appropriate personnel of evidence of substance abuse, child abuse, child neglect, severe medical or social conditions, potential suicide or individuals appearing to be under the influence of alcohol, controlled substances, or anabolic steroids.
59. Summarize, interpret, and disseminate current developments in the guidance and counseling field, through reading of professional journals, participation in professional development, and involvement in professional organizations.
60. Continue to grow professionally through collaboration with colleagues and professional growth experiences. Complete the required 100 clock hours of State-approved continuing professional development every five years in accordance with State and District procedures, as specified in the Professional Improvement Plan (N.J.A.C. 6:11-13).
61. Maintain in safe working condition and operate electronic and other equipment needed to carry out job functions and responsibilities.
62. Protect confidentiality of records and information gained as part of exercising professional duties and use discretion in sharing such information within legal confines.
63. Perform any duties that are within the scope of employment and certifications, as assigned by the Principal or Director of Pupil Services and not otherwise prohibited by law or regulation.
64. Adhere to New Jersey school law, State Board of Education rules and regulations, Board of Education policies and regulations, school regulations and procedures, and contractual obligations.

**PHYSICAL DEMANDS:**

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4. Use close vision, color vision, peripheral vision and depth perception along with the ability to focus vision.

5. Communicate effectively in English, using proper grammar and vocabulary. American Sign Language or Braille may also be considered as acceptable forms of communication.
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3. Exposure to heated/air conditioned and ventilated facilities.
4. Exposure to a building in which a variety of chemical substances are used for cleaning, instruction, and/or operation of equipment.
5. Function in a workplace that is usually moderately quiet but that can be noisy at times.

**EVALUATION:**

The Principal and Director of Pupil Services shall evaluate the Middle School School Counselor in accordance with Policy Nos. 3221 or 3222, Regulation Nos. 3221 or 3222, this Job Description and such other criteria as shall be established by the Board of Education.

Revised: April 25, 2023