

JOB DESCRIPTION

PATERSON BOARD OF EDUCATION

DIRECTORS AND MANAGERS

**1675 Supervisor of K-12 Guidance Counseling
and Support Services**

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**JOB TITLE: SUPERVISOR OF K-12 GUIDANCE COUNSELING AND
SUPPORT SERVICES**

REPORTS TO: Director or cabinet level designee

SUPERVISES: Staff as assigned and School Counselors

NATURE AND SCOPE OF JOB:

Utilizing the skills of leadership, supervision and administrative support and the available resources of the District and elsewhere to achieve and maintain standards of excellence established by the Board of Education. The Supervisor of K-12 Guidance Counseling and Support Services shall direct, implement, supervise and evaluate Comprehensive Elementary & Secondary School Guidance and Counseling Programs, Elementary Career Education Programs & Services and Section 504 Accommodation Plans for students requiring these plans. Further, the Supervisor shall serve a Coordinating function for the District's Information and Referral Service Committees in all Schools.

QUALIFICATIONS:

The Supervisor of K-12 Guidance Counseling and Support Services shall:

1. Hold a New Jersey administrative certificate with supervisor endorsement in accordance with the requirements of N.J.S.A. 18A:27.1 et seq., and N.J.A.C. Title 6 Chapter 11.
2. Hold a Master's degree in Guidance and Counseling or in one of the related Pupil Services from an accredited college or university.
3. Have a minimum of three (3) years experience as a Guidance Counselor or Guidance Supervisor.
4. Demonstrate the ability to communicate effectively in English, both orally and in writing, using proper grammar and vocabulary.
5. Hold a valid driver's license with no serious violations.
6. Have excellent service in the field of guidance and/or classroom teaching experience.
7. Have excellent integrity and demonstrate good moral character and initiative.
8. Exhibit a personality that demonstrates enthusiasm and the interpersonal skills to relate well with students, staff, administrators, parents, and the community.

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9. Demonstrate knowledge and understanding of the components of a comprehensive developmental guidance program, counseling theory and practice, personality development, strategies for effective career, educational and college planning, child growth and development, learning assessment and remediation, research related to learning, and school and community resources available to assist students and parents.
10. Demonstrate the ability to use computers for word processing, data management, information retrieval, visual and audio presentations, and telecommunications.
11. Provide proof of U.S. citizenship or legal resident alien status by completing Federal Form I-9 in compliance with the Immigration Reform and Control Act of 1986.
12. Provide evidence that a criminal record history check has been conducted and clearance has been given by the Department of Education. During the initial six month period provide a sworn statement that the individual has not been convicted of a crime or a disorderly person's offense in accordance with 18A:6-7.1.
13. 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.
14. Pass the State required Mantoux Intradermal Tuberculin Test as required by N.J.A.C. 6:3-4A.4.
15. Meet such alternatives to the above qualifications as the Assistant Superintendent for the Division of Pupil Personnel Services 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 of teaching, guidance and/or supervisory performance.
4. Official College Transcripts.
5. Employment interview.

EMPLOYMENT TERMS:

The Supervisor of K-12 Guidance Counseling and Support Services shall be employed under the following terms:

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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 Supervisor of K-12 Guidance Counseling and Support shall:

1. Observe and/or evaluate programs in designated school(s) and assist the Principal in developing Professional Development Plans (PDP) with members of the Guidance staff.
2. Establish and promote high standards and expectations for all students and programmatic staff for academic performance and responsibility for behavior.
3. Organize, manage, supervise, and evaluate effective and clear programmatic procedures for the operation and functioning of Counseling Services in all elementary, middle and high schools, consistent with the philosophy, mission, values and goals of the school and District. This role includes counseling services for educational, college and career planning, social and emotional development (N.J.A.C. 6:8-4.7(a) 3), and coordination of specialized services for students. Also, to ensure compliance with all laws, administrative codes, Board policies and regulations.
4. Oversee the school counseling program of the district for all students including those with IEP approved related counseling services.
5. Plan and carry out an effective program of system-wide school counseling in which counselors provide service to all students; including but not limited to general education students, the gifted and talented, disaffected and disruptive students considered to be at risk, those identified as English Language Learners (ELL) and those classified as students with disabilities.
6. In concert with Principals, Secondary Department Chairpersons in guidance, the Principals of the Paterson Academy High Schools and the Supervisor of Vocational Education & Life Skills implement a Comprehensive Career Education Program in all schools and academies.
7. Oversee the continuing study and record keeping of information on drop-outs and follow up of graduates.

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8. In collaboration with Principals, and if appropriate, Secondary Department Chairpersons in Guidance, plan and supervise an orientation program for new school counselors.
9. Assume responsibility for his/her own professional development; for keeping current with the literature, new research findings and improved techniques in school counseling; and for attending appropriate professional conferences.
10. Establish effective liaison with the various offices and agencies within the community that may provide specialized or professional help to students and their parents.
11. Establish effective working relationships with other institutions of Greater Paterson and New Jersey that may be of use to students, parents and teachers.
12. Define and interpret the professional functions of school counselors to administrators, teachers, students, parents and the public.
13. Serve as a resource person in the assessment and diagnosis of learning styles, and social and emotional needs of students, using a variety of techniques.
14. When appropriate, counsel individual students, including those requiring crisis intervention, to resolve educational, personal, emotional, and social needs and other areas of concern identified by the counselor, student, parents, teachers, administrators or Child Study Team members.
15. Assist other school personnel in preventing students from dropping out of school; and assist in securing alternative programs or employment when warranted.
16. Implement a program to assist students with finding after school employment that comports with possible career objectives.
17. Participate in conferences with students, parents, teachers, and/or administrators to assist students in achieving success in school and in developing mature behavior.
18. Collaborate with Principals, School Administration, Child Study Team members and community resources to coordinate and provide counseling and career education services for students who might be experiencing difficulty, including, though not limited to, academic achievement, health related concerns, and physical, emotional, and learning disabilities.
19. Conduct exit surveys of students who graduate or leave school to gather data about their experiences in school. Analyze and share the data with the appropriate professional staff.

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20. Supervise procedures for the secure and confidential storage of student records. Protect confidentiality of information gained as part of exercising professional duties and use discretion in sharing such information within legal confines.
21. Establish professional rapport with Professional staff that gains respect of students and staff members.
22. Display the highest ethical and professional behavior and standards when working with students, parents, school personnel, and agencies associated with the school.
23. Notify immediately, appropriate personnel and agencies, and follow established procedures when there is evidence or suspicion 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.
24. Supervise the District's responsibility to develop and implement effective Student 504 Plans. Serve as a Case Manager for all services with 504 Plans and maintain contact with their parent/guardian.
25. Prepare and discuss the renewal, dismissal, withholding of increment, promotion or other actions for assigned guidance personnel, with the Principals, in accordance with established procedures and timelines.
26. Provide opportunities for effective staff development that addresses the needs for counseling, 504 Plans, guidance, college and career education programs including, workshops, conferences, visitations, demonstration lessons and sessions in which the staff learns of research based successful practices and strategies.
27. Conduct meetings as necessary for the proper functioning of the Guidance Program and Career Education Initiative, distributing minutes of each meeting as appropriate to the Principal, Secondary Department Chairpersons in Guidance and the Supervisor of Vocational Education & Life Skills, as well as all department members.
28. Prepare grant and other applications applicable to guidance and Career Education Achievement.
29. Understand the legal requirements governing the implementation of guidance and counseling services, information and referral services committees, Section 504 Accommodation Plans and Special Education placement and related services for students with disabilities.
30. Review, approve and oversee related Individual Accommodation Plans for Section 504 students to ensure that they are being implemented in an effective and timely fashion and updated when appropriate; but at least annually.

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31. With the approval of Principals, coordinate guidance counselor activities at the opening of school, during vacation periods and at the end of the school year.
32. Attend required staff meetings and serve, as needed, on staff committees.
33. Represent the school and district at community, State, and professional meetings, when requested.
34. Maintain a working condition and safely operate electronic and other equipment needed to carry out job functions and responsibilities.
35. When requested, serve as consultant to curriculum development committees.
36. In concert with the Principals, supervise elementary, middle and high school guidance counselors, and determine the appropriate opportunities, programs and services to be offered students.
37. Recruit, screen, train and evaluate elementary, middle and high school counselors in collaboration with principals and assume responsibility for their professional guidance.
40. Under the direction of the Principals, facilitate the effectiveness of the Information and Referral Services Teams (I & RS) in implementing appropriate services and activities within the schools.
41. Keeping the Principals informed, coordinate the career education initiative in the elementary schools.
42. Assume responsibility for compiling, maintaining, and filing reports, records, and other documents legally required or administratively needed in designated school(s).
43. Develop budget recommendations and furnish these to the Division of Pupil Personnel Services Accounting Unit for expenditure control.
44. Provide the Division of Pupil Personnel Services Accounting Unit with all fiscal and financial information required to ensure fiscal accountability.
45. Maintain a permanent inventory of equipment purchased for guidance counselors.
46. Perform such other tasks and assume additional responsibility as may be assigned by the Assistant Superintendent of Pupil Personnel Services.
47. Observe strictly 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.

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48. 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:

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. Sit, stand, and walk for required periods of time.
3. Speak and hear.
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.

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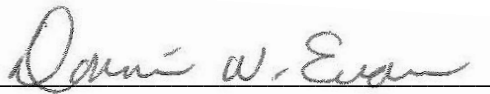
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5. Function in a workplace that is usually moderately quiet but that can be noisy at times.

EVALUATION:

The Director or cabinet level designee shall evaluate the Supervisor of K-12 Guidance Counseling and Support Services in accordance with Policy No. 3223, Regulation Nos. 3223.1 or 3223.2, as this Job Description and such other criteria as shall be established by the Board of Education.


Approved

7-1-2014
Date