

WAYNE TOWNSHIP PUBLIC SCHOOLS
Wayne, New Jersey
JOB DESCRIPTION

TITLE: I-103 - Title I Counselor

EDUCATION AND EXPERIENCE REQUIRED:

1. Valid New Jersey Educational Services Certificate as School Counselor, Master's Degree as a Counselor in Guidance or Student Personnel Services.
2. Experience working with the K-5 student population.
3. Title I School experience preferred.
4. Comprehensive knowledge, understanding of and commitment to social and emotional learning (SEL).
5. Strong rapport with children and adults.
6. Ability to analyze behavior, collaborate with adults, and develop positive relationships with students.
7. Possess skills in data collection, development of effective intervention plans, parent engagement, and implementation of positive behavior interventions and supports.
8. Evidence of experience and participation in professional development that supports the behavior development in students.

REPORTS TO: Building Principal

JOB GOAL:

Providing direct support services to enhance the social-emotional learning of elementary students K-5, in addition to promoting a positive overall school culture and climate, the SEL Title I Counselor will encourage social-emotional development of all students by means of prevention and/or intervention techniques. The SEL Title I Counselor will utilize a layered approach driven by data collection. Skills, lessons, infusion into the curricula and classroom practices, and an environment of safety, respect, and caring which models SEL values will be emphasized. Collection and analysis of data for program efficiency will be part of the daily role.

PERFORMANCE RESPONSIBILITIES:

1. Promotes the integration of social and emotional learning education throughout school.
2. Consults with principal and staff concerning identified needs of students.
3. Refers students to outside agencies when the scope of support is beyond the role of the Social Emotional Learning Specialist or School Counselor.
4. Completes and submits to the district the required data collection for analysis of Title I program efficiency.
5. Acts as a liaison with families to educate them on their children's social-emotional learning needs and interprets related family concerns to school personnel.
6. Assists school staff in the functional analysis of student behaviors, including assisting in gathering related information from parents/guardians.
7. Assists school staff in the development of positive behavior supports and behavior intervention and management plans.
8. Assists school staff in the development and implementation of mainstreaming plans for students in self-contained programs for behavior considerations.
9. Assists with non-violent crisis intervention such as de-escalation, crisis resolution, and physical restrains.
10. Leads crisis intervention counseling on an individual and small group basis.
11. Provides social-emotional support services for students on an individual basis by implementing alternative therapies (i.e. creative art therapy, play therapy etc.).

12. Serves on committees that provide services to students.
13. Serves as a member of the site crisis intervention team to assist in the management of acting-out behaviors as needed.
14. Provides support to other campuses in the event of traumatic events.

TERMS OF EMPLOYMENT:

Hourly compensation and work year to be determined by the Board of Education consistent with the funding allocated in the state approved ESEA/ESSA grant. Annual approval required.

ANNUAL EVALUATION:

Performance of this position will be evaluated annually in accordance with the Board's policy on the evaluation of certificated staff.

PHYSICAL REQUIREMENTS:

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

BOARD APPROVAL DATE: December 7, 2023, Agenda Item T-6