

GUIDANCE COUNSELOR VACANCY CIRCULAR

School Name: August Martin High School

District: 27

School Site: 156-10 Baisley Blvd, Jamaica, NY 11434

Send Cover Letter and Resume to: augustmartinstaffing@gmail.com by April 8, 2016

(Subject to Budget Availability)

POSITIONS

Guidance Counselor

DESCRIPTION

August Martin High School's mission is to equip scholars with the academic, social and emotional skills required to be college and career ready including intellectual curiosity, personal responsibility and the confidence to succeed. August Martin High School believes that a student-centered inquiry based approach to learning provides scholars with an opportunity to engage in rigorous CCLS aligned academic coursework while unleashing a desire to learn.

An important aspect of August Martin High School will be the expanded learning time embedded in the school day which will provide scholars with an opportunity to work on their expository writing skills (WITsi) in various settings including an academic advisory program, as well as ELA and Math courses that are implemented utilizing the EngageNY CCLS-aligned curricula. Scholars will also be provided with multiple opportunities to engage in academic as well as social-emotional enrichment both within the expanded school day as well as in our after school academic enrichment program.

August Martin scholars are resilient and hungry to learn, however, their desire for the latter is sometimes hampered by negative academic experiences as well as social realities that contradict the lessons taught in school. August Martin High School scholars are historically known for their passion for community and the power of their collective voice. Named after the first black airline pilot in the United States, August Martin High School is committed to staying true to the strength and courage embedded in its historical roots. Our learning community is committed to supporting our scholars in achieving self-determination as well as academic success through our school's advisory, youth leadership programs (i.e. Martin Ambassadors) as well as through our strong social-emotional supports that are all founded in our core values and the mission of the school. Our community is committed to promoting academic excellence while cultivating the leader in all of our young men and women.

A mandatory 5-day (Mon thru Fri) summer planning institute will offer an essential opportunity for staff to be involved in developing the school's culture and instructional program. The summer institute will take place August 1st – 5th to inform all school year daytime professional development such as inquiry work, inter-visitations, teacher common planning, and collaborative conversations.

Those who participate will be compensated according to the terms of the UFT contract.

Because we believe that all staff members play an important role in the education of our students, the school will offer opportunities for Guidance Counselors to assist with or participate in activities like:

- After-school and/or Saturday tutoring, enrichment, sports, arts, and family programs
- In-house school committees and/or special programs.
- Inquiry work with teachers and other staff members and collaborative conversation among all staff members.
- Any other opportunities you'll have in your school that are outside of guidance counselors' contractual obligations within the scope of a guidance counselor's responsibilities.

Advance notice of dates will be supplied, and those who participate will be compensated according to the terms of the UFT contract. Staff participation in these activities is voluntary, although encouraged, as they are very important to the development of the school.

ELIGIBILITY REQUIREMENTS

New York State certified Guidance Counselor in New York City schools, bilingual preferred, with satisfactory ratings and attendance.

GUIDANCE COUNSELOR VACANCY CIRCULAR

DUTIES AND RESPONSIBILITIES

Because roles in small schools are varied and complex, serious consideration will be given to applicants who demonstrate in their resume and cover letter experience and/or willingness to commit to the school's mission and core beliefs and to become involved in these essential aspects:

- Practicing counseling to facilitate professional growth and collaboration that supports overall learning environment for students
- Counseling students, individually and in groups, regarding academic readiness, discipline-related guidance issues, social and emotional development, substance abuse (if trained), conflict mediation, and graduation requirements, and making appropriate referrals
- Documenting counseling services using case note template provided by school
- Collaborating to develop and implement behavior intervention plans to support the academic, social and emotional development of students
- Collaborate with teachers and provide expertise on socio-emotional aspects of learning to develop a guidance-based Advisory curriculum
- Providing support to teacher-advisors as they develop the advisory program and their skills as advisors
- Serving as a faculty-advisor to a small "advisory group" of students throughout their duration in school, and attending professional meetings to support this work (caseload permitting)
- Participating in regular faculty development and being involved in collaborating on the school's guidance program
- Maintaining current student academic records and regularly communicating with students and families students' academic progress towards meeting graduation requirements
- Guiding students in preparing their college and career readiness plans by assisting with registration for PSAT and SAT, registration and preparation for filing the FAFSA, and preparation and mailing of college applications
- Organizing and conducting pupil personnel committee meetings
- Providing transitional linkage counseling support and outreach to students with IEP's (training will be provided if needed)
- Completing graduation planning on all students grade 9-12 as per NYS Part 100.5
- Maintaining regular and open communication with parents
- Identifying and making appropriate referrals to meet and support students' academic, social, and/or mental health needs
- Developing and maintaining partnerships with participating educational institutions, industry partners, and community-based organizations to support school initiatives including job shadowing, internships, and other academic opportunities
- Seeking out resources and services outside our school to improve the emotional, social and academic well-being of our students and their families
- Providing orientations (incoming freshmen, college, and work fairs etc), workshops (PTA/at risk students, etc) and other public speaking events
- Assisting with the design of student schedules to ensure fulfillment of all New York State graduation requirements
- Working with attendance team to help improve student attendance
- Attending IEP conferences and meetings
- Facilitating active student recruitment and conducting new student intake
- Willingness to carry out the above duties and responsibilities

SELECTION CRITERIA

The successful candidate will demonstrate:

- Evidence of successful counseling strategies with regard to academic readiness, discipline-related guidance issues, social and emotional development, substance abuse (if trained), and conflict mediation
- Experience preferred, but willingness to be trained in providing counseling strategies for substance abuse
- Ability to offer leadership to staff and teachers around the social and emotional development of students
- Ability to offer assistance to staff and teachers around guidance based topics in an Advisory program
- Knowledge of and experience with contemporary issues that affect youth living in high poverty

GUIDANCE COUNSELOR VACANCY CIRCULAR

communities and provide strategies to staff in promoting social and emotional competence throughout the building

- Familiarity with professional literature and best practice in social and emotional intelligences, and adolescent development
- Commitment to developing professional goals and objectives in collaboration with the administration that will monitor progress and assess effectiveness in enhancing student development and achievement
- Success in working collaboratively with colleagues, parents/caregivers and partners
- Ability to use data to inform counseling practices
- Experience or willingness to work with displaced youth and knowledge of gang prevention
- Ability to retrieve, organize, and report student data using all NYCDOE data systems (e.g. STARS, AIS, SESIS)
- Evidence of success in forming successful partnerships with community-based organizations and other organizations that offer social and emotional supports to students
- Knowledge of or ability to make referrals for students in need of additional services or alternative placements
- Dedication to helping children grow and learn in a demanding setting
- Strong knowledge of college readiness, college preparation and willing to assist in the development of a college-bound school culture
- Experience collaborating on an interdisciplinary grade level team
- Knowledge of both ELL/ESL standards and Special Education compliance requirements
- Evidence of success in collaborating on AIS (Academic Intervention Services) team
- Ability and/or willingness to use or learn to use Google Apps
- Strong written and oral communication skills

In addition to the cover letter, resume, and interview, applicants must present three references including, if possible, one from a current supervisor. Other references might include a colleague with whom the applicant has collaborated, and/or a professional organization or staff development representative.

WORK SCHEDULE & SALARY

As per Collective Bargaining Agreement

APPEALS PROCESS

For current DOE Internal Applicants Currently Serving at this School Only: All applicants will be notified, in writing, whether or not they have been selected by the Staffing Committee. Applicants who have not been selected shall be notified of how to appeal the Committee's decision, if they so choose. The decisions of the Staffing Committee shall be grievable and arbitrable using the same process and implemented in the same manner as the Expedited Arbitration Procedure for the SBO Transfer and Staffing Plan (including, but not limited to, Article 22E2 of the collective bargaining agreement covering teachers for 2000-2003 and the practices that were established by the parties).

AN EQUAL OPPORTUNITY EMPLOYER

It is the policy of the Department of Education of the City of New York to provide educational and employment opportunities without regard to race, color, religion, creed, national origin, alienage and citizenship status, age, marital status, disability, prior record of arrest or conviction (except as provided by law), sexual orientation, gender (sex), and to maintain an environment free of discriminatory harassment, including sexual harassment, or retaliation as required by civil rights law. Inquiries regarding compliance with this equal opportunity policy may be directed to: Office of Equal Opportunity, 65 Court Street, Room 1102, Brooklyn, New York 11201, or visit the OEO website at: <http://schools.nyc.gov/Offices/GeneralCounsel/Investigative/OEO/default.htm>