

GUIDANCE COUNSELOR VACANCY CIRCULAR

School Name: Banana Kelly High School District: 08

School Site: 965 Longwood Avenue Bronx, NY 10459

Send Cover Letter and Resume to: hiring@bananakellyhs.com by April 13, 2016

(Subject to Budget Availability)

POSITIONS

Guidance Counselor

DESCRIPTION

The mission of Banana Kelly High School (BKHS) is to develop a community of visionary learners through a growth mindset who are committed to changing the world. At the BKHS, students are driven by the collaborative work of their peers. Teachers serve as facilitators in the learning process while students lead inquiry-based discussions about the content. It is our core belief that when students and teachers both possess a growth mindset they will demonstrate determination, persistence and explore new ideas and/or strategies. Our students are not the only visionaries in the school. Teachers and administrators effectively collaborate to build college-level curriculum, strong relationships with their colleagues and students as well as structure learning opportunities inside and outside the classroom. Our motto is "Learning is done best through a growth mindset."

As a mandatory part of accepting this position, pedagogues will attend a mandatory 5-day summer professional learning institute Monday, August 22, 2016 to Friday, August 26, 2016 which will offer an essential opportunity for staff to be involved in developing the school's culture and instructional program.

Additionally, BKHS will offer opportunities for guidance counselors to participate in:

- After school and/or Saturday tutoring, enrichment, sports, arts, and family programs
- In-house school committees and/or special programs
- Daytime professional development such as inquiry work, inter-visitations, teacher common planning meetings, and collaborative conversations
- Staff and student retreats for guidance counselors interested in becoming faculty advisors for the Peer Group Connections mentoring program

Advance notice of dates will be provided, and those who participate will be compensated according to the terms of the UFT contract. Staff participation in these additional activities is voluntary, although strongly 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 +language preferred,] with satisfactory ratings and attendance.

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

GUIDANCE COUNSELOR VACANCY CIRCULAR

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
- 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
- Completing annual review cards on all students grade 9-12 as per NYS Part 100.2
- 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

GUIDANCE COUNSELOR VACANCY CIRCULAR

- Attending all IEP conferences and meetings
 - Facilitating active student recruitment and conducting new student intake
 - Conduct transcript workshops for students and families at all grade levels
- Knowledgeable of how to service and support students who are over-age and/or under credited

SELECTION CRITERIA

The successful candidate will demonstrate:

- Willingness to carry out the above duties and responsibilities
- 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 programs
 - Knowledge of and experience with contemporary issues that affect youth living in high poverty 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 with displaced youth and gang prevention
 - Ability to retrieve, organize, and report student data using all NYCDOE data systems (e.g. ARIS, 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

GUIDANCE COUNSELOR VACANCY CIRCULAR

- 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>