

POSITION: School Counselor



JOIN OUR TEAM!

At Charter Arts, creativity and community abound! Come join our team of artists and educators to ensure that ALL students have access to a rigorous and engaging learning environment in a creative and collaborative arts high school.

321 East 3rd Street, Bethlehem, PA 18015
phone (610) 868-2971 | fax (610) 868-1446

www.CharterArts.org

VISION: To develop the next generation of collaborative artists and innovative thinkers who will impact the world with their unique vision and voice.

MISSION: Lehigh Valley Charter High School for the Arts provides a unique environment that fosters a creative, academic approach to learning and a development of talent in the arts. Built upon passion, discipline and a commitment to excellence this integrated educational experience inspires all students to believe in themselves and what they can accomplish.

TO APPLY: Submit your cover letter, resume, three letters of recommendation, certification (if applicable), and clearances as one PDF document to jobs@charterarts.org by no later than July 24, 2020.

Lehigh Valley Charter High School for the Arts (Charter Arts) is a non-profit 501(c)3 tax-exempt corporation founded in 1998. Charter Arts is an Equal Opportunity Employer. We consider applicants for all positions without regard to race, color, religion, creed, gender, national origin, age, disability, marital or veteran status, sexual orientation, or any other legally protected status.

Job/Position Specific Requirements:

- PA School Counselor certificate required
- Delivers academic, personal/social, and career/college support in addition to crisis response services as aligned with American School Counselor Association (ASCA) Standards of Practice and Ethics, the Career Education and Work (CEW) Standards outlined by the Pennsylvania Department of Education (PDE), the mission statement of the Lehigh Valley Charter High School for the Arts (Charter Arts), and the School Counseling Department of Charter Arts.
- Experience with Restorative Practices or conflict resolution a plus.
- Ability to multitask and work in a fast-paced environment.

Reporting Relationship(s): Director of Specialized Services & Assistant Principal

JOB PURPOSE

At Charter Arts, we know that relationships come before content and that students are more likely to grow when they have the opportunity to build meaningful relationships with supportive personnel, such as their School Counselor, in addition to their teachers and peers. To the same extent, we expect that our School Counselors will build quality relationships with the parent/guardian(s) of the students on the respective caseloads. Same as teachers, School Counselors are expected to create safe spaces where students feel comfortable sharing their voices as equity, diversity, inclusion, and accessibility are organizational imperatives. Our School Counselors maintain these same expectations as they support all students through the delivery of the School Counseling Curriculum & Program of Charter Arts. Therefore, it is the purpose and responsibility of our School Counselors to plan for and facilitate community building through push-in classroom lessons, evening programming for parent/guardian(s), and challenge student thinking in new and innovative ways, while aligning their programming to state, core, and artistic standards. The School Counselor is an essential partner in the working relationships with their core and artistic colleagues, as well as our Special Educators/Case Managers. Moreover, all Charter Arts educators must meet their students' needs academically, socially, and emotionally and are expected to be reflective practitioners always striving to improve their instruction, classroom experience, and contribute to Charter Arts vision and mission.

Essential functions of the job may include but are not limited to the following:

Domain 1: Planning and Preparation

- Demonstrates extensive knowledge of students on his/her caseload and provides comprehensive services that are individualized and developmentally appropriate for all students with the use of solution-focused counseling techniques and best practices
- Collaborate with other school counselors to review, modify, and implement a school counseling program that focuses on the artistic, academic, career, and social/emotional development of students
- Demonstrates extensive knowledge of evidence-based and programmatic resources that are available for students at the local, state, and national level
- Conducts an annual assessment to gather meaningful data and collaborate with various stakeholders to analyze data to inform the content and process for effective service delivery and programming
- Plan for and conduct individual student planning and advisement sessions annually, including:
 - individual planning sessions to help students evaluate their own abilities, interests, skills, and achievements
 - host transition meetings with all new students (freshman and upperclassmen transfers) as an orientation to the school and the school counseling department
 - facilitate and supervise the course selection process and meet with students to address their individual questions and concerns
 - ensure the completion by all students (in collaboration with the Seminar Department of Charter Arts) of the required elements of the Career & College Readiness portfolio (i.e. career interest profiler, the strengths explorer assessment, and resume building activities in Naviance)
 - monitor student progress through the use of PowerSchool and other technological resources such as Naviance

Domain 2: Environment

- Has interactions with school counselors and individual students that are highly respectful and reflect genuine warmth, care, concern, and sensitive to students individual needs
- Models respect and rapport for his/her colleagues and the students and promotes programs that are equitable and inclusive for all students
- Has a high degree of engagement with stakeholders, with particular emphasis on students, to foster a school climate that promotes a culture for learning, growth and development.
- Uses routines and procedures to help school counselors and their department operate effectively and efficiently to ensure completion of all responsibilities and functioning
- Responds to student behavior and needs in subtle, preventative, and respectful ways while holding students accountable as necessary

Domain 3: Service Delivery/System

- Communicates clearly (oral and written) which results in community building and trust in school counseling services
- Asks questions and uses discussion techniques that are of high quality and ensures adequate time for students to think, respond, and engage in personal development, reflection, and continuous improvement; invites students to self-reflect on their own self-growth and progress
- Develops in conjunction with students, and sometimes parents, teachers, and school personnel, goals and criteria for students to determine whether or not personal goals are met or progress has been made
- Supports students in steering post-secondary plans from ambition to action through one-on-one or small group student meetings
- Actively solicits feedback from various stakeholders to inform continuous improvement efforts and is flexible in providing services to students as necessary, making adjustments when needed; delivers and collects senior

- exit/graduation surveys through Naviance, or other survey programs as necessary
- Proctors and delivers score results and feedback on standardized tests (i.e. PSATs, SATs, AP Exams)
- Provides expert post-secondary presentations to students and parents/guardians on the college search and application process, financial aid applications, and scholarship opportunities
- Participates on the Student Support Team (SST) to maximize support for students utilizing internal resources (SAP, Title I, etc.)
- Assists school administration in peer conflict resolution, crisis response, and parent/teacher conferences
- Actively supports the School Counseling Curriculum & Program (Chapter 339) requirements and collaborates with students throughout this process to ensure collection and completion of all requirements
- Monitors and assists students with special needs (students with IEPs and/or Chapter 15/Section 504 service agreements)
- Serves as a student advocate

Domain 4: Professional Responsibilities

- Reflects on practice: demonstrating and recommending new and improved strategies, processes, and procedures to improve services and outcomes for students
- Uses an approach to record keeping that is accurate, systematic, and comprehensive (maintains credit checks, etc.)
- Establishes home to school and school to home partnerships that enhance student achievement
- Seeks professional development opportunities that would benefit themself, the counseling department, and school at large
- Is proactive and focuses on providing suggestions and solutions to improve the department, organization, and support for all students schoolwide
- Works as an effective team member with all school personnel and closely collaborate with the special education department and school administration to ensure support for all students as necessary
- Provides classroom-based scheduling orientation sessions to all returning students, in addition to serving as an academic reviewer during Charter Arts' annual audition process
- Keeps stakeholders (School Administration, Director of Specialized Services, Coordinator of Special Education, School Psychologist, Social Worker, etc.) up-to-date regarding student issues, conflicts, concerns that involve, but are not limited to, teaching staff, academic integrity, schoolwide health and safety, parents, etc.
- All other duties as assigned

CRITERIA FOR SELECTION:

To perform this job successfully, an individual must be able to perform each essential duty satisfactorily. The requirements listed below are representative of the knowledge, skill, and/or ability required.

- Masters of Education degree from an accredited institution and/or related field
- Ability to establish and maintain positive, cooperative, and effective working relationships with others
- Ability to communicate effectively orally and in writing
- Ability to follow written and verbal directions using correct grammar, sentence structure, and spelling. Ability to interpret, analyze and problem solve both written and verbal communications.
- Perform all other related work delegated or required to accomplish the objectives of the total school program.
- Must have and maintain high expectations for self and all students and team members
- Demonstrates creativity and leadership.
- Knowledge and implementation of relevant technology.
- Schedule (including a Remote/Hybrid Schedule): The Charter Arts school day requires full time employees

to be present from 7:30am - 3:05pm; hours may need to adjust or flex depending on the needs of the specific position as outlined by the direct supervisor. All employees must be willing and able to work outside of regular school hours, including nights and weekends, when necessary and/or when outlined by the supervisor to help support the mission and vision of the school.

PHYSICAL QUALIFICATIONS:

This list covers the most significant essential and marginal functions but does not exclude other occasional responsibilities and accountabilities, the inclusion of which would be in conformity with the major purpose of this job.

- Ability to operate office/classroom equipment
 - Ability to use computer technology and other technology as appropriate for the specified position
 - Must appropriately handle confidential information; ability to use computers and other AV equipment for group meetings, presentations, projectors, and video equipment
 - Physical ability to: Sit 60%; Walk/Stand: 35%; Drive 5%
 - Manual dexterity for repetitive movement of fingers and hands for keyboarding
 - Ability to lift objects of moderate weight from 15 to 30 pounds
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Once your application is reviewed, you may be contacted for a phone interview. Since we are hiring for various positions, it may take us some time to review your application materials and begin the interview process for the position for which you applied. Final interview candidates are required to submit up-to-date Act 168, 19, state and federal criminal background checks, and child abuse clearance to be considered for employment at the Lehigh Valley Charter High School for the Arts. If an applicant is unable to provide these documents upon request, the candidate will not be offered a position. All application materials will be saved for a period of up to three years.