

SCHOOL COUNSELOR

School Year 2021-22

Full-time, 10-month position

Start Date: June 2022

Location: Cooper Campus



JOB PURPOSE

Seeking an experienced school counselor to provide counseling and direct and group instruction for students struggling with social, emotional, and behavioral challenges to improve academic achievement, promote student well-being, and address learning and behavior issues that interfere with student success. Responsibilities include:

Direct Services

- Individual Counseling: Counseling is provided on an individual basis for students experiencing difficulties dealing with relationships, personal concerns, or normal developmental tasks.
- Group Counseling: Counseling is provided in a group for students experiencing difficulties dealing with relationships, personal concerns, low academic performance, or normal developmental tasks.
- Individual or Group Assessment: School counselors work with students analyzing and evaluating students' abilities, interests, skills, and achievements. Test information and other data will be used as the basis for helping students develop immediate and long-range plans.

Responsive Services

- Consultation: School counselors consult with parents/guardians or caregivers, colleagues, and community agencies regarding strategies to help students and families. School counselors serve as student advocates.
- Crisis Intervention: School-based crisis response is offered onsite and is timely in nature. When necessary, referrals are made to appropriate community resources. Counseling and support are provided to students and families facing crisis situations.
- Referrals: School counselors use referral sources to address concerns such as depression, anxiety, family difficulties, violence, abuse, and suicidal ideation.
- Conflict Resolution Support: School counselors collaborate with the Conflict Resolution Team Coordinator and Solutions Team Coordinator to support students' abilities to problem solve and to build students' interpersonal skills.

Indirect Services

- Professional Development: School counselors are involved regularly in updating and sharing their professional knowledge and skills.
- Team Consultation & Collaboration: Through consultation, partnering, collaboration, and teaming, school counselors make important educational and psychological contributions.

Washington Latin Public Charter School ★ *A Classical Education for the Modern World* ★ www.latinpcs.org

Rudolph Campus: 5200 2nd Street NW ★ Washington, DC 20011

Cooper Campus: 711 Edgewood Street NE ★ Washington, DC 20017

- Program Operations: Includes planning and management tasks needed to support activities conducted in the school counseling program.

Student Support

- *Social/Emotional Curriculum Development:* School counselors participate on interdisciplinary teams to develop, support in implementing, and refining social/emotional curriculum (Youth Empowerment Seminar) in content areas.
- *Psychoeducation:* School counselors instruct groups of students and faculty members, team teach, and provide assistance in teaching the psychological, social/emotional, and mental wellbeing curriculum.
- *Parent Workshops and Instruction:* School counselors conduct workshops and informational sessions for parents or caregivers to address the needs of the school community and to implement the school counseling curriculum.

The primary role of the Case Manager is to ensure that all students have educational access by collaborating with multiple stakeholders to coordinate services including counseling, social worker, tutoring, behavioral support, and family engagement for students designated as “at-risk” by the Office of the State Superintendent of Education. Responsibilities include:

Direct Services

- Case Management: Provides case management services to students and families to promote and support students' physical and emotional wellness, academic, and social success; develops a plan of action and implements it to successful completion.
- Family Engagement: Maintains a strong relationship with parents/families through ongoing home visits, meetings, and phone calls to ensure appropriate supports are in place.
- Creates, identifies, and follow-up with students' intervention plans for assigned caseloads.

Responsive Services

- Crisis Intervention: In partnership with the onsite school counselor, this individual will provide school-based crisis response and interventions. When necessary, referrals are made to appropriate community resources. Counseling and support are provided to students and families facing crisis situations.
- Conflict Resolution Support: The Integrated Service Team collaborates with the Conflict Resolution Team Coordinator and Solutions Team Coordinator to support students' abilities to problem solve and to build students' interpersonal skills.

Indirect Services

- Team Consultation & Collaboration: Through consultation, partnering, and collaboration, this individual will form ongoing relationships with internal and external teams.

- Community Support: In collaboration with the Director of Integrated Services and the Leadership team to provide referral services and access to resources to support students and families; serves as the link between the home, school, and community.
- Documentation: Monitors the identified At-risk students' growth and keeps appropriate records by completing weekly notes and logging incidents into the DeansList.

Student Support

- Social/Emotional: Oversees comprehensive educational support services to address the social, emotional, and social service needs of students and families by addressing unmet mental health, physical, and living conditions.
- Academics: Supports academic performance by assessing students' needs, administering social/emotional assessments, and tracking student data through the use of benchmark assessments.
- Behavioral: Provide support for targeted students including those who have had behavior infractions or are referred; these duties include serving as a resource for teachers; creating and monitoring behavioral plans; supporting the Deans of Students with the school reflection center and in-school suspension programs.

KNOWLEDGE, SKILLS & ABILITIES

- Appreciate students
- Hold oneself to the same standards to which one holds students
- Demonstrate responsibility and care with the limited resources of the school
- Communicate clearly and concisely, both orally and in writing
- Recognize the partnership between school and home as a crucial component of a student's experience in school; respond to parent phone calls and emails in a timely, courteous manner
- Persevere through challenges
- Show a commitment to the classical mission of the school.

QUALIFICATIONS

- Bachelor's Degree required; Master's Degree in Mental Health Counseling, School Counseling, School Psychology or Social Work Preferred.
- Minimum five years of experience in education or related field
- Spanish speakers and persons of color are strongly encouraged to apply.

WHO YOU ARE

You are a master of your field, a curious lifelong learner, and someone who loves working with and for kids. Additionally, you consistently do the following:

For Students

- ✓ Support our respectful, orderly, safe environment in which academic inquiry is highly valued and ideas are freely explored;

- ✓ Consistently support high academic and personal expectations for students both in and out of one's classroom;

For Colleagues and Administrators

- ✓ Respect one's colleagues and administrators in word and deed;
- ✓ Play a role at all times in maintaining a school atmosphere of civility, decency, and respect among students, faculty, and administrators;

For Parents

- ✓ Recognize the partnership between school and home as a crucial component of a student's experience in school;
- ✓ Be willing to invest the time to develop and maintain relationships with families;

For Oneself

- ✓ Actively pursue professional development opportunities;
- ✓ Join all relevant organizations for one's continued growth;
- ✓ Discuss with your supervising administrator any particular conditions that could make life at Washington Latin more enjoyable and productive;
- ✓ As much as possible, maintain some healthy balance of professional and personal time

WHO WE ARE

Washington Latin is a liberal arts, college preparatory school with a classical mission serving 700 students in grades 5-12 from across the District of Columbia. We believe that all students deserve a quality education that goes beyond preparation and focuses on developing knowledge, understanding and humanity. Ours is a school where words matter, ideas matter, and people matter.

Our school is grounded in the following essential characteristics, which shape the Washington Latin experience for our faculty, students, and families:

- **Classical Mission** – Our model brings together timeless truths from antiquity with the study of contemporary issues through a broad liberal arts curriculum, aimed at helping our students develop both their autonomy as individuals and their commitment to the common good. We ask students to consider moral issues across every subject and grade, particularly through regular Socratic seminars that help them to develop informed, reasoned and flexible opinions. This ability to engage in civil debate is a keystone of our democratic society and thus an important element of our program.
- **Diverse, integrated community** – Our student body is diverse by design, which we consider necessary to accomplish our mission. We believe that a central purpose of education is to help students to develop the ability to work within our diverse and increasingly global society. Our

Washington Latin Public Charter School ★ *A Classical Education for the Modern World* ★ www.latinpcs.org

Rudolph Campus: 5200 2nd Street NW ★ Washington, DC 20011
Cooper Campus: 711 Edgewood Street NE ★ Washington, DC 20017

approach cultivates students' respect for difference while fostering their understanding and appreciation of our shared humanity.

- **Personal, Nurturing Culture** – Washington Latin is deliberately small (overall and in terms of class sizes), so that everyone is known as a scholar and individual. We aim for mutual trust and respect in our community to foster intellectual curiosity and creativity. We want for students and faculty alike to feel a sense of community that encourages them to try something new, challenge ideas, make mistakes, and step up as leaders.
- **Faculty Excellence & Autonomy** – Our leaders are teachers, and our teachers are leaders. They bring expertise in and passion for their fields of study to their classrooms. We grant them autonomy in curricular and teaching choices, while at the same time providing personal support and opportunities for their professional development. Above all, we respect and nurture their intellect and humanity. The result: a stable cadre of excellent teachers, close-knit as a community and devoted to their students' long-term success.

COMMITMENT TO DIVERSITY/EQUAL OPPORTUNITY EMPLOYMENT POLICY

Washington Latin is an equal-opportunity employer and it is our policy to recruit, hire, and promote for all jobs on the basis of merit, qualifications, skills and competence. We do not discriminate on the basis of race, color, national origin, marital status, religion, sex, age, sexual orientation, disability, or any other protected status. Washington Latin will fully comply with all employment-related and other laws. All employment decisions will be made solely on the basis of the individual's qualifications as related to the requirement of the position being filled.

APPLY NOW

Qualified applicants should fill out an [application](#) and submit a résumé, cover letter, and list of references to jobs@latinpcs.org. Read more about Latin's model, teaching approach, and community on our website – www.latinpcs.org