School Name: P.S. 969 Central Brooklyn Literacy Academy

District: 17

School Site: 188 Rochester Avenue, Brooklyn, NY 11213

Send Cover Letter, Resume and Portfolio to: HiringForCBLA@gmail.com

**POSITIONS**

Guidance Counselor

**DESCRIPTION**

**School Overview:**

P.S.969 - The Central Brooklyn Literacy Academy (CBLA) is the second stand-alone public school in New York City specifically designed to serve students with diagnosed dyslexia and/or language based learning difficulties. CBLA is designed to meet the unique needs of students who are struggling to learn to read. Aligned with recommendations from the International Dyslexia Association, CBLA will offer intensive, tier 1 instruction in structured literacy - providing highly explicit, systematic and multi-sensory teaching of the foundational skills and other important literacy components including vocabulary, comprehension, and writing. Additionally, CBLA will embed consistent and purposeful practices to support social emotional learning and executive functioning skill development to meet the needs of our student population.

**Our Vision:**

At Central Brooklyn Literacy Academy (CBLA), our vision is to cultivate a transformative learning community where every student, regardless of their learning differences, becomes a confident, empowered, and lifelong learner.

**Our Mission:**

At CBLA, we believe that **reading is a civil right**. Our mission is to provide an inclusive, equitable, and transformative educational experience for students with language-based learning difficulties. We offer precise and explicit instruction in structured literacy, executive functioning, and social-emotional skills, guided by the latest research on how students learn best.

With warmth, consistency, and clear tools for success, we empower our students to develop the confidence and skills they need to thrive in school and beyond. Our schools are committed to graduating liberated, independent individuals who have the knowledge and abilities to navigate life with confidence, resilience, and success.

CBLA will open with two 2nd grade ICT classes and two 3rd grade ICT classes, with each class capped at 18 students (with no more than 7 SE students in each class). Additionally Related Services supports and mandates will be integrated into the classroom.

CBLA is looking for staff with the capacity to understand, analyze and support diverse learners and their socio-emotional needs, particularly those related to academic failure and the frustration generated from reading struggle.

A 10-day summer planning institute will offer an essential opportunity for staff to be involved in developing the school’s culture and instructional program.

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, parent workshops, 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.

*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 strongly encouraged, as they are very important to the development of the school.*

**ELIGIBILITY REQUIREMENTS**

Licensed certified Guidance Counselor in New York City schools, bilingual Spanish 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 commit to the school’s mission and core beliefs and to become involved in these essential aspects:

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| * Counseling students, individually and in groups, regarding social and emotional development, conflict mediation, and making appropriate referrals * Participating in regular faculty development and being involved in collaborating on the school’s guidance program * Organizing and conducting pupil personnel committee meetings * Maintaining regular and open communication with parents * Developing and maintaining partnerships with participating educational institutions, industry partners, and community-based organizations to support school initiatives 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 * Identifying and making appropriate referrals to meet and support students’ academic, social, and/or mental health needs * Working with attendance team to help improve student attendance * Collaborating to develop and implement behavior intervention plans to support the academic, social and emotional development of students |

**SELECTION CRITERIA**

The successful candidate will demonstrate:

* Willingness to carry out the above duties and responsibilities

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| * Evidence of successful counseling strategies with regard to academic readiness, discipline-related guidance issues, social and emotional development, and conflict mediation * Ability to offer leadership to staff and teachers around the social and emotional development of students * 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 * Ability to use data to inform counseling practices * Ability to retrieve, organize, and report student data using all NYCDOE data systems (e.g. STARS, AIS, SESIS, OORS, ATS, etc.) * Dedication to helping children grow and learn in a demanding setting * Evidence of success in collaborating on AIS (Academic Intervention Services) team * Knowledge of both ELL/ESL standards and Special Education compliance requirements * 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