



**Capital Area School for the Arts
Charter School**

The **Mission** of Capital Area School for the Arts Charter School is to provide students with a rich, rigorous, arts-infused high school program that enables them to succeed in college and careers.

Position: Secondary School Counselor / Student Services Professional

Reports To: Principal

SUMMARY

The school counselor supports a safe learning environment and works to safeguard the human rights of all members of the school community (Sandhu, 2000) and addresses the needs of all students through culturally relevant prevention and intervention programs that are a part of a comprehensive school counseling program (Lee, 2001). The school counselor will work with students, staff, and families to meet the needs of all students as they create a plan for post-secondary education or entry into careers. A school counselor demonstrates professionalism in aspects that occur in and beyond the classroom/building.

The position is assigned for 184 days (entire school year) with additional days, as determined by the principal, for summer work assignments to support student schedules and other initiatives.

ESSENTIAL DUTIES AND RESPONSIBILITIES

- 24 % A. Planning and Preparation
- The school counselor’s performance will demonstrate:
 - Knowledge of an effective school counseling program
 - Knowledge of ASCA National Model
 - Knowledge of leadership theories and principles
 - Knowledge of students
 - Awareness of resources, materials, or technology available through the school or professional organizations
 - Knowledge of a coherent delivery system in which students establish goals and develop and use planning skills in collaboration with parents and school personnel
 - Knowledge of goal development
- 24% B. The Environment
- The school counselor’s performance will demonstrate:
 - An environment of respect and rapport
 - A culture for goal achievement
 - The ability to manage procedures
 - The ability to manage compliance
 - Organization of physical space, to the extent it is under the control of the school counselor, that provides accessibility to learning and to the use of resources

- 24% C. Service Delivery/Delivery Service
- The school counselor's performance will demonstrate:
 - Appropriate and effective listening and communication skills
 - Use of questioning and discussion strategies that encourage many students to participate
 - The engagement of students in goal creation and achievement
 - The use of assessment in service delivery
 - Flexibility and responsiveness in meeting the needs of students
- 24% D. Professionalism
- The school counselor's performance will demonstrate:
 - Adherence to school procedures and regulations related to attendance, punctuality, and the like
 - Knowledge of Professional Code of Conduct and the commitment to professional standards
 - Compliance with the school's requirements for communicating with families regarding student needs.
 - Participation in professional development events/opportunities
 - Respectful, courteous and professional interactions with students, colleagues, other employees, parents and members of the community
- 4% E. Other
- The school counselor performs all other duties as assigned by the Principal.

Specific responsibilities, duties, and/or projects include, but are not limited to:

- Building the master schedule in PowerSchool
- Creating students' schedules, including CAOLA (online), dual enrollment, internships
- Creating, maintaining, and delivering student transcripts
- Reviewing and validating transfer credits for incoming and outgoing students
- Supporting students' emotional and mental health
- Ensuring all student are on track to graduate
- Entering student data and scores into the SIS
- Collaborating with the administration on truancy/attendance improvement plans
- Serving as a member of the SAP team
- Attending conferences and regional network events
- Testing Coordinator and Proctor: APUSH exams, SAT, PSAT, ACT, ASVAB
- Dual Enrollment coordinator
- Early Release coordinator
- Homelessness liaison

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. Reasonable accommodations may be made for individuals with disabilities to perform the essential functions.

WORK ENVIRONMENT & PHYSICAL DEMANDS CHART - TEACHER

PERCENTAGE OF WORK TIME	1-33%	34-66%	67-100%	PERCENTAGE OF WORK TIME	1-33%	34-66%	67-100%	PERCENTAGE OF WORK TIME	1-33%	34-66%	67-100%
1. Standing/Walking	X			16. 51 Pounds or more	X						
2. Sitting		X		DOES THIS JOB REQUIRE?				EXCHANGE OF IDEAS:			
3. Twisting	X			17. Working in hot, cold, wet surrounds	X			31. Ability to express or exchange ideas			X
4. Lifting/Carrying	X			18. Working outdoors	X			32. Ability to understand communication of others with or without adaptive devises.			X
5. Pushing/Pulling	X			19. Working with or near chemicals	X						
6. Climbing (Ascending descending)	X			20. Potential exposure to communicable diseases	X			Obtaining impressions through the eyes of the shape, size, distance, motion, color or other characteristics of objects with or without adaptive devices.			
7. Bending/Stooping	X			21. Working near radiation sources	X			THE MAJOR VISUAL FUNCTIONS ARE:			
8. Using arm muscles frequently or for extended periods.		X		22. Working with hazardous waste materials	X			33. Acuity, far - clarity of vision at 20 feet or more.		X	
9. Using leg muscles frequently or for extended periods.	X			23. Utilizing essential upgraded or adaptive equipment as industry standards require	X			34. Acuity, near - clarity of vision at 20 inches or less.			X
10. Using back muscles frequently or for extended periods.	X			24. Using hand tools	X			35. Depth perception - three-dimensional vision. The ability to judge distance and space relationships so as to see objects as they actually are.		X	
LIFTING REQUIREMENTS				25. Operating vehicle	X						
11. 2 - 10 Pounds		X		26. Potential for cuts and bruises	X			36. Field of vision - the area that can be seen up and down or the right or left while the eyes are fixed on a given point.		X	
12. 11 - 20 Pounds	X			27. Using a calculator	X						
13. 21 - 30 Pounds	X			28. Using a personal computer			X	37. Accommodation - adjustment of the lens of the eye to bring an object into sharp focus. This item is especially important when doing near-point work at varying distance from the eye.			X
14. 31 - 40 Pounds	X			29. Regular Attendance/ Punctuality			X		38. Color vision - the ability to identify and distinguish colors.	X	
15. 41 - 50 Pounds	X			30. Ability to do Math Literate			X				