



## CHARTER SCHOOL COUNSELOR

Class Code:  
20130

Bargaining Unit: NON-BARGAINING  
EMPLOYEE

CITY OF CAPE CORAL  
Established Date: April 14, 2009  
Revision Date: May 1, 2020

### **SALARY RANGE**

\$18.56 - \$24.18 Hourly  
\$38,598.64 - \$50,294.00 Annually

### **GENERAL STATEMENT OF JOB:**

School Counselors work with students, school staff, families and the community to provide student development and counseling program of student advocacy, preventive/intervention services and curriculum. School counselors impart specific skills and learning opportunities in the areas of academic achievement, career and personal/social development.

**Individual(s) assigned to this classification must report to work per their assigned schedule.**

### **SPECIFIC DUTIES AND RESPONSIBILITIES:**

- Developing, implementing and managing the delivery of student development curriculum that helps students acquire competencies in the following areas:

#### **Academic Development:**

- The attitudes, knowledge and skills that contribute to effective learning in the school and across life span,
- Academic preparation to make transitions across the continuum and to choose from a wide variety of substantial post-secondary options by working with students, families and colleagues,
- An understanding of the relationship of academics to the world of work, and to life at home and in school.

#### **Career Development:**

- Preparation to investigate the world of work in relationship to self and to make informed career decisions,
- Strategies to achieve future career success and satisfaction,
- An understanding of the relationship between personal qualities, education and training and the world of work.

#### **Personal/Social Development :**

- The attitudes, knowledge and interpersonal skills to understand and respect self and others,
- Decision making, goal setting and appropriate planning,
- Develop safety and survival skills,
- Develop self-respect and responsibility.
- An understanding of and respect for diversity.

#### **MINIMUM QUALIFICATIONS:**

- Master's degree
- Valid teaching certificate with coverage in guidance or other qualifications as the Board may find appropriate or acceptable.
- Prior teaching experience preferred.
- Verbal and interpersonal skills.
- Bilingual skills are encouraged.

#### **KNOWLEDGE, SKILLS, AND ABILITIES:**

School counselors have specialized knowledge and skills in the deliver of: individual and group counseling, curriculum development, assessment and interpretation, scheduling consultation with students, families and colleagues, coordination of school counseling and program activities and initiating referrals to educational and community resources. These skills are used to help students develop the knowledge, attitudes and skill competencies to be successful in the areas of academic, career and personal/social development.

- Maintains general knowledge of report and record keeping principles and techniques.
- Has general knowledge of business mathematics.
- Is skilled in both written and oral communications for effective expression and clarity.
- Ability to utilize a variety of modern office equipment, i.e. computers, facsimile machines and copiers.
- Ability to establish and maintain effective working relationships with supervisor, support staff and other departments position interacts with.
- Ability to organize and review work for efficient results and accuracy.
- Ability to perform duties with consistent courtesy and tact in the best interest of the public.
- Ability to issue and follow oral and written instructions.

**REPORTS TO:** Designated Supervisor/Designated Administrator

#### **EXERTION TYPE:**

- Light Work. Position requires exerting up to 20 pounds of force occasionally, and/or up to 10 pounds of force frequently, and/or a negligible amount of force constantly to move objects.

#### **OTHER PHYSICAL REQUIREMENTS:**

**The following selected physical activities are required to perform the essential functions of this position.**

<b>Physical Requirement</b>	<b>Description</b>	<b>Percent of Time</b>
<b>Balancing</b>	Maintaining body equilibrium to prevent falling and walking, standing or crouching on narrow, slippery, or erratically moving surfaces. This factor is important if the amount of balancing exceeds that needed for ordinary locomotion and maintenance of body equilibrium.	10%
<b>Climbing</b>	Ascending or descending ladders, stairs, scaffolding, ramps, poles and the like, using feet and legs and/or hands and arms. Body agility is emphasized. This factor is important if the amount and kind of climbing required exceeds that required for ordinary locomotion.	10%
<b>Crawling</b>	Moving about on hands and knees or hands and feet.	10%
<b>Crouching</b>	Bending the body downward and forward by bending leg and spine.	10%
<b>Feeling</b>	Perceiving attributes of objects, such as size, shape, temperature or texture by touching with skin, particularly that of fingertips.	30%
<b>Finger Dexterity</b>	Picking, pinching, typing or otherwise working, primarily with fingers rather than with the whole hand as in handling.	80%
<b>Grasping</b>	Applying pressure to an object with the fingers and palm.	30%
<b>Hearing</b>	Perceiving the nature of sounds at normal speaking levels with or without correction. Ability to receive detailed information through oral communication, and to make the discriminations in sound.	100%
<b>Kneeling</b>	Bending legs at knee to come to a rest on knee or knees.	10%
<b>Lifting</b>	Raising objects from a lower to a higher position or moving objects horizontally from position-to-position. This factor is important if it occurs to a considerable degree and requires substantial use of upper extremities and back muscles.	10%
<b>Pulling</b>	Using upper extremities to exert force in order to draw, haul or tug objects in a sustained motion.	10%
<b>Pushing</b>	Using upper extremities to press against something with steady force in order to thrust forward, downward, or outward.	10%
<b>Reaching</b>	Extending hand(s) and arm(s) in any direction.	30%
<b>Repetitive Motion</b>	Substantial movements (motions) of the wrists, hands, and/or fingers.	20%
<b>Seeing</b>	The ability to perceive the nature of objects by the eye.	100%
<b>Sitting</b>	Particularly for sustained periods of time.	70%
<b>Standing</b>	Particularly for sustained periods of time.	10%
<b>Stooping</b>	Bending body downward and forward by bending spine at the waist. This factor is important if it occurs to a considerable degree and requires full motion of the lower extremities and back muscles.	10%
<b>Talking</b>	Expressing or exchanging ideas by means of the spoken word. Those activities in which they must convey detailed or important spoken instructions to other workers accurately, loudly, or quickly.	90%
<b>Walking</b>	Moving about on foot to accomplish tasks, particularly for long distances or moving from one work site to another.	20%

**Every job duty in a job description need not always be specifically described, and any omission does not preclude the required performance of all duties that are job related.**



# Charter School Counselor

Class Code:  
20130

Bargaining Unit: NON-BARGAINING  
EMPLOYEE

CITY OF CAPE CORAL  
Established Date: Apr 4, 2007  
Revision Date: Apr 17, 2012

## SALARY RANGE

\$18.56 - \$24.18 Hourly  
\$1,484.56 - \$1,934.38 Biweekly  
\$3,216.55 - \$4,191.17 Monthly  
\$38,598.64 - \$50,294.00 Annually

## GENERAL STATEMENT OF JOB:

School Counselors work with students, school staff, families and the community to provide student development and counseling program of student advocacy, preventative/intervention services and curriculum. School counselors impart specific skills and learning opportunities in the areas of academic achievement, career and personal/social development.

## SPECIFIC DUTIES AND RESPONSIBILITIES:

Developing, implementing and managing the delivery of student development curriculum that helps students acquire competencies in the following areas:

### Academic Development:

- the attitudes, knowledge and skills that contribute to effective learning in the school and across life span,
- academic preparation to make transitions across the continuum and to chose from a wide variety of substantial post-secondary options by working with students, families and colleagues,
- an understanding of the relationship of academics to the world of work, and to life at home and in school.

### Career Development:

- preparation to investigate the world of work in relationship to self and to make informed career decisions,

- strategies to achieve future career success and satisfaction,
- an understanding of the relationship between personal qualities, education and training, and the world or work.

Personal/Social Development:

- the attitudes, knowledge and interpersonal skills to understand and respect self and others,
- decision making, goal setting and appropriate planning,
- develop safety and survival skills,
- develop self-respect and responsibility,
- an understanding of and respect for diversity.

Performs related duties as required and assigned by Principal.

### **MINIMUM QUALIFICATIONS:**

Master's degree and a valid teacher certification with coverage in guidance or other qualifications as the Board may find appropriate or acceptable. Prior teaching experience preferred. Verbal and interpersonal skills required. Bilingual skills encouraged.

### **ADDITIONAL MINIMUM QUALIFICATIONS REQUIRED: KNOWLEDGE, SKILLS, AND ABILITIES:**

School counselors have specialized knowledge and skills in the delivery of: individual and group counseling, curriculum development, assessment and interpretation, scheduling, consultation with students, families, and colleagues, coordination of school counseling and program activities and initiating referrals to educational and community resources. These skills are used to help students develop the knowledge, attitudes and skill competencies to be successful in the areas of academic, career and personal/social development.

Has general knowledge of report and record keeping principles and techniques.

Has general knowledge of business mathematics.

Is skilled in both written and oral communications for effective expression and clarity.

Is able to utilize a variety of modern office equipment, i.e., computers, facsimile machines, and copiers.

Is able to establish and maintain effective-working relationships with supervisor, support staff and other departments position interacts with.

Is able to organize and review work for efficient results and accuracy.

Is able to perform duties with consistent courtesy and tact in the best interest of the public.

Is able to issue and follow oral and written instructions.

## **MINIMUM STANDARDS REQUIRED:**

**Physical Requirements:** Tasks involve some walking, standing; some unassisted lifting, carrying, pushing and/or pulling of light weight objects up to 20 pounds. Tasks may involve extended periods of visual concentration.

**Data Conception:** Requires the ability to compare and/or judge the readily observable, functional, structural or composite characteristics (whether similar or divergent from obvious standards) of documentation, accounting, and applications.

**Interpersonal Communication:** Requires the ability of speaking and/or signaling people to convey or exchange information. Includes giving and receiving instructions, assignments or directions.

**Language Ability:** Requires the ability to read a variety of materials relevant to municipal policy, procedure, and ordinance. Requires the ability to communicate with numerous individuals from a broad array of backgrounds.

**Intelligence:** Requires the ability to apply principles of rational systems; to solve practical problems and deal with a variety of concrete variables in situations where standardization exists.

**Verbal Aptitude:** Requires the ability to record and deliver information, to explain procedures, to issue and follow oral and written instructions. Must be able to communicate effectively and efficiently in Standard English.

**Numerical Aptitude:** Requires the ability to add, subtract, multiply, and divide; calculate decimals and percentages.

**Form/Spatial Aptitude:** Requires the ability to inspect items for proper length, width and shape.

**Motor Coordination:** Requires the ability to coordinate hands and eyes in utilizing modern office equipment.

**Manual Dexterity:** Must have minimal levels of eye/hand/foot coordination.

**Color Discrimination:** Requires the ability to differentiate between colors and shades of color.

**Interpersonal Temperament:** Requires the ability to deal with people beyond giving and receiving instructions. Includes considerable public contact, and potential confrontational situations.

**Physical Communication:** Requires the ability to talk and hear: (Talking: expressing or exchanging ideas by means of spoken words. Hearing: perceiving nature of sounds by ear.)

**Environmental Requirements:** Tasks are generally performed without exposure to adverse environmental conditions.

## **CLASS SPEC TITLE 6:**

WSS 5/21/09 ADA



# The School District of Lee County

## Job Description

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**JOB TITLE:** School Counselor

**FLSA STATUS:** Exempt  
**SALARY SCHEDULE:** Instructional

**PAY GRADE:** Instructional  
**JOB CODE:** 301050, 301100,  
301200, 301150,  
301250, 301300,  
301350

**BARGAINING UNIT:** TALC  
**WORKER'S COMP  
CATEGORY:** 8868 - School Professionals

**DAYS PER YEAR:** 196, 201

**MAJOR FUNCTION:**

Address the developmental needs of all students through a comprehensive school counseling program focused on the academic, career, and social-emotional development of all students through leadership, advocacy, collaboration, and systemic change.

**MINIMUM QUALIFICATIONS:**

- Master's degree in counseling from an accredited institution.
- Valid Florida educator's certification in guidance and counseling PK-12.

Such alternatives to the above qualifications as the Board may find acceptable.

**KNOWLEDGE, SKILLS, AND ABILITIES:**

- Knowledge and application of counseling theories and practices.
- Knowledge of federal and state laws related to student education.
- Ability to establish and maintain collaborative working relationships with all stakeholders.
- Ability to organize, prioritize, manage, and carry out responsibilities efficiently and within designated time frames.
- Skill in oral and written communication with all stakeholders.
- Ability to work with and lead diverse groups of people.
- Knowledge of and experience with industry-standard computer applications.

**REPORTS TO:** Designated Supervisor or Designated Administrator

**ESSENTIAL JOB FUNCTIONS:**

- Design and implement a data-driven, comprehensive school counseling program for all students to address barriers to student learning and to close achievement/opportunity gaps. Comprehensive school counseling programs define program goals that focus on three areas of student development: academic, college/career, and social-emotional.
- Provide direct services for students including, but not limited to, school counseling core curriculum, individual counseling and student planning, large and small group counseling, and preventative and responsive services.



# The School District of Lee County

## Job Description

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- Provide indirect services on behalf of students including, but not limited to, referrals for additional assistance and consultation/collaboration with parents, teachers, administrators, and other key stakeholders to create learning environments that promote educational equity, access, and success for every student.
- Deliver programs that promote students' development of the American School Counselor Association's essential mindsets and behavior standards including, but not limited to, learning skills, social skills, self-management skills, and college/career readiness skills.
- Increase understanding of school counseling student standards and engage faculty, students, parents, and community members in comprehending the connection between these standards and the vision of academic success and social-emotional development aligned to college/career readiness.
- Use the skills of leadership, advocacy, and collaboration to create systemic change to improve the academic, social-emotional, and post-graduate success for all students.
- Act as a systems change agent to ensure a safe and supportive school climate that promotes the success of all students through opportunities for academic development, social-emotional learning, and college/career readiness.
- Foster parent and community partnerships to support the academic, social-emotional, and career development of all students.
- Infuse cultural competence along with ethical and professional competencies in planning, organizing, implementing, and evaluating the comprehensive school counseling program.
- Provide counseling for students during times of transition, separation, heightened stress, and critical change.
- Support the continuum of mental health services, including prevention and intervention strategies, and identifies best practices for collaborating with community mental health providers to enhance student success.
- Develop and communicates a school counseling vision and mission statement that is concise, clear, and comprehensive, describing a school counseling program's purpose for every student in alignment with the school, district, and state visions/missions.
- Use school data to identify and assist individual students who are performing below grade level and provide opportunities and resources to be successful in school.
- Utilize technology effectively and efficiently to plan, organize, implement, and evaluate the comprehensive school counseling program.
- Use legal and ethical decision-making based on standards and principles of the school counseling profession and educational systems, including district and building policies.

### OTHER JOB FUNCTIONS:

- Attend staff meetings and participate in conferences and other trainings to enhance job performance.





# The School District of Lee County

## Job Description

- Seek out professional development opportunities and maintain professional licensure and certifications.
- Promote the District's interest in increasing student achievement by working with the educational interests of students in mind at all times.
- Maintain positive communication with colleagues, community members, parents, and students to promote an increase in community engagement in education.
- Support the retention of Highly Effective and Effective employees by exhibiting professionalism and making positive contributions to workplace morale.
- Promote a culture of high performance and continuous improvement by valuing learning and making a commitment to quality.

### EXERTION TYPE:

- Light work. Position requires exerting up to 20 pounds of force occasionally, and/or up to 10 pounds of force frequently, and/or a negligible amount of force constantly to move objects.

### OTHER PHYSICAL REQUIREMENTS:

The following selected physical activities are required to perform the essential functions of this position.

The physical requirements of this position. (Please check all boxes that apply)		
Physical Requirement	Description	Percent of Time
<input checked="" type="checkbox"/> Balancing	Maintaining body equilibrium to prevent falling and walking, standing or crouching on narrow, slippery, or erratically moving surfaces. This factor is important if the amount of balancing exceeds that needed for ordinary locomotion and maintenance of body equilibrium.	10%
<input checked="" type="checkbox"/> Climbing	Ascending or descending ladders, stairs, scaffolding, ramps, poles and the like, using feet and legs and/or hands and arms. Body agility is emphasized. This factor is important if the amount and kind of climbing required exceeds that required for ordinary locomotion.	10%
<input checked="" type="checkbox"/> Crawling	Moving about on hands and knees or hands and feet.	10%
<input checked="" type="checkbox"/> Crouching	Bending the body downward and forward by bending leg and spine.	10%
<input checked="" type="checkbox"/> Feeling	Perceiving attributes of objects, such as size, shape, temperature or texture by touching with skin, particularly that of fingertips.	30%
<input checked="" type="checkbox"/> Finger Dexterity	Picking, pinching, typing or otherwise working, primarily with fingers rather than with the whole hand as in handling.	80%
<input checked="" type="checkbox"/> Grasping	Applying pressure to an object with the fingers and palm.	30%
<input checked="" type="checkbox"/> Hearing	Perceiving the nature of sounds at normal speaking levels with or without correction. Ability to receive detailed information through oral communication, and to make the discriminations in sound.	100%



# The School District of Lee County

## Job Description

<input checked="" type="checkbox"/> <b>Kneeling</b>	Bending legs at knee to come to a rest on knee or knees.	10%
<input checked="" type="checkbox"/> <b>Lifting</b>	Raising objects from a lower to a higher position or moving objects horizontally from position-to-position. This factor is important if it occurs to a considerable degree and requires substantial use of upper extremities and back muscles.	10%
<input checked="" type="checkbox"/> <b>Pulling</b>	Using upper extremities to exert force in order to draw, haul, or tug objects in a sustained motion.	10%
<input checked="" type="checkbox"/> <b>Pushing</b>	Using upper extremities to press against something with steady force in order to thrust forward, downward, or outward.	10%
<input checked="" type="checkbox"/> <b>Reaching</b>	Extending hand(s) and arm(s) in any direction.	30%
<input checked="" type="checkbox"/> <b>Repetitive Motion</b>	Substantial movements (motions) of the wrists, hands, and/or fingers.	20%
<input checked="" type="checkbox"/> <b>Seeing</b>	The ability to perceive the nature of objects by the eye.	100%
<input checked="" type="checkbox"/> <b>Sitting</b>	Particularly for sustained periods of time.	70%
<input checked="" type="checkbox"/> <b>Standing</b>	Particularly for sustained periods of time.	10%
<input checked="" type="checkbox"/> <b>Stooping</b>	Bending body downward and forward by bending spine at the waist. This factor is important if it occurs to a considerable degree and requires full motion of the lower extremities and back muscles.	10%
<input checked="" type="checkbox"/> <b>Talking</b>	Expressing or exchanging ideas by means of the spoken word. Those activities in which they must convey detailed or important spoken instructions to other workers accurately, loudly, or quickly.	90%
<input checked="" type="checkbox"/> <b>Walking</b>	Moving about on foot to accomplish tasks, particularly for long distances or moving from one work site to another.	20%

### TERMS OF EMPLOYMENT:

Work year and salary as established by the Board and the TALC bargaining unit through the collective bargaining process.

**JDE NUMBER:** C-51.01

**BOARD ADOPTION:** 12-20-74

**REVISIONS:** 6-18-02, 2-13-18, 12-11-18

**REVIEWED:** COMPENSATION & LABOR RELATIONS WILL COMPLETE

Every job duty in a job description need not always be specifically described, and any omission does not preclude the required performance of all duties that are job related.