



Job Title: School Counselor

Salary Schedule: Instructional

Pay Grade: Instructional

Job Code: 301050, 301100, 301200,
301150, 301250, 301300, 301350

JDE: C-51.01

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 teaching certificate in guidance and counseling PK-12.
- Proven experience successfully managing business/department functions and staff preferred.
- Industry certification preferred.
- Lean Six Sigma Certification preferred.

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

KNOWLEDGE, SKILLS, AND ABILITIES:

- Clear and concise oral and written communication skills; analytical, mathematical, organizational, and prioritization skills; flexibility and adaptability in dealing with rapidly changing priorities and demands.
- Knowledge and application of counseling theories and practices.
- Knowledge of and the ability to interpret and enforce pertinent regulations, policies, and procedures for the functional area of assignment.
- Knowledge of and experience using multiple project management tools and methodologies.
- Knowledge of HIPAA, Public Records, Sunshine Law, FERPA, and other laws/regulations related to student and employee privacy, public information, and records retention.
- Ability to communicate technical information to technical and non-technical personnel.
- Ability to deliver high-quality customer service in a timely and professional manner.
- Ability to establish and maintain collaborative working relationships with all stakeholders.

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.
- 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.



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- 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.
- Perform Medicaid administrative claims reimbursable activities as directed in accordance with Chapter 3 of the federally approved School District Administrative Claiming (SDAC) Guide.

OTHER JOB FUNCTIONS:

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

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%



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<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%
<input checked="" type="checkbox"/> Kneeling	Bending legs at knee to come to a rest on knee or knees.	10%
<input checked="" type="checkbox"/> Lifting	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"/> Pulling	Using upper extremities to exert force in order to draw, haul, or tug objects in a sustained motion.	10%
<input checked="" type="checkbox"/> Pushing	Using upper extremities to press against something with steady force in order to thrust forward, downward, or outward.	10%
<input checked="" type="checkbox"/> Reaching	Extending hand(s) and arm(s) in any direction.	30%
<input checked="" type="checkbox"/> Repetitive Motion	Substantial movements (motions) of the wrists, hands, and/or fingers.	20%
<input checked="" type="checkbox"/> Seeing	The ability to perceive the nature of objects by the eye.	100%
<input checked="" type="checkbox"/> Sitting	Particularly for sustained periods of time.	70%
<input checked="" type="checkbox"/> Standing	Particularly for sustained periods of time.	10%
<input checked="" type="checkbox"/> Stooping	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"/> Talking	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"/> Walking	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.

DAYS PER YEAR: 196, 201, 206, 226

FLSA STATUS: Exempt

BARGAINING UNIT: TALC

WORKER'S COMP. CATEGORY: 8868 - School Professionals

BOARD ADOPTION: 12-20-74

REVISED: 6-18-02, 2-13-18, 12-11-18, 7-28-20, 1-26-21

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.