



The School District of Lee County

Job Description

JOB TITLE: School Counselor

FLSA STATUS:	Exempt	PAY GRADE:	Instructional
SALARY SCHEDULE:	Instructional	JOB CODE:	301050, 301100, 301200, 301150, 301250, 301300, 301350
BARGAINING UNIT:	TALC	DAYS PER YEAR:	196, 201
WORKER'S COMP CATEGORY:	8868 - School Professionals		

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.



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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.
- 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:



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- 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.

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%



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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.

JDE NUMBER: C-51.01

BOARD ADOPTION: 12-20-74

REVISIONS: 6-18-02, 2-13-18, 12-11-18, 7-28-20

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.



The School District of Lee County

Job Description

JOB TITLE: School Social Worker

FLSA STATUS:	Exempt	PAY GRADE:	Instructional
SALARY SCHEDULE:	Instructional	JOB CODE:	309450
BARGAINING UNIT:	TALC	DAYS PER YEAR:	196
WORKER'S COMP CATEGORY:	8868 - School Professionals		

MAJOR FUNCTION:

Strengthen the District's mission by providing services which enhance home, school, and community partnerships. Actively address barriers that interfere with student performance and achievement by providing services and assistance to families in accessing appropriate community resources. Help students and families with attendance, learning, and behavior concerns.

MINIMUM QUALIFICATIONS:

- Master's degree with a graduate major in social work that includes three-hundred (300) hours of field placement in a K-12 school setting from a program accredited by the National Council on Social Work Education or accredited in accordance with the provisions of Rule 6A-4.003; OR a Master's degree with a graduate major in social work that includes three-hundred (300) hours of field placement with diverse individuals in a community setting other than a prekindergarten, elementary, or secondary school.
- Valid Florida Professional Educator Certificate in School Social Work.
- Licensed Clinical Social Worker preferred.

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

KNOWLEDGE, SKILLS, AND ABILITIES:

- Oral and written communication skills.
- Ability to work with and lead diverse groups of people.
- Knowledge of and experience with industry-standard computer applications.

REPORTS TO: Director, School Psychological and Social Work Services or Designated Administrator

ESSENTIAL JOB FUNCTIONS:

- Serve as a liaison between home, school, and community.
- Advocate for children ensuring that students' and families' rights are observed.
- Interview students and parents to discuss issues related to non-attendance and develop a plan of action.
- Assist the school in following Board regulations for excessive absences and truancy; attend truancy intervention meetings and court proceedings.



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- Serve on the Child Study Team at each school to assist students experiencing attendance, academic, social, emotional, and/or health problems.
- Participate in meetings with local school personnel, parents, and appropriate community agency staff to provide coordinated evaluation and planning.
- Conduct home visits as a method to access the family and offer support in response to school referrals.
- Provide individual and/or group counseling in response to school-wide crises.
- Conduct parent interviews to acquire social developmental information as needed for special education referrals.
- Analyze data to implement best practices.
- Utilize community resources to serve family and student needs.
- Encourage an understanding of, and sensitivity to, multicultural values and traditions.
- Maintain complete, up-to-date, and accurate records as required by law, policy, and administrative regulation.
- Collaborate with community agencies and other resources to meet student needs; refer families to agencies when appropriate.
- Perform Medicaid administrative claims reimbursable activities as directed in accordance with Chapter 3 of the federally approved School District Administrative Claiming (SDAC) Guide.
- Adhere to the National Association of Social Workers (NASW) Professional Code of Ethics.

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.



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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%
<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.	10%



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	This factor is important if it occurs to a considerable degree and requires full motion of the lower extremities and back muscles.	
<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.

JDE NUMBER: S-8.03

BOARD ADOPTION: 12-10-74

REVISIONS: 3-20-84, 2-13-18, 12-11-18, 3-10-20, 7-28-20

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.



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Job Description

JOB TITLE: Teacher, Classroom

FLSA STATUS:	Exempt	PAY GRADE:	Instructional
SALARY SCHEDULE:	Instructional	JOB CODE:	Multiple
BARGAINING UNIT:	TALC	DAYS PER YEAR:	196, 201, 206, 216, 226, 255, Casual

**WORKER'S COMP
CATEGORY:** 8868 - School Professionals

MAJOR FUNCTION:
Lead students toward the fulfillment of their potential for intellectual, emotional, physical, and social growth in a safe and cost-effective manner that supports the goals of the District.

- MINIMUM QUALIFICATIONS:**
- Bachelor's degree from an accredited institution.
 - Valid Florida teaching certificate covering appropriate area of responsibility.

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

- KNOWLEDGE, SKILLS, AND ABILITIES:**
- Oral and written communication skills.
 - Knowledge of and experience with industry-standard computer applications.
 - Ability to work with diverse groups of people.
 - Ability to work effectively under stress of deadlines, volume of workload, and multitasking requirements.
 - Ability to organize self, prioritize tasks, and maintain a high level of energy in a fast-paced environment to provide efficient services.

REPORTS TO: Principal or Designated Administrator

- ESSENTIAL JOB FUNCTIONS:**
- Plan individually or cooperatively a program of study that meets the individual needs, interests, diverse backgrounds, and abilities of students.
 - Assist in establishing department or grade-level curriculum objectives and the development of the comprehensive plan for the implementation and evaluation of the objectives.
 - Create a classroom environment that is conducive to learning and appropriate to the maturity and interests of students.
 - Guide the learning process toward the achievement of curriculum goals and, in harmony with the goals, establish clear objectives for all lessons, units, projects, and the like to communicate these objectives to students.
 - Employ instructional methods and materials that are most appropriate for meeting stated objectives.



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- Assess the accomplishments of students on a regular basis and provide progress reports as required.
- Diagnose the learning strengths and weaknesses of students on a regular basis, seeking the assistance of District specialists as deemed appropriate.
- Counsel with colleagues, students, and/or parents on a regular basis.
- Assist administration in implementing all policies and/or rules governing student life and conduct and, for the classroom, develop reasonable rules of classroom behavior and procedures and maintain order in the classroom in a fair and just manner.
- Plan and supervise purposeful assignments for support personnel and school volunteers to work cooperatively with department heads or grade level chairmen; evaluate their effectiveness.
- Use appropriate technology in teaching and the learning process.
- Maintain accurate, complete, and correct records and reports as required by law, District policy, and administrative regulation.
- Perform Medicaid administrative claims reimbursable activities as directed in accordance with Chapter 3 of the federally approved School District Administrative Claiming (SDAC) Guide.
- Adhere to the Code of Ethics of the Education Profession in Florida and meet all school and District policy requirements.
- Support school improvement initiatives by actively participating in school activities, services, and programs.
- Recognize overt indicators of student distress or abuse and take appropriate action based on school procedures and law.
- Establish an appropriate testing environment and test security.

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.



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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.	20%
<input checked="" type="checkbox"/> Feeling	Perceiving attributes of objects, such as size, shape, temperature or texture by touching with skin, particularly that of fingertips.	80%
<input checked="" type="checkbox"/> Finger Dexterity	Picking, pinching, typing or otherwise working, primarily with fingers rather than with the whole hand as in handling.	100%
<input checked="" type="checkbox"/> Grasping	Applying pressure to an object with the fingers and palm.	40%
<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.	10%
<input checked="" type="checkbox"/> Repetitive Motion	Substantial movements (motions) of the wrists, hands, and/or fingers.	90%
<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.	30%



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<input checked="" type="checkbox"/> Standing	Particularly for sustained periods of time.	40%
<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.	30%

TERMS OF EMPLOYMENT:

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

JDE NUMBER: T-1.04

BOARD ADOPTION: 12-20-74

REVISIONS: 8-15-06, 11-7-18, 7-28-20

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.



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Job Description

JOB TITLE: Teacher, Guest

FLSA STATUS:	Exempt	PAY GRADE:	Guest Teacher Salary Schedule
SALARY SCHEDULE:	Supervisory/Technical/Confidential	JOB CODE:	901350
BARGAINING UNIT:	Non-bargaining	DAYS PER YEAR:	Per Diem
WORKER'S COMP CATEGORY:	8868 - School Professionals		

MAJOR FUNCTION:

Ensure the continuation of learning in the absence of the teacher.

MINIMUM QUALIFICATIONS:

- High School diploma or equivalent.
- Sixty (60) semester hours of college credit or Associate's degree.
- Completion of the Lee County Substitute Teacher Orientation.

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

KNOWLEDGE, SKILLS, AND ABILITIES:

- Oral and written communication skills.
- Ability to work with and lead diverse groups of people.
- Knowledge of and experience with industry-standard computer applications.

REPORTS TO: Principal or Designated Administrator

ESSENTIAL JOB FUNCTIONS:

- Report to the principal or designee upon arrival to the school to pick up required materials/schedule of classes and review written expectations set by the school.
- Maintain student behavior in class and other appropriate areas.
- Maintain the established routines and procedures of the school and classroom.
- Implement the lesson plan provided.
- Create a classroom environment conducive to learning and appropriate to the maturity and interests of the students.
- Consult with the principal or designee before initiating any procedures not specified in the lesson plans and substitute teacher's handbook.
- Maintain a neat and orderly classroom.
- Insure students are never left unattended in the classroom.
- Perform duties usually required of the absent teacher such as lunchroom duty, hall monitoring, etc.
- Know emergency evacuation routes for the classrooms assigned.



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- Report to principal or designee at the end of the day to return materials and verify that his or her attendance will or will not be required on the following teaching day.
- Follow the policies, rules, and procedures to which regular teachers are subject and which good practice dictates.
- Work cooperatively with other employees and volunteers.
- Maintain accurate information on the Leave Management System (LMS).

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.

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%



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<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.	70%
<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%
<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.	70%
<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.	30%
<input checked="" type="checkbox"/> Standing	Particularly for sustained periods of time.	70%
<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:

Per diem at rates established by the Board.

JDE NUMBER: T-1.10

BOARD ADOPTION: 12-20-74



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REVISIONS: 4-25-00, 4-20-04, 11-9-16, 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.