



REVISED~~NEW~~: Submitted:
 1/14/2020 01/14/2020
 08/07/2019 08/06/2019

JOB TITLE:	COORDINATOR VIOLENCE PREVENTION
DIVISION	ACADEMIC SERVICES
SALARY SCHEDULE/GRADE:	MHP/MHP
WORK YEAR:	195 DAYS
FLSA STATUS:	EXEMPT
JOB CLASS CODE:	8299
BARGAINING UNIT:	CLA1

SCOPE OF RESPONSIBILITIES

Promotes health and wellness of students by assuming responsibility for providing evidence based interventions at the individual and group level, engaging families, coordinating with community partners, and providing training collaboration and consultation for school and community personnel/care providers. The Coordinator Violence Prevention will specifically focus their support on gun involved youth, youth experience trauma due to violence, and youth or victims of youth threatening violence.

PERFORMANCE RESPONSIBILITIES & EVALUATION CRITERIA

Provides training, consultation and other support to administrators, teachers, school-based leadership and community teams to facilitate the design, coordination, and implementation of trauma informed responses to violence and youth engaged in or victimized by violence

Supports schools in designing and implementing effective restorative plans for students who have threatened violence, been in possession of a weapon, or students victimized by violence

Collaborates with the Louisville Metro Office of Safe and Healthy Neighborhoods Centers and community violence prevention partners to provide wrap-around supports to students and families experiencing trauma due to domestic or gun violence

Monitors the fidelity of implementation of District and School threat assessment practices

Identifies professional learning needs for both school and district personnel and coordinates trainings as needed as related to Trauma Informed Care, "Red Flag" analysis of students in crisis, and referrals for assistance

Encourages and models skillful use of data to inform decision-making as related to violence prevention and youth empowerment through early intervention and prevention of retaliation

Maintains cooperative and positive working relationships with school and District staff

Collaborates closely with other District staff to ensure student related trauma is handled properly as it relates to students they are serving

Serves as requested on District committees

Performs other duties as assigned by supervisor

Completes all trainings and other compliance requirements as assigned and by the designated deadline

PHYSICAL DEMANDS

This work is primarily sedentary. The work at times requires bending, squatting, crawling, climbing, reaching with the ability to lift, carry, push or pull light weights. The work requires the use of hands for simple grasping and fine manipulations.

MINIMUM QUALIFICATIONS

One of the following credentials, licenses, or ~~permits~~: KY (EPSB) credential in Social Work, School Counseling, or School Psychology, or Fully KY Licensed Professional Counselor or Licensed Clinical Social Worker (LCSW); or

Certified Social Worker (CSW) or KY Licensed Clinical Psychologist that does not require clinical supervision to perform responsibilities listed above
Ability to work well with others
Effective communication skills
DESIRABLE QUALIFICATIONS
Three (3) years of successful experience providing mental health and/or behavioral support with school-aged children
Experience in crisis intervention and counseling
Experience working with children exposed to trauma
Experience in diverse workplace



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Experience in diverse workplace



SUBMITTED: 1/14/2020
 APPROVAL: 1/14/2020
 EFFECTIVE:
 1/14/2020 ~~01/2019~~

JOB TITLE:	BUS -MONITOR BUS
DIVISION	OPERATIONS SERVICES
SALARY SCHEDULE/GRADE:	IA, GRADE 3
WORK YEAR:	184 DAYS AS APPROVED BY THE BOARD
FLSA STATUS:	NON-EXEMPT
JOB CLASS CODE:	8820
BARGAINING UNIT:	CLAA

SCOPE OF RESPONSIBILITIES
Assists the bus driver in supervising, loading and unloading students.

PERFORMANCE RESPONSIBILITIES & EVALUATION CRITERIA
Assists the driver in maintaining a positive environment on the bus
Assists in seating all students in the center of the bus (as specified in State Transportation Guidelines)
Assists in supervising the loading and unloading of students
Assists in the pickup and delivery of students from/to parent, guardian or authorized individual
Performs any other responsibilities as outlined in State Transportation Guidelines for students
Assists in classroom instruction/supervision (when applicable)
Performs other duties as assigned by supervisor
Completes all trainings and other compliance requirements as assigned and by the designated deadline

PHYSICAL DEMANDS
The work is primarily sedentary. The work requires the use of hands for simple grasping and fine manipulations. The work requires lifting, bending, squatting, climbing, reaching, carrying, pushing, pulling up to light weights. The work requires activities involving being around moving machinery, exposure to marked changes in temperature and humidity, and exposure to dust, fumes and gases.

MINIMUM QUALIFICATIONS
High School Diploma or G.E.D
Temperament, personality, and patience to deal with young children
Access to transportation to/from bus compound
Effective communication skills

DESIRABLE QUALIFICATIONS
Training in the special needs of young children
Experience in working with young children
Experience in a diverse workplace

Footnote
This position is categorically funded and re-employment is subject to periodic review based on availability of funds and continued need for the project.



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SUBMITTED: 1/14/2020

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NEW: 1/14/2020
SUBMITTED: 1/14/2020

JOB TITLE:	TECHNICIAN PURCHASING
DIVISION:	FINANCIAL SERVICES
SALARY SCHEDULE / GRADE:	1A, GRADE 8
WORK YEAR:	260
FLSA STATUS:	NON-EXEMPT
JOB CLASS CODE:	
BARGAINING UNIT:	CLAA

SCOPE OF RESPONSIBILITIES

Works with all phases of Purchasing/Bids and assists with the implementation of new programs, system reports, and system upgrades. Maintains a high degree of accuracy in assigned duties and related matters. Assumes responsibility of liaison between the department, MIS, and procurement software vendors. Works with a minimum amount of supervision and confers with director and coordinator when appropriate.

PERFORMANCE RESPONSIBILITIES & EVALUATION CRITERIA

Assumes responsibility for coordination of all issues with procurement and bidding software vendors (i.e., MUNIS, esmSolutions)

Coordinates MUNIS testing and system upgrades

Assists with monthly and annual KETS code verification reports

Assists in developing, updating, and revising all forms, instructions, manuals and procedures for procurement functions

Compiles information as requested by District cost centers and open record requests

Works with IT and other departments to develop reports, queries, and other data files as needed

Assumes responsibility of working with vendors, IT, MUNIS, and esmSolutions to implement e-procurement

Assists director and coordinator in meeting special requests of Purchasing/Bids including the implementation of additional functionalities

Assumes responsibility for web page changes and updates

Assists in preparation of contracts

Assumes responsibility of payroll reporting

Assumes responsibility of order/receiving department budget

Completes all trainings and other compliance requirements as assigned by the designated deadline

Performs other duties as assigned by supervisor

PHYSICAL DEMANDS

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MINIMUM QUALIFICATIONS

High School Diploma or G.E.D.

Two (2) years of experience in procurement and knowledge of MUNIS financial software

Ability to communicate ideas clearly and effectively

Demonstrated ability to work with minimal supervision, maintain accurate records, and meet established deadlines

DESIRABLE QUALIFICATIONS

Two (2) years of business experience in related field

Experience working with various role groups (i.e., procurement, IT, software vendors)

Experience in a diverse workplace



NEW: Submitted:
1/14/2020 1/14/2020

JOB TITLE:	COACH RESIDENCY
DIVISION	DIVERSITY, EQUITY, POVERTY
SALARY SCHEDULE/GRADE:	JOB FAMILY III
WORK YEAR:	195 DAYS
FLSA STATUS:	EXEMPT
JOB CLASS CODE:	
BARGAINING UNIT:	CERT

SCOPE OF RESPONSIBILITIES

The Coach Residency is primarily responsible for coaching and supporting a residency cohort of 10 future teachers, along with their experienced mentor teachers.

PERFORMANCE RESPONSIBILITIES & EVALUATION CRITERIA

Develops and delivers structured, high-quality professional development to residents and mentors
Uses a repertoire of strategies for adult learners including real-time, side-by-side classroom coaching, co-planning and co-teaching of lessons, modeling of best practice strategies, analysis of student work, and classroom observation and feedback to improve teacher practices
Monitors resident growth and development using Danielson's Framework for Teaching, JCPS Six Essential Systems, the Teacher Residency Expectations Matrix, Culturally Responsive Teaching, Equity Score Card, and Racial Equity Policy
Participates in the resident selection process for the upcoming school year, including Selection Saturdays
Participates in projects with contracted partner and collaborating university partner to foster and enhance alignment between the residency and Master's degree program
Demonstrates proficient use of Google Tools, including Google Calendar and Drive applications including Docs, Sheets, Slides, and Forms
Conducts classroom observations and provides actionable and manageable feedback to accelerate teacher development
Maintains accurate, complete and correct records as required by state and federal statute, administrative regulation and District policy
Participates in mandatory professional learning sessions and upgrades skills appropriate to assignments
Completes all trainings and other compliance requirements as assignment by the designated deadline
Performs other duties as assigned by supervisor

PHYSICAL DEMANDS

The work is performed while standing or walking. The work requires the use of hands for simple grasping and fine manipulations. The work at times requires bending, squatting, crawling, climbing, reaching, with the ability to lift, carry, push, or pull light weights.

MINIMUM QUALIFICATIONS

Master's degree or above, in an education-related field
Kentucky teaching certificate and at least four years of successful teaching experience
Experience working in high-needs, urban schools

Effective communication skills

DESIRABLE QUALIFICATIONS

Demonstrated leadership ability

Demonstrated ability to write distinctly and to organize data

Experience in planning, developing, and conducting in-service programs
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Experience in a diverse workplace



NEW: Submitted:
1/14/2020 1/14/2020

JOB TITLE:	MENTOR TEACHER RESIDENCY
DIVISION	ACADEMIC SCHOOL
SALARY SCHEDULE/GRADE:	EXTRA SERVICE SALARY SCHEDULE
WORK YEAR:	COACHING SEASON
FLSA STATUS:	EXEMPT
JOB CLASS CODE:	
BARGAINING UNIT:	CERA

SCOPE OF RESPONSIBILITIES

The Mentor Teacher Residency is primarily responsible for coaching and supporting a resident along their residency experience. During the Louisville Teacher Residency program, residents work with a mentor teacher and a residency coach in order to demonstrate skills acquired in previous professional training and to begin to extend these abilities as they grow into the teaching profession.

PERFORMANCE RESPONSIBILITIES & EVALUATION CRITERIA

Adheres to the "structured, gradual release of responsibility" schedule as outlined in the *Louisville Teacher Residency (LTR) Expectations Matrix*

Facilitates consistent and structured opportunities for Residents to observe Mentor Teacher classroom practices

Ensures regular opportunities for Residents to engage in guided and independent practice as outlined in the *LTR Expectations Matrix*

Provides Residents with timely lesson plan feedback on weekend/per terms outlined in Mentor Teacher Residency Agreement

Dedicates time each day for debriefs and reflective conversations with Residents

Models collaborative practices with content area/grade-level partners and Diverse Learner teachers

References *LTR Coaching Framework* to inform and support daily execution of mentoring duties

Upholds terms of Mentor Teacher Residency Agreement, formally revising based on Triad/Diad needs

Models clear and coherent lesson and unit annotation and planning alongside Residents

Models use of IEPs and 504 plans to ensure Residents can replicate instructional decision-making for diverse learners

Ensures Residents maintain regular contact with students' families after modeling best practices for communication

Models clear and coherent classroom practices for Residents as noted in the *LTR Expectations Matrix*

Maintains regular communication with Coach Residency around Resident performance in all four Domains

Provides Residents opportunities to complete University/program-related tasks

Completes University-related evaluations in concert with liaison and supervisors

Collaborates and maintains contact with University partners, liaisons, and supervisors around Resident progress and performance

Evaluates resident performance using cycle Scorecard and Scorecard Rubric

Differentiates coaching supports for Residents based on performance needs and data

Implements Resident remediation plans developed with Coach Residency

Leads and/or actively participates in school-specific and contracted partner-led professional development

Cultivates and sustains positive and professional relationships with colleagues, Residents, school and network leaders
Collaborates with grade-level partners, diverse learner teachers, school cluster teams, partner-site mentors, etc.
Performs other duties as assigned by supervisor
Completes all trainings and other compliance requirements as assigned and by the designated deadline

PHYSICAL DEMANDS

The work is performed while standing or walking. The work requires the use of hands for simple grasping and fine manipulations. The work at times requires bending, squatting, crawling, climbing, reaching, with the ability to lift, carry, push, or pull light weights.

MINIMUM QUALIFICATIONS

Master's degree or above, in an education-related field

Kentucky teaching certificate and at least four years of successful teaching experience

Experience working in high-needs, urban schools

Effective communication skills

DESIRABLE QUALIFICATIONS

Demonstrated leadership ability

Demonstrated ability to write distinctly and to organize data

Experience in planning, developing, and conducting in-service programs

Experience in a diverse workplace



NEW:
7/1/2020

Submitted:
1/14/2020

JOB TITLE:	RESIDENT-CLASSROOM INSTRUCTION
DIVISION	DIVERSITY, EQUITY AND POVERTY
SALARY SCHEDULE/GRADE:	JOB FAMILY V, RANK III, STEP 0
WORK YEAR:	AS DETERMINED
FLSA STATUS:	EXEMPT
JOB CLASS CODE:	
BARGAINING UNIT:	CLAU

SCOPE OF RESPONSIBILITIES
JCPS Resident-Classroom Instruction are full-time, paid educators completing the Louisville Teacher Residency. JCPS residents will work in the identified teacher residency training location. Our graduates will go on to become eligible for hire as JCPS teachers, trusted mentors, and effective school leaders.

PERFORMANCE RESPONSIBILITIES & EVALUATION CRITERIA
Meets and instructs assigned classes in the locations and at the times designated
Creates and maintains a classroom environment that is conducive to learning and appropriate to the maturity and interest of students
Guides the learning process toward the achievement of curriculum goals
Employs instructional methods and materials that are appropriate for meeting stated objectives, prepares for classes
Assists the administration in implementing board policies, administrative regulations and school rules governing student life and conduct, develops reasonable rules of classroom behavior and procedures, and maintains order in the classroom in a fair and just manner
Monitors students on a regular basis and provides reports concerning academic and behavioral matters of all assigned students
Reports safety concerns to a school official immediately
Maintains accurate complete and correct records as required by state and federal statute, administrative regulation and District policy
Participates in mandatory professional learning sessions and upgrades skills appropriate to assignments
Completes all trainings and other compliance requirements as assigned by the University of Louisville and by the designated deadline
Performs other duties as assigned by supervisor

PHYSICAL DEMANDS
The work is performed while standing or walking. The work requires the use of hands for simple grasping and fine manipulations. The work at times requires bending, squatting, crawling, climbing, reaching, with the ability to lift, carry, push, or pull light weights

MINIMUM QUALIFICATIONS
Bachelor's degree prior to entering the JCPS Urban Education Teacher Residency program with an overall 3.0 GAP or a 2.75 GPA on last 30 credit hours
Successfully complete Praxis Core Academic Skills for Educators Exam
Authorization to work in the US for any employer (without sponsorship)
Effective communication skills

DESIRABLE QUALIFICATIONS
Experience in a diverse workplace