



NEW: 07/01/2022
Submitted: 06/28/2022

JOB TITLE:	MANAGER AUTISM AND ECE PROGRAMS
DIVISION	EXCEPTIONAL CHILD EDUCATION
SALARY SCHEDULE/GRADE:	IV, GRADE 10
WORK YEAR:	AS APPROVED BY THE BOARD
FLSA STATUS:	EXEMPT
JOB CLASS CODE:	
BARGAINING UNIT:	CERX

SCOPE OF RESPONSIBILITIES

Coordinates and monitors District and school ECE staff in the areas of Autism Spectrum Disorders (ASD) and ECE programs and services; monitors the implementation of assigned program or activity; provides professional development as assigned; surveys system-wide needs in area of assignment and determines the effectiveness of assigned program or activity; supervises and directs the work of committees and other groups as assigned. Ensures compliance with the Individuals with Disabilities Education Act (IDEA), Kentucky Administrative Regulations (KARs) and District ECE policies/procedures. Provides technical assistance and support for the implementation of the KARs and the IDEA.

PERFORMANCE RESPONSIBILITIES & EVALUATION CRITERIA

Assumes responsibility for ECE program areas and develops short-range and long-range planning to improve outcomes for students with disabilities

Supports ECE staff in designing schedules and developing treatment plans for students with autism

Serves as the primary communication link among the ECE program staff as the spokesperson in meetings with school and community personnel

Researches current practices in ECE program area(s) to address achievement and opportunity gaps and improve outcomes for students with disabilities

Works cooperatively with the program directors, specialists, and supervisors in assessing and addressing the District's priorities and needs and in developing, reviewing, and revising programs or activities as assigned

Supervises and directs the work of committees and task forces as assigned

Assures compliance with federal, state, and District policy, administrative procedures, and negotiated agreements as applicable to assignment

Assists with development of reports for ECE program area(s) as required

Assures compliance with Board Goals and Administrative Objectives related to area of assignment

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

Performs other duties as assigned by supervisor

PHYSICAL DEMANDS

The 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 motor manipulations.

MINIMUM QUALIFICATIONS

Master's Degree or higher in assigned area

Kentucky Teacher Certification in Special Education

Successfully completed an applied behavior analysis degree program
Three (3) years of successful experience as a special education teacher
Leadership experience in a special education relevant field
Effective communication skills
Safe Crisis Management Certification or willing to get it
Expertise in autism spectrum disorder and in-depth knowledge of behavior disorders

DESIRABLE QUALIFICATIONS
Certification in Director of Special Education
Expertise in a diverse workplace
Expertise in equity, inclusion, and culturally responsive education



NEW: Submitted:
07/01/2022 06/28/2022

JOB TITLE:	SPECIALIST- ECE IDEA (AGES 3-5 AND PRIVATE SCHOOL)
DIVISION	EXCEPTIONAL CHILD EDUCATION
SALARY SCHEDULE/GRADE:	IV, GRADE 9
WORK YEAR:	AS APPROVED BY THE BOARD
FLSA STATUS:	EXEMPT
JOB CLASS CODE:	
BARGAINING UNIT:	CERX

SCOPE OF RESPONSIBILITIES

Provides technical assistance to District and school staff in the area of assignment; develops, monitors, and implements assigned program or activity; provides in-service as assigned; surveys system-wide needs in the area of assignment and determines the effectiveness of assigned program or activity; supervises and directs work of committees and other groups as assigned; and ensures compliance with the Individuals with Disabilities Act (IDEA), Kentucky Administrative Regulations (KARs) and District ECE policies/procedures.

PERFORMANCE RESPONSIBILITIES & EVALUATION CRITERIA

Collaborates with department leaders, school administrators, and staff to ensure administrative procedures are followed and in compliance with federal and state IDEA regulations and District policies

Develops and/or maintains a complete monitoring protocol and process with procedures and timelines for all aspects of IDEA ages 3-5 years old and Private School

Reviews the results of developmental screenings and assessments to ensure children receive timely referrals for supportive services

Completes and conducts annual training on administering the assessments and screening tools

Develops a great rapport with First Steps and the Early Childhood Department to remediate barriers in the completion of evaluations and IDEA compliance

Works collaboratively with all private schools and provides timely support

Complies relevant reports to management, staff, and the Board of Education

Ensures compliance with the Child Find process to identify, locate, and evaluate children with disabilities

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

Evaluates staff as assigned

Performs other duties as assigned by supervisor

Maintains confidentiality for children and families

PHYSICAL DEMANDS

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

MINIMUM QUALIFICATIONS

Bachelor's Degree or higher with a Kentucky certification in Director of Special Education or Instructional Leadership or Supervision (Principal certification)

Three (3) years of successful experience in area of assignment

Excellent organizational, interpersonal and problem-solving skills
Knowledge of federal and state laws and regulations regarding programs for exceptional children
Effective communication skills

DESIRABLE QUALIFICATIONS
Successful administrative, supervisory and/or consultant experience in special education
Experience in a diverse workplace



NEW: Submitted:
07/01/2022 06/28/2022

JOB TITLE:	SPECIALIST- COORDINATED EARLY INTERVENING SERVICES (CEIS)
DIVISION	EXCEPTIONAL CHILD EDUCATION
SALARY SCHEDULE/GRADE:	II/IV, GRADE 9
WORK YEAR:	AS APPROVED BY THE BOARD
FLSA STATUS:	EXEMPT
JOB CLASS CODE:	
BARGAINING UNIT:	CERX

SCOPE OF RESPONSIBILITIES

Provides technical assistance to District and school staff in the areas of Multi-Tiered Support Systems (MTSS), monitoring and implementation of the Coordinated Early Intervening Services (CEIS) Grant; provides training as assigned; assist with academic and behavioral interventions to support high-quality instruction for all students, and to meet students' individual needs; utilizes measurement tools for various levels of assessment surveys system-wide needs for implementation of the plan and evaluates the effectiveness of implementation and fidelity to the plan; ensures regular data collection around prescribed metrics, and supervises and directs the work of the CEIS school-based support teams; adheres to the Individuals with Disabilities Act (IDEA), Kentucky Administrative Regulations (KARs), and all District policies and procedures.

PERFORMANCE RESPONSIBILITIES & EVALUATION CRITERIA

Assumes responsibility for and assists the Chief of Exceptional Child Education in short-range and long-range planning of the CEIS plan and budget

Works cooperatively with the district and state program directors in assessing and addressing the District's priorities and needs in developing, reviewing, and revising the CEIS plan

Provides training, consultation, and support to administrators, teachers, and school-based leadership teams to facilitate implementation of a Multi-Tiered System of Supports (MTSS) at the district and school levels

Supervises and directs the work of the CEIS school-based teams

Works cooperatively with the other District leaders to coordinate and provide relevant training

Monitors identified indicators and complete a program evaluation as directed by supervisor and the Kentucky Department of Education

Provides technical assistance to District and school staff Multi-Tiered Systems of Support (MTSS)

Assures compliance with local, state and federal regulations and procedures related to CEIS

Assures compliance with all Board goals and administrative objectives

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

Evaluates staff as assigned

Performs other duties as assigned by supervisor

PHYSICAL DEMANDS

The work is primarily sedentary. The work requires the use of hands for simple grasping and fine manipulations. The work at times requires bending, squatting, reaching, with the ability to lift, carry, push or pull light weights. The work requires activities involving driving automotive equipment. The work may require modeling and demonstrating safe crisis management techniques and strategies.

MINIMUM QUALIFICATIONS

Master's Degree or higher
Three (3) years of successful experience in the area of assignment
Kentucky Professional Certification in Administration or Supervision, or Director of Special Education, or School Counseling
Demonstrated leadership ability
Knowledge of federal and state laws and regulations regarding programs for exceptional children and MTSS
Effective communication skills
DESIRABLE QUALIFICATIONS
Experience in a diverse workplace



NEW: Submitted:
07/01/2022 06/28/2022

JOB TITLE:	EXECUTIVE DIRECTOR ECE AND SPECIAL PROGRAMS
DIVISION	EXCEPTIONAL CHILD EDUCATION
SALARY SCHEDULE/GRADE:	IV, GRADE 13
WORK YEAR:	AS APPROVED BY THE BOARD
FLSA STATUS:	EXEMPT
JOB CLASS CODE:	
BARGAINING UNIT:	CERX

SCOPE OF RESPONSIBILITIES

Develops and implements a plan with appropriate staff for special programs that meet the requirements of state and District guidelines; provides direct supervision of all ECE programs; collaborates with District leadership and schools to assure a seamless educational transition for special population programs, directs the development of special population programs within the context of District goals and federal and state guidelines; ensures alignment with the District vision and goals, and assumes fiscal responsibility for ECE and special programs and activities; ensures compliance with the Individuals with Disabilities Act (IDEA), Kentucky Administrative Regulations (KARs) and District ECE policies/procedures; works closely with the Chief of ECE to support all aspects of the ECE work for the District.

PERFORMANCE RESPONSIBILITIES & EVALUATION CRITERIA

Develops and reviews program plans with the supervisor and District leadership that meets the requirements of state, federal, and District guidelines

Reviews and revises programming continuously in collaboration with District leadership and schools to ensure students are transition ready

Provides direction, supervision and evaluation of ECE and Special Programs

Monitors program needs continuously, both educational and operations, and makes well-researched recommendations

Identifies recurring obstacles to student success and collaborates with school leadership to address these obstacles with particular attention to the achievement gap for students with disabilities

Ensures compliance with federal and state statutes and regulations and District policies and administrative procedures

Collaborates with other departments to lead continuous improvement efforts that will reduce the achievement and opportunity gaps

Develops the operating budget for Special Programs and assures that all functions operate within the appropriated amounts in close collaboration with the Chief of ECE

Maintains open lines of communication with Principals and other unit administrators to ensure compliance with state and federal guidelines and alignment with District vision and goals

Collaborates with appropriate District leadership to meet program needs

Acts as liaison for community partnerships

Evaluates staff as assigned

Performs other duties as assigned by supervisor

Completes all training 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 at times requires bending, squatting, reaching with the ability to lift, carry, push or pull light weights. The work requires activities involving being around moving machinery, exposure to marked changes in temperature and humidity, driving automotive equipment, and exposure to dust, fumes and gases.

MINIMUM QUALIFICATIONS

Master's Degree or higher with Kentucky certification in Director of Special Education

Kentucky Teacher Certification in Special Education or Certification in School Psychology, or School Counselor

Five (5) years of successful experience teaching in special education or equivalent professional experience in the area of assignment

Extensive knowledge of federal and state laws and regulations regarding programs for exceptional children

Effective communication skills

DESIRABLE QUALIFICATIONS

Certification and training in regular education

Successful administrative, supervisory and/or consultant experience in special education

Educational mediation or arbitration training

Experience in a diverse workplace

Demonstrated leadership ability



~~NEW~~- Revised: Submitted:
 07/01/2019 06/11/2019
 07/01/2022 06/28/2022

JOB TITLE:	EXECUTIVE ADMINISTRATOR EXCEPTIONAL CHILD EDUCATION
DIVISION	EXCEPTIONAL CHILD EDUCATION
SALARY SCHEDULE/GRADE:	IV, GRADE 14
WORK YEAR:	AS APPROVED BY THE BOARD
FLSA STATUS:	EXEMPT
JOB CLASS CODE:	4026
BARGAINING UNIT:	CERX

SCOPE OF RESPONSIBILITIES

Assumes responsibility for the overall coordination of ECE programs and services which focus on compliance, as well as consistency and quality of programs for students; provides leadership to the District in complying with federal and state laws and regulations; maintains effective communication among Jefferson County Public Schools, Kentucky ~~State~~ Department of Education, and the community on matters relating to exceptional child education. Works closely with Chief of ECE to support all aspects of the ECE work for the District.

PERFORMANCE RESPONSIBILITIES & EVALUATION CRITERIA

Directs the division under the supervision of the Chief of ECE
Provides leadership in working with Principals and school staffs in planning and implementing District, state, and federal guidelines, policies, and procedures
Maintains and compiles data to be used in research to assess effectiveness of the program
Performs analysis to determine and communicate recommendations for professional development and then works to deliver the training necessary to meet objectives
Collaborates with other departments to lead continuous improvement efforts that will reduce the achievement and opportunity gaps
Supervises and provides direction to implement goals, objectives and functions of the unit
Initiates policy, formulates and recommends program goals and objectives as appropriate
Develops the operating budget for the unit and assures that all functions operate within the appropriated amounts in close collaboration with Chief of ECE
Provides effective leadership to implement performance evaluation procedures for staff
Cooperates and coordinates with other organizational units and Principals to implement common goals and objectives
Assumes effective implementation of District goals and objectives where applicable
Completes all trainings and other compliance requirements as assigned by the designated deadline
Evaluates staff as assigned
Performs other duties as assigned by supervisor

PHYSICAL DEMANDS

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

MINIMUM QUALIFICATIONS
Certification as a director of special education
Three (3) years of successful experience as a classroom teacher with at least two (2) years in exceptional child education
Three (3) years of successful experience in administration and/or supervision of exceptional child education
Effective communication skills

DESIRABLE QUALIFICATIONS
Advanced degree in exceptional child education
Training in a variety of special education areas and/or related areas
Experience in teaching and/or administration of regular education programs
Experience in a diverse workplace



Revised: 07/01/2022
Submitted: 06/28/2022

JOB TITLE:	EXECUTIVE ADMINISTRATOR EXCEPTIONAL CHILD EDUCATION
DIVISION	EXCEPTIONAL CHILD EDUCATION
SALARY SCHEDULE/GRADE:	IV, GRADE 14
WORK YEAR:	AS APPROVED BY THE BOARD
FLSA STATUS:	EXEMPT
JOB CLASS CODE:	4026
BARGAINING UNIT:	CERX

SCOPE OF RESPONSIBILITIES

Assumes responsibility for the overall coordination of ECE programs and services which focus on compliance, as well as consistency and quality of programs for students; provides leadership to the District in complying with federal and state laws and regulations; maintains effective communication among Jefferson County Public Schools, Kentucky Department of Education, and the community on matters relating to exceptional child education. Works closely with Chief of ECE to support all aspects of the ECE work for the District.

PERFORMANCE RESPONSIBILITIES & EVALUATION CRITERIA

- Directs the division under the supervision of the Chief of ECE
- Provides leadership in working with Principals and school staff in planning and implementing District, state, and federal guidelines, policies, and procedures
- Maintains and compiles data to be used in research to assess effectiveness of the program
- Performs analysis to determine and communicate recommendations for professional development and then works to deliver the training necessary to meet objectives
- Collaborates with other departments to lead continuous improvement efforts that will reduce the achievement and opportunity gaps
- Supervises and provides direction to implement goals, objectives and functions of the unit
- Initiates policy, formulates and recommends program goals and objectives as appropriate
- Develops the operating budget for the unit and assures that all functions operate within the appropriated amounts in close collaboration with Chief of ECE
- Provides effective leadership to implement performance evaluation procedures for staff
- Cooperates and coordinates with other organizational units and Principals to implement common goals and objectives
- Assumes effective implementation of District goals and objectives where applicable
- Completes all trainings and other compliance requirements as assigned by the designated deadline
- Evaluates staff as assigned
- Performs other duties as assigned by supervisor

PHYSICAL DEMANDS

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

MINIMUM QUALIFICATIONS

Certification as a director of special education
Three (3) years of successful experience as a classroom teacher with at least two (2) years in exceptional child education
Three (3) years of successful experience in administration and/or supervision of exceptional child education
Effective communication skills

DESIRABLE QUALIFICATIONS
Advanced degree in exceptional child education
Training in a variety of special education areas and/or related areas
Experience in teaching and/or administration of regular education programs
Experience in a diverse workplace



NEW: Submitted:
07/01/2022 06/28/2022

JOB TITLE:	SUPERVISOR- COORDINATED EARLY INTERVENING SERVICES (CEIS)
DIVISION	EXCEPTIONAL CHILD EDUCATION
SALARY SCHEDULE/GRADE:	IV, GRADE 8
WORK YEAR:	AS APPROVED BY THE BOARD
FLSA STATUS:	EXEMPT
JOB CLASS CODE:	
BARGAINING UNIT:	CERX

SCOPE OF RESPONSIBILITIES

This position serves as the connection between the district specialist and the school's teams, who are identified through the MTSS process for Coordinated Early Intervening Services (CEIS) for both academics and behavior. The position provides technical support and coaching for school teams; organizes support systems; provides classroom management support for teachers; assists with data collections, analysis, and evaluation; monitors the effectiveness of campus support efforts and outcomes; and coordinates support efforts across schools, vertical teams, and the Specialist CEIS; Adheres to the Individuals with Disabilities Act (IDEA), Kentucky Administrative Regulations (KARs), and all District policies and procedures.

PERFORMANCE RESPONSIBILITIES & EVALUATION CRITERIA

- Assists designated supervisor in the coordination of a multi-tiered system of support with consistent standards and best practices to ensure equitable support needed by schools to address the needs of all students
- Supervises and directs the work of support staff as assigned to improve outcomes for students
- Assists in training and coaching to school staff on Accelerated Learning, behavior support strategies, screeners, and progress monitoring
- Provides professional development in a variety of formats, including just-in-time and follow-up support
- Provides school personnel with prompt reflection/support and constructive feedback
- Works in a collegial manner to provide support and feedback through model teaching, side-by-side teaching, mentoring, and coaching as needed
- Supports school/District staff in developing and implementing sustainable academic and behavior school programs such as social-emotional learning, trauma-informed practices, etc.
- Assists campuses in collecting, analyzing, and evaluating data to establish goal setting for students in a proactive manner
- Analyzes student data and effective implementation of evidence-based interventions for students for both academics and behavior
- Assures compliance with all Board goals and administrative objectives
- Completes all training and other compliance requirements as assigned by the designated deadline
- Evaluates staff as assigned
- Performs other duties as assigned by supervisor

PHYSICAL DEMANDS

The work is primarily sedentary. The work requires the use of hands for simple grasping and fine manipulations. The work at times requires bending, squatting, reaching, with the ability to lift, carry, push or pull light weights. The work requires activities involving driving automotive equipment. The work may require modeling and demonstrating safe crisis management techniques and strategies.

MINIMUM QUALIFICATIONS
Master's Degree or higher with a valid Kentucky Teacher Certificate
Three (3) years of successful experience in area of assignment
Knowledge of federal and state laws and regulations regarding programs for exceptional children and MTSS
Effective communication skills

DESIRABLE QUALIFICATIONS
Experience in a diverse workplace
Demonstrated ability to prepare, analyze, and interpret data
Demonstrated capacity to effectively coordinate systems and services
Experience with students and families who have been exposed to trauma



NEW: Submitted:
07/01/2022 06/28/2022

JOB TITLE:	SPECIALIST DISTRICT BEHAVIOR SUPPORT (BCBA)
DIVISION	AS ASSIGNED
SALARY SCHEDULE/GRADE:	II, GRADE 9
WORK YEAR:	AS APPROVED BY THE BOARD
FLSA STATUS:	EXEMPT
JOB CLASS CODE:	
BARGAINING UNIT:	CLAS

SCOPE OF RESPONSIBILITIES

Responds to schools to observe, assess, and create support plans for students not responding to existing school-based interventions and supports. Participates in the development of plans for non-disabled students and students with individualized education plans (IEP) and confers with and/or trains staff, administrators, parents and others on a weekly basis. Facilitates functional behavioral assessments (FBAs) and develops behavior intervention plans (BIPs) for students with disabilities. Provides continuous progress monitoring (data analysis) related to all behavior intervention plans and other evidence-based practices for all students.

PERFORMANCE RESPONSIBILITIES & EVALUATION CRITERIA

Creates behavior plans as needed, plans will be modeled and shared with school staff, outside agencies, and parents

Works collaboratively with other specialists as well as outside support agencies for programming needs, placement, and progress monitoring

Assumes responsibility for monitoring and supporting the most extreme behaviors; creates plans for students transitioning to and from the school environment

Collects data which is critical to development of student plans and student growth; collects and analyzes data to determine areas of concern, plans development, and revisions to an existing plan; and provides data to outside agencies to assist families when requested

Assesses student abilities using various assessment tools to analyze areas for growth; assessments will allow for plan development that is individualized to assist students

Assists in the development and planning to address school wide behavior systems to move toward positive behavior supports across the school setting (e.g., classroom, hallways, transportation, etc.)

Provides professional development to teachers and paraprofessionals, schoolwide and team-based, including topics such as rage cycle, systematic instruction, visual supports, social skills instruction, and a variety of other related topics, including trainings relevant to the support of students with disabilities

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

Performs other duties as assigned by the supervisor

PHYSICAL DEMANDS

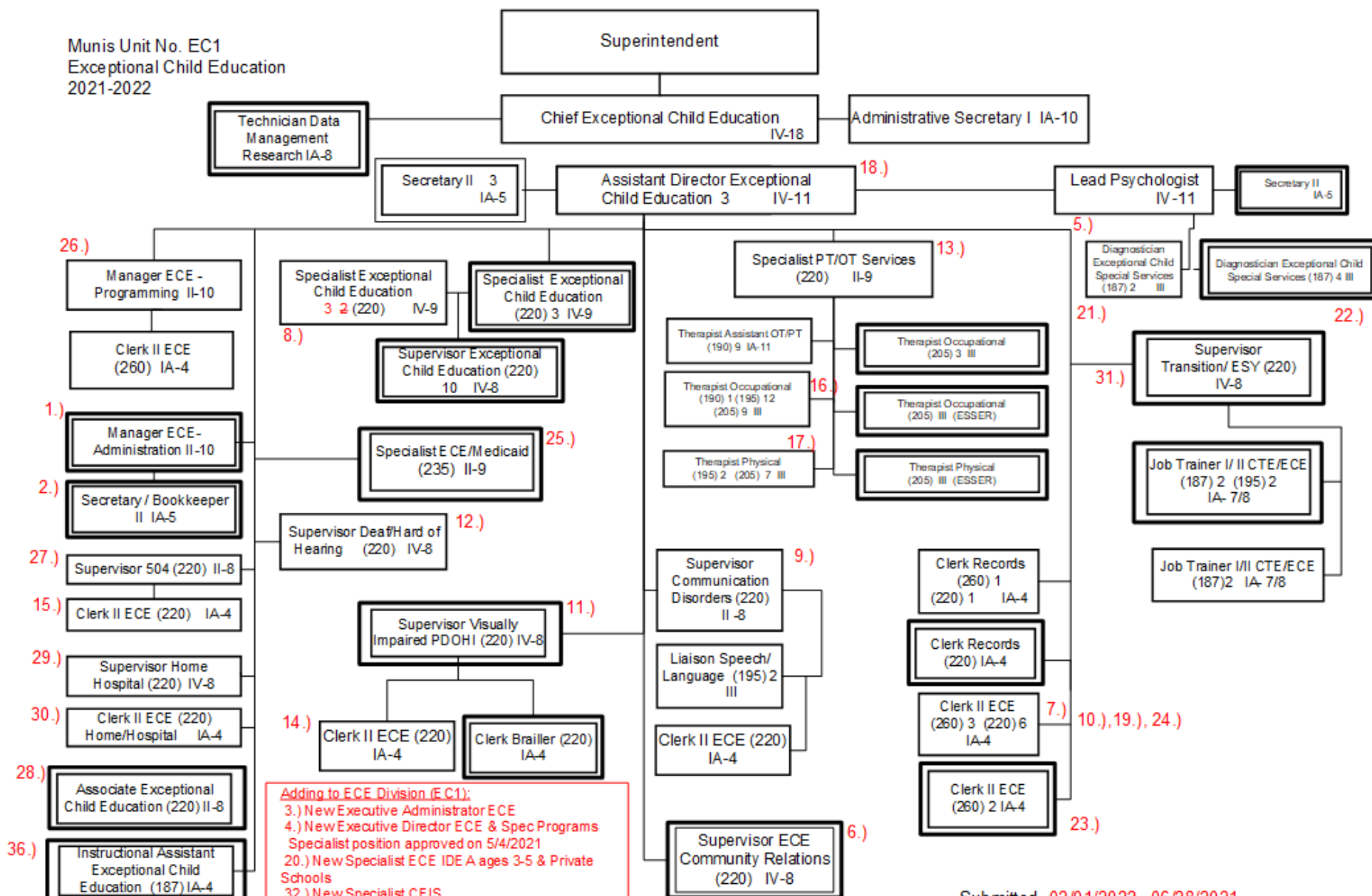
The work is performed while standing or walking. The work requires the use of hands for simple grasping and fine manipulations. The work at times requires bending, squatting, crawling, climbing, reaching, with the ability to lift, carry, push or pull medium weights.

MINIMUM QUALIFICATIONS

Master's Degree

Board Certified Behavior Analyst with current license

Experience working with students clinically diagnosed with behavior disorders
Effective communication skills
DESIRABLE QUALIFICATIONS
Experience in a diverse workplace



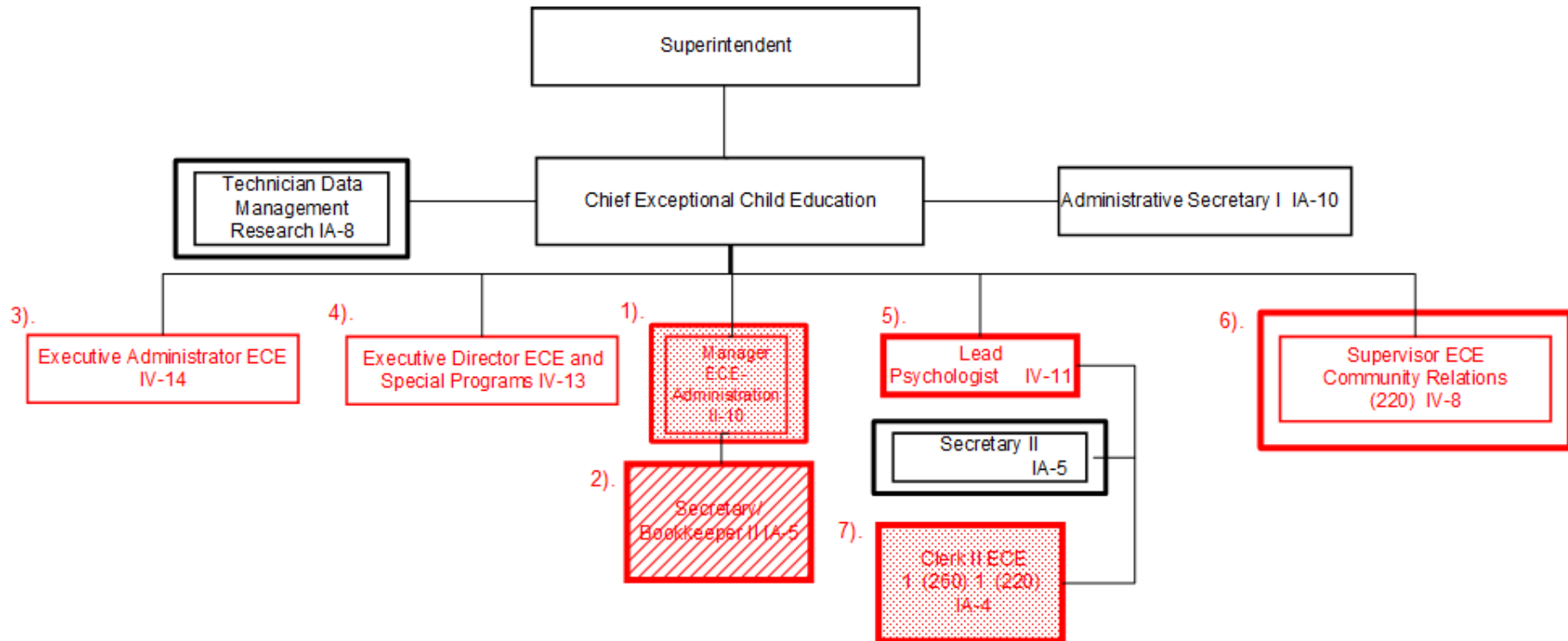
Adding to ECE Division (EC1):
 3.) New Executive Administrator ECE
 4.) New Executive Director ECE & Spec Programs
 Specialist position approved on 5/4/2021
 20.) New Specialist ECE IDE A ages 3-5 & Private Schools
 32.) New Specialist CEIS
 33.) New Supervisor CEIS (5)
 34.) New Clerk II ECE
 35.) Move Resource Teachers from GLE C to ECE

Summary:
 General Fund Positions: 77
 Categorical Fund Positions: 43

See notes page for more details

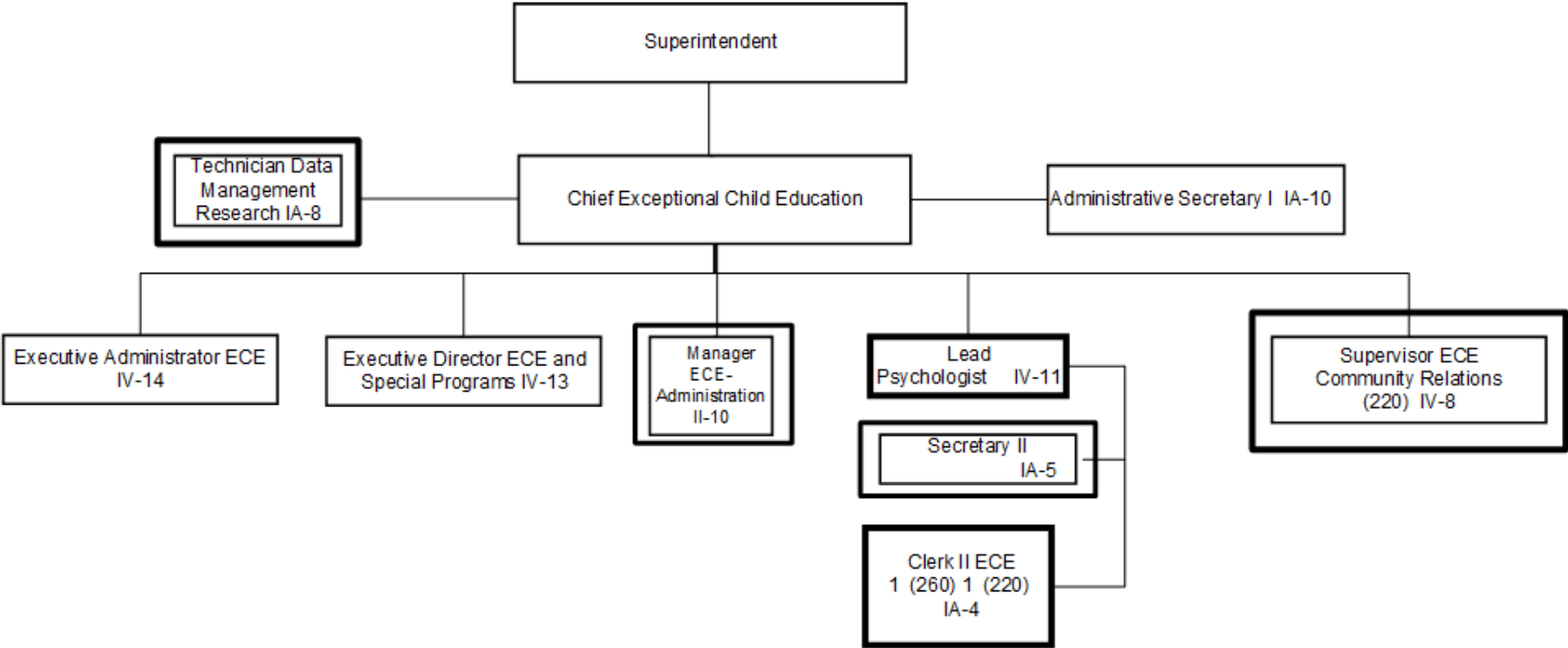
M-1

Submitted 02/04/2022 06/28/2021
 Effective 02/02/2022 07/01/2021



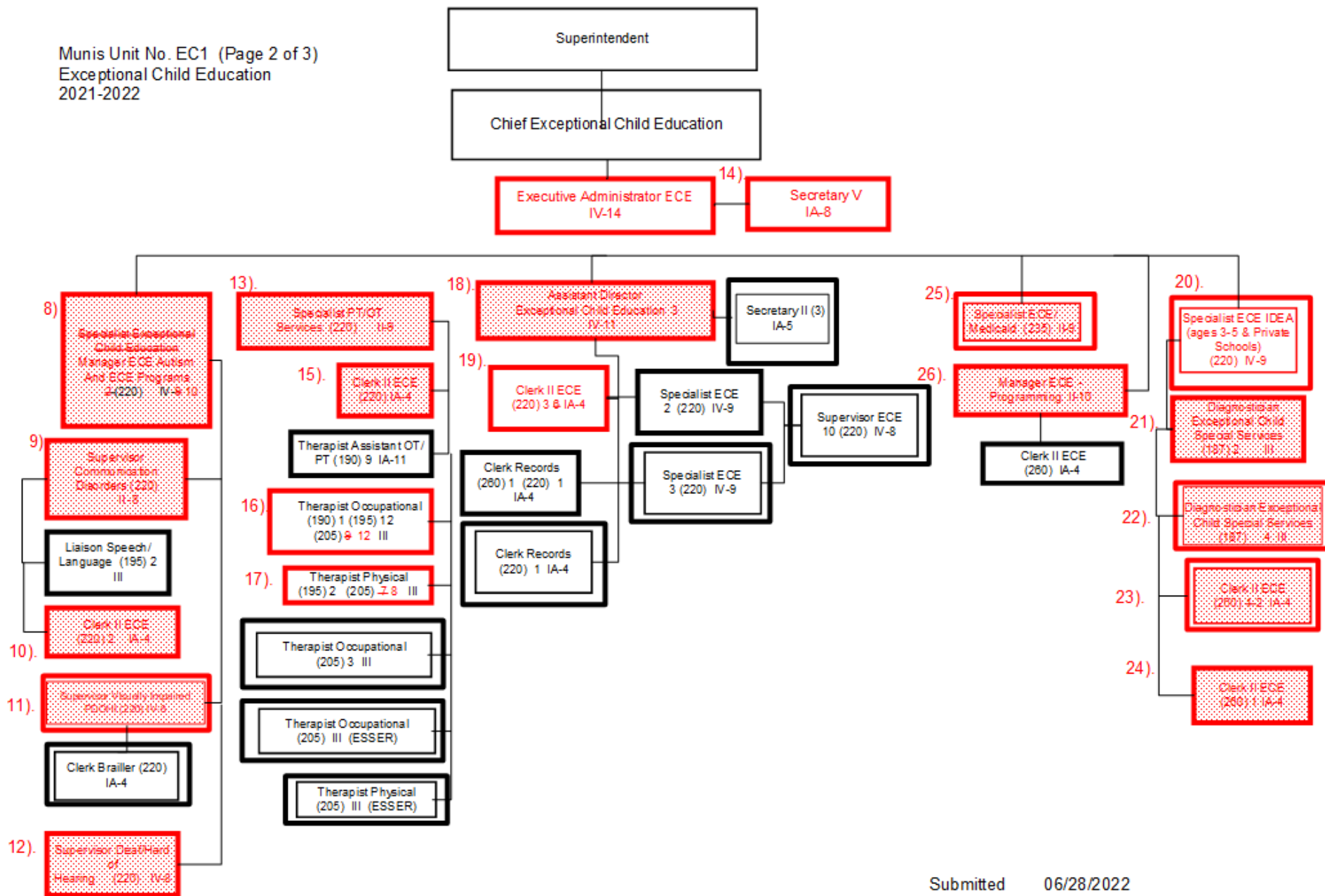
Summary:
 General Fund Positions: 7
 Categorical Fund Positions: 4

Submitted 06/28/2022
 Effective 07/01/2022



Summary:
General Fund Positions: 7
Categorical Fund Positions: 4

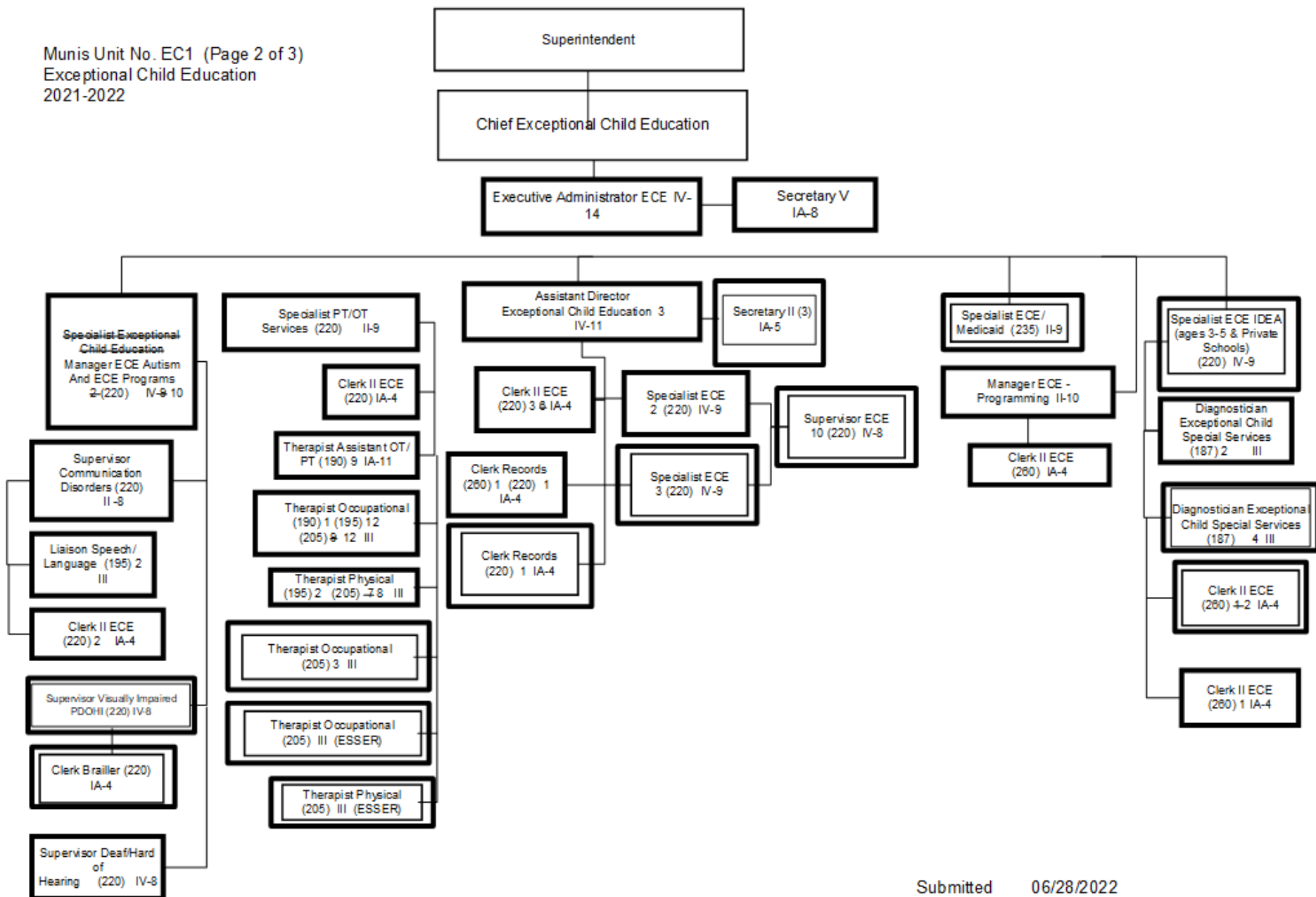
Submitted 06/28/2022
Effective 07/01/2022



Summary:

General Fund Positions: 68
 Categorical Fund Positions: 32

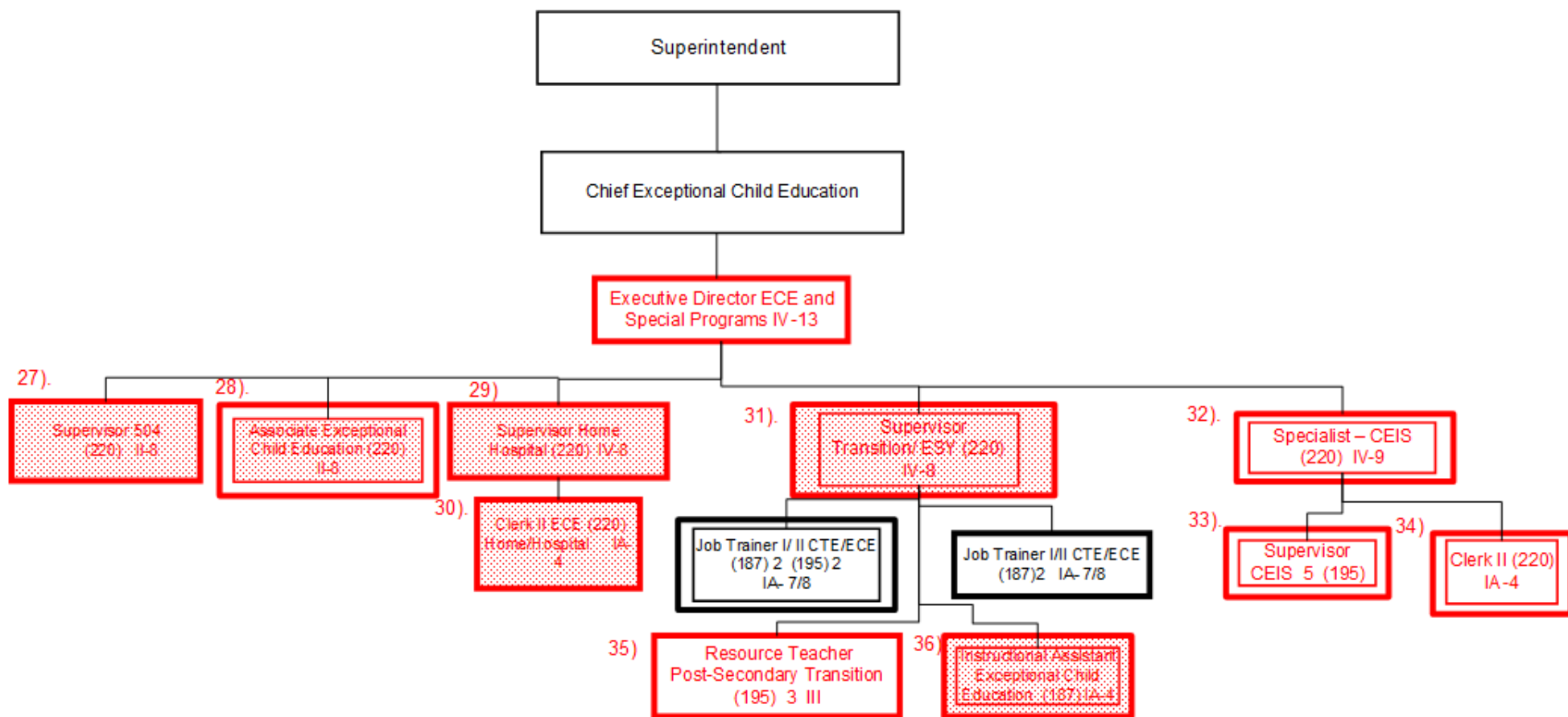
Submitted 06/28/2022
 Effective 07/01/2022



Summary:

General Fund Positions: 68
 Categorical Fund Positions: 32

Submitted 06/28/2022
 Effective 07/01/2022



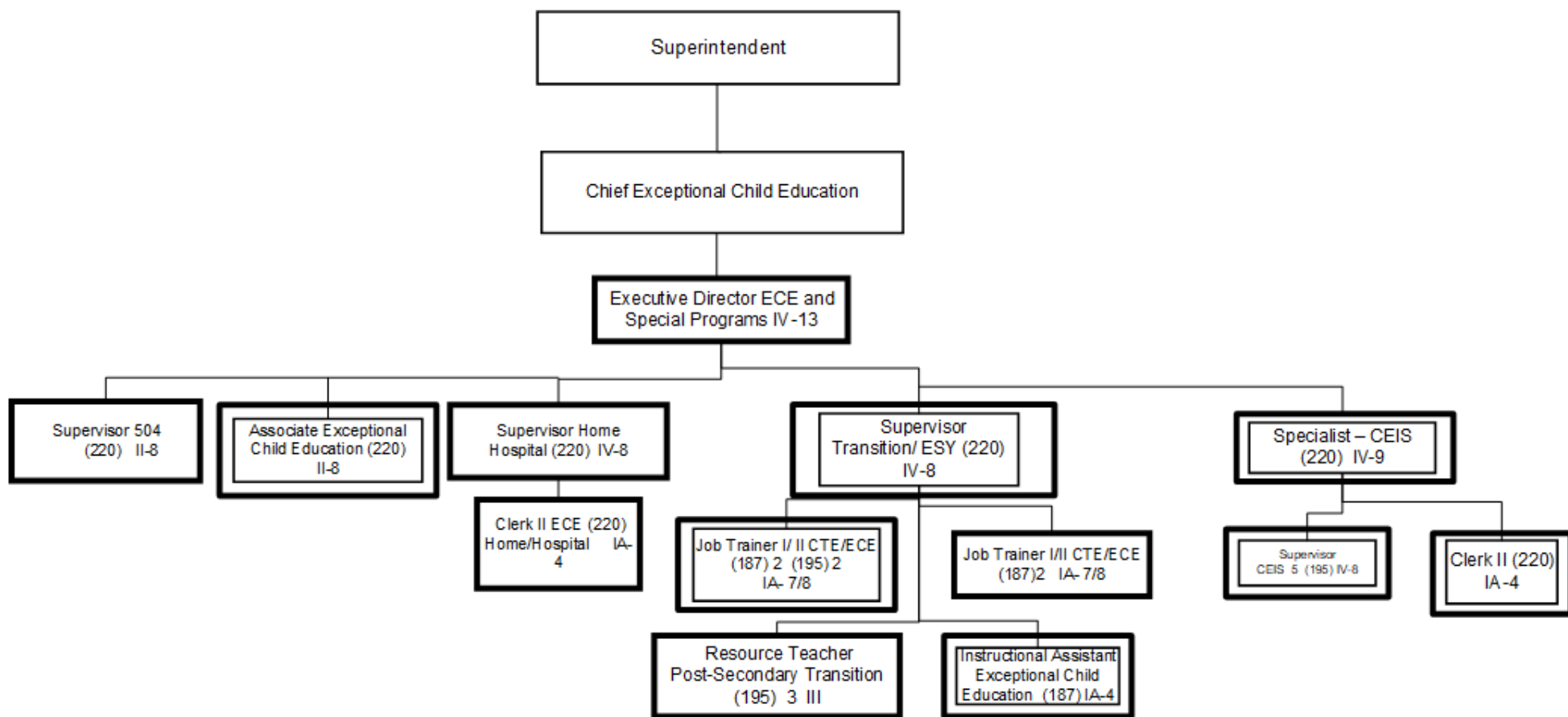
Summary:

General Fund Positions: 9

Categorical Fund Positions: 14

Submitted
 Effective

06/28/2022
 07/01/2022



Summary:

General Fund Positions: 9

Categorical Fund Positions: 14

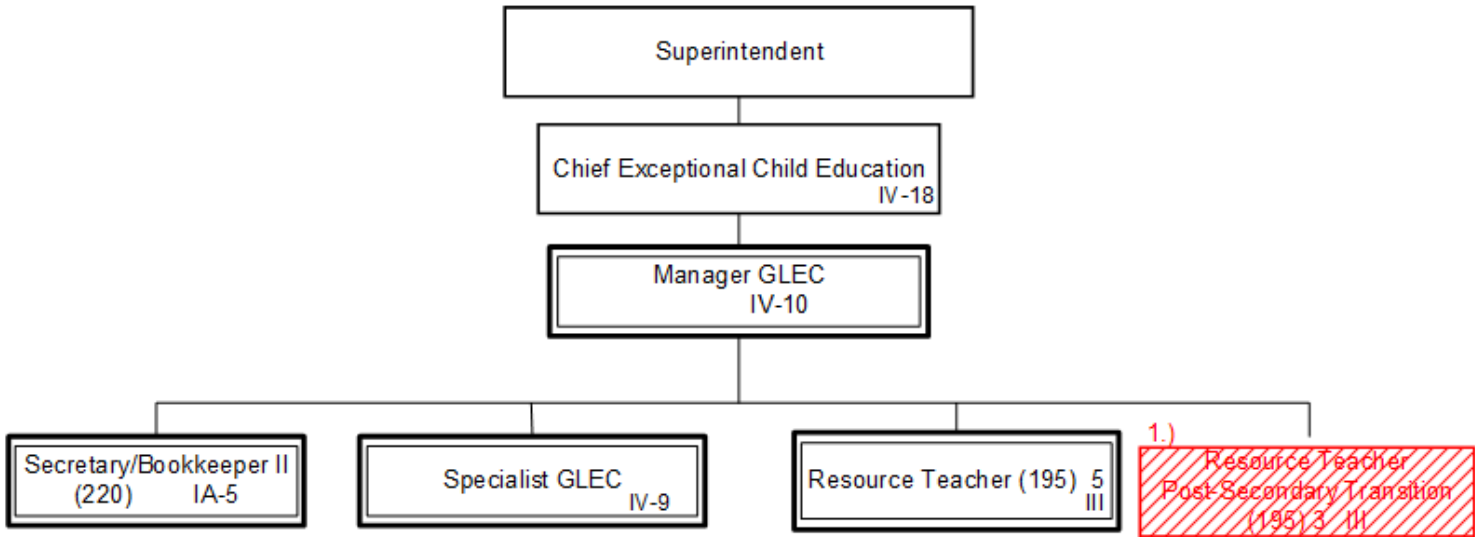
Submitted
 Effective

06/28/2022
 07/01/2022

NOTES PAGE

- 1). Change reporting from Assistant Director to Chief of ECE (M-1, page 1 of 3)
- 2). Delete Secretary/Bookkeeper II (M-1 (page 1 of 3)
- 3). Add Executive Administrator ECE (M-1, page 1 of 3)
- 4). Add Executive Director ECE (M-1, page 1 of 3)
- 5). Change reporting from Assistant Director ECE and Special Programs (M-1, page 1 of 3)
- 6). Change reporting from Assistant Director to Chief Exceptional Child Education (M-1, page 1 of 3)
- 7). Change reporting from Assistant Director to Lead Psychologist (M-1, page 1 of 3)
- 8). Reclassify from Specialist ECE to Manager ECE Autism and ECE Programs. Change reporting from Assistant Director to Executive Administrator ECE (M-1, page 2 of 3) and Specialist position approved on 5/4/2021
- 9). Change reporting from Assistant Director to Manager ECE Autism and ECE Programs (M-1, page 2 of 3)
- 10). Change reporting from Assistant Director to Supervisor Communication Disorders (M-1, page 2 of 3)
- 11). Change reporting from Assistant Director to Manager ECE Autism and ECE Programs (M-1, page 2 of 3)
- 12). Change reporting from Assistant Director to Manager ECE Autism and ECE Programs (M-1, page 2 of 3)
- 13). Change reporting from Assistant Director to to Manager ECE Autism and ECE Programs (M-1) page 2 of 3)
- 14). Reclassify clerk II grade IA-4 (220) vacancy, to Secretary V Grade IA-8 to report to Executive Administrator, ECE (M-1, page 2 of 3)
- 15). Change reporting for ECE Clerk to Specialist OT/PT.
- 16). Add (3) 205 day Occupational Therapists (M-1 page 2 of 3)
- 17). Add (1) 205 day Physical Therapist (M-1, page 2 of 3)
- 18). Change reporting from Chief of ECE to Executive Administrator (M-1, page 2 of 3)
- 19). Delete (2) Clerk ECE positions.
- 20). Add New Specialist ECE IDEA (ages 3-5) and Private Schools grant funded (M-1, page 2 of 3)
- 21). Change reporting from Lead Psychologist to Specialist ECE IDEA (ages 3-5 and Private Schools (M-1, pages 2 of 3)
- 22). Change reporting from Lead Psychologist to Specialist ECE IDEA (ages 3-5 and Private Schools (M-1, pages 2 of 3)
- 23). Change reporting from Assistant Director ECE to Specialist ECE IDEA (ages 3-5 and Private Schools (M-1, pages 2 of 3)
- 24). Change reporting from Assistant Director ECE to Specialist ECE IDEA (ages 3-5 and Private Schools (M-1, pages 2 of 3)
- 25). Change reporting from Assistant Director ECE to Executive Administrator ECE (M-1, pages 2 of 3)
- 26). Change reporting from Assistant Director ECE to Executive Administrator ECE (M-1, pages 2 of 3)
- 27). Change reporting from Assistant Director to Executive Director ECE (M-1, page 3 of 3)
- 28). Change reporting from Assistant Director to Executive Director ECE (M-1, page 3 of 3)
- 29). Change reporting from Assistant Director to Executive Director ECE (M-1, page 3 of 3)
- 30). Change reporting from Assistant Director to Supervisor Home Hospital (M-1, page 3 of 3)
- 31). Change reporting from Assistant Director to Executive Director ECE (M-1, page 3 of 3)
- 32). Add new Specialist CEIS (M-1 page 3 of 3)
- 33). Add (5) Supervisor CEIS
- 34). Add New Clerk II ECE IDEA Grant
- 35). Move Resource Teachers Post- Secondary Transition from GLEC Org Chart to ECE Org Chart.
- 36). Change reporting from Assistant Director to Supervisor Transition/ESY (M-1, page 3 of 3)

This refers to Pages M-2 Pages 1 - 3



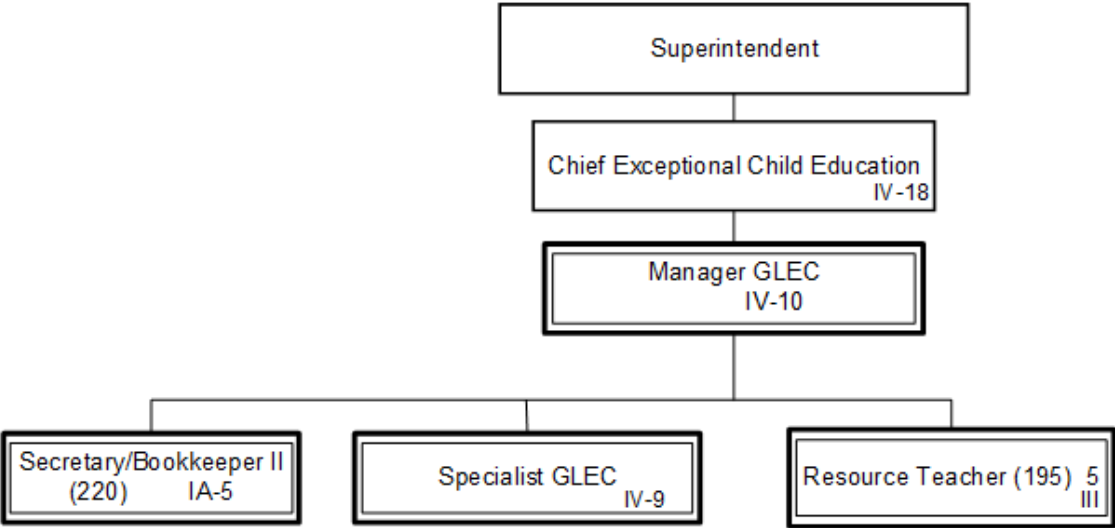
1.) Move Resource Teacher Post-Secondary Planning (195) 3 III from GLEC – GL1 to ECE – EC1 Org Chart under the Supervisor of Transition/ESY reporting to the Executive Director ECE.

Summary:

General Fund Positions: ~~-3~~ 0
Categorical Fund Positions: 8

M-2

Submitted ~~8/17/2021~~ 06/28/2022
Effective ~~8/18/2021~~ 07/01/2022



Summary:

General Fund Positions: 0
Categorical Fund Positions: 8