



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

JOB TITLE:	COUNSELOR RECORDS
DIVISION	ACADEMIC SERVICES
SALARY SCHEDULE/GRADE:	IV, GRADE 9
WORK YEAR:	220 DAYS
FLSA STATUS:	EXEMPT
JOB CLASS CODE:	
BARGAINING UNIT:	CERT

SCOPE OF RESPONSIBILITIES

Coordinates the duties of records clerks and assists in developing the implementation of record tracking and record transfer technology. Assists local school and systemwide service staff in placement and service delivery to students returning from institutions, referred by agencies, and new to the system. Screening of referrals to alternative programs is also a priority. Requires direct supervision of other personnel and indirect supervision of local school counselors does exist.

PERFORMANCE RESPONSIBILITIES & EVALUATION CRITERIA

Coordinates and oversees the maintenance and tracking of student records and transcripts to ensure a secure and systematic flow of pupil records between schools and the District's record office; including the process of digital imaging for archiving and electronic transfer of permanent student records

Supervises all clerical staff in the student records and transcripts offices

Provides direction, support and training material to school records custodians; develops and prepares policies and procedures to ensure the integrity of student record data

Assists the Director and Assistant Directors of Student Services in making referrals to alternative educational programs and in recommending and implementing adjustment transfers (i.e., Metropolitan School); supports decisions made by ARCs

Counsels with students and families for personal, social, emotional, educational and career growth

Provides assessment and placement counseling services to public, private and governmental agencies (i.e., Commission on Human Rights (CHR), Department Homeland Security (DHS), local schools)

Disseminates resource information to local schools, groups, agencies, and individuals

Evaluates a recommended program with a counselor and special education personnel for students with special needs

Provides systemwide service office and the Kentucky Department of Education with appropriate information for research

Assists students in self-understanding, in making appropriate choices, and in implementing their plans to realize their fullest potential through interpreting test results, records, and other assessment information

Plans, evaluates, develops, and administrates with guidance program of the Office of Student Services and communicates the purpose to students, parents, and staff

Evaluates staff as assigned

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, pushing, and pulling of arm controls and fine manipulations. The work requires the use of feet for repetitive movements. The work at times requires bending, squatting, crawling, reaching, with the ability to lift, carry, push or pull heavy weights the work requires activities involving exposure to marked changes in temperatures and humidity, driving automotive equipment, and exposure to dust, fumes and gasses.

MINIMUM QUALIFICATIONS
Master's Degree with Kentucky Certification in school counseling
One (1) year of successful teaching experience
Working knowledge of community agencies and resources
Effective communication skills

DESIRABLE QUALIFICATIONS
Demonstrate ability to advise a variety of school staff on resources and programmatic needs
Training or education in business practices and skills
Experience in a diverse workplace



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

JOB TITLE:	ASSOCIATE REENGAGEMENT AND TRANSITION
DIVISION	ACADEMIC SERVICES
SALARY SCHEDULE/GRADE:	II, GRADE 8
WORK YEAR:	220 DAYS
FLSA STATUS:	EXEMPT
JOB CLASS CODE:	
BARGAINING UNIT:	CLAS

SCOPE OF RESPONSIBILITIES

Provides technical assistance to school staff, students, and families during transitions. Facilitates re-engagement for students in alternative school, court-involved, and/or gun-involved. Provides advocacy to students and promotes the mental health 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 personnel. The coordinate services and collaborate with district partners to identify and case manage students who are gun involved, experiencing trauma due to violence, and/or victims of youth threatening violence.

PERFORMANCE RESPONSIBILITIES & EVALUATION CRITERIA

Works closely with District personnel to coordinate safe placements and successful transitions, when needed

Collaborates with school-based administrators to prioritize training needs based on needs assessment and data

Obtains District-level Trauma Informed Care trainings and acts as the lead support for TIC in assigned school(s)

Participates on community and District committees for trauma, behavioral, or mental health support as an active collaborator in the development of transition plans and successful re-entry

Coordinates with the Manager, Social Emotional Learning, and team, to support the implementation and fidelity of the JCPS District Trauma Plan

Analyzes data on student transition and recidivism to evaluate program effectiveness and inform system changes

Increases knowledge in culturally responsive and trauma informed practices and utilizes these practices when working with stakeholders

Performs other duties as assigned by supervisor

Completes required training to maintain professional licensure

Adheres to all District and professional ethical guidelines and standards

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

PHYSICAL DEMANDS

The work is primarily sedentary. It requires the ability to communicate effectively using speech, vision and hearing. 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. The work requires activities involving driving automotive equipment

MINIMUM QUALIFICATIONS

KY (EPSB) credential in Social Work, School Counseling, or School Psychology or Fully KY Licensed Professional Counselor or Licensed Clinical Social Worker or KY Licensed Clinical Psychologist that does not require clinical supervision to perform responsibilities listed above

Ability to work well with people
Effective communication skills
DESIRABLE QUALIFICATIONS
Three (3) years 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



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

JOB TITLE:	DIRECTOR JUVENILE COURT LIAISON
DIVISION	ACADEMIC SERVICES
SALARY SCHEDULE/GRADE:	II, GRADE 12
WORK YEAR:	220 DAYS
FLSA STATUS:	EXEMPT
JOB CLASS CODE:	
BARGAINING UNIT:	CLAS

SCOPE OF RESPONSIBILITIES

Promotes the health and wellness of students by ensuring coordination of services across agencies that serve, support, and respond to students who are court involved. Ensures efficient communication among multiple stakeholders and across city agencies. Represents the District during hearings to ensure necessary services are provided as intended. Collaborates with families and other District departments to ensure students receive court-directed supports and referrals to outside services, as necessary. Works with District staff and authorities to facilitate transitions to ensure students and families have the resources they need to be successful.

PERFORMANCE RESPONSIBILITIES & EVALUATION CRITERIA

Serves as a liaison between the school, parent, courts, community agencies, and other authorities to ensure coordination of services and efficient communication across all stakeholders

Participates in individual or group counseling sessions, conferences, and attends hearings in juvenile court

Functions as the liaison for District partnerships and grant projects, relevant to early intervention behavior support, violence prevention, and/or court/gun-involved youth

Serves as a full-time school District representative in district court cases concerning weapons and weapon/gun related violence, or safety and educational services for students receiving these charges in the community

Coordinates the appropriate school, District, and community partners to ensure comprehensive services delivery

Establishes and maintains an ongoing program of home contact with parents of identified students and works with parents to increase understanding and constructive participation in the school program

Completes training to be a District Comprehensive School Threat Assessment Guidelines (CSTAG) trainer of trainers

Promotes family engagement by providing parent support groups, family collaboration meetings, and home visits

Prepares required and special reports as requested

Performs record keeping and internal and external reporting tasks in a timely and objective manner

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

Supervises employees as assigned

Adheres to all District and professional ethical guidelines and standards

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 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. The work requires activities involving exposure to marked changes in temperature and humidity, driving automotive equipment and exposure to dust, fumes and gases.

MINIMUM QUALIFICATIONS

Master's Degree

Three (3) years of successful teaching experience

Kentucky Professional Certification in Administration and/or Supervision

Knowledge and experience in working with community law enforcement officers, court judges/personnel, and social agencies

Effective communication skills

DESIRABLE QUALIFICATIONS

Experience with diverse populations

Demonstrated capacity to effectively coordinate systems and services

Experience with students and families that have been exposed to trauma



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

JOB TITLE:	DIRECTOR VIOLENCE PREVENTION
DIVISION	ACADEMIC SERVICES
SALARY SCHEDULE/GRADE:	IV, GRADE 12
WORK YEAR:	220 DAYS
FLSA STATUS:	EXEMPT
JOB CLASS CODE:	
BARGAINING UNIT:	CERX

SCOPE OF RESPONSIBILITIES

Promotes health and wellness of students by coordinating with community partners, specifically those engaged in local violence prevention efforts. Ensures efficient communication among multiple stakeholders and across city agencies. Facilitates regular opportunities for stakeholders to ensure alignment amongst agencies and care providers. Provides training, collaborate, and consult with school and community personnel to prevent violence and maximize safety efforts. Focuses specifically on supporting gun-involved youth, youth experiencing trauma due to violence, and youth or victims of youth threatening violence.

PERFORMANCE RESPONSIBILITIES & EVALUATION CRITERIA

Serves as a liaison between the District, courts, community agencies, and other authorities to ensure coordination of services and efficient communication across all stakeholders

Collaborates directly with the Executive Administrator of Culture and Climate to provide oversight and training for all Safety Administrators

Cooperates with Principals, and/or other organizational units to implement common procedures, promote effective communication, and maintain safety

Attends meetings of community organizations serving as a liaison between the school and such groups for the purpose of discussing and working on mutual needs and concerns, including school security and safety

Completes training to be a District Comprehensive School Threat Assessment Guidelines (CSTAG) trainer of trainers

Monitors the fidelity of District and school threat assessment practices

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

Assists in the management, review, and analysis of student level data as it pertains to student placements, supports, and behavior, specifically as it relates to maintaining safety and responding to victims of violence

Performs record keeping and internal and external reporting tasks in a timely and objective manner

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

Supervises employees as assigned

Adheres to all District and professional ethical guidelines and standards

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 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. The work requires activities involving exposure to marked changes in temperature and humidity, driving automotive equipment and exposure to dust, fumes and gases.

MINIMUM QUALIFICATIONS

Master's Degree

Three (3) years of successful teaching experience

Kentucky Professional Certification in Administration and/or Supervision

Knowledge and experience in working with school administrators, community law enforcement officers, court judges/personnel, and social agencies

Effective communication skills

DESIRABLE QUALIFICATIONS

Experience with diverse populations

Demonstrated capacity to effectively coordinate systems and services

Experience with students and families that have been exposed to trauma

Experience in a diverse workplace



NEW- REVISED: Submitted:
~~12/7/2020~~ ~~12/6/2020~~
 07/01/2022 6/28/2022

JOB TITLE:	MANAGER SOCIAL EMOTIONAL LEARNING (TRAUMA)
DIVISION	ACADEMIC SERVICES
SALARY SCHEDULE/GRADE:	IV, GRADE 10
WORK YEAR:	AS APPROVED BY BOARD
FLSA STATUS:	EXEMPT
JOB CLASS CODE:	4279
BARGAINING UNIT:	CERX

SCOPE OF RESPONSIBILITIES

Provides leadership and oversees the district's Social Emotional Learning and Re-engagement staff; analyzes and synthesizes information integral to department divisions; collaborates with other District departments to achieve goals and objectives.

PERFORMANCE RESPONSIBILITIES & EVALUATION CRITERIA

Coordinates and plans for district-wide implementation of Social Emotional Learning, student re-engagement and systems to promote positive cultures and climates
Coordinates and plans for district-wide implementation of Trauma Informed Approaches to education
Collaborates with local post-secondary institutions to support the inclusion of trauma and social emotional education, aligned with the District's plan, for aspiring teacher certification programs
Conducts short term and long term planning aligning with the District's strategic plan
Supervises and supports student re-engagement for students transitioning to and from alternative schools, local/state youth detention centers, and comparable out-of-district placements
Supervises and supports multiple role groups to assist with implementation of the District's vision and state and federal requirements
Coordinates trauma training for District partners
Manages local, state and federal grants and required responsibilities relating to each grant
Provides leadership and training for implementation of programs
Communicates effectively with all District staff, local school staff and community in both verbal and written form, builds consensus among diverse groups, establishes and maintains productive working relationships with others and builds a vision for the department that is effectively articulated
Monitors and evaluates efficiency of programs within department
Evaluates staff as assigned
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 and walking. 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

Master's Degree with valid Kentucky Teaching Certificate
Five (5) years of successful teaching experience
Successful leadership experience
Effective communication skills

DESIRABLE QUALIFICATIONS
Kentucky Professional Certification in Administration and/or Supervision or Counseling
Experience in a diverse workplace



REVISED: 07/01/2022
Submitted: 6/28/2022

JOB TITLE:	MANAGER SOCIAL EMOTIONAL LEARNING (TRAUMA)
DIVISION	ACADEMIC SERVICES
SALARY SCHEDULE/GRADE:	IV, GRADE 10
WORK YEAR:	AS APPROVED BY BOARD
FLSA STATUS:	EXEMPT
JOB CLASS CODE:	4279
BARGAINING UNIT:	CERX

SCOPE OF RESPONSIBILITIES

Provides leadership and oversees the district's Social Emotional Learning and Re-engagement staff; analyzes and synthesizes information integral to department divisions; collaborates with other District departments to achieve goals and objectives.

PERFORMANCE RESPONSIBILITIES & EVALUATION CRITERIA

Coordinates and plans for district-wide implementation of Social Emotional Learning, student re-engagement and systems to promote positive cultures and climates

Coordinates and plans for district-wide implementation of Trauma Informed Approaches to education

Collaborates with local post-secondary institutions to support the inclusion of trauma and social emotional education, aligned with the District's plan, for aspiring teacher certification programs

Conducts short term and long term planning aligning with the District's strategic plan

Supervises and supports student re-engagement for students transitioning to and from alternative schools, local/state youth detention centers, and comparable out-of-district placements

Supervises and supports multiple role groups to assist with implementation of the District's vision and state and federal requirements

Coordinates trauma training for district partners

Manages local, state and federal grants and required responsibilities relating to each grant

Provides leadership and training for implementation of programs

Communicates effectively with all District staff, local school staff and community in both verbal and written form, builds consensus among diverse groups, establishes and maintains productive working relationships with others and builds a vision for the department that is effectively articulated

Monitors and evaluates efficiency of programs within department

Evaluates staff as assigned

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 and walking. 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

Master's Degree with valid Kentucky Teaching Certificate
Five (5) years of successful teaching experience
Successful leadership experience
Effective communication skills
DESIRABLE QUALIFICATIONS
Kentucky Professional Certification in Administration and/or Supervision or Counseling
Experience in a diverse workplace



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

JOB TITLE:	PARTICIPANT DEEPER LEARNING COHORT
DIVISION	TEACHING AND LEARNING / CURRICULUM DESIGN AND LEARNING INNOVATION
SALARY SCHEDULE/GRADE:	EXTRA SERVICE SALARY SCHEDULE
WORK YEAR:	PART-TIME / TEMPORARY
FLSA STATUS:	EXEMPT
JOB CLASS CODE:	
BARGAINING UNIT:	CERT

SCOPE OF RESPONSIBILITIES

Engages in program training and coaching to plan, create, implement, reflect and revise on learner centered environments and experiences such as, but not limited to, Project Based Learning and Competency Based Education. Collects evidence of learning and competency in area of focus. This role is critical to increasing learner-centered experiences in classrooms and schools across the district.

PERFORMANCE RESPONSIBILITIES & EVALUATION CRITERIA

Participates in professional learning and/or coaching workshops

Participates in professional learning opportunities designed to support the process throughout the school year

Participates in small groups and one-on-one coaching sessions as needed

Curates a portfolio of artifacts showing competency

Learns new things and has a growth mindset

Collaborates well with others to create, reflect, and revise

Provides and receives feedback to/from fellow cohort members. Receive, reflect, and revise over feedback given from coaches, assessors, and project managers

Discusses strategies and practices to create more learner-centered experiences and environments

Promotes and supports diversity and equity with students and in schools including the incorporation of multicultural education, and in using tools from the Diversity, Equity and Poverty Department

Completes all trainings and other compliance requirements as assigned 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

Kentucky Teaching Certification

DESIRABLE QUALIFICATIONS

Experience in a diverse workplace



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

JOB TITLE:	COACH DEEPER LEARNING COHORT
DIVISION	TEACHING AND LEARNING / CURRICULUM DESIGN AND LEARNING INNOVATION
SALARY SCHEDULE/GRADE:	EXTRA SERVICE SALARY SCHEDULE
WORK YEAR:	PART-TIME / TEMPORARY
FLSA STATUS:	EXEMPT
JOB CLASS CODE:	
BARGAINING UNIT:	CERT

SCOPE OF RESPONSIBILITIES

To co-design training materials and resources with project managers (from the Deeper Learning team), personalize training materials, resources, agendas, workshops, and feedback to assigned cohort participants, provide timely feedback during interim periods between workshops and coaching sessions. This role is critical to increasing learner-centered experiences in classrooms and schools across the district.

PERFORMANCE RESPONSIBILITIES & EVALUATION CRITERIA

Engages in calibration training with project managers before coaching
Uses common Coaching materials, resources, and templates, designs personalized cohort coaching workshops
Uses common Coaching materials, resources, and templates, implements personalized cohort coaching workshops
Communicates with assigned cohort participants and participant teams during interim periods in a timely manner
Completes duties as assigned in preparation of any absences from 'their classroom', follows up with Supervisor upon return
Shares all developed resources, materials, and templates with project managers/JCPS
Communicates the need for any help to project managers
Completes all required forms and documentation for assigned cohort participants and participant teams
Promotes and supports diversity and equity with students and in schools including the incorporation of multicultural education, and in using tools from the Diversity, Equity and Poverty Department
Possesses good listening and reflection skills
Completes all trainings and other compliance requirements as assigned 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

Kentucky Teaching Certification
Certification of Competency in area of focus from JCPS and/or JCPS partner-Vendor
Evidence of instructional excellence and understanding of how to facilitate growth and support of adults
Ability to work successfully with people
Effective communication skills

Principal Recommendation
DESIRABLE QUALIFICATIONS
Master's degree
Three years of teaching experience
Experience in a diverse workplace



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

JOB TITLE:	PROJECT BASED LEARNING (PBL) CERTIFICATION ASSESSOR
DIVISION	TEACHING AND LEARNING / CURRICULUM DESIGN AND LEARNING INNOVATION
SALARY SCHEDULE/GRADE:	EXTRA SERVICE SALARY SCHEDULE
WORK YEAR:	5 DAYS / SEMESTER
FLSA STATUS:	EXEMPT
JOB CLASS CODE:	
BARGAINING UNIT:	CERT

SCOPE OF RESPONSIBILITIES

To assess and provide timely feedback on submitted Project Based Learning (PBL) Certification portfolios throughout submission and feedback cycles. This role is critical in ensuring JCPS educators pursuing PBL certification have access to timely, actionable feedback on the artifacts they have chosen to show their competency as PBL practitioners throughout the curation and final submission process.

PERFORMANCE RESPONSIBILITIES & EVALUATION CRITERIA

- Uses certification rubric, reads and provides thoughtful feedback on submitted PBL certification portfolio artifacts during all 3 curation cycles
- Uses certification rubric, reads and provides thoughtful feedback on final submitted PBL certification portfolio
- Provides all feedback and affirmation/denial decisions in a timely manner
- Uses certification rubric, makes recommendation to Deeper Learning team project managers on whether to approve or deny certification
- Possesses good listening and reflection skills
- Completes all required forms and documentation for assigned PBL "University" portfolios
- Communicates the need for any help assessing PBL certification portfolios to project managers
- Engages in calibration training with project managers before assessing any portfolios
- Promotes and supports diversity and equity with students and in schools including the incorporation of multicultural education, and in using tools from the Diversity, Equity and Poverty Department
- 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

- Kentucky Teaching Certification
- PBL Certification from JCPS and/or PBL Vendor
- Evidence of instructional excellence and understanding of how to facilitate growth and support of adults
- Ability to work successfully with people

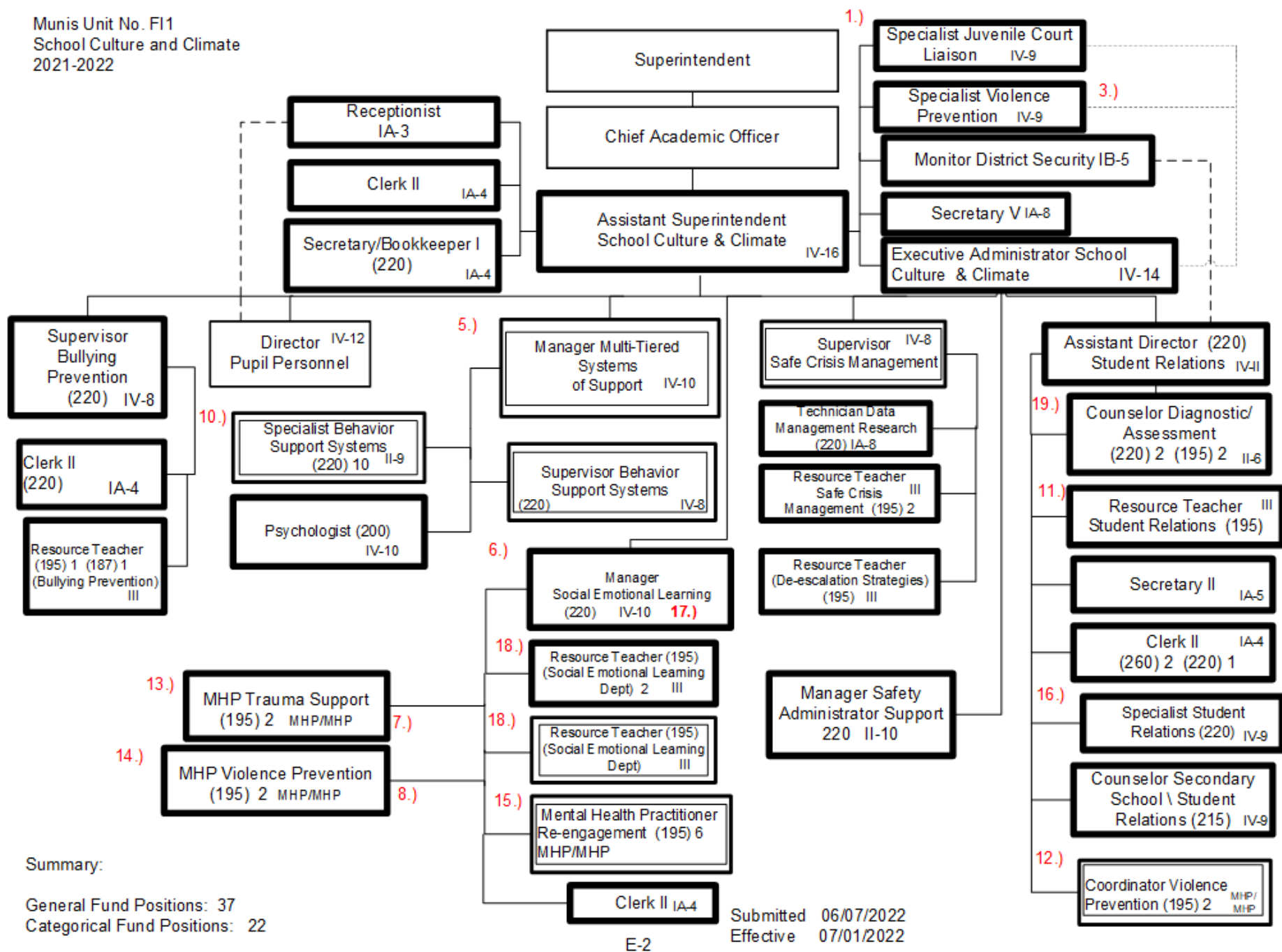
Effective communication skills

DESIRABLE QUALIFICATIONS

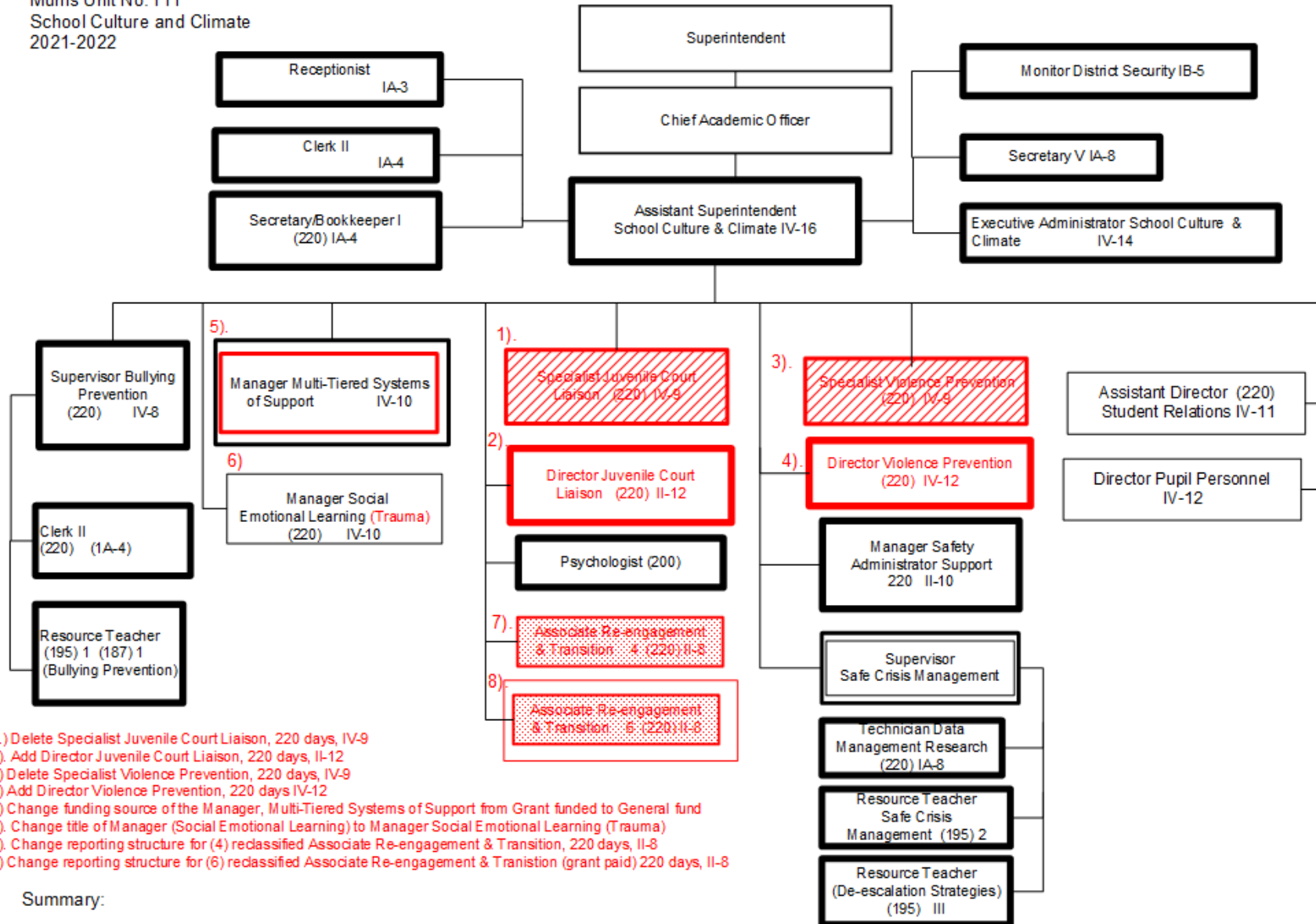
Master's degree

Three years of teaching experience

Experience in a diverse workplace



Munis Unit No. FI1
School Culture and Climate
2021-2022



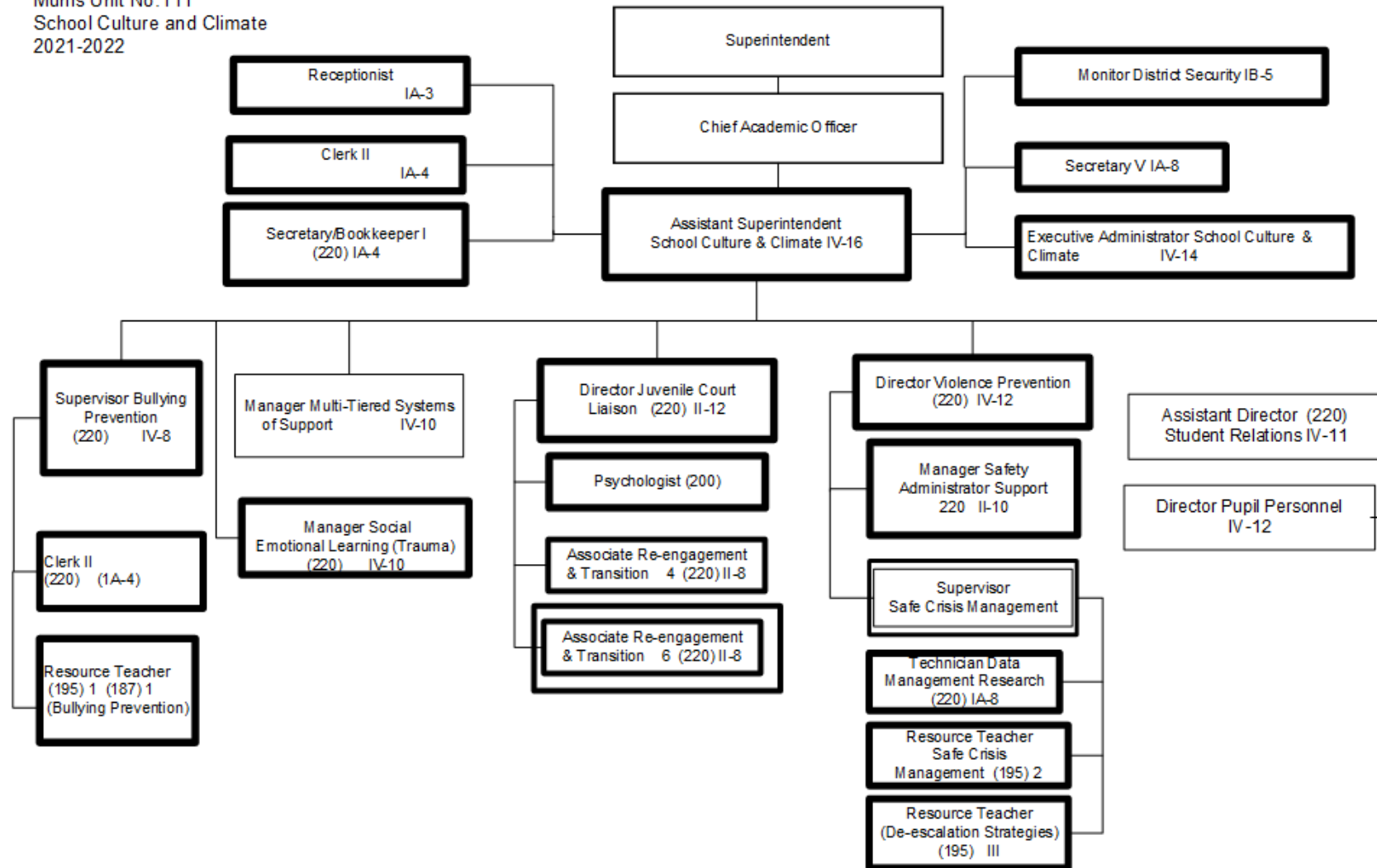
Summary:

General Fund Positions: ~~44~~ 30

Categorical Fund Positions: 0

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

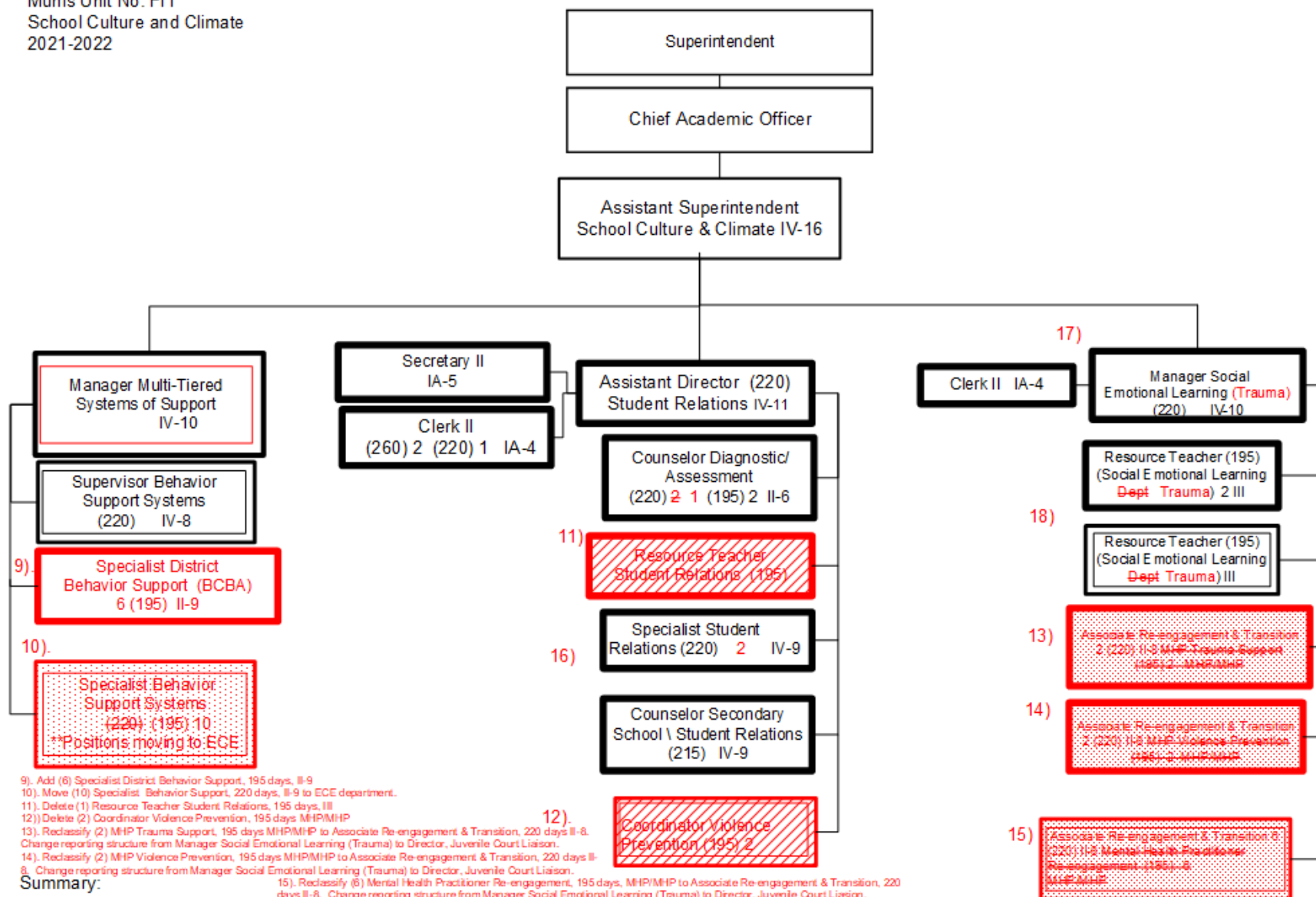
Munis Unit No. F11
School Culture and Climate
2021-2022



Summary:

General Fund Positions: 30
Categorical Fund Positions: 0

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



9). Add (6) Specialist District Behavior Support, 195 days, II-9
10). Move (10) Specialist Behavior Support, 220 days, II-9 to ECE department.

11). Delete (1) Resource Teacher Student Relations, 195 days, III
12). Delete (2) Coordinator Violence Prevention, 195 days MHP/MHP

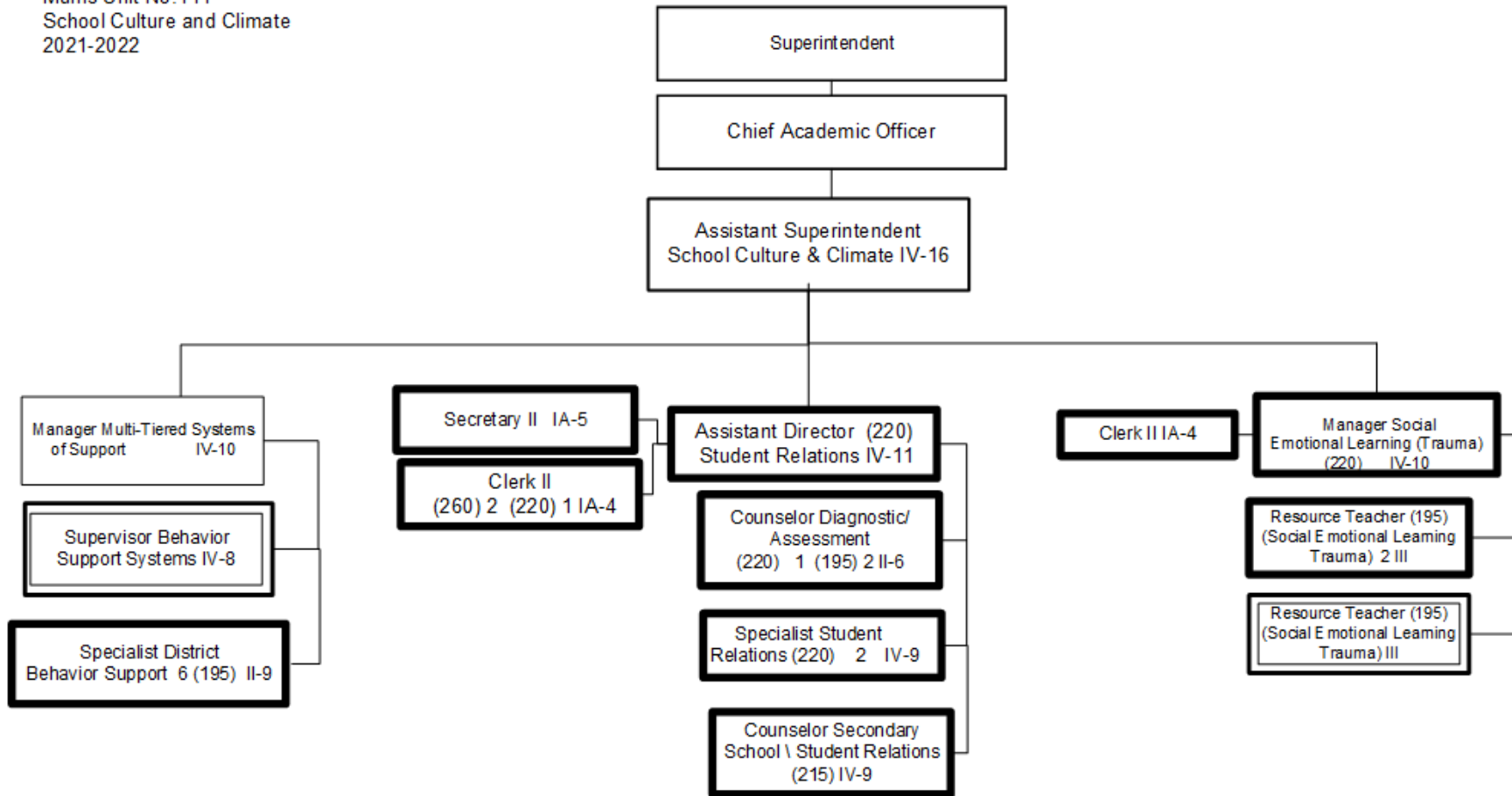
13). Reclassify (2) MHP Trauma Support, 195 days MHP/MHP to Associate Re-engagement & Transition, 220 days II-8. Change reporting structure from Manager Social Emotional Learning (Trauma) to Director, Juvenile Court Liaison.
14). Reclassify (2) MHP Violence Prevention, 195 days MHP/MHP to Associate Re-engagement & Transition, 220 days II-8. Change reporting structure from Manager Social Emotional Learning (Trauma) to Director, Juvenile Court Liaison.

Summary:

15). Reclassify (6) Mental Health Practitioner Re-engagement, 195 days, MHP/MHP to Associate Re-engagement & Transition, 220 days II-8. Change reporting structure from Manager Social Emotional Learning (Trauma) to Director, Juvenile Court Liaison.
16). Add (1) Specialist Student Relations, 220 days, IV-9
17). Change Manager Social Emotional Learning to Manager, Social Emotional Learning (Trauma)
18). Change Resource Teacher Social Emotional Learning to Resource Teacher Social Emotional Learning (Trauma)

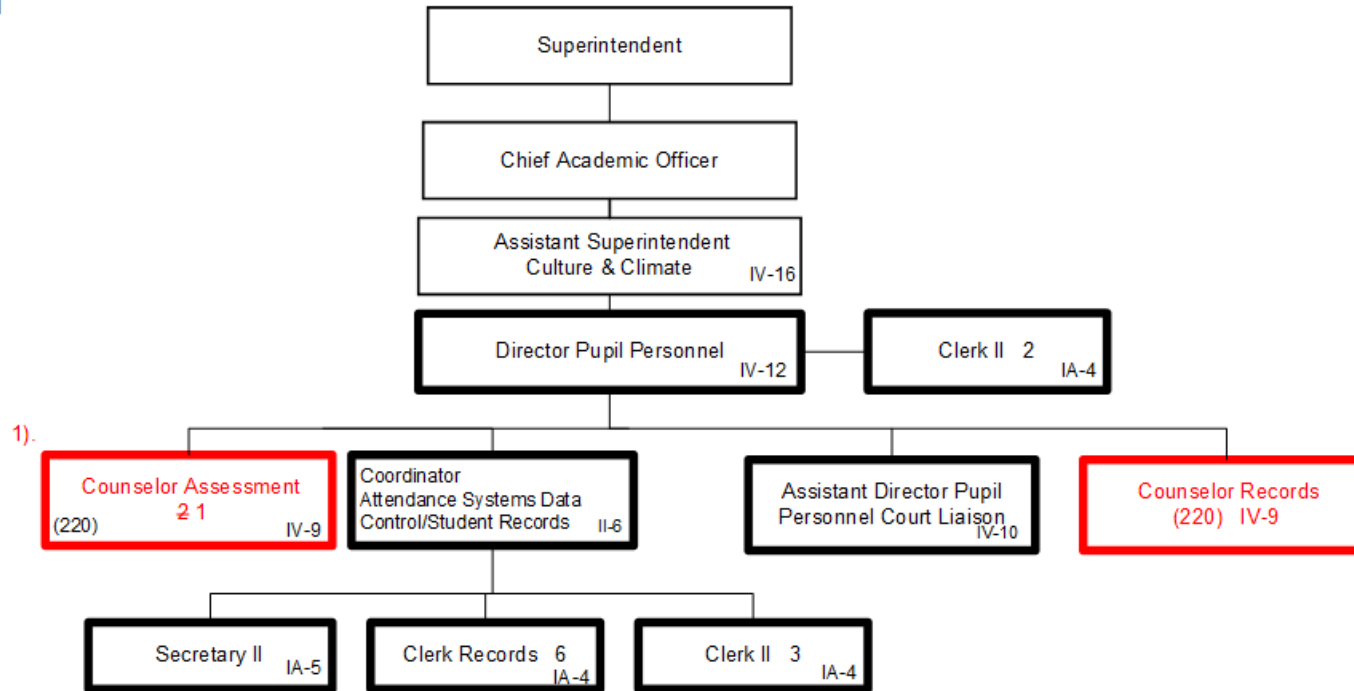
General Fund Positions: 20
Categorical Fund Positions: 2

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



Summary:

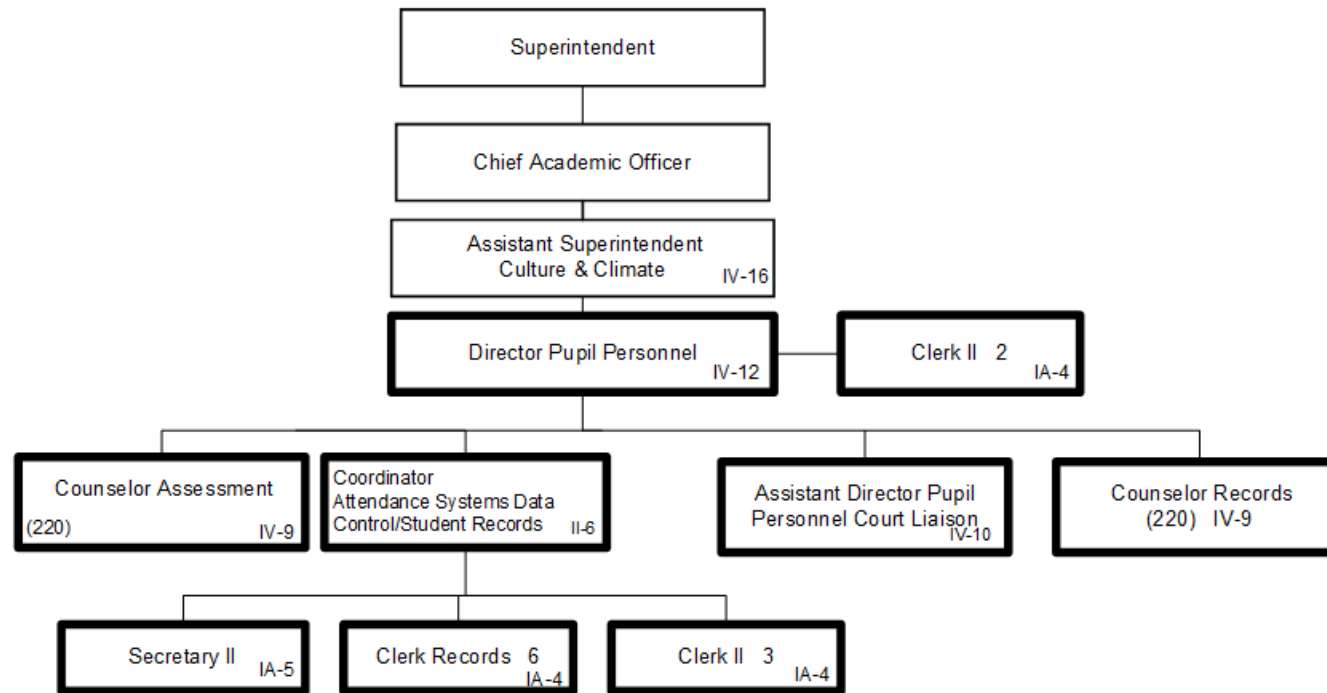
General Fund Positions: 20
Categorical Fund Positions: 2



1).Reclassify (1) Counselor Assessment, 220 days, IV-9 to Counselor Records, 220 days, IV-9

Summary:

General Fund Positions: 17
Categorical Fund Positions: 0



Summary:

General Fund Positions: 17
Categorical Fund Positions: 0