



NEW:
07/01/2024

Submitted:
03/26/2024

JOB TITLE:	CLERK III BRAILLER
DIVISION	EXCEPTIONAL CHILD EDUCATION
SALARY SCHEDULE/GRADE:	IA, GRADE 5
WORK YEAR:	220 DAYS
FLSA STATUS:	NON-EXEMPT
JOB CLASS CODE:	
BARGAINING UNIT:	CLAA

SCOPE OF RESPONSIBILITIES

Assumes responsibility for technical and/or specialized clerical duties for visually impaired students; prepares adapted materials for use by visually impaired students; operates Modified Perkins, Thiel, or Romeo Braille interfaced with a microcomputer to produce brailled texts; operates equipment to enlarge and bind materials for visually impaired students; operates equipment, and develops procedures to make tactile graphs, maps, or raised line drawings; prepares and processes Federal Quota orders and materials; provides support/training in computerized technology adaptations for visually impaired students.

PERFORMANCE RESPONSIBILITIES & EVALUATION CRITERIA

- Transcribes texts into braille using a microcomputer and a modified Perkins Braille, Romeo, and/or Thiel Braille
- Enlarges and binds instructional materials for visually impaired (VI) students
- Produces/obtains other instructional materials as needed by VI students and teachers
- Completes all trainings and other compliance requirements as assigned by the designated deadline
- Maintains, troubleshoots, and services equipment for the visually impaired students
- Manage Federal Quota online loan summary in collaboration with the VI department
- Process students' orders through the Federal Quota
- Receives, classifies, and routes incoming mail
- Acts as receptionist or as a backup for such a position
- Makes accurate and complete postings to complex departmental records and establishes and maintains files and filing systems in accordance with departmental policies and procedures
- Performs other duties as assigned by supervisor
- Regular, predictable performance is required for all performance responsibilities.
- This position requires reporting to the assigned JCPS worksite for collaboration, customer support, and team interaction.

PHYSICAL DEMANDS

This work is completed in an office and production/assembly line setting. This position has inside environmental conditions with protection from weather conditions but not necessarily from temperature changes or atmospheric conditions while working on performance responsibilities.

This position requires the following physical activities rarely (up to 25% of the workweek): driving and reaching. The following physical activities are required occasionally (up to 50% of the workweek): climbing, crouching, kneeling, bending, and balancing. Feeling, grasping, hearing, talking, lifting up to 20 lbs., pulling

up to 20 lbs., pushing up to 20 lbs., standing, and walking are required frequently (up to 75% of the workweek). Repetitive motions and visual acuity are required constantly (up to 100% of the workweek).

MINIMUM QUALIFICATIONS

High school diploma or G.E.D.

Word processing skills

Excellent proofreading skills

Ability to determine own daily work plan by setting priorities

Previous training and/or experience in office and clerical duties

Effective communication skills

DESIRABLE QUALIFICATIONS

Experience in reading Braille

Experience in operating Modified Perkins, Romeo and/or Thiel Brailers

Familiarity with software: PFS File and Report and adaptive software: Braille Edit, BETTE, BEX, ProWords

Experience in a diverse workplace

Footnote

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



NEW REVISED: Submitted:
 08/17/2022 08/16/2022
 07/01/2024 03/26/2024

JOB TITLE:	INTERVENER ECE
DIVISION	EXCEPTIONAL CHILD EDUCATION
SALARY SCHEDULE/GRADE:	IA, GRADE 9 11
WORK YEAR:	187 DAYS
FLSA STATUS:	NON-EXEMPT
JOB CLASS CODE:	8393
BARGAINING UNIT:	CLAA

SCOPE OF RESPONSIBILITIES

Assumes responsibility for enhancing access to instruction and the learning environment, facilitates communication, and promotes social emotional development for students with deaf blindness. Assists in implementation of the student’s Individual Education Plan (IEP). Helps establish and maintain a pleasant, safe, and structured learning environment.

PERFORMANCE RESPONSIBILITIES & EVALUATION CRITERIA

- Completes ongoing specialized training in deaf blindness
- Completes ongoing training in American Sign Language and/or total communication strategies
- Assists with the set-up, operation, and maintenance of assistive equipment and listening devices
- Reads, understands, and assists in implementing, recording, and monitoring student’s Individual Education Plan (IEP)
- Serves as a liaison between the students, peers, and staff to promote meaningful interactions
- Collaborates with team members to plan for needed modifications and services
- Assists in the educational and social development of students under the direction and guidance of the teacher
- Serves as a member of the educational team to provide direct support to students with deaf blindness
- Communicates effectively with students and staff
- Maintains confidentiality of student records/information
- Attends to basic student personal care/hygiene when applicable
- Utilizes research-based methods and techniques to maximize access for students with deaf blindness
- Performs health services, if needed, for which training will be provided
- Completes all trainings and other compliance requirements as assigned by the designated timeline
- Strives to further knowledge and skills
- Performs other duties assigned by supervisor

PHYSICAL DEMANDS

The work is performed while standing, walking or sitting. 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

Associates Degree or successfully completed two years of study at an institution of higher education

Within twelve months of employment the employee will be required to have completed approved training in deaf blindness training and participate and complete thereafter in ongoing training in deaf blindness

Knowledge in a variety of techniques to be used to support a student with combined vision and hearing losses

Experience working with individuals with hearing loss and/or vision loss

DESIRABLE QUALIFICATIONS

Knowledge of and/or experience with deaf blindness

Experience in a diverse workplace

Proficiency in American Sign Language

Safe Crisis Management Certification or willing to get



REVISED: 07/01/2024
Submitted: 03/26/2024

JOB TITLE:	INTERVENER ECE
DIVISION	EXCEPTIONAL CHILD EDUCATION
SALARY SCHEDULE/GRADE:	IA, GRADE 11
WORK YEAR:	187 DAYS
FLSA STATUS:	NON-EXEMPT
JOB CLASS CODE:	8393
BARGAINING UNIT:	CLAA

SCOPE OF RESPONSIBILITIES

Assumes responsibility for enhancing access to instruction and the learning environment, facilitates communication, and promotes social emotional development for students with deaf blindness. Assists in implementation of the student’s Individual Education Plan (IEP). Helps establish and maintain a pleasant, safe, and structured learning environment.

PERFORMANCE RESPONSIBILITIES & EVALUATION CRITERIA

- Completes ongoing specialized training in deaf blindness
- Completes ongoing training in American Sign Language and/or total communication strategies
- Assists with the set-up, operation, and maintenance of assistive equipment and listening devices
- Reads, understands, and assists in implementing, recording, and monitoring student’s Individual Education Plan (IEP)
- Serves as a liaison between the students, peers, and staff to promote meaningful interactions
- Collaborates with team members to plan for needed modifications and services
- Assists in the educational and social development of students under the direction and guidance of the teacher
- Serves as a member of the educational team to provide direct support to students with deaf blindness
- Communicates effectively with students and staff
- Maintains confidentiality of student records/information
- Attends to basic student personal care/hygiene when applicable
- Utilizes research-based methods and techniques to maximize access for students with deaf blindness
- Performs health services, if needed, for which training will be provided
- Completes all trainings and other compliance requirements as assigned by the designated timeline
- Strives to further knowledge and skills
- Performs other duties assigned by supervisor

PHYSICAL DEMANDS

The work is performed while standing, walking or sitting. 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

Associates Degree or successfully completed two years of study at an institution of higher education

Within twelve months of employment the employee will be required to have completed approved training in deaf blindness training and participate and complete thereafter in ongoing training in deaf blindness

Knowledge in a variety of techniques to be used to support a student with combined vision and hearing losses

Experience working with individuals with hearing loss and/or vision loss

DESIRABLE QUALIFICATIONS

Knowledge of and/or experience with deaf blindness

Experience in a diverse workplace

Proficiency in American Sign Language

Safe Crisis Management Certification or willing to get



NEW: 07/01/2024
Submitted: 03/26/2024

JOB TITLE:	CAREER AND TECHNICAL EDUCATION (CTE) AND EXCEPTIONAL CHILD EDUCATION (ECE) WORK-BASED LEARNING SUPERVISOR
DIVISION	AS ASSIGNED
SALARY SCHEDULE/GRADE:	II, GRADE 8
WORK YEAR:	AS APPROVED BY THE BOARD
FLSA STATUS:	EXEMPT
JOB CLASS CODE:	
BARGAINING UNIT:	CLAS/CERX

SCOPE OF RESPONSIBILITIES

Serves as the district coordinator responsible for managing, developing, and supporting the work-based learning (WBL) programs and IDEA transition services across the district; serves as primary contact for the school-level coordinators and District staff in meeting the WBL experiences and Transition needs of students with disabilities in accordance to the Individuals with Disabilities Act (IDEA), Kentucky Administrative Regulations (KARs), and district policies and procedures; coordinates with outside agencies to promote positive post-school outcomes for students receiving ECE services through the provision of IDEA Transition Services; supervises and directs the work of committees and other groups as assigned.

PERFORMANCE RESPONSIBILITIES & EVALUATION CRITERIA

- Assumes responsibility for WBL programs for all student groups and develops short-range and long-range planning to improve student outcomes
- Works cooperatively with all district staff in assessing and addressing the District's priorities and needs and in developing, reviewing, and revising programs or activities as assigned
- Develops and coordinates professional development activities for school and District level staff,
- Develops, coordinates, and facilitates professional development opportunities for parents, community members, and other stakeholders around WBL and IDEA Transition; partners with businesses to participate and share information as part of these opportunities
- Implements the Kentucky Department of Education (KDE) WBL manual at the high school level in areas of career pathways, career awareness and career preparation
- Integrates the KDE essential workplace ethics in all WBL instruction, activities, and experiences for all student groups, and aligns to the JCPS Backpack of Success Skills
- Develops and implements transition programs, including coordination of services with agencies involved in supporting the transition of students with disabilities to postsecondary activities
- Ensures that all schools are connecting students to career opportunities in areas of interest in the student's ILP
- Manages and promotes requests from employers and community partners to provide meaningful WBL and IDEA Transition opportunities
- Establishes and maintains a district WBL advisory committee to provide oversight of WBL procedures and policies
- Ensures that all children with disabilities have available to them a free appropriate public education (FAPE) that emphasizes special education and related services designed to meet their unique needs and prepare them for further education, employment and independent living
- Completes all trainings and other compliance requirements as assigned and by the designated timeline
- Performs other duties as assigned by supervisor
- Regular, predictable performance is required for all performance responsibilities

This position requires reporting to various worksites throughout JCPS based on caseload/programmatic assignments

PHYSICAL DEMANDS

This work is conducted in an office setting. This position has inside environmental conditions with protection from weather conditions but not necessarily from temperature changes or atmospheric conditions while working on performance responsibilities.

This position requires the following physical activities rarely (up to 25% of the workweek): balancing, bending, climbing, crawling, crouching, kneeling, and reaching. The following physical activities are required occasionally (up to 50% of the workweek): driving, lifting up to 20 lbs., pulling up to 20 lbs., pushing up to 20 lbs., standing, and walking. Feeling, grasping, hearing, and talking are required frequently (up to 75% of the workweek). Repetitive motions and visual acuity are required constantly (up to 100% of the workweek).

MINIMUM QUALIFICATIONS

Bachelor's degree in a related area of work or an Associate's degree in a Career and Technical Education field of study with two (2) years of additional successful experience in a related area

Knowledge of ECE district policies and procedures for IDEA Transition

Project management experience

Effective communication skills

DESIRABLE QUALIFICATIONS

Knowledge of federal and state laws and regulations regarding programs for exceptional children

Demonstrated successful experience working with multiple partners

Experience in a diverse workplace



NEW: Revised: Submitted:
 07/01/2024 03/26/2024
 07/01/2023 04/25/2023

JOB TITLE:	DIRECTOR EARLY CHILDHOOD
DIVISION	ACADEMIC SERVICES EXCEPTIONAL CHILD EDUCATION
SALARY SCHEDULE/GRADE:	IV, GRADE 12
WORK YEAR:	AS APPROVED BY THE BOARD
FLSA STATUS:	EXEMPT
JOB CLASS CODE:	4128
BARGAINING UNIT:	CERX

SCOPE OF RESPONSIBILITIES

Assumes responsibility for the coordination of the district program and services that focus on compliance, as well as the quality of programs that meets the requirements of state and District guidelines; provides direct supervision of the district program; collaborates with District leadership and schools to ensure a seamless educational transition from early childhood through post-secondary; maintains effective communication among Jefferson County Public Schools, Kentucky Department of Education, and the community on matters relating to district programs, ensures alignment with District vision and goals and assume fiscal responsibility for district programs and activities

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
 - Provides leadership in the development of processes, strategies, and feasibility planning to maximize the resources (time, personnel, fiscal)
 - Provides the organization, leadership, and process to organize, create, and develop a system of assessments to measure student achievement growth and assist teachers and staff with instructional planning, re-teaching, and achievement of mastery
 - Evaluates the delivery of the school's educational programs
 - Ensures compliance with federal and state statutes and regulations and District policies and administrative procedures
 - Prepares and assist in the preparation of reports, records, and other documentation as required
 - Plans, organizes, develops, and implements 2 two-way communication processes and systems for monitoring and performing educational audits to ensure that curriculum and departmental priorities are being appropriately pursued
 - Collaborates with appropriate District leadership to meet program needs
 - Communicates with other administrators, personnel, and outside organizations to coordinate activities and programs, resolve issues and conflicts, and exchange information; receives and responds to parent issues or concerns and make referrals as necessary
 - Prepares, deliver, and assist with training opportunities as appropriate
 - Evaluates staff as assigned
 - Performs other duties as assigned by supervisor
 - Completes all pieces of training and other compliance requirements as assigned and by the designated deadline
- Regular, predictable performance is required for all performance responsibilities

This position requires reporting to the assigned JCPS worksite for collaboration, customer support, and team interaction

PHYSICAL DEMANDS

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

This work is conducted in an office setting. This position has inside environmental conditions with protection from weather conditions but not necessarily from temperature changes or atmospheric conditions while working on performance responsibilities.

This position requires the following physical activities rarely (up to 25% of the workweek): balancing, bending, climbing, crawling, crouching, kneeling, and reaching. The following physical activities are required occasionally (up to 50% of the workweek): driving, lifting up to 20 lbs., pulling up to 20 lbs., pushing up to 20 lbs., standing, and walking. Feeling, grasping, hearing, and talking are required frequently (up to 75% of the workweek). Repetitive motions and visual acuity are required constantly (up to 100% of the workweek).

MINIMUM QUALIFICATIONS

Master's degree or higher with Kentucky certification in Director of Special Education or ~~Instructional Leadership~~ certification in School Psychology or School Counselor or Administration (Principal or Supervisor of Instruction)

~~Three (3) years of successful leadership experience as a building principal or equivalent~~

~~Successful experience managing multiple funding streams~~

Demonstrated successful experience working with multiple partners

Effective communication skills

DESIRABLE QUALIFICATIONS

~~Five (5) years of experience teaching early elementary~~

Kentucky teaching certification in Interdisciplinary Early Childhood Education (IECE)

Extensive knowledge and background in early childhood and preschool

Extensive knowledge of IDEA, Kentucky Administrative Regulations (KARs), and District policies/procedures

~~Experience working with low-income children and families~~

Experience in a diverse workplace



Revised: 07/01/2024
Submitted: 03/26/2024

JOB TITLE:	DIRECTOR EARLY CHILDHOOD
DIVISION	EXCEPTIONAL CHILD EDUCATION
SALARY SCHEDULE/GRADE:	IV, GRADE 12
WORK YEAR:	AS APPROVED BY THE BOARD
FLSA STATUS:	EXEMPT
JOB CLASS CODE:	4128
BARGAINING UNIT:	CERX

SCOPE OF RESPONSIBILITIES

Assumes responsibility for the coordination of the district program and services that focus on compliance, as well as the quality of programs that meets the requirements of state and District guidelines; provides direct supervision of the district program; collaborates with District leadership and schools to ensure a seamless educational transition from early childhood through post-secondary; maintains effective communication among Jefferson County Public Schools, Kentucky Department of Education, and the community on matters relating to district programs, ensures alignment with District vision and goals and assume fiscal responsibility for district programs and activities

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

Provides leadership in the development of processes, strategies, and feasibility planning to maximize the resources (time, personnel, fiscal)

Provides the organization, leadership, and process to organize, create, and develop a system of assessments to measure student achievement growth and assist teachers and staff with instructional planning, re-teaching, and achievement of mastery

Evaluates the delivery of the school's educational programs

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

Prepares and assist in the preparation of reports, records, and other documentation as required

Plans, organizes, develops, and implements two-way communication processes and systems for monitoring and performing educational audits to ensure that curriculum and departmental priorities are being appropriately pursued

Collaborates with appropriate District leadership to meet program needs

Communicates with other administrators, personnel, and outside organizations to coordinate activities and programs, resolve issues and conflicts, and exchange information; receives and responds to parent issues or concerns and make referrals as necessary

Prepares, deliver, and assist with training opportunities as appropriate

Evaluates staff as assigned

Performs other duties as assigned by supervisor

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

Regular, predictable performance is required for all performance responsibilities

This position requires reporting to the assigned JCPS worksite for collaboration, customer support, and team interaction

PHYSICAL DEMANDS

This work is conducted in an office setting. This position has inside environmental conditions with protection from weather conditions but not necessarily from temperature changes or atmospheric conditions while working on performance responsibilities.

This position requires the following physical activities rarely (up to 25% of the workweek): balancing, bending, climbing, crawling, crouching, kneeling, and reaching. The following physical activities are required occasionally (up to 50% of the workweek): driving, lifting up to 20 lbs., pulling up to 20 lbs., pushing up to 20 lbs., standing, and walking. Feeling, grasping, hearing, and talking are required frequently (up to 75% of the workweek). Repetitive motions and visual acuity are required constantly (up to 100% of the workweek).

MINIMUM QUALIFICATIONS

Master's degree or higher with Kentucky certification in Director of Special Education or certification in School Psychology or School Counselor or Administration (Principal or Supervisor of Instruction)

Demonstrated successful experience working with multiple partners

Effective communication skills

DESIRABLE QUALIFICATIONS

Kentucky teaching certification in Interdisciplinary Early Childhood Education (IECE)

Extensive knowledge and background in early childhood and preschool

Extensive knowledge of IDEA, Kentucky Administrative Regulations (KARs), and District policies/procedures

Experience working with low-income children and families

Experience in a diverse workplace



NEW: Revised: Submitted:
 07/01/2024 03/26/2024
 07/01/2019 06/11/2019

JOB TITLE:	EXECUTIVE DIRECTOR EARLY CHILDHOOD
DIVISION	ACADEMIC SERVICES EXCEPTIONAL CHILD EDUCATION
SALARY SCHEDULE/GRADE:	IV, GRADE 13
WORK YEAR:	AS APPROVED BY THE BOARD
FLSA STATUS:	EXEMPT
JOB CLASS CODE:	4118
BARGAINING UNIT:	CERX

SCOPE OF RESPONSIBILITIES

Develops and implements a plan with appropriate staff for implementing a program for pre-school children that meets the requirements of state and District guidelines; provides direct supervision of the early childhood program; collaborates with District leadership and schools to assure a seamless educational transition for early childhood students into elementary school, direct the development of early childhood curriculum within the context of District goals and federal and state guidelines, ensures alignment with District vision and goals and assumes fiscal responsibility for early childhood programs and activities.

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

Continually reviews and revises early childhood curriculum and programming in collaboration with District leadership and schools to ensure students are transition ready

Provides direction, supervision and evaluation of early childhood programs

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

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

Develops budget and approves all expenditures in order to maintain budget control to assure that all functions operate within appropriated allocations

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

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

Regular, predictable performance is required for all performance responsibilities

This position requires reporting to the assigned JCPS worksite for collaboration, customer support, and team interaction.

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.~~

This work is conducted in an office setting. This position has inside environmental conditions with protection from weather conditions but not necessarily from temperature changes or atmospheric conditions while working on performance responsibilities.

This position requires the following physical activities rarely (up to 25% of the workweek): balancing, bending, climbing, crawling, crouching, driving, kneeling, and reaching. The following physical activities are required occasionally (up to 50% of the workweek): lifting up to 20 lbs., pulling up to 20 lbs., pushing up to 20 lbs., standing, and walking. Feeling, grasping, hearing, and talking are required frequently (up to 75% of the workweek). Repetitive motions and visual acuity are required constantly (up to 100% of the workweek).

MINIMUM QUALIFICATIONS

Master's degree or higher with a Kentucky certification in Director or Special Education or certification in School Psychology or School Counselor or Administration (Principal or Supervisor of Instruction)

Three (3) years of successful leadership experience ~~as a building principal or equivalent~~ in area of assignment

~~Experience working with low-income children and families~~

~~Kentucky certification in administration and supervision (Principal certification)~~

Successful experience managing multiple funding streams

~~Demonstrated~~ Successful experience working with multiple partners

Effective communication skills

DESIRABLE QUALIFICATIONS

~~Five (5) years of experience teaching early elementary~~

Kentucky teaching certification in Interdisciplinary Early Childhood Education (IECE)

Extensive knowledge and background in early childhood and pre-school education

Extensive knowledge of IDEA, Kentucky Administrative Regulations (KARs), and District policies/procedures

Experience working with low-income children and families

Experience in diverse workplace



JOB TITLE:	EXECUTIVE DIRECTOR EARLY CHILDHOOD
DIVISION	EXCEPTIONAL CHILD EDUCATION
SALARY SCHEDULE/GRADE:	IV, GRADE 13
WORK YEAR:	AS APPROVED BY THE BOARD
FLSA STATUS:	EXEMPT
JOB CLASS CODE:	4118
BARGAINING UNIT:	CERX

Revised: 07/01/2024
Submitted: 03/26/2024

SCOPE OF RESPONSIBILITIES

Develops and implements a plan with appropriate staff for implementing a program for pre-school children that meets the requirements of state and District guidelines; provides direct supervision of the early childhood program; collaborates with District leadership and schools to assure a seamless educational transition for early childhood students into elementary school, direct the development of early childhood curriculum within the context of District goals and federal and state guidelines, ensures alignment with District vision and goals and assumes fiscal responsibility for early childhood programs and activities.

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

Continually reviews and revises early childhood curriculum and programming in collaboration with District leadership and schools to ensure students are transition ready

Provides direction, supervision and evaluation of early childhood programs

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

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

Develops budget and approves all expenditures in order to maintain budget control to assure that all functions operate within appropriated allocations

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

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

Regular, predictable performance is required for all performance responsibilities

This position requires reporting to the assigned JCPS worksite for collaboration, customer support, and team interaction

PHYSICAL DEMANDS

This work is conducted in an office setting. This position has inside environmental conditions with protection from weather conditions but not necessarily from temperature changes or atmospheric conditions while working on performance responsibilities.

This position requires the following physical activities rarely (up to 25% of the workweek): balancing, bending, climbing, crawling, crouching, driving, kneeling, and reaching. The following physical activities are required

occasionally (up to 50% of the workweek): lifting up to 20 lbs., pulling up to 20 lbs., pushing up to 20 lbs., standing, and walking. Feeling, grasping, hearing, and talking are required frequently (up to 75% of the workweek). Repetitive motions and visual acuity are required constantly (up to 100% of the workweek).

MINIMUM QUALIFICATIONS
Master's degree or higher with a Kentucky certification in Director or Special Education or certification in School Psychology or School Counselor or Administration (Principal or Supervisor of Instruction)
Three (3) years of successful leadership experience in area of assignment
Successful experience managing multiple funding streams
Successful experience working with multiple partners
Effective communication skills

DESIRABLE QUALIFICATIONS
Kentucky teaching certification in Interdisciplinary Early Childhood Education (IECE)
Extensive knowledge and background in early childhood and pre-school education
Extensive knowledge of IDEA, Kentucky Administrative Regulations (KARs), and District policies/procedures
Experience working with low-income children and families
Experience in diverse workplace



NEW: Submitted:
07/01/2024 03/26/2024

JOB TITLE:	MANAGER - DISTRICT COORDINATED EARLY INTERVENING SERVICES (CEIS)
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 Coordinated Early Intervening Services (CEIS) and school staff in the areas of Multi-Tiered Systems of Support (MTSS); monitors the implementation of the CEIS grant; 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; utilizes measurement tools for various levels of assessment to survey system-wide needs for implementation of the plan; evaluates the effectiveness of the implementation and fidelity of the plan; ensures regular data collection around prescribed metrics, and 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

Provides leadership in assessing and addressing the District's priorities and needs in developing, reviewing, and revising CEIS initiatives

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

Builds consensus among diverse groups and works with supervisor to build a vision for CEIS that is effectively articulated

Supports CEIS staff in designing schedules and developing treatment plans for CEIS schools

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

Plans, organizes, develops, and monitors indicators and completes a program evaluation as directed by the supervisor and the Kentucky Department of Education

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

Supervises and ensures implementation of training, consultation, and support to administrators, teachers, and school-based leadership teams to facilitate implementation of Multi-Tiered Systems of Support (MTSS) at the district and school levels

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

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

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

Assures compliance with board goals and administrative objectives related to the area of assignment

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

Performs other duties as assigned by supervisor

Regular, predictable performance is required for all performance responsibilities

This position requires reporting to the assigned JCPS worksite for collaboration, customer support, and team interaction

PHYSICAL DEMANDS

This work is conducted in an office setting. This position has inside environmental conditions with protection from weather conditions but not necessarily from temperature changes or atmospheric conditions while working on performance responsibilities.

This position requires the following physical activities rarely (up to 25% of the workweek): balancing, bending, climbing, crawling, crouching, driving, kneeling, and reaching. The following physical activities are required occasionally (up to 50% of the workweek): lifting up to 20 lbs., pulling up to 20 lbs., pushing up to 20 lbs., standing, and walking. Feeling, grasping, hearing, and talking are required frequently (up to 75% of the workweek). Repetitive motions and visual acuity are required constantly (up to 100% of the workweek).

MINIMUM QUALIFICATIONS

Master's Degree or higher in assigned area

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

Kentucky Professional Certification in Administration or Supervision (Principal or Supervisor of Instruction), or Director of Special Education, or School Counseling

Demonstrated leadership ability

Safe Crisis Management Certification or willing to get it

Knowledge of federal and state laws and regulations regarding programs for exceptional children and MTSS

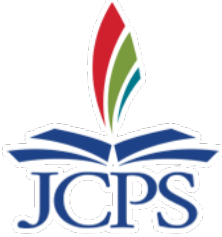
Effective communication skills

DESIRABLE QUALIFICATIONS

Certification in Director of Special Education

Expertise in equity, inclusion, and culturally responsive education

Expertise in a diverse workplace



JOB TITLE:	PATHOLOGIST SPEECH LANGUAGE
DIVISION	AS ASSIGNED
SALARY SCHEDULE/GRADE:	JOB FAMILY III
WORK YEAR:	187 DAYS
FLSA STATUS:	EXEMPT
JOB CLASS CODE:	8137
BARGAINING UNIT:	CLA1

NEW: Revised: Submitted:
 07/01/2024 03/26/2024
 08/07/2019 08/06/2019

SCOPE OF RESPONSIBILITIES

Under the direction of the Admissions and Release Committee (ARC), the Speech-Language Pathologist screens, assesses and identifies students with communication disorders which that adversely affect their educational progress; develops and provides direct and indirect services within the student's educational setting, based on established IEP goals and objectives.

PERFORMANCE RESPONSIBILITIES & EVALUATION CRITERIA

- Assures compliance with established state and federal laws, regulations, policies, and procedures
- Complies with evaluation standards and determines eligibility for services based on the Kentucky Eligibility Guidelines for Communication Disorders
- Communicates effectively test results, diagnosis and proposed treatment plans to the Admissions and Release Committee
- Employs instructional/therapeutic methods and materials that are appropriate for meeting each student's goals and objectives
- Prepares written evaluations and maintains records which that clearly and succinctly document services provided, students' progress and discharge from therapy as recommended to the Admissions and Release Committee
- Participates in the multidisciplinary team process regarding eligibility issues, Individual Education Plan (IEP) development, consultation services and service delivery models
- Communicates with students who have disorders of communication, their families, caregivers and other service providers relative to the student's disability and its management; assists in development of classroom activities to meet the communication needs of students
- Assesses, selects and develops augmentative and/or alternative communication systems and provides training in their use
- Participates in hearing screening programs to identify and refer students with suspected hearing impairment and/or middle ear disorders
- Supervises and coordinates the activities of any assigned staff; adheres to state laws regarding the type and amount of supervision required for licensed speech-language pathology assistant(s)
- Assures compliance with board goals and administrative objectives related to the area of assignment
- Assures compliance with federal, state, and District policy, administrative procedures, and negotiated agreements as applicable to assignment
- Completes all trainings and other compliance requirements as assignment assigned by the designated deadline
- Performs other duties as assigned by supervisor
- Regular, predictable performance is required for all performance responsibilities
- This position requires reporting to various worksites throughout JCPS based on caseload/programmatic assignments

PHYSICAL DEMANDS

This work is conducted in an office setting. This position has inside environmental conditions with protection from weather conditions but not necessarily from temperature changes or atmospheric conditions while working on performance responsibilities.

This position requires the following physical activities rarely (up to 25% of the workweek): balancing, bending, climbing, crawling, crouching, driving, kneeling, and reaching. The following physical activities are required occasionally (up to 50% of the workweek): lifting up to 20 lbs., pulling up to 20 lbs., pushing up to 20 lbs., standing, and walking. Feeling, grasping, hearing, and talking are required frequently (up to 75% of the workweek). Repetitive motions and visual acuity are required constantly (up to 100% of the workweek).

MINIMUM QUALIFICATIONS

Master's degree in the area of speech-language pathology

Speech-language pathology license **or interim license** issued by the Kentucky Board of Speech-Language Pathology and Audiology

If the employee is on an interim license, the clinical fellowship year must be completed as outlined by the American Speech-Language-Hearing Association (ASHA) guidelines

Effective communication skills

DESIRABLE QUALIFICATIONS

Knowledge of District policies and procedures

Experience in a diverse workplace



Revised: 07/01/2024
Submitted: 03/26/2024

JOB TITLE:	PATHOLOGIST SPEECH LANGUAGE
DIVISION	AS ASSIGNED
SALARY SCHEDULE/GRADE:	JOB FAMILY III
WORK YEAR:	187 DAYS
FLSA STATUS:	EXEMPT
JOB CLASS CODE:	8137
BARGAINING UNIT:	CLA1

SCOPE OF RESPONSIBILITIES

Under the direction of the Admissions and Release Committee (ARC), the Speech-Language Pathologist screens, assesses and identifies students with communication disorders that adversely affect their educational progress; develops and provides direct and indirect services within the student's educational setting based on established IEP goals and objectives.

PERFORMANCE RESPONSIBILITIES & EVALUATION CRITERIA

- Assures compliance with established state and federal laws, regulations, policies, and procedures
- Complies with evaluation standards and determines eligibility for services based on the Kentucky Eligibility Guidelines for Communication Disorders
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- Participates in hearing screening programs to identify and refer students with suspected hearing impairment and/or middle ear disorders
- Supervises and coordinates the activities of any assigned staff; adheres to state laws regarding the type and amount of supervision required for licensed speech-language pathology assistant(s)
- Assures compliance with board goals and administrative objectives related to the area of assignment
- Assures compliance with federal, state, and District policy, administrative procedures, and negotiated agreements as applicable to assignment
- Completes all trainings and other compliance requirements as assigned by the designated deadline
- Performs other duties as assigned by supervisor
- Regular, predictable performance is required for all performance responsibilities
- This position requires reporting to various worksites throughout JCPS based on caseload/programmatic assignments

PHYSICAL DEMANDS

This work is conducted in an office setting. This position has inside environmental conditions with protection from weather conditions but not necessarily from temperature changes or atmospheric conditions while working on performance responsibilities.

This position requires the following physical activities rarely (up to 25% of the workweek): balancing, bending, climbing, crawling, crouching, driving, kneeling, and reaching. The following physical activities are required occasionally (up to 50% of the workweek): lifting up to 20 lbs., pulling up to 20 lbs., pushing up to 20 lbs., standing, and walking. Feeling, grasping, hearing, and talking are required frequently (up to 75% of the workweek). Repetitive motions and visual acuity are required constantly (up to 100% of the workweek).

MINIMUM QUALIFICATIONS

Master's degree in the area of speech-language pathology

Speech-language pathology license or interim license issued by the Kentucky Board of Speech-Language Pathology and Audiology

If the employee is on an interim license, the clinical fellowship year must be completed as outlined by the American Speech-Language-Hearing Association (ASHA) guidelines

Effective communication skills

DESIRABLE QUALIFICATIONS

Knowledge of District policies and procedures

Experience in a diverse workplace



NEW: Revised: Submitted:
 07/01/2024 03/26/2024
 07/17/2019 07/16/2019

JOB TITLE:	SPECIALIST EARLY CHILDHOOD
DIVISION	ACADEMIC SERVICES EXCEPTIONAL CHILD EDUCATION
SALARY SCHEDULE/GRADE:	# IV, GRADE 9
WORK YEAR:	AS APPROVED BY THE BOARD
FLSA STATUS:	EXEMPT
JOB CLASS CODE:	4257
BARGAINING UNIT:	CLAS CERX

SCOPE OF RESPONSIBILITIES

Provides leadership to coordination of early childhood projects, programs or activities. Requires adaptation and interpretation of standard practices and procedures particularly in support of special populations.

PERFORMANCE RESPONSIBILITIES & EVALUATION CRITERIA

- Prepares and/or assists in preparation or reports, records and other documentation as required
- Makes recommendations regarding implementation of projects, programs or activities and evaluates effectiveness as assigned
- Accumulates and researches data, documents and other pertinent information as required
- Assures compliance with federal, state and District policy, administrative procedures and negotiated agreements as applicable to assignment
- Prepares, delivers or assists with training opportunities as appropriate
- Provides leadership to coordination of a projects, programs or activities having moderate impact on the District occasionally affecting more than one unit or department; requires adaptation and interpretation of standard practices and procedures
- Develops, establishes or administers project, program or activity
- Maintains communication and works closely with District staff, local school staff and the community regarding information, developments and implementation of project, program or activity
- Completes all trainings and other compliance requirements as assignment by the designated deadline
- Evaluates staff as assigned
- Performs other duties as assigned by supervisor
- Regular, predictable performance is required for all performance responsibilities
- This position requires reporting to various worksites throughout JCPS based on caseload/programmatic assignments

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 manipulations. The work requires activities involving being around moving machinery, driving automotive equipment, exposure to marked changes in temperature and humidity and exposure to dust, fumes and gases. The work requires the use of feet for repetitive movements.~~

This work is conducted in an office setting. This position has inside environmental conditions with protection from weather conditions but not necessarily from temperature changes or atmospheric conditions while working on performance responsibilities.

This position requires the following physical activities rarely (up to 25% of the workweek): balancing, bending, climbing, crawling, crouching, driving, kneeling, and reaching. The following physical activities are required occasionally (up to 50% of the workweek): lifting up to 20 lbs., pulling up to 20 lbs., pushing up to 20 lbs., standing, and walking. Feeling, grasping, hearing, and talking are required frequently (up to 75% of the workweek). Repetitive motions and visual acuity are required constantly (up to 100% of the workweek).

MINIMUM QUALIFICATIONS

~~Bachelor's~~ Master's Degree

~~Kentucky Professional Certification in Administration and/or Supervision (Principal or Supervisor of Instruction)~~

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

Successful leadership experience

Effective communication skills

DESIRABLE QUALIFICATIONS

~~Bachelor's Degree or higher~~

~~Kentucky Professional Certification in Administration and/or Supervision~~

Experience in a diverse workplace



JOB TITLE:	SPECIALIST EARLY CHILDHOOD
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

Revised: 07/01/2024
Submitted: 03/26/2024

SCOPE OF RESPONSIBILITIES

Provides leadership to coordination of early childhood projects, programs or activities. Requires adaptation and interpretation of standard practices and procedures particularly in support of special populations.

PERFORMANCE RESPONSIBILITIES & EVALUATION CRITERIA

Prepares and/or assists in preparation or reports, records and other documentation as required

Makes recommendations regarding implementation of projects, programs or activities and evaluates effectiveness as assigned

Accumulates and researches data, documents and other pertinent information as required

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

Prepares, delivers or assists with training opportunities as appropriate

Provides leadership to coordination of a projects, programs or activities having moderate impact on the District occasionally affecting more than one unit or department; requires adaptation and interpretation of standard practices and procedures

Develops, establishes or administers project, program or activity

Maintains communication and works closely with District staff, local school staff and the community regarding information, developments and implementation of project, program or activity

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

Evaluates staff as assigned

Performs other duties as assigned by supervisor

Regular, predictable performance is required for all performance responsibilities

This position requires reporting to various worksites throughout JCPS based on caseload/programmatic assignments

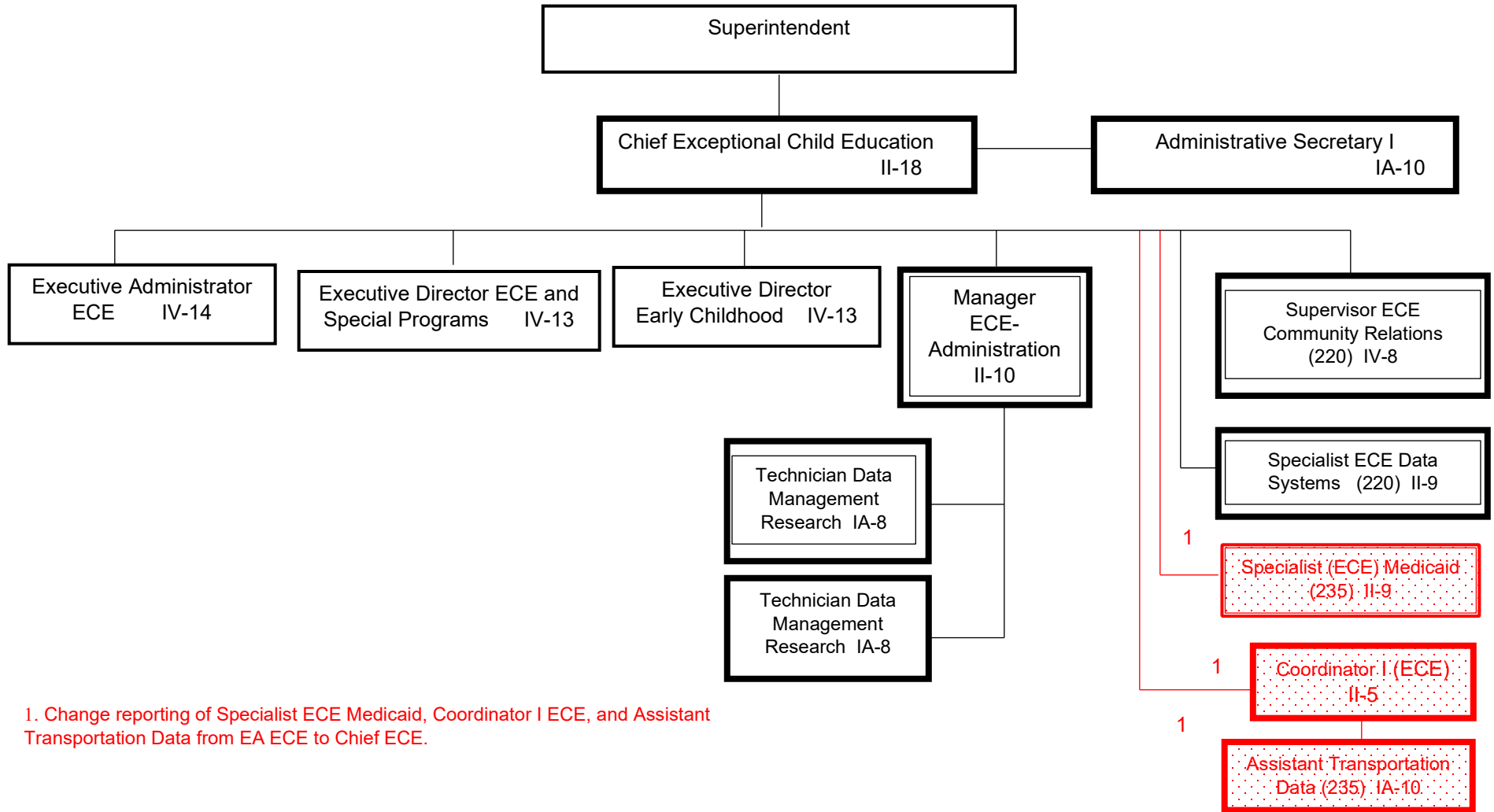
PHYSICAL DEMANDS

This work is conducted in an office setting. This position has inside environmental conditions with protection from weather conditions but not necessarily from temperature changes or atmospheric conditions while working on performance responsibilities.

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MINIMUM QUALIFICATIONS
Master's Degree
Kentucky Professional Certification in Administration and/or Supervision (Principal or Supervisor of Instruction)
Three (3) years of successful experience in area of assignment
Successful leadership experience
Effective communication skills

DESIRABLE QUALIFICATIONS
Experience in a diverse workplace

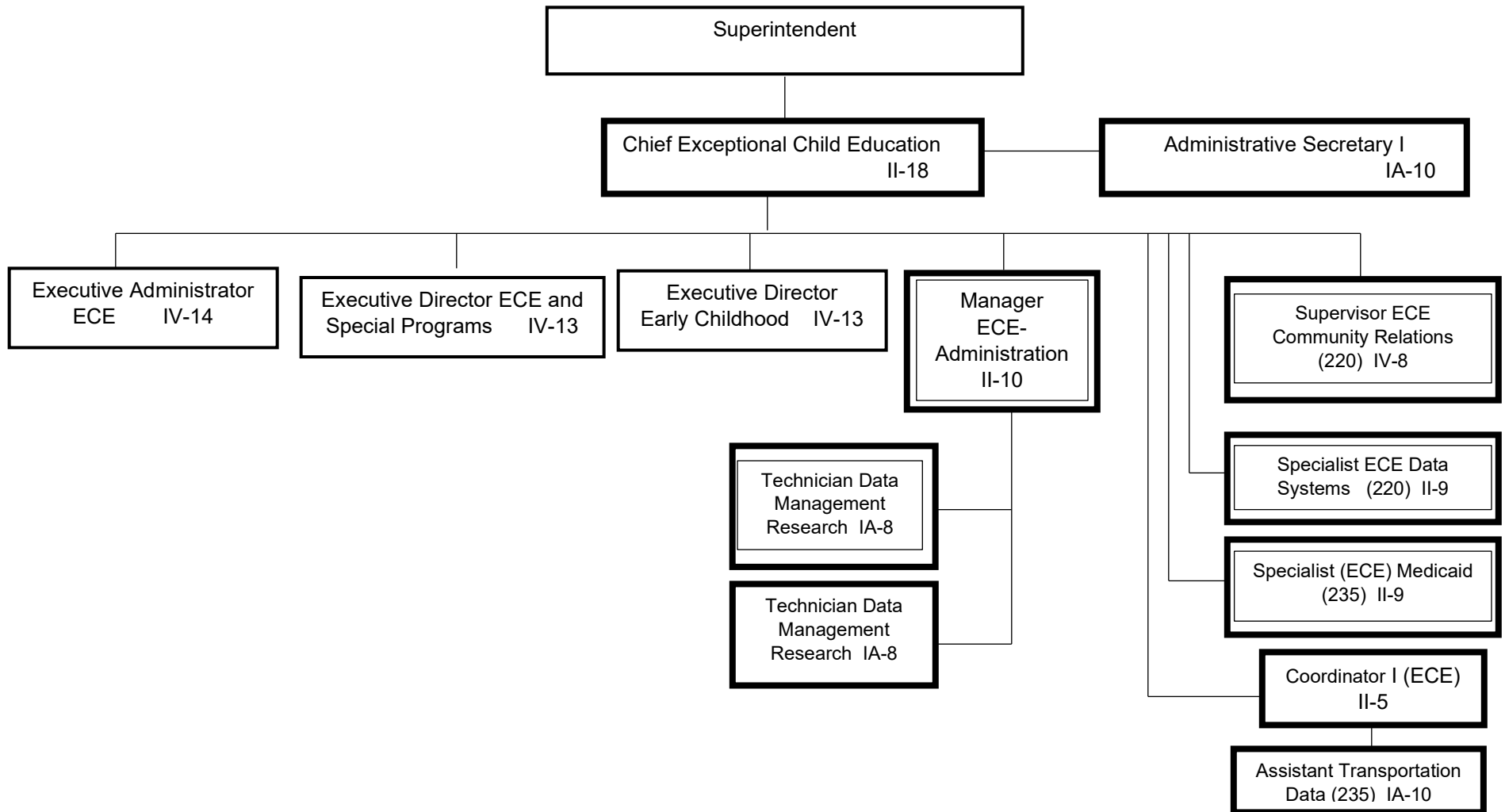


1. Change reporting of Specialist ECE Medicaid, Coordinator I ECE, and Assistant Transportation Data from EA ECE to Chief ECE.

Summary:

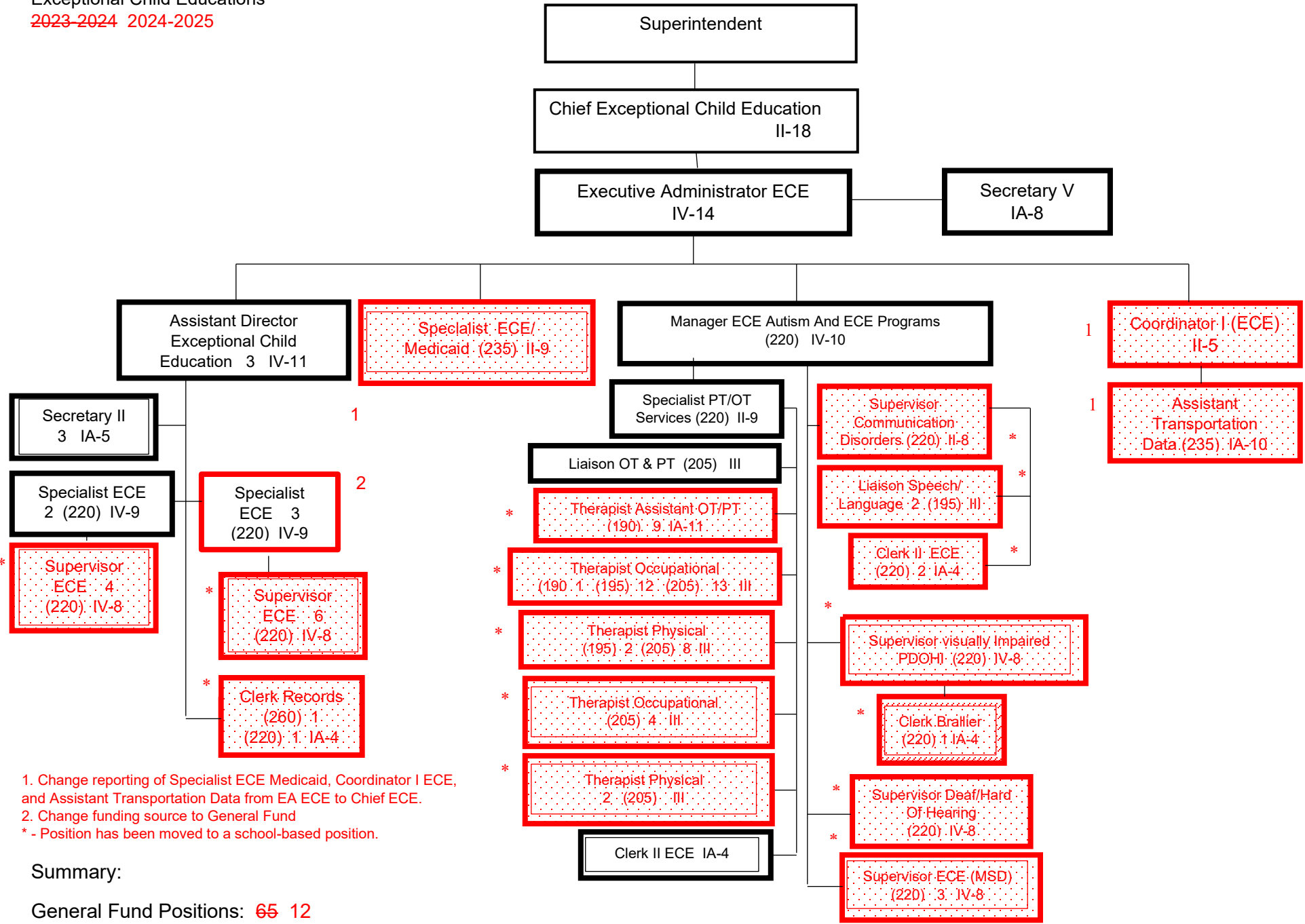
General Fund Positions: 3 5
 Categorical Fund Positions: 4 5

Submitted: 10/24/2023 03/26/2024
 Effective: 10/25/2024 07/01/2024



Summary:

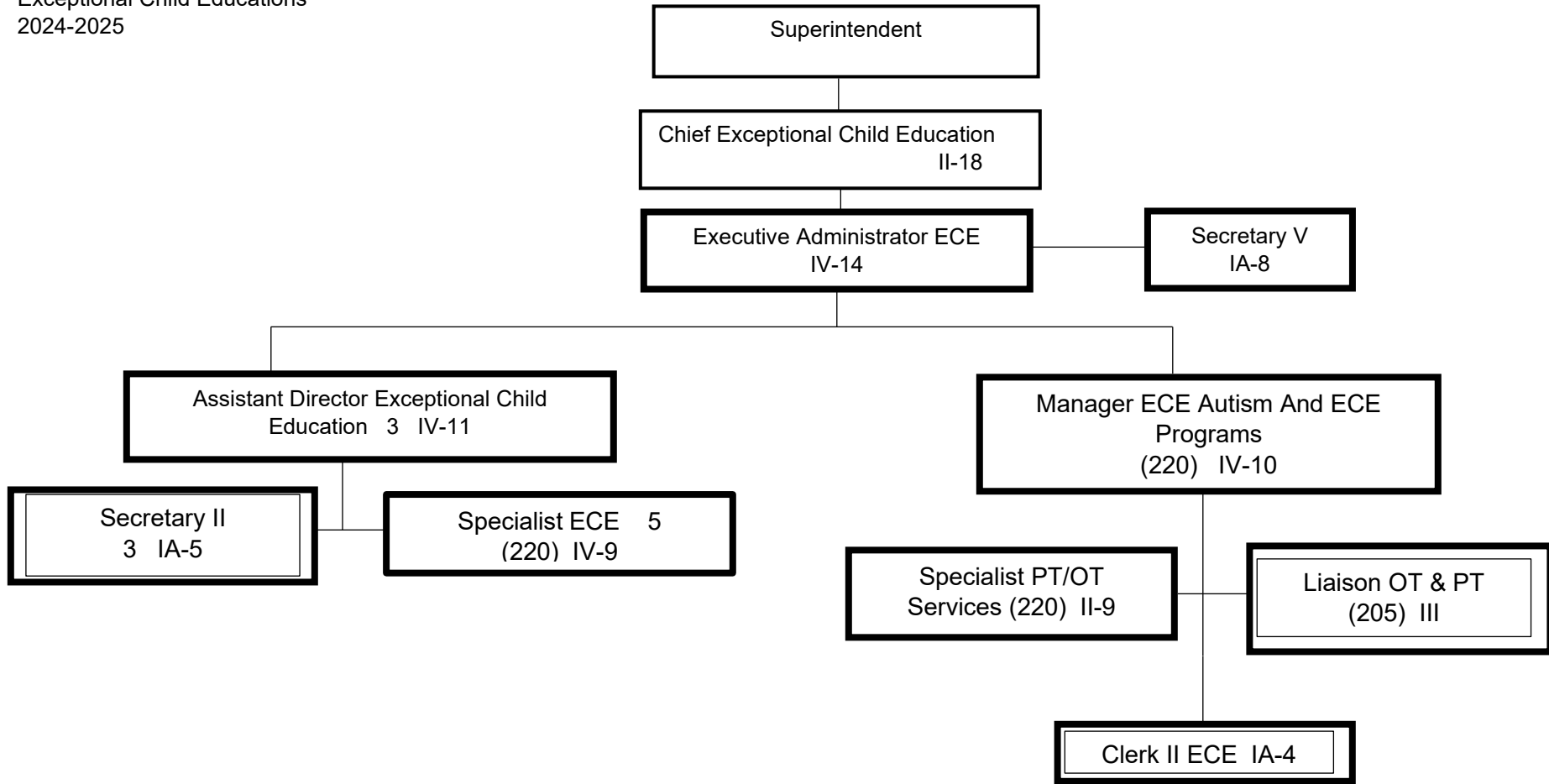
General Fund Positions: 5
 Categorical Fund Positions: 5



- 1. Change reporting of Specialist ECE Medicaid, Coordinator I ECE, and Assistant Transportation Data from EA ECE to Chief ECE.
- 2. Change funding source to General Fund
- * - Position has been moved to a school-based position.

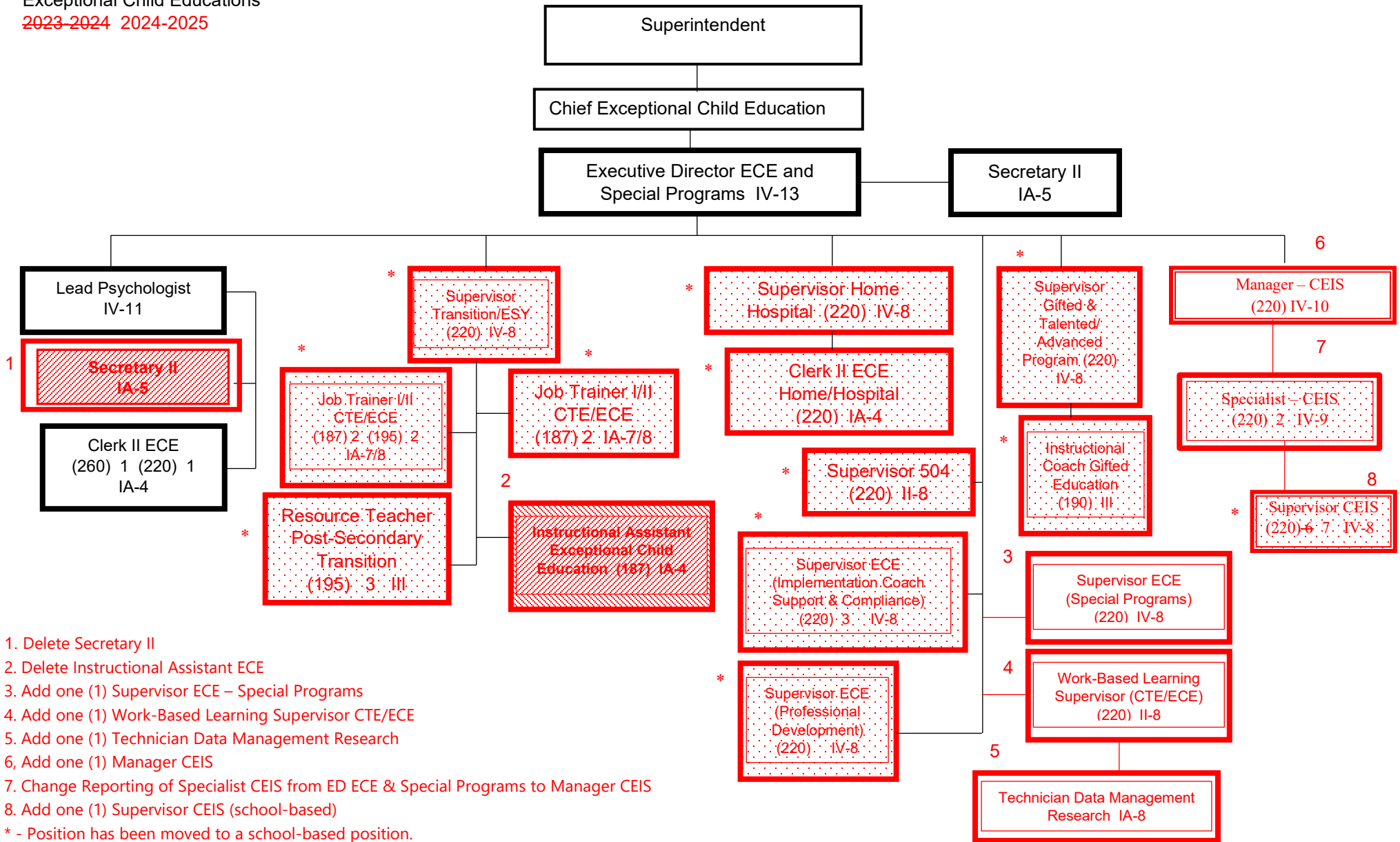
Summary:

General Fund Positions: ~~65~~ 12
 Categorical Fund Positions: ~~30~~ 5



Summary:

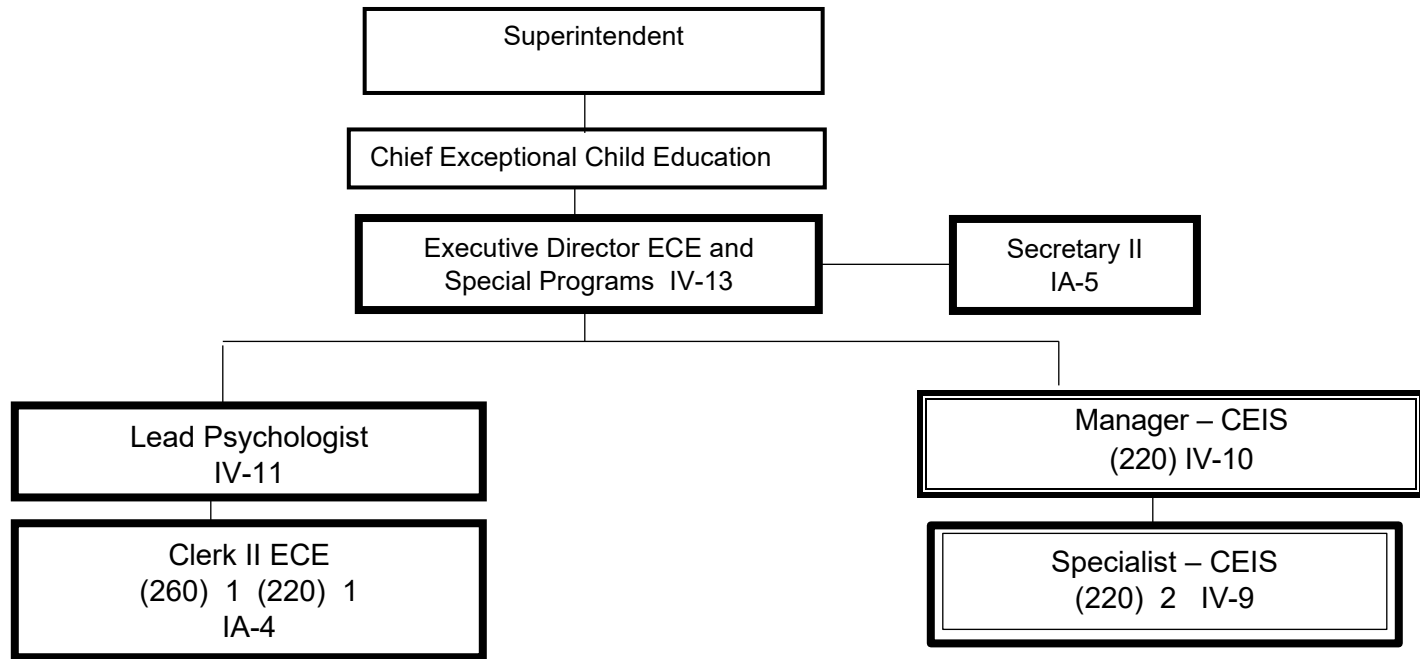
General Fund Positions: 12
Categorical Fund Positions: 5



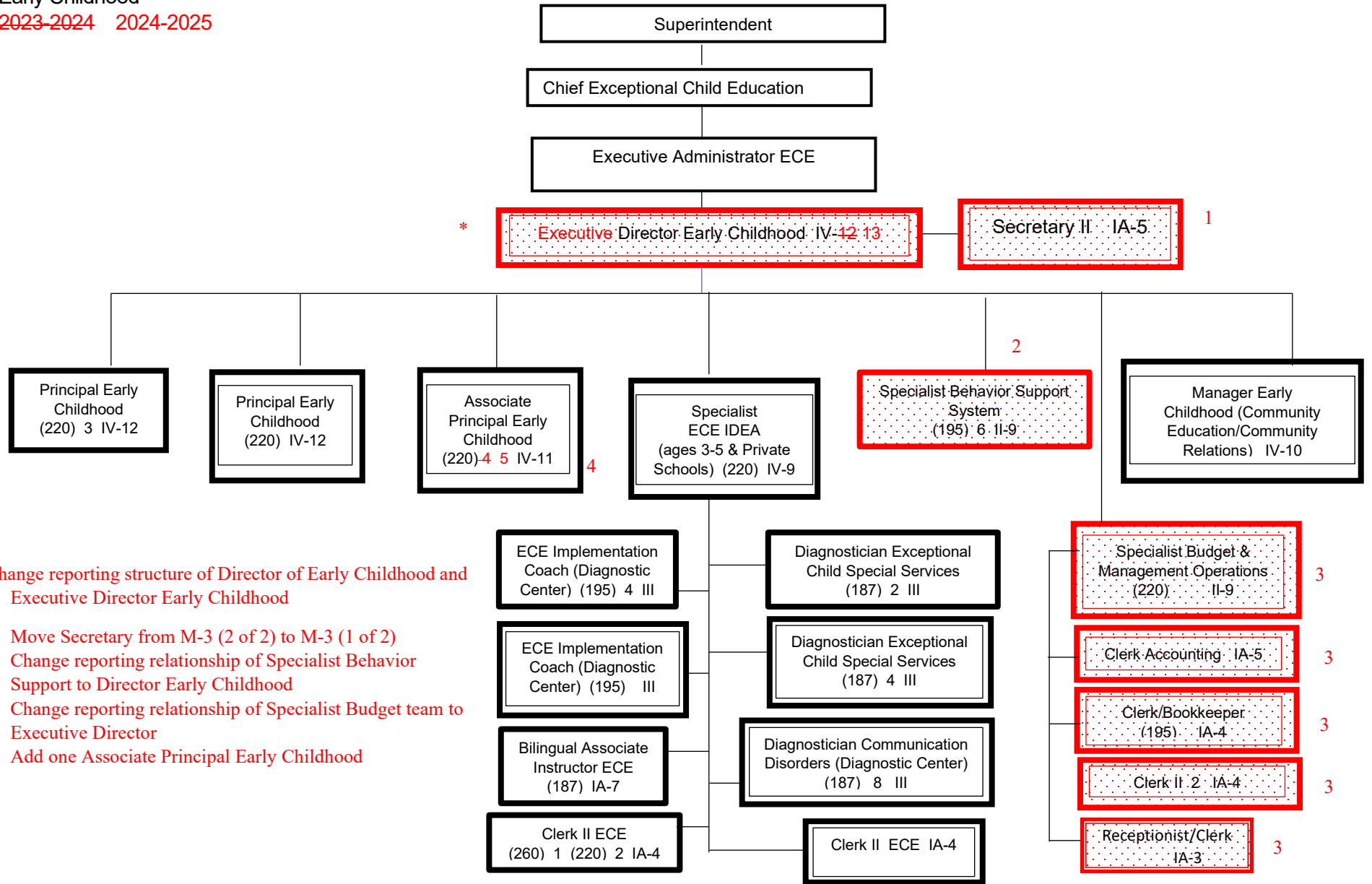
Summary:

General Fund Positions: ~~44~~ 5
 Categorical Fund Positions: ~~20~~ 3

Submitted: ~~10/24/2023~~ 03/26/2024
 Effective: ~~10/25/2023~~ 07/01/2024



Summary:
General Fund Positions: 5
Categorical Fund Positions: 3

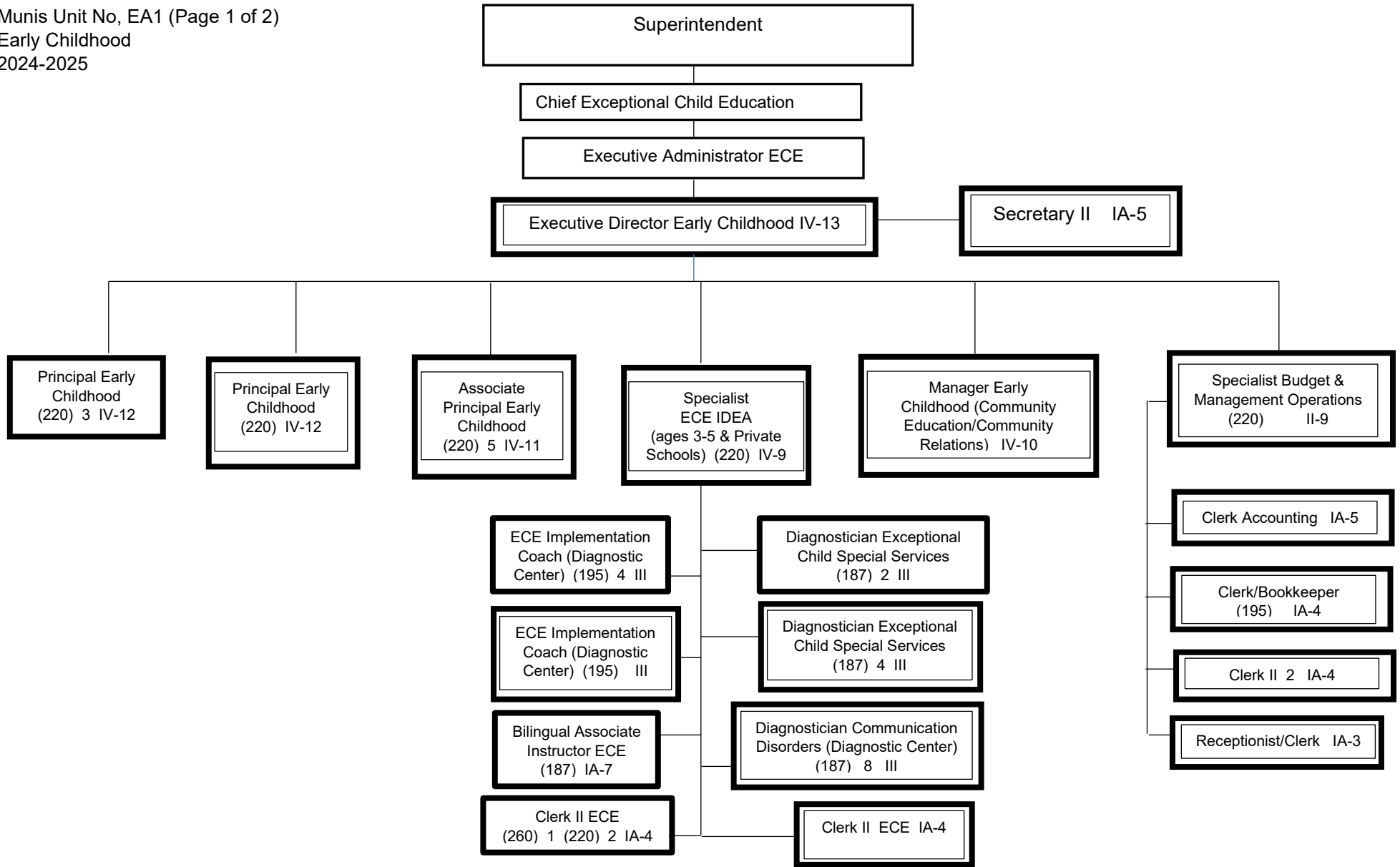


*Change reporting structure of Director of Early Childhood and Executive Director Early Childhood

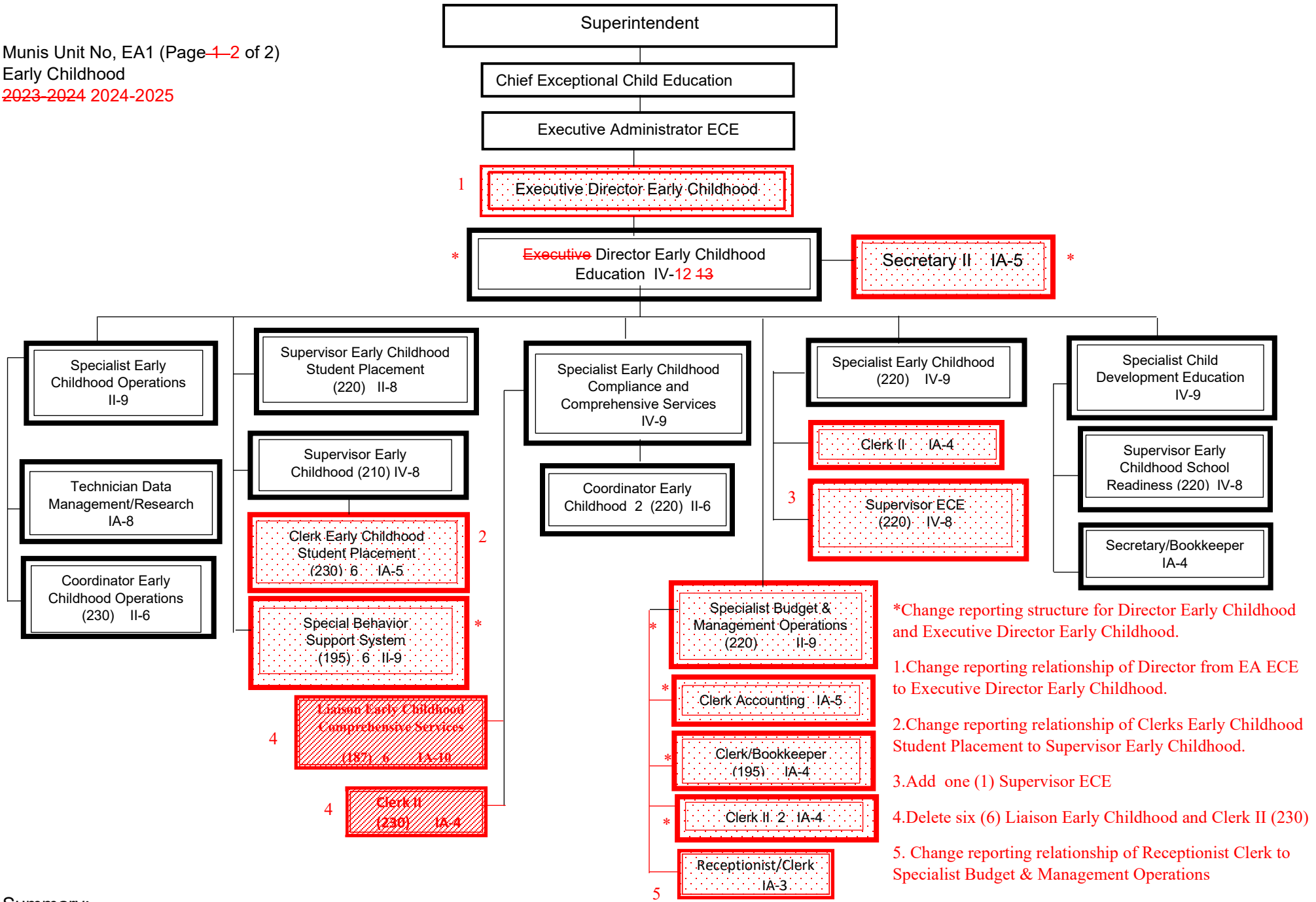
1. Move Secretary from M-3 (2 of 2) to M-3 (1 of 2)
2. Change reporting relationship of Specialist Behavior Support to Director Early Childhood
3. Change reporting relationship of Specialist Budget team to Executive Director
4. Add one Associate Principal Early Childhood

Summary:

General Fund Positions: 27 13
 Categorical Fund Positions: 13 31

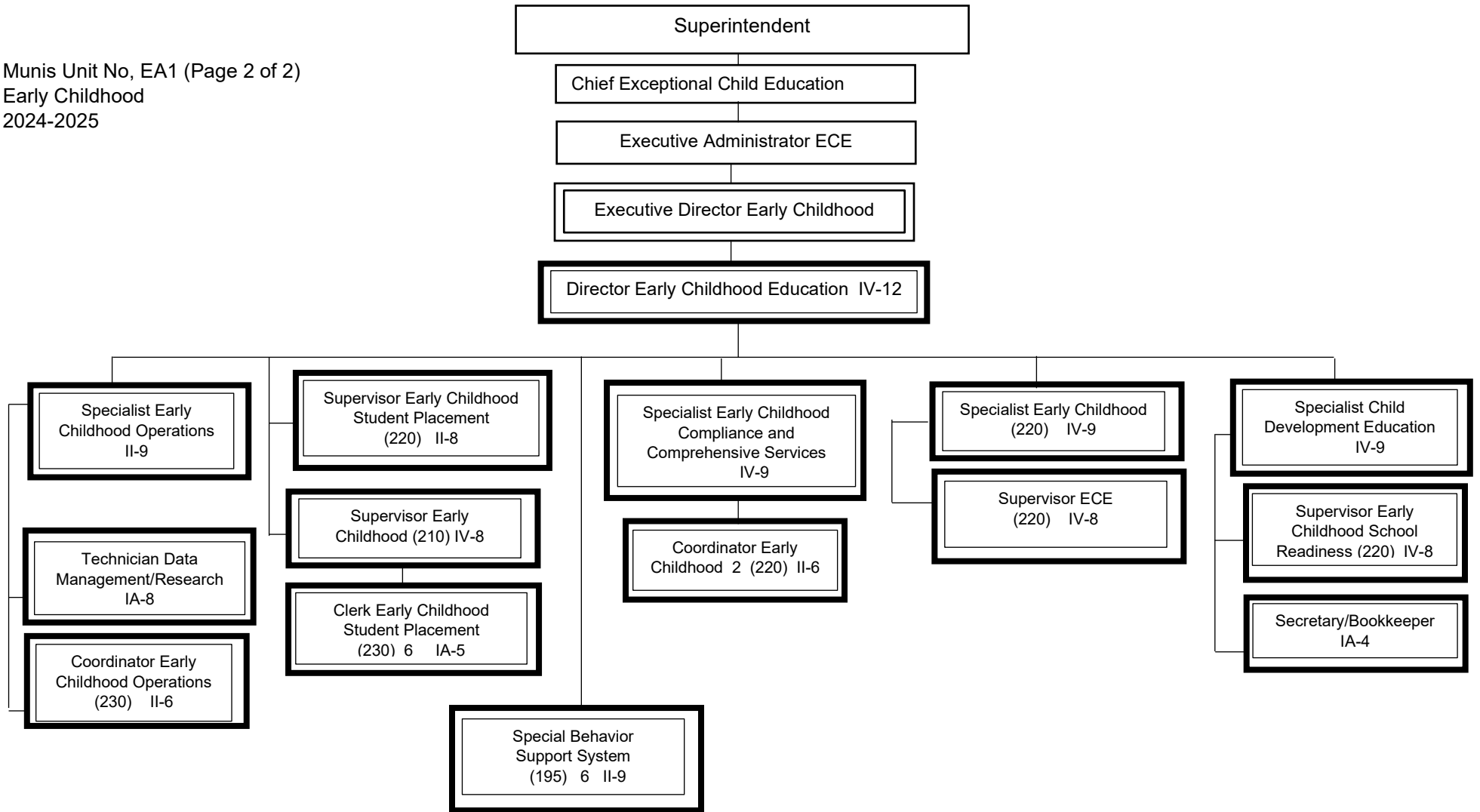


Summary:
 General Fund Positions: 13
 Categorical Fund Positions: 31



Summary:

General Fund Positions: ~~0~~ 6
 Categorical Fund Positions: ~~35~~ 26



Summary:

General Fund Positions: 0
 Categorical Fund Positions: 26