



NEW:

*07/01/2024

* Correction

Submitted:

08/20/2024

03/26/2024

JOB TITLE:	CAREER AND TECHNICAL EDUCATION (CTE) AND EXCEPTIONAL CHILD EDUCATION (ECE) WORK-BASED LEARNING SUPERVISOR
DIVISION	EXECPTIONAL CHILD EDUCATION & HIGH SCHOOL (CTE)
SALARY SCHEDULE/GRADE:	II, GRADE 8
WORK YEAR:	220 DAYS/260 DAYS
FLSA STATUS:	EXEMPT
JOB CLASS CODE:	800L
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 not primarily sedentary. The work will require bending, squatting, crawling, climbing, reaching with the ability to lift, carry, push or pull weighted objects. The work requires the use of hands for simple grasping and fine manipulations. The work requires driving activities involving driving automotive 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, 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 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



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- Assumes responsibility for WBL programs for all student groups and develops short-range and long-range planning to improve student outcomes
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MINIMUM QUALIFICATIONS

Bachelor's degree in a related area of work

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



REVISED: Submitted:
 08/21/2024 08/20/2024
 07/01/2024 03/26/2024

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:	8199
BARGAINING UNIT:	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.~~
 Provides assistance to District and school Early Childhood (EC) staff in the areas of EC programs and services; monitors and implements assigned program or activity; provides professional development as assigned; surveys systemwide needs in the area of assignment and determines the effectiveness of assigned program or activity. 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
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MINIMUM QUALIFICATIONS

~~Master's Degree~~ Bachelor's Degree or higher

~~Kentucky Professional Certification in Administration and/or Supervision (Principal or Supervisor of Instruction)~~
Kentucky certification in Director of Special Education or Instructional Leadership or Supervision (Principal Certification)

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

Successful leadership experience

Effective communication skills

DESIRABLE QUALIFICATIONS

Experience in a diverse workplace



REVISED:
08/21/2024

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08/20/2024

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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 or higher

Kentucky certification in Director of Special Education or Instructional Leadership or Supervision (Principal Certification)

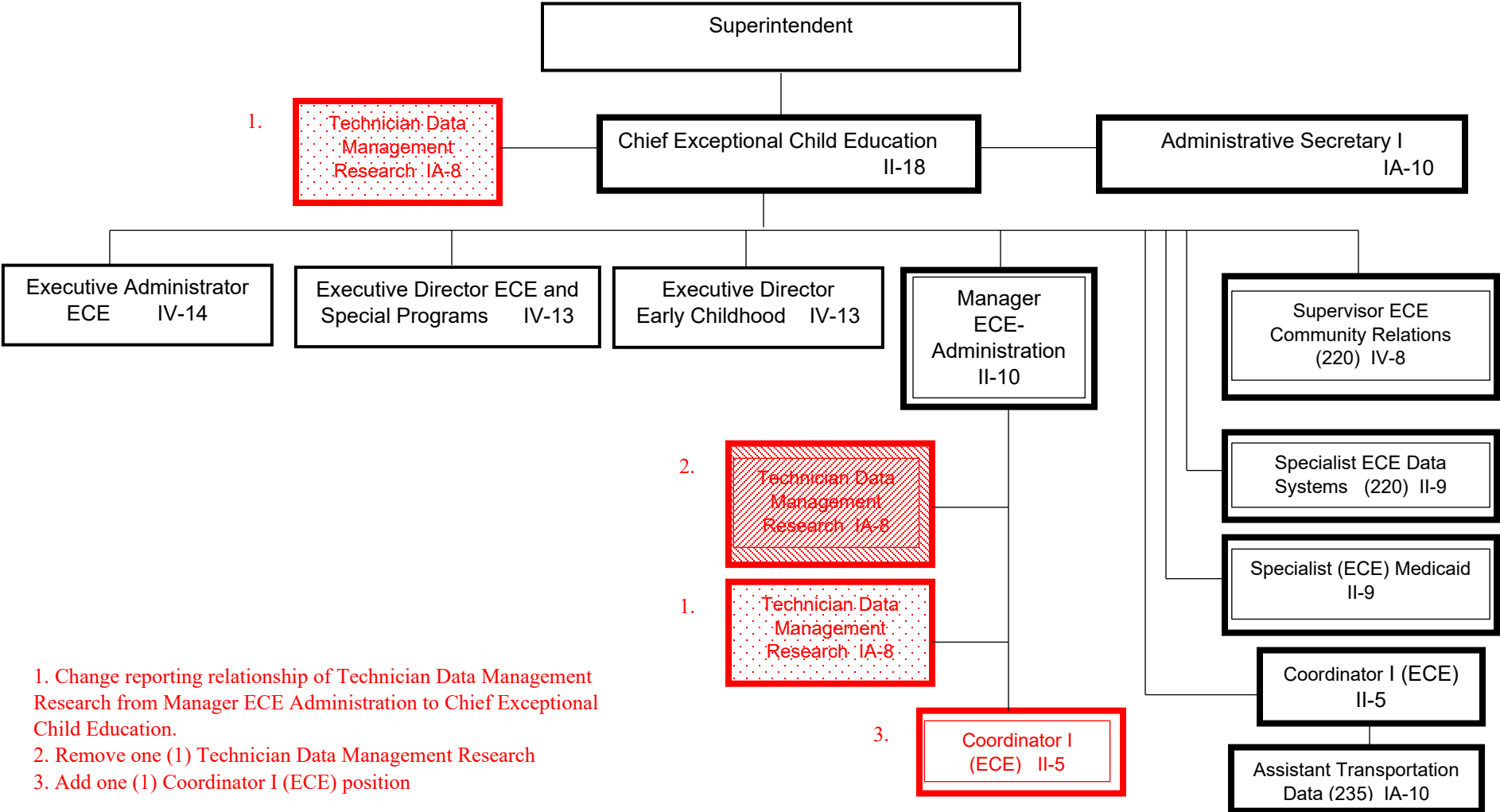
Three (3) years of successful experience in area of assignment

Successful leadership experience

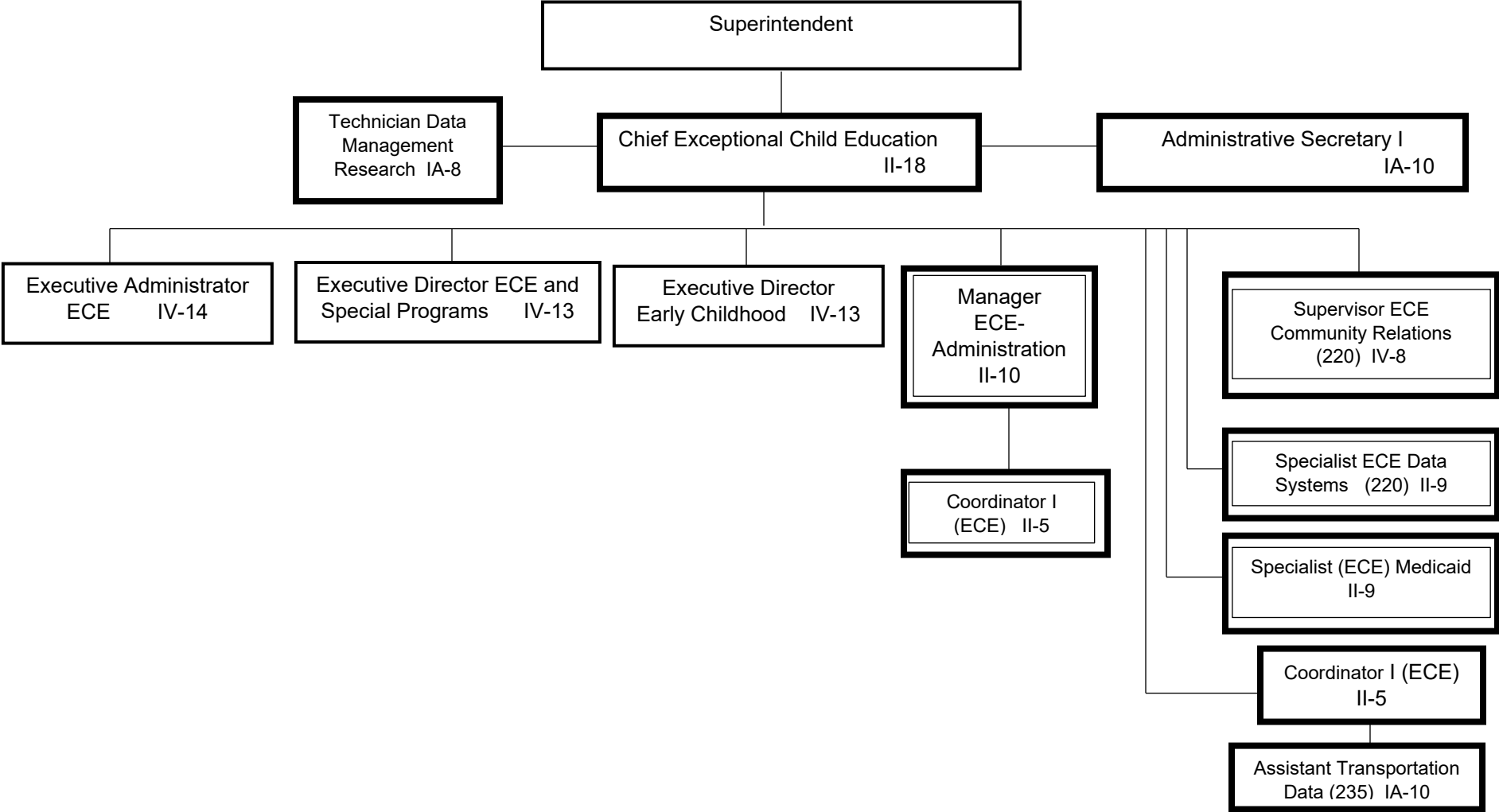
Effective communication skills

DESIRABLE QUALIFICATIONS

Experience in a diverse workplace



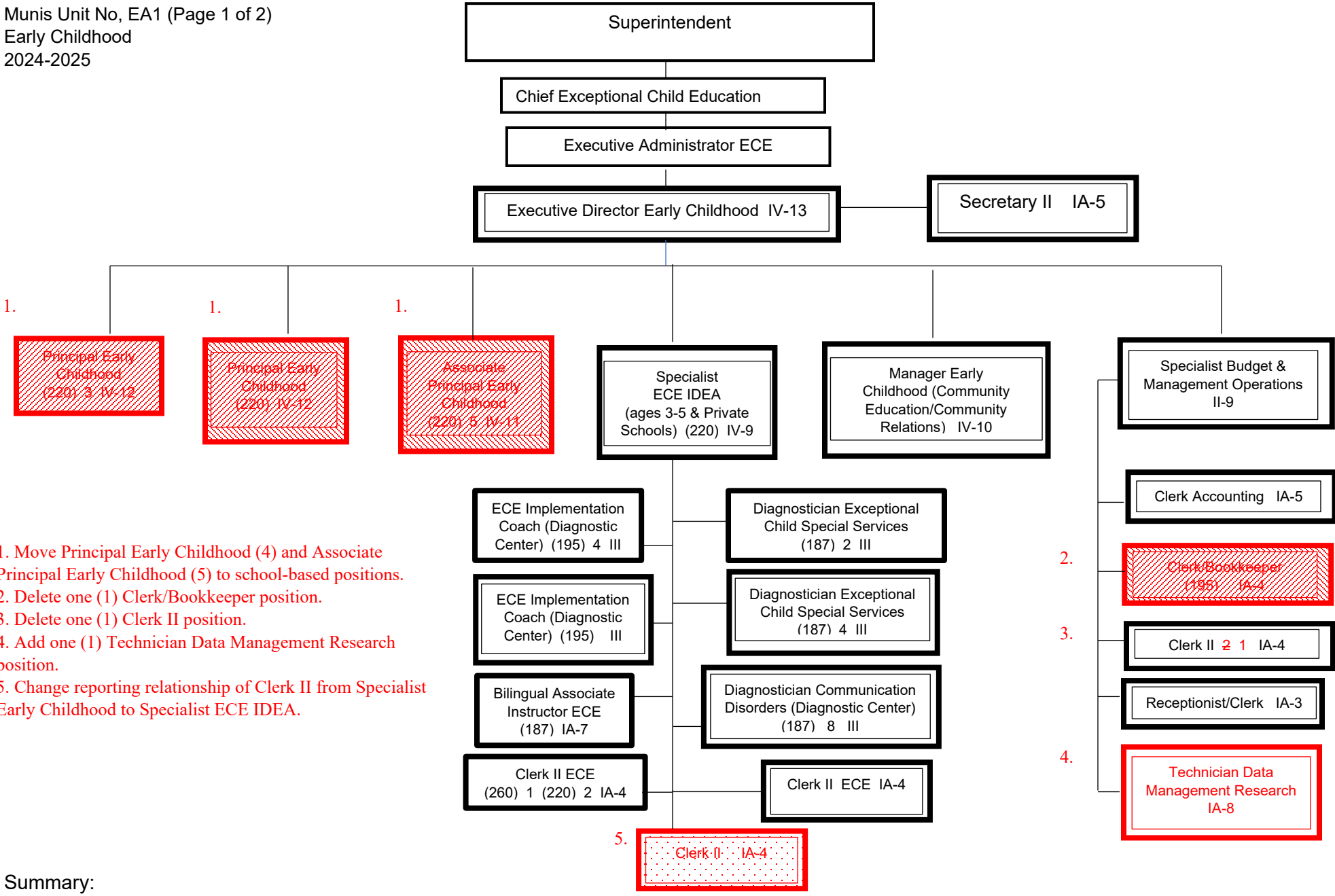
- 1. Change reporting relationship of Technician Data Management Research from Manager ECE Administration to Chief Exceptional Child Education.
- 2. Remove one (1) Technician Data Management Research
- 3. Add one (1) Coordinator I (ECE) position



Summary:

General Fund Positions: 5
 Categorical Fund Positions: 5

Submitted: 08/20/2024
 Effective: 08/21/2024

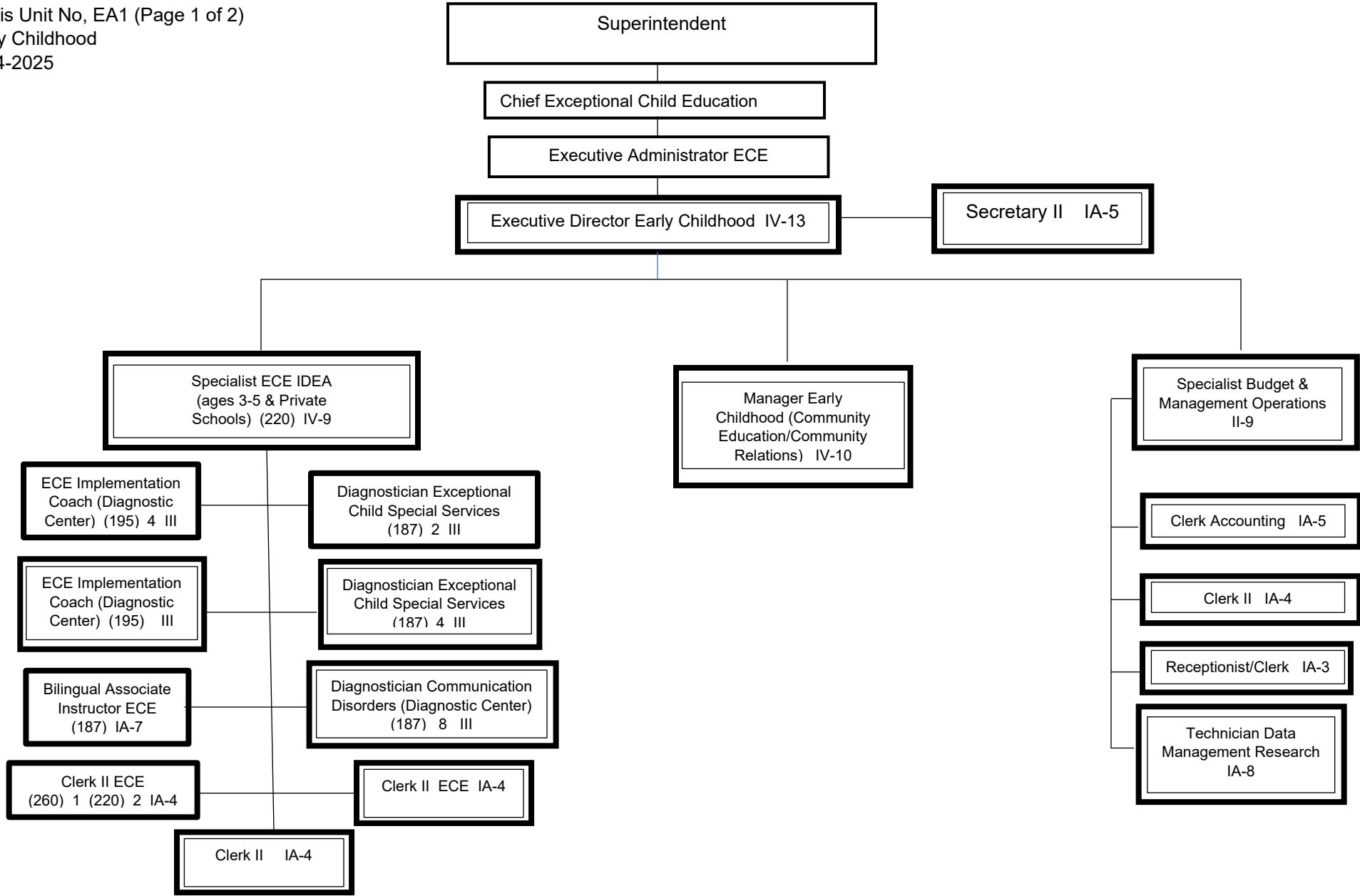


- 1. Move Principal Early Childhood (4) and Associate Principal Early Childhood (5) to school-based positions.
- 2. Delete one (1) Clerk/Bookkeeper position.
- 3. Delete one (1) Clerk II position.
- 4. Add one (1) Technician Data Management Research position.
- 5. Change reporting relationship of Clerk II from Specialist Early Childhood to Specialist ECE IDEA.

Summary:

General Fund Positions: ~~44~~ 8
 Categorical Fund Positions: ~~30~~ 24

Submitted: ~~06/25/2024~~ 08/20/2024
 Effective: ~~07/04/2024~~ 08/21/2024



Summary:

General Fund Positions: 8
 Categorical Fund Positions: 24

Submitted: 08/20/2024
 Effective: 08/21/2024