

NEW: 07/01/2026 Submitted: 02/10/2026

JOB TITLE:	ASSISTANT SUPERINTENDENT INSTRUCTION AND LEADERSHIP
DIVISION	ACADEMICS
SALARY SCHEDULE/GRADE:	IV, GRADE 16
WORK YEAR:	AS APPROVED BY THE BOARD
FLSA STATUS:	EXEMPT
JOB CLASS CODE:	0000
BARGAINING UNIT:	CERX

SCOPE OF RESPONSIBILITIES

Provides district-wide strategic leadership for teaching, learning and leadership development in the District's Pre K-12 curricular and instructional resources including Multi-Language Learners, Early Childhood Education, Professional Leadership, Library Media Services, Professional Learning, extended programs, student learning, federal programs (Title I, II, and IV), and technology training support services for the District and school staff. Collaborates with other Assistant Superintendents and District departments to determine school and academic, instructional and professional learning needs as well as on-going plans for support. Coordinates the design, implementation, and continuous improvement of a coherent instructional system that ensures equitable access to high-quality learning experiences for all students. Provides leadership to the District in complying with federal and state regulations as applicable to areas of supervision.

PERFORMANCE RESPONSIBILITIES & EVALUATION CRITERIA

Provides leadership to the implementation of District's curricular and instructional programs, Multi-Language Learners, Early Childhood Education, Professional Leadership and Learning, Library Media Services, federal programs (Title I, II, and IV), and technology training and support services for district and school staff

Provides strategic leadership for district-wide curriculum, instruction, assessment, and instructional improvement initiatives for District Pre K-12 programs

Collaborates with other Assistant Superintendents and District departments in matters relating to instructional program development and the use of data for the improvement of instruction including the incorporation of strategies to address the achievement gap

Supports the implementation of the Kentucky Core Academic Standards and other state and District learning initiatives

Leads the development and implementation of Multi-Language Learner and Early Childhood Education programs ensuring equitable access, high-quality instruction, and wrap-around services needed for student success.

Creates communication and integration systems to improve educational services, instructional programs, and organizational accountability for improved student success; particular focus on strategies to address the achievement gap

Supervises the development of systematic approaches to improving student achievement; monitors recent research and development in the areas of instructional and educational support for all students

Leads the design and implementation of district-wide professional learning systems aligned to instructional priorities

Develops the operating budget for the organizational unit and assures that all functions operate within the appropriated allotment

Evaluates staff as assigned

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

Performs other duties as assigned by supervisor

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 with Kentucky Professional Certification for Superintendent

Five (5) years successful administrative experience

Ten (10) years of successful public school service in certificated position(s)

Three (3) years successful experience as a teacher

Ability to articulate vision of best practice for instructional programs

Understanding of systems management

Demonstrated leadership ability within diverse groups

Effective communication skills

DESIRABLE QUALIFICATIONS

Ten (10) years of experience as a school principal

Leadership experience in implementing and directing a variety of large-scale instructional programs and/or operations in a large school district

Advanced preparation or doctorate

Experience in diverse workplace



REVISED: **07/01/2026**
07/17/2019 Submitted: **02/10/2026**
07/16/2019

JOB TITLE:	SUPERVISOR COORDINATOR ARCHIVES AND RETRIEVAL SYSTEMS
DIVISION	ACADEMICS SERVICES
SALARY SCHEDULE/GRADE:	II, GRADE 8-7
WORK YEAR:	AS APPROVED BY BOARD
FLSA STATUS:	EXEMPT
JOB CLASS CODE:	8496
BARGAINING UNIT:	CLAS

SCOPE OF RESPONSIBILITIES

~~Ensures that records are organized and protected to meet the needs of Jefferson County Public Schools in carrying out its business legally and effectively. Manages the lifecycle of the records, develops filing systems, retention and disposal schedules, advises on records storage and records media and the training of District staff to manage their own records. Preserves the District memory and heritage.~~

Responsible for maintaining, organizing, and safeguarding Jefferson County Public Schools' records to ensure legal compliance, operational efficiency, and preservation of the district's institutional history. Oversees the records lifecycle and provides guidance on records organization, retention, and access in accordance with established policies. This role maintains system-level accountability for records integrity and compliance by preserving the district memory and heritage.

PERFORMANCE RESPONSIBILITIES & EVALUATION CRITERIA

Maintains physical storage ~~systems~~ and logical ~~arrangement~~ organization of records ~~using established by~~ classification and indexing ~~standards~~ to ensure ~~effective efficient~~ retrieval ~~when required~~

Develops and maintains retention and disposal schedules to meet administrative, legal and fiscal needs

Organizes and safeguards historically valuable ~~documents and~~ records and archival materials that have been transferred to ~~the center~~ District archive ~~by individuals, companies, departments and other organizations~~

Assists district staff, schools, and community members in ~~finding information~~ locating archival information and ~~guides records to other areas that help in~~ for research or operational purposes

Assists with organizing archival displays and materials for internal district use or approved community engagement activities

~~Provides answers to written and telephone inquiries from community and school district members; fulfills public speaking engagements~~

Responds to open records requests within legal parameters

Provides ~~guidance and training and supervision to district staff as well on site assistance to departments and schools~~ on records organization, storage practices, and records handling procedures

Implements and maintains approved retention and disposal schedules in accordance with administrative, legal, and fiscal requirements

Serves as liaison with Kentucky Department of Libraries and Archives, Record Division

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

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

Bachelor's degree with a concentration in archives and/or records management

Three (3) years of successful experience with government records management practices, indexing, applicable state laws and regulations, preservation techniques and retention schedule development

Successful leadership experience

Skill in managing a system of databases designed to control and facilitate record access

~~Effective communication skills~~

DESIRABLE QUALIFICATIONS

Master's degree

Kentucky Professional Certification in administration and/or supervision

Experience with record imaging projects

Experience in a diverse workplace



REVISED: Submitted:
07/01/2026 02/10/2026

JOB TITLE:	COORDINATOR ARCHIVES AND RETRIEVAL SYSTEMS
DIVISION	ACADEMICS
SALARY SCHEDULE/GRADE:	II, GRADE 7
WORK YEAR:	AS APPROVED BY BOARD
FLSA STATUS:	EXEMPT
JOB CLASS CODE:	8496
BARGAINING UNIT:	CLAS

SCOPE OF RESPONSIBILITIES

Responsible for maintaining, organizing, and safeguarding Jefferson County Public Schools' records to ensure legal compliance, operational efficiency, and preservation of the district's institutional history. Oversees the records lifecycle and provides guidance on records organization, retention, and access in accordance with established policies. This role maintains system-level accountability for records integrity and compliance by preserving the district memory and heritage.

PERFORMANCE RESPONSIBILITIES & EVALUATION CRITERIA

Maintains physical storage systems and logical organization of records using established classification and indexing standards to ensure efficient retrieval
Develops and maintains retention and disposal schedules to meet administrative, legal and fiscal needs
Organizes and safeguards historically valuable records and archival materials transferred to District archive
Assists district staff, schools, and community members in locating archival information and records for research or operational purposes
Assists with organizing archival displays and materials for internal district use or approved community engagement activities
Responds to open records requests within legal parameters
Provides guidance and training to district staff on records organization, storage practices, and records handling procedures
Implements and maintains approved retention and disposal schedules in accordance with administrative, legal, and fiscal requirements
Serves as liaison with Kentucky Department of Libraries and Archives, Record Division
Performs other duties as assigned by supervisor
Completes all trainings and other compliance requirements as assigned and by the designated deadline

PHYSICAL DEMANDS

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MINIMUM QUALIFICATIONS

Bachelor's degree with a concentration in archives and/or records management

Three (3) years of successful experience with government records management practices, indexing, applicable state laws and regulations, preservation techniques and retention schedule development

Successful leadership experience

Skill in managing a system of databases designed to control and facilitate record access

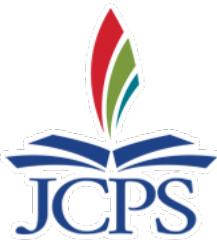
DESIRABLE QUALIFICATIONS

Master's degree

Kentucky Professional Certification in administration and/or supervision

Experience with record imaging projects

Experience in a diverse workplace



NEW: Revised: Submitted:
07/01/2026 02/10/2026
07/01/2023 03/28/2023

JOB TITLE:	COORDINATOR TECHNOLOGY LIBRARY PROJECTS
DIVISION	AS ASSIGNED ACADEMICS
SALARY SCHEDULE/GRADE:	II, GRADE 7 6
WORK YEAR:	AS APPROVED BY THE BOARD
FLSA STATUS:	EXEMPT
JOB CLASS CODE:	8805
BARGAINING UNIT:	CLAP

SCOPE OF RESPONSIBILITIES

Provide services that support the instructional, administrative, and planning efforts for schools through direct face-to-face work with school leadership and technical staff. Provides support to schools with technical assistance of newly adopted District wide systems and initiatives that support the work towards the JCPS Strategic Plan. Assists with the project management of District wide technology to establish timelines and set key performance indicators to measure success based on the JCPS Strategic Plan. District wide projects include, but are not limited to, infrastructure upgrades, telephony, device lifecycle management, cybersecurity engagements, ticketing system, video surveillance systems, new school/facility construction, and school moves/renovations.

Provides implementation support, coordination, and operational assistance for district library media services and related instructional resources. This role supports schools by assisting with communication, resource coordination, and technical guidance related to library systems, instructional materials, and media services. The coordinator ensures consistency, organization, and timely support aligned to established district priorities and library media guidelines.

PERFORMANCE RESPONSIBILITIES & EVALUATION CRITERIA

Works in conjunction with District leadership and Project managers to ensure day-to-day progress on Districtwide initiatives in support of the JCPS Strategic Plan

Supports the implementation of district library media initiatives by assisting schools with established processes, resources, and tools

Provides systematic and direct support and communications to school teams library staff regarding timelines, procedures, and expectations

Serves as liaison between schools, vendors and internal stakeholders by facilitating support of newly implemented technology projects

Monitors project sites to ensure projects are completed according to schedule

Serves as liaison between students, staff, schools and assigned department on projects

Assists with coordinating library-related services across schools to promote consistency and efficiency

Provides on-site support to end users to ensure effective integration of newly implemented technology initiatives

Provides technical recommendations based on needs analyses of project requirements, business operations, employment practices, instructional practices and technical skills

Utilizes effective communication skills to interact with internal and external stakeholders at all levels to help direct technology related initiatives and provide supports in a timely manner

Maintains communication with software vendors regarding required documentation related to student information privacy and security

Supports distribution, organization, and tracking of instructional and library resources in coordination with department procedures

Assists with maintaining documentation, inventories, and usage records related to library services

Provides onsite and remote support to library staff to ensure effective use of library systems and instructional resources

Performs other duties as assigned by supervisor

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

PHYSICAL DEMANDS

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MINIMUM QUALIFICATIONS

High school diploma or G.E.D.

Three (3) years of technology training/experience ~~and operations~~

~~Three (3) years of experience in computer operations~~

Excellent written and oral communication skills coupled with thorough knowledge of enterprise technology field services and project delivery; operational knowledge of industry-standard hardware, software and networking technologies used in school District settings

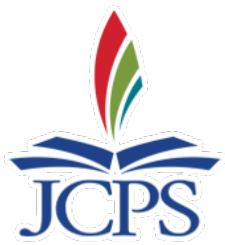
~~Effective communication skills~~

DESIRABLE QUALIFICATIONS

Bachelor's degree, or above in Computer Science or other related field

Industry recognized certification in Project Management

Experience in a diverse workplace



Revised: 07/01/2026 Submitted: 02/10/2026

JOB TITLE:	COORDINATOR TECHNOLOGY LIBRARY PROJECTS
DIVISION	ACADEMICS
SALARY SCHEDULE/GRADE:	II, GRADE 6
WORK YEAR:	AS APPROVED BY THE BOARD
FLSA STATUS:	EXEMPT
JOB CLASS CODE:	8805
BARGAINING UNIT:	CLAP

SCOPE OF RESPONSIBILITIES

Provides implementation support, coordination, and operational assistance for district library media services and related instructional resources. This role supports schools by assisting with communication, resource coordination, and technical guidance related to library systems, instructional materials, and media services. The coordinator ensures consistency, organization, and timely support aligned to established district priorities and library media guidelines.

PERFORMANCE RESPONSIBILITIES & EVALUATION CRITERIA

Supports the implementation of district library media initiatives by assisting schools with established processes, resources, and tools

Provides direct support and communication to school library staff regarding timelines, procedures, and expectations

Serves as liaison between schools, vendors and internal stakeholders by facilitating support of newly implemented technology projects

Monitors project sites to ensure projects are completed according to schedule

Assists with coordinating library-related services across schools to promote consistency and efficiency

Provides on-site support to end users to ensure effective integration of newly implemented technology initiatives

Supports distribution, organization, and tracking of instructional and library resources in coordination with department procedures

Assists with maintaining documentation, inventories, and usage records related to library services

Provides onsite and remote support to library staff to ensure effective use of library systems and instructional resources

Performs other duties as assigned by supervisor

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

PHYSICAL DEMANDS

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MINIMUM QUALIFICATIONS

High school diploma or G.E.D.

Three (3) years of technology training/experience and operations

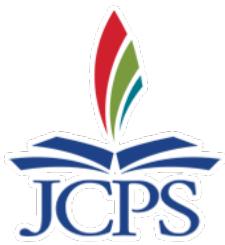
Excellent written and oral communication skills coupled with thorough knowledge of enterprise technology field services and project delivery; operational knowledge of industry-standard hardware, software and networking technologies used in school District settings

DESIRABLE QUALIFICATIONS

Bachelor's degree, or above in Computer Science or other related field

Industry recognized certification in Project Management

Experience in a diverse workplace



NEW: 07/01/2026 Submitted: 02/10/2026

JOB TITLE:	DIRECTOR OF LIBRARY MEDIA SERVICES
DIVISION	ACADEMICS
SALARY SCHEDULE/GRADE:	IV, GRADE 12
WORK YEAR:	AS APPROVED BY THE BOARD
FLSA STATUS:	EXEMPT
JOB CLASS CODE:	0000
BARGAINING UNIT:	CERX

SCOPE OF RESPONSIBILITIES

Coordinates the library media services program with the educational objectives of the District; administers the system-wide technical operations center within the library media services department and gives leadership and counsel to building level librarians; works cooperatively with system-wide service administrators, Principals, librarians, teachers, and other personnel; plans appropriate in-service related to library media services for librarians and others; interprets the scope of the library media services program to the administration, Board of Education, State Department of Education, PTA, citizen groups, and other public bodies.

PERFORMANCE RESPONSIBILITIES & EVALUATION CRITERIA

Designs and implements the library/media services program of the District in cooperation with the Assistant Superintendents, Principals, and other personnel

Serves as consultant providing advisory services on all matters pertaining to the library media programs

Administers the areas of library media services including the audiovisual center, educational media center, the centralized library technical services, and archives

Monitors the implementation of library media services in the local schools and in the central offices and coordinates the library media services program with the educational objectives of the District

Provides staff improvement and opportunities when authorized

Directs the organization and maintenance of the accumulated archives of the District and makes such archives accessible

Develops library media center handbooks, guides, and other publications

Compiles analytical, statistical and special reports as requested

Administers the District participation in ECIA Title VI Consults with administrators and architects and makes recommendations to assure the inclusion of optimum facilities for library media services in new school buildings being planned and in existing buildings being renovated

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

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workweek). Repetitive motions and visual acuity are required constantly (up to 100% of the workweek).

MINIMUM QUALIFICATIONS

Master's degree with Kentucky certification in supervision and/or administration (Principal Certification)

Certification in school librarianship K-12

Successful experience as a librarian

Experience with implementation of library automation systems including card catalog circulation and electronic access of information

Effective communication skills

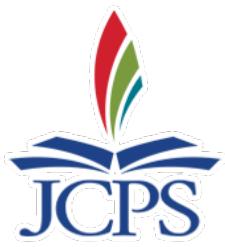
DESIRABLE QUALIFICATIONS

Demonstrated ability to work with staff in the identification, selection, purchase, distribution and storage of instructional materials

Demonstrated ability to prepare reports and budgets, and maintain appropriate records

Demonstrated ability to work cooperatively with staff to achieve instructional goals

Experience in a diverse workplace



NEW: 07/01/2026 Submitted: 02/10/2026

JOB TITLE:	DIRECTOR OF PROJECT SUPPORT TITLE I/II/ IV
DIVISION	ACADEMICS
SALARY SCHEDULE/GRADE:	IV, GRADE 12
WORK YEAR:	AS APPROVED BY THE BOARD
FLSA STATUS:	EXEMPT
JOB CLASS CODE:	0000
BARGAINING UNIT:	CERX

SCOPE OF RESPONSIBILITIES

Provides leadership to and direct supervision of Title I/II/IV department and oversees Title I, Title II, and Title IV funding streams which have significant impact on District's programs; plans and implements activities which typically affect more than one organizational department or major activity; maintains contact with other departments, the public, other agencies and/or parents on districtwide matters.

PERFORMANCE RESPONSIBILITIES & EVALUATION CRITERIA

Supervises and provides direction to implement goals, objectives and functions of the organizational unit
Manages and oversees all Title I/II/IV funding streams designed to support Title I schools, District priorities, goals, and strategic plans
Initiates policy, formulates and recommends program goals and objectives as appropriate
Develops the operating budget for Title I,II, IV, and assures that all functions operate within the appropriated amounts
Prepares required and special reports as requested
Provides effective leadership to implement performance evaluation procedures
Cooperates with Principals and/or other organizational units to implement common goals and objectives for Title I, II, IV
Assures compliance with federal, state, and District policy, administrative procedures and negotiated agreements as applicable to assignment
Chairs and/or participates on committees and task forces as assigned
Supervises and 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

This work is completed 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 with Kentucky certification in administration and/or supervision of instruction
Five (5) years of successful experience related to Title I/II Programming and other federal and/or state programs
Experience delivering and planning professional learning
Successful leadership experience
Effective communication skills

DESIRABLE QUALIFICATIONS

Advanced training in research, development, and evaluation
Principal experience
Experience in a diverse workplace



NEW: Submitted:
07/01/2026 02/10/2026

JOB TITLE:	EXECUTIVE DIRECTOR CURRICULUM AND INSTRUCTION
DIVISION	ACADEMICS
SALARY SCHEDULE/GRADE:	IV, GRADE 13
WORK YEAR:	AS APPROVED BY THE BOARD
FLSA STATUS:	EXEMPT
JOB CLASS CODE:	0000
BARGAINING UNIT:	CERX

SCOPE OF RESPONSIBILITIES

Provides strategic leadership for the development, implementation and continuous improvement of high-quality curriculum, instructional practices, and instructional technology integration across the school district. Ensures districtwide systems and coherent alignment among curriculum, instruction, digital innovation, library media services and professional learning to improve teaching effectiveness and student achievement. Leads teams responsible for core content areas, digital innovation, technology training, and library media for classroom teachers and District staff with a strong emphasis on equity, culturally responsive instruction, and effective use of technology to enhance learning and work efficiency.

PERFORMANCE RESPONSIBILITIES & EVALUATION CRITERIA

Leads the design, implementation and revision of District curriculum for all core content areas to ensure alignment with state standards, district priorities, and state/federal guidelines, digital innovation, and library media

Oversees Core Content Specialists and Instructional Leads to ensure high-quality instructional resources, pacing guides and instructional frameworks are developed and implemented consistently across schools

Supports schools in implementing evidence-based instructional practices that improve student learning outcomes

Collaborates with Assistant Superintendents and Academic Regional Directors in matters relating to instructional program development and the use of data for the improvement of instruction including the incorporation of strategies to address the achievement gap

Supports the implementation of the Kentucky Core Academic Standards and deeper learning initiatives

Provides recommendations to the Executive Director of Learning Support, Assistant Superintendent of Instruction & Leadership and Chief Academic officer on the development, implementation, and evaluation of district curricular and instructional programs

Supervises the development of systematic approaches to improving student achievement; monitors recent research and development in the areas of instructional and educational support for all students

Leads, designs, and oversees professional learning related to instructional technology for classroom teachers and district personnel that is aligned to instructional priorities; andragogy; data-informed, job-embedded, and outcome-focused professional learning; and initiatives that build instructional and technical capacity

Develops the operating budget for the organizational unit and assures that all functions operate within the appropriated allotment

Assures compliance with federal laws, Kentucky statutes, Kentucky Board of Education regulations and JCPS policies, rules and procedures

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

Evaluates staff as assigned

Performs other duties as assigned by supervision

PHYSICAL DEMANDS

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MINIMUM QUALIFICATIONS

Master's Degree with Kentucky certification in administration and/or supervision of instruction

Five (5) years successful administrative experience

Three (3) years successful experience as a teacher

Experience in the evaluation of classroom teachers

Experience leading diverse groups of people

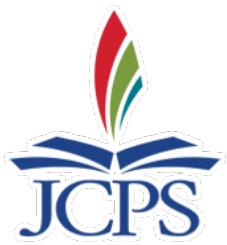
Effective communication skills

DESIRABLE QUALIFICATIONS

Successful experience as a principal

Leadership experience in implementing programs in a school district

Experience in a diverse workplace



NEW: 07/01/2026 Submitted: 02/10/2026

JOB TITLE:	DIRECTOR OF LEARNING SUPPORT
DIVISION	ACADEMICS
SALARY SCHEDULE/GRADE:	IV, GRADE 12
WORK YEAR:	AS APPROVED BY THE BOARD
FLSA STATUS:	EXEMPT
JOB CLASS CODE:	0000
BARGAINING UNIT:	CERX

SCOPE OF RESPONSIBILITIES

Provides strategic leadership for district-wide systems that support high-quality curriculum, instruction, professional learning, instructional technology, Library Media Services and federally funded programs that ensure equitable student achievement and continuous improvement. Leads and supports multiple directors and departments, ensuring that professional learning and instructional supports are aligned to District priorities, grounded in research-based practices, and responsive to the diverse needs of schools, educators and staff. Ensures coherence across initiatives, compliance with federal requirements and effective use of resources to support teaching and learning across all schools.

PERFORMANCE RESPONSIBILITIES & EVALUATION CRITERIA

- Supports vision and strategic leadership for district-wide curriculum, instruction, assessment and instructional support systems including teaching and learning, professional learning, leadership development, and state/federal programs
- Ensures vertical and horizontal alignment of curriculum, instructional practices and professional learning across all grade levels, content areas and District departments
- Leads the development and implementation of instructional frameworks, district initiatives and continuous improvement processes
- Partners with school and district leaders to ensure coherent implementation of learning support initiatives for students and staff
- Supports schools and district staff in implementing evidence-based instructional practices that improve student learning outcomes
- Provides recommendations to the Assistant Superintendent of Instruction and Leadership and Chief Academic Officer on the development, implementation and evaluation of learning support programs
- Leads, designs and oversees professional learning related to instructional technology for classroom teachers, instructional staff and district personnel that is aligned to instructional priorities; andragogy; data-informed, job-embedded and outcome-focused professional learning; and initiatives that build instructional and technical capacity
- Develops the operating budget for the organizational unit and assures that all functions operate within the appropriated allotment
- Assures compliance with federal laws, Kentucky statutes, Kentucky Board of Education regulations and JCPS policies, rules and procedures
- Completes all trainings and other compliance requirements as assigned by the designated deadline
- Evaluates staff as assigned
- Performs other duties as assigned by supervision

PHYSICAL DEMANDS

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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 with Kentucky Certification in Administration (Principal Certification)

Five (5) years successful administrative experience

Three (3) years successful experience as a teacher

Experience in the evaluation of classroom teachers

Experience leading diverse groups of people

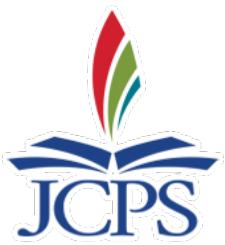
Effective communication skills

DESIRABLE QUALIFICATIONS

Successful experience as an assistant principal or principal

Leadership experience in implementing programs in a school district

Experience in a diverse workplace



NEW: 07/01/2026 Submitted: 02/10/2026

JOB TITLE:	EXECUTIVE OFFICER EXCEPTIONAL CHILD EDUCATION
DIVISION	ACADEMICS
SALARY SCHEDULE/GRADE:	II, GRADE 16
WORK YEAR:	AS APPROVED BY THE BOARD
FLSA STATUS:	EXEMPT
JOB CLASS CODE:	0000
BARGAINING UNIT:	CERX

SCOPE OF RESPONSIBILITIES

Provides executive leadership for the operations of the Exceptional Child Education (ECE) department. Oversees the planning, development, assessment, and improvement of educational programs, instructional, and student support with particular attention given to closing the achievement and opportunity gaps for students receiving special education or 504 services. Collaborates with the Executive Officer of Student Support and Community Engagement, Chief Academic Officer, and assistant superintendents in promoting overall efficiency and maximizing educational opportunities for ECE students. Responsible for the implementation of District, state and federal policies, and programs related to special education services.

PERFORMANCE RESPONSIBILITIES & EVALUATION CRITERIA

Administers the District's PreK-12 special education program and integrates the overall special education program with the services of other District organizational units to provide the most efficient and effective education possible for students
Provides leadership and expertise in assessing, identifying, formulating, and implementing the District's educational goals and objectives
Provides strategic planning and executive leadership in the verification and validation of programs and practices
Prepares reports and recommendations for the Chief Academic Officer for all aspects of special education programs
Attends all meetings of the Board of Education and interprets, when requested by the chief Academic Officer, the special education programs and support efforts of the Board of Education and the public
Provides leadership and expertise in forming, guiding, advising all human resources assigned to the department of Exceptional Child Education
Assures compliance with federal laws, Kentucky statutes, Kentucky Board of Education regulations, and JCPS policies, rules, and procedures relating to special education programs
Provides leadership for regular review of District goals and objectives, program development, implementation, evaluation, and redesign
Develops and maintains current knowledge of special education, existing laws, and administrative directives and partners with the assistant superintendents to ensure that schools are organized and administered in a manner which promotes student learning and accomplishes the goals of the District while complying with all state and federal regulations
Partners with the Kentucky Department of education to ensure compliance with all federal and state regulations and works to enhance the collaboration between the District and state to improve special education programs for students
Collaborates with community partners and advocates to support special education students
Develops the operating budget for the organizational unit and assures that all functions operate within the appropriated allotment

Evaluates staff as assigned

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

Performs other duties as assigned by supervisor

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 with Kentucky Professional Certification in Administration

Director of Special Education certification

Five (5) years successful administrative and management experience

Three (3) years successful experience as a teacher

Ten (10) years of experience in special education services or services for special populations

Ability to absorb, analyze, organize, and communicate information and ideas

Understanding of systems management

Demonstrated leadership ability within diverse groups

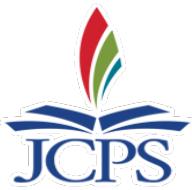
Effective communication skills

DESIRABLE QUALIFICATIONS

Experience in urban/suburban school district with student population representing cultural plurality

Advanced preparation or doctorate

Experience in a diverse workplace



Revised:
07/01/2025
07/01/2026

Submitted:
03/18/2025
02/10/2025

JOB TITLE:	MANAGER MULTILINGUAL LEARNERS PROGRAMMING
DIVISION	ACADEMICS
SALARY SCHEDULE/GRADE:	IV, GRADE 10
WORK YEAR:	AS APPROVED BY THE BOARD
FLSA STATUS:	EXEMPT
JOB CLASS CODE:	
BARGAINING UNIT:	CERT

SCOPE OF RESPONSIBILITIES

Coordinates and monitors District and school ~~ESL staff~~ English Language Development (ELD) staff, monitors the implementation of assigned programs, provides professional development as assigned, and surveys system-wide needs. ~~in-area of assignment and determines the effectiveness of programming~~. Supervises and directs the work of committees and other groups as assigned. Ensures compliance with local, state, and federal guidelines. ~~and provides technical assistance and support for the implementation of Title III programming. Oversees strategic collaborations with resettlement agencies and community partners to enhance instructional support and coordinate extracurricular programming for multilingual learners. Directs the delivery of wrap-around supports for Multilingual Learners and supervises staff in providing comprehensive guidance to students, staff, and families to address non-academic barriers to success. Partners with the Research Department to monitor programming efficacy and complete ongoing program reviews to ensure data-driven instructional improvements.~~

PERFORMANCE RESPONSIBILITIES & EVALUATION CRITERIA

Assumes responsibility for ELD programming and develops short-range and long-range planning to improve outcomes for Multilingual Learners (MLs)

Oversees the ML Instructional ~~and related units~~ and provides support and oversight of the district's programming for MLs ~~students~~

Analyzes ~~student and program~~ data to monitor ~~program~~ impact and develops ongoing ~~refinement~~ plans for ~~refinement~~ instructional and related services

Coordinates ~~special projects such as~~ University endorsement programs, budgets, and staff training

Coordinates with IT and the Instructional Team to coordinate internal platform improvements for monitoring and communication

Researches, implements, and trains district staff in implementation of software and programs designed to support Multilingual Learners

Works cooperatively with the program ~~executive~~ director, specialists, and instructional team in assessing and addressing the District's priorities and needs and in developing, reviewing, and revising programs or activities as assigned

Collaborates with the Research Department to conduct program reviews and perform regular data-driven monitoring of districtwide Multilingual Learner initiatives to guide effective programmatic infrastructure for the English language development program

Coordinates strategic collaborations with resettlement agencies and community partners to oversee extended learning and extracurricular programming, and strengthens multilingual family partnerships

Directs the delivery of wrap-around supports for Multilingual Learners and supervises staff in providing comprehensive guidance to students, staff, and families to address non-academic barriers to success

Researches current evidence-based practices in ML programming to proactively address achievement and opportunity gaps

Supervises and directs the work of committees and task forces as assigned
Inputs, analyzes, and reports data using internal systems
Assures compliance with federal, state, and District policy, administrative procedures, and negotiated agreements as applicable to assignment
Assists with the development of reports for ML program area as required
Evaluates staff as assigned
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
Performs other duties as assigned by supervisor
Completes all trainings and other compliance requirements as assigned and by the designated deadline

PHYSICAL DEMANDS
This work is conducted in an office and school settings. 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). The work requires activities involving driving automotive equipment and leading professional development.

MINIMUM QUALIFICATIONS
Master's Degree in specific content area
Certificate in Administration and/or Supervision (Principal Certification)
Endorsement for Teaching English as a Second Language, all grades
Three (3) years of teaching experience in area of assignment
Leadership experience in the field of English Language Development
Effective communication skills

DESIRABLE QUALIFICATIONS
Successful experience in area of research methods and strategies
Experience in diverse workplace



Revised:
07/01/2026

Submitted:
02/10/2026

JOB TITLE:	MANAGER MULTILINGUAL LEARNER PROGRAMMING
DIVISION	ACADEMICS
SALARY SCHEDULE/GRADE:	IV, GRADE 10
WORK YEAR:	AS APPROVED BY THE BOARD
FLSA STATUS:	EXEMPT
JOB CLASS CODE:	
BARGAINING UNIT:	CERT

SCOPE OF RESPONSIBILITIES

Coordinates and monitors District and school English Language Development (ELD) staff, monitors the implementation of assigned programs, provides professional development as assigned, and surveys system-wide needs. Supervises and directs the work of committees and other groups as assigned. Ensures compliance with local, state, and federal guidelines, and provides technical assistance and support for the implementation of Title III programming. Oversees strategic collaborations with resettlement agencies and community partners to enhance instructional support and coordinate extracurricular programming for multilingual learners. Directs the delivery of wrap-around supports for Multilingual Learners and supervises staff in providing comprehensive guidance to students, staff, and families to address non-academic barriers to success. Partners with the Research Department to monitor programming efficacy and complete ongoing program reviews to ensure data-driven instructional improvements.

PERFORMANCE RESPONSIBILITIES & EVALUATION CRITERIA

Assumes responsibility for ELD programming and develops short-range and long-range planning to improve outcomes for Multilingual Learners (MLs)

Oversees the ML Instructional and related units and provides support and oversight of the district's programming for MLs

Analyzes student and program data to monitor impact and develops ongoing refinement plans for instructional and related services

Coordinates special projects such as University endorsement programs, budgets, and staff training

Coordinates with IT and the Instructional Team to coordinate internal platform improvements for monitoring and communication

Researches, implements, and trains district staff in implementation of software and programs designed to support Multilingual Learners

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

Collaborates with the Research Department to conduct program reviews and perform regular data-driven monitoring of districtwide Multilingual Learner initiatives to guide effective programmatic infrastructure for the English language development program

Coordinates strategic collaborations with resettlement agencies and community partners to oversee extended learning and extracurricular programming, and strengthens multilingual family partnerships

Directs the delivery of wrap-around supports for Multilingual Learners and supervises staff in providing comprehensive guidance to students, staff, and families to address non-academic barriers to success

Researches current evidence-based practices in ML programming to proactively address achievement and opportunity gaps

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

Inputs, analyzes, and reports data using internal systems
Assures compliance with federal, state, and District policy, administrative procedures, and negotiated agreements as applicable to assignment
Assists with the development of reports for ML program area as required
Evaluates staff as assigned
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
Performs other duties as assigned by supervisor
Completes all trainings and other compliance requirements as assigned and by the designated deadline

PHYSICAL DEMANDS
This work is conducted in an office and school settings. 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). The work requires activities involving driving automotive equipment and leading professional development.

MINIMUM QUALIFICATIONS
Master's Degree in specific content area
Certificate in Administration and/or Supervision (Principal Certification)
Endorsement for Teaching English as a Second Language, all grades
Three (3) years of teaching experience in area of assignment
Leadership experience in the field of English Language Development
Effective communication skills

DESIRABLE QUALIFICATIONS
Successful experience in area of research methods and strategies
Experience in diverse workplace



NEW: 07/01/2026 Submitted: 02/10/2026

JOB TITLE:	MANAGER MULTI-TIERED SYSTEMS OF SUPPORT
DIVISION	ACADEMICS
SALARY SCHEDULE/GRADE:	IV, GRADE 10
WORK YEAR:	260 DAYS
FLSA STATUS:	EXEMPT
JOB CLASS CODE:	4210
BARGAINING UNIT:	CERX

SCOPE OF RESPONSIBILITIES

Provides strategic leadership in the design, implementation, and continuous improvement of the district's Multi-Tiered System of Support (MTSS). This role oversees and synchronizes the district's system of academic interventions for Math and Literacy, ensuring schools are equipped to provide every student with the right level of support at the right time. This position ensures the district model for student support is a proactive, data-driven prevention model. This position will align planning to the district's strategic plan, all state and federal requirements, and will work closely with other departments across the district to ensure coherence in support for schools.

PERFORMANCE RESPONSIBILITIES & EVALUATION CRITERIA

Standardizes the district's approach to MTSS, defining clear protocols for Tier 1 (Universal), Tier 2 (Targeted), and Tier 3 (Intensive) interventions

Collaborates with Literacy and Math Specialists to ensure that Core (Tier 1) instruction is robust enough to meet the needs of at least 80% of students

Establishes a standard treatment protocol for interventions, ensuring evidence-based approaches to literacy and math intervention are used with fidelity

Leads the selection, implementation, and ongoing analysis and refinement of universal screening tools and progress monitoring systems

Analyzes district trends and identifies schools requiring additional resource allocation and support

Develops and provides training, consultation and other support to district and school-based leaders in MTSS practices designed to eliminate achievement and opportunity gaps

Coaches school-based instructional leaders on how to effectively build systems for MTSS within their schools, including utilizing data to design effective tiered interventions and building master schedules that protect time for both Tier 1 instruction and interventions

Designs and facilitates high-impact professional development for teachers and instructional leaders including training on how to effectively manage MTSS within their classrooms and schools

Practices culturally responsive teaching and leadership in the development of MTSS resources, professional learning, and daily practice

Prepares MTSS Leads to provide shoulder-to-shoulder coaching for instruction and engagement coaches and for teachers using evidence-based intervention practices

Partners with other departments (i.e. Exceptional Child Education, Office of Multilingual Learners, Access & Opportunity) to ensure MTSS data is used effectively to support diverse learners

Develops transparent communication for families regarding the MTSS process and how their child's progress is being monitored

Creates home support toolkits that align with the interventions students receive during the school day

Communicates MTSS goals and progress to district and community leaders

Completes all training and other compliance requirements as assigned and 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 indoors in an office setting. The position has 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

Certificate in Administration and/or Supervision (Supervisor of Instruction and/or Principal Certification)

Master's degree with valid Kentucky teaching certificate Five (5) years successful teaching experience

Expertise in equity, inclusion, and culturally responsive education

Ability to work successfully with others

Effective communication skills

DESIRABLE QUALIFICATIONS

Demonstrated leadership experience

Demonstrated ability to write distinctly and to organize data

Experience in planning, developing, and conducting professional development sessions

Experience with diverse groups of students



NEW: 07/01/2026 Submitted: 02/10/2026

JOB TITLE:	MTSS INSTRUCTIONAL LEAD – LITERACY
DIVISION	ACADEMICS
SALARY SCHEDULE/GRADE:	JOB FAMILY III
WORK YEAR:	220 DAYS
FLSA STATUS:	NON-EXEMPT
JOB CLASS CODE:	4753
BARGAINING UNIT:	CERT

SCOPE OF RESPONSIBILITIES

Serves as a specialized pedagogical expert focused on the intersection of data-driven systems of support and evidenced-based practices for literacy instruction. This role focuses on helping schools translate district systems into instructional execution, equipping teachers with the tools they need to provide every student with the right level of support at the right time. This position will work with teachers to ensure literacy interventions are evidence-based, delivered with high fidelity, and adjusted based on real-time student growth data. This position will align planning to the district's strategic plan, all state and federal requirements, and will work closely with other departments across the district to ensure coherence in support for schools.

PERFORMANCE RESPONSIBILITIES & EVALUATION CRITERIA

Supports the implementation of structured literacy across all tiers, ensuring that Tier 2 and Tier 3 interventions supplement (not replace) high-quality Tier 1 instruction.

Collaborates with instruction and engagement coaches to conduct fidelity checks and classroom walkthroughs to ensure intervention programs are delivered as designed

Assists teachers in differentiating the Tier 1 literacy block to reduce the number of students requiring intensive literacy intervention

Serves as the district expert on literacy diagnostic tools

Assists teachers in moving beyond leveling students and toward utilizing skill-based grouping based on specific student needs

Coaches teachers on interpreting progress monitoring data, specifically focusing on the rate of improvement to determine if an intervention is providing the desired results

Facilitates school collaborative teams to review literacy data and group students by specific instructional needs

Provides shoulder-to-shoulder coaching and modeling for interventionists and classroom teachers using evidence-based intervention practices

Collaborates with Literacy Instructional Leads to ensure a coherent approach to providing support for schools and to provide shoulder-to-shoulder coaching for teachers to scaffold complex grade-level tasks so they are accessible to students with significant gaps without lowering the cognitive demand

Partners with other instructional support staff in other departments (i.e. Exceptional Child Education, Office of Multilingual Learners, Access & Opportunity) to ensure MTSS is used effectively to support diverse learners

Completes all training and other compliance requirements as assigned and 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 indoors in an office setting. The position has 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

KY Teacher Certification

Master's degree or higher with area of major in the assigned curricular area

Five (5) years of successful experience as a teacher

In-depth knowledge of standards in assigned curricular area

Expertise in equity, inclusion, and culturally responsive education

Ability to work successfully with others

Effective communication skills

DESIRABLE QUALIFICATIONS

Demonstrated leadership experience

Demonstrated ability to write distinctly and to organize data

Experience in planning, developing, and conducting professional development sessions

Experience with diverse groups of students



NEW: 07/01/2026 Submitted: 02/10/2026

JOB TITLE:	MTSS INSTRUCTIONAL LEAD – MATHEMATICS
DIVISION	ACADEMICS
SALARY SCHEDULE/GRADE:	JOB FAMILY III
WORK YEAR:	220 DAYS
FLSA STATUS:	NON-EXEMPT
JOB CLASS CODE:	4753
BARGAINING UNIT:	CERT

SCOPE OF RESPONSIBILITIES

Serves as a specialized pedagogical expert focused on the intersection of data-driven systems of support and evidenced-based practices for mathematics instruction. This role focuses on helping schools translate district systems into instructional execution, equipping teachers with the tools they need to provide every student with the right level of support at the right time. This position will work with teachers to ensure mathematics interventions are evidence-based, delivered with high fidelity, and adjusted based on real-time student growth data. This position will align planning to the district's strategic plan, all state and federal requirements, and will work closely with other departments across the district to ensure coherence in support for schools.

PERFORMANCE RESPONSIBILITIES & EVALUATION CRITERIA

Supports the development of numeracy and mathematical reasoning across all tiers, ensuring that Tier 2 and Tier 3 interventions supplement (not replace) high-quality Tier 1 instruction.
Collaborates with instruction and engagement coaches to conduct fidelity checks and classroom walkthroughs to ensure intervention programs are delivered as designed
Assists teachers in differentiating the Tier 1 mathematics block to reduce the number of students requiring intensive mathematics intervention
Ensures that Tier 2 and Tier 3 interventions focus on key components of foundational mathematics (number sense, multiplicative reasoning, proportional relationships, etc.)
Assists teachers in moving beyond leveling students and toward utilizing skill-based grouping based on specific student needs
Coaches teachers on interpreting progress monitoring data, specifically focusing on the rate of improvement to determine if an intervention is providing the desired results
Facilitates school collaborative teams to review mathematics data and group students by specific instructional needs
Provides shoulder-to-shoulder coaching and modeling for interventionists and classroom teachers using evidence-based intervention practices
Collaborates with Mathematics Instructional Leads to ensure a coherent approach to providing support for schools and to provide shoulder-to-shoulder coaching for teachers to scaffold complex grade-level tasks so they are accessible to students with significant gaps without lowering the cognitive demand
Partners with other instructional support staff in other departments (i.e. Exceptional Child Education, Office of Multilingual Learners, Access & Opportunity) to ensure MTSS is used effectively to support diverse learners
Completes all training and other compliance requirements as assigned and 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 indoors in an office setting. The position has 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

KY Teacher Certification

Master's degree or higher with area of major in the assigned curricular area

Five (5) years of successful experience as a teacher

In-depth knowledge of standards in assigned curricular area

Expertise in equity, inclusion, and culturally responsive education

Ability to work successfully with others

Effective communication skills

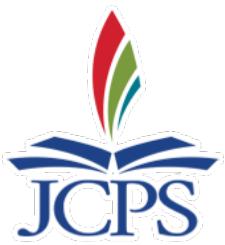
DESIRABLE QUALIFICATIONS

Demonstrated leadership experience

Demonstrated ability to write distinctly and to organize data

Experience in planning, developing, and conducting professional development sessions

Experience with diverse groups of students



REVISED: **07/01/2026**
04/30/2025

Submitted: **02/10/2026**
04/29/2025

JOB TITLE:	REGIONAL ASSISTANT SUPERINTENDENT ENHANCED SUPPORT SCHOOLS
DIVISION	ACADEMICS SCHOOL
SALARY SCHEDULE/GRADE:	IV, GRADE 16
WORK YEAR:	AS APPROVED BY THE BOARD
FLSA STATUS:	EXEMPT
JOB CLASS CODE:	4021
BARGAINING UNIT:	CERX

SCOPE OF RESPONSIBILITIES

Provides the lead in Leads evidence-based strategies to support a coordinated school turnaround program **for identified schools**. Leads the work around school turnaround for the District. Ensures that schools and other District staff can integrate the social, emotional and academic needs of their students into instructional design, school management, and turnaround practices. Serves as the link between Kentucky Department of Education turnaround staff and schools and District programs. **Provides direct supervision of school principals, regional leaders, and academic regional directors.** Leads school leaders to promote student success, equitable opportunities and engaging opportunities to deepen student engagement.

PERFORMANCE RESPONSIBILITIES & EVALUATION CRITERIA

Collaborates with other Assistant Superintendents and District leaders on matters relating to school turnaround
Mentors school and District administrators to support effective leadership around turnaround efforts for both state-identified schools and District-identified schools that need support
Integrates turnaround strategies, instructional and social-emotional intervention strategies in professional development to support schools with particular attention paid to the goal of reducing the achievement and opportunity gap
Monitors schools' data in order to support schools and students, and collaborates with Assistant Superintendents to address strategies to support school turnaround
Develops the operating budget for the organizational unit and assures that all functions operate within the appropriated allotment
Advises and assists Principals and school leadership teams in developing and evaluating programs addressing school turnaround
Collaborates with Assistant Superintendent Instruction and Leadership to coordinate coaching support and professional learning for principals and classroom teachers.
Conducts and/or coordinates on-site school visits to assess effectiveness of turnaround strategies in order to provide recommendations and further support to Assistant Superintendents, administrators, and school teams
Facilitates community and Kentucky Department of Education partnerships and linkages for schools in relation to turnaround practices
Provides general technical assistance to Assistant Superintendents and schools on data analysis for school turnaround
Assures compliance with federal laws, Kentucky statutes, Kentucky Board of Education regulations, and JCPS policies, rules and procedures
Completes all trainings and other compliance requirements as assigned 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 assignment

PHYSICAL DEMANDS

This work is completed 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 with Kentucky Certification for Superintendent

Five (5) years of successful administrative experience

Ten (10) years of successful public school service in certificated position(s)

Three (3) years of successful experience as a teacher

Ability to articulate vision of best practice for school turnaround

Demonstrated leadership ability within diverse groups

Effective communication skills

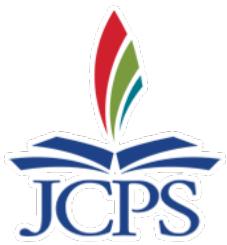
DESIRABLE QUALIFICATIONS

Ten (10) years of experience as a school principal

Leadership experience in implementing and directing a variety of large-scale instructional programs and /or operations in a large urban school district

Advance preparation or doctorate

Experience in a diverse workplace



REVISED: 07/01/2026 Submitted: 02/10/2026

JOB TITLE:	REGIONAL ASSISTANT SUPERINTENDENT ENHANCED SUPPORT SCHOOLS
DIVISION	ACADEMICS
SALARY SCHEDULE/GRADE:	IV, GRADE 16
WORK YEAR:	AS APPROVED BY THE BOARD
FLSA STATUS:	EXEMPT
JOB CLASS CODE:	4021
BARGAINING UNIT:	CERX

SCOPE OF RESPONSIBILITIES

Leads evidence-based strategies to support a coordinated school turnaround program for identified schools. Leads the work around school turnaround for the District. Ensures that schools and other District staff can integrate the social, emotional and academic needs of their students into instructional design, school management, and turnaround practices. Serves as the link between Kentucky Department of Education turnaround staff and schools and District programs. Provides direct supervision of school principals, regional leaders, and academic regional directors. Leads school leaders to promote student success, equitable opportunities and engaging opportunities to deepen student engagement.

PERFORMANCE RESPONSIBILITIES & EVALUATION CRITERIA

Collaborates with other Assistant Superintendents and District leaders on matters relating to school turnaround

Mentors school and District administrators to support effective leadership around turnaround efforts for both state-identified schools and District-identified schools that need support

Integrates turnaround strategies, instructional and social-emotional intervention strategies in professional development to support schools with particular attention paid to the goal of reducing the achievement and opportunity gap

Monitors schools' data in order to support schools and students, and collaborates with Assistant Superintendents to address strategies to support school turnaround

Develops the operating budget for the organizational unit and assures that all functions operate within the appropriated allotment

Advises and assists Principals and school leadership teams in developing and evaluating programs addressing school turnaround

Collaborates with Assistant Superintendent Instruction and Leadership to coordinate coaching support and professional learning for principals and classroom teachers.

Conducts and/or coordinates on-site school visits to assess effectiveness of turnaround strategies in order to provide recommendations and further support to Assistant Superintendents, administrators, and school teams

Facilitates community and Kentucky Department of Education partnerships and linkages for schools in relation to turnaround practices

Provides general technical assistance to Assistant Superintendents and schools on data analysis for school turnaround

Assures compliance with federal laws, Kentucky statutes, Kentucky Board of Education regulations, and JCPS policies, rules and procedures

Completes all trainings and other compliance requirements as assigned 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 assignment

PHYSICAL DEMANDS

This work is completed 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 with Kentucky Certification for Superintendent

Five (5) years of successful administrative experience

Ten (10) years of successful public school service in certificated position(s)

Three (3) years of successful experience as a teacher

Ability to articulate vision of best practice for school turnaround

Demonstrated leadership ability within diverse groups

Effective communication skills

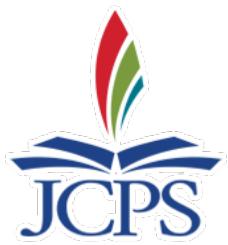
DESIRABLE QUALIFICATIONS

Ten (10) years of experience as a school principal

Leadership experience in implementing and directing a variety of large-scale instructional programs and /or operations in a large urban school district

Advance preparation or doctorate

Experience in a diverse workplace



REVISED: **07/01/2026**
04/30/2025

Submitted: **02/10/2026**
04/29/2025

JOB TITLE:	EXECUTIVE ADMINISTRATOR ENHANCED SUPPORT SCHOOLS PRINCIPAL SUPERVISOR ENHANCED SUPPORT
DIVISION	ACADEMICS SCHOOL
SALARY SCHEDULE/GRADE:	IV, GRADE 14
WORK YEAR:	AS APPROVED BY THE BOARD
FLSA STATUS:	EXEMPT
JOB CLASS CODE:	4200
BARGAINING UNIT:	CERX

SCOPE OF RESPONSIBILITIES

Assist Regional Assistant Superintendent Enhanced Support in coordinated school turnaround program for identified district schools. Provides leadership to assist Principals and school leadership teams in the implementation of evidence-based strategies to support and coordinate school accelerated improvement strategies. Assists the Assistant Superintendent **Enhanced Support** in promoting overall efficiency and maximizing of operational and administrative services in support of school accelerated improvement. Assists **Regional Assistant Superintendent Enhanced Support, Academic Regional Director** and other District staff in evaluations of programs and strategies designed to promote school accelerated improvement.

PERFORMANCE RESPONSIBILITIES & EVALUATION CRITERIA

Coaches principals in schools to achieve higher achievement levels for students with particular attention paid to closing the achievement **and opportunity** gaps

Focuses on using multiple sources of data to assist principals in determining strategies to support student success; identifying professional development needs based on data indicating schools' needs in the accelerated improvement process

Supports and assists planning professional development and helps school leaders address academic and other challenges to support success in the accelerated improvement process

Engages in meaningful dialogue with Principals to address instructional, social and emotional, and other needs of students and families

Completes performance evaluations of Principals as requested by Assistant Superintendent

Supports parents, students, and families in resolving conflicts

Assists Principals and school leadership teams to expand their repertoire of instructional strategies to ensure deeper learning

Identifies recurring obstacles to student success through the study of common causes of problems and works with school leadership to address these problems with particular attention to the achievement and opportunity gaps

Assists with the coordination of coaching support and professional learning for principals and classroom teachers

Ensures compliance with federal laws, Kentucky statutes, Kentucky Board of Education regulations, and JCPS policies, rules, and procedures relating to instructional programs and school turnaround

Completes all trainings and other compliance requirements as assigned 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 assignment

PHYSICAL DEMANDS

This work is completed 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 or higher with Kentucky Certification in Administration (Principal Certification)

Five (5) years of successful administrative experience

Three (3) years of successful experience as a teacher

Experience in the evaluation of classroom teachers

Experience leading diverse groups of people

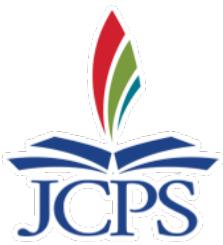
Effective communication skills

DESIRABLE QUALIFICATIONS

Successful experience as a Principal

Leadership experience in implementing programs in a school District

Experience in a diverse workplace



REVISED: 07/01/2026 Submitted: 02/10/2026

JOB TITLE:	PRINCIPAL LEADER ENHANCED SUPPORT
DIVISION	ACADEMICS
SALARY SCHEDULE/GRADE:	IV, GRADE 14
WORK YEAR:	AS APPROVED BY THE BOARD
FLSA STATUS:	EXEMPT
JOB CLASS CODE:	4200
BARGAINING UNIT:	CERX

SCOPE OF RESPONSIBILITIES

Assist Regional Assistant Superintendent Enhanced Support in coordinated school turnaround program for identified district schools. Provides leadership to assist Principals and school leadership teams in the implementation of evidence-based strategies to support and coordinate school accelerated improvement strategies. Assists the Assistant Superintendent Enhanced Support in promoting overall efficiency and maximizing of operational and administrative services in support of school accelerated improvement. Assists Regional Assistant Superintendent Enhanced Support, Academic Regional Director and other District staff in evaluations of programs and strategies designed to promote school accelerated improvement.

PERFORMANCE RESPONSIBILITIES & EVALUATION CRITERIA

Coaches principals in schools to achieve higher achievement levels for students with particular attention paid to closing the achievement and opportunity gaps

Focuses on using multiple sources of data to assist principals in determining strategies to support student success; identifying professional development needs based on data indicating schools' needs in the accelerated improvement process

Supports and assists planning professional development and helps school leaders address academic and other challenges to support success in the accelerated improvement process

Engages in meaningful dialogue with Principals to address instructional, social and emotional, and other needs of students and families

Completes performance evaluations of Principals as requested by Assistant Superintendent

Supports parents, students, and families in resolving conflicts

Assists Principals and school leadership teams to expand their repertoire of instructional strategies to ensure deeper learning

Identifies recurring obstacles to student success through the study of common causes of problems and works with school leadership to address these problems with particular attention to the achievement and opportunity gaps

Assists with the coordination of coaching support and professional learning for principals and classroom teachers

Ensures compliance with federal laws, Kentucky statutes, Kentucky Board of Education regulations, and JCPS policies, rules, and procedures relating to instructional programs and school turnaround

Completes all trainings and other compliance requirements as assigned 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 assignment

PHYSICAL DEMANDS

This work is completed 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 Administration (Principal Certification)

Five (5) years of successful administrative experience

Three (3) years of successful experience as a teacher

Experience in the evaluation of classroom teachers

Experience leading diverse groups of people

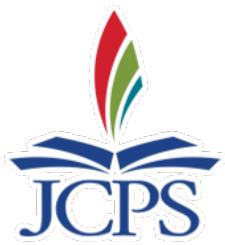
Effective communication skills

DESIRABLE QUALIFICATIONS

Successful experience as a Principal

Leadership experience in implementing programs in a school District

Experience in a diverse workplace



NEW: 07/01/2026 Submitted: 02/10/2026

JOB TITLE:	ACADEMIC DIRECTOR
DIVISION	ACADEMICS
SALARY SCHEDULE/GRADE:	IV, GRADE 16
WORK YEAR:	AS APPROVED BY THE BOARD
FLSA STATUS:	EXEMPT
JOB CLASS CODE:	0000
BARGAINING UNIT:	CERX

SCOPE OF RESPONSIBILITIES

Works directly with Regional Assistant Superintendent and Regional Principal Supervisor to provide instructional leadership and support to instructional staff ensuring high-quality teaching and learning across assigned schools. Supervises instructional coaches, supports principals and school leadership teams, and strengthens effective instructional practices to improve student achievement and equitable outcomes. Serves as a critical connector between district academic priorities and classroom practice, ensuring consistency, coherence and continuous improvement across assigned schools.

PERFORMANCE RESPONSIBILITIES & EVALUATION CRITERIA

- Supports the implementation of District-adopted curriculum, instructional frameworks, and assessment systems across assigned schools
- Collaborates with central office departments to ensure coordinated academic support for instructional staff
- Facilitates classroom observations and instructional walkthrough practices to assess teaching and learning and provide actionable feedback to principals and instructional staff
- Uses student achievement data, formative assessments and instructional evidence to identify trends and guide individualized support for instructional improvement
- Ensures coaching practices are aligned to District instructional priorities and grounded in effective adult learning principles
- Supervises and supports instructional coaches in supporting school-based professional learning plans
- Coordinates coaching support and professional learning for classroom teachers
- Promotes evidence-based instructional strategies, including culturally responsive and differentiated instruction
- Supports and assists planning professional development and helps school leaders address academic and other challenges to support success
- Completes all trainings and other compliance requirements as assigned and by the designated deadline
- Evaluates staff as assigned
- 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
- Performs other duties as assigned by supervisor

PHYSICAL DEMANDS

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MINIMUM QUALIFICATIONS

Master's Degree with Kentucky Professional Certification in Administration (Principal Certification)

Five (5) years successful administrative experience

Three (3) years successful experience as a teacher

Experience in the evaluation of classroom teachers

Experience in leading diverse groups of people

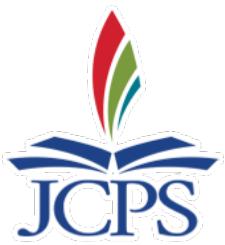
Effective communication skills

DESIRABLE QUALIFICATIONS

Successful experience as a principal or assistant principal

Leadership experience in implementing programs in a school district

Experience in diverse workplace



REVISED: **07/01/2026**
07/01/2019

Submitted: **02/10/2026**
06/11/2019

JOB TITLE:	REGIONAL ASSISTANT SUPERINTENDENT - ELEMENTARY 4020 , MIDDLE 4015, HIGH 4010
DIVISION	ACADEMIC SCHOOL
SALARY SCHEDULE/GRADE:	IV, GRADE 16
WORK YEAR:	AS APPROVED BY THE BOARD
FLSA STATUS:	EXEMPT
JOB CLASS CODE:	4020
BARGAINING UNIT:	ELEMENTARY

SCOPE OF RESPONSIBILITIES

Provides leadership for planning and developing the District's **curricular and** instructional programs supervising approximately 25-30 schools. Collaborates instructional program leadership for the District with all Assistant Superintendents **and utilizes regional coaching support for classroom instructional efficacy.** Responsible for representing the best interests of the school programs. Provides direct supervision of school Principals, **regional principal supervisors, and academic directors.** Serves as the link between the assigned schools and other District programs, services, and the community. Leads school leaders to promote student success, equitable opportunities, and engaging opportunities to deepen student engagement.

PERFORMANCE RESPONSIBILITIES & EVALUATION CRITERIA

Collaborates with other Assistant Superintendents in matters relating to instructional program development and the use of data for the improvement of instruction including the incorporation of strategies to address the achievement gap

Supports the implementation of the Kentucky Core Academic Standards and deeper learning initiatives

Creates communication and integration systems to improve educational services, instructional programs, and organizational accountability for improved student success; particular focus on strategies to address the achievement gap

Collaborates with Assistant Superintendent Instruction and Leadership to coordinate coaching support and professional learning for principals and classroom teachers.

Supervises the development of systematic approaches to improving student achievement; monitors recent research and development in the areas of instructional and educational support for all students

Confers with the Superintendent and SBDM councils on Principal hiring

Develops the operating budget for the organizational unit and assures that all functions operate within the appropriated allotment

Monitors and oversees the performance appraisal process for designated area of supervision including evaluation of Principals

Advises and assists Principals in developing and evaluating programs addressing attendance, suspensions, and discipline, as well as resolving instructional issues; focused attention on the gap between student groups

Assures compliance with federal laws, Kentucky statutes, Kentucky Board of Education regulations, and JCPS policies, rules, and procedures

Confers with school leaders on parent and community concerns and complaints

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

Evaluates staff as assigned

Performs other duties as assigned by supervisor

PHYSICAL DEMANDS

~~The work is primarily sedentary. The work 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.~~

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 with Kentucky Certification for Superintendent

Five (5) years successful administrative experience

Ten (10) years successful public school service in certificated position(s)

Three (3) years successful experience as a teacher

Ability to articulate vision of best practice for instructional programs

Understanding of systems management

Demonstrated leadership ability within diverse groups

Effective communication skills

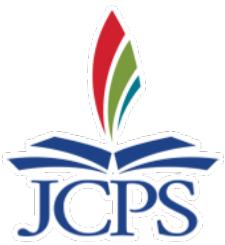
DESIRABLE QUALIFICATIONS

Ten (10) years of experience as a school principal

Leadership experience in implementing and directing a variety of large-scale instructional programs and/or operations in a large urban school district

Advanced preparation or Doctorate

Experience in a diverse workplace



REVISED: 07/01/2026 Submitted: 02/10/2026

JOB TITLE:	REGIONAL ASSISTANT SUPERINTENDENT - ELEMENTARY 4020 , MIDDLE 4015, HIGH 4010
DIVISION	ACADEMIC SCHOOL
SALARY SCHEDULE/GRADE:	IV, GRADE 16
WORK YEAR:	AS APPROVED BY THE BOARD
FLSA STATUS:	EXEMPT
JOB CLASS CODE:	4020
BARGAINING UNIT:	ELEMENTARY

SCOPE OF RESPONSIBILITIES

Provides leadership for planning and developing the District's curricular and instructional programs supervising approximately 25-30 schools. Collaborates instructional program leadership for the District with all Assistant Superintendents and utilizes regional coaching support for classroom instructional efficacy. Responsible for representing the best interests of the school programs. Provides direct supervision of school Principals, regional principal supervisors, and academic directors. Serves as the link between the assigned schools and other District programs, services, and the community. Leads school leaders to promote student success, equitable opportunities, and engaging opportunities to deepen student engagement.

PERFORMANCE RESPONSIBILITIES & EVALUATION CRITERIA

Collaborates with other Assistant Superintendents in matters relating to instructional program development and the use of data for the improvement of instruction including the incorporation of strategies to address the achievement gap

Supports the implementation of the Kentucky Core Academic Standards and deeper learning initiatives

Creates communication and integration systems to improve educational services, instructional programs, and organizational accountability for improved student success; particular focus on strategies to address the achievement gap

Collaborates with Assistant Superintendent Instruction and Leadership to coordinate coaching support and professional learning for principals and classroom teachers.

Supervises the development of systematic approaches to improving student achievement; monitors recent research and development in the areas of instructional and educational support for all students

Confers with the Superintendent and SBDM councils on Principal hiring

Develops the operating budget for the organizational unit and assures that all functions operate within the appropriated allotment

Monitors and oversees the performance appraisal process for designated area of supervision including evaluation of Principals

Advises and assists Principals in developing and evaluating programs addressing attendance, suspensions, and discipline, as well as resolving instructional issues; focused attention on the gap between student groups

Assures compliance with federal laws, Kentucky statutes, Kentucky Board of Education regulations, and JCPS policies, rules, and procedures

Confers with school leaders on parent and community concerns and complaints

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

Evaluates staff as assigned

Performs other duties as assigned by supervisor

PHYSICAL DEMANDS

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MINIMUM QUALIFICATIONS

Master's Degree with Kentucky Certification for Superintendent

Five (5) years successful administrative experience

Ten (10) years successful public school service in certificated position(s)

Three (3) years successful experience as a teacher

Ability to articulate vision of best practice for instructional programs

Understanding of systems management

Demonstrated leadership ability within diverse groups

Effective communication skills

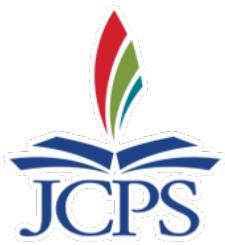
DESIRABLE QUALIFICATIONS

Ten (10) years of experience as a school principal

Leadership experience in implementing and directing a variety of large-scale instructional programs and/or operations in a large urban school district

Advanced preparation or Doctorate

Experience in a diverse workplace



NEW: Revised: **Submitted:**
07/01/2026 02/10/2026
07/01/2019 06/11/2019

JOB TITLE:	EXECUTIVE ADMINISTRATOR SCHOOLS PRINCIPAL SUPERVISOR (ELEMENTARY, MIDDLE, HIGH)
DIVISION	ACADEMIC SCHOOL
SALARY SCHEDULE/GRADE:	IV, GRADE 14
WORK YEAR:	AS APPROVED BY THE BOARD
FLSA STATUS:	EXEMPT
JOB CLASS CODE:	4054
BARGAINING UNIT:	CERX

SCOPE OF RESPONSIBILITIES

Provides leadership to assist Principals and school leadership teams in the implementation of an effective academic program. Assists the **Regional** Assistant Superintendent in promoting overall efficiency and maximizing of operational and administrative services in support of educational opportunities for students and families. Assists **Regional** Assistant Superintendent in evaluations of school Principals. **Collaborates with Regional Assistant Superintendent and Academic Regional Director to provide effective coaching to school instructional staff.**

PERFORMANCE RESPONSIBILITIES & EVALUATION CRITERIA

- Coaches Principals in schools to achieve higher achievement levels for students with particular attention paid to closing the achievement gap
- Focuses on using multiple sources of data to assist Principals in determining strategies to support student success; identifies professional development needs based on data indicating schools' needs
- Supports and assists planning professional development and helps school leaders address academic and other challenges to support student success
- Engages in meaningful dialogue with Principals to address instructional, social and emotional, and other needs of students and families
- Completes performance evaluations of Principals as requested by Assistant Superintendent
- Supports parents, students, families, and community members in resolving conflicts
- Assists Principals and school leadership teams to expand their repertoire of instructional strategies to ensure deeper learning
- Identifies recurring obstacles to student success through the study of common causes of discipline problems and works with school leadership to address these problems with particular attention to the achievement gap
- Assists with the coordination of coaching support and professional learning for principals and classroom teachers**
- Ensures compliance with federal laws, Kentucky statutes, Kentucky Board of Education regulations, and JCPS policies, rules, and procedures relating to instructional programs
- Completes all trainings and other compliance requirements as assigned by the designated deadline
- Evaluates staff as assigned
- Performs other duties as assigned by supervisor

PHYSICAL DEMANDS

The work is primarily sedentary. The work 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.

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MINIMUM QUALIFICATIONS

Master's Degree or higher with Kentucky Certification in Administration (Principal Certification)

Five (5) years of successful administrative experience

Three (3) years of successful experience as a teacher

Experience in the evaluation of classroom teachers

Experience leading diverse groups of people

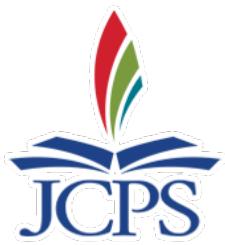
Effective communication skills

DESIRABLE QUALIFICATIONS

Successful experience as a Principal

Leadership experience in implementing programs in a school District

Experience in a diverse workplace



Revised: 07/01/2026 Submitted: 02/10/2026

JOB TITLE:	PRINCIPAL SUPERVISOR (ELEMENTARY, MIDDLE, HIGH)
DIVISION	ACADEMIC SCHOOL
SALARY SCHEDULE/GRADE:	IV, GRADE 14
WORK YEAR:	AS APPROVED BY THE BOARD
FLSA STATUS:	EXEMPT
JOB CLASS CODE:	4054
BARGAINING UNIT:	CERX

SCOPE OF RESPONSIBILITIES

Provides leadership to assist Principals and school leadership teams in the implementation of an effective academic program. Assists the Regional Assistant Superintendent in promoting overall efficiency and maximizing of operational and administrative services in support of educational opportunities for students and families. Assists Regional Assistant Superintendent in evaluations of school Principals. Collaborates with Regional Assistant Superintendent and Academic Regional Director to provide effective coaching to school instructional staff.

PERFORMANCE RESPONSIBILITIES & EVALUATION CRITERIA

Coaches Principals in schools to achieve higher achievement levels for students with particular attention paid to closing the achievement gap
Focuses on using multiple sources of data to assist Principals in determining strategies to support student success; identifies professional development needs based on data indicating schools' needs
Supports and assists planning professional development and helps school leaders address academic and other challenges to support student success
Engages in meaningful dialogue with Principals to address instructional, social and emotional, and other needs of students and families
Completes performance evaluations of Principals as requested by Assistant Superintendent
Supports parents, students, families, and community members in resolving conflicts
Assists Principals and school leadership teams to expand their repertoire of instructional strategies to ensure deeper learning
Identifies recurring obstacles to student success through the study of common causes of discipline problems and works with school leadership to address these problems with particular attention to the achievement gap
Assists with the coordination of coaching support and professional learning for principals and classroom teachers
Ensures compliance with federal laws, Kentucky statutes, Kentucky Board of Education regulations, and JCPS policies, rules, and procedures relating to instructional programs
Completes all trainings and other compliance requirements as assigned by the designated deadline
Evaluates staff as assigned
Performs other duties as assigned by supervisor

PHYSICAL DEMANDS

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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 Administration (Principal Certification)

Five (5) years of successful administrative experience

Three (3) years of successful experience as a teacher

Experience in the evaluation of classroom teachers

Experience leading diverse groups of people

Effective communication skills

DESIRABLE QUALIFICATIONS

Successful experience as a Principal

Leadership experience in implementing programs in a school District

Experience in a diverse workplace



NEW: Submitted:
07/01/2026 02/10/2026

JOB TITLE:	SPECIALIST: INSTRUCTIONAL LIBRARIAN LITERACY SUPPORTS
DIVISION	ACADEMICS
SALARY SCHEDULE/GRADE:	IV, GRADE 9
WORK YEAR:	AS APPROVED BY THE BOARD
FLSA STATUS:	EXEMPT
JOB CLASS CODE:	0000
BARGAINING UNIT:	CERX

SCOPE OF RESPONSIBILITIES

Provides districtwide leadership, coaching, and technical expertise to strengthen literacy instruction through school libraries and instructional programs. This role supports the implementation of evidence-based literacy practices aligned to district priorities, state standards, and instructional frameworks, with a specific focus on building the instructional capacity of school librarians and literacy-focused educators. The Specialist serves as a connector between curriculum, instruction, and library media programs, ensuring that libraries function as integral instructional partners in advancing foundational literacy, engaged inquiry, and equitable access to high-quality instructional resources.

PERFORMANCE RESPONSIBILITIES & EVALUATION CRITERIA

Assists library media specialists in researching and implementing program management techniques and best practices in effective instruction to impact student achievement
Provide targeted coaching, professional learning, and technical assistance to school librarians and instructional staff to strengthen literacy instruction
Support librarians in designing and implementing instruction that promotes reading proficiency, content literacy, and inquiry-based learning
Provides guidance in the resource evaluation process and promotes the use of up-to-date resources including onsite and online data and documents
Collaborates with the library media specialists on the design and implementation of practices and procedures that support the effective and ethical use of technology and digital resources to support student learning
Design and facilitate professional learning experiences aligned to district literacy initiatives, standards, and instructional frameworks
Advance the district's literacy vision by embedding evidence-based literacy practices within library programs and instructional supports
Support alignment between library media services, core literacy instruction, and district academic priorities
Collaborate with curriculum and academic teams to ensure instructional materials are aligned, accessible, and instructionally sound
Provide guidance on culturally responsive and inclusive literacy resources that reflect diverse learners and communities
Model best practices in literacy instruction, resource integration, and instructional design
Support the use of literacy and program data to evaluate effectiveness and guide instructional improvements
Serve as a liaison between Library Media Services and academic departments to ensure coherence and shared accountability for literacy outcomes
Completes all trainings and other compliance requirements as assigned and by the designated deadline
Performs other duties as assigned by supervisor

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 education or library science

Valid Kentucky Teaching Certificate and Library Media Specialist Endorsement

Five (5) years of successful library experience

Experience providing instructional coaching or professional learning to educators.

DESIRABLE QUALIFICATIONS

Demonstrated leadership ability

Demonstrated knowledge of evidence-based literacy practices and instructional strategies

Experience working across multiple schools or in a district-level support role

Knowledge of curriculum alignment, instructional frameworks, and literacy assessment systems

Ability to analyze data and apply findings to instructional improvement



NEW: 07/01/2026 Submitted: 02/10/2026

JOB TITLE:	SPECIALIST K-12 LITERACY CURRICULUM & ASSESSMENT
DIVISION	ACADEMICS
SALARY SCHEDULE/GRADE:	IV, GRADE 9
WORK YEAR:	220 DAYS
FLSA STATUS:	EXEMPT
JOB CLASS CODE:	4149
BARGAINING UNIT:	CERX

SCOPE OF RESPONSIBILITIES

Provides strategic leadership in the design, implementation, and evaluation of a comprehensive K-12 English Language Arts (ELA) and Literacy program. This role ensures all core, supplemental, and intervention instructional materials are evidence-based, aligned with state standards, and effective in improving student outcomes across all grade levels. This position will align planning to the district's strategic plan, all state and federal requirements, and will work closely with other departments across the district to ensure coherence in support for schools.

PERFORMANCE RESPONSIBILITIES & EVALUATION CRITERIA

Leads implementation of high-quality, research-based K-12 literacy curricula
Develops and provides training, consultation and other support to district and school-based leaders in literacy instructional practices designed to eliminate achievement and opportunity gaps
Oversees the district's literacy assessment portfolio, including universal screeners, diagnostic tools, and summative assessments
Analyzes student literacy performance data to identify achievement gaps and inform instructional shifts
Encourages and models skillful use of literacy assessment data to inform decision making
Designs and facilitates high-impact professional development for teachers and instructional leaders
Practices culturally responsive teaching and leadership in the development of literacy curricular resources, professional learning, and daily practice
Prepares instruction and engagement coaches to provide shoulder-to-shoulder coaching for teachers using evidence-based practices in literacy instruction
Partners with other departments (i.e. Exceptional Child Education, Office of Multilingual Learners, Access & Opportunity) to ensure all students have equitable access to high quality literacy instruction
Communicates literacy goals and progress to district and community leaders
Completes all training and other compliance requirements as assigned and 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 indoors in an office setting. The position has 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

Certificate in Administration and/or Supervision (Supervisor of Instruction and/or Principal Certification)

Master's degree with valid Kentucky teaching certificate Five (5) years successful teaching experience

Expertise in equity, inclusion, and culturally responsive education

Ability to work successfully with others

Effective communication skills

DESIRABLE QUALIFICATIONS

Demonstrated leadership experience

Demonstrated ability to write distinctly and to organize data

Experience in planning, developing, and conducting professional development sessions

Experience with diverse groups of students



NEW: 07/01/2026 Submitted: 02/10/2026

JOB TITLE:	SPECIALIST K-12 MATH CURRICULUM & ASSESSMENT
DIVISION	ACADEMICS
SALARY SCHEDULE/GRADE:	IV, GRADE 9
WORK YEAR:	220 DAYS
FLSA STATUS:	EXEMPT
JOB CLASS CODE:	4149
BARGAINING UNIT:	CERX

SCOPE OF RESPONSIBILITIES

Provides strategic leadership in the design, implementation, and evaluation of a comprehensive K-12 Mathematics program. This role ensures all core, supplemental, and intervention instructional materials are evidence-based, aligned with state standards, and effective in improving student outcomes across all grade levels. This position will align planning to the district's strategic plan, all state and federal requirements, and will work closely with other departments across the district to ensure coherence in support for schools.

PERFORMANCE RESPONSIBILITIES & EVALUATION CRITERIA

- Leads implementation of high-quality, research-based K-12 mathematics curricula
- Develops and provides training, consultation and other support to district and school-based leaders in mathematics instructional practices designed to eliminate achievement and opportunity gaps
- Oversees the district's mathematics assessment portfolio, including universal screeners, diagnostic tools, and summative assessments
- Analyzes student mathematics performance data to identify achievement gaps and inform instructional shifts
- Encourages and models skillful use of mathematics assessment data to inform decision making
- Designs and facilitates high-impact professional development for teachers and instructional leaders
- Practices culturally responsive teaching and leadership in the development of mathematics curricular resources, professional learning, and daily practice
- Prepares instruction and engagement coaches to provide shoulder-to-shoulder coaching for teachers using evidence-based practices in mathematics instruction
- Partners with other departments (i.e. Exceptional Child Education, Office of Multilingual Learners, Access & Opportunity) to ensure all students have equitable access to high quality mathematics instruction
- Communicates mathematics goals and progress to district and community leaders
- Completes all training and other compliance requirements as assigned and 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 indoors in an office setting. The position has 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

Certificate in Administration and/or Supervision (Supervisor of Instruction and/or Principal Certification)

Master's degree with valid Kentucky teaching certificate Five (5) years successful teaching experience

Expertise in equity, inclusion, and culturally responsive education

Ability to work successfully with others

Effective communication skills

DESIRABLE QUALIFICATIONS

Demonstrated leadership experience

Demonstrated ability to write distinctly and to organize data

Experience in planning, developing, and conducting professional development sessions

Experience with diverse groups of students



Revised:
07/01/2024
07/01/2026

Submitted:
03/26/2024
02/10/2026

JOB TITLE:	SPECIALIST ML SCHOOL COMMUNITY SUPPORT COMMUNICATION & OUTREACH
DIVISION	SCHOOLS-ACADEMICS
SALARY SCHEDULE/GRADE:	II, GRADE 9
WORK YEAR:	AS APPROVED BY THE BOARD
FLSA STATUS:	EXEMPT
JOB CLASS CODE:	
BARGAINING UNIT:	CLAS

SCOPE OF RESPONSIBILITIES

Oversees districtwide Language Services operations to ensure effective communication via translations and interpretations for schools and community using a variety of district platforms and audiences. Coordinates with Communications and other departments to ensure equitable access to districtwide information for multilingual audiences by localizing messaging and removing linguistic barriers. **Supervises and directs the work of committees and other groups as assigned.** Establishes feedback loops and outreach strategies that empower multilingual households to participate actively in district decision-making and elevate family voice. Supervises and directs the work of staff, committees, and advisory groups to ensure community perspectives inform departmental goals and priorities. Serves as a strategic liaison to foster transparency and trust through culturally responsive communication and inclusive community partnerships. Coordinates with Communications and other departments to ensure equitable access to districtwide information for multilingual audiences

PERFORMANCE RESPONSIBILITIES & EVALUATION CRITERIA

Establishes and manages feedback loops, such as advisory committees or focus groups, to capture family voice and ensures that these perspectives directly inform district departmental goals and policy decisions

Participates in district and local planning meetings as an advocate for multilingual families, using community feedback to guide the development of inclusive district initiatives

Responsible for the development and coordination of district-wide Communication systems supporting multilingual audiences

Collaborates with Communications to **plan and disseminate culturally relevant aid in the planning, creation, dissemination of effective written, verbal, and digital communications content to members of the community who do not speak English or have limited English proficiency** that empowers families with limited English proficiency to navigate district systems

Collaborates Partners with district Family Engagement **Specialist staff and Family Engagement Leads** to **support removal of communication barriers for identify and eliminate barriers to participation, ensuring multilingual families have equitable access to district resources, leadership opportunities, and programs**

Consults with district departments to ensure equitable access to district resources and opportunities

Collaborate on family engagement events to recommend, create, disseminate communications that promote events and programs with the multilingual audiences in mind

Oversees translation services for written district level materials to be disseminated via the web, social media, videos, and direct messaging to parents/guardians, and other members of the community

Oversees translation procedures for effective two-way communication with multilingual audiences

Oversees services, resources, and program staff while using internal systems to input and analyze engagement data, specifically reporting on the growth and impact of multilingual family participation

Establishes and maintains **strategic** partnerships with community agencies and stakeholders **that promotes effective communication with multilingual audiences to facilitate two-way communication and foster trust between the district and diverse linguistic communities**

Secures resources, monitors, and evaluates the effectiveness of district-wide systems supporting multilingual communication

Inputs, analyzes, and reports data using internal systems

Participates in district and local planning meetings

Oversees and manages services, resources, and program 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

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

Bachelor's Degree

Two (2) years successful experience in the area of assignment (Communications)

Effective communication skills

Experience working with multilingual families

DESIRABLE QUALIFICATIONS

Master's Degree

Leadership Experience

Experience working directly with media agencies

Experience working with diverse community agencies



Revised:
07/01/2026

Submitted:
02/10/2026

JOB TITLE:	SPECIALIST ML COMMUNICATION & OUTREACH
DIVISION	ACADEMICS
SALARY SCHEDULE/GRADE:	II, GRADE 9
WORK YEAR:	AS APPROVED BY THE BOARD
FLSA STATUS:	EXEMPT
JOB CLASS CODE:	
BARGAINING UNIT:	CLAS

SCOPE OF RESPONSIBILITIES

Coordinates with Communications and other departments to ensure equitable access to districtwide information for multilingual audiences by localizing messaging and removing linguistic barriers. Establishes feedback loops and outreach strategies that empower multilingual households to participate actively in district decision-making and elevate family voice. Supervises and directs the work of staff, committees, and advisory groups to ensure community perspectives inform departmental goals and priorities. Serves as a strategic liaison to foster transparency and trust through culturally responsive communication and inclusive community partnerships. Coordinates with Communications and other departments to ensure equitable access to districtwide information for multilingual audiences

PERFORMANCE RESPONSIBILITIES & EVALUATION CRITERIA

Establishes and manages feedback loops, such as advisory committees or focus groups, to capture family voice and ensures that these perspectives directly inform district departmental goals and policy decisions

Participates in district and local planning meetings as an advocate for multilingual families, using community feedback to guide the development of inclusive district initiatives

Responsible for the development and coordination of district-wide Communication systems supporting multilingual audiences

Collaborates with Communications to plan and disseminate culturally relevant written, verbal, and digital content that empowers families with limited English proficiency to navigate district systems

Partners with district Family Engagement staff to identify and eliminate barriers to participation, ensuring multilingual families have equitable access to district resources, leadership opportunities, and programs

Consults with district departments to ensure equitable access to district resources and opportunities

Collaborate on family engagement events to recommend, create, disseminate communications that promote events and programs with the multilingual audiences in mind

Oversees services, resources, and program staff while using internal systems to input and analyze engagement data, specifically reporting on the growth and impact of multilingual family participation

Establishes and maintains strategic partnerships with community agencies and stakeholders to facilitate two-way communication and foster trust between the district and diverse linguistic communities

Secures resources, monitors, and evaluates the effectiveness of district-wide systems supporting multilingual communication

Inputs, analyzes, and reports data using internal systems

Participates in district and local planning meetings

Oversees and manages services, resources, and program 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

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

Bachelor's Degree

Two (2) years successful experience in the area of assignment (Communications)

Effective communication skills

Experience working with multilingual families

DESIRABLE QUALIFICATIONS

Master's Degree

Leadership Experience

Experience working directly with media agencies

Experience working with diverse community agencies



Revised:
07/01/2024
07/01/2026

Submitted:
03/26/2024
02/10/2026

JOB TITLE:	SPECIALIST MULTILINGUAL SCHOOL ML MENTAL HEALTH & POST -SECONDARY SUPPORTS
DIVISION	ACADEMICS
SALARY SCHEDULE/GRADE:	IV, GRADE 9
W/ORK YEAR:	AS APPROVED BY THE BOARD
FLSA STATUS:	EXEMPT
JOB CLASS CODE:	
BARGAINING UNIT:	CERX

SCOPE OF RESPONSIBILITIES

Oversees systems coordinating mental health and trauma informed practices to provide wrap around support to international students and families. Coordinates comprehensive systems that integrate mental health supports, culturally responsive counseling, and strategic academic scheduling to ensure equitable graduation and post-secondary success for Multilingual Learners. Assumes responsibility for the design and implementation of district-wide professional learning and coaching for ML Counselors and school support staff regarding culturally responsive supports. Builds capacity with school-based staff and district leadership in streamlining post-secondary pathways, including college readiness and master scheduling that prioritizes equitable access for Multilingual Learners. Monitors district-level data trends related to ML graduation rates and post-secondary transitions to drive systemic improvements. Facilitates cross-system collaboration and restorative discipline approaches to address student wellness, attendance, and engagement needs. Supervises and directs the work of committees and other groups as assigned.

PERFORMANCE RESPONSIBILITIES & EVALUATION CRITERIA

Responsible for the coordination of district wide ML wrap around services

Provides leadership and training to school counselors, counselors, ML, Mental Health Practitioners, and FRYCs in their support of effective student services

Provides coaching, consultation, and professional learning to school-based ML counselors, K-12 counselors, mental health practitioners, and relevant staff on ML counseling practices, compliance expectations, and culturally responsive supports.

Collaborates with school-based mental health practitioners, counselors, and district departments to support coordinated academic, behavioral, and social-emotional services for ML students.

Supports referral processes and cross-system collaboration to address student wellness, attendance, and engagement needs.

Collaborates with school teams to promote preventive, restorative, and positive approaches to discipline for Multilingual Learners

Evaluates and monitors program needs continuously and makes evidence-based recommendations

Assumes responsibility for and assists supervisor in short range and long range planning for district support of newly arrived students

Collaborates with community partners to ensure coordination of services and supports for ML students

Collaborates with local agencies and The Kentucky Department of Education to ensure compliance with state and federal guidance relating to supporting international families

Assumes responsibility for maintaining and disseminating expert knowledge of current research and policy regarding post-secondary readiness for Multilingual Learners

Collaborates with OML staff, district departments, Neighborhood Place, and school leadership to identify and analyze multiple data sources to assist principals and school administrators in determining programs and strategies to support mental health wellness of students newly arrived to the country

~~Coordinates with the ECE department and related staff to refine support systems for dually identified students~~

Analyzes data such as promotion, retention, and post-secondary placement data to monitor program effectiveness and guide future programming decisions

Supports school counselors in advising Multilingual Learners on course selection, graduation requirements, and post-secondary options, including college, career, and workforce pathways

Provides strategic guidance and technical support to school leadership teams in the development of master schedules that prioritize multilingual learner considerations, ensuring that linguistic needs, mandated service delivery, and equitable access to core content are embedded into the foundational structure of the school day

~~Coordinates secondary and post secondary opportunities for ML students such as transcript evaluations and course recovery options~~

Collaborates with departments and schools to coordinate support systems related to accountability testing

Inputs, analyzes, and reports data using internal systems

Participates in district and local planning meetings

Oversees and manages services, resources, and program staff

Evaluates staff as assigned

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

Performs other duties as assigned by supervisor

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

PHYSICAL DEMANDS

This work is conducted in an office and school 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

Kentucky Counseling Certification

Bachelor's Degree in specific content area

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

Effective communication skills

DESIRABLE QUALIFICATIONS

Master's Degree

Certificate in Administration and/or Supervision (Principal Certification)

Successful experience in area of research methods and strategies

Experience in diverse workplace



Revised:
Submitted:
07/01/2026
02/10/2026

JOB TITLE:	SPECIALIST ML MENTAL HEALTH & POST - SECONDARY SUPPORTS
DIVISION	ACADEMICS
SALARY SCHEDULE/GRADE:	IV, GRADE 9
WORK YEAR:	AS APPROVED BY THE BOARD
FLSA STATUS:	EXEMPT
JOB CLASS CODE:	
BARGAINING UNIT:	CERX

SCOPE OF RESPONSIBILITIES

Coordinates comprehensive systems that integrate mental health supports, culturally responsive counseling, and strategic academic scheduling to ensure equitable graduation and post-secondary success for Multilingual Learners. Oversees systems coordinating mental health and trauma-informed practices to provide wrap-around support to international students and families. Assumes responsibility for the design and implementation of district-wide professional learning and coaching for ML Counselors and school support staff regarding culturally responsive supports. Builds capacity with school-based staff and district leadership in streamlining post-secondary pathways, including college readiness and master scheduling that prioritizes equitable access for Multilingual Learners. Monitors district-level data trends related to ML graduation rates and post-secondary transitions to drive systemic improvements. Facilitates cross-system collaboration and restorative discipline approaches to address student wellness, attendance, and engagement needs. Supervises and directs the work of committees and other groups as assigned.

PERFORMANCE RESPONSIBILITIES & EVALUATION CRITERIA

Provides coaching, consultation, and professional learning to school-based ML counselors, K-12 counselors, mental health practitioners, and relevant staff on ML counseling practices, compliance expectations, and culturally responsive supports.

Collaborates with school-based mental health practitioners, counselors, and district departments to support coordinated academic, behavioral, and social-emotional services for ML students.

Supports referral processes and cross-system collaboration to address student wellness, attendance, and engagement needs.

Collaborates with school teams to promote preventive, restorative, and positive approaches to discipline for Multilingual Learners

Assumes responsibility for maintaining and disseminating expert knowledge of current research and policy regarding post-secondary readiness for Multilingual Learners

Analyzes data such as promotion, retention, and post-secondary placement data to monitor program effectiveness and guide future programming decisions

Supports school counselors in advising Multilingual Learners on course selection, graduation requirements, and post-secondary options, including college, career, and workforce pathways

Provides strategic guidance and technical support to school leadership teams in the development of master schedules that prioritize multilingual learner considerations, ensuring that linguistic needs, mandated service delivery, and equitable access to core content are embedded into the foundational structure of the school day

Collaborates with departments and schools to coordinate support systems related to accountability testing

Inputs, analyzes, and reports data using internal systems

Participates in district and local planning meetings

Oversees and manages services, resources, and program staff

Evaluates staff as assigned

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

PHYSICAL DEMANDS

This work is conducted in an office and school 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

Kentucky Counseling Certification

Bachelor's Degree in specific content area

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

Effective communication skills

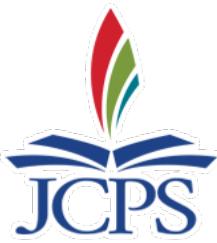
DESIRABLE QUALIFICATIONS

Master's Degree

Certificate in Administration and/or Supervision (Principal Certification)

Successful experience in area of research methods and strategies

Experience in diverse workplace



NEW: 07/01/2026 Submitted: 02/10/2026

JOB TITLE:	SPECIALIST K-12 RELATED ARTS
DIVISION	ACADEMICS
SALARY SCHEDULE/GRADE:	IV, GRADE 9
WORK YEAR:	220 DAYS
FLSA STATUS:	EXEMPT
JOB CLASS CODE:	4149
BARGAINING UNIT:	CERX

SCOPE OF RESPONSIBILITIES

Provides strategic, multi-disciplinary leadership in the design, implementation, and evaluation of a comprehensive K-12 Related Arts program. This role oversees the strategic development, standards alignment, and assessment strategies for Visual and Performing Arts (Music, Art, Theater, Dance), World Languages, and Health and Physical Education. This position ensures these diverse programs are essential components of a well-rounded K-12 education. This position will align planning to the district's strategic plan, all state and federal requirements, and will work closely with other departments across the district to ensure coherence in support for schools.

PERFORMANCE RESPONSIBILITIES & EVALUATION CRITERIA

Leads implementation of high-quality, research-based K-12 visual and performing arts, world languages, and health and physical education
Develops and refines a balanced K-12 scope and sequence for visual and performing arts, world languages, and health and physical education
Manages the vertical alignment of K-12 related arts programs to ensure a seamless transition from exploratory elementary units to specialized high school pathways
Develops and provides training, consultation and other support to district and school-based leaders in instructional practices designed to eliminate achievement and opportunity gaps
Oversees the district's related arts assessment portfolio, including systems for performance-based assessments such as portfolios, fitness benchmarks, and oral proficiency interviews
Analyzes student participation and enrollment trends to ensure equitable access to elective programs across all student demographics
Advocate for the value of related arts programs through coordinating district-level community showcases and performances
Designs and facilitates high-impact professional development for teachers and instructional leaders including training on how to effectively integrate technology into related arts
Practices culturally responsive teaching and leadership in the development of related arts curricular resources, professional learning, and daily practice
Prepares instruction and engagement coaches to provide shoulder-to-shoulder coaching for teachers using evidence-based practices in related arts instruction
Partners with other departments (i.e. Exceptional Child Education, Office of Multilingual Learners, Access & Opportunity) to ensure all students have equitable access to high quality related arts instruction
Communicates social studies goals and progress to district and community leaders
Completes all training and other compliance requirements as assigned and 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 indoors in an office setting. The position has 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

Certificate in Administration and/or Supervision (Supervisor of Instruction and/or Principal Certification)

Master's degree with valid Kentucky teaching certificate Five (5) years successful teaching experience

Expertise in equity, inclusion, and culturally responsive education

Ability to work successfully with others

Effective communication skills

DESIRABLE QUALIFICATIONS

Demonstrated leadership experience

Demonstrated ability to write distinctly and to organize data

Experience in planning, developing, and conducting professional development sessions

Experience with diverse groups of students



NEW: 07/01/2026 Submitted: 02/10/2026

JOB TITLE:	SPECIALIST K-12 SCIENCE CURRICULUM & ASSESSMENT
DIVISION	ACADEMICS
SALARY SCHEDULE/GRADE:	IV, GRADE 9
WORK YEAR:	220 DAYS
FLSA STATUS:	EXEMPT
JOB CLASS CODE:	4149
BARGAINING UNIT:	CERX

SCOPE OF RESPONSIBILITIES

Provides strategic leadership in the design, implementation, and evaluation of a comprehensive K-12 Science program. This role is responsible for articulating the vision, developing and refining the K-12 Science program. This role ensures that science instruction shifts from "learning about" to "figuring out," helping to bridge the gap between high-level state standards and daily implementation of classroom instruction. This position will align planning to the district's strategic plan, all state and federal requirements, and will work closely with other departments across the district to ensure coherence in support for schools.

PERFORMANCE RESPONSIBILITIES & EVALUATION CRITERIA

- Leads implementation of high-quality, research-based K-12 science curricula
- Develops and provides training, consultation and other support to district and school-based leaders in science instructional practices designed to eliminate achievement and opportunity gaps
- Oversees the district's science assessment portfolio, including summative assessments as well as performance-based assessments that measure student mastery of science practices
- Analyzes student science performance data to identify achievement gaps and inform instructional shifts
- Encourages and models skillful use of science assessment data to inform decision making
- Designs and facilitates high-impact professional development for teachers and instructional leaders
- Practices culturally responsive teaching and leadership in the development of science curricular resources, professional learning, and daily practice
- Prepares instruction and engagement coaches to provide shoulder-to-shoulder coaching for teachers using evidence-based practices in science instruction
- Partners with other departments (i.e. Exceptional Child Education, Office of Multilingual Learners, Access & Opportunity) to ensure all students have equitable access to high quality science instruction
- Communicates science goals and progress to district and community leaders
- Completes all training and other compliance requirements as assigned and 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 indoors in an office setting. The position has 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

Certificate in Administration and/or Supervision (Supervisor of Instruction and/or Principal Certification)

Master's degree with valid Kentucky teaching certificate Five (5) years successful teaching experience

Expertise in equity, inclusion, and culturally responsive education

Ability to work successfully with others

Effective communication skills

DESIRABLE QUALIFICATIONS

Demonstrated leadership experience

Demonstrated ability to write distinctly and to organize data

Experience in planning, developing, and conducting professional development sessions

Experience with diverse groups of students



NEW: Submitted:
07/01/2026 02/10/2026

JOB TITLE:	SPECIALIST K-12 SOCIAL STUDIES CURRICULUM & ASSESSMENT
DIVISION	ACADEMICS
SALARY SCHEDULE/GRADE:	IV, GRADE 9
WORK YEAR:	220 DAYS
FLSA STATUS:	EXEMPT
JOB CLASS CODE:	4149
BARGAINING UNIT:	CERX

SCOPE OF RESPONSIBILITIES

Provides strategic leadership in the design, implementation, and evaluation of a comprehensive K-12 Social Studies program. This role is responsible for articulating the vision, developing and refining the K-12 Social Studies program. This role ensures that social studies curriculum fosters civic competence, historical thinking, and global awareness through an inquiry-based framework, shifting instruction from rote memorization to developing students' abilities to develop questions and apply disciplinary tools. This position will align planning to the district's strategic plan, all state and federal requirements, and will work closely with other departments across the district to ensure coherence in support for schools.

PERFORMANCE RESPONSIBILITIES & EVALUATION CRITERIA

Leads implementation of high-quality, research-based K-12 social studies curricula
Ensures the K-12 social studies scope and sequence balances history, geography, economics and civics
Develops and provides training, consultation and other support to district and school-based leaders in social studies instructional practices designed to eliminate achievement and opportunity gaps
Oversees the district's social studies assessment portfolio, including summative assessments as well as document-based questions, civic action projects, and argumentative writing tasks
Analyzes student social studies performance data to identify achievement gaps and inform instructional shifts
Encourages and models skillful use of social studies assessment data to inform decision making
Designs and facilitates high-impact professional development for teachers and instructional leaders including training on how to evaluate student claims and evidence to improve disciplinary literacy
Facilitate training on navigating controversial topics, fostering civil discourse, and media literacy
Practices culturally responsive teaching and leadership in the development of social studies curricular resources, professional learning, and daily practice
Prepares instruction and engagement coaches to provide shoulder-to-shoulder coaching for teachers using evidence-based practices in social studies instruction
Partners with other departments (i.e. Exceptional Child Education, Office of Multilingual Learners, Access & Opportunity) to ensure all students have equitable access to high quality social studies instruction
Communicates social studies goals and progress to district and community leaders
Completes all training and other compliance requirements as assigned and 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 indoors in an office setting. The position has 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

Certificate in Administration and/or Supervision (Supervisor of Instruction and/or Principal Certification)

Master's degree with valid Kentucky teaching certificate Five (5) years successful teaching experience

Expertise in equity, inclusion, and culturally responsive education

Ability to work successfully with others

Effective communication skills

DESIRABLE QUALIFICATIONS

Demonstrated leadership experience

Demonstrated ability to write distinctly and to organize data

Experience in planning, developing, and conducting professional development sessions

Experience with diverse groups of students



NEW: Revised: Submitted:
07/01/2026 02/10/2026
07/17/2019 07/16/2019

JOB TITLE:	TECHNICIAN MEDIA
DIVISION	ACADEMICS SERVICES
SALARY SCHEDULE/GRADE:	IB, GRADE 8-6
WORK YEAR:	AS APPROVED BY THE BOARD
FLSA STATUS:	NON-EXEMPT
JOB CLASS CODE:	8323
BARGAINING UNIT:	CLAE

SCOPE OF RESPONSIBILITIES

~~Provides onsite and remote technical assistance to faculty, administrators and staff with the operation of multimedia and audiovisual equipment and investigates, identifies and resolves user problems. Assists staff and teachers with the production of multimedia and audiovisual content. Ships and receives media via the pony in response to requests.~~

Provides technical, operational, and logistical support for school libraries and the district Teacher Resource Center (TRC). This role ensures the efficient operation, organization, and accessibility of instructional resources, library technology, and media equipment that support teaching, learning, and professional practice. The Media Technician supports library media specialists and instructional staff by maintaining resources, coordinating materials, and providing technical assistance while also overseeing the day-to-day operations of the Teacher Resource Center to ensure equitable access to instructional materials and tools.

PERFORMANCE RESPONSIBILITIES & EVALUATION CRITERIA

Complies with videotape library procedures and ships and receives video recordings to and from schools
Coordinates the receiving, distribution, and return of instructional materials to schools and district staff
Communicates audiovisual issues to department staff to ensure efficient operations
Assists libraries with the setup, operation, and basic troubleshooting of instructional technology and media equipment
Provides audiovisual technical support for meetings and inspects outgoing and incoming equipment for damages and malfunctions
Provides technical assistance to library media specialists and school staff with library-related technology and instructional media systems
Produces original media material and duplicates copyright cleared media material in various formats
Oversees daily operations of the Teacher Resource Center, ensuring materials are organized, accessible, and maintained
Supports stakeholders in locating, accessing, and utilizing TRC resources aligned to instructional needs.
Maintains necessary supply inventory including parts and other supplies and orders according to established department procedures
Orders supplies and materials according to established procedures to support library and TRC operations
Maintains up-to-date inventory and maintenance checks of all department audiovisual equipment and media including product life cycling
Manages inventory, circulation, and tracking of TRC instructional resources and equipment
Demonstrates the operation of a broad range of audiovisual equipment including projectors, interactive whiteboards, analog and digital cameras and microphones for staff

Assists with the production of a wide variety of computer graphics and audio/video services to facilitate instruction and professional development initiatives
Assists library media specialists with interfacing computer and audio/video systems
Coordinates shipping, receiving, and distribution of instructional and library materials in response to requests
Maintains inventory and performs routine checks of library and TRC media equipment and instructional resources
Maintains accurate records related to TRC finances, usage, inventory, and resource condition
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 primarily sedentary. The work requires the use of hands for simple grasping, pushing and pulling of arm controls, and fine manipulations. The work at times requires bending, squatting, climbing, 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, 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

High School Diploma or G.E.D.

Ability to operate a wide variety of media equipment

Ability to read and understand audiovisual equipment drawings and plans

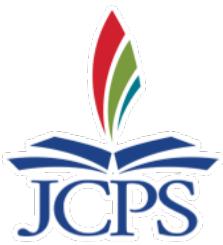
Ability to troubleshoot and perform moderately complex repairs

Experience supporting educators with instructional materials or educational technology

Effective communication and organization skills

DESIRABLE QUALIFICATIONS

Experience in a diverse workplace



Revised: 07/01/2026 Submitted: 02/10/2026

JOB TITLE:	TECHNICIAN MEDIA
DIVISION	ACADEMICS
SALARY SCHEDULE/GRADE:	IB, GRADE 6
WORK YEAR:	AS APPROVED BY THE BOARD
FLSA STATUS:	NON-EXEMPT
JOB CLASS CODE:	8323
BARGAINING UNIT:	CLAE

SCOPE OF RESPONSIBILITIES

Provides technical, operational, and logistical support for school libraries and the district Teacher Resource Center (TRC). This role ensures the efficient operation, organization, and accessibility of instructional resources, library technology, and media equipment that support teaching, learning, and professional practice. The Media Technician supports library media specialists and instructional staff by maintaining resources, coordinating materials, and providing technical assistance while also overseeing the day-to-day operations of the Teacher Resource Center to ensure equitable access to instructional materials and tools.

PERFORMANCE RESPONSIBILITIES & EVALUATION CRITERIA

Coordinates the receiving, distribution, and return of instructional materials to schools and district staff
Assists libraries with the setup, operation, and basic troubleshooting of instructional technology and media equipment
Provides technical assistance to library media specialists and school staff with library-related technology and instructional media systems
Oversees daily operations of the Teacher Resource Center, ensuring materials are organized, accessible, and maintained
Supports stakeholders in locating, accessing, and utilizing TRC resources aligned to instructional needs.
Orders supplies and materials according to established procedures to support library and TRC operations
Manages inventory, circulation, and tracking of TRC instructional resources and equipment
Coordinates shipping, receiving, and distribution of instructional and library materials in response to requests
Maintains inventory and performs routine checks of library and TRC media equipment and instructional resources
Maintains accurate records related to TRC finances, usage, inventory, and resource condition
Performs other duties as assigned by supervisor
Completes all trainings and other compliance requirements as assigned and by the designated deadline

PHYSICAL DEMANDS

This work is 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

High School Diploma or G.E.D.

Experience supporting educators with instructional materials or educational technology

Effective communication and organization skills

DESIRABLE QUALIFICATIONS