



**NEW: REVISED**      Submitted:  
 07/01/2020      ~~04/21/2020~~  
 07/01/2026      03/31/26

JOB TITLE:	ASSISTANT DIRECTOR EXCEPTIONAL CHILD EDUCATION <del>(PDF)</del>
DIVISION	EXCEPTIONAL CHILD EDUCATION
SALARY SCHEDULE/GRADE:	IV, GRADE 11
WORK YEAR:	<del>260 DAYS AS APPROVED BY THE BOARD</del>
FLSA STATUS:	EXEMPT
JOB CLASS CODE:	4249
BARGAINING UNIT:	CERX

**SCOPE OF RESPONSIBILITIES**

Assumes responsibility for the coordination of ECE programs and services which focus on compliance, as well as quality of programs for students; provides leadership to the District staff in complying with federal and state laws and regulations; maintains effective communication among Jefferson County Public Schools, Kentucky Department of Education, and the community on matters relating to IDEA Part B, Part C, 504 and Home Hospital and other programs as assigned.

**PERFORMANCE RESPONSIBILITIES & EVALUATION CRITERIA**

- Provides leadership to coordination of a project, program or activity and evaluates staff as assigned
- Develops, establishes or administers project, program or activity
- Serves as liaison with other units, departments or outside agencies as required
- Makes recommendations regarding implementation of project, program or activity and evaluates effectiveness as assigned
- Maintains communication and works closely with District staff, local school staff and the community regarding information, developments and implementation of projects, programs or activities
- Prepares and/or assists in preparation or reports, records and other documentation as required
- Accumulates and researches data, documents and other pertinent information as required
- Assures compliance with federal, state and District policy, administrative procedures and negotiated agreements as applicable to assignment
- Prepares, delivers or assists with training opportunities as appropriate
- Completes all trainings including ARC Chair training and other compliance requirements as assigned by the designated deadline
- Adheres to all district data-entry requirements and established timelines across all designated systems, including the accurate and timely completion of documentation for Medicaid billing and other compliance-related data needs.**
- May assume responsibility for chairing Admission and Release Committee (ARC) meetings, ensuring all proceedings, decisions, and documentation strictly follow district, state, and federal timelines and due process requirements.**
- Conducts comprehensive student record reviews as needed to ensure compliance with Kentucky Administrative Regulations (KARs), the Individuals with Disabilities Act (IDEA), and district auditing standards.**
- Assists in preparation for Due Process proceedings**
- Collaborates with ECE department personnel and school staff to ensure strong professional growth and learning experiences**

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, 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.

#### MINIMUM QUALIFICATIONS

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

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

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

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

Effective communication skills

#### DESIRABLE QUALIFICATIONS

Certification and training in regular education

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

Educational mediation or arbitration training

Experience in a diverse workplace

Demonstrated leadership ability



REVISED: 07/01/2026  
 Submitted: 03/31/2026

JOB TITLE:	ASSISTANT DIRECTOR EXCEPTIONAL CHILD EDUCATION
DIVISION	EXCEPTIONAL CHILD EDUCATION
SALARY SCHEDULE/GRADE:	IV, GRADE 11
WORK YEAR:	AS APPROVED BY THE BOARD
FLSA STATUS:	EXEMPT
JOB CLASS CODE:	4249
BARGAINING UNIT:	CERX

**SCOPE OF RESPONSIBILITIES**

Assumes responsibility for the coordination of ECE programs and services which focus on compliance, as well as quality of programs for students; provides leadership to the District staff in complying with federal and state laws and regulations; maintains effective communication among Jefferson County Public Schools, Kentucky Department of Education, and the community on matters relating to IDEA Part B, Part C, 504 and Home Hospital and other programs as assigned.

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- May assume responsibility for chairing Admission and Release Committee (ARC) meetings, ensuring all proceedings, decisions, and documentation strictly follow district, state, and federal timelines and due process requirements.
- Conducts comprehensive student record reviews as needed to ensure compliance with Kentucky Administrative Regulations (KARs), the Individuals with Disabilities Act (IDEA), and district auditing standards.
- Assists in preparation for Due Process proceedings
- Collaborates with ECE department personnel and school staff to ensure strong professional growth and learning experiences

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, 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.

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

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

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

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

Effective communication skills

#### DESIRABLE QUALIFICATIONS

Certification and training in regular education

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

Educational mediation or arbitration training

Experience in a diverse workplace

Demonstrated leadership ability



REVISED:                      Submitted:  
~~07/01/2025~~                      ~~05/13/2025~~  
 07/01/2026                      03/31/2026

JOB TITLE:	DIAGNOSTICIAN EXCEPTIONAL CHILD SPECIAL SERVICES
DIVISION	EXCEPTIONAL CHILD EDUCATION
SALARY SCHEDULE/GRADE:	JOB FAMILY III
WORK YEAR:	<del>220 DAYS</del> AS APPROVED BY THE BOARD
FLSA STATUS:	EXEMPT
JOB CLASS CODE:	4765
BARGAINING UNIT:	CERT

SCOPE OF RESPONSIBILITIES
Assists District staff in the implementation of consistent and appropriate ECE instructional programs; conducts standardized norm-referenced, and criterion-referenced assessments for <del>2- to 5-year-old</del> children suspected of needing special education; participates in pre-referral, referral, assessment, placement, and follow-up activities; assists the director in collecting and compiling data as needed for appropriate evaluation and placement of children, as well as for District, state and federal reports.

PERFORMANCE RESPONSIBILITIES & EVALUATION CRITERIA
Assists school and community agency staff in the implementation of consistent and appropriate ECE instructional programs and the use of curriculum
Assists in the development and implementation of instructional alternatives/intervention techniques for students identified as having difficulty
<del>Accurately administers, scores, and interprets individual assessments consistent with state/district policy</del> <del>Conducts individual and team assessments for 2- to 5-year-old children suspected of needing special education</del>
Conducts screenings and behavior observations for <del>2- to 5-year-old</del> children suspected of needing special education
Writes comprehensive evaluation reports and behavior observations on those children tested
Assists the Admissions and Release Committees in interpreting educational assessment results, developing the individual education program, and determining appropriate placement as needed
<del>Consults with teachers, school psychologists, speech/language pathologists, and other service providers to support student success.</del>
<del>Maintains accurate and timely documentation and ensures confidentiality of student records.</del>
<del>Monitors and supports compliance with evaluation timelines, due process procedures, and district special education policies.</del>
<del>Supports transitions across educational settings.</del>
<del>Prepares and/or assists in preparation of reports, records, and other documentation as requested by supervisor</del>
<del>Participates in professional learning as required to administer standardized assessments and screenings</del>
Conducts in-service activities for school personnel, District staff, and community groups
Coordinates and/or participates in parent involvement, staff development, and community agency development activities of the <del>Exceptional Child Education division</del> <del>Early Childhood Program</del>
Completes all trainings and other compliance requirements as assigned by the designated deadline

Performs other duties as assigned by supervisor
Regular, predictable performance is required for all performance responsibilities
This position requires reporting to various worksites throughout JCPS based on caseload/programmatic assignments

PHYSICAL DEMANDS
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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
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- Kentucky Teaching Certificate in Special Education or Interdisciplinary Early Childhood Education (IECE) Certification
- Masters degree or higher
- Three (3) years of successful experience as a teacher **or other equivalent professional experience**
- Demonstrated ability to work cooperatively in a team situation
- Effective communication skills

DESIRABLE QUALIFICATIONS
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- Experience with administering educational assessments
- Experience in a diverse workplace



REVISED: 07/01/2026  
Submitted: 3/31/2026

JOB TITLE:	DIAGNOSTICIAN EXCEPTIONAL CHILD SPECIAL SERVICES
DIVISION	EXCEPTIONAL CHILD EDUCATION
SALARY SCHEDULE/GRADE:	JOB FAMILY III
WORK YEAR:	As APPROVED BY THE BOARD
FLSA STATUS:	EXEMPT
JOB CLASS CODE:	4765
BARGAINING UNIT:	CERT

**SCOPE OF RESPONSIBILITIES**

Assists District staff in the implementation of consistent and appropriate ECE instructional programs; conducts standardized norm-referenced, and criterion-referenced assessments for children suspected of needing special education; participates in pre-referral, referral, assessment, placement, and follow-up activities; assists the director in collecting and compiling data as needed for appropriate evaluation and placement of children, as well as for District, state and federal reports.

**PERFORMANCE RESPONSIBILITIES & EVALUATION CRITERIA**

- Assists school and community agency staff in the implementation of consistent and appropriate ECE instructional programs and the use of curriculum
- Assists in the development and implementation of instructional alternatives/intervention techniques for students identified as having difficulty
- Accurately administers, scores, and interprets individual assessments consistent with state/district policy
- Conducts screenings and behavior observations for children suspected of needing special education
- Writes comprehensive evaluation reports and behavior observations on those children tested
- Assists the Admissions and Release Committees in interpreting educational assessment results, developing the individual education program, and determining appropriate placement as needed
- Consults with teachers, school psychologists, speech/language pathologists, and other service providers to support student success.
- Maintains accurate and timely documentation and ensures confidentiality of student records.
- Monitors and supports compliance with evaluation timelines, due process procedures, and district special education policies.
- Supports transitions across educational settings.
- Prepares and/or assists in preparation of reports, records, and other documentation as requested by supervisor
- Conducts in-service activities for school personnel, District staff, and community groups
- Participates in professional learning as required to administer standardized assessments and screenings
- Coordinates and/or participates in parent involvement, staff development, and community agency development activities of the Exceptional Child Education division
- Completes all trainings and other compliance requirements as assigned by the designated deadline
- Performs other duties as assigned by supervisor
- Regular, predictable performance is required for all performance responsibilities

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

#### PHYSICAL DEMANDS

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

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

#### MINIMUM QUALIFICATIONS

Kentucky Teaching Certificate in Special Education or Interdisciplinary Early Childhood Education (IECE) Certification

Masters degree or higher

Three (3) years of successful experience as a teacher or other equivalent professional experience

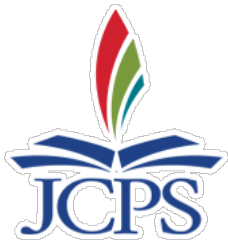
Demonstrated ability to work cooperatively in a team situation

Effective communication skills

#### DESIRABLE QUALIFICATIONS

Experience with administering educational assessments

Experience in a diverse workplace



**NEW:** Submitted:  
 revised 02/12/2019  
 07/1/2026 3/31/26

JOB TITLE:	ECE IMPLEMENTATION COACH
DIVISION	ACADEMIC SUPPORT-EXCEPTIONAL CHILD EDUCATION
SALARY SCHEDULE/GRADE:	III
WORK YEAR:	AS APPROVED BY THE BOARD
FLSA STATUS:	EXEMPT
JOB CLASS CODE:	4745

**SCOPE OF RESPONSIBILITIES**

Coordinate and assist the school based Exceptional Child Education (ECE) team to support student achievement; administer, score and interpret assessments; and maintain compliance with district Exceptional Child Education procedures. Provide technical assistance and support for the implementation of the Kentucky Administration Regulations (KARs) and the Individuals with Disabilities Education Act (IDEA).

**PERFORMANCE RESPONSIBILITIES & EVALUATION CRITERIA**

- ~~Schedules and chairs Admission and Release Committee (ARC) meetings according to policies and procedures/timelines, complete ARC forms correctly and accurately~~
- Schedules and chairs Admission and Release Committee (ARC) meetings, ensuring all proceedings, decisions, and documentation strictly follow district, state, and federal timelines and due process requirements
- ~~Assists staff, parents, etc. in referral procedures, collect required information at the ARC to act upon referral (updated screenings, documentation of interventions, etc.)~~
- Assists staff, parents, etc. in referral procedures, collect and document required information at the ARC to act upon referral (updated screenings, documentation of interventions, etc.)
- Adheres to policies for completing evaluations within specified timelines and prepares data in conjunction with the evaluation team, competently administers, scores, and interprets assessments
- Adheres to all district data-entry requirements and established timelines across all designated systems, including the accurate and timely completion of documentation for Medicaid billing and other compliance-related data needs
- Conducts comprehensive student record reviews as needed to ensure compliance with Kentucky Administrative Regulations (KARs), the Individuals with Disabilities Education Act (IDEA), and district auditing standards
- Participates in decision making for program planning and development of Individual Education Programs aimed at improving individual student achievement
- Guides and coaches teams to implement appropriate evidence-based practices and builds teacher capacity for successful implementation of classroom and student based strategies
- ~~Analyzes student performance data to increase college, career and citizenship readiness~~
- Provides input for effective and efficient scheduling to maximize student access to general curriculum
- ~~Enters Exceptional Child Education data into the state student information system and assists with the development of mid-year and end-of-year reports~~
- ~~Develops and maintains a positive rapport with families and staff~~
- Develops and / or maintains a complete monitoring protocol and process with procedures and timelines for all aspects of IDEA
- ~~Monitors discipline/suspensions of students with disabilities to ensure alignment with ECE procedures, KARs, and the IDEA~~

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

Attends trainings and meetings as directed by ~~Chief Exceptional Child Education~~ Executive Officer of Exceptional Child Education

Performs other duties as assigned by the supervisor

#### PHYSICAL DEMANDS

The work is performed while standing or walking. The work requires the use of hands for simple grasping and fine manipulations.

The work at times requires bending, squatting, crawling, climbing, reaching, with the ability to lift, carry, push or pull light weights.

#### MINIMUM QUALIFICATIONS

Kentucky Teaching Certificate in ~~Special Education~~ Interdisciplinary Early Childhood Education (IECE), or Special Education, or Speech and Language Pathologist, or School Counseling, or School Psychologist

Master's Degree or higher in education, or a related field

Three (3) years successful teaching experience ~~in special education or equivalent professional experience~~ or related area of expertise

Ability to work successfully with people

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

Ability to work cooperatively in a team situation

Demonstrated decision-making abilities

Effective communication skills

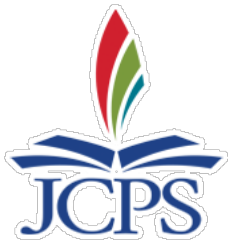
#### DESIRABLE QUALIFICATIONS

Experience in a diverse workplace

Demonstrated leadership ability

Demonstrated ability to write distinctly and to organize data

Demonstrated experience in chairing ARC meetings and / or IEP development



REVISED: 07/1/2026  
 Submitted: 03/31/2026

JOB TITLE:	ECE IMPLEMENTATION COACH
DIVISION	EXCEPTIONAL CHILD EDUCATION
SALARY SCHEDULE/GRADE:	III
WORK YEAR:	AS APPROVED BY THE BOARD
FLSA STATUS:	EXEMPT
JOB CLASS CODE:	4745
BARGAINING UNIT:	CERT

**SCOPE OF RESPONSIBILITIES**

Coordinate and assist the school based Exceptional Child Education (ECE) team to support student achievement; administer, score and interpret assessments; and maintain compliance with district Exceptional Child Education procedures. Provide technical assistance and support for the implementation of the Kentucky Administration Regulations (KARs) and the Individuals with Disabilities Education Act (IDEA).

**PERFORMANCE RESPONSIBILITIES & EVALUATION CRITERIA**

- Schedules and chairs Admission and Release Committee (ARC) meetings, ensuring all proceedings, decisions, and documentation strictly follow district, state, and federal timelines and due process requirements
- Assists staff, parents, etc. in referral procedures, collect and document required information at the ARC to act upon referral (updated screenings, documentation of interventions, etc.)
- Adheres to policies for completing evaluations within specified timelines and prepares data in conjunction with the evaluation team, competently administers, scores, and interprets assessments
- Adheres to all district data-entry requirements and established timelines across all designated systems, including the accurate and timely completion of documentation for Medicaid billing and other compliance-related data needs
- Conducts comprehensive student record reviews as needed to ensure compliance with Kentucky Administrative Regulations (KARs), the Individuals with Disabilities Education Act (IDEA), and district auditing standards
- Participates in decision making for program planning and development of Individual Education Programs aimed at improving individual student achievement
- Guides and coaches teams to implement appropriate evidence-based practices and builds teacher capacity for successful implementation of classroom and student based strategies
- Provides input for effective and efficient scheduling to maximize student access to general curriculum
- Develops and / or maintains a complete monitoring protocol and process with procedures and timelines for all aspects of IDEA
- Completes and attends all trainings and other compliance requirements as assigned by the designated deadline
- Attends trainings and meetings as directed by Executive Officer of Exceptional Child Education
- Performs other duties as assigned by the supervisor

**PHYSICAL DEMANDS**

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

**MINIMUM QUALIFICATIONS**

Kentucky Teaching Certificate in Interdisciplinary Early Childhood Education (IECE), or Special Education, or Speech and Language Pathologist, or School Counseling, or School Psychologist
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Master's Degree or higher in education, or a related field
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Three (3) years successful teaching experience or related area of expertise
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Ability to work successfully with people
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Working knowledge of federal and state laws and regulations regarding programs for exceptional children
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Ability to work cooperatively in a team situation
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Demonstrated decision-making abilities
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Effective communication skills
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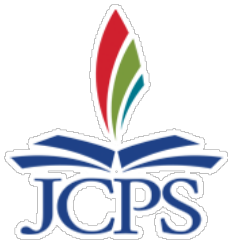
<b>DESIRABLE QUALIFICATIONS</b>
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Experience in a diverse workplace
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Demonstrated leadership ability
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Demonstrated ability to write distinctly and to organize data
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Demonstrated experience in chairing ARC meetings and / or IEP development
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**NEW:** Submitted:  
 12/14/2022 12/13/2022  
**Revised:**  
 07/01/2026 3/31/2026

JOB TITLE:	ECE IMPLEMENTATION COACH-DIAGNOSTIC CENTER
DIVISION	EXECPTIONAL CHILD EDUCATION
SALARY SCHEDULE/GRADE:	III
WORK YEAR:	AS APPROVED BY THE BOARD
FLSA STATUS:	EXEMPT
JOB CLASS CODE:	0
BARGAINING UNIT:	CERT

**SCOPE OF RESPONSIBILITIES**

Coordinate and assist the Diagnostic Center Exceptional Child Education (ECE) team to use data to support, administer, score, and interpret assessments; maintain compliance with district Exceptional Child Education procedures. Provide technical assistance and support for the implementation of the Kentucky Administration Regulations (KAR's) and the Individuals with Disabilities Act (IDEA). Review and use data to support ARC decisions regarding identification, location and evaluation; assist in development of Individualized Education Programs (IEP).

**PERFORMANCE RESPONSIBILITIES & EVALUATION CRITERIA**

- ~~Chairs and/or serves as committee member for Admission and Release Committee (ARC) meetings according to policies and procedures/timelines, complete ARC forms correctly and accurately~~
- Schedules, chairs, and/or serves as committee member for Admission and Release Committee (ARC) meetings, ensuring all proceedings, decisions, and documentation strictly follow district, state, and federal timelines and due process requirements
- Assists staff, parents, etc. in referral procedures, collect and document required information at the ARC to act upon referral (updated screenings, documentation of interventions, etc.)
- Adheres to policies for completing evaluations within specified timelines and prepares data in conjunction with the evaluation team, competently administers, scores, and interprets assessments
- Adheres to all district data-entry requirements and established timelines across all designated systems, including the accurate and timely completion of documentation for Medicaid billing and other compliance-related data needs.
- Conducts comprehensive student record reviews as needed to ensure compliance with Kentucky Administrative Regulations (KARs), the Individuals with Disabilities Education Act (IDEA), and district auditing standards.
- Participates in decision making for program planning and development of Individual Education Programs aimed at improving individual student achievement and access
- Guides and coaches teams to implement appropriate evidence-based practices and builds teacher capacity for successful implementation of classroom and student-based strategies
- Analyzes student performance data to increase school readiness
- Provides input for effective and efficient scheduling to maximize student access to general curriculum
- ~~Enters Exceptional Child Education data into the state student information system and assists with the development of mid-year and end-of-year reports~~
- Develops and maintains a positive rapport with families and staff
- Completes and attends all trainings and other compliance requirements as assigned by the designated deadline
- Attends trainings and meetings as directed by Chief of Exceptional Child Education
- Performs other duties as assigned by the supervisor

PHYSICAL DEMANDS

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

MINIMUM QUALIFICATIONS

Kentucky Teaching Certificate in Interdisciplinary Early Childhood Education (IECE) or special education or Speech & Language Pathologist, or School Counseling, or School Psychologist

Master's Degree or higher in education, or a related field

Ability to work successfully with people

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

Ability to work cooperatively in a team situation

Three (3) years of successful teaching experience or related area of expertise

Demonstrated decision-making abilities

Effective communication skills

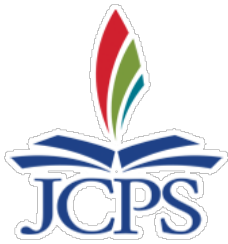
DESIRABLE QUALIFICATIONS

Experience in a diverse workplace

Demonstrated leadership ability

Demonstrated ability to write distinctly and to organize data

Demonstrated experience in chairing ARC meetings and/or IEP development



Revised:  
7/1/2026

Submitted:  
3/31/2026

JOB TITLE:	ECE IMPLEMENTATION COACH-DIAGNOSTIC CENTER
DIVISION	EXECPTIONAL CHILD EDUCATION
SALARY SCHEDULE/GRADE:	III
WORK YEAR:	AS APPROVED BY THE BOARD
FLSA STATUS:	EXEMPT
JOB CLASS CODE:	0
BARGAINING UNIT:	CERT

**SCOPE OF RESPONSIBILITIES**

Coordinate and assist the Diagnostic Center Exceptional Child Education (ECE) team to use data to support, administer, score, and interpret assessments; maintain compliance with district Exceptional Child Education procedures. Provide technical assistance and support for the implementation of the Kentucky Administration Regulations (KAR's) and the Individuals with Disabilities Act (IDEA). Review and use data to support ARC decisions regarding identification, location and evaluation; assist in development of Individualized Education Programs (IEP).

**PERFORMANCE RESPONSIBILITIES & EVALUATION CRITERIA**

- Schedules, chairs, and/or serves as committee member for Admission and Release Committee (ARC) meetings, ensuring all proceedings, decisions, and documentation strictly follow district, state, and federal timelines and due process requirements
- Assists staff, parents, etc. in referral procedures, collect and document required information at the ARC to act upon referral (updated screenings, documentation of interventions, etc.)
- Adheres to policies for completing evaluations within specified timelines and prepares data in conjunction with the evaluation team, competently administers, scores, and interprets assessments
- Adheres to all district data-entry requirements and established timelines across all designated systems, including the accurate and timely completion of documentation for Medicaid billing and other compliance-related data needs.
- Conducts comprehensive student record reviews as needed to ensure compliance with Kentucky Administrative Regulations (KARs), the Individuals with Disabilities Education Act (IDEA), and district auditing standards.
- Participates in decision making for program planning and development of Individual Education Programs aimed at improving individual student achievement and access
- Guides and coaches teams to implement appropriate evidence-based practices and builds teacher capacity for successful implementation of classroom and student-based strategies
- Analyzes student performance data to increase school readiness
- Provides input for effective and efficient scheduling to maximize student access to general curriculum
- Develops and maintains a positive rapport with families and staff
- Completes and attends all trainings and other compliance requirements as assigned by the designated deadline
- Attends trainings and meetings as directed by Chief of Exceptional Child Education
- Performs other duties as assigned by the supervisor

**PHYSICAL DEMANDS**

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

**MINIMUM QUALIFICATIONS**

Kentucky Teaching Certificate in Interdisciplinary Early Childhood Education (IECE) or special education or Speech & Language Pathologist, or School Counseling, or School Psychologist
Master's Degree or higher in education, or a related field
Ability to work successfully with people
Working knowledge of federal and state laws and regulations regarding programs for exceptional children
Ability to work cooperatively in a team situation

Three (3) years of successful teaching experience or related area of expertise
Demonstrated decision-making abilities
Effective communication skills

DESIRABLE QUALIFICATIONS
Experience in a diverse workplace
Demonstrated leadership ability
Demonstrated ability to write distinctly and to organize data
Demonstrated experience in chairing ARC meetings and/or IEP development



REVISED: Submitted:  
 07/01/2022 06/28/2022  
 07/01/2026 03/01/2026

JOB TITLE:	EXECUTIVE DIRECTOR ECE <del>AND SPECIAL PROGRAMS</del>
DIVISION	EXCEPTIONAL CHILD EDUCATION
SALARY SCHEDULE/GRADE:	IV, GRADE 13
WORK YEAR:	AS APPROVED BY THE BOARD
FLSA STATUS:	EXEMPT
JOB CLASS CODE:	4118
BARGAINING UNIT:	CERX

**SCOPE OF RESPONSIBILITIES**

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

**PERFORMANCE RESPONSIBILITIES & EVALUATION CRITERIA**

- Develops and reviews program plans with the supervisor and District leadership that meets the requirements of state, federal, and District guidelines
- ~~Reviews and revises programming continuously in collaboration with District leadership and schools to ensure students are transition ready~~
- Provides direction, supervision and evaluation of ECE and Special Programs.
- Monitors program needs continuously, both educational and operations, and makes well-researched recommendations
- Identifies recurring obstacles to student success and collaborates with school leadership to address these obstacles with particular attention to the achievement gap for students with disabilities
- Ensures compliance with federal and state statutes and regulations and District policies and administrative procedures
- Collaborates with other departments to lead continuous improvement efforts that will reduce the achievement and opportunity gaps
- ~~Develops-Collaborates with the District Administration in developing~~ the operating budget for ECE and other Special Programs ~~and assures that all functions operate within the appropriated amounts in close collaboration with the Chief of ECE~~
- Maintains open lines of communication with Principals and other unit administrators to ensure compliance with state and federal guidelines and alignment with District vision and goals
- Collaborates with appropriate District leadership to meet program needs
- Acts as liaison for community partnerships
- Evaluates staff as assigned
- Completes all training ~~including ARC Chair training~~, and other compliance requirements as assigned and by the designated deadline

Adheres to all district data-entry requirements and established timelines across all designated systems, including the accurate and timely completion of documentation for Medicaid billing and other compliance-related data needs
May assume responsibility for chairing Admission and Release Committee (ARC) meetings, ensuring all proceedings, decisions, and documentation strictly follow district, state, and federal timelines and due process requirements
Conducts comprehensive student record reviews as needed to ensure compliance with Kentucky Administrative Regulations (KARs), the Individuals with Disabilities Act (IDEA), and district auditing standards
Assists in preparation for Due Process proceedings
Collaborates with ECE department personnel and school staff to ensure strong professional growth and learning experiences
Performs other duties as assigned by supervisor

PHYSICAL DEMANDS
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<p>The work is primarily sedentary. The work requires the use of hands for simple grasping and fine manipulations.</p> <p>The work at times requires bending, squatting, reaching with the ability to lift, carry, push or pull light weights. The work requires activities involving being around moving machinery, exposure to marked changes in temperature and humidity, driving automotive equipment, and exposure to dust, fumes and gases.</p>
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MINIMUM QUALIFICATIONS
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|---|
| Master's Degree or higher with Kentucky certification in Director of Special Education  |
| Kentucky Teacher Certification in Special Education or Certification in School Psychology, or School Counselor                        |
| Five (5) years of successful experience teaching in special education or equivalent professional experience in the area of assignment |
| Extensive knowledge of federal and state laws and regulations regarding programs for exceptional children                             |
| Effective communication skills  |

DESIRABLE QUALIFICATIONS
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| Certification and training in regular education  |
| Successful administrative, supervisory and/or consultant experience in special education |
| Educational mediation or arbitration training  |
| Experience in a diverse workplace  |
| Demonstrated leadership ability  |



REVISED: 07/01/2026  
 Submitted: 03/31/2026

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

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

PERFORMANCE RESPONSIBILITIES & EVALUATION CRITERIA
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- |   |
|---|
| Develops and reviews program plans with the supervisor and District leadership that meets the requirements of state, federal, and District guidelines   |
| Provides direction, supervision and evaluation of ECE and Special Programs.   |
| Monitors program needs continuously, both educational and operations, and makes well-researched recommendations   |
| Identifies recurring obstacles to student success and collaborates with school leadership to address these obstacles with particular attention to the achievement gap for students with disabilities                                |
| Ensures compliance with federal and state statutes and regulations and District policies and administrative procedures  |
| Collaborates with other departments to lead continuous improvement efforts that will reduce the achievement and opportunity gaps  |
| Collaborates with the District Administration in developing the operating budget for ECE and other Special Programs   |
| Maintains open lines of communication with Principals and other unit administrators to ensure compliance with state and federal guidelines and alignment with District vision and goals   |
| Collaborates with appropriate District leadership to meet program needs   |
| Acts as liaison for community partnerships  |
| Evaluates staff as assigned   |
| Completes all training including ARC Chair training, and other compliance requirements as assigned and by the designated deadline   |
| Adheres to all district data-entry requirements and established timelines across all designated systems, including the accurate and timely completion of documentation for Medicaid billing and other compliance-related data needs |

May assume responsibility for chairing Admission and Release Committee (ARC) meetings, ensuring all proceedings, decisions, and documentation strictly follow district, state, and federal timelines and due process requirements
Conducts comprehensive student record reviews as needed to ensure compliance with Kentucky Administrative Regulations (KARs), the Individuals with Disabilities Act (IDEA), and district auditing standards
Assists in preparation for Due Process proceedings
Collaborates with ECE department personnel and school staff to ensure strong professional growth and learning experiences
Performs other duties as assigned by supervisor

<b>PHYSICAL DEMANDS</b>
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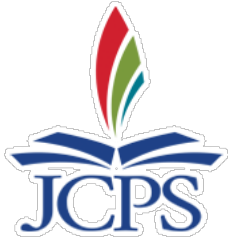
<p>The work is primarily sedentary. The work requires the use of hands for simple grasping and fine manipulations.</p> <p>The work at times requires bending, squatting, reaching with the ability to lift, carry, push or pull light weights. The work requires activities involving being around moving machinery, exposure to marked changes in temperature and humidity, driving automotive equipment, and exposure to dust, fumes and gases.</p>
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<b>MINIMUM QUALIFICATIONS</b>
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Master's Degree or higher with Kentucky certification in Director of Special Education
Kentucky Teacher Certification in Special Education or Certification in School Psychology, or School Counselor
Five (5) years of successful experience teaching in special education or equivalent professional experience in the area of assignment
Extensive knowledge of federal and state laws and regulations regarding programs for exceptional children
Effective communication skills

<b>DESIRABLE QUALIFICATIONS</b>
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Certification and training in regular education
Successful administrative, supervisory and/or consultant experience in special education
Educational mediation or arbitration training
Experience in a diverse workplace
Demonstrated leadership ability



JOB TITLE:	INTERPRETER I EDUCATIONAL
DIVISION	SCHOOLS
SALARY SCHEDULE/GRADE:	IA, GRADE <del>8-12</del>
WORK YEAR:	187 DAYS
FLSA STATUS:	NON-EXEMPT
JOB CLASS CODE:	8298
BARGAINING UNIT:	CLAA

REVISED: Submitted:  
~~07/01/2023~~ ~~05/23/2023~~  
 07/01/2026 03/31/2026

**SCOPE OF RESPONSIBILITIES**

Interprets and/or transliterates English and signed concepts to any necessary specialized vocabulary used by a student, staff or visitors in educational settings. Necessary specialized vocabularies may include but are not limited to American Sign Language, English-based sign language, cued speech, and/or oral transliterating. As a member of the educational team, works closely with teachers responsible for the student's educational program.

**PERFORMANCE RESPONSIBILITIES & EVALUATION CRITERIA**

- Uses recognized interpreting and/or transliterating skills to facilitate communication between deaf and hard-of-hearing students and others including faculty, staff, administrators, other students or visitors
- Attends classes with deaf and hard-of-hearing students to interpret lectures, discussions and other audible classroom activities
- Interprets at meetings, conferences, appointments, field trips, assemblies, and other educational activities
- Utilizes planning time to meet with teachers and staff as deemed appropriate by the educational team and/or supervisors
- Prepares for demanding course material as necessary for successful interpreting and/or transliterating
- Serves as a professional member of the education team in the appropriate Admissions and Release Committee process
- Participates in professional development as relevant to the interpreting experience
- Completes all trainings and other compliance requirements as assigned and by the designated deadline
- Performs other duties as assigned by supervisor

**PHYSICAL DEMANDS**

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

**MINIMUM QUALIFICATIONS**

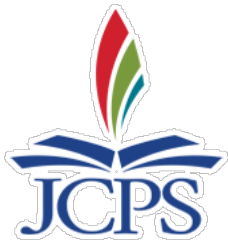
- High School Diploma or G. E. D.
- Temporary license issued by the Kentucky Board of Interpreters for the Deaf and Hard of Hearing
- Continuing Education Requirements
- One year (1) of experience interpreting in an education setting or working in the deaf community with supporting documentation or graduation from an Interpreter Training Program

**DESIRABLE QUALIFICATIONS**

Associate Degree or two (2) years of post-secondary education (interpreter training program preferred) or approved equivalent

Member in professional interpreter and/or other organizations relating to deafness

Experience in a diverse workplace



REVISED: 07/01/2026  
 Submitted: 03/31/2026

JOB TITLE:	INTERPRETER I EDUCATIONAL
DIVISION	SCHOOLS
SALARY SCHEDULE/GRADE:	IA, GRADE 12
WORK YEAR:	187 DAYS
FLSA STATUS:	NON-EXEMPT
JOB CLASS CODE:	8298
BARGAINING UNIT:	CLAA

**SCOPE OF RESPONSIBILITIES**

Interprets and/or transliterates English and signed concepts to any necessary specialized vocabulary used by a student, staff or visitors in educational settings. Necessary specialized vocabularies may include but are not limited to American Sign Language, English-based sign language, cued speech, and/or oral transliterating. As a member of the educational team, works closely with teachers responsible for the student's educational program.

**PERFORMANCE RESPONSIBILITIES & EVALUATION CRITERIA**

- Uses recognized interpreting and/or transliterating skills to facilitate communication between deaf and hard-of-hearing students and others including faculty, staff, administrators, other students or visitors
- Attends classes with deaf and hard-of-hearing students to interpret lectures, discussions and other audible classroom activities
- Interprets at meetings, conferences, appointments, field trips, assemblies, and other educational activities
- Utilizes planning time to meet with teachers and staff as deemed appropriate by the educational team and/or supervisors
- Prepares for demanding course material as necessary for successful interpreting and/or transliterating
- Serves as a professional member of the education team in the appropriate Admissions and Release Committee process
- Participates in professional development as relevant to the interpreting experience
- Completes all trainings and other compliance requirements as assigned and by the designated deadline
- Performs other duties as assigned by supervisor

**PHYSICAL DEMANDS**

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

**MINIMUM QUALIFICATIONS**

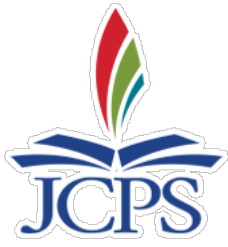
- High School Diploma or G. E. D.
- Temporary license issued by the Kentucky Board of Interpreters for the Deaf and Hard of Hearing
- Continuing Education Requirements
- One year (1) of experience interpreting in an education setting or working in the deaf community with supporting documentation or graduation from an Interpreter Training Program

**DESIRABLE QUALIFICATIONS**

Associate Degree or two (2) years of post-secondary education (interpreter training program preferred) or approved equivalent

Member in professional interpreter and/or other organizations relating to deafness

Experience in a diverse workplace



REVISED: Submitted:  
 07/01/2023 05/23/2023  
 07/01/2026 03/31/2026

JOB TITLE:	INTERPRETER II EDUCATIONAL
DIVISION	SCHOOLS
SALARY SCHEDULE/GRADE:	IA, GRADE <del>10</del> 14
WORK YEAR:	187 DAYS
FLSA STATUS:	NON-EXEMPT
JOB CLASS CODE:	8272
BARGAINING UNIT:	CLAA

**SCOPE OF RESPONSIBILITIES**

Interprets and/or transliterates English and signed concepts to any necessary specialized vocabulary used by a student, staff or visitors in educational settings. Necessary specialized vocabularies may include but are not limited to American Sign Language, English-based sign language, cued speech, and/or oral transliterating. As a member of the educational team, works closely with teachers responsible for the student's educational program.

**PERFORMANCE RESPONSIBILITIES & EVALUATION CRITERIA**

- Uses recognized interpreting and/or transliterating skills to facilitate communication between deaf and hard-of-hearing students and others including faculty, staff, administrators, other students or visitors
- Attends classes with deaf and hard-of-hearing students to interpret lectures, discussions and other audible classroom activities
- Interprets at meetings, conferences, appointments, field trips, assemblies, and other educational activities
- Utilizes planning time to meet with teachers and staff as deemed appropriate by the educational team and/or supervisors
- Prepares for demanding course material as necessary for successful interpreting and/or transliterating
- Serves as a professional member of the education team in the appropriate Admissions and Release Committee process
- Participates in professional development as relevant to the interpreting experience
- Performs other duties as assigned by supervisor

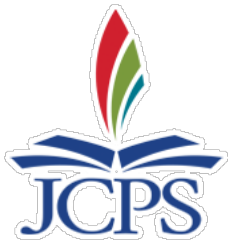
**PHYSICAL DEMANDS**

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

**MINIMUM QUALIFICATIONS**

- High School Diploma or G. E. D.
- Full license issued by the Kentucky Board of Interpreters for the Deaf and Hard of Hearing
- Continuing education requirements
- One (1) of year experience interpreting in an education setting or working in the deaf community with supporting documentation or graduation from an Interpreter Training Program
- Meets current national certification requirements for sign language interpreting
- Effective communication skills

DESIRABLE QUALIFICATIONS
Associate Degree or two (2) years of post-secondary education (interpreter training program preferred) or approved equivalent
Member in professional interpreter and/or other organizations relating to deafness
Previous experience in educational interpreting
Experience in a diverse workplace



REVISED: 07/01/2026  
 Submitted: 03/31/2026

JOB TITLE:	INTERPRETER II EDUCATIONAL
DIVISION	SCHOOLS
SALARY SCHEDULE/GRADE:	IA, GRADE 14
WORK YEAR:	187 DAYS
FLSA STATUS:	NON-EXEMPT
JOB CLASS CODE:	8272
BARGAINING UNIT:	CLAA

**SCOPE OF RESPONSIBILITIES**

Interprets and/or transliterates English and signed concepts to any necessary specialized vocabulary used by a student, staff or visitors in educational settings. Necessary specialized vocabularies may include but are not limited to American Sign Language, English-based sign language, cued speech, and/or oral transliterating. As a member of the educational team, works closely with teachers responsible for the student's educational program.

**PERFORMANCE RESPONSIBILITIES & EVALUATION CRITERIA**

- Uses recognized interpreting and/or transliterating skills to facilitate communication between deaf and hard-of-hearing students and others including faculty, staff, administrators, other students or visitors
- Attends classes with deaf and hard-of-hearing students to interpret lectures, discussions and other audible classroom activities
- Interprets at meetings, conferences, appointments, field trips, assemblies, and other educational activities
- Utilizes planning time to meet with teachers and staff as deemed appropriate by the educational team and/or supervisors
- Prepares for demanding course material as necessary for successful interpreting and/or transliterating
- Serves as a professional member of the education team in the appropriate Admissions and Release Committee process
- Participates in professional development as relevant to the interpreting experience
- Performs other duties as assigned by supervisor

**PHYSICAL DEMANDS**

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

**MINIMUM QUALIFICATIONS**

- High School Diploma or G. E. D.
- Full license issued by the Kentucky Board of Interpreters for the Deaf and Hard of Hearing
- Continuing education requirements
- One (1) of year experience interpreting in an education setting or working in the deaf community with supporting documentation or graduation from an Interpreter Training Program
- Meets current national certification requirements for sign language interpreting
- Effective communication skills

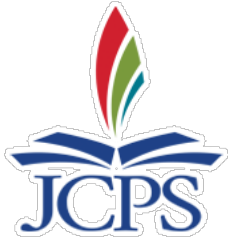
**DESIRABLE QUALIFICATIONS**

Associate Degree or two (2) years of post-secondary education (interpreter training program preferred) or approved equivalent

Member in professional interpreter and/or other organizations relating to deafness

Previous experience in educational interpreting

Experience in a diverse workplace



JOB TITLE:	INTERPRETER III EDUCATIONAL
DIVISION	SCHOOLS
SALARY SCHEDULE/GRADE:	IA, GRADE <del>12-16</del>
WORK YEAR:	187 DAYS
FLSA STATUS:	NON-EXEMPT
JOB CLASS CODE:	8300
BARGAINING UNIT:	CLAR

REVISED: Submitted:  
 07/01/2023 05/23/2023  
 03/31/2026

07/01/2026

**SCOPE OF RESPONSIBILITIES**

Interprets and/or transliterates English and signed concepts to any necessary specialized vocabulary used by a student, staff or visitors in educational settings. Necessary specialized vocabularies may include, but are not limited to American Sign Language, English-based sign language, cued speech, and/or oral transliterating. As a member of the educational team, works closely with teachers responsible for the student's educational program.

**PERFORMANCE RESPONSIBILITIES & EVALUATION CRITERIA**

- Uses recognized interpreting and/or transliterating skills to facilitate communication between deaf and hard-of-hearing students and others including faculty, staff, administrators, other students or visitors
- Attends classes with deaf and hard of hearing students to interpret lectures, discussions and other audible classroom activities
- Interprets at meetings, conferences, appointments, field trips, assemblies, and other educational activities
- Utilizes planning time to meet with teachers and staff as deemed appropriate by the educational team and/or supervisors
- Prepares for demanding course material as necessary for successful interpreting and/or transliterating
- Serves as a professional member of the education team in the appropriate Admissions and Release Committee process
- Participates in professional development as relevant to the interpreting experience
- Completes all trainings and other compliance requirements as assigned and by the designated deadline
- Performs other duties as assigned by supervisor

**PHYSICAL DEMANDS**

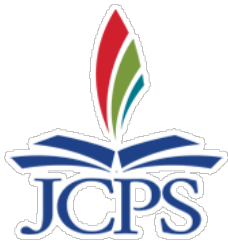
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**MINIMUM QUALIFICATIONS**

- Bachelor's degree in interpreting, education or related field
- Two (2) years of experience interpreting in an educational setting or related field with supporting documentation
- Full license issued by the Kentucky Board of Interpreters for the Deaf and Hard of Hearing

**DESIRABLE QUALIFICATIONS**

- Member in professional interpreter and/or other organizations relating to deafness
- Experience in a diverse workplace



JOB TITLE:	INTERPRETER III EDUCATIONAL
DIVISION	SCHOOLS
SALARY SCHEDULE/GRADE:	IA, GRADE 16
WORK YEAR:	187 DAYS
FLSA STATUS:	NON-EXEMPT
JOB CLASS CODE:	8300
BARGAINING UNIT:	CLAR

REVISED: 07/01/2026      Submitted: 03/31/2026

**SCOPE OF RESPONSIBILITIES**

Interprets and/or transliterates English and signed concepts to any necessary specialized vocabulary used by a student, staff or visitors in educational settings. Necessary specialized vocabularies may include, but are not limited to American Sign Language, English-based sign language, cued speech, and/or oral transliterating. As a member of the educational team, works closely with teachers responsible for the student's educational program.

**PERFORMANCE RESPONSIBILITIES & EVALUATION CRITERIA**

- Uses recognized interpreting and/or transliterating skills to facilitate communication between deaf and hard-of-hearing students and others including faculty, staff, administrators, other students or visitors
- Attends classes with deaf and hard of hearing students to interpret lectures, discussions and other audible classroom activities
- Interprets at meetings, conferences, appointments, field trips, assemblies, and other educational activities
- Utilizes planning time to meet with teachers and staff as deemed appropriate by the educational team and/or supervisors
- Prepares for demanding course material as necessary for successful interpreting and/or transliterating
- Serves as a professional member of the education team in the appropriate Admissions and Release Committee process
- Participates in professional development as relevant to the interpreting experience
- Completes all trainings and other compliance requirements as assigned and by the designated deadline
- Performs other duties as assigned by supervisor

**PHYSICAL DEMANDS**

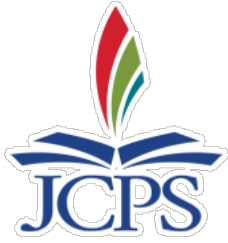
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**MINIMUM QUALIFICATIONS**

- Bachelor's degree in interpreting, education or related field
- Two (2) years of experience interpreting in an educational setting or related field with supporting documentation
- Full license issued by the Kentucky Board of Interpreters for the Deaf and Hard of Hearing

**DESIRABLE QUALIFICATIONS**

- Member in professional interpreter and/or other organizations relating to deafness
- Experience in a diverse workplace



JOB TITLE:	INTERVENER ECE
DIVISION	EXECPTIONAL CHILD EDUCATION
SALARY SCHEDULE/GRADE:	IA, GRADE <del>4</del> 16
WORK YEAR:	187 DAYS
FLSA STATUS:	NON-EXEMPT
JOB CLASS CODE:	8393
BARGAINING UNIT:	CLAA

REVISED: Submitted:  
 07/01/2024 03/26/2024  
 07/01/2025 03/31/2026

**SCOPE OF RESPONSIBILITIES**

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

**PERFORMANCE RESPONSIBILITIES & EVALUATION CRITERIA**

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

**PHYSICAL DEMANDS**

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

**MINIMUM QUALIFICATIONS**

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

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

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

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

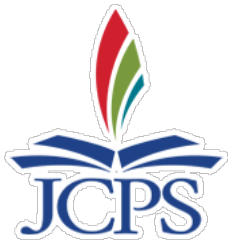
#### DESIRABLE QUALIFICATIONS

Knowledge of and/or experience with deaf blindness

Experience in a diverse workplace

Proficiency in American Sign Language

Safe Crisis Management Certification or willing to get



JOB TITLE:	INTERVENER ECE
DIVISION	EXECPTIONAL CHILD EDUCATION
SALARY SCHEDULE/GRADE:	IA, GRADE 16
WORK YEAR:	187 DAYS
FLSA STATUS:	NON-EXEMPT
JOB CLASS CODE:	8393
BARGAINING UNIT:	CLAA

REVISED: 07/01/2026      Submitted: 03/31/2026

**SCOPE OF RESPONSIBILITIES**

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

**PERFORMANCE RESPONSIBILITIES & EVALUATION CRITERIA**

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

**PHYSICAL DEMANDS**

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

**MINIMUM QUALIFICATIONS**

- Associates Degree or successfully completed two years of study at an institution of higher education
- Within twelve months of employment the employee will be required to have completed approved training in deaf blindness training and participate and complete thereafter in ongoing training in deaf blindness

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

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

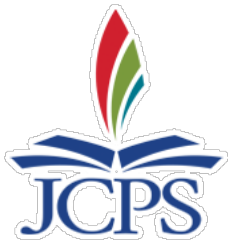
**DESIRABLE QUALIFICATIONS**

Knowledge of and/or experience with deaf blindness

Experience in a diverse workplace

Proficiency in American Sign Language

Safe Crisis Management Certification or willing to get



**NEW:** Submitted:  
 07/01/2020 04/21/2020  
 Revised: 03/31/2026  
 07/01/2026

JOB TITLE:	LEAD PSYCHOLOGIST
DIVISION	EXCEPTIONAL CHILD EDUCATION
SALARY SCHEDULE/GRADE:	IV, GRADE 11
WORK YEAR:	AS APPROVED BY THE BOARD
FLSA STATUS:	EXEMPT
JOB CLASS CODE:	4131
BARGAINING UNIT:	CERX

**SCOPE OF RESPONSIBILITIES**

~~The Lead Psychologist shall direct the operations and services of ECE Assessment and the delivery of services for students' emotional, behavioral and learning needs; assist in the integration of special education services with the general education curriculum; and provide expertise to administrators on student and personnel issues. Ensures compliance with IDEA, KAR for Exceptional Children, and Section 504 of the Rehabilitation Act of 1973 as related to finding, identifying, and supporting all children with disabilities.~~

The Lead Psychologist shall assist the Executive Officer of Exceptional Child Education (ECE) in coordinating the operations and services of ECE Assessment and the delivery of services for students' emotional, behavioral, and learning needs; assist in the integration of special education services with the general education curriculum; and provide expertise to administrators on student and personnel issues. Ensures compliance with IDEA, KAR for Exceptional Children, and Section 504 of the Rehabilitation Act of 1973 as related to finding, identifying, and supporting all children with disabilities.

**PERFORMANCE RESPONSIBILITIES & EVALUATION CRITERIA**

- ~~Provides leadership, supervision and supports the professional development of ECE Assessment staff~~
- ~~Provides leadership, supervision and management for psychological services and the ECE assessment process~~
- ~~Facilitates the timely referral and evaluation of students enrolled and not enrolled in the District, for eligibility-related to special education services in compliance with IDEA Child Find regulations~~
- ~~Complies with all state mandated timelines~~
- Coordinates, monitors, and supports the professional development of ECE Assessment staff
- Coordinates, monitors, and manages the psychological services and the ECE assessment process
- Adheres to all district data-entry requirements and established timelines across all designated systems, including the accurate and timely completion of documentation for Medicaid billing and other compliance-related data needs
- Facilitates the timely referral and evaluation of students enrolled in the District, and collaborates with the district ECE administrative staff to support Child Find responsibilities for student not enrolled in the District
- May assume responsibility for chairing Admission and Release Committee (ARC) meetings, ensuring all proceedings, decisions, and documentation strictly follow district, state, and federal timelines and due process requirements
- Supports consistency and quality of psychoeducational evaluations across the district through consultation, guidance, and review of assessment practices
- Provides leadership and collaboration for December 1 Child Count in compliance with state and federal regulations
- Acts as a consultant to school and District staff on issues related but not limited to the ECE referral process, Child Find, ECE eligibility, and school psychological services

<del>Provides leadership, consultation, training and organization for District-level crisis response– Provides consultation, training, and organization for District-level crisis response as needed</del>
<del>Collaborates with community work groups regarding mental health and psychological services</del>
Conducts comprehensive psychoeducational evaluations that include but are not limited to the assessment of intellectual, developmental, academic, social/emotional and behavioral status in a manner consistent with professional standards and state/district policy.
Conducts comprehensive student record reviews as needed to ensure compliance with Kentucky Administrative Regulations (KARs), the Individuals with Disabilities Act (IDEA), and district auditing standards.
<del>Maintains communication and works closely with District staff, local school staff and the community regarding information, developments and implementation of project, program or activity</del>
Collaborates with community work groups regarding mental health and psychological services.
<del>Maintains communication and works closely with District staff, local school staff and the community regarding information, developments and implementation of project, program or activity</del>
<del>Prepares and/or assists in preparation or reports, records and other documentation as required for state and federal compliance</del>
Accumulates and researches data, documents, and other pertinent information as required
<del>Assures compliance with federal, state and District policy, administrative procedures and negotiated agreements as applicable to assignment</del>
Collaborates with District departments and work groups to support student achievement as directed
Provides professional development and training for District and school staff on topics to support student achievement and success
Assists in preparation for Due Process proceedings
<del>Collaborates with ECE department personnel and school staff to ensure strong professional growth and learning experiences</del>
<del>Assumes Responsibility for the orientation of new school psychologists and mentoring of school psychology interns or practicum students as directed</del>
Completes all trainings, including ARC Chair training and other compliance requirements as assigned by the designated deadline
<del>Promotes professional growth and evaluates staff as assigned</del>
Performs other duties as assigned by supervisor

#### PHYSICAL DEMANDS

The work is primarily sedentary. The work at times requires bending, squatting, 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.

#### MINIMUM QUALIFICATIONS

EPSB Standard Certification for School Psychologist

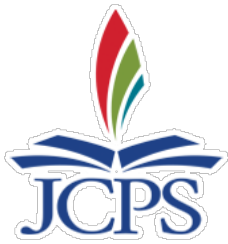
~~Certification for Director of Special Education or Safe Crisis Management- Certification for Director of Special Education or willing to obtain Director of Special Education Certification~~

Three (3) years of psychoeducational consultation and assessment

Effective communication skills

#### DESIRABLE QUALIFICATIONS

Experience in a diverse workplace



JOB TITLE:	LEAD PSYCHOLOGIST
DIVISION	EXCEPTIONAL CHILD EDUCATION
SALARY SCHEDULE/GRADE:	IV, GRADE 11
WORK YEAR:	AS APPROVED BY THE BOARD
FLSA STATUS:	EXEMPT
JOB CLASS CODE:	4131
BARGAINING UNIT:	CERX

Revised: 07/01/2026      Submitted: 03/31/2026

**SCOPE OF RESPONSIBILITIES**

The Lead Psychologist shall assist the Executive Officer of Exceptional Child Education (ECE) in coordinating the operations and services of ECE Assessment and the delivery of services for students' emotional, behavioral, and learning needs; assist in the integration of special education services with the general education curriculum; and provide expertise to administrators on student and personnel issues. Ensures compliance with IDEA, KAR for Exceptional Children, and Section 504 of the Rehabilitation Act of 1973 as related to finding, identifying, and supporting all children with disabilities.

**PERFORMANCE RESPONSIBILITIES & EVALUATION CRITERIA**

- Coordinates, monitors, and supports the professional development of ECE Assessment staff
- Coordinates, monitors, and manages the psychological services and the ECE assessment process
- Adheres to all district data-entry requirements and established timelines across all designated systems, including the accurate and timely completion of documentation for Medicaid billing and other compliance-related data needs
- Facilitates the timely referral and evaluation of students enrolled in the District, and collaborates with the district ECE administrative staff to support Child Find responsibilities for student not enrolled in the District
- May assume responsibility for chairing Admission and Release Committee (ARC) meetings, ensuring all proceedings, decisions, and documentation strictly follow district, state, and federal timelines and due process requirements
- Supports consistency and quality of psychoeducational evaluations across the district through consultation, guidance, and review of assessment practices
- Provides leadership and collaboration for December 1 Child Count in compliance with state and federal regulations
- Acts as a consultant to school and District staff on issues related but not limited to the ECE referral process, Child Find, ECE eligibility, and school psychological services
- Provides consultation, training, and organization for District-level crisis response as needed
- Conducts comprehensive psychoeducational evaluations that include but are not limited to the assessment of intellectual, developmental, academic, social/emotional and behavioral status in a manner consistent with professional standards and state/district policy.
- Conducts comprehensive student record reviews as needed to ensure compliance with Kentucky Administrative Regulations (KARs), the Individuals with Disabilities Act (IDEA), and district auditing standards.
- Collaborates with community work groups regarding mental health and psychological services.
- Maintains communication and works closely with District staff, local school staff and the community regarding information, developments and implementation of project, program or activity
- Accumulates and researches data, documents, and other pertinent information as required
- Collaborates with District departments and work groups to support student achievement as directed

Provides professional development and training for District and school staff on topics to support student achievement and success

Assists in preparation for Due Process proceedings

Collaborates with ECE department personnel and school staff to ensure strong professional growth and learning experiences

Assumes Responsibility for the orientation of new school psychologists and mentoring of school psychology interns or practicum students as directed

Completes all trainings, including ARC Chair training and other compliance requirements as assigned by the designated deadline

Performs other duties as assigned by supervisor

#### PHYSICAL DEMANDS

The work is primarily sedentary. The work at times requires bending, squatting, 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.

#### MINIMUM QUALIFICATIONS

EPSB Standard Certification for School Psychologist

Certification for Director of Special Education or willing to obtain Director of Special Education Certification

Three (3) years of psychoeducational consultation and assessment

Effective communication skills

#### DESIRABLE QUALIFICATIONS

Experience in a diverse workplace



~~NEW:-~~

07/01/2024

Revised:

07/01/2026

Submitted:

03/26/2024

03/31/26

JOB TITLE:	MANAGER - DISTRICT COORDINATED EARLY INTERVENING SERVICES (CEIS)
DIVISION	<del>EXECUTIONAL</del> EXCEPTIONAL CHILD EDUCATION
SALARY SCHEDULE/GRADE:	IV, GRADE 10
WORK YEAR:	AS APPROVED BY THE BOARD
FLSA STATUS:	EXEMPT
JOB CLASS CODE:	<del>0</del> -4038
BARGAINING UNIT:	CERX

### SCOPE OF RESPONSIBILITIES

Coordinates and monitors District Coordinated Early Intervening Services (CEIS) and school staff in the areas of Multi-Tiered Systems of Support (MTSS); monitors the implementation of the CEIS grant; provides professional development as assigned; surveys system-wide needs in area of assignment and determines the effectiveness of assigned program or activity; supervises and directs the work of committees and other groups as assigned; utilizes measurement tools for various levels of assessment to survey system-wide needs for implementation of the plan; evaluates the effectiveness of the implementation and fidelity of the plan; ensures regular data collection around prescribed metrics, and ensures compliance with the Individuals with Disabilities Education Act (IDEA), Kentucky Administrative Regulations (KARs) and District ECE policies/procedures. Provides technical assistance and support for the implementation of the KARs and the IDEA

### PERFORMANCE RESPONSIBILITIES & EVALUATION CRITERIA

Provides leadership in assessing and addressing the District's priorities and needs in developing, reviewing, and revising CEIS initiatives
Assumes responsibility for and assists the <del>Chief Executive Officer</del> of Exceptional Child Education in short-range and long-range planning of the CEIS plan and budget
Builds consensus among diverse groups and works with supervisor to build a vision for CEIS that is effectively articulated
Supports CEIS staff in designing schedules and developing treatment plans for CEIS schools
Serves as the primary communication link among the CEIS program staff as the spokesperson in meetings with school and community personnel
Plans, organizes, develops, and monitors indicators and completes a program evaluation as directed by the supervisor and the Kentucky Department of Education
Works cooperatively with the District and state program directors in assessing and addressing the District's priorities and needs in developing, reviewing, and revising the CEIS plan
Supervises and ensures implementation of training, consultation, and support to administrators, teachers, and school-based leadership teams to facilitate implementation of Multi-Tiered Systems of Support (MTSS) at the district and school levels
Supervises and directs the work of CEIS district and school-based teams
Assures compliance with federal, state, and District policy, administrative procedures, and negotiated agreements as applicable to assignment
Assists with the development of reports for CEIS program area(s) as required
Assures compliance with board goals and administrative objectives related to the area of assignment

Completes all training and other compliance requirements as assigned by the designated deadline
Adheres to all district data-entry requirements and established timelines across all designated systems, including the accurate and timely completion of documentation for Medicaid billing and other compliance-related data needs
Conducts comprehensive student record reviews as needed to ensure compliance with KARs, IDEA, district auditing standards, and Section 504/ADA regulations
Completes district-required ARC Chair training and assumes responsibility for chairing meetings as designated, ensuring all proceedings and documentation strictly adhere to due process requirements
Performs other duties as assigned by supervisor

PHYSICAL DEMANDS
The work is primarily sedentary. The work at times requires bending, squatting, crawling, climbing, and reaching with the ability to lift, carry, push, or pull light weights. The work requires the use of hands for simple grasping and fine motor manipulations.

MINIMUM QUALIFICATIONS
Master's Degree or higher in assigned area
Three (3) years of successful experience in area of assignment
Kentucky Professional Certification in Administration or Supervision, or Director of Special Education, or School Counseling
Demonstrated leadership ability
Safe Crisis Management Certification or willing to get it
Knowledge of federal and state laws and regulations regarding programs for exceptional children and MTSS
Effective communication skills

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



Revised: 07/01/2026  
 Submitted: 03/31/26

JOB TITLE:	MANAGER - DISTRICT COORDINATED EARLY INTERVENING SERVICES (CEIS)
DIVISION	EXCEPTIONAL CHILD EDUCATION
SALARY SCHEDULE/GRADE:	IV, GRADE 10
WORK YEAR:	AS APPROVED BY THE BOARD
FLSA STATUS:	EXEMPT
JOB CLASS CODE:	4038
BARGAINING UNIT:	CERX

**SCOPE OF RESPONSIBILITIES**

Coordinates and monitors District Coordinated Early Intervening Services (CEIS) and school staff in the areas of Multi-Tiered Systems of Support (MTSS); monitors the implementation of the CEIS grant; provides professional development as assigned; surveys system-wide needs in area of assignment and determines the effectiveness of assigned program or activity; supervises and directs the work of committees and other groups as assigned; utilizes measurement tools for various levels of assessment to survey system-wide needs for implementation of the plan; evaluates the effectiveness of the implementation and fidelity of the plan; ensures regular data collection around prescribed metrics, and ensures compliance with the Individuals with Disabilities Education Act (IDEA), Kentucky Administrative Regulations (KARs) and District ECE policies/procedures. Provides technical assistance and support for the implementation of the KARs and the IDEA

**PERFORMANCE RESPONSIBILITIES & EVALUATION CRITERIA**

- Provides leadership in assessing and addressing the District's priorities and needs in developing, reviewing, and revising CEIS initiatives
- Assumes responsibility for and assists the Executive Officer of Exceptional Child Education in short-range and long-range planning of the CEIS plan and budget
- Builds consensus among diverse groups and works with supervisor to build a vision for CEIS that is effectively articulated
- Supports CEIS staff in designing schedules and developing treatment plans for CEIS schools
- Serves as the primary communication link among the CEIS program staff as the spokesperson in meetings with school and community personnel
- Plans, organizes, develops, and monitors indicators and completes a program evaluation as directed by the supervisor and the Kentucky Department of Education
- Works cooperatively with the District and state program directors in assessing and addressing the District's priorities and needs in developing, reviewing, and revising the CEIS plan
- Supervises and ensures implementation of training, consultation, and support to administrators, teachers, and school-based leadership teams to facilitate implementation of Multi-Tiered Systems of Support (MTSS) at the district and school levels
- Supervises and directs the work of CEIS district and school-based teams
- Assures compliance with federal, state, and District policy, administrative procedures, and negotiated agreements as applicable to assignment
- Assists with the development of reports for CEIS program area(s) as required
- Assures compliance with board goals and administrative objectives related to the area of assignment
- Completes all training and other compliance requirements as assigned by the designated deadline

Adheres to all district data-entry requirements and established timelines across all designated systems, including the accurate and timely completion of documentation for Medicaid billing and other compliance-related data needs
Conducts comprehensive student record reviews as needed to ensure compliance with KARs, IDEA, district auditing standards, and Section 504/ADA regulations
Completes district-required ARC Chair training and assumes responsibility for chairing meetings as designated, ensuring all proceedings and documentation strictly adhere to due process requirements
Performs other duties as assigned by supervisor

<b>PHYSICAL DEMANDS</b>
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The work is primarily sedentary. The work at times requires bending, squatting, crawling, climbing, and reaching with the ability to lift, carry, push, or pull light weights. The work requires the use of hands for simple grasping and fine motor manipulations.
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<b>MINIMUM QUALIFICATIONS</b>
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Master's Degree or higher in assigned area
Three (3) years of successful experience in area of assignment
Kentucky Professional Certification in Administration or Supervision, or Director of Special Education, or School Counseling
Demonstrated leadership ability
Safe Crisis Management Certification or willing to get it
Knowledge of federal and state laws and regulations regarding programs for exceptional children and MTSS
Effective communication skills

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



REVISED: Submitted:  
 04/09/2025 04/08/2025  
 07/01/2026 03/31/2026

JOB TITLE:	SCHOOL PSYCHOLOGIST
DIVISION	EXCEPTIONAL CHILD EDUCATION
SALARY SCHEDULE/GRADE:	IV, GRADE 10
WORK YEAR:	AS APPROVED BY THE BOARD
FLSA STATUS:	EXEMPT
JOB CLASS CODE:	4135
BARGAINING UNIT:	CERX

**SCOPE OF RESPONSIBILITIES**

Functions as a psychoeducational consultant to all students through **comprehensive** consultation counseling, assessment, ~~staff development~~, ~~evaluation~~ and program development activities. Ensures **district-wide** compliance with the Individuals with Disabilities Education Act (IDEA), Kentucky Administrative Regulations (KARs) and District ECE policies/~~procedures~~. Provides **specialized** technical assistance and support for the **consistent** implementation of the KARs and the IDEA **mandates**.

**PERFORMANCE RESPONSIBILITIES & EVALUATION CRITERIA**

- ~~Accurately administers, scores and interprets individual assessments consistent with professional standards and state/district policy~~ Conducts comprehensive psycho-educational evaluations and observes student behavior in school-based settings to interpret results consistent with professional standards and district policy
- Prepares comprehensive reports summarizing assessment findings, intervention recommendations, and progress updates for relevant school personnel and parents.
- Acts as a psycho-educational consultant to teachers and ~~other school~~ staff in the design and implementation of appropriate preventive, ~~and~~ early intervention ~~strategies for children~~ and MTSS strategies
- ~~Works with various school teams to support multi-tiered systems of support for all students within assigned schools~~
- Participates in Admissions and Release Committees ~~both in interpreting assessment results and in planning appropriate programs for individual children including individual education programs and intervention plans~~ to interpret results and plan appropriate Individual Education Programs (IEPs) and intervention plans
- Provides group or individual counseling to students and families as a related service provider on IEPs or when appropriate
- ~~Observes student behavior in school-based settings to gain holistic understanding of their needs and challenges~~ Adheres to all district data-entry requirements and timelines, including the accurate and timely completion of documentation for Medicaid billing and compliance data
- Conducts comprehensive student record reviews as needed to ensure compliance with KARs, IDEA, district auditing standards, and Section 504/ADA regulations
- Participates **in** and leads crisis intervention at assigned schools and at the District level when needed
- Prepares comprehensive reports summarizing assessment findings, intervention recommendations, and progress updates for relevant school personnel and parents
- Manages assessment, intervention, and consultation case assignments in accordance with federal and state regulations and District policies and procedures
- Provides guidance to assigned **schools/Diagnostic/ECH Centers** on regulations, policies, procedures, and practices related to IDEA, Part B, part C, KAR, and Section 504 of the Rehabilitation Act of 1973, ADA to maintain **districtwide** compliance

Conducts comprehensive psycho-educational evaluations that include but are not limited to the assessment of intellectual, developmental, academic, social/emotional and behavioral status in a manner consistent with professional standards and state/District policy
<del>Leads parent education or training groups when necessary</del>
Participates in collaborative and consultative activities with teachers, parents, Administrators, ARC chairs and other school-based personnel
Organizes and conducts staff development activities and serves as a resource for school and District personnel
<del>Participates in the implementation of research and evaluation projects to benefit the District-</del>
Prepares and/or assists in preparation of reports, records and other documentation as requested by supervisor
Assumes responsibility for the orientation of new school psychologists and <b>mentoring</b> of school psychology interns or practicum students within the system
<del>Completes district-required ARC Chair training and assumes responsibility for chairing meetings as designated, ensuring all proceedings and documentation strictly adhere to due process requirements.</del>
Performs other duties as assigned by supervisor
Regular, predictable performance is required for all performance responsibilities
This position requires reporting to various worksites throughout JCPS based on caseload/programmatic assignments

#### PHYSICAL DEMANDS

This work is conducted in a school-based and 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

EPSB Standard or Provisional Certificate for School Psychologist
Expertise in <b>current</b> psycho-educational consultation and assessment
<del>Knowledge of the Individuals with Disabilities in Education Act and the Kentucky Administrative Regulations related to special education</del>
Willingness to review psychological literature and translate into practice
Effective communication skills

#### DESIRABLE QUALIFICATIONS

Training and experience in leading parent groups
Expertise in group/individual psychological counseling
Three (3) years of successful professional experience in appropriate areas
<del>Knowledge of Individuals with Disabilities in Education Act and the Kentucky Administrative Regulations related to Exceptional Children-</del>
Experience in a diverse workplace



REVISED: 07/01/2026  
 Submitted: 03/31/2026

JOB TITLE:	SCHOOL PSYCHOLOGIST
DIVISION	EXCEPTIONAL CHILD EDUCATION
SALARY SCHEDULE/GRADE:	IV, GRADE 10
WORK YEAR:	AS APPROVED BY THE BOARD
FLSA STATUS:	EXEMPT
JOB CLASS CODE:	4135
BARGAINING UNIT:	CERX

SCOPE OF RESPONSIBILITIES
Functions as a psychoeducational consultant to all students through comprehensive consultation counseling, assessment, and program development activities. Ensures district-wide compliance with the Individuals with Disabilities Education Act (IDEA), Kentucky Administrative Regulations (KARs) and District ECE policies. Provides specialized technical assistance and support for the consistent implementation of the KARs and the IDEA mandates.

PERFORMANCE RESPONSIBILITIES & EVALUATION CRITERIA
Conducts comprehensive psycho-educational evaluations and observes student behavior in school-based settings to interpret results consistent with professional standards and district policy
Prepares comprehensive reports summarizing assessment findings, intervention recommendations, and progress updates for relevant school personnel and parents.
Acts as a psycho-educational consultant to teachers and staff in the design and implementation of appropriate preventive, early intervention and MTSS strategies
Participates in Admissions and Release Committees to interpret results and plan appropriate Individual Education Programs (IEPs) and intervention plans
Provides group or individual counseling to students and families as a related service provider on IEPs or when appropriate
Adheres to all district data-entry requirements and timelines, including the accurate and timely completion of documentation for Medicaid billing and compliance data
Conducts comprehensive student record reviews as needed to ensure compliance with KARs, IDEA, district auditing standards, and Section 504/ADA regulations
Participates in and leads crisis intervention at assigned schools and at the District level when needed
Prepares comprehensive reports summarizing assessment findings, intervention recommendations, and progress updates for relevant school personnel and parents
Manages assessment, intervention, and consultation case assignments in accordance with federal and state regulations and District policies and procedures
Provides guidance to assigned schools/Diagnostic/ECH Centers on regulations, policies, procedures, and practices related to IDEA, Part B, part C, KAR, and Section 504 of the Rehabilitation Act of 1973, ADA to maintain districtwide compliance
Conducts comprehensive psycho-educational evaluations that include but are not limited to the assessment of intellectual, developmental, academic, social/emotional and behavioral status in a manner consistent with professional standards and state/District policy
Participates in collaborative and consultative activities with teachers, parents, Administrators, ARC chairs and other school-based personnel

Organizes and conducts staff development activities and serves as a resource for school and District personnel
Prepares and/or assists in preparation of reports, records and other documentation as requested by supervisor
Assumes responsibility for the orientation of new school psychologists and mentoring of school psychology interns or practicum students within the system
Completes district-required ARC Chair training and assumes responsibility for chairing meetings as designated, ensuring all proceedings and documentation strictly adhere to due process requirements.
Performs other duties as assigned by supervisor
Regular, predictable performance is required for all performance responsibilities
This position requires reporting to various worksites throughout JCPS based on caseload/programmatic assignments

<b>PHYSICAL DEMANDS</b>
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This work is conducted in a school-based and 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.

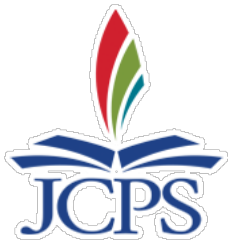
This position requires the following physical activities rarely (up to 25% of the workweek): balancing, bending, climbing, crawling, crouching, driving, kneeling, and reaching. The following physical activities are required occasionally (up to 50% of the workweek): lifting up to 20 lbs., pulling up to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

<b>MINIMUM QUALIFICATIONS</b>
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| EPSPB Standard or Provisional Certificate for School Psychologist  |
| Expertise in current psycho-educational consultation and assessment  |
| Knowledge of the Individuals with Disabilities in Education Act and the Kentucky Administrative Regulations related to special education |
| Willingness to review psychological literature and translate into practice   |
| Effective communication skills   |

<b>DESIRABLE QUALIFICATIONS</b>
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|--|
| Training and experience in leading parent groups                           |
| Expertise in group/individual psychological counseling                     |
| Three (3) years of successful professional experience in appropriate areas |
| Experience in a diverse workplace  |



JOB TITLE:	SPECIALIST ECE
DIVISION	AS ASSIGNED
SALARY SCHEDULE/GRADE:	IV, GRADE 9
WORK YEAR:	AS APPROVED BY THE BOARD
FLSA STATUS:	EXEMPT
JOB CLASS CODE:	8671
BARGAINING UNIT:	CERX

**NEW:** Submitted:  
**REVISED** **04/21/2020**  
~~07/01/2020~~ **03/31/2026**  
**07/01/2026**

**SCOPE OF RESPONSIBILITIES**

Provides assistance to District and school ECE staff in the areas of, ECE programs and services; monitoring and implementation of assigned program or activity; provides professional development as assigned; surveys system-wide needs in area of assignment and determines effectiveness of assigned program or activity; supervises and directs the work of committees and other groups as assigned.

**PERFORMANCE RESPONSIBILITIES & EVALUATION CRITERIA**

- Assumes responsibility for and assists designated supervisor in short-range and long-range planning to improve outcomes for students with disabilities
- Works cooperatively with the, program directors and supervisors in assessing and addressing the District's priorities and needs and in developing, reviewing and revising program or activity as assigned
- Supervises and directs the work of committees and task forces as assigned
- Works cooperatively with program directors and staff development personnel to provide professional development in area of assignment
- Works closely with District and school staff to obtain information regarding the effectiveness of assigned programs or activities
- Provides assistance to District and school staff in the areas of compliance with federal, state, district administrative procedures
- Assures compliance with Board Goals and Administrative Objectives related to area of assignment
- Evaluates staff as assigned
- Completes all trainings and other compliance requirements as assignment by the designated deadline
- Adheres to all district data-entry requirements and established timelines across all designated systems, including the accurate and timely completion of documentation for Medicaid billing and other compliance-related data needs**
- Conducts comprehensive student record reviews as needed to ensure compliance with KARs, IDEA, district auditing standards, and Section 504/ADA regulations**
- Completes district-required ARC Chair training and assumes responsibility for chairing meetings as designated, ensuring all proceedings and documentation strictly adhere to due process requirements**
- Performs other duties as assigned by supervisor
- Assists in preparation of reports, records and other documentation as required supervises and directs the work of staff as assigned

**PHYSICAL DEMANDS**

The work is primarily sedentary. The work at times requires bending, squatting, 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. May require the ability to model and demonstrate safe crisis management techniques and strategies.

#### MINIMUM QUALIFICATIONS

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

Kentucky Teacher Certification in Special Education or Certification in School Psychology or School Counseling

Two (2) years of successful experience in the role of ARC Chair

Three (3) years of successful experience in teaching special education or equivalent professional experience in area of assignment

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

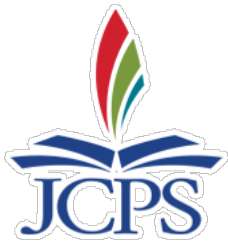
Safe Crisis Management Certification or willing to get it

Effective communication skills

#### DESIRABLE QUALIFICATIONS

Demonstrated leadership ability

Experience in a diverse workplace



JOB TITLE:	SPECIALIST ECE
DIVISION	AS ASSIGNED
SALARY SCHEDULE/GRADE:	IV, GRADE 9
WORK YEAR:	AS APPROVED BY THE BOARD
FLSA STATUS:	EXEMPT
JOB CLASS CODE:	8671
BARGAINING UNIT:	CERX

REVISED: 07/01/2026  
 Submitted: 03/31/2026

**SCOPE OF RESPONSIBILITIES**

Provides assistance to District and school ECE staff in the areas of, ECE programs and services; monitoring and implementation of assigned program or activity; provides professional development as assigned; surveys system-wide needs in area of assignment and determines effectiveness of assigned program or activity; supervises and directs the work of committees and other groups as assigned.

**PERFORMANCE RESPONSIBILITIES & EVALUATION CRITERIA**

- Assumes responsibility for and assists designated supervisor in short-range and long-range planning to improve outcomes for students with disabilities
- Works cooperatively with the, program directors and supervisors in assessing and addressing the District's priorities and needs and in developing, reviewing and revising program or activity as assigned
- Supervises and directs the work of committees and task forces as assigned
- Works cooperatively with program directors and staff development personnel to provide professional development in area of assignment
- Works closely with District and school staff to obtain information regarding the effectiveness of assigned programs or activities
- Provides assistance to District and school staff in the areas of compliance with federal, state, district administrative procedures
- Assures compliance with Board Goals and Administrative Objectives related to area of assignment
- Evaluates staff as assigned
- Completes all trainings and other compliance requirements as assignment by the designated deadline
- Adheres to all district data-entry requirements and established timelines across all designated systems, including the accurate and timely completion of documentation for Medicaid billing and other compliance-related data needs
- Conducts comprehensive student record reviews as needed to ensure compliance with KARs, IDEA, district auditing standards, and Section 504/ADA regulations
- Completes district-required ARC Chair training and assumes responsibility for chairing meetings as designated, ensuring all proceedings and documentation strictly adhere to due process requirements
- Performs other duties as assigned by supervisor
- Assists in preparation of reports, records and other documentation as required supervises and directs the work of staff as assigned

**PHYSICAL DEMANDS**

The work is primarily sedentary. The work at times requires bending, squatting, 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. May require the ability to model and demonstrate safe crisis management techniques and strategies.

**MINIMUM QUALIFICATIONS**

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

Kentucky Teacher Certification in Special Education or Certification in School Psychology or School Counseling

Two (2) years of successful experience in the role of ARC Chair

Three (3) years of successful experience in teaching special education or equivalent professional experience in area of assignment

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

Safe Crisis Management Certification or willing to get it

Effective communication skills

**DESIRABLE QUALIFICATIONS**

Demonstrated leadership ability

Experience in a diverse workplace



REVISED:            Submitted:  
 07/01/2025        05/13/2025  
 07/01/2026        03/31/2026

JOB TITLE:	Specialist-SPECIALIST ECE IDEA
DIVISION	EXCEPTIONAL CHILD EDUCATION
SALARY SCHEDULE/GRADE:	IV, GRADE 9
WORK YEAR:	AS APPROVED BY THE BOARD
FLSA STATUS:	EXEMPT
JOB CLASS CODE:	4674
BARGAINING UNIT:	CERX

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

PERFORMANCE RESPONSIBILITIES & EVALUATION CRITERIA
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- Collaborates with department leaders, school administrators, and staff to ensure administrative procedures are followed and in compliance with federal and state IDEA regulations and District policies
- Develops and/or maintains a complete monitoring protocol and process with procedures and timelines for all aspects of IDEA
- Reviews the results of developmental screenings and assessments to ensure children receive timely referrals for supportive services
- Completes and conducts annual training on administering the assessments and screening tools
- Develops a great rapport with First Steps and the Early Childhood Department to remediate barriers in the completion of evaluations and IDEA compliance
- Works collaboratively with all private schools and homeschools and provides timely support
- Complies relevant reports to management, staff, and the Board of Education
- Ensures compliance with the Child Find process to identify, locate, and evaluate children with disabilities
- Completes all training and other compliance requirements as assigned by the designated deadline
- Adheres to all district data-entry requirements and timelines, including the accurate and timely completion of documentation for Medicaid billing and compliance data
- Conducts comprehensive student record reviews as needed to ensure compliance with KARs, IDEA, district auditing standards, and Section 504 / ADA regulations
- Completes district-required ARC Chair training and assumes responsibility for chairing meetings as designated, ensuring all proceedings and documentation strictly adhere to due process requirements
- Evaluates staff as assigned
- Performs other duties as assigned by supervisor
- Maintains confidentiality for children and families
- Regular, predictable performance is required for all performance responsibilities
- This position requires reporting to various worksites throughout JCPS based on caseload/programmatic assignments

**PHYSICAL DEMANDS**

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

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

**MINIMUM QUALIFICATIONS**

Bachelor's Degree or higher with a Kentucky certification in Supervisor of instruction or Instructional Leadership – Principal, or Director of Special Education, or Director of Pupil Personnel or School Counselor

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

Excellent organizational, interpersonal and problem-solving skills

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

Effective communication skills

**DESIRABLE QUALIFICATIONS**

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

Experience in a diverse workplace



REVISED: 07/01/2026  
 Submitted: 03/31/2026

JOB TITLE:	SPECIALIST ECE IDEA
DIVISION	EXCEPTIONAL CHILD EDUCATION
SALARY SCHEDULE/GRADE:	IV, GRADE 9
WORK YEAR:	AS APPROVED BY THE BOARD
FLSA STATUS:	EXEMPT
JOB CLASS CODE:	4674
BARGAINING UNIT:	CERX

SCOPE OF RESPONSIBILITIES
---------------------------

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

PERFORMANCE RESPONSIBILITIES & EVALUATION CRITERIA
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- |   |
|---|
| Collaborates with department leaders, school administrators, and staff to ensure administrative procedures are followed and in compliance with federal and state IDEA regulations and District policies                             |
| Develops and/or maintains a complete monitoring protocol and process with procedures and timelines for all aspects of IDEA  |
| Reviews the results of developmental screenings and assessments to ensure children receive timely referrals for supportive services   |
| Completes and conducts annual training on administering the assessments and screening tools   |
| Develops a great rapport with First Steps and the Early Childhood Department to remediate barriers in the completion of evaluations and IDEA compliance   |
| Works collaboratively with all private schools and homeschools and provides timely support  |
| Complies relevant reports to management, staff, and the Board of Education  |
| Ensures compliance with the Child Find process to identify, locate, and evaluate children with disabilities   |
| Completes all training and other compliance requirements as assigned by the designated deadline   |
| Adheres to all district data-entry requirements and established timelines across all designated systems, including the accurate and timely completion of documentation for Medicaid billing and other compliance-related data needs |
| Conducts comprehensive student record reviews as needed to ensure compliance with KARs, IDEA, district auditing standards, and Section 504/ADA regulations  |
| Completes district-required ARC Chair training and assumes responsibility for chairing meetings as designated, ensuring all proceedings and documentation strictly adhere to due process requirements                               |
| Evaluates staff as assigned   |
| Performs other duties as assigned by supervisor   |
| Maintains confidentiality for children and families   |
| Regular, predictable performance is required for all performance responsibilities   |
| This position requires reporting to various worksites throughout JCPS based on caseload/programmatic assignments  |

**PHYSICAL DEMANDS**

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

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

**MINIMUM QUALIFICATIONS**

Bachelor's Degree or higher with a Kentucky certification in Supervisor of instruction or Instructional Leadership – Principal, or Director of Special Education, or Director of Pupil Personnel or School Counselor

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

Excellent organizational, interpersonal and problem-solving skills

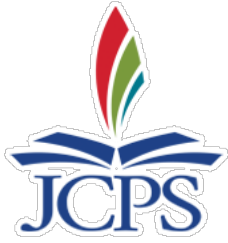
Knowledge of federal and state laws and regulations regarding programs for exceptional children

Effective communication skills

**DESIRABLE QUALIFICATIONS**

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

Experience in a diverse workplace



JOB TITLE:	SUPERVISOR ECE
DIVISION	EXECPTIONAL CHILD EDUCATION
SALARY SCHEDULE/GRADE:	IV, GRADE 8
WORK YEAR:	<del>220 DAYS AS APPROVED BY THE BOARD-</del>
FLSA STATUS:	EXEMPT
JOB CLASS CODE:	4753
BARGAINING UNIT:	CERX

**NEW:** Submitted:  
**REVISED:** ~~04/21/2020~~  
~~07/01/2020~~ 03/31/2026  
 07/01/2026

**SCOPE OF RESPONSIBILITIES**

Provides technical assistance to District and school staff in meeting the needs of students with disabilities and adhering to the Individuals of Disabilities Education Act (IDEA). Monitors implementation and effectiveness of assigned ECE program; professional learning; supervises and directs the work of support staff as assigned to improve outcomes of students with disabilities.

**PERFORMANCE RESPONSIBILITIES & EVALUATION CRITERIA**

- Assists designated supervisor in short-range and long-range planning to improve outcomes for students with disabilities
- Assists in coordination of programming and supports programming in schools on behalf of students with disabilities
- Collaborates with school and District staff to provide professional learning and technical assistance to address achievement and opportunity gaps and improve outcomes for students with disabilities
- Researches current practices in ECE program area(s) to address achievement and opportunity gaps and improve outcomes for students with disabilities
- Assures compliance with District ECE policies/ procedures, Kentucky Administrative (KAR), IDEA, and any applicable licensure board requirements
- Communicates and assists parents with understanding of ECE programs
- Collaborates with District and school staff for continuous improvement of ECE program area(s) to address achievement and opportunity gaps
- Assists with development of reports as required
- Completes all trainings and other compliance requirements as assigned and by the designated deadline
- Adheres to all district data-entry requirements and established timelines across all designated systems, including the accurate and timely completion of documentation for Medicaid billing and other compliance-related data needs**
- Conducts comprehensive student record reviews as needed to ensure compliance with KARs, IDEA, district auditing standards, and Section 504/ADA regulations**
- Completes district-required ARC Chair training and assumes responsibility for chairing meetings as designated, ensuring all proceedings and documentation strictly adhere to due process requirements**
- 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 the ability to model and demonstrate safe crisis management techniques and strategies.

#### MINIMUM QUALIFICATIONS

Master's Degree or higher with a Kentucky certification in Director of Special Education or instructional leadership or Supervision or Certification in School Counseling or Exceptional Children Consultant

Three (3) years of successful experience in teaching special education or equivalent professional experience in area of assignment

Two (2) years of successful experience in the role of ARC Chair

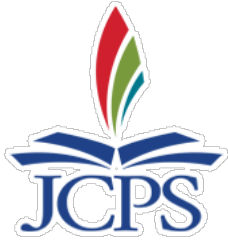
Knowledge of federal and state laws and regulations regarding programs for exceptional children

Safe Crisis Management Certification or willing to get it

Effective communication skills

#### DESIRABLE QUALIFICATIONS

Experience in a diverse workplace



JOB TITLE:	SUPERVISOR ECE
DIVISION	EXECPTIONAL CHILD EDUCATION
SALARY SCHEDULE/GRADE:	IV, GRADE 8
WORK YEAR:	AS APPROVED BY THE BOARD
FLSA STATUS:	EXEMPT
JOB CLASS CODE:	4753
BARGAINING UNIT:	CERX

REVISED: 07/01/2026  
 Submitted: 03/31/2026

**SCOPE OF RESPONSIBILITIES**

Provides technical assistance to District and school staff in meeting the needs of students with disabilities and adhering to the Individuals of Disabilities Education Act (IDEA). Monitors implementation and effectiveness of assigned ECE program; professional learning; supervises and directs the work of support staff as assigned to improve outcomes of students with disabilities.

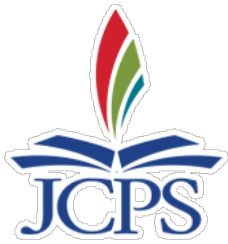
**PERFORMANCE RESPONSIBILITIES & EVALUATION CRITERIA**

- Assists designated supervisor in short-range and long-range planning to improve outcomes for students with disabilities
- Assists in coordination of programming and supports programming in schools on behalf of students with disabilities
- Collaborates with school and District staff to provide professional learning and technical assistance to address achievement and opportunity gaps and improve outcomes for students with disabilities
- Researches current practices in ECE program area(s) to address achievement and opportunity gaps and improve outcomes for students with disabilities
- Assures compliance with District ECE policies/ procedures, Kentucky Administrative (KAR), IDEA, and any applicable licensure board requirements
- Communicates and assists parents with understanding of ECE programs
- Collaborates with District and school staff for continuous improvement of ECE program area(s) to address achievement and opportunity gaps
- Assists with development of reports as required
- Completes all trainings and other compliance requirements as assigned and by the designated deadline
- Adheres to all district data-entry requirements and established timelines across all designated systems, including the accurate and timely completion of documentation for Medicaid billing and other compliance-related data needs
- Conducts comprehensive student record reviews as needed to ensure compliance with KARs, IDEA, district auditing standards, and Section 504/ADA regulations
- Completes district-required ARC Chair training and assumes responsibility for chairing meetings as designated, ensuring all proceedings and documentation strictly adhere to due process requirements
- 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 the ability to model and demonstrate safe crisis management techniques and strategies.

MINIMUM QUALIFICATIONS
Master's Degree or higher with a Kentucky certification in Director of Special Education or instructional leadership or Supervision or Certification in School Counseling or Exceptional Children Consultant
Three (3) years of successful experience in teaching special education or equivalent professional experience in area of assignment
Two (2) years of successful experience in the role of ARC Chair
Knowledge of federal and state laws and regulations regarding programs for exceptional children
Safe Crisis Management Certification or willing to get it
Effective communication skills
DESIRABLE QUALIFICATIONS
Experience in a diverse workplace



**NEW:-** Submitted:  
**REVISED:** 04/21/2020  
 07/01/2020  
 07/01/2026 03/31/2026

JOB TITLE:	SUPERVISOR ECE – DEAF & HARD OF HEARING
DIVISION	EXCEPTIONAL CHILD EDUCATION
SALARY SCHEDULE/GRADE:	IV, GRADE 8
WORK YEAR:	220 DAYS AS APPROVED BY THE BOARD
FLSA STATUS:	EXEMPT
JOB CLASS CODE:	4269
BARGAINING UNIT:	CERX

**SCOPE OF RESPONSIBILITIES**

Provides technical assistance to District and school staff, monitors, and implements the Deaf/Hard of Hearing program. Supports school and District staff in meeting the needs of students with disabilities and adhering to the Individuals with Disabilities Education Act (IDEA), Kentucky Administrative Regulations (KARs), and District policies and procedures. Supports collegial learning groups to implement learning strategies for students with hearing loss. Supports teachers with peer coaching, sharing pedagogical insights, and instructional strategies to improve outcomes of students with disabilities. Coordinates sign language interpreting services for students, parents/guardians, and staff.

**PERFORMANCE RESPONSIBILITIES & EVALUATION CRITERIA**

- Collaborates with school staff to plan instruction for the Deaf/ Hard of Hearing program and supporting students with disabilities
- Determines curricular and instructional needs for students with hearing loss
- Collaborates with ECE department personnel, school, and District staff to ensure strong professional learning experiences for students with hearing loss or who use sign language to communicate
- Researches current educational strategies to support students with hearing loss and address the achievement and opportunity gaps
- Works closely with school and District staff to determine the needs of students with hearing loss, as well as teacher needs to improve pedagogy that will reduce the achievement and opportunity gaps
- Supports deeper learning strategies that will support schools to address achievement and opportunity gaps
- Collaborates with schools to plan instructions that will improve student learning for students with hearing loss
- Assures compliance with federal, state and District policy, administrative procedures and negotiated agreements as applicable to assignment
- Coordinates sign language interpreter
- Addresses any needs or work that is required by the Kentucky Department of Education or other regulatory entity
- Completes all trainings and other compliance requirements as assigned by the designated deadline
- Adheres to all district data-entry requirements and established timelines across all designated systems, including the accurate and timely completion of documentation for Medicaid billing and other compliance-related data needs
- Conducts comprehensive student record reviews as needed to ensure compliance with KARs, IDEA, district auditing standards, and Section 504/ADA regulations
- Completes district-required ARC Chair training and assumes responsibility for chairing meetings as designated, ensuring all proceedings and documentation strictly adhere to due process requirements
- Participates on committees 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.

#### MINIMUM QUALIFICATIONS

Kentucky teacher certification in Hearing Impaired

Five (5) years of successful experience as a teacher of the deaf

Effective communication skills

Master's Degree or higher with major in Hearing Impaired

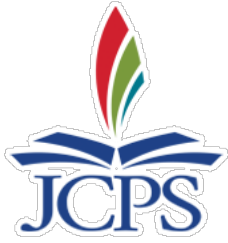
#### DESIRABLE QUALIFICATIONS

Leadership Certification

Knowledge of appropriate pedagogy that will address achievement and opportunity gaps for students with hearing loss

Experience in a diverse workplace

Expertise in equity, inclusion and culturally responsive education



REVISED: 07/01/2026  
 Submitted: 03/31/2026

JOB TITLE:	SUPERVISOR ECE – DEAF & HARD OF HEARING
DIVISION	EXCEPTIONAL CHILD EDUCATION
SALARY SCHEDULE/GRADE:	IV, GRADE 8
WORK YEAR:	AS APPROVED BY THE BOARD
FLSA STATUS:	EXEMPT
JOB CLASS CODE:	4269
BARGAINING UNIT:	CERX

**SCOPE OF RESPONSIBILITIES**

Provides technical assistance to District and school staff, monitors, and implements the Deaf/Hard of Hearing program. Supports school and District staff in meeting the needs of students with disabilities and adhering to the Individuals with Disabilities Education Act (IDEA), Kentucky Administrative Regulations (KARs), and District policies and procedures. Supports collegial learning groups to implement learning strategies for students with hearing loss. Supports teachers with peer coaching, sharing pedagogical insights, and instructional strategies to improve outcomes of students with disabilities. Coordinates sign language interpreting services for students, parents/guardians, and staff.

**PERFORMANCE RESPONSIBILITIES & EVALUATION CRITERIA**

- Collaborates with school staff to plan instruction for the Deaf/ Hard of Hearing program and supporting students with disabilities
- Determines curricular and instructional needs for students with hearing loss
- Collaborates with ECE department personnel, school, and District staff to ensure strong professional learning experiences for students with hearing loss or who use sign language to communicate
- Researches current educational strategies to support students with hearing loss and address the achievement and opportunity gaps
- Works closely with school and District staff to determine the needs of students with hearing loss, as well as teacher needs to improve pedagogy that will reduce the achievement and opportunity gaps
- Supports deeper learning strategies that will support schools to address achievement and opportunity gaps
- Collaborates with schools to plan instructions that will improve student learning for students with hearing loss
- Assures compliance with federal, state and District policy, administrative procedures and negotiated agreements as applicable to assignment
- Coordinates sign language interpreter
- Addresses any needs or work that is required by the Kentucky Department of Education or other regulatory entity
- Completes all trainings and other compliance requirements as assigned by the designated deadline
- Adheres to all district data-entry requirements and established timelines across all designated systems, including the accurate and timely completion of documentation for Medicaid billing and other compliance-related data needs
- Conducts comprehensive student record reviews as needed to ensure compliance with KARs, IDEA, district auditing standards, and Section 504/ADA regulations
- Completes district-required ARC Chair training and assumes responsibility for chairing meetings as designated, ensuring all proceedings and documentation strictly adhere to due process requirements
- Participates on committees 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.

**MINIMUM QUALIFICATIONS**

Kentucky teacher certification in Hearing Impaired

Five (5) years of successful experience as a teacher of the deaf

Effective communication skills

Master's Degree or higher with major in Hearing Impaired

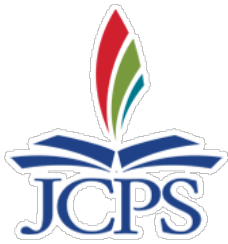
**DESIRABLE QUALIFICATIONS**

Leadership Certification

Knowledge of appropriate pedagogy that will address achievement and opportunity gaps for students with hearing loss

Experience in a diverse workplace

Expertise in equity, inclusion and culturally responsive education



**NEW:** Submitted:  
 07/01/2019 05/14/2019  
**REVISED:** 03/31/2026  
 07/01/2026

JOB TITLE:	SUPERVISOR ECE IMPLEMENTATION
DIVISION	EXCEPTIONAL CHILD EDUCATION
SALARY SCHEDULE/GRADE:	IV, GRADE 8
WORK YEAR:	<del>220 DAYS</del> AS APPROVED BY THE BOARD
FLSA STATUS:	EXEMPT
JOB CLASS CODE:	4410
BARGAINING UNIT:	CERX

**SCOPE OF RESPONSIBILITIES**

Coordinates and monitors due process procedures on behalf of students with disabilities. Ensures compliance with the Individuals with Disabilities Education Act (IDEA), Kentucky Administrative Regulations (KARs) and District ECE policies/procedures. Provides technical assistance and support for the implementation of the KARs and the IDEA.

**PERFORMANCE RESPONSIBILITIES & EVALUATION CRITERIA**

- Assists in coordination of supports on behalf of students with disabilities
- Monitors IDEA compliance
- Provides training to District staff in ARC processes and IDEA compliance
- Serves as Admissions and Release Committee (ARC) Chair as necessary
- Coordinates ARCs as necessary to ensure participation by parents, school staff, and ECE District staff; facilitates committee members' understanding of assessment data and placement options related to appropriate educational programming for the individual student
- Communicates and assists parents with understanding ECE, placement options and decisions, based on programmatic needs
- Develops and maintains a positive rapport with families and staff
- Assists with development of mid-year and end of year reports
- Facilitates Kindergarten Transition and placement options following the continuum of services
- Completes all trainings and other compliance requirements as assigned by the designated deadline
- Adheres to all district data-entry requirements and established timelines across all designated systems, including the accurate and timely completion of documentation for Medicaid billing and other compliance-related data needs
- Conducts comprehensive student record reviews as needed to ensure compliance with KARs, IDEA, district auditing standards, and Section 504/ADA regulations
- Completes district-required ARC Chair training and assumes responsibility for chairing meetings as designated, ensuring all proceedings and documentation strictly adhere to due process requirements
- Performs other duties as assigned by supervisor

**PHYSICAL DEMANDS**

The work is primarily sedentary. The work requires the use of hands for simple grasping and fine manipulations. The work at times requires bending, squatting, crawling, climbing, reaching, with the ability to lift, carry, push or pull light weights. The work requires activities involving exposure to marked changes in temperature and humidity.

**MINIMUM QUALIFICATIONS**

Master's Degree or higher with Kentucky Department of Education Certification in Administration, Supervision, and/or Counseling

Kentucky Department of Education certification in special education or Guidance and Counseling

Three (3) years successful teaching experience in special education or equivalent professional experience

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

Demonstrated ability to work cooperatively in a team situation

Demonstrated decision-making abilities

Effective communication skills

**DESIRABLE QUALIFICATIONS**

Certification and training in regular education

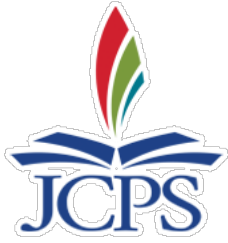
Successful administrative, supervisory and/or consultant experience in special education

Educational mediation or arbitration training

Experience in a diverse workplace

**Footnote**

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



JOB TITLE:	SUPERVISOR ECE IMPLEMENTATION
DIVISION	EXCEPTIONAL CHILD EDUCATION
SALARY SCHEDULE/GRADE:	IV, GRADE 8
WORK YEAR:	AS APPROVED BY THE BOARD
FLSA STATUS:	EXEMPT
JOB CLASS CODE:	4410
BARGAINING UNIT:	CERX

REVISED: 07/01/2026      Submitted: 03/31/2026

**SCOPE OF RESPONSIBILITIES**

Coordinates and monitors due process procedures on behalf of students with disabilities. Ensures compliance with the Individuals with Disabilities Education Act (IDEA), Kentucky Administrative Regulations (KARs) and District ECE policies/procedures. Provides technical assistance and support for the implementation of the KARs and the IDEA.

**PERFORMANCE RESPONSIBILITIES & EVALUATION CRITERIA**

- Assists in coordination of supports on behalf of students with disabilities
- Monitors IDEA compliance
- Provides training to District staff in ARC processes and IDEA compliance
- Serves as Admissions and Release Committee (ARC) Chair as necessary
- Coordinates ARCs as necessary to ensure participation by parents, school staff, and ECE District staff; facilitates committee members' understanding of assessment data and placement options related to appropriate educational programming for the individual student
- Communicates and assists parents with understanding ECE, placement options and decisions, based on programmatic needs
- Develops and maintains a positive rapport with families and staff
- Assists with development of mid-year and end of year reports
- Facilitates Kindergarten Transition and placement options following the continuum of services
- Completes all trainings and other compliance requirements as assigned by the designated deadline
- Adheres to all district data-entry requirements and established timelines across all designated systems, including the accurate and timely completion of documentation for Medicaid billing and other compliance-related data needs
- Conducts comprehensive student record reviews as needed to ensure compliance with KARs, IDEA, district auditing standards, and Section 504/ADA regulations
- Completes district-required ARC Chair training and assumes responsibility for chairing meetings as designated, ensuring all proceedings and documentation strictly adhere to due process requirements
- Performs other duties as assigned by supervisor

**PHYSICAL DEMANDS**

The work is primarily sedentary. The work requires the use of hands for simple grasping and fine manipulations. The work at times requires bending, squatting, crawling, climbing, reaching, with the ability to lift, carry, push or pull light weights. The work requires activities involving exposure to marked changes in temperature and humidity.

**MINIMUM QUALIFICATIONS**

Master's Degree or higher with Kentucky Department of Education Certification in Administration, Supervision, and/or Counseling

Kentucky Department of Education certification in special education or Guidance and Counseling

Three (3) years successful teaching experience in special education or equivalent professional experience

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

Demonstrated ability to work cooperatively in a team situation

Demonstrated decision-making abilities

Effective communication skills

#### DESIRABLE QUALIFICATIONS

Certification and training in regular education

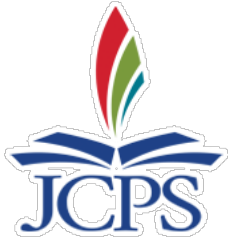
Successful administrative, supervisory and/or consultant experience in special education

Educational mediation or arbitration training

Experience in a diverse workplace

#### Footnote

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



JOB TITLE:	SUPERVISOR ECE – VISUALLY IMPAIRED
DIVISION	EXCEPTIONAL CHILD EDUCATION
SALARY SCHEDULE/GRADE:	IV, GRADE 8
WORK YEAR:	<b>220-DAYS-AS APPROVED BY THE BOARD</b>
FLSA STATUS:	EXEMPT
JOB CLASS CODE:	4273
BARGAINING UNIT:	CERX

**NEW:** Submitted:  
**REVISED:** **04/21/2020**  
~~07/01/2020~~ 03/31/2026  
 07/01/2026

SCOPE OF RESPONSIBILITIES
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Provides technical assistance to District and school staff, monitors, and implements the Visually Impaired program. Supports school and District staff in meeting the needs of students with disabilities and adhering to the Individuals with Disabilities Education Act (IDEA), Kentucky Administrative Regulations (KARs), and District policy and procedures. Supports collegial learning groups to implement learning strategies for students with visual impairments. Supports teachers with peer coaching, sharing pedagogical insights, and instructional strategies to improve outcomes for students with disabilities.

PERFORMANCE RESPONSIBILITIES & EVALUATION CRITERIA
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| Collaborates with schools on planning instruction for the Visually Impaired Program and supporting students with disabilities  |
| Determines curricular and instructional needs for students with visual impairments   |
| Collaborates with ECE department personnel, school, and District staff to ensure strong professional learning experiences  |
| Researches current educational strategies to support students with visual impairments and address the achievement and opportunity gaps   |
| Works closely with school and District staff to determine the needs of students with visual impairments, as well as teacher needs to improve pedagogy that will reduce the achievement and opportunity gaps                                |
| Supports deeper learning strategies that will support schools; to address achievement and opportunity gaps   |
| Collaborates with schools to help teachers plan next steps that will improve student learning for students with visual impairments   |
| Assures compliance with federal, state, and District policy, administrative procedures, and negotiated agreements as applicable to assignment  |
| Addresses any needs or work that is required by the Kentucky Department of Education or other regulatory entity  |
| Participates on committees as assigned   |
| <b>Adheres to all district data-entry requirements and established timelines across all designated systems, including the accurate and timely completion of documentation for Medicaid billing and other compliance-related data needs</b> |
| <b>Conducts comprehensive student record reviews as needed to ensure compliance with KARs, IDEA, district auditing standards, and Section 504/ADA regulations</b>  |
| <b>Completes district-required ARC Chair training and assumes responsibility for chairing meetings as designated, ensuring all proceedings and documentation strictly adhere to due process requirements</b>                               |
| Completes all trainings and other compliance requirements as assigned by the designated deadline   |

Performs other duties as assigned by supervisor

#### PHYSICAL DEMANDS

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

#### MINIMUM QUALIFICATIONS

Kentucky teacher certification in Teacher of Visually Impaired

Master's Degree or higher with major in Visually Impaired

Five (5) years of successful experience as a teacher of Visually Impaired

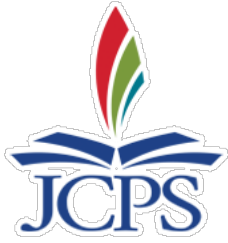
Effective communication skills

#### DESIRABLE QUALIFICATIONS

Knowledge of appropriate research based strategies for students with Visual Impairment that will address achievement and opportunity gaps

Experience in a diverse workplace

Expertise in equity, inclusion and culturally responsive education



JOB TITLE:	SUPERVISOR ECE – VISUALLY IMPAIRED
DIVISION	EXCEPTIONAL CHILD EDUCATION
SALARY SCHEDULE/GRADE:	IV, GRADE 8
WORK YEAR:	AS APPROVED BY THE BOARD
FLSA STATUS:	EXEMPT
JOB CLASS CODE:	4273
BARGAINING UNIT:	CERX

REVISED: 07/01/2026      Submitted: 03/31/2026

**SCOPE OF RESPONSIBILITIES**

Provides technical assistance to District and school staff, monitors, and implements the Visually Impaired program. Supports school and District staff in meeting the needs of students with disabilities and adhering to the Individuals with Disabilities Education Act (IDEA), Kentucky Administrative Regulations (KARs), and District policy and procedures. Supports collegial learning groups to implement learning strategies for students with visual impairments. Supports teachers with peer coaching, sharing pedagogical insights, and instructional strategies to improve outcomes for students with disabilities.

**PERFORMANCE RESPONSIBILITIES & EVALUATION CRITERIA**

- Collaborates with schools on planning instruction for the Visually Impaired Program and supporting students with disabilities
- Determines curricular and instructional needs for students with visual impairments
- Collaborates with ECE department personnel, school, and District staff to ensure strong professional learning experiences
- Researches current educational strategies to support students with visual impairments and address the achievement and opportunity gaps
- Works closely with school and District staff to determine the needs of students with visual impairments, as well as teacher needs to improve pedagogy that will reduce the achievement and opportunity gaps
- Supports deeper learning strategies that will support schools; to address achievement and opportunity gaps
- Collaborates with schools to help teachers plan next steps that will improve student learning for students with visual impairments
- Assures compliance with federal, state, and District policy, administrative procedures, and negotiated agreements as applicable to assignment
- Addresses any needs or work that is required by the Kentucky Department of Education or other regulatory entity
- Participates on committees as assigned
- Adheres to all district data-entry requirements and established timelines across all designated systems, including the accurate and timely completion of documentation for Medicaid billing and other compliance-related data needs
- Conducts comprehensive student record reviews as needed to ensure compliance with KARs, IDEA, district auditing standards, and Section 504/ADA regulations
- Completes district-required ARC Chair training and assumes responsibility for chairing meetings as designated, ensuring all proceedings and documentation strictly adhere to due process requirements
- Completes all trainings and other compliance requirements as assigned by the designated deadline
- Performs other duties as assigned by supervisor

**PHYSICAL DEMANDS**

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

#### MINIMUM QUALIFICATIONS

Kentucky teacher certification in Teacher of Visually Impaired

Master's Degree or higher with major in Visually Impaired

Five (5) years of successful experience as a teacher of Visually Impaired

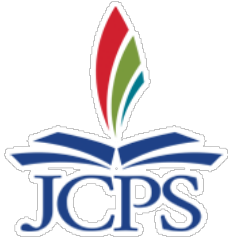
Effective communication skills

#### DESIRABLE QUALIFICATIONS

Knowledge of appropriate research based strategies for students with Visual Impairment that will address achievement and opportunity gaps

Experience in a diverse workplace

Expertise in equity, inclusion and culturally responsive education



JOB TITLE:	SUPERVISOR TRANSITION/ESY
DIVISION	EXCEPTIONAL CHILD EDUCATION
SALARY SCHEDULE/GRADE:	IV, GRADE 8
WORK YEAR:	<del>220 DAYS</del> - AS APPROVED BY THE BOARD
FLSA STATUS:	EXEMPT
JOB CLASS CODE:	4241
BARGAINING UNIT:	CERX

**NEW:** Submitted:  
**REVISED:** 05/12/2020  
~~07/01/2020~~  
 07/01/2026 03/31/2026

**SCOPE OF RESPONSIBILITIES**

Provides technical assistance to district and school staff, monitors and implements the ECE Transition and Extended School Year (ESY) programs. Supports school and district staff in meeting the Transition and ESY needs of students with disabilities in accordance to the Individuals with Disabilities Education Act (IDEA), Kentucky Administrative Regulations (KARs), and district policies and procedures. Coordinates with outside agencies to promote positive post-school outcomes for students receiving ECE services through the provision of IDEA Transition Services. Leads and supports special education teachers and classified staff through supervision, sharing pedagogical insights, and instructional strategies to improve outcomes of students with disabilities. Supports and trains special education teachers and Admission and Release Committees to provide for the provision of ESY. Coordinates district resources to provide an effective ESY and transition, when appropriate.

**PERFORMANCE RESPONSIBILITIES & EVALUATION CRITERIA**

- Collaborates with school staff to plan and determine needs for the provision of ESY
- Coordinates a districtwide ESY program in collaboration with JCPS Transportation, Health Services, Nutritional Services, and Exceptional Child Education
- Coordinates curricular and service needs for students receiving ESY
- Collaborates with ECE department personnel, school, and district staff to ensure strong professional learning experiences on behalf of students receiving transition services
- Researches current educational strategies and trends and collaborates with school staff to promote positive post school outcomes for students receiving ECE services
- Develops and supports partnerships with outside agencies (state, local) to provide transition services in alignment with state and federal guidelines
- Assures compliance with federal, state and district policy, administrative procedures and negotiated agreements as applicable to assignment
- Provides leadership and supervision to staff working in district ECE Transition Programs and ECE job trainers
- Addresses any needs or work that is required by the Kentucky Department of Education or other regulatory entity
- Completes all trainings and other compliance requirements as assigned by the designated deadline
- ~~Participates~~ Participates on committees as assigned
- Adheres to all district data-entry requirements and established timelines across all designated systems, including the accurate and timely completion of documentation for Medicaid billing and other compliance-related data needs
- Conducts comprehensive student record reviews as needed to ensure compliance with KARs, IDEA, district auditing standards, and Section 504/ADA regulations

Completes district-required ARC Chair training and assumes responsibility for chairing meetings as designated, ensuring all proceedings and documentation strictly adhere to due process requirements

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 driving activities involving driving automotive equipment.

#### MINIMUM QUALIFICATIONS

Master's Degree or higher with a Kentucky certification in Director of Special Education or Instructional Leadership or Supervision or School Counselor or Exceptional Children Program Consultant

Three (3) years of successful experience in teaching special education or equivalent professional experiences in area of assignment

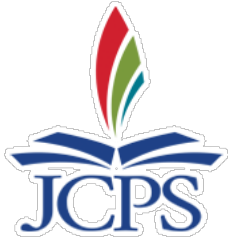
Knowledge of ECE district policies and procedures for ESY and Transition

#### DESIRABLE QUALIFICATIONS

Effective leadership skills

Experience in a diverse workplace

Experience providing supervision and leadership to ECE teachers and ECE support staff



JOB TITLE:	SUPERVISOR TRANSITION/ESY
DIVISION	EXCEPTIONAL CHILD EDUCATION
SALARY SCHEDULE/GRADE:	IV, GRADE 8
WORK YEAR:	AS APPROVED BY THE BOARD
FLSA STATUS:	EXEMPT
JOB CLASS CODE:	4241
BARGAINING UNIT:	CERX

REVISED: 07/01/2026      Submitted: 03/31/2026

**SCOPE OF RESPONSIBILITIES**

Provides technical assistance to district and school staff, monitors and implements the ECE Transition and Extended School Year (ESY) programs. Supports school and district staff in meeting the Transition and ESY needs of students with disabilities in accordance to the Individuals with Disabilities Education Act (IDEA), Kentucky Administrative Regulations (KARs), and district policies and procedures. Coordinates with outside agencies to promote positive post-school outcomes for students receiving ECE services through the provision of IDEA Transition Services. Leads and supports special education teachers and classified staff through supervision, sharing pedagogical insights, and instructional strategies to improve outcomes of students with disabilities. Supports and trains special education teachers and Admission and Release Committees to provide for the provision of ESY. Coordinates district resources to provide an effective ESY and transition, when appropriate.

**PERFORMANCE RESPONSIBILITIES & EVALUATION CRITERIA**

- Collaborates with school staff to plan and determine needs for the provision of ESY
- Coordinates a districtwide ESY program in collaboration with JCPS Transportation, Health Services, Nutritional Services, and Exceptional Child Education
- Coordinates curricular and service needs for students receiving ESY
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- Develops and supports partnerships with outside agencies (state, local) to provide transition services in alignment with state and federal guidelines
- Assures compliance with federal, state and district policy, administrative procedures and negotiated agreements as applicable to assignment
- Provides leadership and supervision to staff working in district ECE Transition Programs and ECE job trainers
- Addresses any needs or work that is required by the Kentucky Department of Education or other regulatory entity
- Completes all trainings and other compliance requirements as assigned by the designated deadline
- Participates on committees as assigned
- Adheres to all district data-entry requirements and established timelines across all designated systems, including the accurate and timely completion of documentation for Medicaid billing and other compliance-related data needs
- Conducts comprehensive student record reviews as needed to ensure compliance with KARs, IDEA, district auditing standards, and Section 504/ADA regulations
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- Performs other duties as assigned by supervisor

**PHYSICAL DEMANDS**

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Three (3) years of successful experience in teaching special education or equivalent professional experiences in area of assignment

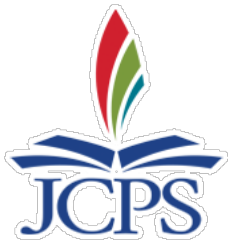
Knowledge of ECE district policies and procedures for ESY and Transition

**DESIRABLE QUALIFICATIONS**

Effective leadership skills

Experience in a diverse workplace

Experience providing supervision and leadership to ECE teachers and ECE support staff



NEW:-  
08/07/2019  
REVISED  
7/1/2026

Submitted:  
03/31/2026  
08/06/2019

JOB TITLE:	THERAPIST ASSISTANT (OCCUPATIONAL/PHYSICAL)
DIVISION	EXCEPTIONAL CHILD EDUCATION
SALARY SCHEDULE/GRADE:	IA, GRADE 11
WORK YEAR:	<del>190 DAYS</del> AS APPROVED BY THE BOARD
FLSA STATUS:	NON-EXEMPT
JOB CLASS CODE:	8136
BARGAINING UNIT:	CLAA

**SCOPE OF RESPONSIBILITIES**

Provides students with therapy services under the supervision of a licensed therapist that are necessary for the students to benefit from their exceptional child education.

**PERFORMANCE RESPONSIBILITIES & EVALUATION CRITERIA**

- Administers treatment and implements programs as designated by the therapist
- Interacts with parents and school personnel in implementing an appropriate individual education program
- Assists the therapist in communicating with parents concerning home programs, equipment, and other therapy related matters
- Documents student progress and maintains appropriate data/records pertaining to therapy services
- Recommends individual equipment needs and modifications to the therapist; assists in adapting, fabricating and maintaining equipment
- Participates in providing inservice programs for school District personnel
- Completes all trainings and other compliance requirements as assigned by the designated deadline
- Performs other duties as assigned by supervisor

**PHYSICAL DEMANDS**

The work is performed while standing or walking. The work requires the use of hands for simple grasping, pushing and pulling of arm controls, and fine manipulations. The work requires the use of feet for repetitive movements. The work at times requires bending, squatting, crawling, climbing, reaching, with the ability to lift, carry, push or pull light weights. The work requires being around moving machinery, exposure to marked changes in temperature and humidity, driving automotive equipment, and exposure to dust, fumes and gases.

**MINIMUM QUALIFICATIONS**

- High School Diploma or G.E.D.
- Graduate of a two (2) year approved therapist assistant program
- Licensed Physical Therapist Assistant or Certified Occupational Therapy Assistant
- Effective communication skills

**DESIRABLE QUALIFICATIONS**

- Ability to work in a team situation
- Experience in a diverse workplace



REVISED  
07/01/2026

Submitted:  
03/31/2026

JOB TITLE:	THERAPIST ASSISTANT (OCCUPATIONAL/PHYSICAL)
DIVISION:	EXCEPTIONAL CHILD EDUCATION
SALARY SCHEDULE/GRADE:	IA, GRADE 11
WORK YEAR:	AS APPROVED BY THE BOARD
FLSA STATUS:	NON-EXEMPT
JOB CLASS CODE:	8136
BARGAINING UNIT:	CLAA

**SCOPE OF RESPONSIBILITIES**

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- High School Diploma or G.E.D.
- Graduate of a two (2) year approved therapist assistant program
- Licensed Physical Therapist Assistant or Certified Occupational Therapy Assistant

Effective communication skills
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<b>DESIRABLE QUALIFICATIONS</b>
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Ability to work in a team situation
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Experience in a diverse workplace
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