

## **Rationale for Exceptional Child Education (ECE) Organizational Chart Changes**

The proposed EC1 organizational changes are designed to strengthen direct support for students, families, and schools while aligning departmental resources with the district's instructional priorities and maintaining fiscal responsibility.

With four leadership positions either currently vacant or anticipated to become vacant by the end of July, the department has an opportunity to strategically realign existing resources rather than simply refill positions. This proposal reduces administrative leadership positions and reinvests those resources into roles that provide more direct support to schools and classrooms.

Specifically, the proposal adds four (4) 190-day Specially Designed Instruction (SDI) Coach positions. These coaches will partner directly with teachers to strengthen specially designed instruction, improve implementation of evidence-based practices, build staff capacity, and increase access to high-quality instruction for students with disabilities. This investment directly supports the district's academic priorities and advances improved outcomes for students with special needs.

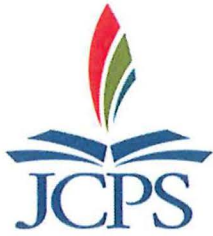
To better align leadership responsibilities, the current Lead Psychologist position will be retitled Assistant Director of Psychological Services. This is a title change only; the position will remain within the same salary grade and bargaining unit. However, the responsibilities of the position will expand to provide unified leadership of both the district's 55 School Psychologists and 33 Board Certified Behavior Analysts (BCBAs), creating a more coordinated approach to behavioral, psychological, and evaluation services. Given the expanded scope of responsibility.

Finally, the proposal realigns reporting structures to create greater consistency across role groups, improve operational efficiency, strengthen collaboration, and ensure more cohesive support for schools and students. Aligning similar professional groups under common leadership will improve communication, supervision, professional development, and service delivery while providing clearer accountability.

Overall, these organizational changes:

- Reinvest existing resources into direct school and classroom support.
- Strengthen instruction for students with disabilities through additional coaching capacity.
- Align behavioral, psychological, and evaluation services under unified leadership.
- Create a more efficient organizational structure that supports the district's strategic priorities and improves outcomes for students with disabilities.

These changes represent a fiscally responsible reallocation of existing resources that prioritize direct student services, instructional support, and organizational effectiveness without increasing the overall budget.



NEW: Submitted:  
08/15/2026 08/11/2026

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

| SCOPE OF RESPONSIBILITIES                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |
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| The Assistant Director of School Psychological Services, in coordination with the Executive Officer of Exceptional Child Education (ECE), provides leadership, supervision, and strategic direction for the district's school psychological, behavioral support, and diagnostic center services. The Assistant Director oversees the delivery of high-quality psychoeducational, behavioral, and mental health services; supervises the operation of the district's Diagnostic Center; provides leadership for Board Certified Behavior Analyst (BCBA) training, professional development, and implementation of evidence-based behavioral practices; and ensures high-quality documentation and regulatory compliance across all psychological and behavioral services. The Assistant Director ensures compliance with the Individuals with Disabilities Education Act (IDEA), Section 504 of the Rehabilitation Act, Kentucky Administrative Regulations (KAR), and all applicable state and federal requirements; promotes equitable identification and evaluation practices; and supports continuous improvement in outcomes for students with |

| PERFORMANCE RESPONSIBILITIES & EVALUATION CRITERIA                                                                                                                                                                                                                     |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Provides strategic leadership, supervision, evaluation, and coaching for all district school psychologists, Board Certified Behavior Analysts (BCBAs), and diagnosticians                                                                                              |
| Provides leadership, oversight, and continuous improvement of district psychological services, behavioral services, and psychoeducational evaluation processes                                                                                                         |
| Develops, implements, and monitors district-wide procedures to ensure consistent, high-quality, evidence-based psychological and behavioral services                                                                                                                   |
| Ensures compliance through monitoring IDEA, Section 504, Kentucky Administrative Regulations (KAR), Medicaid requirements, district policies, Child Find requirements, evaluation timelines, quality standards, documentation requirements, and due process procedures |
| Provides leadership and oversight of the district Child Find process, referral systems, comprehensive evaluations, eligibility determinations, and reevaluation procedures                                                                                             |
| Provides leadership and quality assurance for psychoeducational evaluations through consultation, calibration, record reviews, and data analysis                                                                                                                       |
| Leads district initiatives to promote equitable, culturally responsive, and legally defensible evaluation practices that reduce disproportionality and improve student outcomes                                                                                        |
| Provides leadership for the district's December 1 Child Count, state reporting, Medicaid documentation, and other required state and federal reporting activities                                                                                                      |
| Provides consultation and technical assistance to district administrators, school leaders, multidisciplinary teams, and families regarding Child Find, eligibility, assessment, psychological services, behavior supports, and special education regulations           |
| Leads district behavioral support systems, including consultation regarding Functional Behavior Assessments (FBAs), Behavior Intervention Plans (BIPs), Positive Behavioral Interventions and Supports (PBIS), and crisis response practices                           |

|                                                                                                                                                                                                     |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Coordinates and provides leadership for district crisis response, threat assessment, and mental health initiatives in collaboration with district departments and community agencies                |
| Conducts psychoeducational evaluations and provides consultation for complex, or sensitive cases as needed                                                                                          |
| Conducts record reviews and compliance monitoring to ensure adherence to IDEA, Section 504, Kentucky Administrative Regulations, district procedures, and state monitoring expectations             |
| Analyzes district psychological, behavioral, compliance, and student outcome data to identify trends, inform strategic planning, allocate resources, and improve services                           |
| Collaborates with district leadership, school administrators, instructional leaders, and community agencies to improve academic, behavioral, and social-emotional outcomes for students             |
| Provides professional learning, coaching, and technical assistance for school psychologists, BCBAs, administrators, teachers, and multidisciplinary teams                                           |
| Leads orientation, onboarding, mentoring, and professional growth for new school psychologists, interns, practicum students, and assigned staff                                                     |
| Supports preparation for mediation, state complaints, due process hearings, audits, and monitoring activities, including the collection and review of required documentation                        |
| Assists in developing, implementing, and monitoring departmental goals, strategic initiatives, budgets, grants, contracts, and resource allocation related to psychological and behavioral services |
| Conducts employee supervision, coaching, performance evaluations, and improvement planning in accordance with district policies and procedures                                                      |
| Completes all required professional learning, certifications, and compliance training by established deadlines                                                                                      |
| Performs other duties as assigned by the Executive Officer of Exceptional Child Education                                                                                                           |

#### PHYSICAL DEMANDS

This work is completed in an office and school-based 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 occasionally (up to 50% of the workweek): bending, squatting, climbing, reaching, lifting, carrying, pushing, and pulling up to 20lbs. Driving is required to the district's schools and other work locations for up to 50% of the workweek. The following physical activities are required frequently (up to 75% of the workweek), repetitive motions with hands and moving around the school and office setting. Hearing, talking, and visual acuity are required constantly (up to 100% of the workweek).

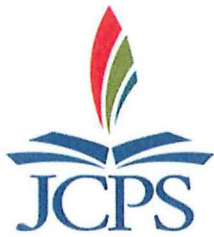
#### MINIMUM QUALIFICATIONS

|                                                                                                                                                                                  |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Administrative certification                                                                                                                                                     |
| EPSB Standard Certification for School Psychologist                                                                                                                              |
| Master's degree or higher in School Psychology from an accredited institution                                                                                                    |
| Minimum of five (5) years of successful experience as a practicing School Psychologist, including experience conducting psychoeducational evaluations and providing consultation |
| Minimum of three (3) years of demonstrated leadership, supervisory, or program coordination experience                                                                           |
| Demonstrated knowledge of IDEA, Section 504, Kentucky Administrative Regulations (KAR), Child Find requirements, due process procedures, and special education compliance        |
| Experience using data to inform decision-making, monitor compliance, and improve student outcomes                                                                                |
| Demonstrated effective written, verbal, and interpersonal communication skills                                                                                                   |

#### DESIRABLE QUALIFICATIONS

|                                                         |
|---------------------------------------------------------|
| Experience supervising or evaluating professional staff |
|---------------------------------------------------------|

|                                                                                                                                                    |
|----------------------------------------------------------------------------------------------------------------------------------------------------|
| Experience leading district-level psychological services and behavioral support services                                                           |
| Experience developing and delivering professional learning for educators and administrators                                                        |
| Experience leading multidisciplinary teams and managing organizational change                                                                      |
| Knowledge of Positive Behavioral Interventions and Supports (PBIS), Functional Behavior Assessments (FBAs), and Behavior Intervention Plans (BIPs) |



NEW: 08/15/2026  
Submitted: 08/11/2026

|                        |                                            |
|------------------------|--------------------------------------------|
| JOB TITLE:             | SPECIALLY DESIGNED INSTRUCTION (SDI) COACH |
| DIVISION               | EXCEPTIONAL CHILD EDUCATION                |
| SALARY SCHEDULE/GRADE: | JOB FAMILY III                             |
| WORK YEAR:             | AS APPROVED BY THE BOARD                   |
| FLSA STATUS:           | EXEMPT                                     |
| JOB CLASS CODE:        |                                            |
| BARGAINING UNIT:       | CERT                                       |

#### SCOPE OF RESPONSIBILITIES

The Specially Designed Instruction (SDI) Coach provides job-embedded instructional coaching and professional learning to teachers, administrators, and school teams to improve academic and functional outcomes for students with disabilities. The coach partners with schools to strengthen the implementation of specially designed instruction, evidence-based instructional practices, inclusive services, Universal Design for Learning (UDL), and high-quality Individualized Education Program (IEP) implementation. The SDI Coach is a non-evaluative instructional leader whose primary responsibility is building educator capacity through coaching, modeling, collaborative planning, data analysis, and professional learning.

#### PERFORMANCE RESPONSIBILITIES & EVALUATION CRITERIA

|                                                                                                                          |
|--------------------------------------------------------------------------------------------------------------------------|
| Provides individualized coaching to special education teachers, general education teachers, and instructional assistants |
| Models evidence-based instructional practices aligned with specially designed instruction                                |
| Conducts classroom observations followed by reflective coaching conversations                                            |
| Supports teachers in lesson planning and instructional delivery                                                          |
| Assists schools in increasing student access to grade-level standards                                                    |
| Supports implementation of inclusive instructional practices across educational settings                                 |
| Supports the development and implementation of high-quality specially designed instruction based upon student needs      |
| Assists teachers in aligning SDI with IEP goals and Kentucky Academic Standards                                          |
| Supports differentiation, accommodations, modifications, and intensive intervention planning                             |
| Promotes explicit instruction, systematic instruction, and progress monitoring                                           |
| Assists school teams in analyzing student achievement, progress monitoring, attendance, behavior, and assessment data    |
| Supports teachers in using data to adjust instruction                                                                    |
| Monitors implementation of instructional improvement plans                                                               |
| Assists schools in identifying instructional trends and barriers to student success                                      |
| Designs and facilitates professional learning aligned with district priorities                                           |
| Provides ongoing coaching following professional development                                                             |
| Develop instructional resources and exemplars                                                                            |
| Supports implementation of district curriculum and instructional initiatives                                             |
| Supports collaborative planning between general and special education staff                                              |
| Promotes effective co-teaching models                                                                                    |

|                                                                                                                                                            |
|------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Supports implementation of Universal Design for Learning (UDL) and Multi-Tiered Systems of Support (MTSS)                                                  |
| Collaborates with principals, assistant principals, instructional coaches, school psychologists, BCBAs, related service providers, and district leadership |
| Participate in school problem-solving teams                                                                                                                |
| Supports district initiatives related to instructional improvement and student achievement                                                                 |
| Maintains current knowledge of IDEA, Kentucky regulations, evidence-based instructional practices, and emerging research                                   |
| Participate in ongoing professional learning                                                                                                               |
| Maintains accurate documentation of coaching activities and outcomes                                                                                       |
| Performs other duties assigned by the supervisor                                                                                                           |

#### PHYSICAL DEMANDS

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

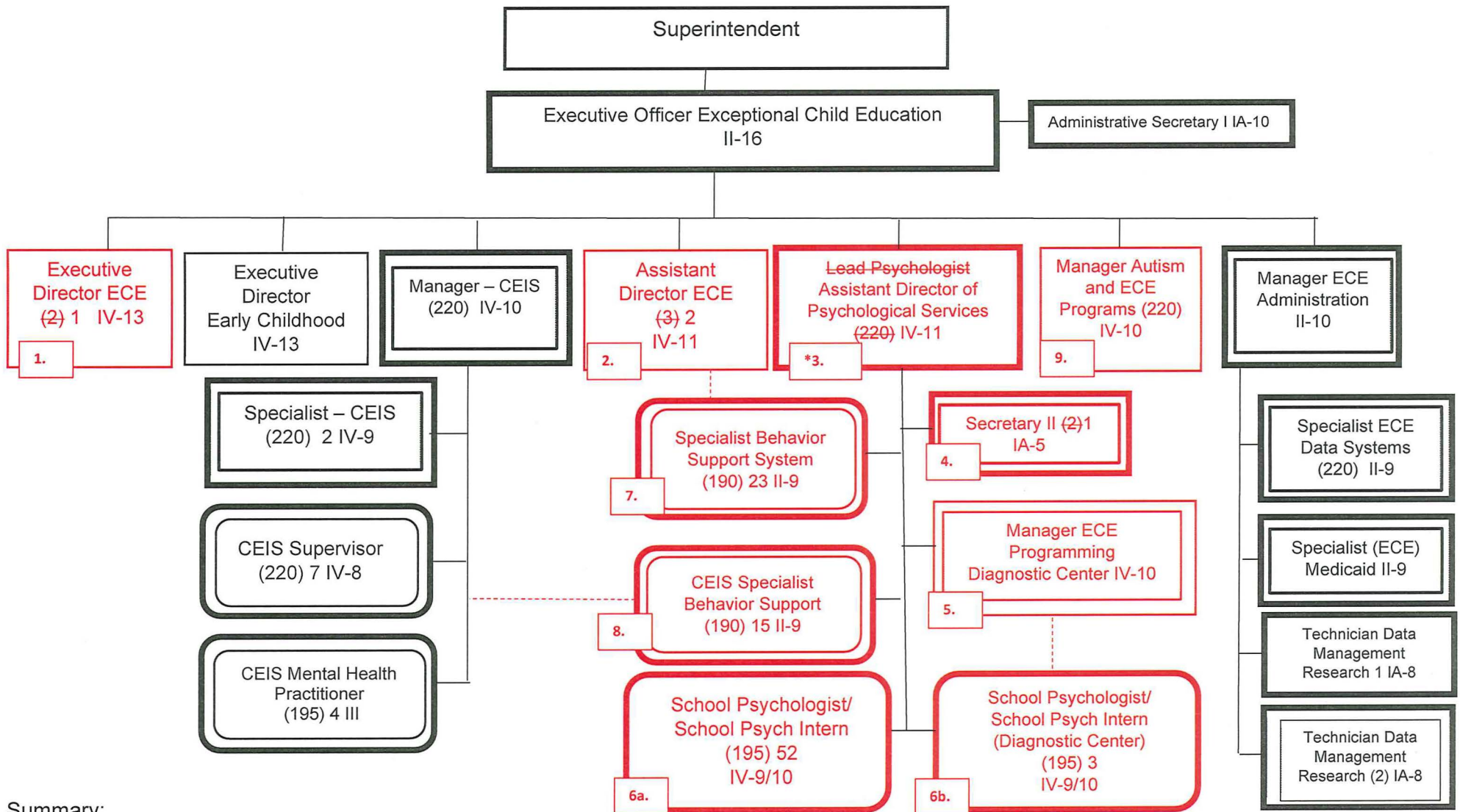
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#### MINIMUM QUALIFICATIONS

|                                                                                                          |
|----------------------------------------------------------------------------------------------------------|
| Kentucky certification in Special Education                                                              |
| Master's degree in special education, Curriculum & Instruction, Educational Leadership, or related field |
| Minimum of five (5) years of successful teaching experience in special education                         |
| Demonstrated expertise in specially designed instruction                                                 |
| Experience coaching adults or leading professional learning                                              |
| Valid driver's license and ability to travel between schools                                             |

#### DESIRABLE QUALIFICATIONS

|                                                        |
|--------------------------------------------------------|
| Instructional coaching experience                      |
| Experience supporting inclusive educational practices  |
| Experience analyzing student achievement data          |
| Experience leading district-wide professional learning |
| National Board Certification                           |
| Educational Leadership certification                   |



Summary:

General Fund Positions: 4

Categorical Fund Positions: 8-9

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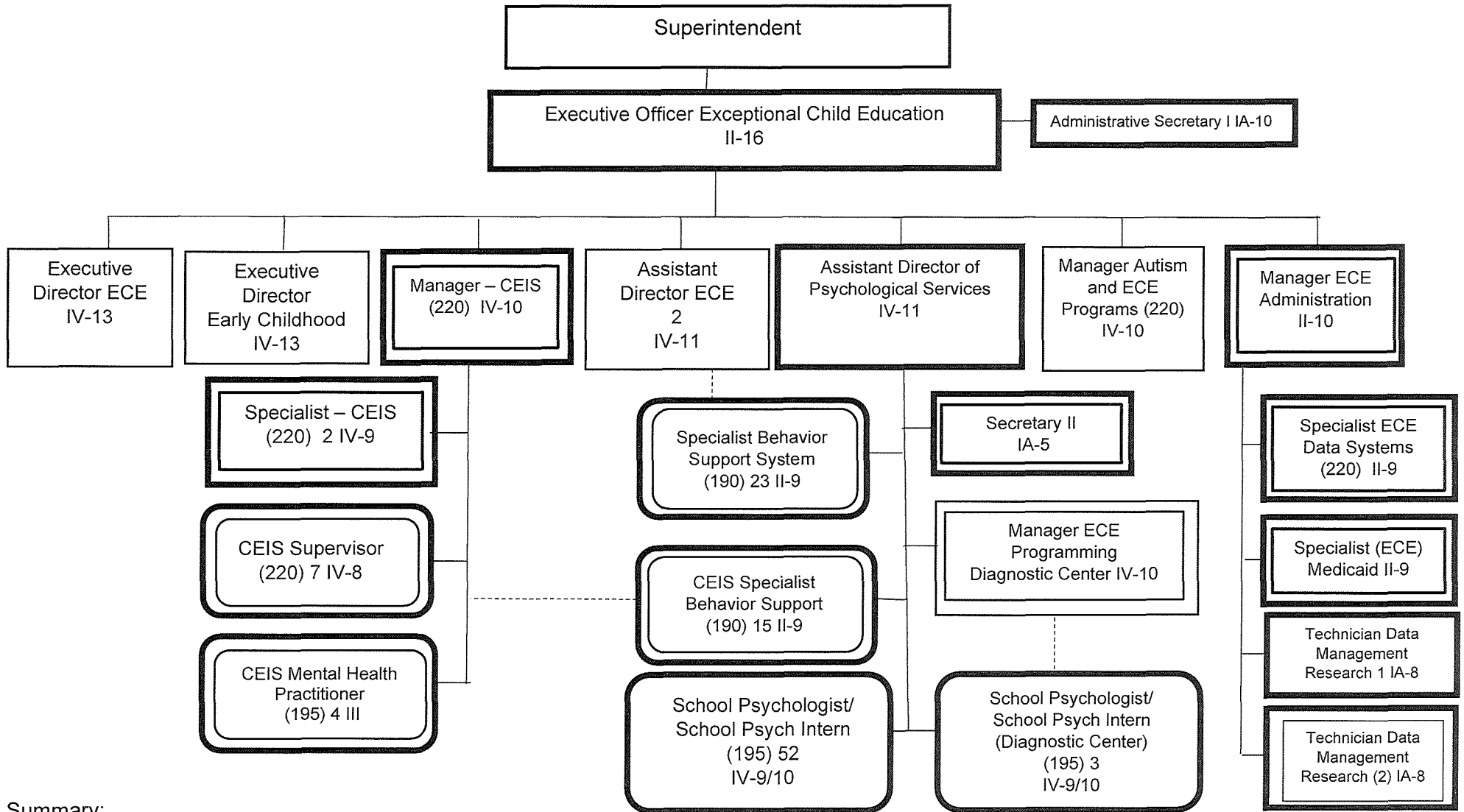
## Narrative for EC1 L-1 (Page 1 of 3)

(\*) Indicates change description on a corresponding page

1. Delete (1) vacant Executive Director ECE L-1 (page 1 of 3) and page L-1 (page 2 of 3)
2. Delete (1) vacant Assistant Director ECE; Change reporting of (2) Assistant Director ECE from Executive Director ECE to Executive Officer ECE L-1 (page 1 of 3) and page L-1 (page 2 of 3)
3. Delete the Lead Psychologist (IV-11) (220 days) and Add New an Assistant Director of Psychological Services (IV-11) (220 days)
4. Change reporting of (1) vacant Secretary II from Assistant Director ECE L-1 (page 2 of 3) to Assistant Director of Psychological Services L-1 (page 1 of 3)
5. Change reporting of Manager ECE Programming Diagnostic Center from Executive Officer ECE to Assistant Director of Psychological Services L-1 (page 1 of 3 and page 3 of 3)
6. Change reporting of (55) School Psychologists/Psych Interns to direct report to the Assistant Director of Psychological Services of which:
  - a. (52) School Psychologists/Psych Interns move as a direct report from Executive Director ECE L-1 (page 2 of 3) to the Assistant Director of Psychological Services L-1 (page 1 of 3) and
  - b. (3) School Psychologists/Psych Interns move as a direct report from Manager ECE Programming Diagnostic Center L-1 (page 3 of 3) to the Assistant Director of Psychological Services L-1 (page 1 of 3); These (3) positions have a shared indirect reporting to the Manager ECE Programming Diagnostic Center on L-1 (page 3 of 3)
7. Change reporting of (23) Specialist Behavior Support System (ECE Zone BCBAs) from Executive Director ECE L-1 (page 2 of 3) to a direct reporting to the Assistant Director of Psychological Services L-1 (page 1 of 3) with a shared indirect reporting to the (2) Assistant Directors ECE
8. Change reporting of (15) CEIS Specialist Behavior Support System (CEIS BCBAs) from Manager CEIS L-1 (page 1 of 3) to a direct reporting to the Assistant Director of Psychological Services L-1 (page 1 of 3) with a shared indirect reporting to the Manager CEIS
9. Change reporting of Manager Autism and ECE Programs from Executive Director ECE L-1 (page 2 of 3) to Executive Officer ECE L-1 (page 1 of 3)

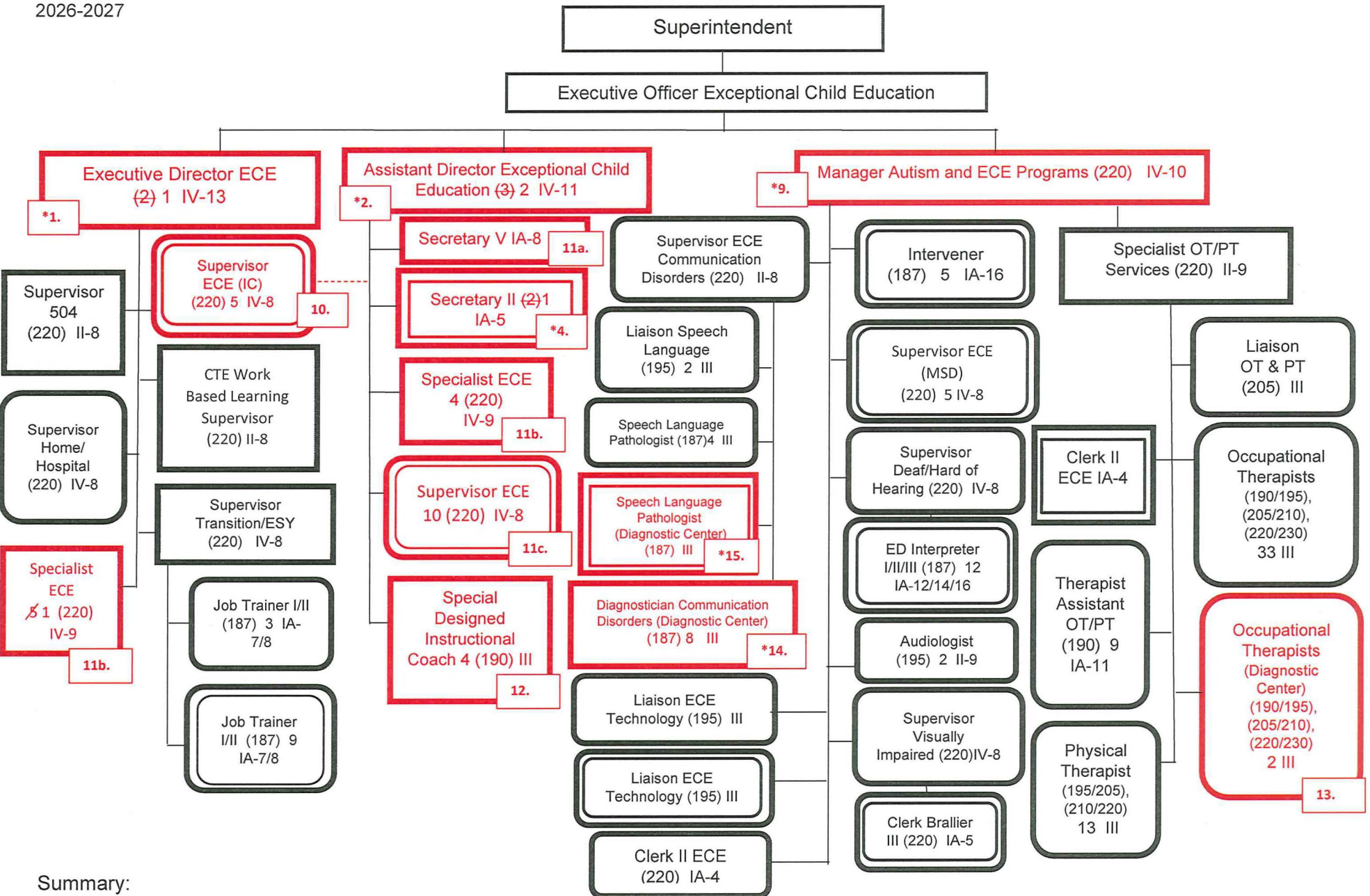
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Summary:

General Fund Positions: 4  
 Categorical Fund Positions: 9



Summary:

General Fund Positions: ~~16~~ 26

Categorical Fund Positions: 3

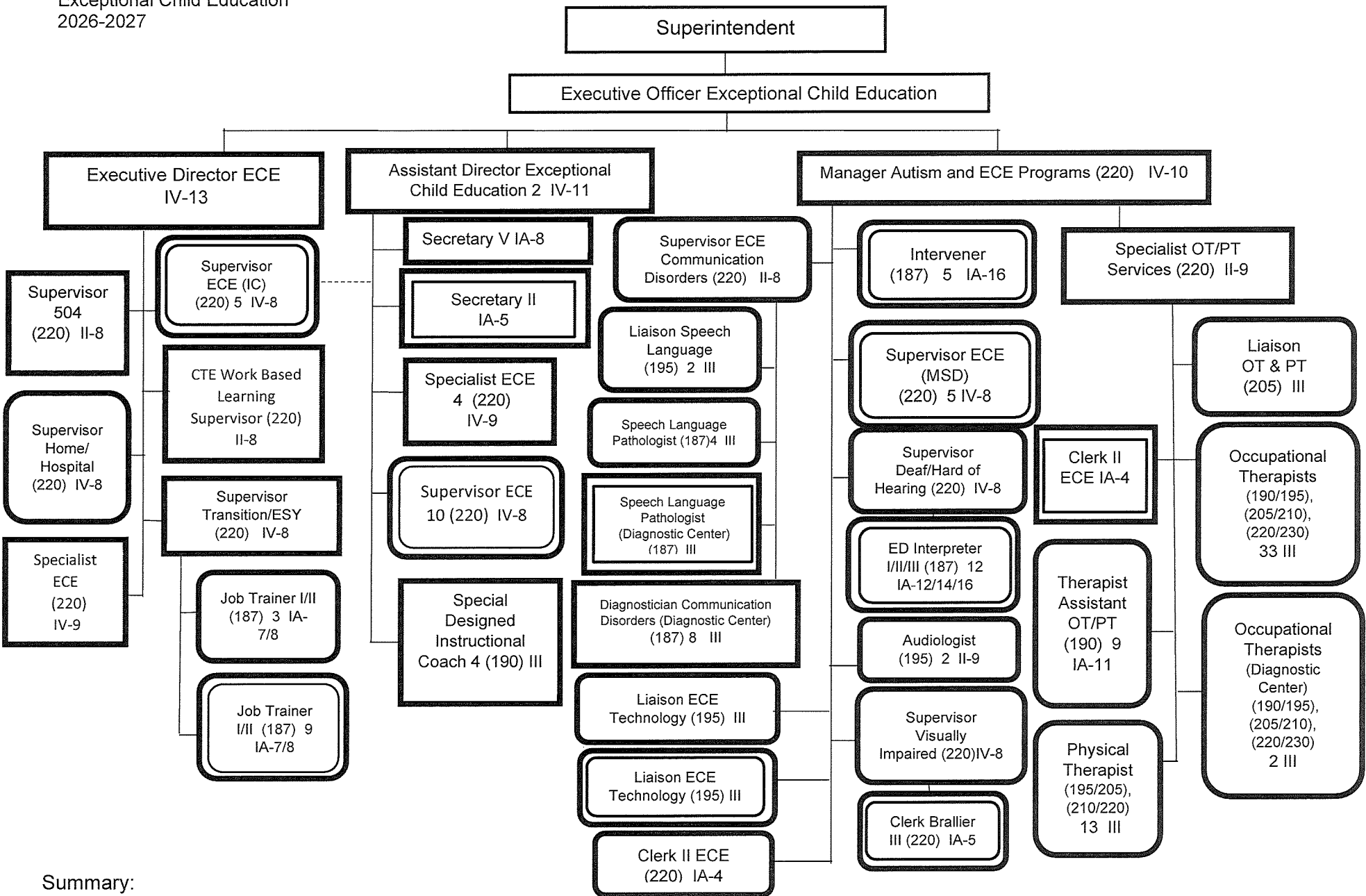
## Narrative for EC1 L-1 (Page 2 of 3)

(\*) Indicates change description on a corresponding page

10. Direct report of Supervisor ECE (IC) remains to Executive Director ECE, Add a shared indirect reporting from the Supervisor ECE (IC) to Assistant Director ECE;
11. Change reporting of the following positions from Executive Director ECE to Assistant Director ECE:
  - a. Secretary V (1) 261 days
  - b. Specialist ECE (4) 220 days report to the Assistant Director ECE and the (1) vacant Specialist ECE IV-9 (220) days remains as a direct report to the Executive Director ECE
  - c. Supervisor ECE (10) 220 days
12. Add (4) NEW Special Designed Instructional Coaches job family III (190) days reporting to the Assistant Director ECE
13. (2) Occupational Therapists move as direct report from Manager ECE Programming Diagnostic Center L-1 (page 3 of 3) to Specialist OT/PT L-1 (page 2 of 3) a shared indirect reporting to the Manager ECE Programming Diagnostic Center on L-1 (page 3 of 3)

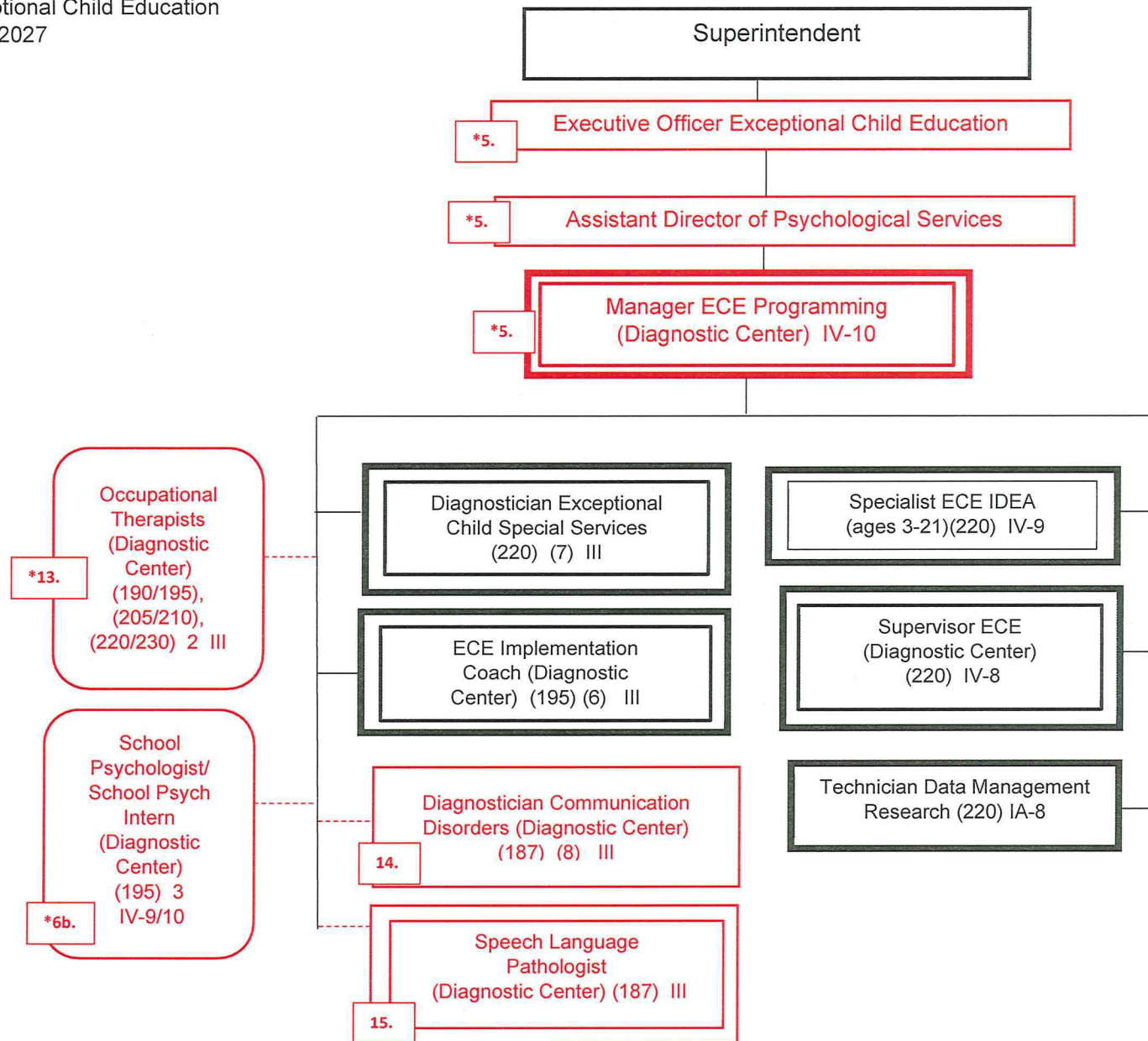
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**Summary:**

General Fund Positions: 26  
 Categorical Fund Positions: 3



Summary:

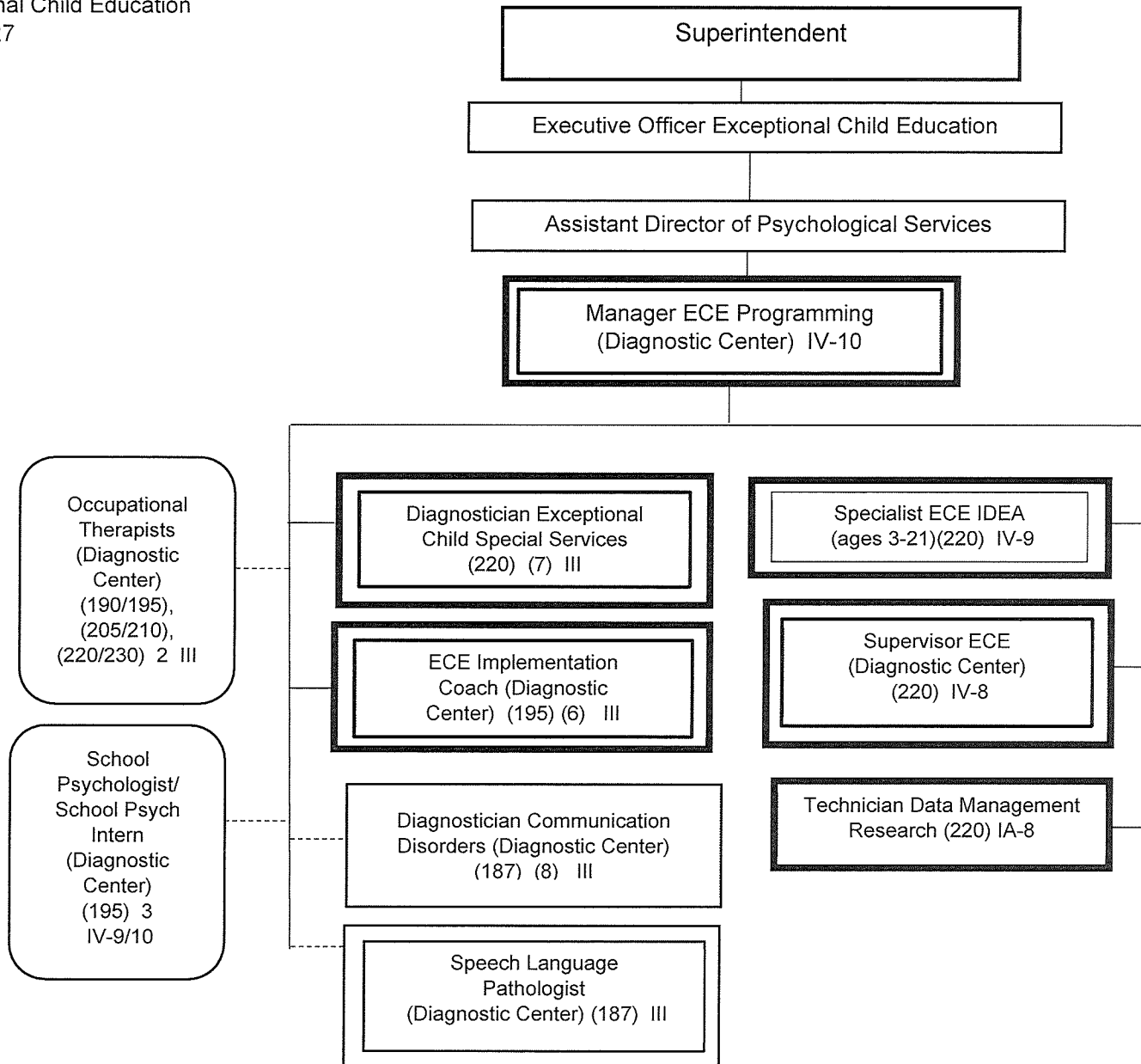
General Fund Positions: 9 1  
 Categorical Fund Positions: 17-16

## Narrative for EC1 L-1 (Page 3 of 3)

(\*) Indicates change description on a corresponding page

14. (8) Diagnostician Communication Disorders (Diagnostic Center) move as direct report from Manger ECE Programming Diagnostic Center L-1 (page 3 of 3) to Supervisor ECE Communication Disorders L-1 (page 2 of 3) with a shared indirect reporting to the Manager ECE Programming Diagnostic Center on L-1 (page 3 of 3)
15. (1) Speech Language Pathologist (Diagnostic Center) (SLPs) move as direct report from Manger ECE Programming Diagnostic Center L-1 (page 3 of 3) to Supervisor ECE Communication Disorders L-1 (page 2 of 3) with a shared indirect reporting to the Manager ECE Programming Diagnostic Center on L-1 (page 3 of 3)

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Summary:

General Fund Positions: 1  
 Categorical Fund Positions: 16

## Exceptional Child Education Vacant Position Reclassification

8/11/2026

| Position Title/Number of Days                      | Bagaining<br>Unit (Salary<br>Schedule) | Number of<br>Positions | Position "Add"<br>or "Delete" | Salary             | Fringes          | Total              |
|----------------------------------------------------|----------------------------------------|------------------------|-------------------------------|--------------------|------------------|--------------------|
| <u>General Fund</u>                                |                                        |                        |                               |                    |                  |                    |
| Executive Director ECE (261)                       | CERX                                   | 1                      | Delete                        | \$ (176,943.02)    | \$ (8,695.00)    | \$ (185,638.02)    |
| Assistant Director ECE (261)                       | CERX                                   | 1                      | Delete                        | \$ (156,558.63)    | \$ (7,723.00)    | \$ (164,281.63)    |
| Lead Psychologist (220)                            | CERX                                   | 1                      | Delete                        | \$ (131,965.00)    | \$ (6,549.00)    | \$ (138,514.00)    |
| Assistant Director of Psychological Services (261) | CERX                                   | 1                      | Add                           | \$ 121,000.00      | \$ 6,027.00      | \$ 127,027.00      |
| Special Designed Instructional Coach (190)         | CERT                                   | 4                      | Add                           | \$ 343,520.00      | \$ 17,404.00     | \$ 360,924.00      |
| <b>Savings</b>                                     |                                        |                        |                               | <b>\$ (946.65)</b> | <b>\$ 464.00</b> | <b>\$ (482.65)</b> |