Road to Recovery
ESSER 2 Application

Name of LEA	Chickasaw City Schools
Name of Superintendent	Mr. David Wofford

APPLICATION CONTENTS

- Assurances
- Budget and Plan Details Part 1 (State ESSER 2 Reserve)
- Budget and Plan Details Part 2 (LEAs ESSER 2 Funds)
- Certification and Signature

ASSURANCES

Select each box within each category of assurances. *NOTE: Selecting a checkbox is the digital signature for the specified local education agency (LEA) personnel in the assurance.*

Recovery Plan Certification Assurance

The LEA Superintendent and CSFO assures or certifies the following:

☑	The LEA Superintendent certifies to the best of his/her knowledge and belief that all of the information and data in this recovery plan are true and correct. The LEA Superintendent acknowledges and agrees that failure to comply with all assurances and certifications in this recovery plan, all relevant provisions and requirements of the Coronavirus Response and Relief Supplemental Appropriations Act, 2021 (CRRSA Act), Pub. L. No. 116-260 (December 27, 2020), or any other applicable law or regulation may result in liability under the False Claims Act, 31 U.S.C. § 3729, et seq. ; OMB Guidelines to Agencies on Governmentwide Debarment and Suspension (Nonprocurement) in 2 CFR Part 180, as adopted and amended as regulations of the Department in 2 CFR Part 3485; and 18 U.S.C. § 1001, as appropriate, and other enforcement actions.

CRSSA Act Assurances

The LEA Superintendent and CSFO assures or certifies the following:

☑	The LEA that receives ESSER 2 funds will, to the greatest extent practicable, continue to compensate its employees and contractors during the period of any disruptions or closures related to COVID-19 in compliance with Section 315 of Division M of the CRRSA Act. In addition, LEAs that accept funds will continue to pay employees and contractors to the greatest extent practicable based on the unique financial circumstances of the LEA. CRRSA Act funds generally will not be used for bonuses, merit pay, or similar expenditures, unless related to disruptions or closures resulting from COVID-19.
☑	The LEA will request technical assistance on the use of ESSER 2 funds for remote learning, which includes both distance learning as defined in Section 103(7) of the HEA and distance learning as defined in ESEA Section 8101(14), so that students can continue learning during school closures.
☑	The LEA will cooperate with any SEA monitoring policies and/or procedures with regards to the allowability of expenditures.
☑	The LEA will use ESSER 2 funds for purposes that are reasonable, necessary, and allocable under the CRRSA Act.
☑	The LEA will provide to the SEA the methodology used to provide services or assistance to students and staff in public schools, the uses of funds and demonstration of their compliance with Section 313(d), such as any use of funds addressing

	the digital divide, including securing access to home-based connectivity and remote-use devices, related issues in supporting remote learning for all students, including disadvantaged populations.
☑	The LEA will cooperate with any examination of records with respect to such funds by making records available for inspection, production, examination, and authorized individuals for interview and examination, upon request.
☑	The LEA will comply with the provisions of all applicable acts, regulations, and assurances; the following provisions of Education Department General Administrative Regulations (EDGAR) 34 CFR Parts 76, 77, 81, 82, 84, 97, 98, and 99; the OMB Guidelines to Agencies on Governmentwide Debarment and Suspension (Nonprocurement) in 2 CFR Part 180, as adopted and amended as regulations of the Department in 2 CFR Part 3485; and the Uniform Guidance in 2 CFR Part 200, as adopted and amended as regulations of the Department in 2 CFR Part 3474.
☑	The LEA will comply with General Education Provisions Act (GEPA) Sections 427 and 442.
☑	The LEA will take all necessary steps to allow every student, teacher, and other program beneficiary to participate in the ESSER 2 program. If any barrier arises that impedes equal access to, or participation, in the program, the LEA will quickly address and resolve those issues. (GEPA 427)
☑	The LEA will provide services and assistance from ESSER 2 funds to students and staff during the period of performance. (LEAs will be allowed to expend funds until September 30, 2023. Pre-award costs will be allowed for allowable costs on or after March 13, 2020.)
☑	The LEA will comply with the maintenance of effort provision in Section 317(a) of Division M of the CRRSA Act absent waver by the Secretary pursuant to Section 317(b) thereof.

Other General Assurances

The LEA Superintendent and CSFO assures or certifies the following:

☑	The LEA will complete a comprehensive needs assessment outlining how the district will align resources for High-Quality Instructional Materials (HQIM), High-Quality Professional Development (HQPD), High-Quality Tools for Supporting Unfinished Learning, and Facility Renovations that will close the achievement gap of students caused by the COVID-19 pandemic.
☑	The LEA will submit a completed rubric identifying alignment to specific qualifiers for all selections that have not been previously vetted by the ALSDE through an initiative, program, connected group, and/or vetted list.
☑	The LEA will plan using the comprehensive needs assessment as a tool for making decisions for students and staff (i.e., targeted student groups -- students who are behind or have skills/standards gap and planning High-Quality Professional Development making sure that there is adequate time to teach necessary content).
☑	The LEA will embed opportunities for tutoring and extended learning time throughout the academic school day through alignment with the master schedule. The LEA will also consider times before and after school, on weekends, and during the summer for the 2021-2022/2022-2023 school years.

ESSER 2 Allowable Use Assurance

The LEA Superintendent and CSFO assures or certifies the following:

☑		The LEA will only provide the following allowable services and assistance from ESSER 2 funds to students and staff:
	☑	Activities authorized by the Every Student Succeeds Act (ESSA).
	☑	Activities authorized by the Individuals with Disabilities Education Act (IDEA).
	☑	Activities authorized by the Adult Education and Family Literacy Act.
	☑	Activities authorized by the Carl D. Perkins Career and Technical Education Act of 2006.
	☑	Activities authorized by Subtitle B of Title VII of the McKinney-Vento Homeless Assistance Act.
	☑	Coordination of preparedness and response efforts of local education agencies with state, local, tribal, and territorial public health departments, and other relevant agencies, to improve coordinated responses among such entities to prevent, prepare for, and respond to the coronavirus.
	☑	Providing principals and other school leaders with the resources necessary to address the needs of their individual schools.
	☑	Activities to address the unique needs of low-income children or students, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and foster care youth, including how outreach and service delivery will meet the needs of each population.

	☑		Developing and implementing procedures and systems to improve the preparedness and response efforts of local educational agencies.
	☑		Training and professional development for staff of the local educational agency on sanitation and minimizing the spread of infectious diseases.
	☑		Purchasing supplies to sanitize and clean the facilities of a local educational agency, including building operated by such agency.
	☑		Planning for, coordinating, and implementing activities during long-term closures, including providing meals to eligible students, providing technology for online learning to all students, providing guidance for carrying out requirements under the IDEA and ensuring other educational services can continue to be provided consistent with all federal, state, and local requirements.
	☑		Purchasing educational technology (including hardware, software, and connectivity) for students who are served by the local educational agency that aids in regular and substantive educational interaction between students and their classroom instructors, including low-income students and children with disabilities, which may include assistive technology or adaptive equipment.
	☑		Providing mental health services and supports.
	☑		Planning and implementing activities related to summer learning and supplemental afterschool programs, including providing classroom instruction or online learning during the summer months and addressing the needs of low-income students, children with disabilities, English learners, migrant students, students experiencing homelessness, and children in foster care.
	☑		Addressing learning loss among students, including low-income students, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and children and youth in foster care, of the local educational agency, including by:
		☑	Administering and using high-quality assessments that are valid and reliable, to accurately assess students' academic progress and assist educators in meeting students' academic needs, including through differentiated instruction.
		☑	Implementing evidence-based activities to meet the comprehensive needs of students.
		☑	Providing information and assistance to parents and families on how they can effectively support students, including in a distance learning environment.
		☑	Tracking student attendance and improving student engagement in distance education.
	☑		School facility repairs and improvements to enable operation of schools to reduce risk of virus transmission and exposure to environmental health hazards, and to support student health needs.
	☑		Inspection, testing, maintenance, repair, replacement, and upgrade projects to improve the indoor air quality in school facilities, including mechanical and non-mechanical heating, ventilation, and air conditioning systems, filtering, purification and other air cleaning, fans, control systems, and window and door repair and replacement.
	☑		Other activities that are necessary to maintain the operation of and continuity of services in local educational agencies and continuing to employ existing staff of the local educational agency.

BUDGET PART 1 – STATE ESSER 2 RESERVE

STATE ESSER 2 Reserve

Each LEA has already received award letters indicating funds available through ESSER 1 and ESSER 2. Additionally, the ALSDE is making available a portion of its ESSER State Reserve Funds to every LEA funds for two purposes: (1) formative student assessment in Grades 4-8 for mathematics and reading at a rate of $12 per student and (2) course of study professional development in Mathematics and English Language Arts.

Category	Total
Course of Study ELA PD (pending adoption)*: This allocation is being granted to each LEA to be used for course of study PD directly aligned to *2021 Course of Study: English Language Arts.* To be considered high quality, the PD must provide training on the specific-grade and course-level standards, as well as provide pedagogical connections for instruction. Base allocations will be provided for: A) Elementary Teachers (K-5) - $400 for registration, materials, substitutes for follow-up trainings or PLCs . B) Secondary Teachers (6-12) - $1,050 for registration, materials, substitutes for follow-up trainings or PLCs.	$26,650.00
Course of Study Math PD*: This allocation is being granted to each LEA to be used for course of study PD directly aligned to *2019 Course of Study: Mathematics.* To be considered high-quality, the PD must provide training on the specific-grade and-course level standards, learning progressions, as well as provide pedagogical connections for instruction. Base allocations will be provided for: A) Elementary Teachers (K-5) - $400 for registration, materials, substitutes for follow-up trainings or PLCs. B) Secondary Teachers (6-12) - $1,050 for registration, materials, substitutes for follow-up trainings or PLCs.	$26,650.00
Assessment Award for Grades 4-8:** This allocation is being granted to extend each school's early reading and math assessment system through Grade 8. The allocation will be $12 per student based on each school's 2020-2021 ADM.	$14,944.00

*Various PD offerings have been designated as course of study professional development using an asterisk. If a district chooses to offer course of study PD not designated as approved in this plan, the district should complete and submit the PD rubric as evidence of high quality and aligned PD.

**If choosing an assessment system not on the vetted list (Amplify, Curriculum Associates, iStation, NWEA, Pearson, Renaissance), districts should complete and submit the assessment rubric as evidence of high quality.

Refer to Road to Recovery Consolidated Plan and ESSER 2 Application Guide and additional Resource Guide for assessment and course of study professional development that is presumed to be approved or for rubrics. Please remember to have your teachers register for selected training as soon as possible. Professional development training costs will be invoiced through individual LEAs.

State ESSER 2 Reserve allocations are attached to this application.

Budget Part 2 – LEA ESSER 2 Funds

In building budgets, please keep in mind that federal funds should be utilized to supplement your state and local funds. The consolidated budget does not have to include state and local funds, but their availability and utilization should be considered the foundation for building academic recovery plans. Likewise, when considering facilities upgrades (e.g., improvements to nurses' stations), state and local funds including PSCA bond issue should be considered before utilizing limited federal resources.

BUDGET – HIGH-QUALITY INSTRUCTIONAL MATERIALS

English Language Arts – Curriculum

List specific core instructional ELA curricula and materials that will be used in each grade band.

Grade Band	ELA Curriculum Selection
Pre-K (as applicable)	OSR P3 Curriculum
K-2	K-P3 Curriculum; 1-2 Open Court (see rubric)
3-5	Open Court
6-8	A+ College Ready & state approved curriculum
9-12	A+ College Ready & state approved curriculum
Other	Writing curriculum from approved ALSDE list after adoption

English Language Arts – Funding

		Funding Source		
Category	Description	State/Local Funds	Other Federal Funds (including ESSER 1)	ESSER 2 Funds
Materials	Consumables/Writing Curriculum			80,000.00
PD (Registration, etc.)	A+ College Ready, LETRS, & Neuhaus			5,000.00
Subs and/or Stipends (if not on contract)	Teacher stipends to attend PD			50,000.00
Job-Embedded Coaching Days/Supports	Coaching from Reading Coach			
Other	Renaissance MyOn & Freckles ELA			$35,000.00
Total Need for HQIM ELA				$170,000.00

BUDGET – HIGH-QUALITY INSTRUCTIONAL MATERIALS

Math – Curriculum

List specific core instructional math curricula and materials that will be used in each grade band.

Grade Band	Math Curriculum Selection
Pre-K (as applicable)	OSR P3 Curriculum
K-2	K-P3 Curriculum; 1-2 Bridges Math (see rubric)
3-5	Bridges Math
6-8	A+ College Ready/Envision AL Math
9-12	A+ College Ready/Envision AL Math
Other	

Math – Funding

		Funding Source		
Category	**Description**	**State/Local Funds**	**Other Federal Funds (including ESSER 1)**	**ESSER 2 Funds**
Materials	Textbooks/consumables/copies	70,000.00		20,000.00
PD (Registration, etc.)	A+ College Ready & AMSTI			5,000.00
Subs and/or Stipends (if not on contract)	Stipends to attend PD			50,000.00
Job-Embedded Coaching Days/Supports	Coaching from math coach			
Other	Renaissance Freckles Math			$35,000.00
Total Need for HQIM Math				110,000.00

Total Budget for High-Quality Instructional Materials

Total Estimated Budget Need for High-Quality Instructional Materials	$280,000.00

BUDGET – HIGH-QUALITY PROFESSIONAL DEVELOPMENT

When completing this section, prioritize PD aligned to state course of study and the needs you identified based on the data you gathered in the Needs Assessment Worksheet. Any topic with an * denotes PD that is considered course of study PD.

English Language Arts – HQPD Timeline

List the high-quality ELA professional development your LEA will offer.

PD Topics & Partners	Timeline to Offer PD
ARI	
Science of Reading	
LETRS	Summer of 2021-2023 for all new K-5 teachers
Neuhaus	Summer 2021 through Spring 2022
MSLE	
Dyslexia Awareness	Fall 2021 through Spring 2023
K-5 ELA 2020 COS - pending (ARI)*	Summer 2022 through Spring 2023
6-8 ELA E3 Training (A+ College Ready)*	Summer 2021, Summer 2022, Summer 2023
9-12 ELA 2020 COS - (ALSDE)*	Summer 2022 through Spring 2023

If applicable, describe any additional high-quality ELA professional development needed to support your identified gaps. Provide alignment to the ALSDE rubrics to indicate effectiveness.

English Language Arts – HQPD Funding

		Funding Source		
Category	**Description**	**State/Local Funds**	**Other Federal Funds (including ESSER 1)**	**ESSER 2 Funds**
Registration	A+ College Ready (high school teachers)			$1600.00
Subs and/or Stipends (if not on contract)	Summer stipends for teachers to attend			$10,000.00
Travel	Travel for teachers to attend A+ College Ready PD			$20,000.00
Follow-Up PD Days				
Supplemental Materials for Implementation	Printing of instructional materials			$5,000.00
Job-Embedded Coaching Days				
Other	2 Reading Intervention Teachers			$150,000.00
Total Need for HQPD ELA				$186,600.00

BUDGET - HIGH-QUALITY PROFESSIONAL DEVELOPMENT

Math– HQPD Timeline

List the high-quality math professional development your LEA will offer.

PD Topics & Partners	Timeline to Offer PD
K-5 Math COS Foundational (AMSTI) *	Summer 2021 through Spring 2021
6-12 Math COS Foundational (AMSTI) *	Summer 2021 through Spring 2021
K-8 NUMBERS (AMSTI) *	Summer 2021
E3 Training (A+ College Ready) *	Summer 2021, 2022, & 2023
K-8 OGAP (AMSTI)	
K-5 Math 2019 COS Overview (ALSDE)	Summer 2021
6-12 Math 2019 COS Overview (ALSDE)	Summer 2021
Administrator	Summer 2021

If applicable, describe any additional high-quality Math professional development needed to support your identified gaps. Provide alignment to the ALSDE rubrics to indicate effectiveness.

Math– HQPD Funding

		Funding Source		
Category	**Description**	**State/Local Funds**	**Other Federal Funds (including ESSER 1)**	**ESSER 2 Funds**
Registration	A+ College Ready (high school teachers)			$1600.00
Subs and/or Stipends (if not on contract)	Summer stipends for teachers to attend			$10,000.00
Travel	Travel for A+ College Ready PD			$20,000.00
Follow-Up PD Days				
Supplemental Materials for Implementation	Printing of instructional materials			$5,000.00
Job-Embedded Coaching Days				
Other	2 Math Intervention Teachers			$150,000.00
Total Need for HQPD Math				$186,600.00

Total Budget for High-Quality Professional Development

Total Estimated Budget Need for High-Quality Professional Development	$373,200.00

BUDGET – UNFINISHED LEARNING SUPPORTS

High-Quality Tools for Supporting Unfinished Learning Supports

Assessments, Inclusive of Screeners

Which assessments (formative, diagnostic, interim, etc.), inclusive of screeners will be used in each category?

		Funding Source		
Category	**Assessment Selection & Description**	**State/Local Funds**	**Other Federal Funds (including ESSER 1)**	**ESSER 2 Funds**
Readiness				
K-3 Vetted Reading Assessment-Additional components	STAR Early Literacy	$7500.00		
K-3 Vetted Math Assessment-Additional components	STAR Math	$7500.00		
Dyslexia	Sonday Systems	$21,000.00		
Interim Assessments	STAR Reading & Math (4-8)/CERT (9-12), Performance Matters K-12	$14,944.00	$8,000.00	
CTE CRI Pre-Assessments	GMetrix		$2500.00	
Health Wellness				
Social/Emotional/ Behavioral	Rhitim APP & ABE			$15,000.00
SEL	Second Step & Peer Helpers			$28,250.00
Other	Art teacher & Sunnyside Contract			$84,000.00
Total Need for Assessments, Inclusive of Screeners				$127,250.00

BUDGET – UNFINISHED LEARNING SUPPORTS

Transitions

Which transitions for subject and or skills readiness will be used for each? Refer to Road to Recovery Additional Resource Guide for specific descriptions.

		Funding Source		
Category	**Description**	**State/ Local Funds**	**Other Federal Funds (including ESSER 1)**	**ESSER 2 Funds**
Early Years (K-1 Transition)	P3 & Conscious Discipline PD			$3500.00
Elementary to Middle	SREB coaching & supports			$17,737.38
Middle to High	SREB Readiness Courses/C4CC PD			$2500.00
Beyond High School	SREB Readiness Courses/C4CC PD			$2500.00
SPED Transitional Services				
Other	Create 3&4 year old SPED/Gen class			$18,000.00
Other	Additional elementary teachers (3)			$264,000.00
Total Need for Transitions				$308,237.38

BUDGET – UNFINISHED LEARNING SUPPORTS

Remediation/Intervention Programs

Describe remediation/intervention strategies and/or programs that will be used. When calculating costs, consider salaries, supplies, transportation, and so on. Refer to Road to Recovery Additional Resource Guide for specific descriptions.

		Funding Source		
Category	**Description**	**State/ Local Funds**	**Other Federal Funds (including ESSER 1)**	**ESSER 2 Funds**
High-Dosage Tutoring				
Bridge Courses (K/1, Algebra, other)				
Mini-Learning Blast				
Traditional Summer School	Middle and High Summer School teacher salaries			$15,000.00
Summer Reading Camps/ASAP	Summer Reading Camp teacher salaries			$32,000.00
Summer Math Camps				
CTE Enrichment Camps	CTSO, bus/ind field trips, competitions			$155,000.00
ACCESS Virtual Learning	ACCESS Facilitator Salary			$46,000.00
Credit Recovery Options	Edgenuity Software	36,000.00		
Extended School Year (ESY)				
School Nurses	Additional nurse			$68,000.00
Other	At-risk coordinator, teacher & aid			$175,000.00
Total Need for Remediation/Intervention Programs				$491,000.00

BUDGET - UNFINISHED LEARNING SUPPORTS

Family Support Resources

Describe resources/programs to engage families in supporting recovery. Refer to Road to Recovery Additional Resource Guide for specific descriptions.

		Funding Source		
Category	**Description**	**State/Local Funds**	**Other Federal Funds (including ESSER 1)**	**ESSER 2 Funds**
Communication Tools	School Status			$15,000.00
Homework Hotline				
"On Call" Staff for Family Tech/other Issues				
Develop/Print Periodic Family Success Guides	Printing			$2,500.00
Other	Triple P Parenting Curriculum and Training			$10,000.00
Other	Youth Mental Health Training			$5,000.00
Total Need for Family Support Resources				$32,500.00

Other Tools Supporting Unfinished Learning

Describe other tools for supporting unfinished learning.

		Funding Source		
Category	**Description**	**State or Local Funds**	**Other Federal Funds (including ESSER 1)**	**ESSER 2 Funds**
Other	Secondary Instructional Coach			$100,000.00
Other	Permanent Substitute			$45,690.00
Other	In-school behavior teacher			$75,765.00
Other	Technology supports technicians			$30,000.00
Other	AMSTI/AIMS Science PD			$25,000.00
Other	CTE/PLTW Curriculum implementation			$30,000.00
Total Need for Other Tools Supporting Unfinished Learning				$306,455.00

Total Budget for Unfinished Learning

Total Estimated Budget Need for Supporting Unfinished Learning	$1,265,442.38

BUDGET - FACILITIES

Facility Renovations

Describe facility needs that are directly aligned to improving the quality of your classroom environments impacted as a result of this pandemic.

		Funding Source		
Category	**Description**	**State or Local Funds**	**Other Federal Funds (including ESSER 1)**	**ESSER 2 Funds**
HVAC				
Windows				
Other				
CTE Lab Ventilation/Air Quality	Outdoor CTE lab/science lab			$28,000.00
PPE & Supplies	New ceiling tiles due to leaks/mold			$40,000.00
Custodial	PT Maintenance worker & additional janitor			$55,000.00
Staffing				
Nurse's Station	Medical Supplies			$15,000.00
Other	Upgrades to alternative learning center/indirect costs			$129,021.00
Total estimated Budget Need for Facility Renovations				$267,021.62

TOTAL ESSER 2 FUNDING (LEA PORTION ONLY)

Category	Total
Budget – High-Quality Instructional Materials	$280,000.00
Budget – High-Quality Professional Development	$373,200.00
Budget – Unfinished Learning Supports	$1,265,442.38
Budget – Facilities	$267,021.62
Total ESSER 2 Funds*	$2,185,664.00

*This application must be accompanied by a copy of rubrics used to vet materials or resources not already presumed approved.

CERTIFICATION & SIGNATURE

To the best of my knowledge and belief, all the information and data in this agreement are true and correct. I acknowledge and agree that the failure to comply with all Assurances and Certifications in this agreement, all relevant provisions and requirements set forth by federal and state law may result in liability under the False Claims Act, 31 U.S.C. § 3729, et seq.; OMB Guidelines to Agencies on Governmentwide Debarment and Suspension (Nonprocurement) in 2 CFR part 180, as adopted and amended as regulations of the Department in 2 CFR part 3485; and 18 USC § 1001, as appropriate.

Chris Arras
LEA Chief School Financial Officer Name

251-380-8121
Telephone Number

LEA Chief School Financial Officer Signature

6/8/2021
Date

David Wofford
LEA Superintendent Name

Telephone Number

LEA Superintendent Signature

6/8/2021
Date

Send completed application to ESSERroundII@alsde.edu by June 1, 2021.
Upon arrival of the application, funds will be made available to the LEA.

ALSDE INTERNAL USE ONLY			
Date Application Received		Date ALSDE Approved	
State Superintendent and/or Designee Signature		Date Signed	7/27/21
Date ESSER 2 Funds Released			

City of Chickasaw Board of Education

201 Craft HWY.
Chickasaw, Alabama 36611
Phone: 251.452.2256 Fax: 251.380.8117

Superintendent
David Woffford

CSFO
Chris Arras

Logan Searcy, ALSDE
P.O. Box 302101
Montgomery, AL 36104

Logan,

I have received your request for additional information. Please see the attached job descriptions and breakdown of salaries and benefits. In addition, we would like to budget the remaining balance of $69,021.62 to indirect costs.

Regards,

Chris Arras, CSFO
Chickasaw City Schools

Reading Intervention Teacher (2)
187 Days

The duties include but are not limited to:

· Establishes objectives and plans learning experiences.

· Implements activities using a variety of techniques that utilize instructional time to meet objectives.

· Establishes and maintains standards of student behavior to achieve a functional learning atmosphere.

· Exhibits positive human relations skills.

· Evaluates the educational program and/or student progress.

· Communicates with parents/guardians, colleagues, and community groups.

· Demonstrates proficiency in written and oral communication.

· Maintains and submits records and reports.

· Adheres to school system rules, administrative procedures, local board policies, and state and federal rules and regulations.

· Engages in personal professional growth and demonstrates professional ethics and leadership.

Must have appropriate valid Alabama Teaching Certificate for teaching reading.

This is a temporary short term position which is subject to temporary funding that is expected to last from August 2021 to May 2024. However, no assurances can be given regarding the duration of funding for the position. The successful applicant will not be eligible to earn tenure and may be terminated at any time, with or without cause, under the provisions of the Students First Act of 2011.

School Nurse ESSER II

Job Description

Responsibilities for School Nurse

- Perform hearing, vision and other health screenings
- Treat students and staff as needed
- Develop care plans for students with ongoing conditions
- Consult with teachers, school administrators and other school staff regarding student care
- Administer medication
- Monitor student immunization records
- Educate students and staff on health procedures
- Help students who have feeding disabilities
- Any other duties deemed necessary by administrator

Qualifications for School Nurse

- Registered Nurse (RN) license or LPN license
- Knowledge of many areas of health including mental health
- Knowledge of school laws and policies
- Ability to work independently or with others
- Ability to communicate well with others
- Ability to assess situations and act quickly
- BLS/CPR certification
- Knowledge of state health regulations
- Ability to multitask

ISS Supervisor ESSER II

Job Description

JOB SUMMARY:

To create an instructional program and a school environment favorable to learning and personal growth; to establish effective rapport with students to motivate pupils to develop attitudes and knowledge needed to ensure a safe and orderly school environment.

ESSENTIAL JOB EXPECTATIONS, DUTIES AND RESPONSIBILITIES

- Maintains regular attendance.
- Maintains confidentiality, unquestionable integrity.
- Complies with State Law and District policies and regulations.
- Maintains a safe environment for students, conducive to learning.
- Establishes, shares, and maintains standards of pupil behavior to achieve an effective learning atmosphere.
- Keeps and maintains appropriate records and files as needed for the Behavior Management room (examples, student's attendance and assignments to/from teachers.
- Assist the administration in the collecting and returning of teacher assignments for students assigned to in-school suspension without interrupting classroom instruction.
- Maintains a structured environment, within the behavior management room (including student's attendance, rules and maintaining a quiet learning environment.)
- Assist students academically by explaining the work as needed.
- Follow teacher's plans they have assigned to work with their students.
- Hold students responsible for finishing and correcting all work assigned.
- Compile student's work and return promptly to the teachers.
- Assist in constantly monitoring students, by remaining in the ISS room with them at all times.
- Any other duties deemed necessary by administration.

Maintenance Assistant ESSER II

Job Description

SUMMARY:

Provides for the general maintenance of buildings, grounds, and physical plant.

ESSENTIAL DUTIES AND RESPONSIBILITIES:

- Installs, repairs, and maintains machinery, plumbing, physical structure, air conditioning, refrigeration equipment, and electrical wiring and fixtures of school buildings in accordance with blue-prints, manuals, building codes, and safety regulations, using hand tools and carpenter's, electrician's and plumber's tools;
- Inspects machinery and mechanical equipment for defects;
- Installs, repairs, and replaces gauges, valves, pressure regulators, and other plumbing equipment, and opens clogged drains, using appropriate tools;
- Repairs or replaces electrical wiring and fixtures;
- Constructs and repairs partitions using metal and wood framing material and other wooden structures, using saws, braces, bits, and appropriate materials and tools;
- Paints walls, floors, woodwork and fixtures, using appropriate materials and tools;
- Replaces and repairs brick and plaster walls, using appropriate materials and tools;
- Operates gas - or arc - welding equipment to join metal parts used to pair or fabricate equipment;
- Maintains a clean and safe work area;
- Observes and promotes safe work practices and procedures at all times;
- Follows local, state, and OSHA regulations;
- Uses and wears safety and/or protective equipment, as appropriate;
- Adheres to proper cleaning methods, storage, and proper care of equipment and supplies;
- Takes all necessary and reasonable precautions to protect students, equipment, materials, and facilities;
- Reports all accidents and/or potential hazards to the Supervisor of Maintenance immediately, or as soon as reasonably possible;
- Attends in-service training to develop and improve knowledge and skills of building service work;
- Complies with and supports school and division regulations and policies;
- Models non-discriminatory practices in all activities;
- Performs other duties as assigned by the Supervisor of Maintenance in accordance with school/division policies and practices.

AMSTI Teacher in Residence - 202 Days

GENERAL REQUIREMENTS: Bachelor's degree in Elementary Education or higher from an accredited institution. A valid Alabama State Professional Educators Certificate, for elementary grades At least six years of successful full-time K-5 classroom practice demonstrated by student performance on state/district assessments, should include experience in intermediate grades and effective tier 2 intervention experience

Evidence of working well with colleagues or adult learners with preference for evidence of providing professional learning or other supports to professional peers

QUALIFICATIONS: Experience with mathematics content and instruction at multiple grade levels (preferred) and a successful history of implementing differentiated instructional practices to achieve growth.

• Experience in providing professional learning opportunities addressing mathematics content, instructional strategies, and use of assessment to inform instruction.

• Demonstrates depth of knowledge, skill, and experiences in unpacking and implementing Alabama Course of Study: Mathematics content, the Standards for Mathematical Practice, and effective teaching practices.

• Demonstrates exceptional abilities to work with adult learners to improve their practices aligned to the Alabama Standards for Professional Learning, through facilitation of targeted, intensive professional learning while maintaining confidentiality, and modeling effective mathematics instruction.

• Demonstrates strong qualities in professionalism, time-management, communication (written, verbal, and digital), and organization. • Demonstrates characteristics of a life-long learner as evidenced by participation in a significant number of professional learning sessions addressing mathematics learning and instruction.

• Knowledge of current principles and practices in mathematics instruction, student learning, curricula, and assessment.

• Knowledge of the development of mathematical understanding and mathematical proficiency.

• Ability to assess students' performance and needs based on student work samples, assessment data, and interpret results to inform instructional planning.

• Ability to identify needs of learners and match appropriate pedagogical skills.

• Ability to work cooperatively with all instructional staff to plan and implement appropriate mathematics instruction.

• Ability to develop and present quality mathematics professional learning opportunities for all instructional staff.

• Ability to relate positively and engage parents and community representatives in the learning process for mathematics.

DUTIES:

• Collaborate with building-level administrators, Mathematics School Improvement Team (MSIT), building-level staff, and district-level personnel to develop and implement mathematics-specific coaching, goals, resources, and strategies to improve student achievement in mathematics.

• Collaborate with grade-level teachers and grade-level teams of teachers to better understand and implement resources (mathematics curriculum maps, pacing guides, curricula, assessment, etc.) and instructional plans to improve the success of their students.

• Collaborate with grade level teams to develop rigorous tasks, lessons, and assessments aligned with the Alabama Course of Study: Mathematics ; to facilitate the analysis of student work samples and assessment data; and to work in partnership with teachers to provide real-time feedback and make next-step instructional decisions based on the student evidence.

• Plan regularly with school, district, and AMSTI staff in order to reach the goal of moving all students along a trajectory towards demonstration of grade-level mastery of content

• Advocate, plan, and coordinate opportunities for school-based parent, guardian, and/or community engagement in mathematics.

• Collaborate with school administrators and teachers in implementing, strengthening, supporting, and organizing mathematics learning to guarantee all students experience high quality mathematics instruction and view mathematics as a sense making endeavor.

• Develop and facilitate job-embedded and other ongoing professional learning opportunities for teachers, using coaching strategies such as joint pre-planning, modeling lessons, co-teaching lessons, targeted observation to collect data, and debriefing.

• Participate actively and cooperatively in all AMSTI support visits and professional learning in order to meet agreed-upon personal outcomes and all school, state,and district-established math goals. Actively seek help and support to grow in knowledge, skills and expertise in mathematics.

- Supports/Co-Facilitates with school administrators and teachers to analyze and utilize assessment data in all tiers of mathematics instruction to make decisions that will move students to higher levels of performance in mathematics.

- Plan and/or facilitate professional learning opportunities that will assist teachers in targeting student deficits; facilitating professional conversations; fostering student engagement; assessing student learning; reflecting on professional practice; and identifying next learning steps in order to achieve state, district, and school goals in mathematics.

- Reflect on personal coaching practices to evaluate personal impact on equipping K-5 students to master grade-level content and consistently perform at or above grade-level proficiency.

- Promote enhanced mathematics instruction and student mathematical practices by coaching and partnering with teachers to consistently implement effective mathematics teaching practices, formative assessment cycles focusing on student outcomes, evidence, and thinking; and adjusting instruction and providing feedback accordingly.

- Support the professional growth of elementary mathematics teachers by strengthening classroom teachers' understanding of mathematics content.

- Receive Coaching Academy and Coaching Community Professional Learning from AMSTI regional math specialists, as well as job-embedded support and feedback.

- Coach teachers in instruction of students for all tiers of mathematics in order to reach the goal of continually increasing the number of students performing at or above grade-level proficiency.

- Adhere consistently to an LEA/AMSTI approved schedule that includes time in preplanned, daily coaching cycles with teachers, professional learning opportunities, and for flexible job-embedded connections with teachers who are not currently in a coaching cycle.

- Partners with teachers to achieve the goal of raising the mathematical performance of all students, and to continually sharpen their skill and efficacy in producing growth in student outcomes.

- Model an exemplary work ethic by actively coaching teachers, and participating as a fully functioning member of the school staff daily so that teacher capacity is built, and efficiency is achieved.

Art Teacher (elementary & middle school)
187 Days

The Art Teacher will be responsible for developing students' interest in and the ability for creative expression in visual terms, using skills and techniques of artistic expression consistent with school guidelines; to develop aesthetic understandings and appreciations; to discover and develop talents of students in the field of art.

- Teach knowledge and skills in art, including drawing, painting, lettering, and art history,
- Provide instruction by which students develop aesthetic concepts and appreciations and the ability to make qualitative judgments about art
- Demonstrate techniques in activities such as drawing, painting, photography, and graphic design
- Understand a variety of "masters" techniques
- Plan and present art displays and exhibitions designed to exhibit students' work for the school and the community
- May sponsor exhibits from outside the school
- Perform any other duties as may be assigned by Administration

Must be Alabama Certified in Visual Art (K-12).

This is a temporary short term position which is subject to temporary funding that is expected to last from August 2021 to May 2024. However, no assurances can be given regarding the duration of funding for the position. The successful applicant will not be eligible to earn tenure and may be terminated at any time, with or without cause, under the provisions of the Students First Act of 2011.

ACCESS LAB Instructor - ESSER II

Job Description

- Assist in the observation of distance learning instruction.
- Provide support in the administration of the online learning management system.
- Assist in coordination of distance learning lab equipment installation.
- Assist in the scheduling, delivery, support and training for mobile videoconferencing equipment including coordination with technical staff, as needed.
- Assist in the development and maintenance of distance learning training materials.
- Assist in the development of the distance-learning schedule for middle and high schools.
- Assist with technical support for the distance learning teachers and teacher assistants.
- Assist with the implementation of developed online courses.
- Assist in the implementation of revisions to current online course offerings.
- Assist with the training and support in web conferencing applications.
- Remain current with online learning pedagogy, web conferencing applications and associated hardware.
- Perform any other duties deemed necessary from administration.

Alternative School Para ESSER II

Job Description

- Assist teacher with lessons and daily classroom activities
- Assist teacher with paperwork such as reports
- Communicate with children and help them understand lessons
- Prepare the classroom setting to promote a healthy learning environment
- Ensure classroom safety standards are met at all times
- Monitor children with particular attention to those with special needs
- Engage with children to enhance learning
- Perform clerical tasks as required
- Any other duties deemed necessary by administration

Alternative School Teacher ESSER II

Job Description

JOB DESCRIPTION

This employee is responsible for planning and delivering an integrated educational program at an alternative school. Teaching responsibilities will focus on the teacher providing instruction (academic, vocational, and affective), behavioral interventions, health and counseling services, and other related student services activities.

Duties of this position include but are not limited to:

- Participant as a team member in designing an integrated program of instruction in all areas of curriculum, including academics, electives, vocational courses, health, and affective education.
- Plan student curricula activities consistent with the concepts of continuous progress and continuity of caring.
- Planning services for students and families.
- Delivering total instructional program through a team approach in a holistic, integrated style.
- Using appropriate assessment instruments pertinent to instructional areas to assess student progress.
- Developing and maintaining a classroom environment conducive to effective learning.
- Assisting in upholding and enforcing school rules, administrative regulations, and school board policies.
- Other responsibilities as directed by his/her immediate supervisor.

Prevention of COVID Spread –Cleaner- ESSER II

Job Description

ESSENTIAL DUTIES AND RESPONSIBILITIES:

- Travel to all campus to spray all surfaces in classrooms and offices with electrostatic sprayer in order to protect and prevent the spreading of communicable diseases including COVID-19

SECONDARY INSTRUCTIONAL COACH

QUALIFICATIONS:

1. Valid Alabama teacher's certificate at the Master's level or above.
2. Minimum of five years of successful teaching experience.
3. Excellent communication, collaboration, and interpersonal skills.
4. Deep knowledge of and experience in curriculum and instruction.
5. Ability to deliver quality professional development of teachers.
6. Previous coaching or teacher leadership experience.
7. Such alternatives as the Board of Education may find appropriate and acceptable.

REPORTS TO: Principal and Superintendent Designee

JOB GOALS: To help ensure that teachers have knowledge of and materials and methods needed to teach the Courses of Study in order that each student may achieve the greatest academic level possible.

PERFORMANCE RESPONSIBILITIES:

1. Train teachers in the utilization of Course of Study and Curriculum Guides.
2. Provide comprehensive professional development and support to teachers relative to current research on effective practice.
3. Provide individualized, classroom-based coaching to support teachers in implementing effective instructional practices.
4. Work collaboratively with school administrators and district level personnel.
5. Analyze student data to plan for and align instruction.
6. Serve as a resource to classroom teachers in providing high quality instruction.
7. Be regular and punctual in attendance and maintain confidentiality of any Board of Education related business.
8. Perform other related duties as assigned.

TERMS OF EMPLOYMENT: 10 months

This is a temporary short-term position which is subject to temporary funding that is expected to last from August 2021 to May 2024. However, no assurances can be given regarding the duration of funding for the position. The successful applicant will not be eligible to earn tenure and may be terminated at any time, with or without cause, under the provisions of the Students First Act of 2011.

AT-RISK COORDINATOR

QUALIFICATIONS:

1. Valid Alabama administrator's certificate.
2. Minimum of five years of successful teaching.
3. Excellent communication, collaboration, and interpersonal skills.
4. Extensive experience working with at-risk students and families.

REPORTS TO: Director of Federal Programs

JOB GOALS:

The At-Risk Coordinator works with students, families, and other agencies to prevent truancy, drop outs, at-risk behaviors, criminal activities, and tardiness.

When school personnel, area agencies, parents or students make referrals, the at-risk coordinator will work collaboratively to assist the student as a team and provide consistent guidance to resolve problems which may be preventing school success.

PERFORMANCE RESPONSIBILITIES:

1. Oversee all prevention and supports
2. Oversee the alternative learning center
3. Functions as the district attendance officer
4. Monitor comprehensive learning supports
5. Participate in school-based PST/MTSS
6. Oversee school counselors and mental health coordinator
7. Any other duties as assigned

TERMS OF EMPLOYMENT: 11 months

This is a temporary short-term position which is subject to temporary funding that is expected to last from August 2021 to May 2024. However, no assurances can be given regarding the duration of funding for the position. The successful applicant will not be eligible to earn tenure and may be terminated at any time, with or without cause, under the provisions of the Students First Act of 2011.

			1600		0.1243	0.062	0.0145	0.0022		
	Contract Days	Salary	Insurance	Retirement	SS	MC	Unempl	Total Benefits	Total Sal/Ben	
Elementary Units	187.00	195000	$28,800.00	$24,238.50	$12,090.00	$2,827.50	$429.00	$68,385.00	$263,385.00	
Nurse - Wren 182	182.00	$48,550.00	$9,600.00	$6,034.77	$3,010.10	$703.98	$106.81	$19,455.65	$68,005.65	
PT Maintenance	na	$8,000.00		$994.40	$496.00	$116.00	$17.60	$1,624.00	$9,624.00	
At Risk Coordinator	202.00	$77,916.67	$9,600.00	$9,685.04	$4,830.83	$1,129.79	$171.42	$25,417.08	$103,333.75	
Instructional Coach 6-12	202.00	$75,000.00	$9,600.00	$9,322.50	$4,650.00	$1,087.50	$165.00	$24,825.00	$99,825.00	
Permanent Sub (Hise)	187.00	$30,000.00	$9,600.00	$3,729.00	$1,860.00	$435.00	$66.00	$15,690.00	$45,690.00	
Cleaning - 240 (Victoria)	240.00	$29,000.00	$9,600.00	$3,604.70	$1,798.00	$420.50	$63.80	$15,487.00	$44,487.00	
Intervention ES - 187	187.00	$50,000.00	$9,600.00	$6,215.00	$3,100.00	$725.00	$110.00	$19,750.00	$69,750.00	
Intervention HS - 187 READING	187.00	$50,000.00	$9,600.00	$6,215.00	$3,100.00	$725.00	$110.00	$19,750.00	$69,750.00	
Art Teacher - 187	187.00	$45,000.00	$9,600.00	$5,593.50	$2,790.00	$652.50	$99.00	$18,735.00	$63,735.00	
ISS Teacher	187.00	$55,000.00	$9,600.00	$6,836.50	$3,410.00	$797.50	$121.00	$20,765.00	$75,765.00	
Teacher - Alt School	187.00	$45,000.00	$9,600.00	$5,593.50	$2,790.00	$652.50	$99.00	$18,735.00	$63,735.00	
Para - Alt School	182.00	$22,000.00	$9,600.00	$2,734.60	$1,364.00	$319.00	$48.40	$14,066.00	$36,066.00	
Math Coach - 202 (Love)	202.00	$62,000.00	$9,600.00	$7,706.60	$3,844.00	$899.00	$136.40	$22,186.00	$84,186.00	
Math Intervention Teacher - 187 (Bro	187.00	$45,000.00	$9,600.00	$5,593.50	$2,790.00	$652.50	$99.00	$18,735.00	$63,735.00	
Access - 187	187.00	$30,000.00	$9,600.00	$3,729.00	$1,860.00	$435.00	$66.00	$15,690.00	$45,690.00	
Tech Supports PT	na	$28,000.00	$ -	$ -	$1,736.00	$406.00	$61.60	$2,203.60	$30,203.60	
									$1,236,966.00	

CTE	$151,318.00
Program Equip	$360,100.00
Instructional Program	$141,452.20
PD	$226,806.18
Indirect Cost	69021.62
TOTAL	$2,185,664.00