



Road to Recovery

ESSER 2 Application

Name of LEA	Mobile County Public School System
Name of Superintendent	Chresal Threadgill

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:

<input checked="" type="checkbox"/>	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.
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CRSSA Act Assurances

The LEA Superintendent and CSFO assures or certifies the following:

<input checked="" type="checkbox"/>	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. <u>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.</u>
<input checked="" type="checkbox"/>	The LEA will request technical assistance, if needed, 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 <u>that students can continue learning during school closures.</u>
<input checked="" type="checkbox"/>	The LEA will cooperate with any SEA monitoring policies and/or procedures with regards to the allowability of expenditures under the CRRSA Act.
<input checked="" type="checkbox"/>	The LEA will use ESSER 2 funds for purposes that are reasonable, necessary, and allocable under the CRRSA Act.
<input checked="" type="checkbox"/>	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.
<input checked="" type="checkbox"/>	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.
<input checked="" type="checkbox"/>	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.
<input checked="" type="checkbox"/>	The LEA will comply with General Education Provisions Act (GEPA) Sections 427 and 442.
<input checked="" type="checkbox"/>	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)
<input checked="" type="checkbox"/>	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.)
<input type="checkbox"/>	The LEA will comply with the maintenance of effort provision in Section 317(a) of Division M of the CRRSA Act absent waiver by the Secretary pursuant to Section 317(b) thereof. Need clarification on what is required; 4/2/21 e-mail to SDE

Other General Assurances

The LEA Superintendent and CSFO assures or certifies the following:

<input checked="" type="checkbox"/>	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 (HQPDP), High-Quality Tools for Supporting Unfinished Learning, and Facility Renovations that will close the achievement gap of students caused by the COVID-19 pandemic.
<input checked="" type="checkbox"/>	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.
<input checked="" type="checkbox"/>	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).
<input checked="" type="checkbox"/>	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:

<input checked="" type="checkbox"/>	The LEA will only provide the following allowable services and assistance from ESSER 2 funds to students and staff:	
	<input checked="" type="checkbox"/>	Activities authorized by the Every Student Succeeds Act (ESSA).
	<input checked="" type="checkbox"/>	Activities authorized by the Individuals with Disabilities Education Act (IDEA).
	<input checked="" type="checkbox"/>	Activities authorized by the Adult Education and Family Literacy Act.
	<input checked="" type="checkbox"/>	Activities authorized by the Carl D. Perkins Career and Technical Education Act of 2006.
	<input checked="" type="checkbox"/>	Activities authorized by Subtitle B of Title VII of the McKinney-Vento Homeless Assistance Act.
	<input checked="" type="checkbox"/>	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.
	<input checked="" type="checkbox"/>	Providing principals and other school leaders with the resources necessary to address the needs of their individual schools.
	<input checked="" type="checkbox"/>	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.

<input checked="" type="checkbox"/>	Developing and implementing procedures and systems to improve the preparedness and response efforts of local educational agencies.
<input checked="" type="checkbox"/>	Training and professional development for staff of the local educational agency on sanitation and minimizing the spread of infectious diseases.
<input checked="" type="checkbox"/>	Purchasing supplies to sanitize and clean the facilities of a local educational agency, including building operated by such agency.
<input checked="" type="checkbox"/>	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.
<input checked="" type="checkbox"/>	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.
<input checked="" type="checkbox"/>	Providing mental health services and supports.
<input checked="" type="checkbox"/>	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.
<input checked="" type="checkbox"/>	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:
<input checked="" type="checkbox"/>	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.
<input checked="" type="checkbox"/>	Implementing evidence-based activities to meet the comprehensive needs of students.
<input checked="" type="checkbox"/>	Providing information and assistance to parents and families on how they can effectively support students, including in a distance learning environment.
<input checked="" type="checkbox"/>	Tracking student attendance and improving student engagement in distance education.
<input checked="" type="checkbox"/>	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.
<input checked="" type="checkbox"/>	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.
<input checked="" type="checkbox"/>	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
<p>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 <i>2021 Course of Study: English Language Arts</i>. 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.</p> <p>Base allocations will be provided for:</p> <p>A) Elementary Teachers (K-5) - \$400 for registration, materials, substitutes for follow-up trainings or PLCs .</p> <p>B) Secondary Teachers (6-12) - \$1,050 for registration, materials, substitutes for follow-up trainings or PLCs.</p>	1,031,000.00
<p>Course of Study Math PD*: This allocation is being granted to each LEA to be used for course of study PD directly aligned to <i>2019 Course of Study: Mathematics</i>. 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.</p> <p>Base allocations will be provided for:</p> <p>A) Elementary Teachers (K-5) - \$400 for registration, materials, substitutes for follow-up trainings or PLCs.</p> <p>B) Secondary Teachers (6-12) - \$1,050 for registration, materials, substitutes for follow-up trainings or PLCs.</p>	1,031,000.00
<p>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.</p>	243,164.00

*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 - Current Curriculum
Pre-K (as applicable)	
K-2	Wonders, Phonics First & SPIRE
3-5	Wonders, Structures, Phonics First & SPIRE
6-8	Pearson Literature & Structures Intervention
9-12	Pearson Literature & Structures Intervention
Other	

Mobile County's FY 2022 Text Book Adoption is next fiscal year, a committee will be convened to select the curriculum at the usual time before the new purchase is made.

English Language Arts – Funding

Category	Description	Funding Source		
		State/Local Funds	Other Federal Funds (including ESSER 1)	ESSER 2 Funds
Materials	Textbooks - FY 2022 Adoption	2,299,686.18		7,878,867.13
PD (Registration, etc.)				472,853.78
Subs and/or Stipends (if not on contract)				185,001.36
Job-Embedded Coaching Days/Supports				221,105.60
Other	Learning Loss Support			1,835,733.10
Total Need for HQIM ELA				\$10,593,560.97

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)	N/A
K-2	HMH – Alabama Into Math
3-5	HMH – Alabama Into Math
6-8	HMH – Alabama Into Math; Big Ideas Math – Modeling Real Life Math for Grades 7 & 8 Accelerated
9-12	Savvas – enVision AGA, Alabama Geometry, Alabama Algebra 1, Alabama Algebra 2; Savvas – A Survey of Mathematics with Applications;
Other 9-12 Continued	Savvas – Thinking Mathematically; Savvas – Precalculus: Enhanced with Graphing Utilities; BFW – The Practice of Statistics for AP; Cengage – Calculus for AP: A Complete Course

Math – Funding

Category	Description	Funding Source		
		State/Local Funds	Other Federal Funds (including ESSER 1)	ESSER 2 Funds
Materials	Textbooks	6,707,883.48		3,703,861.58
PD (Registration, etc.)				1,493,594.99
Subs and/or Stipends (if not on contract)				
Job-Embedded Coaching Days/Supports				1,789,120.01
Other	Learning Loss Support			5,092,543.40
Total Need for HQIM Math				\$12,079,119.98

Total Budget for High-Quality Instructional Materials

Total Estimated Budget Need for High-Quality Instructional Materials	\$22,672,680.95
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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	TBA
LETRS	
Neuhaus	
MSLE	
Dyslexia Awareness	
K-5 ELA 2020 COS – pending (ARI)*	Fall 2021-2022
6-8 ELA E3 Training (A+ College Ready)*	Summer 2021-2022
9-12 ELA 2020 COS – (ALSDE)*	Fall 2021-2022

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.

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English Language Arts – HQPD Funding

Category	Description	Funding Source		
		State/Local Funds	Other Federal Funds (including ESSER 1)	ESSER 2 Funds
Registration				
Subs and/or Stipends (if not on contract)				
Travel				
Follow-Up PD Days				
Supplemental Materials for Implementation				
Job-Embedded Coaching Days				
Other				
Total Need for HQPD ELA				0.00

Included in PD items listed under High-Quality Instructions Materials

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) *	
6-12 Math COS Foundational (AMSTI) *	
K-8 NUMBERS (AMSTI) *	
E3 Training (A+ College Ready) *	Summer/Fall 2021
K-8 OGAP (AMSTI)	
K-5 Math 2019 COS Overview (ALSDE)	Summer/Fall 2021
6-12 Math 2019 COS Overview (ALSDE)	Summer/Fall 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.

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Math– HQPD Funding

Category	Description	Funding Source		
		State/Local Funds	Other Federal Funds (including ESSER 1)	ESSER 2 Funds
Registration				
Subs and/or Stipends (if not on contract)				
Travel				
Follow-Up PD Days				
Supplemental Materials for Implementation				
Job-Embedded Coaching Days				
Other				
Total Need for HQPD Math				0.00

Included in PD items listed under High-Quality Instructions Materials

Total Budget for High-Quality Professional Development

Total Estimated Budget Need for High-Quality Professional Development	0.00
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BUDGET – HIGH-QUALITY INSTRUCTIONAL MATERIALS

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?

Category	Assessment Selection & Description	Funding Source		
		State/Local Funds	Other Federal Funds	ESSER 2 Funds
Readiness				
K-3 Vetted Reading Assessment-Additional components				
K-3 Vetted Math Assessment-Additional components				
Dyslexia				
Interim Assessments				
CTE CRI Pre-Assessments				
Health Wellness	Additional Nurses to provide 1 per school			3,900,000.00
Social/Emotional/Behavioral	Additional Social Workers			854,000.00
Health Wellness	Nurses - continuity of service			1,702,000.00
Social/Emotional/Behavioral				
Social/Emotional/Behavioral				
Social/Emotional/Behavioral				
SEL				
Other				
Total Need for Assessments, Inclusive of Screeners				6,456,000.00

BUDGET – HIGH-QUALITY INSTRUCTIONAL MATERIALS

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.

Category	Assessment Selection & Description	Funding Source		
		State/Local Funds	Other Federal Funds (including	ESSER 2 Funds
Early Years (K-1 Transition)				
Elementary to Middle				
Middle to High				
Beyond High School	Graduation Coaches - Contracted			1,760,000.00
SPED Transitional Services				
Other				
Other				
Total Need for Transitions				1,760,000.00

BUDGET – HIGH-QUALITY INSTRUCTIONAL MATERIALS

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.

Category	Assessment Selection & Description	Funding Source		
		State/Local Funds	Other Federal Funds (including ESSER 1)	ESSER 2 Funds
High-Dosage Tutoring	Special Education Summer Program			241,600.00
Bridge Courses (K/1, Algebra, other)				-
Mini-Learning Blast	ACT/AP Bootcamp			1,000,000.00
Traditional Summer School	K-12 Students must have final yearly average of 40-59. Students in K-5 will be required to enroll in both reading and math instruction even if they failed only one of the two. Students in 6-8 are only allowed to make up one course (unless overage and in second chance program). 9-12th graders may be offered multiple courses due to flexible scheduling am session and pm session.			8,311,700.00
Summer Reading Camps/ASAP	Alabama Summer Achievement Program (ASAP) and Summer Literacy Camp Tier 1 and Tier 2 elementary schools. Format Face to Face, program participants: students in Grades K 3			1,500,000.00
Summer Math Camps	Numeracy Camp for grades 4 & 5			1,500,000.00
CTE Enrichment	Middel School CT STEM Programs, CTE Textbooks, Student STEM kits/materials; Other CT Educational Supplies and Equipment			2,058,000.00
ACCESS Virtual Learning				
Credit Recovery Options				
Extended School Year (ESY)				
Other	Food Service Expenditures for Summer Program above Reimbursements and			-
Other	Star Academy - Additional Grades			3,075,100.00
Total Need for Remediation/Intervention Programs				17,686,400.00

BUDGET – HIGH-QUALITY INSTRUCTIONAL MATERIALS

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.

Category	Assessment Selection & Description	Funding Source		
		State/Local Funds	Other Federal Funds (including ESSER 1)	ESSER 2 Funds
Communication Tools	<i>included in technology line below</i>			
Homework Hotline				
"On Call" Staff for Family Tech/other Issues	Techs work 5 hours OT on days assigned	40,000.00		
Develop/Print Periodic Family Success Guides				
Other				
Other				
Total Need for Family Support Resources				0.00

BUDGET – HIGH-QUALITY INSTRUCTIONAL MATERIALS

Other Tools Supporting Unfinished Learning

Describe other tools for supporting unfinished learning.

Category	Assessment Selection & Description	Funding Source		
		State/Local Funds	Other Federal Funds	ESSER 2 Funds
Other - includes Communication Tools	Technology Contracts, Software, Network, WiFi, School Messenger, WebSite, Equip	1,194,333.20		3,530,000.00
Other	Contract embedded PD days for Teachers	1,584,836.77		-
Other	New Teacher Support - Intensive Professional Development specifically for teachers at the beginning of their teaching career			300,000.00
Other	Art & Music Teachers, Materials & Supplies			434,405.92
Other	Band Instruments			1,500,000.00
Other	Mystery Science, Studies Weekly, On-line Textbooks for Science and Social Studies			1,769,437.71
Other - One-to-One Initiative	Purchase of 25,000 chromebooks and Lease 25,000 Lenovo 100e Intel Chromebook Second Generation computers for a term of three years. The Board will have the option to return the computers at the end of the term, or permanently purchase the computers. This agreement also includes three years of Samsung Protection Plus with Accidental Damage Protection on the 25,000 leased Lenovo Chromebook computers as well as accidental damage protection on 5,161 computers currently in the possession of Mobile County Public Schools.		8,376,470.00	14,800,000.00
Other	Athletic Equipment			1,175,160.00
Total Need for Other Tools Supporting Unfinished Learning				23,509,003.63

Total Budget for Unfinished Learning

Total Estimated Budget Need for Supporting Unfinished Learning	49,411,403.63
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BUDGET – HIGH-QUALITY INSTRUCTIONAL MATERIALS

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.

Category	Assessment Selection & Description	Funding Source		
		State/Local Funds	Other Federal Funds	ESSER 2 Funds
HVAC	Facilities Chiller Replacement Spreadsheet in Support of Capital Plan	1,255,815.00		14,000,000.00
Building	Damaged Roof Repair			1,500,000.00
Windows	as needed			100,000.00
Air Quality	A/C Filter Contract			582,000.00
CTE Lab Ventilation/Air Quality	Vocational Schools			150,000.00
PPE	Allocation to Schools for PPE & First Aid	26,161.00		500,000.00
Custodial	Disinfecting supplies, sanitizer, etc			310,000.00
Staffing	Custodians - continuity of service	12,830,021.00		4,500,000.00
Other	Student Services cubicles to provide individual employees spaces/distancing			218,000.00
Other	Transportaiton Bus Wash Stations & Activity Bus Purchase			2,338,587.25
Other - Indirect Costs	2021 Restricted Rate used by choice			4,821,902.17
Total estimated Budget Need for Facility Renovations				29,020,489.42

TOTAL ESSER II BUDGET

101,104,574.00

TOTAL ESSER 2 FUNDING (LEA PORTION ONLY)

Category	Total
Budget – High-Quality Instructional Materials	\$22,672,680.95
Budget – High-Quality Professional Development	
Budget – Unfinished Learning Supports	\$49,411,403.63
Budget – Facilities	\$29,020,489.42
Total ESSER 2 Funds*	\$101,104,574.00

*This application must be accompanied by the following documents: a copy of your district’s needs assessment (found in the Road to Recovery ESSER 2 Worksheets) and copy of rubrics used to vet materials or resources not already presumed approved.

CERTIFICATION & SIGNATURE

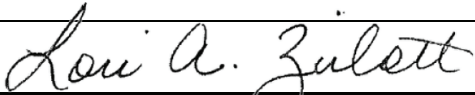
To the best of my knowledge and belief, all the information and data in this agreement are true and correct. I acknowledge and agree that the failure to comply with all Assurances and Certifications in this agreement, all relevant provisions and requirements set forth by federal and state law may result 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.

Lori A Zirlott

LEA Chief School Financial Officer Name

251-221-4481

Telephone Number



LEA Chief School Financial Officer Signature

12-12-2022

Date

Chresal D Threadgill

LEA Superintendent Name

251-221-4392

Telephone Number



LEA Superintendent Signature

12-12-2022

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	
Date ESSER 2 Funds Released			

ALABAMA STATE DEPARTMENT of EDUCATION

BUDGET – HIGH-QUALITY INSTRUCTIONAL MATERIALS

Amd 2 - Amd 1 Description of Change in Amendment 2

Increase
(Decrease) as
compared to
Amendment 1

English Language Arts – Funding

Category	Description	Funding Source
		ESSER 2 Funds
Materials	Textbooks - FY 2022 adoption	7,878,867.13
PD (Registration, etc.)		472,853.78
Subs and/or Stipends		185,001.36
Job-Embedded Coaching Days/Supports		221,105.60
Other	Learning Loss Support	1,835,733.10
Total Need for HQIM ELA		10,593,560.97

3,878,867.13 Increasing budget for ELA textbooks to purchase grades 1-5
 298,853.78 Actual PD costs for the ELA adoption were higher than projected
 (1,657,170.64) This cost will be covered with the State Reserve and other funds
 (1,014,114.40) This cost will be covered with the State Reserve and other funds
 (84,266.90) Adjusted projection based on actual salaries of intervention teachers

Math – Funding

Category	Description	Funding Source
		ESSER 2 Funds
Materials	Textbooks, Math 180 Intervention, AP Study	3,703,861.58
PD (Registration, etc.)		1,493,594.99
Subs and/or Stipends		-
Job-Embedded Coaching Days/Supports		1,789,120.01
Other	Learning Loss Support	5,092,543.40
Total Need for HQIM Math		12,079,119.98

-
 -
 (244,500.00) This cost will be covered with other funds
 (243,229.99) This cost will be covered with other funds
 (2,723,456.60) The original budget included 3 full years of salaries, but some time lapsed before all positions were filled and all are not full-time. We currently have 39.5 FTE as some are part time positions which do not incur as much costs for fringe benefits.

Total Budget for High-Quality Instructional Materials	22,672,680.95
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Included Above

BUDGET – UNFINISHED LEARNING SUPPORT

High-Quality Tools for Supporting Unfinished Learning Support

Assessments, Inclusive of Screeners

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

Category	Assessment Selection & Description	Funding Source
		ESSER 2 Funds
Readiness		
K-3 Vetted Reading Assessment-Additional components		
K-3 Vetted Math Assessment-Additional components		
Dyslexia		
Interim Assessments		
CTE CRI Pre-Assessments		
Health Wellness	Additional Nurses to provide 1 per school	3,900,000.00
Social/Emotional/Behavioral	Additional Social Workers	854,000.00
Health Wellness	Nurses - continuity of service	1,702,000.00
Social/Emotional/Behavioral		
Social/Emotional/Behavioral		
Social/Emotional/Behavioral		
SEL		
Other		
Total Need for Assessments, Inclusive of Screeners		6,456,000.00

(2,193,015.00) Original budget was based on estimates. There was lapsed time hiring the additional nurses and state nurse funding increased as well.
 (1,041,175.00) Original budget based on estimates, time lapse before filling positions.
 (298,000.00) Adjustment based on actual continuity funds utilized

BUDGET – UNFINISHED LEARNING SUPPORT

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.

Category	Assessment Selection & Description	Funding Source
		ESSER 2 Funds
Early Years (K-1 Transition)		
Elementary to Middle		
Middle to High		
Beyond High School	Graduation Coaches - Contracted	1,760,000.00
SPED Transitional Services		
Other		
Other		
Total Need for Transitions		1,760,000.00

1,376,000.00 Number of FTE increased to 15

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.

Category	Assessment Selection & Description	Funding Source
		ESSER 2 Funds
High-Dosage Tutoring	Special Education Summer Program	241,600.00
Bridge Courses (K/1, Algebra, other)		-
Mini-Learning Blast	ACT/AP Bootcamp	1,000,000.00
Traditional Summer School	K-12 Students must have final yearly average of 40-59. Students in K-5 will be required to enroll in both reading and math instruction even if they failed only one of the two. Students in 6-8 are only allowed to make up one course (unless overage and in second chance program). 9-12th graders may be offered multiple courses due to flexible scheduling am session and pm session.	8,311,700.00
Summer Reading Camps/ASAP	Alabama Summer Achievement Program (ASAP) and Summer Literacy Camp Tier 1 and Tier 2 elementary schools. Format Face to Face, program participants: students in Grades K 3	1,500,000.00
Summer Math Camps	Numeracy Camp for grades 4 & 5	1,500,000.00
CTE Enrichment	Middel School CT STEM Programs, CTE Textbooks, Student STEM kits/materials; Other CT Educational Supplies and Equipment	2,058,000.00
ACCESS Virtual Learning		-
Credit Recovery Options		-
Extended School Year (ESY)		-
Other	Food Service Expenditures for Summer Program above Reimbursements and	-
Other	Star Academy - Additional Grades	3,075,100.00
Total Need for Remediation/Intervention Programs		17,686,400.00

(8,641,097.25) The original budgeted amounts were set before the allocation for fund source 4295 was received. This allocation is being used for a large portion of the summer school expenditures.

(1,695,000.00) The original budgeted amounts were set before the allocation for fund source 1227 for literacy camp was received.

1,500,000.00 Funds planned for Literacy Camp are being repurposed for Numeracy Camp

1,313,000.00 See attached list

(100,000.00) This was a precautionary budget that was not needed

672,500.00 Adding 5th grade in January 2023

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.

Category	Assessment Selection & Description	Funding Source
		ESSER 2 Funds
Communication Tools	<i>included in technology line below</i>	
Homework Hotline		
"On Call" Staff for Family Tech/other Issues	Techs work 5 hours OT on days assigned	
Develop/Print Periodic Family Success Guides		
Other		
Other		
Total Need for Family Support Resources		0.00

Other Tools Supporting Unfinished Learning

Describe other tools for supporting unfinished learning.

Category	Assessment Selection & Description	Funding Source	
		ESSER 2 Funds	
Other - includes Communication Tools	Technology Contracts, Software, Network, WiFi, School Messenger, WebSite, Equip	3,530,000.00	30,000.00 Adjusted to include Cognia Contract
Other	Contract embedded PD days for Teachers	-	-
Other	New Teacher Support - Intensive Professional Development specifically for teachers at the beginning of their teaching career	300,000.00	-
Other	Art & Music Teachers, Materials & Supplies	434,405.92	(321,594.08) FTE Adjusted from 10 to 5 based on positions filled.
Other	Band Instruments	1,500,000.00	1,500,000.00 Additional Band equipment for all middle and high schools to reduce sharing or equipment
Other	Mystery Science, Studies Weekly, On-line Textbooks for Science and Social Studies	1,769,437.71	77,437.71 Adjusted based on revised pricing
Other - One-to-One Initiative	Purchase of 25,000 chromebooks and Lease 25,000 Lenovo 100e Intel Chromebook Second Generation computers for a term of three years. The Board will have the option to return the computers at the end of the term, or permanently purchase the computers. This agreement also includes three years of Samsung Protection Plus with Accidental Damage Protection on the 25,000 leased Lenovo Chromebook computers as well as accidental damage protection on 5,161 computers currently in the possession of Mobile County Public Schools.	14,800,000.00	5,848,000.00 Budget increased to cover actual costs of one-to-on initiative which was higher than originally estimated due to the unexpected rate of damage/loss replacements.
Other	Athletic Equipment	1,175,160.00	1,175,160.00 Extra practive equipment for all major sports to eliminat the need for equipment sharing and Hudl package for all high schools
Total Need for Other Tools Supporting Unfinished Learning		23,509,003.63	

Total Budget for Unfinished Learning

Total Estimated Budget Need for Supporting Unfinished Learning	49,411,403.63
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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.

Category	Assessment Selection & Description	Funding Source
		ESSER 2 Funds

HVAC	Facilities Chiller Replacement Spreadsheet in Support of Capital Plan	14,000,000.00	(1,500,000.00)	Moving a portion of allocation to damaged roof repair
Building	Damaged Roof Repair	1,500,000.00	1,500,000.00	Damaged roofs contribute to health issues and need to be repaired
Windows	as needed	100,000.00	(200,000.00)	Reducing this budget to allow another year of the A/C filter contract
Air Quality	A/C Filter Contract	582,000.00	231,000.00	Add a year of service
CTE Lab Ventilation/Air Quality	Vocational Schools	150,000.00	-	
PPE	Allocation to Schools for PPE & First Aid	500,000.00	-	
Custodial	Disinfecting supplies, sanitizer, etc	310,000.00	-	
Staffing	Custodians - continuity of service	4,500,000.00	-	
Other	Student Services cubicles to provide individual employees spaces/distancing	218,000.00	218,000.00	Purchase cubicle furniture with walls to facilitate social distancing in Student Services
Other	Transportation Bus Wash Stations & Activity Bus Purchase	2,338,587.25	2,338,587.25	Purchase bus wash stations to provide drivers with equipment to keep buses clean and sanitary. Purchase additional activity buses to allow for
Other - Indirect Costs	2021 Restricted Rate used by choice	4,821,902.17	(786.01)	Adjustment
Total estimated Budget Need for Facility Renovations		29,020,489.42		

TOTAL ESSER II BUDGET **101,104,574.00**
0.00

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Career and Technical Education
 Dr. William White, Executive Director, CTE
 August 24, 2022

Quantity	Item and Description	List Price	Extension	Justification
15	Gaumard Clinical Chloe Advanced Manikin	7,000.00	105,000.00	Students will advance in the classroom by using a patient simulators.
15	Little Anne CPR Mankin	5,500.00	82,500.00	This training manikin will be used to prepare students on how to rescue patients in distress
15	Health Instruction Curriculum Teacher License	3,150.00	47,250.00	iCEV is a comprehensive curriculum that's interactive and integrated and is easy to use.
2250	Health Stud iCEV Student License	60.00	135,000.00	Course are stand along and it is aligned with ALSDE course of Study. "iCEV bridges the gap between education and industry." I adopted this curriculum for this year and it is great.
18	Facs Teachers iCEV License	3,150.00	56,700.00	Additionally, NO TEXTBOOKS! Hence, no lost, tattered, or books passed around from one student to the other.
2350	Facs Student iCEV License	60.00	141,000.00	
2	(AL) iCEV Teacher License LPCS (10+TCHR, 6yrs)	2835	5,670.00	Law and Legal Services Curriculum Teacher's eBook
300	iCEV LPCS Student License (6yrs) AL	54	16,200.00	iCEV is a comprehensive curriculum that's interactive and integrated and is easy to use. Course are stand along and it is aligned with ALSDE course of Study.
10	COA-Manual Sewing Machine	124.00	1,240.00	Students can go from textbook to a craft as they learn use a sewing machine. Working with their hands in this manner will allow them to lear new and innovative skills. Although this Bernette is for beginners one can learn the details of making buttonhole, make decorative stitches, monogram, sew on buttons, and more with this machine. Students can use his or her creative juices an be come an entrepreneur by using this machine.
1	Bernette b35 Sewing only	399.00	399.00	
1	Bernette b35 Sewing only	399.00	399.00	
1	Bernette b35 Sewing only	399.00	399.00	
1	Bernette b35 Sewing only	399.00	399.00	
1	Bernette b35 Sewing only	399.00	399.00	
1	F/MILADY Standard Cosmetology Textbook	557.90	557.90	Milady has led the way in beauty school education in the classroom for years and is used today as a digital learning tool across classrooms. With the digital learning platform students will be amazing with what they will learn and do. This curriculum is a game changer.
1	CIMA for Videos for Cosmetology	1,045.95	1,045.95	
30	Milady's Standard Cosmetology	113.00	3,390.00	
45	Welding Jacket	46.00	2,070.00	To prohibit the passing of this safety tool around from one student to the other; having his or her own jacket will provide even more safety in the area of welding.
40	Hearthsaver First Aid CPR AED Instructor Manual	65.00	2,600.00	The Heartsaver First Aid CPR AED Instructor Manual includes essential information and Lesson Plans that AHA BLS and Heartsaver Instructors need to teach this curriculum.
40	Hearthsaver First Aid CPR AED Video USB	195.00	7,800.00	
25	DPR & First Aid Anywhere Training Kit	725.00	18,125.00	This useful instructor's kit allows instructors to teach the art of life saving techniques with this Training Kit. This kit can be easily facilitated and with the video-based kit it can be used for training of both students and faculty as well.
25	Prestan Adult CPR Manikin Monitor	172.00	4,300.00	Fully compliant with current industry guidelines, to including the most recent AHA Integrated feautres, this manikin will be an awesome tool for the practicing of CPR.
7	iCEV Teacher LicenseAG Instructional (AL) (10+TCHR, 6yrs)	2,835.00	19,845.00	iCEV is a comprehensive curriculum that's interactive and integrated and is easy to use. Course are stand along and it is aligned with ALSDE course of Study.
850	iCEV Student LicenseAG Instructional (AL) (10+TCHR, 6yrs)	54.00	45,900.00	Ag Curriculum teacher's instruction eBook and student license
30	Milady's Standard Cosmetology with Standard Foundation (hardcover)	113.00	3,390.00	
1	Milady's Shipping and processing fee	339.00	339.00	
	Total		701,917.85	

Career and Technical Education
 Dr. William White, Executive Director, CTE
 August 24, 2022

Quantity	Item and Description	List Price	Extension	Justification
1500	Guest Service Exams Paper	39.00	58,500.00	CRI practice documents and exam
180	Guest Service Exams Online	47.00	8,460.00	CRI practice documents and exam
1	PCT Training and Testing Supplies (Baker & Alma Bryant Health Science)	10000	10,000.00	CRI practice documents and exam
1	PLTW Gateway Training - New Teachers	4,000.00	4,000.00	PLTW Engineering teaches students that real-world problems often have multiple solutions with many pathways to achieve success. With engaging courses like environmental sustainability, civil engineering and architecture, digital electronics, and aerospace engineering, you can empower your students to explore possibilities, experiment, learn from failure, and turn ideas into reality.
1	PLTW Gateway Middle school supplies	30,000.00	30,000.00	
	Barton, Burns, Clark, Causey, Chastang, Denton, and Semmes		0.00	
1	PLTW -STE High Schools Supplies (Baker, CCAT, MGM Engineering, MSM Biomedical Sciences, Rain, Theodore)	50,000.00	50,000.00	
1	C.N.A, Training Supplies (Blount, BCTC, CCAT, FCTC, LeFlore, Theodore, and Williamson)	100,000.00	100,000.00	
			0.00	CRIs - Curriculum and testing tools are made available for students to prepare for their credentials.
1	CerfPrep ESB 30 Seat 300 License K12 Product#115113	663.00	663.00	
6	LearnKey ESB 30-License 300 user K12	1,250.00	7,500.00	
30	ESB Voucher with Retake	70.00	2,100.00	
300	Rich Dad Poor Dad by Robert Kiyosaki (enhance and inspire students to read)	22.10	6,630.00	Reading is Fundamental: and teachers are taking students back to the basics. Blount students are encouraged to read 25 books this year to enhance reading comprehension as well as helping each child to think outside of the box. One book they have chosen for students is Rich Dad, Poor Dad: What the Rich Teach Their Kids about Money - That the Poor and the Middle Class Do Not!: Robert T. Kiyosaki, Sharon L. Lechter: 9780964385610:
10	Excellence in Education MacBook Air	949.99	9,499.90	Amazon.com: Books-Student will do a book study.
12	MacBook Pro	1,799.00	21,588.00	New knowledge for students in the digital world.
300	Shoe Dog	15.29	4,587.00	Reaching students through reading.
25	Electric Scissors	50.00	1,250.00	Tools to be used by students to assist in learning technical skills in the classroom
1	Multiple sets of Kitchen Utensils w/cutting boards	2,000.00	2,000.00	
10	Toolbox Tech Centers	10,000.00	100,000.00	
2	Hospital Bed Suites BC Rain	25,000.00	50,000.00	New Health Science Program
2	Hospital Bed Suites Alma Bryant	25,000.00	50,000.00	New Health Science Program
1	Washer/Dryer	2,000.00	2,000.00	
1	Embriodery Machine/Two Heads	8,408.33	8,408.33	From a hobby to an entruperner sew will allow students to create and love the challenge. FACS
		Total	527,186.23	

Career and Technical Education
 Dr. William White, Executive Director, CTE
 August 24, 2022

Quantity	Item and Description	List Price	Extension	Justification
1	Stahls' Hotronix IQ 16" x 20" Heat Press with Laser Alignment System (Rain-Goode)	7,975.00	7,975.00	As I work with my students in Digital Marketing and Entrepreneurship skills it has been a pressing to have a school store at Rain High School. One where students can learn how to be forward thinkers and pride themselves with the skills they have achieved. DECA CTSO!
1	Prusa i3 MK3S+ 3D Printer	1,500.00	1,500.00	This product is good for beginners as it is very user-friendly, but at the same time offers some advanced features as well. All in all, the Prusa i3 MK2 is an excellent choice for anyone looking to get into 3D printing.
30	One by Wacom (Class Set) Baker Leiser	99.95	2,998.50	Whether you're sketching for fun or drawing detailed diagrams for class, the One by Wacom Creative Pen Tablet for Students can help turn your creative ideas into digital works. Available with a black top and red bottom, this medium-sized entry level creative pen tablet features an 8.5 x 5.3" active area that allows you to draw, make handwritten notes, and interact with compatible computer applications as though you were using a pen and paper.
1	Sony a7 IV Mirrorless Camera with 28-70mm, E55-210mm Lens with Bundle	2,898.00	2,898.00	Technical use by Murphy's photography program--Cameras will be used both in and out side the classroom. Multiple equipment is needed for safety and prevention of infectious diseases during usage in classroom activities.
4	Cannon EOS M6 Mark II Mirroless Camera for Vlogging + 15-45mm Lens	1,099.99	4,399.96	
1	PCT Curriculum - Baker HS	4,725.00	4,725.00	Learning Loss
200	First Aid Kits	50.00	10,000.00	Curriculum Required for students in CTE
200	Eye Wash Stations	75.00	15,000.00	Curriculum Required for students in CTE
1	Large Viewsonic Display Screen Monitor	5,000.00	5,000.00	Just a display screen for use when teaching the class. With the advanced ergonomic features including the ability to adjust height, bi-directional pivot, Swivel, and tilt allowing students to from across the classroom. (Lipske-Baker)
4	Ipad and filming kits	400.00	1,600.00	Teaching of new knowledge within the classroom Mount, Microphone, and lights for Digital Marketing class (Goode-Rain)
14	Coding Kit STEM	1,899.00	26,586.00	Create, code and experiment with young learners using this powerful beginner's coding kit. Use bluetooth-enabled blocks with SAM Blockly, a block based coding platform to teach fundamental computational thinking skills and computer science concepts. Washington Midle and The Pathway.
			0.00	
			0.00	
			0.00	
			0.00	
		Total	82,682.46	

Job Title

Literacy Instructional Leader – 9 Month Position - Division of Teaching, Learning, and Assessment

Reports to

Academic Supervisor

Job Goal

Coordinate instructional activities and curriculum implementation relating to district-wide literacy initiatives; support the continuous development of elementary, middle, and/or high school ELA teachers.

Essential Responsibilities

- Provides direct, hands-on support to teachers and school leaders to ensure effective instruction within ELA, consistent with district vision, policies, and goals and in alignment with applicable state and national standards as well as the Alabama Literacy Act (K-3)
- Conducts model lessons and participates in collaborative planning with teachers to promote a strong instructional program that meets students' varying learning styles and needs
- Maintains and demonstrates knowledge of current and effective pedagogical methods including the science of reading at the elementary, middle, and/or high school grade levels, including reading and writing practices that support innovative learning environments
- Assists in the implementation of the 2021 Alabama Language Arts Course of Study and district-adopted and/or state approved programs and curriculum resources
- Works with small groups of students in an intervention setting for literacy instruction
- Provides classroom instructional support and feedback to assist educators with the development and implementation of appropriate instructional practices
- Participates in district-level ELA training for literacy coaches
- Coordinates with Curriculum Specialists and Academic Supervisor
- Identifies professional learning opportunities for schools, grade levels, and/or individual educators
- Leverages technology to enhance and support learning opportunities for both educators and students
- Maintains records of support provided to schools, schedules, and data
- Performs other job-related duties as assigned by the Academic Supervisor

Qualifications

- Must have a degree in education from an accredited college or university.
- Must have State-recognized teaching certification.
- Must have a minimum of three (3) years of teaching experience.
- Must have demonstrated expertise in the teaching of literacy in elementary, middle, and/or high school grade levels.
- Must have strong verbal and written communication skills
- Coaching and facilitation of professional learning experiences are preferred, but not required.

Salary

Beginning pay - \$40,873.00

This position is funded for the 2021-2022 School Year.

Pursuant to Section 4(3)(b) of the Students First Act of 2011, time employed in this position shall not count towards non- probationary status or tenure with the Mobile County Public School System due to the fact that the funding and duration of this position is finite.

Assignment for subsequent years is contingent upon a recommendation for hire and continuous funding.

Job Title

Science Instructional Leader – 10 Month Position - Division of Teaching, Learning, and Assessment

Reports to

Academic Supervisor

Job Goal

Coordinate instructional activities and curriculum implementation relating to district-wide science initiatives; support the continuous development of science teachers.

Essential Responsibilities

- Provides direct, hands-on support to teachers and school leaders to ensure effective instruction within science, consistent with district vision, policies, and goals and in alignment with applicable state and national standards
- Conducts model lessons and participates in collaborative planning with teachers to promote a strong instructional program that meets students' varying learning styles and needs
- Maintains and demonstrates knowledge of current and effective pedagogical methods including science practices that support hands-on learning environments
- Assists in the implementation of the Alabama Science Course of Study and district-adopted curriculum resources
- Observes classroom instruction for the purpose of providing feedback and to ensure the development of science-specific instructional practices
- Participates in district-level science training regularly to ensure coordination with Curriculum Specialists, and Academic Supervisor
- Identifies areas in which additional training and professional development are needed, and provides specific guidance and feedback to address existing or potential issues and refine knowledge and skills
- Demonstrates appropriate use of technology and other instructional tools and resources to enhance instruction and support effective implementation of the assigned content area
- Maintains up-to-date records for the purpose of recording activities and providing reliable information as required and/or requested by the Academic Supervisor
- Performs other job-related duties as assigned by the Academic Supervisor

Qualifications

- Must have a degree in education from an accredited college or university.
- Must have State-recognized teaching certification.
- Must have a minimum of three (3) years of teaching experience.
- Must have demonstrated expertise in the teaching of science in elementary, middle, and/or high school grade levels.
- Must have strong verbal and written communication skills

Salary

Beginning pay - \$44,152.00

This position is funded for the 2021-2022 School Year.

Pursuant to Section 4(3)(b) of the Students First Act of 2011, time employed in this position shall not count towards non- probationary status or tenure with the Mobile County Public School System due to the fact that the funding and duration of this position is finite.

Assignment for subsequent years is contingent upon a recommendation for hire and continuous funding.

ISSUE DATE:
ADVERTISEMENT PERIOD:
APPLICATION DEADLINE:

Advertisement No. CL12-0079

TITLE: ****NEW POSITION ****
GRADUATION COACH
202 DAYS- 8 HOURS PER DAY
FUNDING SOURCE – AT RISK

SITE: **HIGH SCHOOL**

QUALIFICATIONS: Must have a Bachelor's degree, preferably in Secondary Education/Psychology/Social Work/Sociology, and experience working with at-risk students.
Minimum of one (1) year experience working in a public school setting as an administrator, school counselor, or educator.
Preferred: Three to five years successful work experience as a social worker, counselor, or related field.

DUTIES: **The duties include but are not limited to:**

- Tracks the student's graduation plan to identify and remove barriers to graduation.
- Facilitates career pathways.
- Develops a graduation portfolio for each student identified as at risk.
- Participates in analyzing data to determine student needs.
- Connects at risk students to appropriate services and resources.
- Maintains confidentiality.
- Connects at risk students to mentors for support.
- Builds positive relationships with administrators, teachers, parents, students, and community leaders.
- Collaborates with counselors, teachers, career technical personnel, administrators, central office, and other stakeholders to implement an individualized plan for students at risk of not graduating in four (4) years.
- Exhibits superior interpersonal skills for successful experiences with at risk secondary students as well as other adults.
- Assumes responsibility for ensuring that struggling students get the additional help that they need.
- Apprises students, parents, and administrators of progress on a regular basis.
- Communicates and collaborates with parent/legal guardians and colleagues.
- Demonstrates proficiency in written and oral communication.
- Maintains and submits records and reports on students identified as academically at-risk of dropping out.
- Participates in professional development and demonstrates professional ethics and leadership.
- Attends faculty meetings, as needed, to stay abreast of current information as it pertains to job tasks.
- Adheres to school system rules, administrative procedures, local board policies, and state and federal rules and regulations.

THE MOBILE COUNTY PUBLIC SCHOOL SYSTEM IS AN EQUAL OPPORTUNITY EMPLOYER

Job Title

Dyslexia Instructional Leader – 10 Month Position - Division of Teaching, Learning, and Assessment

Reports to

Academic Supervisor

Job Goal

Coordinate instructional activities and curriculum implementation relating to district-wide reading initiatives; support the continuous development of elementary, middle, and high school reading teachers; supports district dyslexia initiatives, monitor monthly screening reports; support implementation of dyslexia handbook, and implementation of interventions for struggling students.

Essential Responsibilities

- Provides direct, hands-on support to teachers and school leaders to ensure effective instruction within the reading program, consistent with district vision, policies, and goals and in alignment with applicable state and national standards
- Conducts model lessons and participates in collaborative planning with teachers to promote a robust instructional program that meets students' varying learning styles and needs
- Maintains and demonstrates knowledge of current and effective pedagogical methods at the elementary, middle, and high school grade levels, including reading practices that support hands-on learning environments and address dyslexia specific needs
- Works with small groups of students in an intervention setting for reading instruction
- Observes classroom instruction to provide feedback and ensure the development of reading-specific instructional practices
- Identifies areas in which training is needed as it relates to dyslexia
- Coordinates with the Academic Supervisor to facilitate professional development and assistance for school-level contacts
- Monitors monthly screening forms to identify where needs exist in the area of dyslexia
- Attends meetings, when requested, involving the screening for dyslexia characteristics of individuals
- Provides updates related to the field of dyslexia as they pertain to state and national requirements
- Demonstrates appropriate use of technology and other instructional tools and resources to enhance instruction and support effective implementation of the assigned content area
- Maintains up-to-date records to record activities and provide reliable information as required and requested by the Academic Supervisor/Coordinator
- Performs other job-related duties as assigned by the Academic Supervisor/Coordinator

Qualifications

- Must have a degree in education from an accredited college or university.
- Must have State-recognized teaching certification.
- Must have a minimum of three (3) years of teaching experience.
- Must have demonstrated expertise in the teaching reading in elementary, middle, and/or high school grade levels.
- Must have strong verbal and written communication skills
- Must be a second-year student in the MSLE training program for dyslexia preparing for the CALT Examination or currently hold licensure in dyslexia therapy

Salary

Beginning pay - \$45,035.00

This position is funded for the 2021-2022 School Year.

Pursuant to Section 4(3)(b) of the Students First Act of 2011, time employed in this position shall not count towards non- probationary status or tenure with the Mobile County Public School System due to the fact that the funding and duration of this position is finite.

Assignment for subsequent years is contingent upon a recommendation for hire and continuous funding.

***Job Title** INSTRUCTIONAL SPECIALIST 10 MONTH

***Job Type** Certified - Position - Other, please specify

This position is for the 2022-2023 school term only. Assignment for subsequent years is contingent upon continuous funding. Pursuant to Section 4(3)(b) of the Students First Act of 2011, time employed in this position shall not count towards non-probationary status or tenure with the Mobile County Public School System due to the fact that the funding and duration of this position is finite.

The duties include but are not limited to:

**Job Type
Description**

- Assists the principal in advocating, facilitating, and monitoring strategies that improve student achievement.
 - Assists teachers with the development and implementation of instructional strategies that support differentiated instruction to meet the needs of remedial, average, and advanced students.
 - Provides strategic classroom coaching and follow-up to develop model literacy classrooms and build school-based literacy content capacity.
 - Identifies, locates, and/or creates a variety of instructional materials to stimulate learning and meet the needs of all students.
 - Incorporates and models appropriate use of technology to support instruction and student learning.
 - Promotes highly specialized literacy instruction in which all learners, especially struggling readers, thrive.
 - Promotes instruction that is explicit, intensive, accelerated, and based upon varied assessment sources.
 - Cultivates a community of adult learners who value collaborative problem solving.
 - Facilitates professional development by creating an environment in which all adults grow as learners for the purpose of promoting the success, achievement, and growth of all students.
 - Demonstrates ability to analyze instruction and prioritize needs to determine next steps for teachers.
 - Demonstrates knowledge and ability to build instructional capacity to support high student achievement across the curriculum.
 - Communicates information on issues, needs, and district initiative that support school goals to parents and community.
 - Possesses the ability to analyze and monitor data to drive instruction.
 - All other duties pertaining to curriculum and instruction as assigned by the principal.
-

QUALIFICATIONS:

Must have a valid Alabama Teaching Certification.

Must have a Master's Degree in Education.

Must have five (5) years of experience as a classroom teacher.

Must possess effective oral and written communication skills.

Must possess effective time management and organizational skills.

Must possess high level of integrity and commitment to job responsibilities.

Must possess knowledge of literacy content and learning theory.

Must possess knowledge and expertise in scientifically based strategies and instruction.

**Salary Range:
From/To**

As per Salary Schedule, depending on degree and experience.

**Additional Job
Information**

Applicants selected for certified positions must have undergone an ABI/FBI criminal history background check (fingerprinting administered through sites selected and approved by the MCPSS and State of Alabama Education Department) and been declared suitable and fit to teach under state law. Applicants selected must also pass a drug-screening test via forms provided by Human Resources during the selection process.

THE MOBILE COUNTY PUBLIC SCHOOL SYSTEM IS AN EQUAL OPPORTUNITY EMPLOYER.

***Job Title** TEACHER - MATH 180 INTERVENTION - VARIOUS SCHOOLS

***Job Type** Certified - Position - Mathematics

This position is for the 2022-2023 school term only. Assignment for subsequent years is contingent upon continuous funding. Pursuant to Section 4(3)(b) of the Students First Act of 2011, time employed in this position shall not count towards non-probationary status or tenure with the Mobile County Public School System due to the fact that the funding and duration of this position is finite.

The duties include but are not limited to:

**Job Type
Description**

- Implements the Math 180 intervention program.
- Works with small groups and individual students to provide intensive math instruction.
- 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.

QUALIFICATIONS:

Valid Alabama Teaching Certificate in Elementary Education or Math Education preferred.

Other CORE content area certifications will be considered.

Salary Range: As per State Matrix, depending on degree and experience.
From/To: Bachelor's beginning pay - \$41,690.00.

Additional Job Information **Applicants selected for certified positions must have undergone an ABI/FBI criminal history background check (fingerprinting administered through sites selected and approved by the MCPSS and State of Alabama Education Department) and been declared suitable and fit to teach under

state law. Applicants selected must also pass a drug-screening test via forms provided by Human Resources during the selection process.**

THE MOBILE COUNTY PUBLIC SCHOOL SYSTEM IS AN EQUAL OPPORTUNITY EMPLOYER.

ESSER II - Salary & Fringe Breakdown

FY2023

51100 INSTRUCTION

EXPENDITURES

SALARIES

SALARIES - CERTIFICATED

010 TEACHER	590,077.00
011 RESRC TEACHER	776,040.00
077 MATH COACH	2,057,315.00
078 SCIENCE COACH	71,783.00
082 EVALUATOR SALARIES	666,388.00
084 READING COACH	197,156.00
Total	4,358,759.00

SALARIES - SUPPORT

101 INSTR AIDE	199,534.42
180 SUBSTITUTES	0.00
199 OTHER COMPENSATION	3,864,612.40
Total	4,064,146.82

EMPLOYEE BENEFITS

210 STATE INSURANCE	739,200.00
220 STATE RETIREMENT	1,032,538.82
230 SOCIAL SECURITY	522,220.16
240 FEDERAL MEDICARE	122,132.13
250 ST UNEMP COMP INS	3,369.16
Total	2,419,460.28

10,842,366.09

52140 HEALTH SERVICES

EXPENDITURES

SALARIES

SALARIES - SUPPORT

121 REGISTERED NURSE	1,327,438.68
131 LPN	166,278.68
199 OTHER COMPENSATION	
Total	1,493,717.37

EMPLOYEE BENEFITS

210 STATE INSURANCE	240,000.00
220 STATE RETIREMENT	180,531.67
230 SOCIAL SECURITY	92,610.48
240 FEDERAL MEDICARE	21,658.90
250 ST UNEMP COMP INS	597.49
Total	535,398.53

2,029,115.90

52150 SOCIAL SERVICES

EXPENDITURES

SALARIES

SALARIES - SUPPORT

122 SOCIAL WORKER	392,590.37
Total	392,590.37

EMPLOYEE BENEFITS

210 STATE INSURANCE	57,600.00
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ESSER II - Salary & Fringe Breakdown		FY2023	
220 STATE RETIREMENT		46,421.72	
230 SOCIAL SECURITY		24,340.60	
240 FEDERAL MEDICARE		5,692.56	
250 ST UNEMP COMP INS		157.04	
Total		134,211.92	526,802.29
52190 OTHER STUDENT SUPP			
EXPENDITURES			
SALARIES			
SALARIES - SUPPORT			
119 OTHER ADMINISTRATIVE		107,773.00	
Total		107,773.00	
EMPLOYEE BENEFITS			
210 STATE INSURANCE		19,200.00	
220 STATE RETIREMENT		13,084.03	
230 SOCIAL SECURITY		6,681.93	
240 FEDERAL MEDICARE		1,562.71	
250 ST UNEMP COMP INS		43.11	
Total		40,571.78	148,344.78
52215 INST STAFF DEVELOPEM			
EXPENDITURES			
SALARIES			
SALARIES - SUPPORT			
180 SUBSTITUTES		92,859.13	
192 STIPENDS		0.00	
199 OTHER COMPENSATION		124,709.01	
Total		217,568.15	
EMPLOYEE BENEFITS			
220 STATE RETIREMENT		15,700.86	
230 SOCIAL SECURITY		13,489.22	
240 FEDERAL MEDICARE		3,154.74	
250 ST UNEMP COMP INS		87.03	
Total		32,431.85	250,000.00
53200 BUILDING SERVICES			
EXPENDITURES			
SALARIES			
SALARIES - SUPPORT			
171 CUSTODIAL		465,580.31	
199 OTHER COMPENSATION			
Total		465,580.31	
EMPLOYEE BENEFITS			
210 STATE INSURANCE		0.00	
220 STATE RETIREMENT		58,616.56	
230 SOCIAL SECURITY		28,865.98	
240 FEDERAL MEDICARE		6,750.91	
250 ST UNEMP COMP INS		186.23	
Total		94,419.69	560,000.00

ESSER II - Salary & Fringe Breakdown**FY2023****54188 EXTENDED DAY TRANSPORTATION****EXPENDITURES****SALARIES****SALARIES - SUPPORT**

103 BUS ASSISTANT 166,278.68

161 BUS DRIVER 315,929.50

Total 482,208.18**EMPLOYEE BENEFITS**

220 STATE RETIREMENT 60,710.01

230 SOCIAL SECURITY 29,896.91

240 FEDERAL MEDICARE 6,992.02

250 ST UNEMP COMP INS 192.88

Total 97,791.82 580,000.00**14,936,629.06**

**Backup Pages to
Amendment 1
follow**

Page Number	Item	Question	RESPONSE																						
5	Budget – High Quality Instructional Materials – ELA	<p>Professional Development – Provide an itemization of the budget totaling \$174,000.00. Include when the services will be provided. (Additional information might be needed based on information provided.)</p> <p>Subs and/or Stipends – Provide a description of the type of professional development, a timeline, the number of estimated participants, and a salary and benefit breakdown. Include that the stipends are for work performed off-contracted time.</p> <p>Job Embedded Coaching – Provide an itemization of the budget totaling \$1,235,220.00. Include when the services will be provided. (Additional information might be needed based on information provided.)</p> <p>Intervention Teachers – Provide the following information totaling \$1,920,000.00:</p> <p># of Intervention Teachers / FTE School Years being paid with grant Salary/Benefit Breakdown</p> <p>Job Description</p>	<p>Training has been held covering 4th and 5th grade Structures and Phonics First K-3. The expenditures include sub pay, teacher stipends, contracts and materials for the training. Most of the funds have already been spent, \$19,312 remains and will be used for registration for summer 2022 training events.</p> <table border="0"> <tr> <td>Stipends</td> <td>18,608</td> </tr> <tr> <td>Subs</td> <td>7,895</td> </tr> <tr> <td>Supplies</td> <td>24,761</td> </tr> <tr> <td>Contracts</td> <td>30,349</td> </tr> <tr> <td>Registration</td> <td>92,387</td> </tr> </table> <p>The majority of training is scheduled for Summer during off-contracted time. During this time, 4th and 5th grade Structures and Phonics First K-3 training will be provided. This training will provide teachers instruction in using multi-sensory strategies for phonics and morphology instruction, assisting us in meeting the ALCOS standards and based in the science of reading as presented in LETRS. An estimated 30 hours is required for each participant to complete the training. We expect to be training approximately 2100 participants.</p> <table border="0"> <tr> <td>Stipends</td> <td>1,518,772</td> </tr> <tr> <td>Subs</td> <td>323,400</td> </tr> </table> <p>Coaching support will be scheduled for Phonics First and Structures. The funds will be utilized to contract the coaching/training of K-12 teachers for curriculum implementation over this and next summer.</p> <p>Positions funded include Literacy Leaders (Reading Coaches). Their responsibilities include coordinating instructional activities and curriculum implementation relating to district-wide literacy initiatives. These educators are also tasked with supporting the continuous development of teacher capacity for elementary, middle, and high school ELA teachers. Additionally, these teachers will support schools with identifying and servicing students with the characteristics of dyslexia. They also assist with the implementation of a Multi-Tiered Student Support System.</p> <table border="0"> <tr> <td></td> <td>11</td> </tr> <tr> <td></td> <td>2</td> </tr> </table> <table border="0"> <tr> <td>Salary</td> <td>1,421,276</td> </tr> <tr> <td>Fringe Benefits</td> <td>498,724</td> </tr> </table> <p>QUALIFICATIONS:</p> <ul style="list-style-type: none"> • Must have a valid Alabama Teaching Certification in Elementary Education, Reading, or Special Education (K-12). • Must have previous experience as a classroom teacher in Elementary grades (minimum of 3 years). • Must possess effective oral and written communication skills. • Must possess effective time management and organizational skills. • Must possess high level of integrity and commitment to job responsibilities. • Must possess knowledge of literacy content and learning theory. <p>The duties include but are not limited to:</p> <ul style="list-style-type: none"> • Assists teachers with the development and implementation of instructional strategies that support differentiated instruction to meet the needs of remedial, average, and advanced students. • Provides strategic classroom coaching and follow-up to develop model literacy classrooms and build school-based literacy content capacity. • Identifies, locates, and/or creates a variety of instructional materials to stimulate learning and meet the needs of all students. • Incorporates and models appropriate use of technology to support instruction and student learning. • Promotes highly specialized literacy instruction in which all learners, especially struggling readers, thrive. • Promotes instruction that is explicit, intensive, accelerated, and based upon varied assessment sources. • Cultivates a community of adult learners who value collaborative problem solving. • Facilitates professional development by creating an environment in which all adults grow as learners for the purpose of promoting the success, achievement, and growth of all students. • Demonstrate ability to analyze instruction and prioritize needs to determine next steps for teachers. • Demonstrate knowledge and ability to build instructional capacity to support high student achievement across the curriculum. 	Stipends	18,608	Subs	7,895	Supplies	24,761	Contracts	30,349	Registration	92,387	Stipends	1,518,772	Subs	323,400		11		2	Salary	1,421,276	Fringe Benefits	498,724
Stipends	18,608																								
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Page Number	Item	Question	RESPONSE												
6	Budget – High Quality Instructional Materials – Math	<p>Professional Development – Provide an itemization of the budget totaling \$1,493,594.99. Include when the services will be provided. (Additional information might be needed based on information provided.)</p> <p>Subs and/or Stipends – Provide a description of the type of professional development, a timeline, the number of estimated participants, and a salary and benefit breakdown. Include that the stipends are for work performed off-contracted time.</p> <p>Job Embedded Coaching – Provide an itemization of the budget totaling \$2,032,350.00. Include when the services will be provided. (Additional information might be needed based on information provided.)</p> <p>Intervention Teachers and Tutors – Provide the following information totaling \$7,816,000.00: # of Intervention Teachers / FTEs School Years being paid with grant Salary/Benefit Breakdown</p> <p>Job Description</p>	<p>During Summer 2021, roughly 1,350 teachers were trained at several locations throughout the district on the new math software that accompanies the textbooks that were selected in the math textbook adoption. Teachers had to complete a total of 8 hours over the span of either 1 or 2 days. K-8 were trained on Into Math from HMH, 7-8 accelerated were trained on Big Ideas, and 9-12 were trained on enVision from Savvas, MyMathlab, and WebAssign. PD for Into Math and Math 180 was also held during the Summer 2021 (June and July). A portion of the remaining funds will cover PD for the EnVision and more of the above described training for the 22-23 SY and 23-24 SY. The PD is provided by contracted vendors.</p> <p>Professional development provided for the math teachers pertained to implementation of their respective textbook accompanied programs, i.e., Into Math, enVision Math, MyMathlab, and WebAssign. All teachers are paid stipends for the trainings held in the summer, no subs are used during the Summer. During the 22-23 SY, we will utilize Subs and Stipends.</p> <table> <tr> <td>Stipends</td> <td>149,686</td> </tr> <tr> <td>Subs</td> <td>94,814</td> </tr> </table> <p>Job embedded coaching was contracted for Into Math and Math 180 (half-day sessions) and enVision Math. Going forward coaching will be full day sessions for Into Math and Math 180 for the 22-23 SY as well as coaching for EnVision Math. The service is provided by HMH and Savvas currently but structured so that when APR funding ends, the district's instructional specialists will be equipped to continue helping the teachers with the programs' content and instructional materials.</p> <p>Math Instructional leaders are being hired and will remain as support for schools over the course of three years. These jobs include coordinating instructional activities and curriculum implementation relating to district-wide initiatives.</p> <table> <tr> <td># of Intervention Teachers / FTEs</td> <td>30</td> </tr> <tr> <td>School Years being paid with grant</td> <td>3</td> </tr> </table> <table> <tr> <td>Salary</td> <td>5,782,251</td> </tr> <tr> <td>Fringe Benefits</td> <td>2,033,749</td> </tr> </table> <p>QUALIFICATIONS: Alabama Teacher Certification in field of application. Four years of public school teaching experience in a range of elementary grades. Knowledge about current and research-based practices in elementary education. Trained in leadership skills related to mathematics, including content coaching skills. Experience in school-based leadership roles in mathematics education, including peer-to-peer observations. Good interpersonal communication skills, both oral and written. Documentation of effectiveness as an elementary mathematics teacher who routinely incorporates hands-on-activities and problem solving into lessons.</p> <p>DUTIES: Duties include but are not limited to: •Provides coaching and mentoring support for the mathematics teachers in the Mobile Mathematics Initiative elementary schools. •Provides short and long-term planning assistance in Initiative's mathematics faculties. •Implements and conducts demonstration lessons with pre and post conferences, co-plans and co-teaches, and conducts focused observations. •Plans and conducts monthly presentations to faculty meetings and to the Initiative's quarterly after-school follow-up workshops. •Coordinates quarterly follow-up visits by the summer professional development leaders. •Assists program director with planning the school-wide initiative to improve teaching and learning mathematics for all students. •Coordinates Initiative's implementation plans with school principal. •Prepares biannual reports. •Participates regularly in related professional development conferences, etc.</p>	Stipends	149,686	Subs	94,814	# of Intervention Teachers / FTEs	30	School Years being paid with grant	3	Salary	5,782,251	Fringe Benefits	2,033,749
Stipends	149,686														
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# of Intervention Teachers / FTEs	30														
School Years being paid with grant	3														
Salary	5,782,251														
Fringe Benefits	2,033,749														
7	Budget – High Quality Professional Development – ELA	No money is being budgeted for this section, enter \$0.00 or N/A in the Total Budget at the bottom.													
8	Budget – High Quality Professional Development – Math	No money is being budgeted for this section, enter \$0.00 or N/A in the Total Budget at the bottom. Include the total estimated budget for High-Quality Professional Development.													
9	Budget – Unfinished Learning Support – Assessments	Nurses and Social Workers – Provide the following information: # of Nurses and Social Workers FTEs School Years being paid with grant Salary/Benefit Breakdown	<p>30 Nurses and 8 Social Workers</p> <table> <tr> <td># of Nurses and Social Workers</td> <td>3</td> </tr> </table> <table> <tr> <td>Salaries</td> <td>7,162,747</td> </tr> <tr> <td>Fringe Benefits</td> <td>2,825,443</td> </tr> </table>	# of Nurses and Social Workers	3	Salaries	7,162,747	Fringe Benefits	2,825,443						
# of Nurses and Social Workers	3														
Salaries	7,162,747														
Fringe Benefits	2,825,443														

Page Number	Item	Question	RESPONSE
10	Budget – Unfinished Learning Supports – Transitions	<p>Graduation Coaches – Provide the following information:</p> <p># of Graduation Coaches</p> <p>FTEs</p> <p>School Years being paid with grant</p> <p>Salary/Benefit Breakdown</p> <p>Job Description</p>	<p>5</p> <p>2.5</p> <p>2</p> <p>Salaries 279,390</p> <p>Fringe Benefits 104,610</p> <p>QUALIFICATIONS: Must have a Bachelor's degree, preferably in Secondary Education/Psychology/Social Work/Sociology, and experience working with at-risk students.</p> <p>Minimum of one (1) year experience working in a public school setting as an administrator, school counselor, or educator.</p> <p>Preferred: Three to five years successful work experience as a social worker, counselor, or related field.</p> <p>DUTIES: The duties include but are not limited to:</p> <ul style="list-style-type: none"> •Tracks the student's graduation plan to identify and remove barriers to graduation. •Facilitates career pathways. •Develops a graduation portfolio for each student identified as at risk. •Participates in analyzing data to determine student needs. •Connects at risk students to appropriate services and resources. •Maintains confidentiality. •Connects at risk students to mentors for support. •Builds positive relationships with administrators, teachers, parents, students, and community leaders. •Collaborates with counselors, teachers, career technical personnel, administrators, central office, and other stakeholders to implement an individualized plan for students at risk of not graduating in four (4) years. •Exhibits superior interpersonal skills for successful experiences with at risk secondary students as well as other adults. •Assumes responsibility for ensuring that struggling students get the additional help that they need. •Apprises students, parents, and administrators of progress on a regular basis. •Communicates and collaborates with parent/legal guardians and colleagues. •Demonstrates proficiency in written and oral communication. •Maintains and submits records and reports on students identified as academically at-risk of dropping out. •Participates in professional development and demonstrates professional ethics and leadership. •Attends faculty meetings, as needed, to stay abreast of current information as it pertains to job tasks. •Adheres to school system rules, administrative procedures, local board policies, and state and federal rules and regulations.
11	Budget – Unfinished Learning Supports: Remediation/ Intervention Programs	<p>The following information is needed for the Special Education Summer Program, ACT/AP Bootcamp, Traditional Summer School, and Star Academy:</p> <p>Program Description</p> <p>Dates of the Program (off contracted-time) – Include in description</p> <p># of Personnel for each type of classification</p> <p>Salary/Benefit Breakdown</p> <p>Itemization of any non-salary expenditure</p> <p>CTE and STEM Programs: Provide an itemization of the budget totaling \$745,000.00. Include when the services will be provided. (Additional information might be needed based on information provided.)</p> <p>Food Service Expenditures: Provide an itemization of the budget totaling \$100,000.00. Additional discussion might be needed since some of the expenditures might not be allowable.</p>	<p>The SES summer enrichment program will consist of: 1 special education teacher to serve students with disabilities in grades 4 and 5, 1 special education teacher to serve students on the AAS pathway, 1 paraprofessional to assist with grades K-3 in the Summer Reading Camp, and 1 paraprofessional to assist with the 4-5 grade classrooms and the AAS classrooms. There will also be purchases of related supplies.</p> <p>ACT/AP Bootcamp: A contract with West Instructional Services provides professional development for eleventh-grade teachers in the areas of English, Reading, Writing, Math, and Science. The consultant provides virtual ACT Intensive Intervention to eleventh-grade students in all twelve high schools weekly from September through December annually. The consultant also provides in-person ACT Intensive Intervention sessions to eleventh-grade students in all twelve high schools from January through March. We plan to continue these services based on ACT results for the 22-23 SY and 23-24 SY.</p> <p>Traditional Summer School – Instruction in courses is provided to students in grades one through twelve who have failed a course(s) during the school year. Elementary students are provided instruction in mathematics and reading. Middle school students are offered courses in ELA, Mathematics, Science, and Social Studies. Students are promoted to the next grade level after successfully completing the failed elementary or middle school course(s). High school students are offered ELA, Mathematics, Science, Social Studies, Parenting, and Personal Finance. After successfully completing the failed course(s), the student will receive a credit.</p> <p>STAR Academy: Our historical Star Academy programs has targeted overage 8th grade students to get them caught up and graduate on time. Students may complete two grade levels in one year of intensive study. The ESSER Funds are being used to expand this to overage 6th and 7th graders.</p> <p>Special Ed SS: Salaries \$142,511 Fringes \$ 29,078; Star Academy Teachers Salary\$ 471,724, Fringes \$ 185,876; Summer School Salaries (Annually for 3 years) \$3,850,000, Fringes \$750,000</p> <p>Summer School Supplies and contracts \$3,152,800</p> <p>We Build It Better (WBIB) STEM Aviation Program for students of 12 Middle Schools to include curriculum, updates, online resources, assessments, evaluations, training and communications.</p> <p>The first summer of COVID we provided food service at various delivery points throughout the county. There were extra expenditures for personnel, buses, drivers, volunteer food handler permits, etc. This budget was to cover those costs if that situation happened again. One of the amendment changes was to reduce this budget as the probability of this situation has decreased.</p>

Page Number	Item	Question	RESPONSE
12	Budget- Unfinished Learning Supports: Family Support Resources	No money is being budgeted for this section, enter \$0.00 or N/A in the Total Budget at the bottom.	
12	Budget- Unfinished Learning Supports: Other Tools Supporting Unfinished Learning	<p>Communication Tools: Provide an itemization of the budget totaling \$3,500,000.00.</p> <p>New Teacher Academy: The following information is needed: Program Description</p> <p>Dates of the Program (off contracted-time) – Include in description # of Personnel for each type Salary/Benefit Breakdown</p> <p>Itemization of any non-salary expenditure</p> <p>Art and Music Teachers and Supplies: FTEs School Years being paid with grant Salary/Benefit Breakdown Itemization of any non-salary expenditure</p> <p>Chromebooks: Include a statement stating that all services will conclude by September 30, 2023. Accidental Damage Protection plans should only be purchased for the Chromebooks purchased or leased with ESSER II funds. Call me to discuss.</p> <p>Indirect Costs – This expenditure should be moved to the Facilities Section of the application.</p>	<p>PowerSchool Services, Mosyle Manager License Fees, WiFi HotSpot Service for Students, Cisco Telephone Service, Scantron, Chromebook Warranty, Network Provider, School Messenger, Website</p> <p>Mobile County Public Schools New Teacher Academy and Mentoring Program All new teachers with less than 2 years of experience will participate in our New Teacher Mentoring (NTM) program. Each new teacher will be assigned a trained mentor to guide and support him or her through their first and second year. Mobile County Public Schools New Teacher Mentoring Program includes the following content: •Alabama Quality Teaching Standards •Alabama Educator Code of Ethics •Classroom Organization and Management Program •District Professional Development Calendar (Facilitates learning based on district curriculum and expectations) New Teachers and Mentors will be provided with access to a district specific website designed to provide resources and communication for training, information, and support. New Teachers will be provided with PD, coaching, and support during the two year program. Quick Facts about Mobile County Public Schools New Teacher Academy and Mentoring Program •Mentors have a minimum of 3 years' experience, 5 is preferred •Mentors are chosen by a committee •Mentors receive a \$1000 stipend per year •Teachers will receive stipends for attending trainings •New teachers complete 3 surveys annually to evaluate the NTM program •Documentation is submitted to the designated coordinators monthly •Principals, mentor coordinators and mentors participate in district training</p> <p>August 2022 - September 2023</p> <p># of New Teachers Subs 278,293.14 Fringe Benefits 21,706.86 N/A</p> <p> 10 1 Salaries \$ 526,780 Fringes \$202,568 Supplies 26,652</p> <p>The funds budgeted to cover lease payments in ESSER II only cover the lease through 9/30/2023</p> <p>The Chromebooks were purchased with ESSER I funds; I don't understand why we can't continue the damage protection plan in ESSER II. The damage ratio related to student laptops is high and will need to keep protect plans as long as the units are in service if we are to remain a one-to-one district.</p>
13	Budget Facilities: Facility Renovations	<p>Custodians – Provide the following information: # of Custodians FTEs School Years being paid with grant Salary/Benefit Breakdown</p> <p>Lighting Upgrades: This is typically not an allowable expenditure from the ESSER II grant. Call me for further guidance.</p>	<p>ESSER II Funds were used to cover a portion (52%) of the salary of 441 School Custodians For the period of October 2020 through May 2021</p> <p>Salaries 2,689,143 Fringe Benefits 1,810,857</p> <p>Replacing old 2x4 t-8 fluorescent lights at various schools that could be considered hazardous. LED lighting is proven to be effective in terms of their capability of providing long term health and safety to our faculty and students. Brighter, better lit classrooms would create a learning environment that could better sustain social distancing.</p>
14	Total ESSER 2 Funding (LEA Portion Only)	<p>Update all funding totals to match any changes to the application. If no money is being budgeted in a section, enter \$0.00 or N/A.</p> <p>A new signature page with the date of the new submission will be required due to changes in the budget.</p>	

Teaching Learning and Assessment

Ongoing effort to support students through a variety of means, including additional time, focused content, and specific pedagogy approach.

Areas	Description of Area	Data for Area (Needs Assessment)	Year 1	Year 2 & 3
5th Quarter (Summer School)	Students failing core courses with 40-59 will attend 5th quarter for eligibility for promotion for 1-8. 5th quarter will be offered face to face. Students in grades 9-11 will be able to attend face to face sessions to recover credit. Seniors may attend June session for credit recovery.	Course Failures each quarter	\$4,900,000	12,052,797
Summer Reading Camp	K-3 students attend based on eligibility from reading screenings data. Sessions are in June and face to face. The purpose is to improve their areas of reading deficiency.	Screening and iReady data and quarter grades	\$565,000	\$2,630,000
Mathematics PD	PD provided for new COS and adopted textbook series for all math teachers.	COS and textbook implementation	\$1,494,000	\$2,259,762
Mathematics Materials	Textbooks		\$2,863,000	\$840,862
Mathematics Intervention Teacher (K-8)	Part-time Contracted Teacher (Retired teacher who would work M-T, half day, certified position) 71 teachers/paras X 32,000 = \$2,272,000	Course Failures each quarter and iReady data (grade level)	2,272,000	2,272,000
Mathematics Tutors from College partners (Grades 6-12)	Provide funds for background checks, and stipend (\$1,296,000 stipends/\$6,000 for Background checks	Course Failures each quarter and iReady data (grade level)	1,302,000	1,302,000
Mathematics Intervention Teacher (9-12)	Part-time Contracted Teacher (Retired teacher who would work M-T, half day, certified position) 12 teachers/paras X 27,835 = \$334,000	Course Failures each quarter, PreACT, and ACT	334,000	334,000
Professional Development for Contracted Teachers	6 hours X 89 teachers X 16/hour \$8,544	Course Failures each quarter and iReady data (grade level)	8,544	8,544
ELA Materials	Textbooks			\$4,000,000
ELA PD	PD provided for new COS for all English/LA and reading teachers.	COS and textbook adoption	\$313,089	\$2,938,303
Reading Intervention Teacher (6-8)	Part-time Contracted Teacher (Retired teacher who would work M-T, half day, certified position) 18 teachers X 32,000 = \$576,000	Course Failures each quarter and iReady data (grade level)	10,000	1,142,000
Reading Intervention Teacher (9-12)	Part-time Contracted Teacher (Retired teacher who would work M-T, half day, certified position) 12 teachers X 32,000 = \$384,000	Course Failures each quarter, PreACT, and ACT	10,000	758,000
Mystery Science	Provide supplemental online resource for all K-5 science teachers.	COS resources needed	\$55,000	\$55,000
Studies Weekly (K-5)	Provide supplemental online resource for all K-5 social studies teachers.	COS resources needed	\$100,000	
Online Social Studies Textbooks	Provide online textbook for all 6-12 social studies teachers and students.	COS resources needed	\$741,000	
Online Science Textbooks	Provide online textbook for all 6-12 social studies teachers and students.	COS resources needed		\$741,000
Graduation coaches	Contracted services (12)	Course Failures each quarter, PreACT, and ACT	13,000	371,000
Art and Music Teachers Contracted	9x32,000	Social emotional learning; surveys	\$20,900	\$555,100
Materials and Supplies	30x3000	Social emotional learning; surveys		\$180,000
ACT/AP Boot Camp	12 schools	Course Failures each quarter, PreACT, and ACT	500,000	500,000

Special Education

Area	Description of Area	Data for Area (Needs Assessment)	Year 1	Year 2
SPED summer program	Special Services is requesting funds to address special education and related services for students adversely impacted by school closure due to COVID. Impact services will include summer intervention and after-school tutoring.	Course Failures, IEP implementation	\$241,600	

Career Technical Education

Area	Description of Area	Data for Area (Needs Assessment)	Year 1	Year 2 & 3
Middle School CT STEM Program: CTE Textbooks, Kits & Materials	We Build It Better (WBIB) STEM Aviation Program for students of 12 Middle Schools to include curriculum, updates, online resources, assessments, evaluations, training and communications.	Feedback from Schools/Teachers, Assessments, Surveys		\$745,000

New Teacher Academy

Area	Description of Area	Data for Area (Needs Assessment)	Year 1	Year 2 & 3
Professional Development	New Teacher Academy - Intensive Professional Development specifically for teachers at the beginning of their teaching career	Feedback from Teacher Surveys/New Teacher Retention		\$300,000



Mobile County PUBLIC SCHOOLS

ESSER II – Additional Information in Narrative Form per Request

Nurses

Before the COVID shut down, we have many schools without a nurse; some of our nurses were spread out between multiple schools. This was difficult in pre-Covid times, but impossible once the pandemic started. We hired 31 additional nurses with the ESSER I funds and plan to keep them employed for the next three years using the ESSER II allocation.

Social Workers

We plan to use ESSER II to add six additional Social Workers as well. This will increase the capacity of social workers to engage with students, families, and community partners to improve stability of students/families. The goals are to analyze local school and districtwide SEL data to assign social workers to specific schools where SEL issues are greater to provide case management, advocacy and referral services.

Star Academy

The program's curriculum will be designed to address students who, due to the "COVID Slide" may be academically 12-18 months behind. The plan will create a Star Academy based Middle School that gives students district's at-risk and academically behind students the opportunity to experience 3 consecutive years in the proven Star Academy program.



Mobile County PUBLIC SCHOOLS

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William C. Foster, Ed.D., Vice President - District 5
L. Douglas Harwell, Jr. - District 1
Don Stringfellow - District 2
Sherry Dillihay-McDade - District 4

SUPERINTENDENT Chresal D. Threadgill

FACILITIES

Proposed Chiller HVAC upgrades:

A. Williamson High School:

- a. Estimated cost \$5,000,000.00 consisting of:
- b. New chillers
- c. Air Handlers
- d. Cooling towers
- e. Pumps and boilers
- f. Controls
- g. The condition of the mechanical system is in moderate to severe condition.
- h. This project will greatly improve the air quality in this facility.

B. Dodge Elementary School:

- a. Estimated Cost \$3,000,000.00 consisting of:
- b. New chillers
- c. Air Handlers
- d. Pumps and boilers
- e. Controls
- f. The condition of the mechanical system is in moderate to severe condition.
- g. This project will greatly improve the air quality in this facility.

C. LeFlore High School:

- a. Estimated cost \$5,000,000.00 consisting of:
- b. New chillers
- c. Air Handlers
- d. Cooling towers
- e. Pumps and boilers
- f. Controls
- g. The condition of the mechanical system is in moderate to severe condition.
- h. This project will greatly improve the air quality in this facility.

D. Burroughs Elementary School:

- E. Estimated cost: \$750,000.00 consisting of:
- F. Removing A/C window units and replace with roof top package units.
- G. Boiler
- H. Controls

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SUPERINTENDENT Chresal D. Threadgill

- I. The condition of the mechanical system is in moderate to severe condition.
- J. This project will greatly improve the air quality in this facility.

- K. Orchard Elementary School:
 - a. Estimated cost: \$625,000.00 consisting of:
 - b. Removing A/C window units and replace with roof top package units.
 - c. Controls.
 - d. The condition of the mechanical system is in moderate to severe condition.
 - e. This project will greatly improve the air quality in this facility.

- L. Holloway Elementary School:
 - a. Estimated cost \$625,000.00 consisting of:
 - b. Removing A/C window units and replace with roof top package units.
 - c. Boiler
 - d. Controls
 - e. The condition of the mechanical system is in moderate to severe condition.
 - f. This project will greatly improve the air quality in this facility.

Windows:

Dixon Elementary School:

Estimated cost: \$300,000.00 Consisting of:

Replace exterior windows.

The condition of the windows is in moderate to severe condition due to age and being single pane windows.

This project will greatly help improve the air quality of this facility by being able to control a more stable environment with more energy efficient windows.

Air Quality:

Estimated cost: \$351,000.00

We have a A/C filter contract to replace air filters on a regular basis.

This is in place to help improve the air quality in our facilities.

CTE Lab Ventilation/Air Quality

We will replace exhaust/air exchange system at 6 workstations in the culinary classroom at Davidson High School. The exhaust system is antiquated and does not meet modern standards of air exchange required for student health and safety. The project will include replacing hoods, duct work, and air exchange interface system.



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SUPERINTENDENT Chresal D. Threadgill

Lighting Upgrades LED:

Estimated cost: \$500,000.00 Consisting of:

Replacing old 2x4 t-8 fluorescent lights at various schools that could be considered hazardous.

LED lighting is proven to be effective in terms of their capability of providing long term health and safety to our faculty and students.

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Job Title INSTRUCTIONAL PARAPROFESSIONAL

***Job Type** Classified - Position - Exceptional Education Support - Paraprofessional

The duties include but are not limited to:

- Administers, scores, and records achievement and diagnostic tests as the teacher recommends for individual students.
- Works with individual students and/or small groups of students to reinforce learning of materials or skills initially introduced by the teacher.
- Assists the teacher in devising special strategies for reinforcing materials or skills based on a sympathetic understanding of individual students, their needs, interests, and abilities.
- Operates and cares for equipment used in the classroom for instructional purposes.
- Helps students master equipment or instructional materials assigned by the teacher.
- Distributes and collects workbooks, papers, and other materials for instruction.
- Guides independent study, enrichment work, and remedial work set up and assigned by the teacher.
- Assists with the supervision of students during emergency drills, assemblies, play periods, and field trips.
- Keeps bulletin boards and other classroom learning displays up-to-date.
- Assists with large group activities such as drill work, reading aloud, and story telling.
- Checks and records student attendance and assists students in the library or media center when needed.
- Checks notebooks, corrects papers, and supervises testing and make-up work as assigned by the teacher.
- Alerts the regular teacher to any problem or special information about an individual student.
- Serves as the chief source of information and help to any substitute teacher assigned in the absence of the regular teacher.
- Maintains a high level of ethical behavior and confidentiality of information about students.
- Participates in the in-service training programs as assigned.
- Performs any other duties as designated by the principal or assigned teachers.

**Job Type
Description**

QUALIFICATIONS:

Must have completed at least two years of study at an institution of higher education, which may be accomplished by documented successful completion of 48 semester hours at a regionally accredited institution of higher education; **OR**

Must have obtained an associate's degree, which may be accomplished by documented successful completion of 64 semester hours at a regionally accredited institution of higher education.

Must possess academic competence in language and mathematical skills.

Must attach official college transcripts to application prior to application deadline to be considered for the position.

***Job Title** TEACHER - ELEMENTARY, MIDDLE, OR HIGH SCHOOL

***Job Type** Certified - Position - Other, please specify

The duties include but are not limited to:

**Job Type
Description**

- 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.
- Other duties as assigned.

QUALIFICATIONS:

Must have appropriate valid Alabama Teaching Certificate for the position advertised.

REGISTERED NURSE (RN)
187 DAYS

QUALIFICATIONS: Bachelor of Science degree in Nursing from a regionally accredited college or university.
Must have a current license to practice nursing in the State of Alabama.
Must have at least three (3) years of experience in a hospital or community health setting.
Must have a current CPR certification and instructor's card in First Aid.

PRIMARY FUNCTION: Provides health services to students within the system according to the accepted Standards of School Nursing Practice as published by the American Nurses Association and the National Association of School Nurses.
Practice of school nursing shall be within the Guidelines and Nurse Practice Act published by the Alabama Board of Nursing.

DUTIES: The duties include but are not limited to:

- Provides health appraisal of students.
- Authorizes the use of Title I funds for medical and dental appointments.
- Reports suspected child abuse cases.
- Consults community agencies to obtain services and financial assistance.
- Assists in implementing the policies and procedures for the control of communicable diseases within the school.
- Assists with enforcement of the regulations for mandatory immunization.
- Assists in implementing the first aid program in local schools.
- Provides and supervises special procedures according to the Nurse Practice Act.
- Supervises the implementation of Health Services Policies and Procedures.
- Serves as a health liaison between the home and the school relative to established health programs.
- Counsels with parents, teachers, and other health professionals regarding student health problems.
- Investigates health problems of students.
- Supervises the recording of health information on cumulative health records.
- Serves as resource person and assists in providing classroom instruction.
- Assists with staff development.
- Interprets the school health program to the community.
- Participates in eligibility, IEP, and Health Care Plan development.
- Attends professional meetings.
- Provides supervision of clinical experience for assigned nursing students.
- Performs other duties as requested by the Executive Director of Student Services or the Supervisor of Visiting Health Nurses.

SALARY **\$RN BS – 54/55**

Applicants selected for classified positions must undergo (or have undergone) an ABI/FBI criminal history background check (fingerprinting administered through sites selected and approved by the MCPSS and State of Alabama Education Department) and be declared suitable and fit to teach under state law. Applicants selected must also pass a drug-screening test via forms provided by Human Resources during the selection process.

THE MOBILE COUNTY PUBLIC SCHOOL SYSTEM IS AN EQUAL OPPORTUNITY EMPLOYER.

**LICENSED PRACTICAL NURSE (LPN)
182 DAYS**

QUALIFICATIONS: Must be a graduate of a regionally accredited practical nursing school.
Must have current LPN license to practice nursing in the State of Alabama.
Must have at least three (3) years of experience in a hospital or community health setting.

NOTE: These positions may require re-assignment to various schools throughout the school year as the need arises.

DUTIES: The duties include but are not limited to:

- Provides nursing care for students requiring special health procedures.
- Rides the bus with students (may be required).
- Follows up on identified health problems with parents and other health professionals.
- Refers parents, students, teachers, health agencies, and individuals for counseling, to assigned RN.
- Records health data in the cumulative health record and keeps them current.
- Contacts principal and Health Services Office regarding crisis situations in the school. (These include child abuse, threatened suicide, and accidents.)
- Administers medication to the students according to the approved policy.
- Administers first aid to the students and staff according to the approved policy.
- Serves as a special education program aide and meets job requirements and performs duties as outlined in the special education aide job description.
- Performs other duties as designated by the principal and RN.

SALARY: \$LPN 7.5 HRS - 70/70

Applicants selected for classified positions must undergo (or have undergone) an ABI/FBI criminal history background check (fingerprinting administered through sites selected and approved by the MCPSS and State of Alabama Education Department) and be declared suitable and fit to teach under state law. Applicants selected must also pass a drug-screening test via forms provided by Human Resources during the selection process.

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SOCIAL WORKER
(202 DAYS – 8 HOURS PER DAY)

QUALIFICATIONS: Must have a Master's Degree in Social Work (MSW or MSSW) from a School of Social Work accredited by the Council of Social Work education.
Must have a valid license issued by the Alabama State Board of Social Work Examiners.
Must have a minimum of three (3) years of experience in a social work practice setting working with children, youth, and families; family and/or juvenile court system; mental health issues, crisis intervention and community agencies.
Must have experience with individuals of diverse economic, racial, and educational backgrounds.
Must possess a valid Alabama Driver's License and dependable transportation (mileage reimbursement).

DUTIES: The duties include but are not limited to:

- Coordinates learning supports within the school district, providing leadership and guidance for the coordination of services for students and families.
- Coordinates services for students/parents with the Student Support Team (other Social Workers, Attendance Officers, Case Managers, Nurses, Counselors, Behavior Intervention Specialists, Community Stakeholders) by providing case service coordination; crisis prevention/intervention; conflict resolution strategies; development and assessment of student assistance plans; agency referral and collaboration; home visits and appropriate documentation of services rendered.
- Supports students and parents by addressing social and family factors affecting student's attendance and academic progress.
- Supports school personnel by providing onsite consultation and collaboration with school administrators, counselors, faculty and staff to address student/family needs and concerns
- Supports school/community by providing advocacy for student/family and school.
- Performs all other duties assigned by the supervisors.
- Employees may be required to work flexible hours to ensure increased learning time for students; this is non-negotiable.
- Performs all other duties assigned by the supervisors.

SALARY: Beginning pay - \$AP-22

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**CERTIFIED NURSING ASSISTANT
HEALTH SERVICES
(182 DAYS – 7.5 HOURS PER DAY)**

QUALIFICATIONS: Must be a high school graduate from a regionally accredited school, or have GED equivalent.
Must have Certified Nursing Assistant certification.
Must have at least three (3) years of experience in a hospital or community health setting.
Current First-Aid/CPR certification is preferred.

DUTIES: The duties include but are not limited to:

- Provides initial health screenings for vision, hearing, and scoliosis of Title I students and refers follow-up screenings to the nurse.
- Conducts health assessments and administers first aid according to American Red Cross standards.
- Supervises the taking of medications by students as outlined in the medication policy of the Mobile County Public School System.
- Conducts health assessments and reports suspected abuse to principal and assigned nurse.
- Assists the assigned nurse in serving as a liaison between the Visiting Health Nurse, school, and home.
- Assists the Visiting Health Nurse in teaching of health education programs in the school.
- Assists the Visiting Health Nurse as needed with home visits.
- Assists the Visiting Health Nurse in scheduling of medical appointments for Title I students.
- Assists the Visiting Health Nurse in follow-up on identified health problems with parents and other health professionals.
- Assists with data entry of health information.
- Performs any other duties as designated by the principal, supervisor, and Visiting Health Nurse.

SALARY: Beginning pay - \$CNA – 76/77

Applicants selected for classified positions must undergo (or have undergone) an ABI/FBI criminal history background check (fingerprinting administered through sites selected and approved by the MCPSS and State of Alabama Education Department) and be declared suitable and fit to teach under state law. Applicants selected must also pass a drug-screening test via forms provided by Human Resources during the selection process.

THE MOBILE COUNTY PUBLIC SCHOOL SYSTEM IS AN EQUAL OPPORTUNITY EMPLOYER.

CUSTODIAN
(197 DAYS – 8 HOURS PER DAY)

QUALIFICATIONS: Must have the ability to understand and follow simple oral and written instructions.
Must have knowledge of cleaning materials, methods, equipment, and procedures.
Must be able to use and care for cleaning equipment.
Must have sufficient physical strength and ability to perform a variety of routine custodial tasks.

PREFERRED: A high school graduate from a regionally accredited school, GED equivalent, or completion of an accredited job training program such as: Project SEARCH, Volunteers of America, AL Department of Rehabilitation Services, etc.

DUTIES: **The duties include but are not limited to:**

- Sweeps, mops, waxes, and polishes floors.
- Washes walls, windows, and woodwork.
- Dusts and polishes furniture and equipment.
- Empties trash baskets and garbage cans.
- Cleans restrooms.
- Replenishes restroom supplies.
- Sets up rooms for meetings, conferences, and other events.
- Cleans and polishes brass and other metal work.
- Vacuums and cleans rugs and carpeting.
- Buffs floors.
- Cleans sidewalks.
- Picks up paper.
- Cuts grass and trims hedges.
- Assists in making minor repairs to buildings and equipment.
- These duties are general and will consist of other duties assigned by supervising administrator.

SALARY: **Beginning pay - \$MT20**

Applicants selected for classified positions must undergo (or have undergone) an ABI/FBI criminal history background check (fingerprinting administered through sites selected and approved by the MCPSS and State of Alabama Education Department) and be declared suitable and fit to teach under state law. Applicants selected must also pass a drug-screening test via forms provided by Human Resources during the selection process.

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