



Road to Recovery ESSER 2 Application

Name of LEA	Escambia County
Name of Superintendent	Ms. Michele McClung

APPLICATION CONTENTS

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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. 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.
<input checked="" type="checkbox"/>	The LEA will request technical assistance on the use of ESSER 2 funds for remote learning, which includes both distance learning as defined in Section 103(7) of the HEA and distance learning as defined in ESEA Section 8101(14), so that students can continue learning during school closures.
<input checked="" type="checkbox"/>	The LEA will cooperate with any SEA monitoring policies and/or procedures with regards to the allowability of expenditures.
<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 checked="" 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.

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 (HQPD), High-Quality Tools for Supporting Unfinished Learning, and Facility Renovations that will close the achievement gap of students caused by the COVID-19 pandemic.
<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
Course of Study ELA PD (pending adoption)*: This allocation is being granted to each LEA to be used for course of study PD directly aligned to 2021 <i>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. Base allocations will be provided for: A) Elementary Teachers (K-5) - \$400 for registration, materials, substitutes for follow-up trainings or PLCs. B) Secondary Teachers (6-12) - \$1,050 for registration, materials, substitutes for follow-up trainings or PLCs.	\$81,000.00
Course of Study Math PD*: This allocation is being granted to each LEA to be used for course of study PD directly aligned to 2019 <i>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. Base allocations will be provided for: A) Elementary Teachers (K-5) - \$400 for registration, materials, substitutes for follow-up trainings or PLCs. B) Secondary Teachers (6-12) - \$1,050 for registration, materials, substitutes for follow-up trainings or PLCs.	\$81,000.00
Assessment Award for Grades 4-8**: This allocation is being granted to extend each school's early reading and math assessment system through Grade 8. The allocation will be \$12 per student based on each school's 2020-2021 ADM.	\$19,426.00

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

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

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

State ESSER 2 Reserve allocations are attached to this application.

Budget Part 2 – LEA ESSER 2 Funds

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

BUDGET – HIGH-QUALITY INSTRUCTIONAL MATERIALS

English Language Arts – Curriculum

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

Grade Band	ELA Curriculum Selection
Pre-K (as applicable)	NAEYC Developmentally Appropriate Practice
K-2	Scott Foresman
3-5	Scott Foresman
6-8	6th-Scott Foresman
9-12	
Other	

English Language Arts – Funding

Category	Description	Funding Source		
		State/Local Funds	Other Federal Funds (including ESSER 1)	ESSER 2 Funds
Materials				NA
PD (Registration, etc.)				NA
Subs and/or Stipends (if not on contract)				NA
Job-Embedded Coaching Days/Supports				NA
Other				NA
Total Need for HQIM ELA				\$0

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)	NAEYC Developmentally Appropriate Practice
K-2	Envision Mathematics
3-5	Envision Mathematics
6-8	Envision Mathematics
9-12	Big Ideas
Other	

Math - Funding

Category	Description	Funding Source		
		State/Local Funds	Other Federal Funds (including ESSER 1)	ESSER 2 Funds
Materials	HQ Materials/Supplies & Textbooks			\$446,790.00
PD (Registration, etc.)				
Subs and/or Stipends (if not on contract)	PD Subs/Stipends			\$13,210.00
Job-Embedded Coaching Days/Supports				
Other				
Total Need for HQIM Math				\$460,000.00

Total Budget for High-Quality Instructional Materials

Total Estimated Budget Need for High-Quality Instructional Materials	\$460,000.00
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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	Summer 2021-Fall 2023
Science of Reading	
LETRS	Summer 2021-Fall 2023
Neuhaus	
MSLE	Summer 2021-Fall 2023
Dyslexia Awareness	Summer 2021-Fall 2023
K-5 ELA 2020 COS - pending (ARI)*	Summer 2021-Fall 2023
6-8 ELA E3 Training (A+ College Ready)*	Summer 2021-Fall 2023
9-12 ELA 2020 COS - (ALSDE)*	Summer 2021-Fall 2023

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

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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				NA
Subs and/or Stipends (if not on contract)				NA
Travel				NA
Follow-Up PD Days				NA
Supplemental Materials for Implementation				NA
Job-Embedded Coaching Days				NA
Other				NA
Total Need for HQPD ELA				\$0

BUDGET - HIGH-QUALITY PROFESSIONAL DEVELOPMENT**Math-- HQPD Timeline**

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

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

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				\$0
Subs and/or Stipends (if not on contract)				\$0
Travel				\$0
Follow-Up PD Days				\$0
Supplemental Materials for Implementation	HQ Materials /Supplies			\$70,000.00
Job-Embedded Coaching Days				
Other	Math I Ready Data Training			\$30,000.00
Total Need for HQPD Math				

Total Budget for High-Quality Professional Development

Total Estimated Budget Need for High-Quality Professional Development	\$100,000.00
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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 (including ESSER 1)	ESSER 2 Funds
Readiness				
K-3 Vetted Reading Assessment- Additional components	Dibels Next Kits Grades K-3			\$17,500.00
K-3 Vetted Math Assessment- Additional components				
Dyslexia				
Interim Assessments				
CTE CRI Pre-Assessments	GMetrix			\$10,000.00
Health Wellness				
Social/Emotional/ Behavioral	Insights to Behavior, ScholarChip			\$40,000.00
SEL	Rhithm			\$75,000.00
Other	ScraperPLP, WIDA Credit Recovery, I-Ready, WIDA Grade K Screeners			\$446,400.00
Total Need for Assessments, Inclusive of Screeners				\$588,900.00

BUDGET - UNFINISHED LEARNING SUPPORTS

Transitions

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

Category	Description	Funding Source		
		State/ Local Funds	Other Federal Funds (including ESSER 1)	ESSER 2 Funds
Early Years (K-1 Transition)				
Elementary to Middle				
Middle to High				
Beyond High School				
SPED Transitional Services				
Other	AP for leadership to recognize and implement instructional priorities			\$50,000.00
Other				
Total Need for Transitions				\$50,000.00

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	Description	Funding Source		
		State/ Local Funds	Other Federal Funds (including ESSER 1)	ESSER 2 Funds
High-Dosage Tutoring	Only funding allowed to cover content, Math Coaches and Interventionist			\$1,980,000.00
Bridge Courses (K/1, Algebra, other)				
Mini-Learning Blast				
Traditional Summer School	9-12 recovery credits for graduation			\$300,000.00
Summer Reading Camps/ASAP	Enrichment and Instructional activities			\$600,000.00
Summer Math Camps	Enrichment and Instructional camps			\$100,000.00
CTE Enrichment Camps				
ACCESS Virtual Learning				
Credit Recovery Options				
Extended School Year (ESY)	SPED Extended Services			\$50,000.00
School Nurses				
Other	Virtual/Blended Teachers			\$200,000.00
Total Need for Remediation/Intervention Programs				\$3,230,000.00

BUDGET - UNFINISHED LEARNING SUPPORTS

Family Support Resources

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

Category	Description	Funding Source		
		State/Local Funds	Other Federal Funds (including ESSER 1)	ESSER 2 Funds
Communication Tools				
Homework Hotline				
"On Call" Staff for Family Tech/other Issues				
Develop/Print Periodic Family Success Guides				
Other	school based social workers; 1 behavioral interventionist; Counselors' extra days in the summer			\$520,000.00
Other	2 LPNs/Instructional Aides			\$76,876.00
Total Need for Family Support Resources				\$596,876.00

Other Tools Supporting Unfinished Learning

Describe other tools for supporting unfinished learning.

Category	Description	Funding Source		
		State or Local Funds	Other Federal Funds (including ESSER 1)	ESSER 2 Funds
Other	2 Business office clerks and supplemental pay for central and business services			\$200,000.00
Other	Teachers to reduce class sizes to reduce student academic deficits			\$520,286.00
Other	Sonday System			\$25,000.00
Other	Indirect Cost			\$100,000.00
Other				
Other				
Total Need for Other Tools Supporting Unfinished Learning				\$845,286.00

Total Budget for Unfinished Learning

Total Estimated Budget Need for Supporting Unfinished Learning	\$5,311,062.00
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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	Description	Funding Source		
		State or Local Funds	Other Federal Funds (including ESSER 1)	ESSER 2 Funds
HVAC	50 HVACS			\$500,000.00
Windows				
Air Quality				
CTE Lab Ventilation/Air Quality	Welding Ventilation for ECRC & ECHS			\$150,000.00
PPE & Supplies	PPE			\$25,000.00
Custodial	Custodial Supplies			\$100,000.00
Staffing	Summer Maintenance Custodians and Student Workers			\$50,000.00
Nurse's Station				
Other	Flooring, restrooms, Sensory rooms, SPED rooms			\$446,900.00
Total estimated Budget Need for Facility Renovations				1,271,900.00

TOTAL ESSER 2 FUNDING (LEA PORTION ONLY)

Category	Total
Budget – High-Quality Instructional Materials	\$460,000.00
Budget – High-Quality Professional Development	\$100,000.00
Budget – Unfinished Learning Supports	\$5,311,062.00
Budget – Facilities	\$1,271,900.00
Total ESSER 2 Funds*	\$7,142,962.00

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

CERTIFICATION & SIGNATURE

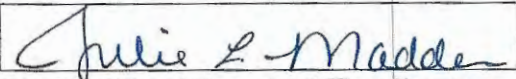
To the best of my knowledge and belief, all the information and data in this agreement are true and correct. I acknowledge and agree that the failure to comply with all Assurances and Certifications in this agreement, all relevant provisions and requirements set forth by federal and state law may result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

Mrs. Julie Madden

LEA Chief School Financial Officer Name

(251)867-6251

Telephone Number



LEA Chief School Financial Officer Signature

12-15-2021

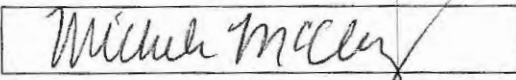
Date

Ms. Michele McClung

LEA Superintendent Name

(251)867-6251

Telephone Number



LEA Superintendent Signature

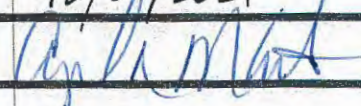
12-15-2021

Date

Send completed application to ESSERroundII@alsde.edu by June 1, 2021.

Upon arrival of the application, funds will be made available to the LEA.

ALSDE INTERNAL USE ONLY

Date Application Received	12/29/2021	Date ALSDE Approved	1/4/2022
State Superintendent and/or Designee Signature		Date Signed	1/4/22
Date ESSER 2 Funds Released			

**OFFICE OF
Superintendent of Education**
Escambia County
Brewton, Alabama
Michele McClung, Superintendent

ESSER II Application Addendum

High Quality Instructional Materials

Page 6	Math Textbooks	<p>Envision K-8 and Calculus, Pre-Cal Big Ideas 9-12 Envision mathematics is a core curriculum for students. It helps students develop an understanding of math concepts through problem based instruction, small group interaction, and visual learning with a focus on reasoning and modeling.</p> <p>Big Ideas provides a cohesive and rigorous math curriculum for students. It will be utilized for students in grades 9-12. It guides students through concepts from surface-level to deep-level learning.</p>	<p>Quotes attached 460,921.62 172,020.00</p> <p>(Minus Foundation Textbook Funds - \$186,152)</p> <p>Budgeted: \$446,790</p>
	Training-stipends	All math teachers Summer 2022 and 2023	<p>Stipends \$100 day approx 110 math teachers = \$11,000 1 day training & \$2,210 employee benefits</p> <p>Budgeted: \$13,210</p>

			Total budgeted- \$460,000
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High Quality Professional Development

Page 8	Math HQPD Funding	AMSTI Math training Math Best Practices strategies	As determined through review of Math data and needs identified by Math teachers and school leaders, additional professional development and resources will be provided for math teachers on best practices. This will also align with our system's Academic Recovery Plan.
		Math IReady Assessment data review and next steps training based on student data	\$1500 each training day 3 days each K-8 school- combine PMJH and FES Total 18 days @ 1500 = \$27,000 + 2 leadership trainings \$3000= Budgeted: \$30,000
		Supplemental materials	Any additional math materials needed to assist in closing student instructional gaps. Budgeted: \$70,000
			Total Budgeted \$100,000

Unfinished Learning Supports

Page 10	Transitions	Leadership Pd on the training and implementation of instructional priorities for a 2 year period. The Flippen group-leadership PD	15 days of Admin instructional training @ \$3000 a day with \$5000 resources and supplies. Total budgeted \$50,000
Page 11	Remediation/ Intervention Programs		
	<ul style="list-style-type: none"> High Dosage Tutoring 	<p>After School Tutoring Services For a 1 year period</p> <p>In School Tutoring through contract services For a 2 year period</p> <p>Math Coaches For a 2 year period</p>	<p>45 Teachers 10 Aides 8hrs/week for 30 weeks (estimated) Salaries: \$416,400 Benefits: \$83,655</p> <p>5 Retired Teachers 20hrs/week for 30 weeks (estimated) Salaries: \$105,000 x 2 Benefits: \$8,148 x 2 Total = \$226,296</p> <p><u>4 Math Coaches supported by AMSTI</u></p> <p>1 paid by AMSTI and 3 provided by ESSER funding- 1 supporting teachers at ECMS, 1 supporting WS Neal Elem. and Middle, 1 supporting Rachel Patterson Elementary and Huxford Elementary, 1 supporting Flomaton Elementary and Pollard McCall. Partnership documents will be signed with AMSTI. All support assignments are based on student need and data.</p>

		<p>Intervention Teachers- 1 intervention teacher for each school to provide additional support and assist in closing learning gaps as data shows need. For a 1 year period</p> <p>Contracted Services: Art Enrichment For a 1 year period</p>	<p><u>3 FTE Teacher/Coaches</u> <u>Salary and benefits</u> Salaries: \$168,444 x 2 Benefits: \$62,808 x 2 Total = \$462,504</p> <p>10 FTE teachers- Salary and benefits Salaries: \$561,480 Benefits: \$209,360</p> <p>\$20,305</p> <p>Budgeted \$1,980,000</p>
	<ul style="list-style-type: none"> Traditional Summer School 	Credit Recovery and Grades Recovery program for students that do not pass the required subjects for promotion to the next grade level- for a 2.5 year period	<p>20 Teachers 20 Days (estimated) Salaries: \$98,000 x 2.5 Benefits: \$19,786 x 2.5</p> <p>Budgeted \$300,000</p>
	<ul style="list-style-type: none"> Summer Reading Camps 	Reading instruction for students with a deficiency in Reading skills- for a 1.5 year period	<p>45 Teachers (\$4480) 4 Lead Teachers (\$5120) 45 Aides (\$2048) 5 LPN/RNs 6 Admins (Off Contract) 21 Days (estimated) Salaries: \$323,920 x 1.5 Benefits: \$73,476 x 1.5</p> <p>Budgeted \$600,000</p>
	<ul style="list-style-type: none"> Summer Math Camps 	Instruction for students that have deficits in Mathematics- for a 1.5 year period	<p>12 Teachers (\$4480) 21 Days (estimated) Salaries: \$53,760 x 1.5 Benefits: \$10,854 x 1.5</p>

			Budgeted \$100,000
	Special Education Extended Services	Provide services for students that require additional services when school is not in session based on the students' data- for a 2 year period	Salary and benefits 6 Teachers 20 days (estimated) Salaries: \$21,000 x 2 Benefits: \$4,240 x 2 Budgeted \$50,000
	Virtual/Blended Teachers	2 FTE Teachers to support Virtual students These teachers will support students participating in virtual instruction. for a 2 year period	Salaries: \$110,096 Benefits: \$41,318 Budgeted \$200,000
			Total budgeted- \$3,230,000.00
Page 12	OTHER- Personnel	<p>3 FTE Social Workers (one for each feeder pattern) -job description attached For a 2 year period</p> <p>1 FTE System wide Behavior/RTI Specialist- job description attached For a 1 year period</p> <p>Additional work days for each school's counselor to assist with student data review and student scheduling to meet instructional needs as determined by the data. For a 1 year period</p>	<p>Salaries: \$125,085 Benefits: \$53,931</p> <p>Salary: \$64,369 Benefits: \$22,576</p> <p>10 @ 20 days Paid at their daily rate (Estimated) Salaries: \$62,076 Benefits: \$12,532</p> <p>Budgeted \$520,000</p>
		2 FTE LPN/	Salaries: \$47,666

		Instructional Aides- job description attached-NHS & RPES For a 1 year period	Benefits: \$28,824 Budgeted \$76,876
		2 FTE Clerks- Atmore and Brewton offices- job descriptions attached For a 1 year period Supplements to support central and business staff- Supplements will be provided to personnel working additional hours outside their required work hours to support the system's academic recovery plan.	Salaries: \$76,490 Benefits: \$30,322 Budgeted \$200,000
		6 FTE Additional teachers to support student learning by reducing class sizes, and/or providing intervention/ remediation over the next 2 years.	Salaries: \$330,288 Benefits: \$124,284 (Estimated) 1 @ WS Neal Middle 1 @ WS Neal High *Other schools will be determined by students' needs and data. Budgeted \$520,286

Budget- Facilities

Facility Renovations- Budgeted amount		Description
Page 13	Hvac - new install/replace	50 units total @ \$10,000 = \$500,000

	Health benefits- due to air filtration upgrades	<p>*Escambia County Middle *WS Neal Middle School</p> <p>As needed- WS Neal Elementary Flomaton Elementary Flomaton High Pollard McCall Junior School Huxford Elementary School Escambia County High Rachel Patterson Elementary</p> <p>Budgeted \$500,000</p>
	Welding Ventilation - Health benefits	<p>ECRC and EC High School ECRC- \$73,200 ECHS- \$70,800</p> <p>Budgeted 150,000</p>
	Custodial Supplies - Supplies to increase cleanliness and health benefits	<p>Listed Supplies will be purchased and distributed to all schools.</p> <p>Black can liners of a variety of sizes Disposable cleaning gloves Foaming Sanitizer Sanitizing wipes Brown paper towels General cleaning and sanitation chemicals Maintenance and repair on electrostatic sprayers Cleaning and sanitation chemicals such as Victoria Bay and Spic-N-Span Glass cleaner/sanitizer Floor cleaning chemicals Floor stripping chemicals Floor waxing chemicals for the cleaning, sanitation, and maintenance of the floors Cleaning and buffing pads for floor maintenance Cups for water fountains auto scrubber floor machines Floor stripping machine Floor burnishing machine Wet/Dry vacuum Spun lace wiper kits Carpet Extractor Vacuum Cleaner Mops</p>

		Custodial cart Solution tank Odor neutralizer KV1250 No Touch Restroom Machine Deodorizing sanitizer for carpets Budgeted \$100,000
Page 13	Summer Maintenance Custodians & Student Workers - Work during the summer to clean and sanitize schools, central offices and departments	10-15 Custodians 5-7 Student Workers Estimated 238 hours/34 days Salaries: \$42,000 Benefits: \$8,060 Budgeted \$50,000
	Flooring - replace carpet to vinyl flooring Increase health benefits and cleanliness Per room materials- \$1750 materials and labor \$1350 Labor and carpet separately	WS Neal Elementary- 9 rooms Flomaton Elementary- 3 rooms Rachel Patterson Elementary- 8 rooms 20 @ \$3000 Budgeted \$60,000
	Restroom renovations- The restroom renovations will enhance and facilitate increased access as well as improve the health and sanitation benefits for the students.	WS Neal Elementary 6 restrooms at \$12,000 each = \$72,000 Pollard McCall Junior School 4 restrooms at \$12,000 each = \$48,000 ECHS 1 restroom at \$14,000 Budgeted \$134,000
	Sensory Rooms or areas for each self contained Special Education Classroom- Sensory areas and multisensory items will assist students with learning loss due to Covid. Multisensory items assist special education students with behavioral needs that	WS Neal Elementary \$38,000 and \$15,000 resources Resources for other rooms- WS Neal Middle School \$15,000 Flomaton Elementary \$5000 Flomaton High School \$5000 Pollard McCall Junior High School \$5000 Huxford Elementary \$5000 Escambia County Middle School \$15,000 Escambia County High School \$5000 Rachel Patterson Elementary \$15,000

	interfere with their progress toward learning targets.	Budgeted \$123,000
	Special Education room/ additional classroom This additional classroom will provide an area for students with identified instructional needs to receive additional support, lessen the class size, and increase small group instruction.	Flomaton High School - \$36,500 Budgeted \$36,500
		Total Budgeted \$1,271,900

**OFFICE OF
Superintendent of Education**
Escambia County
Brewton, Alabama
Michele McClung, Superintendent

ESSER II Application Addendum #2

High Quality Professional Development

Page 8			
	Contracted Services Provided by Curriculum Associates to be given for school years 2021-2022, 2022-2023 and 2023-2024 (Exact dates have not been scheduled that far in advance)	Math IReady Assessment data review and next steps training based on student data	\$1500 each training day 3 days each K-8 school- combine PMJH and FES Total 18 days @ 1500 = \$27,000 + 2 leadership trainings \$3000= Budgeted: \$30,000

Unfinished Learning Supports

Page 9	Assessments	Other-Virtual Credit Recovery	Yes, it is a software program.
Page 10	Transitions	Leadership Pd on the training and implementation of instructional priorities for a 2 year period. The Flippen group- leadership PD, PowerSchool etc. Trainings will be held during the 2021-2022, 2022-2023 And 2023-2024 school Years. No stipends will be paid. This is contracted services only.	8 days of Admin instructional training @ \$3000 a day (approx. 25-30 participants) with \$3000 resources and supplies and Leadership Blueprint Training Day for up to 50 Participants by Capturing Kids' Hearts (Flippen Group) on 11/4/21 & 11/5/21 for \$23,000 Total budgeted \$50,000

Page 11	Remediation/ Intervention Programs		
	<ul style="list-style-type: none"> Traditional Summer School 	Credit Recovery and Grades Recovery program for students that do not pass the required subjects for promotion to the next grade level- for a 2.55 year period	20 Teachers 20 Days (estimated) Salaries: \$98,000 x 2.55 Benefits: \$19,647 x 2.55 Budgeted \$300,000
	<ul style="list-style-type: none"> Summer Reading Camps 	Reading instruction for students with a deficiency in Reading skills- for a 1.5 year period	45 Teachers (\$4480) 4 Lead Teachers (\$5120) 45 Aides (\$2048) 5 LPN/RNs 6 Admins (Off Contract) 21 Days (estimated) Salaries: \$326,524 x 1.5 Benefits: \$73,476 x 1.5 Budgeted \$600,000
	<ul style="list-style-type: none"> Summer Math Camps 	Instruction for students that have deficits in Mathematics- for a 1.5 year period	13 Teachers (\$4480) 21 Days (estimated) Salaries: \$55,813 x 1.5 Benefits: \$10,854 x 1.5 Budgeted \$100,000
	Special Education Extended Services	Provide services for students that require additional services when school is not in session based on the students' data- for a 2 year period	Salary and benefits 6 Teachers 20 days (estimated) Salaries: \$20,760 x 2 Benefits: \$4,240 x 2 Budgeted \$50,000
	Virtual/Blended Teachers	2 FTE Teachers to support Virtual students These teachers will support students participating in virtual instruction. for a 1.35 year period	Salaries: \$107,788 x 1.35 Benefits: \$40,360 x 1.35 Budgeted \$200,000
			Total budgeted-

		plan.	Budgeted \$200,000
		6 FTE Additional teachers to support student learning by reducing class sizes, and/or providing intervention/ remediation over the next 2 years.	Salaries: \$384,962 Benefits: \$135,324 (Estimated) 1 @ WS Neal Middle 1 @ WS Neal High *Other schools will be determined by students' needs and data. Budgeted \$520,286

Budget- Facilities

Facility Renovations- Budgeted amount		Description
Page 13		
	Welding Ventilation - Health benefits	ECRC and EC High School ECRC- \$75,000 ECHS- \$75,000 Budgeted 150,000
	Summer Maintenance Custodians & Student Workers - Work during the summer (off contract) to clean and sanitize schools, central offices and departments	10-15 Custodians 5-7 Student Workers Estimated 238 hours/34 days Salaries: \$42,000 Benefits: \$8,000 Budgeted \$50,000
	Flooring - replace carpet to vinyl flooring Increase health benefits and cleanliness Per room materials- \$2500 materials and labor \$1500 Labor and carpet separately	WS Neal Elementary- 9 rooms Flomaton Elementary- 6 rooms Rachel Patterson Elementary- 8 rooms Escambia County Middle- 5 rooms Huxford Elementary- 10 rooms 38 @ \$4000 Budgeted \$152,000
	Restroom renovations- The restroom	WS Neal Elementary 6 restrooms at \$12,000 each = \$72,000

	renovations will enhance and facilitate increased access as well as improve the health and sanitation benefits for the students.	<p>Pollard McCall Junior School 4 restrooms at \$12,000 each = \$48,000 ECHS 1 restroom at \$15,400</p> <p>Budgeted \$135,400</p>
	Sensory Rooms or areas for each self contained Special Education Classroom- Sensory areas and multisensory items will assist students with learning loss due to Covid. Multisensory items assist special education students with behavioral needs that interfere with their progress toward learning targets.	<p>WS Neal Elementary \$38,000 and \$15,000 resources Resources for other rooms- WS Neal Middle School \$15,000 Flomaton Elementary \$5000 Flomaton High School \$5000 Pollard McCall Junior High School \$5000 Huxford Elementary \$5000 Escambia County Middle School \$15,000 Escambia County High School \$5000 Rachel Patterson Elementary \$15,000</p> <p>Budgeted \$123,000</p>
Scope of Work- Cut existing wall for new door, install new door, trim & hardware; Install metal stud wall with gypsum & insulation; Paint; Modify ceiling grid & new ceiling tiles; relocate lights; install emergency lights; Add receptacles; New conduit for horn /strobe; Modify existing fire alarm	Special Education room/ additional classroom This additional classroom will provide an area for students with identified instructional needs to receive additional support, lessen the class size, and increase small group instruction.	<p>Flomaton High School - \$36,500</p> <p>Budgeted \$36,500</p> <p>Total Budgeted \$446,900</p>

OFFICE OF
Superintendent of Education
 Escambia County
 Brewton, Alabama
 Michele McClung, Superintendent

ESSER II Application Addendum #3

Unfinished Learning Supports

<p>Page 12</p>	<p>OTHER- Personnel</p>	<p>3 FTE Social Workers (one for each feeder pattern) -job description attached For a 2 year period</p> <p>1 FTE System wide Behavior/RTI Specialist- job description attached For a 1 year period</p> <p>Additional work days for each school's counselor to assist with student data review and student scheduling to meet instructional needs as determined by the data. (Additional days will be worked while off contract in the summer)</p> <p>For a 1 year period</p>	<p>Salaries: \$125,085 x 2 Benefits: \$53,931 x 2 Total-\$358,032</p> <p>Salary: \$64,369 x 1 Benefits: \$22,576 x 1 Total-\$86,945</p> <p>10 @ 20 days Paid at their daily rate (Estimated) Salaries: \$62,419 x 1 Benefits: \$12,604 x 1 Total-\$75,023</p> <p>Budgeted \$520,000</p> <p>The \$520,000 is the sum of the social workers, behavior interventionist and the counselors' days.</p>
<p>12</p>		<p>2 FTE LPN/ Instructional Aides- job description attached-NHS & RPES For a 1 year period</p>	<p>Salaries: \$48,052 Benefits: \$28,824</p> <p>Budgeted \$76,876</p>

12	Where the clerks' positions are located on the application, the total budgeted for that category is \$200,000.	<p>2 FTE Clerks- Atmore and Brewton offices- job descriptions attached For a 1 year period</p> <p>Supplements to support central and business staff- Supplements will be provided to personnel working additional hours outside their required work hours to support the system's academic recovery plan.</p>	<p>Salaries: \$76,490 Benefits: \$30,322 Total-\$106,812</p> <p>Salaries: \$77,535 Benefits: \$15,653 Total-\$93,188</p> <p>Budgeted \$200,000</p>
12		6 FTE Additional teachers to support student learning by reducing class sizes, and/or providing intervention/ remediation over the next 2 years.	<p>Salaries: \$384,962 Benefits: \$135,324 (Estimated) 1 @ WS Neal Middle 1 @ WS Neal High</p> <p>*Other schools will be determined by students' needs and data.</p> <p>Budgeted \$520,286</p>

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 Escambia County
 Brewton, Alabama
 Michele McClung, Superintendent

DIBELS Next kits	The mCLASS:DIBELS Next kit contains grade-level appropriate materials for assessment with mCLASS:DIBELS Next assessment software.
GMetrix	GMetrix is a program that allows you to practice taking Microsoft Office Specialist certification exams. Using Gmetrix, and fulfilling the requirements regarding Gmetrix, is the greatest predictor of success on the actual exam and earning a Career Technical Education credential.
Insights to Behavior	Insights to Behavior is a web-based application that empowers any user to quickly create a Behavior Intervention Plans with research-based strategies. Student behaviors can be tracked through the use of Insights.
Scholarchip ABE	Alternative Behavior Educator (ABE) is a web-based behavior management and intervention tool that provides quick documentation of student behavior, teaches positive behavior and monitors progress throughout a student's career.
Rhithm	Rhithm is a K-12 student and staff wellness check-in tool. The platform selects an Ideal 1-3 minute SEL activity/intervention video to regulate well-being based on user given data from a simple emoji assessment. This data is available on dashboards to reflect and connect with as desired at the campus, district/network and state levels
Schools PLP	Schools PLP is an online educational ecosystem where all aspects of elearning are inter-connected. Real-time, to-the-point reporting and simple teacher/student communication enable teachers to focus on their teaching – easily keeping track of their students' progress.
Sonday System	Sonday System 1 offers structured, systematic, multisensory reading intervention for readers at the beginning stages of reading through the end of the 2nd-grade reading level. Each lesson plan uses proven Orton-Gillingham methods to provide effective intervention in small-group settings.

Escambia County Schools

Intervention Teacher

JOB DESCRIPTION

QUALIFICATIONS:

- (1) Master's degree preferred from an accredited educational institution.
- (2) Certified by the State of Alabama in the appropriate area.
- (3) Minimum of three years successful experience as an educator.
- (4) Must meet background clearance requirements as specified by Alabama statutes and State Board of Education regulations.

KNOWLEDGE, SKILLS AND ABILITIES:

Knowledge of child development and especially of characteristics of students in the age group assigned. Knowledge of the prescribed curriculum. Knowledge of current educational research. Basic understanding and knowledge of current technology. Knowledge of learning styles and skill in using varied teaching methods to address student learning styles. Skill in oral and written communication with students, parents and others. Ability to plan and implement activities for maximum effectiveness. Ability to assess levels of student achievement effectively, analyze test results and prescribe actions for improvement. Ability to maintain appropriate student supervision so that students have a safe and orderly environment in which to learn. Ability to work effectively with peers, administrators and others.

REPORTS TO:

Principal

JOB GOAL

To provide an educational atmosphere in which students will move toward the fulfillment of their potential for intellectual, emotional, physical and psychological growth and maturation in accordance with state and system-wide philosophies, goals and objectives.

SUPERVISES:

N/A

PERFORMANCE RESPONSIBILITIES:

1. Create or select long-range plans based on a review of system and state curriculum priorities, student profiles and instructional priorities.
2. Define goals and objectives for unit and daily plans.
3. Sequence content and activities appropriately.
4. Identify specific intended learning outcomes which are challenging, meaningful and measurable.
5. Revise plans based on student needs.
6. Plan and prepare a variety of learning activities considering individual student's culture, learning styles, special needs and socio-economic background.
7. Develop or select instructional activities which foster active involvement of students in the learning process.
8. Plan and prepare lessons and instructional strategies which support the school improvement plan and the system mission.
9. Select, develop, modify and/or adapt materials and resources which support learning objectives and address students' varying learning styles, backgrounds and special needs.
10. Establish and maintain a positive and safe learning environment in which students are

INTERVENTION TEACHER (Continued)

encouraged to be actively engaged in the learning process.

11. Maintain a clean, attractive and organized learning environment.
12. Maintain academic focus by using a variety of motivational techniques.
13. Establish and use behavior management techniques which are appropriate and effective.
14. Establish routines and procedures and work with students on consistently following them.
15. Create a learning climate that is challenging yet non-threatening.
16. Maintain instructional momentum with smooth and efficient transitions from one activity to another.
17. Establish appropriate testing environment and ensure test security.
18. Establish and maintain efficient record keeping procedures.
19. Organize procedures, practices, materials and routines for the effective use of instructional time and for the completion of administrative activities.
20. Assist in enforcement of school rules, administrative regulations and Board policy.
21. Develop and use assessment strategies (traditional and alternative) to assist the continuous development of learners.
22. Interpret and use data (including but not limited to standardized and other test results) for diagnosis, instructional planning and program evaluation.
23. Use ongoing assessment to monitor student progress, verify that learning is occurring and adjust curriculum and instruction.
24. Provide feedback to students about the appropriateness of responses and quality of work with a focus on improving student performance.
25. Communicate, in understandable terms, individual student progress knowledgeably and responsibly to the student, parents and professional colleagues who need the information.
26. Encourage self-assessment by students and assist them in developing plans for improving their performance.
27. Administer standardized tests according to directions and ensure secure handling of materials.
28. Evaluate the effectiveness of instructional units and teaching strategies.
29. Demonstrate knowledge and understanding of curriculum content.
30. Communicate high learning expectations for all students.
31. Apply principles of learning and effective teaching in instructional delivery.
32. Monitor learning activities, providing feedback and reinforcement to students.
33. Use a variety of instructional strategies appropriate for teaching students from diverse backgrounds with different learning styles and special needs.
34. Use appropriate techniques and strategies to enhance the application of critical, creative and evaluative thinking capabilities of students.
35. Use appropriate material, technology and resources to help meet learning needs of all students.
36. Assist students in assessing, interpreting and evaluating information from multiple sources.
37. Provide appropriate instruction and modifications for students with special needs, including special education students and students who have limited proficiency in English.
38. Provide quality work for students which is focused on meaningful, relevant and engaging learning experiences.
39. Provide instruction on safety procedures and proper handling of materials and equipment.
40. Foster student responsibility, appropriate social behavior, integrity, valuing of cultural diversity, and respect for self and others by role modeling and learning activities.
41. Communicate effectively, both orally and in writing, with other professionals, students, parents and community.
42. Collaborate with students, parents, school staff and other appropriate persons to assist in meeting student needs.
43. Provide accurate and timely information to parents and students about academic performance

INTERVENTION TEACHER (Continued)

- and behavior of students.
44. Work with other teachers in curriculum development, special activities and sharing ideas and resources.
 45. Recognize overt indicators of student distress or abuse and take appropriate intervention, referral, or reporting actions.
 46. Engage in continuing improvement of professional knowledge and skills.
 47. Assist others in acquiring knowledge and understanding of particular area of responsibility.
 48. Keep abreast of developments in instructional methodology, learning theory, curriculum trends and content.
 49. Conduct a personal assessment periodically to determine professional development needs with reference to specific instructional assignment.
 50. Develop and implement a professional development plan annually in accordance with state and system requirements.
 51. Act in a professional and ethical manner, adhere to professional standards at all times, and dress appropriately.
 52. Perform assigned duties.
 53. Demonstrate attention to punctuality, attendance, records and reports.
 54. Maintain confidentiality of student and other professional information.
 55. Comply with policies, procedures and programs.
 56. Exercise appropriate professional judgment.
 57. Support school improvement initiatives by active participation in school activities, services and programs.
 58. Ensure that student growth and achievement are continuous and appropriate for age group, subject area and/or student program classification.
 59. Be in attendance and punctual for meetings called by the principal and superintendent; be in attendance and punctual for meetings, conferences, and keep school appointments.
 60. Perform other tasks consistent with the goals and objectives of this position.

PHYSICAL REQUIREMENTS:

Light Work: Exerting up to 20 pounds of force occasionally and/or up to 10 pounds of force as frequently as needed to move objects.

TERMS OF EMPLOYMENT:

Salary and benefits shall be paid consistent with the system's approved compensation plan.
Length of the work year and hours of employment shall be those established by the system.

EVALUATION:

Performance of this job will be evaluated in accordance with provisions of the Board's policy on evaluation of personnel.

This job description describes the general nature and level of work performed by employees assigned to this position. It is not intended to be an exhaustive list of all job goals, qualifications, and responsibilities and the employee may be required to perform other related duties as assigned. The Escambia County Board of Education reserves the right to amend the job description as needed.

***All Performance Responsibilities Are Essential**



AMSTI Building Based Math Coach Job Description 2021-2022: Secondary

The Building Based Math Coach (BBMC) job description is aligned with the Alabama Department of Education's (ALSDE) vision for coaching found in *The Alabama Coaching Framework*. The Alabama Math, Science, and Technology Initiative (AMSTI) can enter into a Memorandum of Agreement (MOA) or Partnership Agreement (PA) with Local Education Agencies (LEA) to train, support, and mentor the BBMC position(s) if the LEA supports the BBMC position(s) as described in this *AMSTI Building Based Math Coach Job Description 2021-2022*, and *The Alabama Coaching Framework*. The ALSDE's vision for coaching in Alabama is to have "highly skilled coaches equip and empower educators and leaders through job-embedded professional learning opportunities that result in equitable, high-quality, and content-specific instruction so that all learners -- adults and students -- achieve optimal growth."

PURPOSE: AMSTI's work within the "*Alabama Coaching Framework* is to improve outcomes for students by providing evidence-based professional learning for educators. Every level of the education system has a responsibility to provide equitable education to all students. Goals set at each level work together to positively impact student learning and growth." The BBMC is to create measurable increases in student learning and in teacher application of effective mathematics teaching practices. The BBMC will provide job-embedded learning experiences for teachers in order to improve the teachers' content knowledge, skill, and delivery of instruction. The BBMC will work closely with the building-level administrators and the Mathematics School Improvement Team to monitor progress toward mathematics goals for the school. The BBMC will support community, family, and stakeholder involvement.

ROLE OF THE BUILDING BASED MATH COACH: The role of the BBMC position as outlined in this job description is to function solely as a mathematics coach for schools with Secondary grade students with supervision and strong support from district and building administrators. BBMCs will receive Coaching Academy and Coaching Community professional learning, and implementation support and feedback from AMSTI regional specialists; according to the model set forth in *The Alabama Coaching Framework*. A BBMC should be assigned to provide coaching, job-embedded professional development, and evidence based support for Secondary school teachers at one school.* The BBMC may not perform administrative functions such as serving as an evaluator, substitute teacher, assessment coordinator, school administrator, or full-time interventionist. The local superintendent will certify that each BBMC has the qualifications to serve in this capacity.

MINIMUM QUALIFICATIONS: To receive AMSTI Coaching training and services, BBMCs must possess the following minimum qualifications.

- a. The required Alabama Professional Educator Certificate for teaching in the Secondary classroom.
- b. A bachelor's degree (Master's degree preferred) with five years of successful full-time Grades 6-12 classroom practice demonstrated by student performance on state/district assessments.
- c. Effective Tier II intervention experience.
- d. Excellent communication skills with outstanding presentation, interpersonal, and time management skills as evidenced by working well with colleagues and adult learners.

SELECTION: Districts must carefully consider the selection of the person who will fill the BBMC position in order to meet the outcome of growth in adult learning and practice that results in improved student performance in mathematics. LEAs which enter into a MOA/PA with AMSTI to support a BBMC position should begin with the collaborative selection of a BBMC, that is, to identify teachers within the LEA who would make good candidates for the BBMC position, in

*AMSTI recommends that the BBMC for Secondary grades have a Secondary degree and classroom experience, and be not one with predominately Elementary experience. A BBMC may serve in more than one school depending on the size of the school and the number of teachers being coached.

accordance with the hiring policies of the LEA. This position does not require administrative experience; however, teacher leader qualities are preferred. The following qualifications and characteristics should be considered when filling this position:

- a. Experience with mathematics content and instruction at multiple grade levels (preferred) and a successful history of implementing differentiated instructional practices to achieve growth.
- b. Experience in providing professional learning opportunities addressing mathematics content, instructional strategies, and use of assessment to inform instruction.
- c. Demonstrates depth of knowledge, skill, and experiences in unpacking and implementing *Alabama Course of Study: Mathematics* content, the Standards for Mathematical Practice, and effective teaching practices.
- d. Demonstrates exceptional abilities to work with adult learners to improve their practices aligned to the *Alabama Standards for Professional Learning*, through facilitation of targeted, intensive professional learning while maintaining confidentiality, and modeling effective mathematics instruction.
- e. Demonstrates strong qualities in professionalism, time-management, communication (written, verbal, and digital), and organization.
- f. Demonstrates characteristics of a life-long learner as evidenced by participation in a significant number of professional learning sessions addressing mathematics learning and instruction.
- g. Knowledge of current principles and practices in mathematics instruction, student learning, curricula, and assessment.
- h. Knowledge of the development of mathematical understanding and mathematical proficiency.
- i. Ability to assess students' performance and needs based on student work samples, assessment data, and interpret results to inform instructional planning.
- j. Ability to identify needs of learners and match appropriate pedagogical skills.
- k. Ability to work cooperatively with all instructional staff to plan and implement appropriate mathematics instruction.
- l. Ability to develop and present quality mathematics professional learning opportunities for all instructional staff.
- m. Ability to relate positively with and engage parents and community representatives in the learning process for mathematics.

DUTIES AND RESPONSIBILITIES: In order to ensure measurable increases in student learning and application of mathematics, the BBMC position is to spend full school days performing the following duties and responsibilities:

Collaborative Leadership Duties

- Collaborate with building-level administrators, Mathematics School Improvement Team (MSIT), building-level staff, and district-level personnel to develop and implement mathematics-specific coaching, goals, resources, and strategies to improve student achievement in mathematics.
- Collaborate with grade-level teachers and grade-level teams of teachers to better understand and implement resources (mathematics curriculum maps, pacing guides, curricula, assessment, etc.) and instructional plans to improve the success of their students.
- Collaborate with grade level teams to develop rigorous tasks, lessons, and assessments aligned with the *2019 Alabama Course of Study: Mathematics*; to facilitate the analysis of student work samples and assessment data; and to work in partnership with teachers to provide real-time feedback and make next-step instructional decisions based on the student evidence.
- Plan regularly with school, district, and AMSTI staff in order to reach the goal of moving all students along a trajectory towards demonstration of grade-level mastery of content which is competitive with similar age and grade-level students around the world.

*AMSTI recommends that the BBMC for Secondary grades have a Secondary degree and classroom experience, and be not one with predominately Elementary experience. A BBMC may serve in more than one school depending on the size of the school and the number of teachers being coached.

- Advocate, plan, and coordinate opportunities for school-based parent, guardian, and/or community engagement in mathematics.
- Collaborate with school administrators and teachers in implementing, strengthening, supporting, and organizing mathematics learning to guarantee all students experience high quality mathematics instruction and view mathematics as a sense making endeavor.

Professional Learning Duties

- Develop and facilitate job-embedded and other ongoing professional learning opportunities for teachers, using coaching strategies such as joint pre-planning, modeling lessons, co-teaching lessons, targeted observation to collect data, and debriefing.
- Participate actively and cooperatively in all AMSTI support visits and professional learning in order to meet agreed-upon personal outcomes and all school, state, and district-established math goals. Actively seek help and support to grow in knowledge, skills and expertise in mathematics.
- Supports/Co-Facilitates with school administrators and teachers to analyze and utilize assessment data in all tiers of mathematics instruction to make decisions that will move students to higher levels of performance in mathematics.
- Plan and/or facilitate professional learning opportunities that will assist teachers in targeting student deficits; facilitating professional conversations; fostering student engagement; assessing student learning; reflecting on professional practice; and identifying next learning steps in order to achieve state, district, and school goals in mathematics.
- Reflect on personal coaching practices to evaluate personal impact on equipping K-5 students to master grade-level content and consistently perform at or above grade-level proficiency.

Mathematics Coaching Duties

- Promote enhanced mathematics instruction and student mathematical practices by coaching and partnering with teachers to consistently implement effective mathematics teaching practices, formative assessment cycles focusing on student outcomes, evidence, and thinking; and adjusting instruction and providing feedback accordingly.
- Support the professional growth of secondary mathematics teachers by strengthening classroom teachers' understanding of mathematics content.
- Receive Coaching Academy and Coaching Community Professional Learning from AMSTI regional math specialists, as well as job-embedded support and feedback.
- Coach teachers in instruction of students for all tiers of mathematics in order to reach the goal of continually increasing the number of students performing at or above grade-level proficiency.
- Adhere consistently to an LEA/AMSTI approved schedule that includes time in preplanned, daily coaching cycles with teachers, professional learning opportunities, and for flexible job-embedded connections with teachers who are not currently in a coaching cycle.
- Partners with teachers to achieve the goal of raising the mathematical performance of all students, and to continually sharpen their skill and efficacy in producing growth in student outcomes.
- Model an exemplary work ethic by actively coaching teachers, and participating as a fully functioning member of the school staff daily so that teacher capacity is built, and efficacy is achieved.

SUPERVISOR SUPPORT: The district determines the supervision of the BBMC. AMSTI will provide support to the BBMC to deepen the knowledge and skills necessary to fulfill the job description. The district and ALSDE AMSTI staff will ensure, with this contract and by monitoring, adherence to this job description.

Building Based Mathematics Coach

Date

*AMSTI recommends that the BBMC for Secondary grades have a Secondary degree and classroom experience, and be not one with predominately Elementary experience. A BBMC may serve in more than one school depending on the size of the school and the number of teachers being coached.

AMSTI Key Contact

Date

Building Administrator

Date

LEA Superintendent

Date

School

*AMSTI recommends that the BBMC for Secondary grades have a Secondary degree and classroom experience, and be not one with predominately Elementary experience. A BBMC may serve in more than one school depending on the size of the school and the number of teachers being coached.



AMSTI Building Based Math Coach Job Description 2021-2022: Elementary

The Building Based Math Coach (BBMC) job description is aligned with the Alabama Department of Education's (ALSDE) vision for coaching found in *The Alabama Coaching Framework*. The Alabama Math, Science, and Technology Initiative (AMSTI) can enter into a Memorandum of Agreement (MOA) or Partnership Agreement (PA) with Local Education Agencies (LEA) to train, support, and mentor the BBMC position(s) if the LEA supports the BBMC position(s) as described in this *AMSTI Building Based Math Coach Job Description 2021-2022*, and *The Alabama Coaching Framework*. The ALSDE's vision for coaching in Alabama is to have "highly skilled coaches equip and empower educators and leaders through job-embedded professional learning opportunities that result in equitable, high-quality, and content-specific instruction so that all learners -- adults and students -- achieve optimal growth."

PURPOSE: AMSTI's work within the "*Alabama Coaching Framework* is to improve outcomes for students by providing evidence-based professional learning for educators. Every level of the education system has a responsibility to provide equitable education to all students. Goals set at each level work together to positively impact student learning and growth." The BBMC is to create measurable increases in student learning and in teacher application of effective mathematics teaching practices. The BBMC will provide job-embedded learning experiences for teachers in order to improve the teachers' content knowledge, skill, and delivery of instruction. The BBMC will work closely with the building-level administrators and the Mathematics School Improvement Team to monitor progress toward mathematics goals for the school. The BBMC will support community, family, and stakeholder involvement.

ROLE OF THE BUILDING BASED MATH COACH: The role of the BBMC position as outlined in this job description is to function solely as a mathematics coach for schools with Elementary grade students with supervision and strong support from district and building administrators. BBMCs will receive Coaching Academy and Coaching Community professional learning, and Implementation support and feedback from AMSTI regional specialists; according to the model set forth in *The Alabama Coaching Framework*. A BBMC should be assigned to provide coaching, job-embedded professional development, and evidence based support for Elementary school teachers at one school.* The BBMC may not perform administrative functions such as serving as an evaluator, substitute teacher, assessment coordinator, school administrator, or full-time interventionist. The local superintendent will certify that each BBMC has the qualifications to serve in this capacity.

MINIMUM QUALIFICATIONS: To receive AMSTI Coaching training and services, BBMCs must possess the following minimum qualifications.

- a. The required Alabama Professional Educator Certificate for teaching in the Elementary classroom.
- b. A bachelor's degree (Master's degree preferred) with five years of successful full-time Grades K-6 classroom practice demonstrated by student performance on state/district assessments.
- c. Effective Tier II intervention experience.
- d. Excellent communication skills with outstanding presentation, interpersonal, and time management skills as evidenced by working well with colleagues and adult learners.

SELECTION: Districts must carefully consider the selection of the person who will fill the BBMC position in order to meet the outcome of growth in adult learning and practice that results in improved student performance in mathematics. LEAs which enter into a MOA/PA with AMSTI to support a BBMC position should begin with the collaborative selection of a BBMC, that is, to identify teachers within the LEA who would make good candidates for the BBMC position, in

*AMSTI recommends that the BBMC for Elementary grades have an Elementary degree and classroom experience, and be not one with predominantly Secondary experience. A BBMC may serve in more than one school depending on the size of the school and the number of teachers being coached.

accordance with the hiring policies of the LEA. This position does not require administrative experience; however, teacher leader qualities are preferred. The following qualifications and characteristics should be considered when filling this position:

- a. Experience with mathematics content and instruction at multiple grade levels (preferred) and a successful history of implementing differentiated instructional practices to achieve growth.
- b. Experience in providing professional learning opportunities addressing mathematics content, instructional strategies, and use of assessment to inform instruction.
- c. Demonstrates depth of knowledge, skill, and experiences in unpacking and implementing *Alabama Course of Study: Mathematics* content, the Standards for Mathematical Practice, and effective teaching practices.
- d. Demonstrates exceptional abilities to work with adult learners to improve their practices aligned to the *Alabama Standards for Professional Learning*, through facilitation of targeted, intensive professional learning while maintaining confidentiality, and modeling effective mathematics instruction.
- e. Demonstrates strong qualities in professionalism, time-management, communication (written, verbal, and digital), and organization.
- f. Demonstrates characteristics of a life-long learner as evidenced by participation in a significant number of professional learning sessions addressing mathematics learning and instruction.
- g. Knowledge of current principles and practices in mathematics instruction, student learning, curricula, and assessment.
- h. Knowledge of the development of mathematical understanding and mathematical proficiency.
- i. Ability to assess students' performance and needs based on student work samples, assessment data, and interpret results to inform instructional planning.
- j. Ability to identify needs of learners and match appropriate pedagogical skills.
- k. Ability to work cooperatively with all instructional staff to plan and implement appropriate mathematics instruction.
- l. Ability to develop and present quality mathematics professional learning opportunities for all instructional staff.
- m. Ability to relate positively with and engage parents and community representatives in the learning process for mathematics.

DUTIES AND RESPONSIBILITIES: In order to ensure measurable increases in student learning and application of mathematics, the BBMC position is to spend full school days performing the following duties and responsibilities:

Collaborative Leadership Duties

- Collaborate with building-level administrators, Mathematics School Improvement Team (MSIT), building-level staff, and district-level personnel to develop and implement mathematics-specific coaching, goals, resources, and strategies to improve student achievement in mathematics.
- Collaborate with grade-level teachers and grade-level teams of teachers to better understand and implement resources (mathematics curriculum maps, pacing guides, curricula, assessment, etc.) and instructional plans to improve the success of their students.
- Collaborate with grade level teams to develop rigorous tasks, lessons, and assessments aligned with the *2019 Alabama Course of Study: Mathematics*; to facilitate the analysis of student work samples and assessment data; and to work in partnership with teachers to provide real-time feedback and make next-step instructional decisions based on the student evidence.
- Plan regularly with school, district, and AMSTI staff in order to reach the goal of moving all students along a trajectory towards demonstration of grade-level mastery of content which is competitive with similar age and grade-level students around the world.

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- Advocate, plan, and coordinate opportunities for school-based parent, guardian, and/or community engagement in mathematics.
- Collaborate with school administrators and teachers in implementing, strengthening, supporting, and organizing mathematics learning to guarantee all students experience high quality mathematics instruction and view mathematics as a sense making endeavor.

Professional Learning Duties

- Develop and facilitate job-embedded and other ongoing professional learning opportunities for teachers, using coaching strategies such as joint pre-planning, modeling lessons, co-teaching lessons, targeted observation to collect data, and debriefing.
- Participate actively and cooperatively in all AMSTI support visits and professional learning in order to meet agreed-upon personal outcomes and all school, state, and district-established math goals. Actively seek help and support to grow in knowledge, skills and expertise in mathematics.
- Supports/Co-Facilitates with school administrators and teachers to analyze and utilize assessment data in all tiers of mathematics instruction to make decisions that will move students to higher levels of performance in mathematics.
- Plan and/or facilitate professional learning opportunities that will assist teachers in targeting student deficits; facilitating professional conversations; fostering student engagement; assessing student learning; reflecting on professional practice; and identifying next learning steps in order to achieve state, district, and school goals in mathematics.
- Reflect on personal coaching practices to evaluate personal impact on equipping K-5 students to master grade-level content and consistently perform at or above grade-level proficiency.

Mathematics Coaching Duties

- Promote enhanced mathematics instruction and student mathematical practices by coaching and partnering with teachers to consistently implement effective mathematics teaching practices, formative assessment cycles focusing on student outcomes, evidence, and thinking; and adjusting instruction and providing feedback accordingly.
- Support the professional growth of elementary mathematics teachers by strengthening classroom teachers' understanding of mathematics content.
- Receive Coaching Academy and Coaching Community Professional Learning from AMSTI regional math specialists, as well as job-embedded support and feedback.
- Coach teachers in instruction of students for all tiers of mathematics in order to reach the goal of continually increasing the number of students performing at or above grade-level proficiency.
- Adhere consistently to an LEA/AMSTI approved schedule that includes time in preplanned, daily coaching cycles with teachers, professional learning opportunities, and for flexible job-embedded connections with teachers who are not currently in a coaching cycle.
- Partners with teachers to achieve the goal of raising the mathematical performance of all students, and to continually sharpen their skill and efficacy in producing growth in student outcomes.
- Model an exemplary work ethic by actively coaching teachers, and participating as a fully functioning member of the school staff daily so that teacher capacity is built, and efficacy is achieved.

SUPERVISOR SUPPORT: The district determines the supervision of the BBMC. AMSTI will provide support to the BBMC to deepen the knowledge and skills necessary to fulfill the job description. The district and AISDE AMSTI staff will ensure, with this contract and by monitoring, adherence to this job description.

Building Based Mathematics Coach

Date

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AMSTI Key Contact

Date

Building Administrator

Date

LEA Superintendent

Date

School

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Escambia County Schools
LICENSED PRACTICAL NURSE
JOB DESCRIPTION

QUALIFICATIONS:

- (1) Valid license from the Alabama Board of Nursing designating Licensed Practical Nurse.
- (2) Minimum of two (2) years experience in hospital or community health setting.
- (3) Possess and maintain any other certificate required by state law
- (4) Possess and maintain a valid CPR Card
- (5) Possess and maintain a valid Alabama driver's license and the ability to have access to appropriate transportation to meet job requirements.

KNOWLEDGE, SKILLS AND ABILITIES:

Ability to meet the suitability criteria for employment and/or certification/licensure under the Alabama Child Protection Act of 1999 and Act No. 2002-457. Demonstrated proficiency in oral and written communication skills. Effective interpersonal skills, with an emphasis on communication and collaboration with a wide variety of people and groups. Knowledge of current general medical and pediatric nursing practices. Proficient in assessing vision and other appropriate health screening activities and programs (such as immunization audits). Ability to establish and maintain effective working relationships with students, parents and school faculties. Physical and emotional ability and dexterity to perform required work and move about as needed in a fast-paced, highly intensive work environment. Ability to identify and solve problems as a productive team member. Ability to use technology to communicate, to manage data, and to produce/submit required reports, correspondence, and/or financial information. Ability to be punctual and in regular attendance. Such alternatives to the above qualifications as the Board may require. Demonstrates support for the school system and its vision, goals and priorities. Provides nursing care for students requiring special health procedures. Refers parents, students, teachers, health agencies, and individuals for health counseling to the assigned RN. Maintains proper and accurate documentation. Contacts principal and appropriate health agencies regarding crisis situations in the school including child abuse, threatened suicide and accidents. Assists students with medications according to approved procedures. Administers first aid in accordance with established first aid procedures. Adheres to rules and regulations as outlined by local School Board and State Board of Nursing. Assists the RN in screening programs and school programs. (spinal screening, vision screening, immunization audit, etc.). Demonstrates initiative in the performance of assigned responsibilities. Such alternatives to the above qualifications as the Board may require.

REPORTS TO:

Principal
Lead Nurse

JOB GOAL

To assist in providing services that work toward the good health and wellness of students and the improvement of health conditions in general.

SUPERVISES:

N/A

PERFORMANCE RESPONSIBILITIES:

1. Demonstrates support for the school system and its vision, goals and priorities.
2. Provides nursing care for students requiring special health procedures.
3. Refers parents, students, teachers, health agencies, and individuals for health counseling to the assigned RN.
4. Maintains proper and accurate documentation.
5. Contacts principal and appropriate health agencies regarding crisis situations in the school, including child abuse, threatened suicide and accidents.

LICENSED PRACTICAL NURSE (Continued)

6. Assists students with medications according to approved procedures.
7. Administers first aid in accordance with established first aid procedures.
8. Adheres to rules and regulations as outlined by local School Board and State Board of Nursing.
9. Assists the RN in screening programs and school programs. (spinal screening, vision screening, immunization audit, etc.).
10. Demonstrates initiative in the performance of assigned responsibilities.
11. Participates successfully in the training programs offered to increase skill and proficiency related to assignments.
12. Keeps supervisor informed of potential problems or unusual events.
13. Serves on school/system committees as required or appropriate.
14. Exhibits interpersonal skills to work as an effective team member.
15. Demonstrates initiative in identifying potential problems or opportunities for improvement.
16. Prepares all required reports and maintains all appropriate records.
17. Maintains appropriate confidentiality regarding school/workplace matters.
18. Works cooperatively and productively with supervisor(s) and other system staff to ensure the system's vision, goals and strategies are implemented and providing all pertinent data to all appropriate personnel within the designated time frame.
19. Engages in professional growth and demonstrates professional ethics and effective leadership.
20. Reports potential problems, unusual events, or work irregularities to appropriate administrative or supervisory personnel.
21. Responds to inquiries, requests, constructive feedback, concerns and/or complaints in a timely and positive manner.
22. Maintains and submits reports, records, and correspondence in a timely and accurate manner.
23. Properly uses and cares for equipment and material resources of the school system and effectively supervises and monitors others in the care, maintenance, and use of tools, equipment, and inventory.
24. Uses effective collaboration skills to work as a productive team member.
25. Adheres to school system rules, administrative procedures, local Board policies, and state, federal, and local regulations.
26. Reports absences and takes leave in accordance with Board policies and procedures.
27. Performs any other job-related duties as assigned by the Health Services Supervisor, Registered Nurse(s) or Principal(s).

PHYSICAL REQUIREMENTS:

Light Work: Exerting up to 20 pounds of force occasionally and/or up to 10 pounds of force as frequently as needed to move objects.

TERMS OF EMPLOYMENT:

Salary and benefits shall be paid consistent with the system's approved compensation plan.

Length of the work year and hours of employment shall be those established by the system.

EVALUATION:

Performance of this job will be evaluated in accordance with provisions of the Board's policy on evaluation of personnel.

This job description describes the general nature and level of work performed by employees assigned to this position. It is not intended to be an exhaustive list of all job goals, qualifications, and responsibilities and the employee may be required to perform other related duties as assigned. The Escambia County Board of Education reserves the right to amend the job description as needed.

*All Performance Responsibilities Are Essential

ESCAMBIA COUNTY SCHOOLS

SCHOOL BASED SOCIAL WORKER

JOB DESCRIPTION

QUALIFICATIONS:

- (1) Bachelor's Degree from a regionally accredited college or university in Social Work, Psychology, Counseling, or other related field.
- (2) Experience as a teacher who has worked with at-risk students preferred.
- (3) Experience with successfully conducting trainings and/or professional learning with adult learners.
- (4) Must meet background clearance requirements as specified by Alabama statutes and State Board of Education regulations.

KNOWLEDGE, SKILLS AND ABILITIES:

Ability to work independently and collaboratively. Must be attentive to details. Ability to use effective verbal and written communication skills. Must possess strong motivational and organizational skills. Ability to establish and maintain effective working relationships. Ability to provide professional and cordial service to students and others. Ability to handle highly sensitive matters in a professional and timely manner. Ability to travel overnight.

REPORTS TO:

Mental Health Services Coordinator

JOB GOAL

To provide comprehensive social work counseling and effective ways to prevent and resolve personal, emotional and social problems that significantly interfere with the learning environment.

SUPERVISES:

N/A

PERFORMANCE RESPONSIBILITIES:

- (1) Assists local schools in: defining and measuring behavior; understanding principles of reinforcement; teaching new behavior; implementing strategies for weakening behavior; and identifying antecedents.
- (2) Facilitates team meetings that: design Behavior Interventions Plans; address classroom organization, effective instruction, social skills instruction, and ethical issues; School-wide Positive Behavioral Support.
- (3) Works with schools on issues such as: crisis intervention, learning and collaboration issues, and factors that can affect development and implementation of interventions.
- (4) Promotes highly specialized positive behavior interventions in which 'at risk' students thrive: behavior instruction that is explicit, intensive, accelerated and provides ample practice.
- (5) Builds state agencies' capacities to maintain services for students and families after the grant cycle.

Social Worker Continued)

- (6) Works cooperatively with schools and grant managers to build administrative support to promote positive student behavior by providing professional development that targets research, strategies and modeling of instructional practices to support teachers in their implementation of positive behavior support in their classrooms.
- (7) Consults with schools, social workers, mental health center staffs, and administrators.
- (8) Attends professional development opportunities to maintain high level of skill and knowledge of current research and practice.
- (9) Organizes and schedules time commitments to meet demands of job.
- (10) Complies with all safety policies, practices, and procedures; reports all unsafe activities to supervisor and /or Human Resources.
- (11) Performs casework intervention services as appropriate for individual students and their parents/guardians who are referred by the student's school in order to correct personal, emotional, or social maladjustment, which interferes with a student's academic progress. Interventions may include home visits, conferences with school personnel, or referrals to local or state agencies such as the Department of Human Resources, Department of Juvenile Justice, Department of Public Health, Escambia County Sheriff's Office, etc.
- (12) Investigates attendance problems reported by schools or persons in the community; files and presents cases in court pertaining to school attendance.
- (13) Provides assistance to assigned schools in order to comply with the compulsory attendance law.
- (14) Serves as home, school, and community liaison for at-risk families; participates in special education committee meetings, in-school review meetings and student support team meetings as requested by school personnel.
- (15) Coordinates and maintains a comprehensive referral system to provide direct service to students, parents, and teachers.
- (16) Gathers data necessary for assessment purposes.
- (17) Maintains sufficient documentation of casework for use by school staff members or outside agencies when appropriate.
- (18) Performs other tasks consistent with the goals and objectives of this position or assigned by the superintendent or designee.

PHYSICAL REQUIREMENTS:

Light Work: Exerting up to 20 pounds of force occasionally and/or up to 10 pounds of force as frequently as needed to move objects.

TERMS OF EMPLOYMENT:

Salary and benefits shall be paid consistent with the System's approved compensation plan.
Length of the work year and hours of employment shall be those established by the System.

EVALUATION:

Performance of this job will be evaluated in accordance with provisions of the Board's policy on evaluation of personnel.

This job description describes the general nature and level of work performed by employees assigned to this position. It is not intended to be an exhaustive list of all job goals, qualifications, and responsibilities and the employee may be required to perform other related duties as assigned. The Escambia County Board of Education reserves the right to amend the job description as needed.

Escambia County Schools

Behavior /RTI Specialist

JOB DESCRIPTION

QUALIFICATIONS:

- (1) Master's degree preferred from an accredited educational institution.
- (2) Certified by the State of Alabama in the appropriate area.
- (3) Minimum of three years of successful experience as an educator in which the teaching of "at-risk" and/or behaviorally challenged students.
- (4) Must meet background clearance requirements as specified by Alabama statutes and State Board of Education regulations.

KNOWLEDGE, SKILLS AND ABILITIES:

Knowledge of child development and especially of characteristics of students in the age group assigned. Knowledge of the prescribed curriculum. Knowledge of current educational research. Basic understanding and knowledge of current technology. Knowledge of learning styles and skill in using varied teaching methods to address student learning styles. Skill in oral and written communication with students, parents and others. Ability to plan and implement activities for maximum effectiveness. Ability to assess levels of student achievement effectively, analyze test results and prescribe actions for improvement. Ability to maintain appropriate student supervision so that students have a safe and orderly environment in which to learn. Ability to work effectively with peers, administrators and others.

REPORTS TO:

Assistant Superintendent

JOB GOAL

To provide leadership and direction at the school level working to design, implement, coordinate and evaluate a comprehensive behavior support program and to adopt behaviors that substantially increase student academic performance.

SUPERVISES:

N/A

PERFORMANCE RESPONSIBILITIES:

1. Schedule students for academic intervention based upon need(s).
2. Assist staff in: defining and measuring behavior; understanding principles of reinforcement; teaching new behavior; and implementing strategies for weakening behavior.
3. Facilitate team meetings with the identified student's teachers and parents for the purpose of completing a Functional Behavior Assessment.
4. Facilitate team meetings that: design Behavior Intervention Plans; address classroom organization, effective instruction, social skills, instruction, and ethical issues; and School-wide Positive Behavioral Support.
5. Work with individual teachers, groups of teachers and/or the entire staff on issues such as: crisis intervention, learning and collaboration issues, and factors that can affect development and implementation of interventions.
6. Use ongoing assessments to maintain a record of student progress.
7. Assess student progress towards objectives, expectations, and/or goals for the purpose of

BEHAVIOR/RTI SPECIALIST (Continued)

- providing feedback to students, parents, and administration.
8. Identify specific intended learning outcomes which are challenging, meaningful and measurable.
 9. Revise plans based on student needs.
 10. Plan and prepare a variety of learning activities considering individual student's culture, learning styles, special needs and socio-economic background.
 11. Select, develop, modify and/or adapt materials and resources which support learning objectives and address students' varying learning styles, backgrounds and special needs.
 12. Establish and maintain a positive and safe learning environment in which students are encouraged to be actively engaged in the learning process.
 13. Establish and use behavior management techniques which are appropriate and effective.
 14. Establish routines and procedures and work with students on consistently following them.
 15. Create a learning climate that is challenging yet non-threatening.
 16. Establish and maintain efficient record keeping procedures.
 17. Assist in enforcement of school rules, administrative regulations and Board policy.
 18. Develop and use assessment strategies (traditional and alternative) to assist the continuous development of learners.
 19. Interpret and use data (including but not limited to standardized and other test results) for diagnosis, instructional planning and program evaluation.
 20. Demonstrate knowledge and understanding of curriculum content.
 21. Monitor learning activities, providing feedback and reinforcement to students.
 22. Use appropriate techniques and strategies to enhance the application of critical, creative and evaluative thinking capabilities of students.
 23. Use appropriate material, technology and resources to help meet learning needs of all students.
 24. Provide appropriate instruction and modifications for students with special needs, including special education students and students who have limited proficiency in English.
 25. Foster student responsibility, appropriate social behavior, integrity, valuing of cultural diversity, and respect for self and others by role modeling and learning activities.
 26. Communicate effectively, both orally and in writing, with other professionals, students, parents and community.
 27. Collaborate with students, parents, school staff and other appropriate persons to assist in meeting student needs.
 28. Provide accurate and timely information to parents and students about academic performance and behavior of students.
 29. Recognize overt indicators of student distress or abuse and take appropriate intervention, referral, or reporting actions.
 30. Engage in continuing improvement of professional knowledge and skills.
 31. Assist others in acquiring knowledge and understanding of particular area of responsibility.
 32. Keep abreast of developments in instructional methodology, learning theory, curriculum trends and content.
 33. Conduct a personal assessment periodically to determine professional development needs with reference to specific instructional assignment.
 34. Develop and implement a professional development plan annually in accordance with state and system requirements.
 35. Act in a professional and ethical manner, adhere to professional standards at all times, and dress appropriately.
 36. Perform assigned duties.
 37. Demonstrate attention to punctuality, attendance, records and reports.
 38. Maintain confidentiality of student and other professional information.
 39. Comply with policies, procedures and programs.

BEHAVIOR/RTI SPECIALIST (Continued)

40. Exercise appropriate professional judgment.
41. Support school improvement initiatives by active participation in school activities, services and programs.
42. Ensure that student growth and achievement are continuous and appropriate for age group, subject area and/or student program classification.
43. Be in attendance and punctual for meetings called by the principal and superintendent; be in attendance and punctual for meetings, conferences, and keep school appointments.
44. Arrive on school campus and be in assigned area fifteen (15) minutes prior to the start of the school day.
45. Perform other tasks consistent with the goals and objectives of this position.

PHYSICAL REQUIREMENTS:

Light Work: Exerting up to 20 pounds of force occasionally and/or up to 10 pounds of force as frequently as needed to move objects.

TERMS OF EMPLOYMENT:

Salary and benefits shall be paid consistent with the system's approved compensation plan.

Length of the work year and hours of employment shall be those established by the system.

EVALUATION:

Performance of this job will be evaluated in accordance with provisions of the Board's policy on evaluation of personnel.

This job description describes the general nature and level of work performed by employees assigned to this position. It is not intended to be an exhaustive list of all job goals, qualifications, and responsibilities and the employee may be required to perform other related duties as assigned. The Escambia County Board of Education reserves the right to amend the job description as needed.

*All Performance Responsibilities Are Essential

ESCAMBIA COUNTY SCHOOLS

LPN/Special Education Instructional Aide

JOB DESCRIPTION

QUALIFICATIONS:

1. High School diploma or equivalent
2. Two (2) years of college or associates degree
3. LPN or RN Licensure
4. Physically able to lift and carry children
5. Ability to work effectively with others
6. Such alternatives to the above qualifications as the Board may find appropriate and acceptable
7. Must meet background clearance requirements as specified by Alabama statutes and State Board of Education regulations

KNOWLEDGE, SKILLS AND ABILITIES:

Federal and state laws, codes, regulations and requirements pertaining to areas of assigned responsibility for regular and special education; Professional and ethical standards and practices; School nursing principles, practices, methods and strategies; Physical assessment skills; Public and private health and human resources; Basic computer skills; including email, word processing and accessing the internet; Organize, prioritize and deliver a health service program; Ability to work with diverse groups of students including students with special needs; Express ideas and concepts clearly and concisely both orally and in written form; Work collaboratively with interdisciplinary team members, outside agencies and health service providers; Participate in the development and delivery of health-related trainings, in services and programs; Establish and maintain cooperative working relationships with students, teachers staff and parents; Make decisions in an objective, rational and competent manner; Maintain and improve professional skills and knowledge; Be flexible and receptive to change.

REPORTS TO:

Principal
Lead Nurse

JOB GOAL

The LPN/ Special Education Instructional Aide is responsible for providing assistance to teachers in giving specialized academic and physical training to students including those with disabilities. The LPN/ Special Education Instructional Aide is responsible for performing student medical/health procedures as required during the school day, with parent permission according to a physician's order and under the supervision of a Registered Nurse.

SUPERVISES:

N/A

PERFORMANCE RESPONSIBILITIES:

1. Administers student medication as required during the school day, with parent permission according to a physician's order and under the supervision of a Registered Nurse;
2. Responds to any emergency medical situation on the school site;
3. Administers, scores, and records such achievement and diagnostic tests as the teacher recommends for individual students;

LPN/Special Education Instructional Aide (Continued)

4. Sets up, operates, and cares for learning/development equipment used in the classroom for instructional purposes;
5. Distributes and collects workbooks, papers, and other materials for instruction;
6. Assists in supervising students during emergency drills, assemblies, play periods, assigned lunchroom periods, bus loading and unloading, and transitions between rooms;
7. Checks notebooks, corrects papers, and supervises testing and make-up work as assigned by the teacher;
8. Works with individual students or small groups of students as directed by the teacher, to reinforce learning of material or skills;
9. Assumes responsibility for knowing and following the safety rules and proper procedures associated with the responsibilities of the job;
10. Arranges bulletin boards and assists in assimilating materials for class displays;
11. Types and duplicates tests, worksheets, and supplementary materials;
12. Attends to the personal needs of the handicapped student including helping student to walk to class, boarding and un-boarding bus, putting on prosthetic appliances, eating, dressing and performing other physical activities as their needs arise; and
13. Attends to other duties as assigned by the supervising teacher, principal, and/or supervising Registered Nurse.

PHYSICAL REQUIREMENTS:

The physical demands described here are representative of those that must be met by an employee to successfully perform the essential responsibilities and functions of the job and are not meant to be all inclusive. Reasonable accommodation may be made to enable individuals with disabilities to perform the essential responsibilities and functions of the job.

This job requires lifting of objects that exceed 50 lbs., or the average weight of a child, if assigned to elementary grades, with frequent lifting and/or carrying of objects weighing up to 25 lbs or more. Other physical demands that may be required are as follows:

1. Pushing and/or pulling
2. Climbing
3. Stooping, kneeling and/or crawling
4. Reaching
5. Talking
6. Hearing
7. Seeing

TERMS OF EMPLOYMENT:

Salary and benefits shall be paid consistent with the System's approved compensation plan.
Length of the work year and hours of employment shall be those established by the System.

EVALUATION:

Performance of this job will be evaluated in accordance with provisions of the Board's policy on evaluation of personnel.

ESCAMBIA COUNTY SCHOOLS

TEACHER AIDE

JOB DESCRIPTION

QUALIFICATIONS:

- 1) High school diploma or equivalent required
- 2) 2 years of college or associates degree or successfully passed all sections of the Work Keys Test
- 3) Such alternatives to the above qualifications as the Board may find appropriate and acceptable
- 4) Training and experience in working with children preferred.
- 5) Completion of background screening as required by state and federal statutes.
- 6) Working knowledge of computers preferred

KNOWLEDGE, SKILLS AND ABILITIES:

Ability to relate to and work with students and adults in a positive manner. Demonstrate effective oral and written communication skills. Possess basic English and mathematics skills. Ability to follow written and verbal instructions. Basic knowledge of technology and ability to apply knowledge to assigned areas of responsibility. Ability to perform clerical tasks. Ability to plan and organize. Knowledge of operation of office and audio-visual equipment. Knowledge of techniques and procedures used in working with students. Ability to relate and communicate effectively with children. Knowledge of school bus rules and regulations. Knowledge of school bus safety procedures. Ability to secure students in a safe riding position as needed. Ability to relate and communicate effectively with bus driver, parents and school personnel. Knowledge of First Aid and CPR. Ability to follow directions and work as a team. Ability to work cooperatively with colleagues. Ability to be flexible. Ability to maintain confidentiality.

REPORTS TO:

Supervising Teacher and Supervisor

JOB GOAL

To assist the teacher and/or other school personnel in performing assigned tasks. To assist with the students in a safe, efficient and timely manner and to assist teachers and students with academic activities as assigned.

SUPERVISES:

N/A

PERFORMANCE RESPONSIBILITIES:

- 1) Assist the teacher(s) in preparing materials and equipment for direct instructional activity, including locating, copying, collating, distributing and/or grouping materials to support instructional activities pre-planned by the teacher.
- 2) Examine short- and long- term plans prepared by the teacher and anticipate the need for specific supplies and materials.
- 3) Follow appropriate training and lead small group activities planned by the teacher in an atmosphere where students are actively engaged in meaningful learning experiences.
- 4) Assist the teacher in preparing for changing curriculum to meet the needs of students with diverse cultural and socio-economic backgrounds, learning styles, and special needs.

TEACHER AIDE (Continued)

- 5) Maintain a clean and orderly environment for students.
- 6) Support computer assisted instruction in the classroom.
- 7) Assist teacher with student supervision as assigned.
- 8) Assist in maintaining the security of records, materials and equipment.
- 9) Assist the teacher in the enforcement of classroom rules and the maintenance of appropriate records.
- 10) Assist in assessing student progress as directed, including proctoring the administration of tests and the maintaining of confidential records.
- 11) Provide instructional assistance as planned or coordinated by the teacher.
- 12) Communicate effectively with the staff members, students, parents, administrators, and other contact persons using tact and good judgment.
- 13) Follow attendance, punctuality, and dress code rules.
- 14) Ensure adherence to good safety standards.
- 15) Maintain confidentiality regarding school/workplace matters.
- 16) Model and maintain high ethical standards.
- 17) Demonstrate initiative in the performance of assigned responsibilities.
- 18) Maintain expertise in assigned area to fulfill project goals and objectives.
- 19) Participate successfully in the training programs offered to increase skill and proficiency related to assignment.
- 20) Keep supervisor informed of potential problems or unusual events.
- 21) Respond to inquiries and concerns in a timely manner.
- 22) Exhibit interpersonal skills to work as an effective team member.
- 23) Demonstrate support for the school system and its goals and priorities.
- 24) Demonstrate initiative in identifying potential problems or opportunities for improvement.
- 25) Prepare all required reports and maintain all appropriate records.
- 26) Participate in cross-training activities as required.
- 27) Assist with safe loading and unloading of students.
- 28) Enforce safety rules for students.
- 29) Monitor student behavior.
- 30) Attend to the individual needs of the students as required.
- 31) Escort student to class or office if needed.
- 32) Be familiar, if assigned to special education students, with each student's exceptionality.
- 33) Be familiar, if assigned to special education students, with each student's physical needs.
- 34) Interact appropriately with students.
- 35) Communicate effectively with the teacher, students, parents and school staff using tact and good judgment.
- 36) Follow attendance, punctuality and proper dress rules.
- 37) Ensure adherence to good safety standards.
- 38) Participate in cross-training activities as required.
- 39) Perform other tasks consistent with the goals and objectives of this position.

PHYSICAL REQUIREMENTS:

Medium Work: Exerting up to 50 pounds of force occasionally, and/or up to 20 pounds of force as frequently and/or up to 10 pounds of force as needed to move objects.

TEACHER AIDE (Continued)

TERMS OF EMPLOYMENT:

Salary and benefits shall be paid consistent with the System's approved compensation plan.
Length of the work year and hours of employment shall be those established by the System.

EVALUATION:

Performance of this job will be evaluated in accordance with provisions of the Board's policy on evaluation of personnel.