



## Road to Recovery ESSER 2 Application

Name of LEA	Dale County Schools
Name of Superintendent	Mr. Ben Baker

### APPLICATION CONTENTS

- Assurances
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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

## ALABAMA STATE DEPARTMENT OF EDUCATION

	the digital divide, including securing access to home-based connectivity and remote-use devices, related issues in <b>supporting remote learning for all students, including disadvantaged populations.</b>
<input checked="" type="checkbox"/>	The LEA will cooperate with any examination of records with respect to such funds by making records available for <b>inspection, production, examination, and authorized individuals for interview and examination, upon request.</b>
<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 C.F.R. Parts 76, 77, 81, 82, 84, 97, 98, and 99; the OMB Guidelines to Agencies on Governmentwide Debarment and Suspension (Nonprocurement) in 2 C.F.R. Part 180, as adopted and amended as regulations of the Department in 2 C.F.R. Part 3485; and the Uniform Guidance in 2 C.F.R. Part 200, as <b>adopted</b> and amended as <b>regulations</b> of the <b>Department</b> in 2 C.F.R. 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 <b>quickly address and resolve those issues. (GEPA 427)</b>
<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 <b>waver by the Secretary pursuant to Section 317(b) thereof.</b>

### 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 <b>previously vetted by the ALSDE through an initiative, program, connected group, and/or vetted list.</b>
<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 <b>Professional Development making sure that there is adequate time to teach necessary content).</b>
<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 <b>among such entities to prevent, prepare for, and respond to the coronavirus.</b>
<input checked="" type="checkbox"/>	Providing principals and other school leaders with the resources necessary to address the needs of their <b>individual schools.</b>
<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 <b>outreach and service delivery will meet the needs of each population.</b>

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<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
<b>Course of Study ELA PD (pending adoption)*:</b> This allocation is being granted to each LEA to be used for course of study PD directly aligned to <i>2021 Course of Study: English Language Arts</i> . To be considered high quality, the PD must provide training on the specific-grade and course-level standards, as well as provide pedagogical connections for instruction. 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.	<b>68,550.00</b>
<b>Course of Study Math PD*:</b> This allocation is being granted to each LEA to be used for course of study PD directly aligned to <i>2019 Course of Study: Mathematics</i> . To be considered high-quality, the PD must provide training on the specific-grade and-course level standards, learning progressions, as well as provide pedagogical connections for instruction. 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.	<b>68,550.00</b>
<b>Assessment Award for Grades 4-8**:</b> 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.	<b>14,219.00</b>

\*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	Funding Source		
		State/Local Funds	Other Federal Funds (including ESSER 1)	ESSER 2 Funds
Pre - K	Creative Curriculum			
K-2	Scott Foresman/Engage ELA/Orton Gillingham			
3-5	Scott Foresman/Engage ELA/Orton Gillingham			
6-8	Scott Foresman/Engage ELA/Orton Gillingham			
9-12	Readers Choice Course 2,3,4 Glencoe			

### English Language Arts – Funding

Category	Description	Funding Source		
		State/Local Funds	Other Federal Funds (including ESSER 1)	ESSER 2 Funds
Materials	HQ ELA Materials			\$15,163.41 ✓
PD (Registration, Subs, Stipends, Travel etc)	HQ PD Registration, Travel and Subs			\$4836.59 ✓
Other				
Total Need for HQIM ELA				\$20,000.00 ✓

# BUDGET – HIGH-QUALITY INSTRUCTIONAL MATERIALS

## Math – Curriculum

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

		Funding Source		
Grade Band	Math Curriculum Selection	State/Local Funds	Other Federal Funds (including ESSER 1)	ESSER 2 Funds
Pre – K (as applicable)	Creative Curriculum			
K-2	Envisions Math			
3-5	Envisions Math			
6-8	Envisions Math – 6 <sup>th</sup> , Reveal 7-8			
9-12	Geometry Data analysis 9 <sup>th</sup> , Alg I with probabilities 10 <sup>th</sup> , Alg II with stats 11 <sup>th</sup> , Precalculus 12 <sup>th</sup>			
Other				

## Math – Funding

		Funding Source		
Category	Description	State/Local Funds	Other Federal Funds (including ESSER 1)	ESSER 2 Funds
Materials	HQ materials and supplies			\$15,000 ✓
PD Registration, Expenses, travel and subs	HQ PD registration, travel, subs			\$5,000 ✓
Total Need for HQIM Math				\$20,000

## Total Budget for High-Quality Instructional Materials

Total Estimated Budget Need for High-Quality Instructional Materials	\$40,000
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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	Summer 2021-Fall 2023
LETRS	Summer 2021 – Fall 2023
Dyslexia Awareness	Summer 2021 – Fall 2023
Orton Gillingham	Summer 2021 – Fall 2023
K-5 ELA 2020 COS	Summer 2021 – Fall 2023
6-8 ELA E3 Training (A+ College Ready)	Summer 2021 – Fall 2023
9-12 ELA 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

		Funding Source		
Category	Description	State/Local Funds	Other Federal Funds (including ESSER 1)	ESSER 2 Funds
Registration	ARI, LETRS, COS, OG			\$35,000 ✓
Subs and/or Stipends (if off contract)	PD/Subs/Stipends			\$5,000.00 ✓
<b>Total Need for HQPD ELA</b>				<b>\$40,000.00 ✓</b>

**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	Summer 2021 – Fall 2023
6-12 Math COS Foundational	Summer 2021 – Fall 2023
K-8 Numbers (AMSTI)	Summer 2021 – Fall 2023
K-8 Successmaker	Summer 2021 – Fall 2023
K-5 Math COS Overview	Summer 2021 – Fall 2023
6-12 Math COS Overview	Summer 2021 – Fall 2023
K-6 Math Ongoing Assessment Project	Summer 2021 – Fall 2023

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**

		Funding Source		
Category	Description	State/Local Funds	Other Federal Funds (including ESSER 1)	ESSER 2 Funds
Registration	MATH COS, AMSTI, Successmaker, OGAP			\$5,000.00 ✓
Subs and/or Stipends (if off contract)	PD/SUBS/Stipends			\$5,000.00 ✓
<b>Total Need for HQPD Math</b>				<b>\$10,000.00 ✓</b>

**Total Budget for High-Quality Professional Development**

<b>Total Estimated Budget Need for High-Quality Professional Development</b>	<b>\$50,000 ✓</b>
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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?

		Funding Source		
Category	Assessment Selection & Description	State/Local Funds	Other Federal Funds (including ESSER 1)	ESSER 2 Funds
Readiness	ALA Kids, GOLD, W-APT			
K-3 vetted reading assessment- Additional Components	Aimswest Plus			
K-3 vetted math assessment- Additional Components	Aimswest Plus			
Dyslexia	Aimswest Plus, Shaywitz screener			
Interim Assessments	N/A			
CTE CRI Pre- assessments	GMETRIX			
Health Wellness	AI Physical Education Fitness			
Social/Emotional/ Behavioral	SPED Observation Form			
SEL				
Total Need for Assessments, Inclusive of Screeners				00.00

# 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	Assessment Selection & Description	Funding Source		
		State/ Local Funds	Other Federal Funds (including ESSER 1)	ESSER 2 Funds
Early Years (K-1 Transition)	Content, Instructional Rigor, Learning targets			
Elementary to Middle	Content, Instructional Rigor, Learning targets			
Middle to High	Content, Instructional Rigor, Learning targets			
Beyond High School	Academic guidance, Coaching CTE			
SPED transitional services	Instruction Rigor, Mentoring, EYS			
Other	EL Guidelines, Parent Communication, PD			
Other				
<b>Total Need for Transitions</b>				<b>00.00</b>

# BUDGET – UNFINISHED LEARNING SUPPORTS

## Remediation/Intervention Programs

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

Category	Assessment Selection & Description	Funding Source		
		State/ Local Funds	Other Federal Funds (including ESSER 1)	ESSER 2 Funds
High-Dosage Tutoring	Daily to target at-risk students and align with course content			19,000.00 ✓
Bridge Courses (K/1, Algebra, other)				
Mini-Learning Blast				
Traditional Summer School	9-12 Credit recovery			21,768.16 ✓
Summer Reading Camps/ASAP	Enrichment and Instructional activities			105,983.27 ✓
Summer Math Camps				
CTE Enrichment Camps				
ACCESS Virtual Learning				
Credit Recovery Options	7-8 Credit Recovery			6,315.01 ✓
Extended School Year (ESY)				
Other	Intervention Teachers (5)			837,097.60 ✓
Other	Intervention Aides (3)			110,868.57 ✓
Total Need for Remediation/Intervention Programs				1,101,032.61 ✓

# 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	Family Support Resources Description	Funding Source		
		State/Local Funds	Other Federal Funds (including ESSER 1)	ESSER 2 Funds
Communication Tools	Remind (3 years)			00 ✓
Homework Hotline				
"On Call" Staff for Family Tech/other Issues				
Develop/Print Periodic Family Success Guides				
Other	System Parent Info Calendar			25,000.00 ✓
Other	At-Risk Aide per campus (6)			231,821.32 ✓
Total Need for Family Support Resources				256,821.32

## Other Tools Supporting Unfinished Learning

Describe other tools for supporting unfinished learning.

Category	Assessment Selection & Description	Funding Source		
		State or Local Funds	Other Federal Funds (including ESSER 1)	ESSER 2 Funds
Other	Floating Nurse (1)			46,378.88 ✓
Other	Nurse Aide Assistants (6)	-	-	174,037.72 ✓
Other	Math Intervention Coach (1)			179,333.50 ✓
Other	Bookkeeper/Payroll ESSER (1)	-		138,971.89 ✓
Other	Instructional Interventionist	-	-	15,000.00 ✓
Other	EL Specialist (1)			53,955.25 ✓
		-		
Total Need for Other Tools Supporting Unfinished Learning				607,677.24

## Total Budget for Unfinished Learning

Total Estimated Budget Need for Supporting Unfinished Learning	1,965,531.17
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# BUDGET – FACILITIES

## Facility Renovations

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

Category	Assessment Selection & Description	Funding Source		
		State or Local Funds	Other Federal Funds (including ESSER 1)	ESSER 2 Funds
HVAC			-	
Windows				
Air Quality				
CTE Lab Ventilation/Air Quality				
PPE				
Custodial			-	
Staffing				
Other	Computer Hardware/Software		-	182,930.83 ✓
Other	Safety and Security Upgrades			5,000 ✓
<b>Total estimated Budget Need for Facility Renovations</b>				<b>187,930.83</b>

**TOTAL ESSER 2 FUNDING (LEA PORTION ONLY)**

Category	Total
Budget – High-Quality Instructional Materials	\$40,000
Budget – High-Quality Professional Development	\$50,000
Budget – Unfinished Learning Supports	\$1,965,531.17
Budget – Facilities	\$187,930.83
Indirect Cost	
<b>Total ESSER 2 Funds*</b>	<b>\$2,243,462.00</b>

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

**CERTIFICATION & SIGNATURE**

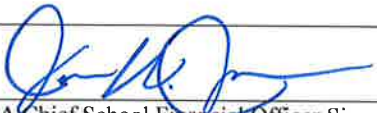
To the best of my knowledge and belief, all the information and data in this agreement are true and correct. I acknowledge and agree that the failure to comply with all Assurances and Certifications in this agreement, all relevant provisions and requirements set forth by federal and state law may result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

Mr. Jesse James

LEA Chief School Financial Officer Name

334-774-2355

Telephone Number



LEA Chief School Financial Officer Signature

3/16/23

Date

Mr. Ben Baker

LEA Superintendent Name

334-774-2355

Telephone Number



LEA Superintendent Signature

3/16/23

Date

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

**ALSDE INTERNAL USE ONLY**

Date Application Received		Date ALSDE Approved	
State Superintendent and/or Designee Signature		Date Signed	
Date ESSER 2 Funds Released			

LEA: Dale County

PROGRAM: ESSER II FY: 2021- 2023

Addendum 1 (Amended 4/19/22) – 2<sup>nd</sup> Amendment on 3/9/23

Planning			Results
Fund Source(s) and Page	Key Strategies/ Actions	Performance Measurements	Impacts; Data Supporting Impacts
ESSER II – High Quality instructional materials Page: 5  Amounts changed to represent Actual costs	Provide High Quality Instructional Materials in ELA to include Materials- \$15,163.41 and PD Registration, training, etc. - \$4,836.59 – Soundwall PD and training/50 participants Feb 2022- Sept 2023 Atomic Habits administrative training/ 14 participants Jan 2022-Sept 2023 <b>Total Cost - \$20,000.00</b>	Monitor requisition and travel requests, agendas and sign in sheets. Also, conduct walk through observations to monitor the implementation of strategies gained from PD training and services.	
ESSER II – High Quality instructional materials Page: 6  SAME	Provide High Quality Instructional Materials in Math to include Materials- \$15,000 and PD Registration, training, etc. - \$5,000 – 30 Participants Vertical Alignment Training Grades 3-8 from Jan 2022 – Sept 2023. SuccessMaker Tier III Math PD – 20 Participants from May 2022 – Sept 2023 <b>Total Cost - \$20,000</b>	Monitor requisition and travel requests, agendas and sign in sheets. Also, conduct walk through observations to monitor the implementation of strategies gained from PD training and services.  \$4,642.96 Stipends and Substitutes Salary and \$357.04 Benefits	
ESSER II – High Quality Professional Development Page: 7  Changed to represent added PD in ELA	Provide supports for obtaining High Quality Professional Development to support all areas of ELA to include: Registration- \$35,000 Subs and Stipends- \$5,000- (Salary \$4642.96 and Benefits \$357.04) and Materials and supplies 00.00	Monitor requisition and travel requests, agendas and sign in sheets. Make sure all requests run through school dude which is the systems on-line PD tracking system. Also, conduct walk through observations to monitor the implementation of	

	<p>This will be provided for 30 teachers between Jan 2022 and Sept 2023</p> <p><b>Total Cost - \$40,000</b></p>	strategies gained from PD training and services.	
<p>ESSER II – High Quality Professional Development</p> <p>Page: 8</p> <p>Changed to represent actual costs</p>	<p>Provide supports for obtaining High Quality Professional Development to support all areas of Math to include: Registration, travel \$5,000, Subs and Stipends- \$5,000 (Salary \$4642.96 and benefits \$357.04) and Materials and supplies \$00 This will be provided for 50 participants between Jan 2022 and Sept 2023</p> <p><b>Total Cost - \$10,000</b></p>	PD requests will be monitored through school dude, which is the systems on-line PD tracking system. Student learning will increase as evidenced by assessments, walkthrough observations and Agendas attached to PD requests.	
<p>ESSER II – Unfinished Learning Supports</p> <p>Page: 11</p> <p>CHANGE based on actual numbers</p>	<p>Provide During school and after school tutoring for students to help bridge learning Gaps, mainly targeting At-Risk and Alternative Placement students. Teachers will be used during designated flex blocks and after school to administer tutoring in one hour sessions. \$9,500.00 per year x 2 years = <b>Total Cost of \$19,000.00</b>-(Salary \$15,801.73 and Benefits \$3,198.27)- This will begin August 2021 and continue through September of 2023</p> <p>Provide traditional Summer School for 9-12 credit recovery conducted by an administrator and facilitator- 2 years at \$10,884.08 per year = <b>Total Cost \$21,768.16</b></p>	Will maintain attendance records, sign-in sheets of teachers. Fewer students retained and better results on state mandated tests. Students will be provided supports to achieve success and given an opportunity to make up any work or time missed as a result of the Pandemic	

	<p>Salary \$18,103.93/Benefits \$3,664.23 and Materials \$00 This will be Provided June –July 2022 and June – July 2023</p> <p>Provide Summer Reading Camp for Grades K-3 to include Enrichment and Instructional Activities- 1 Year at \$105,983.27 per year = Total Cost \$105,983.27 –(\$88,976.27 Salary and \$17,007.73 Benefits) – The camp will consist of 70 hours instruction with an 8:1 ratio for students/teachers from June 2, 2021 – June 30, 2021</p> <p>Provide Credit recovery Options for 7<sup>th</sup> and 8<sup>th</sup> grade students by providing three weeks of summer school with a certified teacher and administrator. 2 Years at \$3,157.50 per year = Total Cost \$6,315.01 – Salary \$5,273.26/Benefits \$1,041.75 June 2021 and June 2022</p>		
<p>ESSER II – Unfinished Learning Supports- Remediation/Intervention Programs</p> <p>Page: 11</p> <p>CHANGE</p>	<p>Provide Intervention teachers to assist students and teachers in closing achievement gaps and loss of learning as a result of the Pandemic. We will hire one intervention teacher at GW Long Elementary, Newton Elementary, South Dale Middle, Midland City Elementary and Ariton Elementary. 5 Teachers(5 FTE) x \$63,860.2970 (Salary)</p>	<p>Will maintain attendance records, sign-in sheets of students. Fewer students retained and better results on state mandated tests. Students will be provided supports to achieve success and given an opportunity to make up any work or time missed as a result of the Pandemic. Classroom teachers will be provided support in math and reading with tier III intervention</p>	

	<p>and \$19,849.463 (benefits) =  \$83,709.76 per teacher x 5 =  418,548.80 x 2 years S Y  2022 and 2023 = <b>Total Cost</b>  <b>\$837,097.60</b></p> <p>Provide Intervention Aides at the three High Schools in our District to help teachers close achievement Gaps and deal with a loss of learning as a result of the Pandemic. We will hire one at Dale County HS, Long HS and Ariton HS- 3 aides at \$18,105.73 (Salary) and \$9,611.4125 (benefits) per teacher = \$27,717.1425 x 4 = \$110,868.57 (4 FTE) to end May 2023 = <b>Total cost</b>  <b>\$110,868.57</b></p>	<p>Real numbers used due to degree status and raises</p> <p>Cost reflects real numbers, raises and a partial absence in filling one of the positions; We also lost an aide in 2022/23 year</p>	
<p>ESSER II- Unfinished Learning Supports; Family Support Resources  Page 12</p> <p>CHANGE</p> <p>Remind was not updated through these funds</p> <p>Actual Calendar costs are updated</p>	<p>Provide a District site License (3 years) for the REMIND app to assist with communication with parents. Cost - \$00 per year</p> <p>Provide a District Calendar to all parents that will give information on COVID guidelines, important events, school procedures, student support services and contact information for Administrators, Central Office Directors and community agencies that can provide support. Cost – 4000 calendars @ \$3.00 per calendar =\$12,020.00 x 2 years and 160 calendars (SPANISH) @ \$3.00 per</p>	<p>We will print monthly reports that will indicate usage and the number of Parents and students that are reached from this communication platform. We will distribute calendars to each student in the system, and also keep a supply on hand for our counselors and At-Risk Aides to distribute as students transition in and out of our system.</p> <p>At- Risk aides will keep logs to document student and parent meetings, timesheets, Schedules and student test results and retention rates</p> <p>Actual cost is \$3.00.05 per calendar</p>	

<p>Actual costs associated with positions based on raises and partial vacancies</p>	<p>calendar x 2 years = \$480.00 - <b>Total Cost \$25,000</b></p> <p>Provide an At-Risk aide for each campus to help with transitions back to a normal setting, targeting credit recovery, retentions, intervention services, enrollment, testing, credit recovery and RTI as well as communicating with parents on plans for students and services available to get students back on the academic track to graduate. Cost - \$19,247.18 (Salary) and \$13,455.21 (Benefits) = \$32,702.39 x 6 (7FTE)Aides/Increase by 1 Aide at \$35,606.98 (Salary \$22,151.77 and Benefits \$13,455.21) <b>Total Cost - \$231,821.32</b></p>		
<p>ESSER II – Unfinished Learning Supports; Other Tools supporting Unfinished Learning Page 12  CHANGE</p>	<p>Provide a floating nurse (1 FTE) for the school system to be familiar with each schools records and protocol and to provide assistance when needed. Will work a rotating schedule to provide time at each campus in the District. Cost – 1 nurse at \$28,547.26 (Salary) and \$17,831.62 (benefits) = <b>Total Cost - \$46,378.88</b> (Will end May 2022) Increase to <b>\$46,378.88</b> due to real numbers and adjusted salary schedule <b>TOTAL COST - \$46,378.88</b></p> <p>Provide a Nurse Assistant for each nurse in the district. They will be trained in COVID protocols, medication, AED, Diabetics</p>	<p>All documents and records will be maintained with accuracy. A master schedule will be provide to the district to insure equitable time allotment between nurses based on the ADM at each site. Student health plans will be accurate and current, student/nurse ratios will improve, medical specific student needs will be met.</p> <p>All documents and records will be maintained with accuracy. Monthly reports will be submitted to the Central office. Student health plans will be accurate and current, medical specific student needs will be met.</p>	

and general first aide to assist our on campus nurses.  
 Cost – 6 Nurse Assts at \$19,247.18 (salary) and \$13,455.21 (benefits) per Asst for 1 year x 6 = **Total Cost \$196,214.34/ Decrease to \$174,037.72 based on real numbers- Salary \$106,187.31 and benefits \$67,850.41 Will end May 2022**

**TOTAL COST - \$174,037.72**

Provide a Math Intervention Specialist (1 FTE) to assist our Intervention Teachers and Aides in providing Intervention to struggling students as they return from remote learning, and also provide professional development and support in the area of Math. Cost – 1 Specialist @ \$61,987 (Salary) and \$22,015.99 (benefits) per year x 2 years = **Total cost \$168,005.98/ Will end May 2023 Total Cost increase to 179,333.50 due to real numbers and salary schedule increase TOTAL COST - \$179,333.50**

Provide a District EL specialist to assist our growing EL Population as they transition back from remote learning. Also provide assistance to classroom teachers with EL students and set up intervention plans and provide training for educating our EL students.  
 Cost – 1 Specialist @

A monthly schedule will be submitted to the Central office. All trainings will be documented in Power School PD. Rosters and schedules will document attendance and intervention.

A monthly schedule will be submitted to the Central office. All trainings will be documented in Power School PD. Rosters and schedules will document attendance and intervention. Eliminate barriers for any student identified as EL

	<p>\$61,987 (Salary) and \$22,015.99 (benefits) per year x 2 years = <b>Total cost \$168,005.98- Position was eliminated due to no qualified applicants</b></p> <p><b>**Qualified applicant hired December 2022 at a cost of \$53,955.25= Salary \$38,884.94 and Benefits \$15,070.31</b></p> <p><b>Total Cost - \$53,955.25</b></p> <p>Add Instructional Interventionist to district on a contract basis Originally paid by GEERS funding- 1 year x \$15,000 per year</p> <p><b>Total Cost - \$15,000 will end September 2023</b></p> <p><b>** Job Description attached</b></p> <p>Provide a District Bookkeeper/Payroll clerk at the Central office level to work with all funds acquired through GEERS, ESSER I and ESSER II. Will keep accurate records as it pertains to procurement, requisitions, inventory, time sheets and schedules. 1 bookkeeper @ \$45,683.66 (Salary) and \$18,750.43 (benefits) x 2 years = <b>Total cost \$128,868.18/ Will end May 2023 Increase to \$138,971.89 due to real numbers and increase in salary schedule</b></p> <p><b>Total Cost - \$138,971.89</b></p>		
<p>ESSER II – Facilities</p> <p>Page 13</p> <p>CHANGE</p>	<p>Provide updated equipment and software in all ACCESS labs to support Virtual and on-line learning. <b>Software included will be Google</b></p>	<p>All new hardware will be up to date, Work orders will be submitted and verified for equipment. All proper procedures will be followed for</p>	

	<p>Suite/Workspace, Go Guardian and Lan School and subscriptions will end May 2023. Replace outdated chrome books to support our systems 1 to 1 initiative. <b>Total Cost \$110,000 (change)</b></p> <p>This will change to total cost of <b>\$182,920.83</b> with money being moved from Safety and security upgrades.</p> <p><b>TOTAL COST - \$182,920.83</b></p> <p>Provide Safety and Security upgrades to buildings within the system to include Access control and camera system upgrades. This will allow us to monitor our campuses and keep people from entering our buildings without adhering to the COVID protocols we might have in place. Reduce by \$17,999.64 for a Total Cost of \$35,020.96</p> <p><b>Total Cost \$35,020.96 (Change)</b></p> <p>This will be reduced by \$30,020.96 for a <b>Total Cost of \$5,000.00</b></p>	purchases and students will be provided with a safe environment for learning	

**DALE COUNTY SCHOOLS****TEACHER, HIGH SCHOOL****JOB DESCRIPTION****QUALIFICATIONS:**

- (1) Bachelor's degree from an accredited educational institution.
- (2) Certified by the State of Alabama in the appropriate area.

**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 System philosophy, 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 encouraged to be actively engaged in the learning process.

**TEACHER, HIGH SCHOOL (Continued)**

- \*(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) Manage time effectively.
- \*(20) Develop routines and efficient techniques for minimizing time required for administrative and organizational activities.
- \*(21) Manage materials and equipment effectively.
- \*(22) Organize materials for efficient distribution and collection.
- \*(23) Instruct and supervise the work of volunteers and aides when assigned.
- \*(24) Assist in enforcement of school rules, administrative regulations and Board policy.
- \*(25) Develop and use assessment strategies (traditional and alternative) to assist the continuous development of learners.
- \*(26) Interpret and use data (including but not limited to standardized and other test results) for diagnosis, instructional planning and program evaluation.
- \*(27) Use ongoing assessment to monitor student progress, verify that learning is occurring and adjust curriculum and instruction.
- \*(28) Provide feedback to students about the appropriateness of responses and quality of work with a focus on improving student performance.
- \*(29) Communicate, in understandable terms, individual student progress knowledgeably and responsibly to the student, parents and professional colleagues who need access to the information.
- \*(30) Encourage self-assessment by students and assist them in developing plans for improving their performance.
- \*(31) Administer standardized tests in accordance with directions provided, including proctoring and secure handling of materials.
- \*(32) Evaluate the effectiveness of instructional units and teaching strategies.
- \*(33) Demonstrate knowledge and understanding of curriculum content.
- \*(34) Communicate high learning expectations for all students.
- \*(35) Apply principles of learning and effective teaching in instructional delivery.
- \*(36) Monitor learning activities, providing feedback and reinforcement to students.
- \*(37) Use a variety of instructional strategies appropriate for teaching students from diverse backgrounds with different learning styles and special needs.
- \*(38) Use appropriate techniques and strategies to enhance the application of critical, creative and evaluative thinking capabilities of students.
- \*(39) Use appropriate material, technology and resources to help meet learning needs of all students.
- \*(40) Assist students in assessing, interpreting and evaluating information from multiple sources.
- \*(41) Provide appropriate instruction and modifications for students with special needs, including special education students and students who have limited proficiency in English.

**TEACHER, HIGH SCHOOL (Continued)**

- \*(42) Provide quality work for students which is focused on meaningful, relevant and engaging learning experiences.
- \*(43) Provide instruction on safety procedures and proper handling of materials and equipment.
- \*(44) Foster student responsibility, appropriate social behavior, integrity, valuing of cultural diversity, and respect for self and others by role modeling and learning activities.
- \*(45) Communicate effectively, orally and in writing, with other professionals, students, parents and community.
- \*(46) Collaborate with students, parents, school staff and other appropriate persons to assist in meeting student needs.
- \*(47) Provide accurate and timely information to parents and students about academic and behavioral performance of students.
- \*(48) Work with other teachers in curriculum development, special activities, and sharing ideas and resources.
- \*(49) Recognize overt indicators of student distress or abuse and take appropriate intervention, referral, or reporting actions.
- \*(50) Engage in continuing improvement of professional knowledge and skills.
- \*(51) Assist others in acquiring knowledge and understanding of particular area of responsibility.
- \*(52) Keep abreast of developments in instructional methodology, learning theory, curriculum trends and content.
- \*(53) Conduct a personal assessment periodically to determine professional development needs with reference to specific instructional assignment.
- \*(54) Develop and implement a Professional Development Plan annually in accordance with state and system requirements.
- \*(55) Act in a professional and ethical manner and adhere to professional standards at all times.
- \*(56) Perform assigned duties.
- \*(57) Demonstrate attention to punctuality, attendance, records and reports.
- \*(58) Maintain confidentiality of student and other professional information.
- \*(59) Comply with policies, procedures and programs.
- \*(60) Exercise appropriate professional judgment.
- \*(61) Support school improvement initiatives by active participation in school activities, services and programs.
- \*(62) Ensure that student growth/achievement is continuous and appropriate for age group, subject area and/or student program classification.
- \*(63) Be receptive to sponsoring extracurricular activities.
- \*(64) 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.

**TEACHER, HIGH SCHOOL (Continued)****EVALUATION:**

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

**Job Description Supplement No. 03****\*Essential Performance Responsibilities**

**DALE COUNTY SCHOOLS****TEACHER, ELEMENTARY****JOB DESCRIPTION****QUALIFICATIONS:**

- (1) Bachelor's degree from an accredited educational institution.
- (2) Certified by the State of Alabama in the appropriate area.

**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 System philosophy, 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 encouraged to be actively engaged in the learning process.

## TEACHER, ELEMENTARY (Continued)

- \*(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) Manage time effectively.
- \*(20) Develop routines and efficient techniques for minimizing time required for administrative and organizational activities.
- \*(21) Manage materials and equipment effectively.
- \*(22) Organize materials for efficient distribution and collection.
- \*(23) Instruct and supervise the work of volunteers and aides when assigned.
- \*(24) Assist in enforcement of school rules, administrative regulations and Board policy.
- \*(25) Develop and use assessment strategies (traditional and alternative) to assist the continuous development of learners.
- \*(26) Interpret and use data (including but not limited to standardized and other test results) for diagnosis, instructional planning and program evaluation.
- \*(27) Use ongoing assessment to monitor student progress, verify that learning is occurring and adjust curriculum and instruction.
- \*(28) Provide feedback to students about the appropriateness of responses and quality of work with a focus on improving student performance.
- \*(29) Communicate, in understandable terms, individual student progress knowledgeably and responsibly to the student, parents and professional colleagues who need access to the information.
- \*(30) Encourage self-assessment by students and assist them in developing plans for improving their performance.
- \*(31) Administer standardized tests in accordance with directions provided, including proctoring and secure handling of materials.
- \*(32) Evaluate the effectiveness of instructional units and teaching strategies.
- \*(33) Demonstrate knowledge and understanding of curriculum content.
- \*(34) Communicate high learning expectations for all students.
- \*(35) Apply principles of learning and effective teaching in instructional delivery.
- \*(36) Monitor learning activities, providing feedback and reinforcement to students.
- \*(37) Use a variety of instructional strategies appropriate for teaching students from diverse backgrounds with different learning styles and special needs.
- \*(38) Use appropriate techniques and strategies to enhance the application of critical, creative and evaluative thinking capabilities of students.
- \*(39) Use appropriate material, technology and resources to help meet learning needs of all students.
- \*(40) Assist students in assessing, interpreting and evaluating information from multiple sources.
- \*(41) Provide appropriate instruction and modifications for students with special needs, including special education students and students who have limited proficiency in English.

**TEACHER, ELEMENTARY (Continued)**

- \*(42) Provide quality work for students which is focused on meaningful, relevant and engaging learning experiences.
- \*(43) Provide instruction on safety procedures and proper handling of materials and equipment.
- \*(44) Foster student responsibility, appropriate social behavior, integrity, valuing of cultural diversity, and respect for self and others by role modeling and learning activities.
- \*(45) Communicate effectively, orally and in writing, with other professionals, students, parents and community.
- \*(46) Collaborate with students, parents, school staff and other appropriate persons to assist in meeting student needs.
- \*(47) Provide accurate and timely information to parents and students about academic and behavioral performance of students.
- \*(48) Work with other teachers in curriculum development, special activities, and sharing ideas and resources.
- \*(49) Recognize overt indicators of student health, distress or abuse and take appropriate intervention, referral, or reporting actions.
- \*(50) Engage in continuing improvement of professional knowledge and skills.
- \*(51) Assist others in acquiring knowledge and understanding of particular area of responsibility.
- \*(52) Keep abreast of developments in instructional methodology, learning theory, curriculum trends and content.
- \*(53) Conduct a personal assessment periodically to determine professional development needs with reference to specific instructional assignment.
- \*(54) Develop and implement a Professional Development Plan annually in accordance with state and system requirements.
- \*(55) Act in a professional and ethical manner and adhere to professional standards at all times.
- \*(56) Perform assigned duties.
- \*(57) Demonstrate attention to punctuality, attendance, records and reports.
- \*(58) Maintain confidentiality of student and other professional information.
- \*(59) Comply with policies, procedures and programs.
- \*(60) Exercise appropriate professional judgment.
- \*(61) Support school improvement initiatives by active participation in school activities, services and programs.
- \*(62) Ensure that student growth/achievement is continuous and appropriate for age group, subject area and/or student program classification.
- (63) 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.

**TEACHER, ELEMENTARY (Continued)****EVALUATION:**

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

**Job Description Supplement No. 03****\*Essential Performance Responsibilities**

**DALE COUNTY SCHOOLS**  
**TEACHER/INSTRUCTIONAL AIDE**  
**JOB DESCRIPTION**

**QUALIFICATIONS:**

- (1) Associate's degree or equivalent.
- (2) Completion of required training on selected health procedures used with handicapped or special education students, if applicable.

**KNOWLEDGE, SKILLS AND ABILITIES:**

Skills in working with children. Ability to relate to and work with students and adults in a positive manner. Effective oral and written communication skills. 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. Ability to work cooperatively with colleagues. Ability to perform specialized health procedures after required training. Ability to deal with the unexpected in a calm and professional manner. Ability to handle sensitive information confidentially.

**REPORTS TO:**

Supervising Teacher

**JOB GOAL**

To assist the teacher of students in performing assigned tasks in support of a quality educational program.

**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 supporting instructional activities pre-planned by the teacher.
- \* (2) Schedule space for specialized instructional programs and coordinate the arrangement of equipment, desk, table, chairs, activity area and the like.
- \* (3) Examine short- and long-term unit plans prepared by the teacher and anticipate the need for specific supplies and materials.
- \* (4) Follow appropriate training and lead small group activities planned by the teacher in an atmosphere where students are actively engaged in meaningful learning experiences.
- \* (5) 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.
- \* (6) Maintain a clean and orderly environment for students.
- \* (7) Assist in the implementation of appropriate student behavior management techniques.
- \* (8) Manage time efficiently.
- \* (9) Provide student supervision as assigned.
- \* (10) Assist in maintaining the security of records, materials and equipment.
- \* (11) Assist the teacher in the enforcement of classroom rules and the maintenance of appropriate records.

**TEACHER AIDE (Continued)**

- \*(12) Assist in assessing student progress as directed, including proctoring the administration of tests, and maintaining confidential records.
- \*(13) Assist in evaluating program effectiveness and seek and suggest ways of continuous improvement.
- \*(14) Assist the teacher in completing requirements for grade reporting, scheduling conferences and recording results.
- \*(15) Provide instructional assistance as planned or coordinated by the teacher or administrator.
- \*(16) Assist students with personal hygiene, health and safety issues or grooming if required.
- \*(17) Use classroom management techniques conducive to an effective classroom environment.
- \*(18) Perform assigned clerical and bookkeeping duties.
- \*(19) Communicate effectively with the public, staff members, students, parents, administrators and other contact persons using tact and good judgment.
- \*(20) Follow attendance, punctuality and proper dress rules.
- \*(21) Ensure adherence to good safety standards.
- \*(22) Maintain confidentiality regarding school/workplace matters.
- \*(23) Model and maintain high ethical standards.
- \*(24) Demonstrate initiative in the performance of assigned responsibilities.
- \*(25) Maintain expertise in assigned area to fulfill project goals and objectives.
- \*(26) Participate successfully in the training programs offered to increase skill and proficiency related to assignment.
- \*(27) Keep supervisor informed of potential problems or unusual events.
- \*(28) Respond to inquiries and concerns in a timely manner.
- \*(29) Exhibit interpersonal skills to work as an effective team member.
- \*(30) Demonstrate support for the school system and its goals and priorities.
- \*(31) Demonstrate initiative in identifying potential problems or opportunities for improvement.
- \*(32) Prepare all required reports and maintain all appropriate records.
- \*(33) Participate in cross-training activities as required.
- (34) 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 frequently and/or up to 10 pounds of force 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.

**Job Description Supplement No. 04**

\*Essential Performance Responsibilities

## DALE COUNTY SCHOOLS

## SCHOOL NURSE

## JOB DESCRIPTION

**QUALIFICATIONS:**

- (1) Current Alabama LPN (Licensed Practical Nurse) license.
- (2) Associate's degree or Bachelor's degree from an accredited nursing school.
- (3) Three (3) years successful experience in pediatric, public health, or school nursing preferred.
- (4) Current First Aid and CPR certification.

**KNOWLEDGE, SKILLS AND ABILITIES:**

Knowledge of public health nursing as it applies to the public school system. Ability to observe students for development and health patterns in making a nursing judgment and diagnosis. Ability to implement plans for students with chronic health problems and coordinate the administration of medication within state law and Board policies. Ability to demonstrate effective skills of listening, speaking and writing. Ability to work with school personnel, parents, children and agencies.

**REPORTS TO:**

Principal/Designee

**JOB GOAL**

To promote and assist with the medical welfare of the students so that all may perform to the extent of their abilities.

**SUPERVISES:**

Assigned personnel

**PERFORMANCE RESPONSIBILITIES:**

- \* (1) Prepare the school clinic area for use, assuring safety, cleanliness and adequate stocking of supplies.
- \* (2) Assist health professionals to assure smooth traffic flow during scheduled school health clinics.
- \* (3) Assist health professionals to perform and document required screenings.
- \* (4) Maintain a clinic log of clinic visits by students with appropriate descriptive information.
- \* (5) Contact parent/guardian as needed.
- \* (6) Provide pediculosis screenings.
- \* (7) Provide routine first aid and health procedures, including proper referral of serious illnesses or injury.
- \* (8) Administer CPR if indicated in emergency situations.
- \* (9) Assist students with required medications documenting according to established guidelines.
- \* (10) Support and participate in health screening activities, special clinics and staff meetings as directed.
- \* (11) Administer medications following school and county policies.
- \* (12) Review health records and immunization for compliance.
- \* (13) Counsel students and parents concerning health problems.

**SCHOOL NURSE (Continued)**

- \*(14) Establish safe clinic procedures.
- \*(15) Maintain a current list of students with acute and/or chronic conditions.
- \*(16) Provide nursing assessment and health appraisals of students to identify existing or potential health problems, communicable disease or other conditions affecting school performance.
- \*(17) Serve as a health liaison between home and school.
- \*(18) Provide referral and follow-up of identified health problems when appropriate and report communicable diseases to appropriate agencies.
- \*(19) Assist school personnel with completion of incident/accident reports.
- \*(20) Maintain a cooperative working relationship with appropriate governmental agencies.
- \*(21) Communicate effectively with the public, staff members, students, parents, administrators and other contact persons using tact and good judgment.
- \*(22) Follow attendance, punctuality and proper dress rules.
- \*(23) Ensure adherence to good safety standards.
- \*(24) Maintain confidentiality regarding school/workplace matters.
- \*(25) Model and maintain high ethical standards.
- \*(26) Demonstrate initiative in the performance of assigned responsibilities.
- \*(27) Maintain expertise in assigned area to fulfill project goals and objectives.
- \*(28) Participate successfully in the training programs offered to increase skill and proficiency related to assignment.
- \*(29) Keep supervisor informed of potential problems or unusual events.
- \*(30) Respond to inquiries and concerns in a timely manner.
- \*(31) Serve on school/system committees as required or appropriate.
- \*(32) Exhibit interpersonal skills to work as an effective team member.
- \*(33) Demonstrate support for the school system and its goals and priorities.
- \*(34) Demonstrate initiative in identifying potential problems or opportunities for improvement.
- \*(35) Prepare all required reports and maintain all appropriate records.
- \*(36) Participate in cross-training activities as required.
- (37) 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 frequently and/or up to 10 pounds of force 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.

**Job Description Supplement No. 04**

\*Essential Performance Responsibilities

## DALE COUNTY SCHOOLS

## BOOKKEEPER

## JOB DESCRIPTION

**QUALIFICATIONS:**

- (1) High school diploma or equivalent, supplemented by business courses in bookkeeping or accounting.
- (2) Three (3) years bookkeeping experience or an equivalent combination of training and experience.

**KNOWLEDGE, SKILLS AND ABILITIES:**

Considerable knowledge of the principles and practices of bookkeeping and the ability to apply this knowledge to work situations. Considerable knowledge of the laws, rules, and regulations controlling budget, internal record keeping activities, and contract procedures. Ability to prepare complete and accurate accounting records and statements. Ability to keep complex records, to assemble and organize data and to prepare reports from these records. Ability to express oneself clearly and concisely, orally and in writing. Ability to operate a computer, calculator and other standard office machines. Knowledge of accounting software programs. Ability to use other designated software.

**REPORTS TO:**

Principal

**JOB GOAL**

To maintain financial accounting records accurately and thoroughly.

**SUPERVISES:**

N/A

**PERFORMANCE RESPONSIBILITIES:**

- \* (1) Plan, perform, and supervise the recording of transactions to accounts receivable and payable.
- \* (2) Prepare periodic financial and statistical statements, reports, and tabulations.
- \* (3) Enter data on computer and produce periodic computer-generated reports.
- \* (4) Maintain payroll transactions.
- \* (5) Issue purchase orders and check invoices; prepare checks.
- \* (6) Reconcile school reports and bank accounts.
- \* (7) Classify and record daily receipts and disbursements.
- \* (8) Prepare daily reports, bank balance reports and other related reports.
- \* (9) Keep records and controls of school budget transactions.
- \* (10) Receive and audit monies collected from various sources.
- \* (11) Communicate effectively with the public, staff members, students, parents, administrators and other contact persons using tact and good judgment.
- \* (12) Follow attendance, punctuality and proper dress rules.
- \* (13) Maintain confidentiality regarding school/workplace matters.
- \* (14) Model and maintain high ethical standards.
- \* (15) Demonstrate initiative in the performance of assigned responsibilities.
- \* (16) Maintain expertise in assigned area.

**BOOKKEEPER (Continued)**

- \* (17) Participate successfully in the training programs offered to increase skill and proficiency related to assignment.
- \* (18) Keep supervisor informed of potential problems or unusual events.
- \* (19) Respond to inquiries and concerns in a timely manner.
- \* (20) Exhibit interpersonal skills to work as an effective team member.
- \* (21) Demonstrate support for the school system and its goals and priorities.
- \* (22) Demonstrate initiative in identifying potential problems or opportunities for improvement.
- \* (23) Prepare all required reports and maintain all appropriate records.
- \* (24) Assist parents and students as needed.
- \* (25) Assist administrators and staff in the execution of responsibilities.
- \* (26) May be required to work beyond the 40-hour work week.
- (27) 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.

**Job Description Supplement No. 05**

\*Essential Performance Responsibilities

**DALE COUNTY SCHOOLS**  
**AT RISK AIDE**  
**JOB DESCRIPTION**

**QUALIFICATIONS:**

- (1) A minimum of a two (2) year degree from a post-secondary institution, or equivalent training or successful completion of the Work Keys.
- (2) Training and experience in working with students with special needs preferred.

**KNOWLEDGE, SKILLS AND ABILITIES:**

Effective oral and written communication skills. Basic English and mathematics skills. Ability to maintain confidentiality. Ability to follow written and verbal instructions. Knowledge of technology and ability to apply knowledge to assigned areas of responsibility. Ability to perform clerical tasks. Skill in planning and organizing. Knowledge of operation of office and audiovisual equipment. Ability to work cooperatively with colleagues.

**REPORTS TO:**

Principal/Designee

**JOB GOAL**

To assist counselors and teachers in providing a quality program for students with special needs or determined to be At Risk students. To identify students in need of additional academic and behavioral support and work with these students to achieve success.

**SUPERVISES:**

N/A

**PERFORMANCE RESPONSIBILITIES:**

- \*(1) Schedule space for specialized instructional programs and coordinate the arrangement of equipment, desk, tables, chairs, activity areas and the like.
- \*(2) Effectively communicate with students, families, and other adults.
- \*(3) Develop, analyze, implement and track prevention and intervention strategies and plans.
- \*(4) Analyze and utilize data to effectively impact student progress.
- \*(5) Assist in preparing for changing curriculum to meet the needs of special students with diverse cultural and socio-economic backgrounds and learning styles.
- \*(6) Maintain a clean and orderly environment for students.
- \*(7) Assist in the implementation of appropriate student behavior management techniques.
- \*(8) Treat students and adults with consideration and respect.
- \*(9) Manage time efficiently.
- \*(10) Follow appropriate training and provide student supervision as assigned.
- \*(11) Assist in maintaining the security of records, materials and equipment.
- \*(12) Assist in assessing student progress as directed, including proctoring the administration of tests and maintaining confidential records.
- \*(13) Assist in evaluating program effectiveness and seek and suggest ways of continuous improvement.
- \*(14) Assist counselor and teacher in completing requirements for grade reporting, scheduling conferences and recording results.

**AT RISK AIDE (Continued)**

- \*(15) Perform assigned clerical and bookkeeping duties.
- \*(16) Attend parent meetings and participate in home visits as required.
- \*(17) Communicate effectively with staff members, students, parents, administrators and other contact persons using tact and good judgment.
- \*(18) Follow attendance, punctuality and proper dress rules.
- \*(19) Maintain confidentiality regarding school/workplace matters.
- \*(20) Model and maintain high ethical standards.
- \*(21) Demonstrate initiative in the performance of assigned responsibilities.
- \*(22) Participate successfully in the training programs offered to increase skill and proficiency related to assignment.
- \*(23) Keep supervisor informed of potential problems or unusual events.
- \*(24) Respond to inquiries and concerns in a timely manner.
- \*(25) Exhibit interpersonal skills to work as an effective team member.
- \*(26) Demonstrate support for the school system and its goals and priorities.
- \*(27) Prepare all required reports and maintain all appropriate records.
- \*(28) 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 frequently and/or up to 10 pounds of force 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.

**Job Description Supplement No. 04**

\*Essential Performance Responsibilities

**DALE COUNTY SCHOOLS****PARA-EDUCATOR****JOB DESCRIPTION****QUALIFICATIONS:**

- (1) A minimum of a two (2) year degree from a post-secondary institution, or equivalent training.
- (2) Training and experience in working with students with special needs preferred.

**KNOWLEDGE, SKILLS AND ABILITIES:**

Ability to relate to and work with students with special needs. Effective oral and written communication skills. Basic English and mathematics skills. Ability to maintain confidentiality. Ability to follow written and verbal instructions. Knowledge of technology and ability to apply knowledge to assigned areas of responsibility. Ability to perform clerical tasks. Skill in planning and organizing. Knowledge of operation of office and audiovisual equipment. Ability to work cooperatively with colleagues. Knowledge of services provided to special education students.

**REPORTS TO:**

Principal/Designee

**JOB GOAL**

To assist the special education instructor in providing a quality program for students with special needs.

**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 supporting instructional activities preplanned by the teacher.
- \* (2) Schedule space for specialized instructional programs and coordinate the arrangement of equipment, desk, tables, chairs, activity areas and the like.
- \* (3) Examine short- and long-term unit plans prepared by the teacher and anticipate the need for specific supplies and materials.
- \* (4) Follow appropriate training and lead small group activities planned by the teacher in an atmosphere where students are actively engaged in meaningful learning experiences.
- \* (5) Assist the teacher in preparing for changing curriculum to meet the needs of special students with diverse cultural and socio-economic backgrounds and learning styles.
- \* (6) Maintain a clean and orderly environment for students.
- \* (7) Assist in the implementation of appropriate student behavior management techniques.
- \* (8) Treat students and adults with consideration and respect.
- \* (9) Encourage students to do their best.
- \* (10) Manage time efficiently.
- \* (11) Follow appropriate training and provide student supervision as assigned.
- \* (12) Assist in maintaining the security of records, materials and equipment.
- \* (13) Assist the teacher in the enforcement of classroom rules and the maintenance of appropriate records.

**PARA-EDUCATOR (Continued)**

- \*(14) Assist in assessing student progress as directed, including proctoring the administration of tests and maintaining confidential records.
- \*(15) Assist in evaluating program effectiveness and seek and suggest ways of continuous improvement.
- \*(16) Assist the teacher in completing requirements for grade reporting, scheduling conferences and recording results.
- \*(17) Provide instructional assistance as planned or coordinated by the teacher or administrator.
- \*(18) Assist students with personal hygiene, health and safety issues or grooming if required.
- \*(19) Use classroom management techniques conducive to an effective classroom environment.
- \*(20) Perform assigned clerical and bookkeeping duties.
- \*(21) Attend parent meetings and participate in home visits as required.
- \*(22) Communicate effectively with staff members, students, parents, administrators and other contact persons using tact and good judgment.
- \*(23) Follow attendance, punctuality and proper dress rules.
- \*(24) Ensure adherence to good safety standards.
- \*(25) Maintain confidentiality regarding school/workplace matters.
- \*(26) Model and maintain high ethical standards.
- \*(27) Demonstrate initiative in the performance of assigned responsibilities.
- \*(28) Maintain expertise in assigned area to fulfill project goals and objectives.
- \*(29) Participate successfully in the training programs offered to increase skill and proficiency related to assignment.
- \*(30) Keep supervisor informed of potential problems or unusual events.
- \*(31) Respond to inquiries and concerns in a timely manner.
- \*(32) Serve on school/system committees as required or appropriate.
- \*(33) Exhibit interpersonal skills to work as an effective team member.
- \*(34) Demonstrate support for the school system and its goals and priorities.
- \*(35) Demonstrate initiative in identifying potential problems or opportunities for improvement.
- \*(36) Prepare all required reports and maintain all appropriate records.
- \*(37) Participate in cross-training activities as required.
- (38) 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 frequently and/or up to 10 pounds of force 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.

**Job Description Supplement No. 04**

\*Essential Performance Responsibilities

**DALE COUNTY SCHOOLS**  
**INSTRUCTIONAL INTERVENTIONIST**  
**JOB DESCRIPTION**

**QUALIFICATIONS:**

- (1) Bachelor's degree from an accredited educational institution.
- (2) Certified by the State of Alabama in the appropriate area.

**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 effectively 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 struggling learners will move toward the fulfillment of their potential for intellectual, emotional, physical and psychological growth and maturation in accordance with system goals and objectives.

**SUPERVISES:**

N/A

**PERFORMANCE RESPONSIBILITIES:**

- \* (1) Guide instructional and intervention efforts in grades K-12
  - Demonstrate a high level of skill in coaching and teaching
  - Uses age-appropriate instructional strategies to improve students' skills
  - Works collaboratively to monitor, analyze, and use data daily to make decisions for improved teaching and learning for all students
- \* (2) Facilitate professional development to improve teaching and learning in grades K-12
  - Provides schoolwide professional development
  - Leads grade-level/departmental meetings
  - Implements individual coaching
  - Models peer coaching
- \* (3) Assist the principal in supporting and monitoring implementation of assessment expectations.
  - Help ensure consistent, reliable, and accurate collection of student data.
  - Help the principal analyze school-level data to identify possible gaps in student data.
  - Participate in grade-level meetings that focus on analyzing and acting upon student data
  - Maintain data that documents the progress monitoring and interventions of students
- \* (4) Assist teacher in providing quality classroom instruction for all students

**INSTRUCTIONAL INTERVENTIONIST (Continued)**

- \* (5) Assist teacher in selecting appropriate interventions for students at risk
- \* (6) Conduct interventions specifically designed to meet the individual needs of students

**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.

**Job Description Supplement No. 03**

\*Essential Performance Responsibilities

## DALE COUNTY SCHOOLS

### English Learner (EL) Specialist

#### JOB DESCRIPTION

#### QUALIFICATIONS:

- (1) Bachelor's degree from an accredited educational institution
- (2) Certificated by the State of Alabama in the appropriate area

#### KNOWLEDGE, SKILLS AND ABILITIES:

To provide each English Learner (EL) with the individually tailored help, counsel, and learning experience he/she needs to make progress toward educational goals. To positively impact academic achievement of English Learners within the district by participating in continuous school improvement efforts; partnering with staff and teachers to provide instructional coaching/modeling, training and support; and providing quality instruction to students to meet language and academic proficiency in all content areas.

#### REPORTS TO:

Principal, Federal Programs Coordinator, Testing Coordinator

#### SUPERVISES:

N/A

#### PERFORMANCE RESPONSIBILITIES:

- \* (1) Partner with and/or coach new and experienced teachers to deepen knowledge in instructional strategies/best practices related to English Learners and all students
- \* (2) Implement procedures and coordinate the process to identify English Learners at all grade levels district-wide, including review of student data and testing of students
- \* (3) Work collaboratively with district and school leadership teams to design, implement, and assess school change initiatives to ensure alignment and focus on intended student results for English Learners
- \* (4) Partner with teachers to expand their use of a variety of resources to improve instruction including best practices and instructional technology
- \* (5) Provide academic and language instruction and support directly to English Learners
- \* (6) Plan and implement staff development through team building, embedded professional development, and peer partnering/coaching/modeling
- \* (7) Collaborate with parents, administrators, counselors, teachers, community agencies, and other relevant individuals regarding English Learners
- \* (8) Provides interventions, remediation and instruction for EL students to include formative and summative assessments to guide classroom and school level instruction
- \* (9) Evaluates such student in terms of initial needs and progress toward educational goals and support WIDA standards implementation in all disciplines and at all grade levels
- \* (10) Prepares progress reports and year-end evaluations, administering pre-test and post-test as appropriate and necessary; administers screeners and assessments; maintains, compiles, and analyzes all records and other documents required for EL students and families

**English Learner (EL) Specialist (Continued)**

- \*(11) Makes available a wide range of teaching materials and equipment, including reading materials at many levels, instructional resources, etc.
- \*(12) Counsels students in identifying and dealing with their academic and social limitations
- \*(13) Establishes and maintains standards of individual student behavior
- \*(14) Works closely with other teachers to help the students maintain satisfactory classwork, homework and behavior
- \*(15) Helps parents to understand the specific problems of ESL students and the goals and operation of the program
- \*(16) Participates in case conferences about educational goals for the student and family
- \*(17) Keeps abreast of new developments in the field by reading journals and publications, attending professional learning meetings, seminars etc., and discussing problems of mutual interest with others in the field
- \*(18) Ability to organize materials and maintain accurate records
- \*(19) Demonstrates professional ethics; ability to maintain confidentiality of specified information as required
- \*(20) 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 frequently as needed to move objects

**TERMS OF EMPLOYMENT:**

Salary and benefits shall be paid consistent with the System's approved compensation plan based on the State of Alabama Teacher salary schedule. 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.