



Road to Recovery

ESSER 2 Application

Name of LEA	Muscle Shoals City
Name of Superintendent	Dr. Chad Holden

APPLICATION CONTENTS

- Assurances
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- Certification and Signature

ASSURANCES

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

Recovery Plan Certification Assurance

The LEA Superintendent and CSFO assures or certifies the following:

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

The LEA Superintendent and CSFO assures or certifies the following:

<input checked="" type="checkbox"/>	The LEA that receives ESSER 2 funds will, to the greatest extent practicable, continue to compensate its employees and contractors during the period of any disruptions or closures related to COVID-19 in compliance with Section 315 of Division M of the CRRSA Act. In addition, LEAs that accept funds will continue to pay employees and contractors to the greatest extent practicable based on the unique financial circumstances of the LEA. 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 <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.	\$54,050.00
Course of Study Math PD*: This allocation is being granted to each LEA to be used for course of study PD directly aligned to <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.	\$54,050.00
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.	\$13,009.00

*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)	N/A
K-2	N/A
3-5	N/A
6-8	N/A
9-12	N/A
Other	N/A

English Language Arts – Funding

Category	Description	Funding Source		
		State/Local Funds	Other Federal Funds (including ESSER 1)	ESSER 2 Funds
Materials				N/A
PD (Registration, etc.)				N/A
Subs and/or Stipends (if not on contract)				N/A
Job-Embedded Coaching Days/Supports				N/A
Other				N/A
Total Need for HQIM ELA				\$0.00

BUDGET - HIGH-QUALITY INSTRUCTIONAL MATERIALS

Math – Curriculum

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

Grade Band	Math Curriculum Selection
Pre-K (as applicable)	N/A
K-2	N/A
3-5	N/A
6-8	N/A
9-12	N/A
Other	N/A

Math – Funding

Category	Description	Funding Source		
		State/Local Funds	Other Federal Funds (including ESSER 1)	ESSER 2 Funds
Materials	N/A			0.00
PD (Registration, etc.)	N/A			0.00
Subs and/or Stipends (if not on contract)	N/A			0.00
Job-Embedded Coaching Days/Supports	N/A			0.00
Other	N/A			0.00
Total Need for HQIM Math				0

Total Budget for High-Quality Instructional Materials

Total Estimated Budget Need for High-Quality Instructional Materials	\$ 0.00
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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	N/A
Science of Reading	N/A
LETRS	N/A
Neuhaus	N/A
MSLE	N/A
Dyslexia Awareness	N/A
K-5 ELA 2020 COS – pending (ARI)*	N/A
6-8 ELA E3 Training (A+ College Ready)*	N/A
9-12 ELA 2020 COS – (ALSDE)*	N/A

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	N/A			0.00
Subs and/or Stipends (if not on contract)	N/A			0.00
Travel	N/A			0.00
Follow-Up PD Days	N/A			0.00
Supplemental Materials for Implementation	N/A			0.00
Job-Embedded Coaching Days	N/A			0.00
Other	N/A			0.00
Total Need for HQPD ELA				0.00

BUDGET – HIGH-QUALITY PROFESSIONAL DEVELOPMENT

Math– HQPD Timeline

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

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

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	N/A			0.00
Subs and/or Stipends (if not on contract)	N/A			0.00
Travel	N/A			0.00
Follow-Up PD Days	N/A			0.00
Supplemental Materials for Implementation	N/A			0.00
Job-Embedded Coaching Days	N/A			0.00
Other	N/A			0.00
Total Need for HQPD Math				0.00

Total Budget for High-Quality Professional Development

Total Estimated Budget Need for High-Quality Professional Development	0.00
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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				
K-3 Vetted Math Assessment- Additional components				
Dyslexia				
Interim Assessments				
CTE CRI Pre- Assessments				
Health Wellness				
Social/Emotional/ Behavioral				
SEL				
Other				
Total Need for Assessments, Inclusive of Screeners				

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)	N/A			0.00
Elementary to Middle	N/A			0.00
Middle to High	N/A			0.00
Beyond High School	N/A			0.00
SPED Transitional Services	N/A			0.00
Other	N/A			0.00
Other	N/A			0.00
Total Need for Transitions				0.00

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	Interventionist (K-12) - Payroll			\$570,723.94
Bridge Courses (K/1, Algebra, other)				
Mini-Learning Blast				
Traditional Summer School				
Summer Reading Camps/ASAP				
Summer Math Camps				
CTE Enrichment Camps				
ACCESS Virtual Learning				
Credit Recovery Options				
Extended School Year (ESY)				
School Nurses	Additional nurses			\$ 66,000.00
Other	Instructional Partner(s)/Aides			\$ 53,000.00
Total Need for Remediation/Intervention Programs				\$ 689,723.94

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				
Other				
Total Need for Family Support Resources				

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	Math/Reading Coaches			\$ 227,000.00
Other	Contract Support (K-5)			\$15,100.00
Other	Mental Health Serv. Coord.	\$40,000.00		\$56,000.00
Other	Computer Upgrades, parts/rep			\$31,854.05
Other				
Other				
Total Need for Other Tools Supporting Unfinished Learning				\$ 329,954.05

Total Budget for Unfinished Learning

Total Estimated Budget Need for Supporting Unfinished Learning	\$ 1,019,677.99 ⁺
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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				
Windows				
Air Quality				
CTE Lab Ventilation/Air Quality	Replenish PPE and nursing supplies			\$ 3,213.01
PPE & Supplies				
Custodial				
Staffing				
Nurse's Station				
Other				
Total estimated Budget Need for Facility Renovations				\$ 3,213.01

TOTAL ESSER 2 FUNDING (LEA PORTION ONLY)

Category	Total
Budget – High-Quality Instructional Materials	\$ 0.00
Budget – High-Quality Professional Development	\$ 0.00
Budget – Unfinished Learning Supports	\$ 1,019,677.99
Budget – Facilities	\$ 3,213.01
Total ESSER 2 Funds*	\$1,022,891.00

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

CERTIFICATION & SIGNATURE

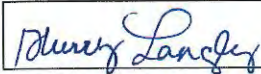
To the best of my knowledge and belief, all the information and data in this agreement are true and correct. I acknowledge and agree that the failure to comply with all Assurances and Certifications in this agreement, all relevant provisions and requirements set forth by federal and state law may result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

Sherry Langley

LEA Chief School Financial Officer Name

256-389-2600

Telephone Number



LEA Chief School Financial Officer Signature

05-18-2023

Date

Dr. Chad Holden

LEA Superintendent Name

256-389-2600

Telephone Number



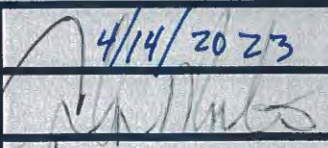
LEA Superintendent Signature

05-18-2023

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	4/14/2023	Date ALSDE Approved	5/31/2023
State Superintendent and/or Designee Signature		Date Signed	5/31/23
Date ESSER 2 Funds Released			

p. 4: These totals do not match your fund allocations...Corrected

p. 9: "Rhithm (SEL Assessment)" requires an updated breakdown (original application breaks down original total of \$15,500)... Rhithm should have been removed. Other state funds were used to free up ESSER 2 funds to be used for personnel costs.

p. 11: "Interventionist (K-12) – Payroll," "Additional Nurses," and "Instructional Partner(s)/Aides" require the following:

- Number of employees
 - Interventionist – 5 employees/5 FTE's = Howell Graves Preschool (1), McBride Elementary (2), Muscle Shoals Middle (1), Muscle Shoals High (1)
 - Additional Nurse – 1 employee/0 FTE – contracted services hired through Kelly Services to serve at Highland Park Elementary and Muscle Shoals Career Academy
 - Instructional Partner – 1 employee/1 FTE = Muscle Shoals Middle (.50), Muscle Shoals High (.5)
 - Instructional Aides – 4 employees/1 FTE = Highland Park Elementary (.5), Webster (.5); 3 Part-Time English Learner Aides
- FTEs – See above
- School years on the grant – SY 21, 22, and 23
- Salary/benefit breakdown – See below
- Job description – See Attached

p. 12: "Math/Reading Coaches," "Contract Support (K-5)," and "Mental Health Serv. Coord." require the following:

- Number of employees
 - Math Coach – 1 employee/1 FTE – McBride
 - Reading Coaches – 2 employees/1.47 FTE's – McBride (1), Highland Park Elementary (.47)
 - Contract services to provide professional development to support math/reading coaches
 - Mental Health Coordinator – 1 employee / .57 FTE
- FTEs – See Above
- School years on the grant – SY 21, 22, and 23
- Salary/benefit breakdown – See below
- Job description – See Attached

Salary/Benefit Breakdowns:

- Interventionist – Salaries = \$433,472.05, Benefits = \$137,251.89
- Instructional Partner/Aides – Salaries = \$28,028.86, Benefits = \$24,971.14
- Math/Reading Coaches – Salaries = \$168,577.83, Benefits = \$58,422.17
- Mental Health Coordinator – Salaries = \$41,821.05, Benefits = \$14,178.95

Please let me know if this answers all your questions.



Intervention Teacher

REPORTS TO:

Principal

JOB GOAL:

To help students develop proficient core area skills, particularly in reading and math, that will contribute to their academic growth.

RESPONSIBILITIES:

- Provides supplemental instruction in assigned content area
- Consult frequently with classroom teachers on matters relating to reading instruction using our progress-monitoring instrument as a base.
- Working with the teacher, determines individual student needs
- Working with the teacher, establishes objectives and plans learning experiences
- Implements activities using a variety of techniques that utilize instructional time to meet objectives
- Establishes and maintains standards of student behavior to achieve a functional learning atmosphere
- Assist teachers and administrators and/or supervisors in implementing the school instructional program.
- Exhibits evidence of human relations skills
- Working with the teacher, evaluates the educational program and/or student progress
- Communicates with parents, colleagues, and community groups
- Uses correct grammar in written and oral language
- Maintains and submits records and reports
- Adheres to school system rules, administrative procedures, local board policy, and state and federal rules and regulations
- Engages in professional growth and development activities
- Participates in the districts evaluation process.
- Performs other duties as assigned by the local Board of Education and/or principal

QUALIFICATIONS:

- Current Alabama Certification preferred

Terms of Employment:

- Compensation determined by current Teacher Salary Schedule
- 187 day assignment



TEACHER - INSTRUCTIONAL PARTNER, READING COACH, MATH COACH

Reports to:

Assistant Superintendent for overall supervision; Principals for school-level work.

Responsibilities:

- Demonstrates support for the school system and its vision, goals, and priorities.
- Demonstrates knowledge of the prescribed curriculum, intervention strategies, school improvement plans, and effective professional development delivery techniques.
- Demonstrates knowledge of current educational research and best instructional practices.
- Models appropriate and innovative use of technology for students and staff.
- Utilizes a variety of coaching strategies to differentiate support for teachers, both individually and in groups.
- Supports school and system literacy efforts to reach the goal of students performing at or above proficiency in all areas.
- Actively participates in and works with other school personnel in planning effective instructional goals, objectives, methods, and curriculum.
- Uses a collaborative approach to determine, design, and deliver professional development for the purpose of improving instruction.
- Interprets and uses data (including but not limited to standardized and other test results) for diagnosis, instructional planning, and program evaluation.
- Communicates effectively, orally and in writing, with other professionals, students, parents, and community.
- Engages in continuing improvement of professional knowledge and skills.
- Keeps abreast of developments in instructional methodology, learning theory, curriculum trends, and content.
- Acts in a professional and ethical manner and adheres to professional standards at all times.
- Supports school improvement initiatives by active participation in school activities, events, ceremonies, services, and programs.
- Demonstrates initiative in identifying opportunities for improvement in areas of responsibility.
- Adheres to school system rules, administrative procedures, local Board of Education policies, and state, federal, and local laws.
- Performs any other job-related duties as assigned by Supervisor(s).

Terms of Employment:

- Compensation determined by current Salary Schedule
 - 187 day assignment
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<p><i>Muscle Shoals City Schools</i></p> <p><i>Job Description</i></p> <p><i>Mental Health Services Coordinator</i></p>
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QUALIFICATIONS:

- (1) Minimum – bachelor's degree in social work, counseling, or other mental health related field from an accredited college or university
- (2) Background and experiences in mental health related services

KNOWLEDGE, SKILLS AND ABILITIES:

Ability to assist district administration and guidance counselors in developing a healthy, safe, and caring environment in the Muscle Shoals City Schools. Must be able to promote and enhance the overall academic mission by providing services that strengthen home, school, and community partnerships and address barriers to learning and achievement related to mental, social, and emotional health of students. Must have the ability to communicate effectively orally and in writing and to write business correspondence, reports, plans, and grants with proficiency. Must possess the ability to plan and present information to a variety of audiences and have a high degree of leadership and organizational skills. Must have knowledge of current research, trends, and best practices in mental health. Must be willing to keep abreast of national, state, and local goals and objectives related to mental health. Must have the ability to collect, analyze, interpret data, and to maintain records and generate reports in compliance with federal, state and local requirements. Must possess the ability to establish facts, define problems, and draw valid conclusions. Ability to utilize existing and emerging technologies and software.

MAJOR PERFORMANCE RESPONSIBILITIES (These are not to be construed as exclusive or all-inclusive. Other duties may be required and assigned.)

1. Assist administrators and counselors with coordinating interventions with students who demonstrate mental, social, or emotional distress
2. Provide crisis management and intervention services, particularly as it relates to mental health, family dynamics, death of a parent or loved one, anxiety, anger management, and classroom behavioral concerns
3. Conduct individualized counseling sessions to assist students with self-management, behaviors, and other needs related to social, emotional, and mental wellness.
4. Consult on an IEP, 504, PST, or other school-based committee to develop individualized education plans when mental, social, or emotional considerations exist
5. Conduct home visits related to establishing communication between the parent/guardian and the school or when appropriate to address barriers to student learning related to mental, social, or emotional concerns
6. Consult with school personnel on issues related to mental, social, emotional, or behavior that may be affecting learning and student

- participation in the school setting; create success plans for students who are repeatedly suspended
7. Develop protocols and determine appropriate screening tools for identifying mental health challenges, including data related to substance use, support systems, physical and emotional functioning, barriers to academic success, peer issues, and suicide/homicidal ideation
 8. Conduct staff development on issues related to mental, social, or emotional factors, particularly those that impact learning
 9. Serve as a liaison between families and schools to positively promote a collaborative process in educational planning for students and for parent/guardian involvement in the school setting
 10. Locate and mobilize community resources to support the district instructional and counseling programs
 11. Serve on district-wide committees that may address educational, health, and safety concerns
 12. Assist with developing, implementing, evaluating, and revising an annual school guidance and counseling plan in accordance with standards set forth by the State Plan and commensurate with the local system plan.
 13. Participate in meetings and staff development as required by the Assistant Superintendent
 14. Assist the Assistant Superintendent in serving teachers, administrators, and students by performing other duties as assigned.

REPORTS TO:

Assistant Superintendent

TERMS OF EMPLOYMENT:

199 day contract - salary and benefits shall be paid consistent with the system's approved salary schedule.

EVALUATION:

Performance of this job will be evaluated in accordance with provisions of the Board's policy on evaluation of personnel. The Mental Health Services Coordinator will be evaluated using the same instrument as is used for school guidance counselors.

08/2020
