



Road to Recovery

ESSER 2 Application

Name of LEA	Marion County Schools
Name of Superintendent	Ann West

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

	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
<p>Course of Study ELA PD (pending adoption)*: This allocation is being granted to each LEA to be used for course of study PD directly aligned to <i>2021 Course of Study: English Language Arts</i>. To be considered high quality, the PD must provide training on the specific-grade and course-level standards, as well as provide pedagogical connections for instruction.</p> <p>Base allocations will be provided for:</p> <p>A) Elementary Teachers (K-5) - \$400 for registration, materials, substitutes for follow-up trainings or PLCs. B) Secondary Teachers (6-12) - \$1,050 for registration, materials, substitutes for follow-up trainings or PLCs.</p>	\$61,600
<p>Course of Study Math PD*: This allocation is being granted to each LEA to be used for course of study PD directly aligned to <i>2019 Course of Study: Mathematics</i>. To be considered high-quality, the PD must provide training on the specific-grade and-course level standards, learning progressions, as well as provide pedagogical connections for instruction.</p> <p>Base allocations will be provided for:</p> <p>A) Elementary Teachers (K-5) - \$400 for registration, materials, substitutes for follow-up trainings or PLCs. B) Secondary Teachers (6-12) - \$1,050 for registration, materials, substitutes for follow-up trainings or PLCs.</p>	\$61,600
<p>Assessment Award for Grades 4-8**: This allocation is being granted to extend each school's early reading and math assessment system through Grade 8. The allocation will be \$12 per student based on each school's 2020-2021 ADM.</p>	\$14,602

*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)	
K-2	Scott-Foresman, Reading Horizons, Discovery, Voyager Sopris Decodable text
3-5	Scott-Foresman, Reading Horizons, Voyager Sopris Decodable text
6-8	Scott-Foresman, Reading Horizons Elevate, Kami
9-12	Scott-Foresman, Reading Horizons Elevate, Kami
Other	Heggerty, Orton Gillingham, Heinemann Comprehension Toolkit

English Language Arts – Funding

Category	Description	Funding Source		
		State/Local Funds	Other Federal Funds (including ESSER 1)	ESSER 2 Funds
Materials	Reading Horizons, Kids Lips, Easy Progress Monitoring (ESGI)			\$20,000
PD (Registration, etc.)	Reading Horizons, Orton Gillingham, Comprehension Toolkit, Kids Lips, ESGI			\$20,000
Subs and/or Stipends (if not on contract)	LETRS training			\$50,000
Job-Embedded Coaching Days/Supports	Comprehensive orientation of ELA programs for new teachers.			\$10,000
Other				
Total Need for HQIM ELA				\$100,000

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)	
K-2	McGraw-Hill
3-5	McGraw-Hill
6-8	McGraw-Hill
9-12	McGraw-Hill
Other	

Math – Funding

Category	Description	Funding Source		
		State/Local Funds	Other Federal Funds (including ESSER 1)	ESSER 2 Funds
Materials	High quality materials/supplies			\$402,000
PD (Registration, etc.)				
Subs and/or Stipends (if not on contract)	PD subs and stipends			\$ 3,000
Job-Embedded Coaching Days/Supports				
Other				
Total Need for HQIM Math				\$405,000

Total Budget for High-Quality Instructional Materials

Total Estimated Budget Need for High-Quality Instructional Materials	\$505,000
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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	Fall, 2021- Spring, 2023
Science of Reading	Summer, 2021 - Spring 2023
LETRS	Summer, 2021- Spring, 2023
Neuhaus	Fall, 2021- Spring, 2023
MSLE	Fall, 2021- Spring, 2023
Dyslexia Awareness	Fall, 2021- Spring, 2023
K-5 ELA 2020 COS - pending (ARI)*	Fall, 2021- Spring, 2023
6-8 ELA E3 Training (A+ College Ready)*	Fall, 2021- Spring, 2023
9-12 ELA 2020 COS - (ALSDE)*	Fall, 2021- Spring, 2023

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

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English Language Arts – HQPD Funding

Category	Description	Funding Source		
		State/Local Funds	Other Federal Funds (including ESSER 1)	ESSER 2 Funds
Registration				
Subs and/or Stipends (if not on contract)	PD subs and stipends			\$75,000
Travel				
Follow-Up PD Days				
Supplemental Materials for Implementation				
Job-Embedded Coaching Days				
Other	Kid's First PD for Administrators			\$68,400
Total Need for HQPD ELA				\$143,400

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) *	Fall, 2021- Spring, 2023
6-12 Math COS Foundational (AMSTI) *	Fall, 2021- Spring, 2023
K-8 NUMBERS (AMSTI) *	Fall, 2021- Spring, 2023
E3 Training (A+ College Ready) *	
K-8 OGAP (AMSTI)	
K-5 Math 2019 COS Overview (ALSDE)	Fall, 2021- Spring, 2023
6-12 Math 2019 COS Overview (ALSDE)	Fall, 2021- Spring, 2023
Administrator	

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

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Math– HQPD Funding

Category	Description	Funding Source		
		State/Local Funds	Other Federal Funds (including ESSER 1)	ESSER 2 Funds
Registration				
Subs and/or Stipends (if not on contract)	Subs for PD			\$10,000
Travel				
Follow-Up PD Days	Subs for follow-up PD			\$15,000
Supplemental Materials for Implementation				
Job-Embedded Coaching Days				
Other				
Total Need for HQPD Math				\$25,000

Total Budget for High-Quality Professional Development

Total Estimated Budget Need for High-Quality Professional Development	\$168,400
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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	Renaissance STAR Reading		X	
K-3 Vetted Math Assessment- Additional components	Renaissance STAR Math		X	
Dyslexia	STAR assessment		X	
Interim Assessments	NA			
CTE CRI Pre-Assessments	GMetrix, CNA, Pharmacy Tech	X		
Health Wellness	Alabama Physical Fitness Assessment	X		
Social/Emotional/ Behavioral				
SEL				
Other	ACAP, ACT, WorkKeys, ACCESS for ELs	X		
Total Need for Assessments, Inclusive of Screeners				\$0

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)	Content, Instructional Rigor, Learning Priorities			
Elementary to Middle	Content, Instructional Rigor, Learning Priorities			
Middle to High	Work Keys, Mastery Prep, and ACT Boot Camps			\$48,000.00
Beyond High School	Academic guidance/coaching, CTE			
SPED Transitional Services	Instructional rigor, frequent monitoring			
Other	Consistent EL guidelines, parent involvement, PD			
Other	Kami, ECG simulator for Health Science, Welding simulator for Ag			\$25,000
Total Need for Transitions				\$73,000.00

BUDGET – UNFINISHED LEARNING SUPPORTS

Remediation/Intervention Programs

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

Category	Description	Funding Source		
		State/ Local Funds	Other Federal Funds (including ESSER 1)	ESSER 2 Funds
High-Dosage Tutoring				
Bridge Courses (K/1, Algebra, other)				
Mini-Learning Blast	EL Summer Camp			\$ 10,000
Traditional Summer School	7-12 credit recovery			\$ 73,000
Summer Reading Camps/ASAP	Enrichment & Instructional activities			\$195,000
Summer Math Camps	Enrichment & Instructional activities for K-6 in math and reading for grades 4-6.			\$ 75,000
CTE Enrichment Camps				
ACCESS Virtual Learning				
Credit Recovery Options	Edmentum		X	
Extended School Year (ESY)				
School Nurses	As needed for summer programs			\$ 3,000
Other	Intensive Student Support and KickStart Kindergarten			\$117,000
Total Need for Remediation/Intervention Programs				\$473,000

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				\$0

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	Nurses (2) salary & benefits			\$75,000
Other	Reading Coach (1/2 salary, no benefits)			\$35,000
Other	Payroll/Accounting Assistant			\$70,000
Other	Computer Tech (1)			\$52,000
Other	Intervention, classroom, and Art Teachers salary + benefits, instructional aides			\$2,219,400
Other	Counselors - salary + benefits			\$210,300
Total Need for Other Tools Supporting Unfinished Learning				\$2,661,700

Total Budget for Unfinished Learning

Total Estimated Budget Need for Supporting Unfinished Learning	\$3,207,700
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BUDGET – FACILITIES

Facility Renovations

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

Category	Description	Funding Source		
		State or Local Funds	Other Federal Funds (including ESSER 1)	ESSER 2 Funds
HVAC	50 Virus protection for HVAC			\$24,000
Windows				
Air Quality				
CTE Lab Ventilation/Air Quality				
PPE & Supplies	Clorox 360 cleaning solution, masks, sanitizing wipes, gloves for 10 schools.			\$75,000
Custodial	1 Floor scrubber and supplies (11K), 11 touchless complete restroom cleaning systems (44			\$55,000
Staffing				
Nurse's Station	Thermometers and covers, alcohol, gloves, sanitizing wipes, nurses gowns, and other need			\$52,496
Other				
Total estimated Budget Need for Facility Renovations				\$206,496

TOTAL ESSER 2 FUNDING (LEA PORTION ONLY)

Category	Total
Budget – High-Quality Instructional Materials	\$505,000
Budget – High-Quality Professional Development	\$168,400
Budget – Unfinished Learning Supports	\$3,207,700
Budget – Facilities	\$206,496
Total ESSER 2 Funds*	\$4,087,596

*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.

Clint Green
LEA Chief School Financial Officer Name

205-921-3191
Telephone Number

Clint Green
LEA Chief School Financial Officer Signature

3-10-22
Date

Ann West
LEA Superintendent Name

205-921-3191
Telephone Number

Ann West
LEA Superintendent Signature

3-10-22
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	<u>1/9/2022</u>	Date ALSDE Approved	<u>3/17/2022</u>
State Superintendent and/or Designee Signature	<u>Angela McGee</u>	Date Signed	<u>3/17/22</u>
Date ESSER 2 Funds Released			

Addendum Marion County Schools

Budget – High-Quality Instructional Materials – ELA page 5

Materials – Reading Horizons and decodable text

Elevate kits – 7 kits @ \$750 + Shipping - **\$5,350.00**

4 Kindergarten kits @\$600 + Shipping - **\$2,500.00**

August 27, 2021 and September 24, 2021

PD Registration - **\$4,500.00**

Reading Horizons Coach Training

October 11-14, 2021

PD Registration - **\$15,500**

LETRS Training: We have 68 teachers that have signed up to be a part of a cohort for LETRS training. Each cohort will meet 8 times throughout the year. That will be 544 sub days.

Sub salaries: \$46,400

Total = \$50,000

Benefits: \$3,600

Kid's Lips:

Materials: **\$8,750.00**

ESGI (Easy Progress Monitoring)

District License - **\$3,400.00**

Timeline – Fall, 2021-Spring, 2023

Job embedded coaching days and support for implementation of ELA COS = **\$10,000**. Sub salaries = \$9,290 and benefits \$710

Eleven high school and 99 elementary ELA teachers will meet 1/2 day with a trainer from McGraw Hill to learn how to better use their new curriculum.

Budget – High-Quality Instructional Materials – Math page 6

Curriculum – McGraw Hill

Materials – **\$402,000.00**. After our state allocation for math textbooks was spent, this was supplemental to allow our students to have the materials they needed for math textbooks.

Timeline – Fall, 2021 - Spring, 2024

Job embedded coaching days and support for implementation of Math COS – **\$3,000 = Sub salaries** for 33 subs = \$2,805 and benefits - \$195
Eleven high school and 55 elementary math teachers will meet 1/2 day with a trainer from McGraw Hill to learn how to use their new curriculum.

ELA HOPD Funding – page 7

Neuhaus professional development substitutes. Fifty-five teachers to receive training for 3 days each. At average sub pay: \$13,200.00 benefits \$1,300.00
Total budgeted = \$14,500.00
Stipends for 55 teachers @ \$100 = \$5,500.00 (No benefits from ESSER II) (to compensate for time to complete assignments that will be done additional to contract time)
Total cost = \$20,000

Dyslexia Awareness training – 190 teachers to receive a \$200 stipend for training outside of contract hours. Stipend = \$38,000 + benefits = \$8,000.00. **Total budgeted: \$46,000.**

MSLE – Twenty teachers to receive training for 5 days outside of contract hours. Salary = \$8,000, benefits = \$1,000.00. **Total budgeted = \$9,000**

Kid’s First Training for Administrators – 10 principals and 3 assistant principals. Ten schools @ 5 days each. **The total cost of this coaching is \$68,400.00.**

The Kids First Team will complete the K1 Analysis, a process that will involve analyzing student, teacher, and school learning needs through an extensive review of all available data for student and teacher performance. Through this analysis, the Kids First Team will collaborate with district and school administrators to create a clear set of educator and student learning goals and expected outcomes. A detailed,

sustainable, evidence-based, coherent plan for professional development, coaching and modeling that will improve instructional effectiveness and student outcomes will be established prior to beginning work. The plan will inform ongoing improvement in teaching and student learning and will be aligned to Alabama Standards. In addition, it will include regular check-ins to assess the effectiveness of the professional development, coaching, and modeling services. These check-ins will occur quarterly with school and district level leadership to ensure the goals for both the educator and student are being met. Marion County Schools will be assigned one head coach as well as content leads for each focus area.

Budget – Math HOPD – page 8

Thirteen high school teachers (grades 7-12) and 45 elementary teachers to receive initial training for 2 days each. All stipends are for work performed off-contracted time. At average sub pay: \$9,280.00 benefits\$720.00

Total budgeted = \$10,000.00

Thirteen high school teachers and 45 elementary teachers will receive follow-up training on the new math series. Substitutes will allow these teachers 3 days of in-person training.

Sub salaries - \$13,920.00 benefits - \$1,080.00 **Total budgeted: \$15,000**

Timeline: Fall 2021- Spring, 2023

Unfinished Learning Supports: Transitions – page 10

Work Keys and ACT Boot Camps –

ACT Boot Camp – we are hiring an outside provider, Jim Shaver, to work with juniors in each of our five high schools. The four smaller schools will have Mr. Shaver 1 day each in the spring of 2022, 1 day each in the fall of 2022, and 1 day each in the spring of 2023. Hamilton High School has twice the number of students as each of the smaller schools and they will have Mr. Shaver 2 days for each of the 3 mentioned dates.

Total budgeted: \$33,000 at \$11,000 for each series of 6 days.

Mastery Prep/Tru Score Testing for ACT (Contracted Services) – spring of 2022, spring of 2023. To be administered by teachers. Each year will cost \$2,500
Total budgeted: \$5,000

Work Keys (Contracted Services): To be administered, by teachers, to all juniors during the spring of 2022. **Total budgeted: \$10,000**

Other:

ECG simulator for Health Science - \$4,500

Welding simulator for Agri-Science - \$7,500

Total = \$25,000

Kami –site license \$13,000

Unfinished Learning Supports: Remediation/Intervention Programs – page 11

EL Summer Camp – 2 teachers for 12 days, 4.5 hours/day @ \$60/hour + benefits. Salaries = \$6,480 and benefits = \$1,400. Instructional supplies for the program = \$2,120. EL Summer Camp will be held in July, 2022. **Total budgeted: \$10,000.**

Traditional summer school - Grade 7-12 credit recovery – 8 teachers for 28 days, 4.5 hours/day @ \$60/hour = \$60,480.00 benefits = \$12,520.00. **Total budgeted: \$73,000.00.**

Summer School will be held for 28 days in June and July, 2022.

Summer Reading Camp – 49 teachers for 16 days, 4.5 hours/day @\$60/hour = \$211,680 and benefits = \$44,500, 94, custodial hours @ \$19/hour for 5 days beyond contract=\$1786.00 salary and \$375.06 benefits. Decodable text for students = \$10,000

Total cost of program = \$268,341.06. \$73,341.06 paid by ARI and **\$195,000.00 from ESSER II.**

The Summer Reading Camp will be held in June-July, 2022.

Grades 4-6 reading and math – 14 teachers for 16 days, 4.5 hours/day@ \$60/hour + benefits = \$72.09/hour/teacher = **\$72,666.72 (Salary = \$60,480.00 & Benefits = \$12,186.72)** They will also need some instructional supplies - **\$2,333.28.** This program will cost **\$75,000.00.** The program will take place in June-July 2022.

School Nurses – will be used as needed for summer programs. They will be paid \$24/hour and we will plan for 102 hours. Salaries: \$2,448.00 Benefits: \$552.
Total budgeted: \$3,000.00

KickStart Kindergarten – 12 teachers @ \$72.09/hour, 15 days, 4.5 hours/day. This will be held in July, 2022. Total cost of program **\$60,000 (Salary = \$58,392.90 & Benefits = \$1,607.10).**

Intensive Student Support Total Budgeted: \$57,000.00

After school learning at 5 elementary schools during the 2022-2023 school year. Salary for 15 teachers= \$53,500 and benefits \$3,500. All stipends are for work performed off-contracted time.

Unfinished Learning Supports: Other Tools Supporting Unfinished Learning
– page 12

The following positions are all for the 2021-2022 school year.

Two nurses salary and benefits. Salary 23,000 X 2 = \$46,000
MCHS Benefits \$4,900 X 2 = \$9,800
Brilliant School Insurance - \$9,600 X 2 = \$19,200
Total budgeted: \$75,000

Three counselors' salary and benefits. Salary \$50,000 X 3 = \$150,000
Hackleburg Elementary Benefits \$ 10,500 X 3 = \$31,500
Phillips Elementary Insurance = \$9,600 X 3= \$28,800
Guin Elementary/MCHS **Totaled budgeted: \$210,300**
(.5 at each school)

Staff Accountant salary and benefits. Salary \$49,993
Benefits \$10,407
Insurance - \$9,600
Total budgeted: \$70,000

Computer Technician. Salary \$34,854
Benefits \$7,546
Insurance - \$9,600
Total budgeted - \$52,000

1 Part-Time Reading Coach Salary - \$35,000
Brilliant School Retired – no benefits

ESSER II
Marion County Schools
Staffing by School

Brilliant Schools

Add teachers – 1 Kdg. teacher
1 Intervention teacher
Add Library Media Specialist

3 FTEs

—
Guin Elementary School

Add teachers – 1 Kdg. teacher
1 5th grade teacher
1 intervention teacher.

Estes in Library full-time. Paid with ESSER II .5 **3.5 FTEs + 1 aide**

Marion County High School

Add Health Science teacher.

They already have required equipment for this class.

Make band director full-time .5

1.5 FTEs

Hackleburg Elementary School

1 full-time intervention teacher.

Add Aides for 1st grade. They do not have classroom space to add another teacher.

1 FTE + 2 aides

Hackleburg High School

Add 1 intervention teacher for reading and 1 for math.

2 FTEs

Hamilton Elementary School

Add teachers – 1st grade

2nd grade

3.5 FTEs,

Add 1 math coach

Change ½ intervention teacher to full-time intervention teacher.

Hamilton Middle School

3 FTEs

Add reading intervention teachers 1 7th & 8th grade.

Add art teacher

Add Project Lead the Way back by moving Pendley back to that and moving E. Ballard to 7th grade Science.

Hamilton HighSchool

Add 1 reading intervention teacher

Add 1 Intensive Student Support teacher

Add 1 art teacher **3 FTEs**

Phillips Elementary School

Add teachers –1 4th grade teacher,

1 5th grade teacher,

1 6th grade teacher

Add 1 intervention teacher

4 FTEs

Phillips High School

Add intervention teacher - 7th and 8th grade reading teacher

Change band director from part-time to full-time **1.5 FTEs**

Marion County

Part-time EL teacher **.5 FTE**

Total: 26.5 FTEs - @ 60,000 for salary = \$1,590,000

Benefits = \$ 330,264

Insurance = \$ 254,400

Total = \$ 2,174,664

3 instructional aides @ \$14,912 each = \$44,736

(Spur aides = no benefits)

Total budgeted: \$ 2,219,400

Total budgeted - \$35,000

Intervention, classroom, and Art Teachers salary + benefits, instructional aides

Instructional aides - salaries

FTEs – 26 and 3 aides See staffing by school document.

Total budgeted: \$2,219,400

Budget Facilities: Facility Renovations

50 Virus Protection units for HVAC

Brilliant Elementary Building-3

Brilliant High School Building-3

Guin Elementary School-4

Marion County High School-5

Hackleburg Elementary School-4

Hackleburn High School-4

Hamilton Elementary School-3

Hamilton Middle School-5

Hamilton High School-6

Phillips Elementary School-4

Phillips High School-5

Marion County Alternative School-1

Central Office-3

Touchless Restroom Cleaning Systems

Brilliant Elementary Building-1

Brilliant High School Building-1

Guin Elementary School-1

Marion County High School-1

Hackleburg Elementary School-1

Hackleburn High School-1

Hamilton Elementary School-1

Hamilton Middle School-1

Hamilton High School-1

Phillips Elementary School-1

Phillips High School-1

Floor Scrubber and supplies to be shared by Hackleburg Elementary and Hackleburg High School.

MARION COUNTY SCHOOLS
ALABAMA READING INITIATIVE
Essential Skills of the Reading Coach

JOB DESCRIPTION

- I. Purpose: The Reading Coach must know how to implement schoolwide practices that substantially accelerate the learning of struggling readers.

Teaching Struggling Readers

The Reading Coach knows how to:

1. Demonstrate a high level of skill in all aspects of instruction that accelerates the learning of struggling readers.
2. Promote highly specialized reading instruction in which struggling readers thrive: instruction that is explicit, intensive, accelerated, and provides ample practice.
3. Arrange for the organizational features needed to increase the achievement of struggling readers: more time with more highly skilled teachers, reduced teacher/pupil ratio, and flexibility varied grouping.
4. Monitor student progress in ways that inform teaching and motivate learners.
5. Make available student materials that ensure students read at their instructional reading level throughout the school day.
6. Coordinate across instructional settings the instruction provided to struggling readers (e.g. intervention teacher collaborating with the social studies teacher).
7. Create practices that motivate struggling readers and reward their progress.
8. Create an environment in which all adults in the school know the struggling readers by name and collaborate in increasing their reading achievement.
9. Partner with the principal to:
 - a. Bring about all that is needed to facilitate a schoolwide commitment to reach all struggling readers.
 - b. Motivate faculties to contribute to the schoolwide commitment to all students reading well.

Reading Coach (Continued)

- II. Purpose: The Reading Coach must know how to facilitate professional development that results in improved student reading achievement.

Ensuring Ongoing Professional Development

The Reading Coach knows how to:

1. Structure professional activities that are research-based, ongoing, coordinated, and responsive to student needs revealed by data (e.g., workshops, book studies, classroom coaching).
2. Model research-based instructional procedures and help teachers implement these procedures.
3. Identify teachers' strengths and areas for improvement based on student performance data and classroom observations.
4. Provide teachers with feedback and coaching that impacts student learning.
5. Help teachers select materials and instructional strategies that fit students' needs and interests.
6. Organize professional materials to enhance a system of ongoing learning.
7. Organize and make accessible instructional materials (e.g. leveled text, electronic sources, content-related texts).
8. Ensure that research-based literacy strategies learned in workshops are used effectively in classrooms.
9. Assist teachers in overcoming problems they encounter in their classrooms.
10. Work closely with new teachers and administrators, helping them to understand the school's literacy program and their roles in it.
11. Model ongoing learning (e.g. participate in self-reflections or teaching; read professionally; participate in professional meetings; stay current with national, state, and local initiatives).

Reading Coach (Continued)

- III. Purpose: The Reading Coach must be able to cultivate a community of learners that value collaborative problem solving.

Influencing School Climate and Schoolwide Commitment to 100% Literacy

The Reading Coach knows how to:

1. Assist administrators in organizing literacy leadership teams that review assessment data and develop literacy plans for schools.
2. Collaborate effectively with faculty and administrators on a professional basis to achieve literacy improvement in their schools.
3. Nurture supportive, respectful behavior in all interactions among adults in the school.
4. Influence schoolwide policies, procedures, and practices that prompt proficient reading for all students.
5. Provide an essential link among teachers on a grade level or within a department; across grade levels and across departments; and between faculty and administrators.
6. Build collaborative, professional relationships among administrators, faculty, and staff.
7. Align reading standards, instruction and measures of learning.
8. Select reading programs based on their compatibility with scientific research.
9. Secure commitment of all adults to implement a schoolwide research-based, comprehensive reading plan that features systematic collection, analysis, and use of student performance data.

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

Reading Coach (Continued)

MARION COUNTY SCHOOLS

BAND DIRECTOR

JOB DESCRIPTION

QUALIFICATIONS:

- (1) Bachelor's degree from an accredited educational institution.
- (2) Certified by the State of Alabama in the appropriate area.
- (3) Must meet background clearance requirements as specified by Alabama statutes and State Board of Education regulations.

KNOWLEDGE, SKILLS AND ABILITIES:

Knowledge of child development and especially of characteristics of children in the age group assigned. Knowledge of the prescribed curriculum. Knowledge of current educational research especially in the field of music education. 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. Ability to demonstrate the proper technique for playing various instruments.

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 develop skills as a performer and as one who appreciates and enjoys music.

SUPERVISES:

N/A

PERFORMANCE RESPONSIBILITIES:

- * (1) Plan and implement a balanced music program that includes music appreciation, harmony, theory, and instrumental music, and the historical and cultural aspects of music.
- * (2) Create or select long-range plans based on a review of system and state curriculum priorities, student profiles and instructional priorities.
- * (3) Define goals and objectives for unit and daily plans.
- * (4) Plan and oversee the music program and sequence the development of student musical skills with other music instructors.
- * (5) Identify specific intended learning outcomes which are challenging, meaningful and measurable.
- * (6) Revise plans based on student needs.
- * (7) Develop or select instructional activities which foster active involvement of students in the learning process.

BAND DIRECTOR (Continued)

- *(8) Work with booster organization to provide additional support for the program.
- *(9) Prepare band and individual arrangements for competition in both marching and concert seasons.
- *(10) Work closely with other school organizations and departments to involve the music program in the total school program.
- *(11) Work with community groups and organizations to provide support for all musical programs.
- *(12) Plan and prepare lessons and instructional strategies which support the school improvement plan and the system mission.
- *(13) Select, develop, modify and/or adapt materials and resources which support learning objectives and address students' varying learning styles, backgrounds and special needs.
- *(14) Establish and maintain a positive and safe learning environment in which students are encouraged to be actively engaged in the learning process.
- *(15) Maintain a clean, attractive and organized learning environment.
- *(16) Maintain academic focus by using a variety of motivational techniques.
- *(17) Establish and use behavior management techniques which are appropriate and effective.
- *(18) Establish routines and procedures and work with students on consistently following them.
- *(19) Create a learning climate that is challenging yet non-threatening.
- *(20) Maintain instructional momentum with smooth and efficient transitions from one activity to another.
- *(21) Establish and maintain effective and efficient record-keeping procedures to include budget and financial transactions.
- *(22) Organize procedures, practices, materials and routines for the effective use of instructional time and for the completion of administrative activities.
- *(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 the information.
- *(30) Encourage self-assessment by students and assist them in developing plans for improving their performance.
- *(31) Provide opportunities for students to perform throughout the school and community.
- *(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.

BAND DIRECTOR (Continued)

- *(37) Use appropriate techniques and strategies to enhance the application of critical, creative and evaluative thinking capabilities of students.
- *(38) Assist students in assessing, interpreting and evaluating information from multiple sources.
- *(39) Provide appropriate instruction and modifications for students with special needs, including special education students and students who have limited proficiency in English.
- *(40) Provide quality work for students which is focused on meaningful, relevant and engaging learning experiences.
- *(41) Foster student responsibility, appropriate social behavior, integrity, valuing of cultural diversity, and respect for self and others by role modeling and learning activities.
- *(42) Communicate effectively, orally and in writing, with other professionals, students, parents and community.
- *(43) Collaborate with students, parents, school staff and other appropriate persons to assist in meeting student needs.
- *(44) Provide accurate and timely information to parents and students about student performance.
- *(45) Work with other teachers in curriculum development, special activities, and sharing ideas and resources.
- *(46) Recognize overt indicators of student distress or abuse and take appropriate intervention, referral, or reporting actions.
- *(47) Engage in continuing improvement of professional knowledge and skills.
- *(48) Assist others in acquiring knowledge and understanding of particular area of responsibility.
- *(49) Keep abreast of developments in instructional methodology, learning theory, curriculum trends and content.
- *(50) Conduct a personal assessment periodically to determine professional development needs with reference to specific instructional assignment.
- *(51) Develop and implement a professional development plan annually in accordance with state and system requirements.
- *(52) Act in a professional and ethical manner and adhere to professional standards at all times.
- *(53) Perform assigned duties.
- *(54) Demonstrate attention to punctuality, attendance, records and reports.
- *(55) Maintain confidentiality of student and other professional information.
- *(56) Comply with policies, procedures and programs.
- *(57) Exercise appropriate professional judgment.
- *(58) Support school improvement initiatives by active participation in school activities, committee and faculty meetings, and programs.
- *(59) Ensure that student growth and achievement are continuous and appropriate for age group subject area and/or student program classification.
- (60) 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.

BAND DIRECTOR (Continued)

TERMS OF EMPLOYMENT:

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

EVALUATION:

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

Job Description Supplement No. 04

*Essential Performance Responsibilities

Job Title: Computer Technician

Responsible To: Federal Programs Coordinator /Technology Coordinator

Qualifications:

Minimum of completion of an approved computer technician certification program.

Duties and Responsibilities:

1. Assist in monitoring the data network; report hardware malfunctions to the supervisor; assist in replacing malfunctioning equipment.
2. Assist in providing information and/or technical assistance to users regarding network or general computer problems.
3. Distribute and file computer output; burst, decollate and deliver reports to users.
4. Diagnose hardware problems and replace malfunctioning equipment.
5. Assist in the monitoring and maintenance of the network infrastructure.
6. Assume other reasonable and equitable job-related duties assigned by the immediate supervisor.

Job Goal:

Operate and maintain components of the Marion County Schools System's computer network in Title I served schools, including workstations, servers, network infra-structure and related peripherals.

Evaluation:

Job performance for nonprobationary personnel will be evaluated by the immediate supervisor based on Board policy. Probationary personnel will be evaluated annually.

Appeals:

An Employee who is not satisfied with his/her evaluation shall seek recourse by following the grievance procedure as outlined in Board policy.

Job Title: ESL Teacher

Responsible To: Federal Programs Coordinator

Qualifications:

Certified in accordance with the State Board of Education requirements.

Duties and Responsibilities:

1. Overall identification, coordination, and monitoring of ESL services systemwide to issue adherence to policies and guidelines at all grade levels.
2. Work in cooperation with school administrators and other personnel as needed.
3. Provide ESL services to students and collaborate with regular classroom teachers, who are the core ESL program, to meet the academic and emotional needs of LEP students.
4. Assist in providing training and resources in ESL instruction to all teachers and administrators.
5. Meets and instructs assigned classes in the locations and at the times agreed upon by teachers and administrators.
6. Plan a program of study that, as much as possible, meets the individual needs, interests, and abilities of the students.
7. Create a classroom environment that is conducive to learning and appropriate to the maturity and interests of the students.
8. Prepare for students and show written evidence of preparation upon request of immediate supervisor.
9. Maintain classroom discipline, encouraging students to set and maintain standards of behavior.
10. Guide the learning process toward the achievement of curriculum goals by supporting the skills being taught in the classroom.
11. Employ a variety of instructional techniques consistent with the physical limitations of the location provided and the needs and capabilities of the individuals or student groups involved.
12. Assess the accomplishments of students on a regular basis and provide progress reports as required.
13. Take all necessary and reasonable precautions to protect students, equipment, materials, and facilities.
14. Maintain accurate, complete, and correct records as required by law, district policy, and administrative regulation.

Job Goal:

Focus on building the English language skills of limited English proficient students to enable them to become proficient in the English language.

Evaluation:

Job performance for tenured personnel will be evaluated by the immediate supervisor based on Board policy. Non-tenured personnel will be evaluated annually.

Appeals:

An Employee who is not satisfied with his/her evaluation shall seek recourse by following the grievance procedure as outlined in Board policy.

MARION COUNTY SCHOOLS
GUIDANCE COUNSELOR
JOB DESCRIPTION

QUALIFICATIONS:

- (1) Master's degree from an accredited educational institution.
- (2) Certification in Guidance and Counseling by the State of Alabama.
- (3) Must meet background clearance requirements as specified by Alabama statutes and State Board of Education regulations.

KNOWLEDGE, SKILLS AND ABILITIES:

Ability to read, interpret and follow State Board of Education rules, School Board policies and the appropriate state and federal statutes. Knowledge and understanding of child development and the unique needs and characteristics of students served. Knowledge and understanding of guidance and counseling principles, programs and services. Knowledge of test and measurement theory. Knowledge of community resources and services available for student assistance. Ability to counsel and assist students, parents and school personnel in the resolution of problems in student learning, behavior and mental health. Ability to administer and interpret student assessment and evaluation instruments. Ability to analyze and use data. Ability to consult with parents, school personnel and the public. Ability to maintain sensitivity to multicultural issues. Ability to maintain confidentiality. Ability to communicate effectively verbally and in writing using correct grammar, spelling and business English. Ability to audit forms and reports for accuracy and completeness. Ability to design and deliver classroom guidance. Skill in conducting individual, small group and large group counseling.

REPORTS TO:

Principal

JOB GOAL

To provide students with educational, personal and vocational counseling and to identify and coordinate all available resources to empower students to reach full potential.

SUPERVISES:

N/A

PERFORMANCE RESPONSIBILITIES:

- * (1) Develop guidance programs based on developmental needs of students, needs assessments, and school and system priorities.
- * (2) Establish short- and long-range plans based on student needs as well as school, system and state priorities.
- * (3) Communicate goals and services of the counseling programs to school administration, staff, students and parents.
- * (4) Establish priorities and an implementation schedule for counseling and student service programs.

GUIDANCE COUNSELOR (Continued)

- * (5) Review, evaluate and select a variety of materials to support a well-balanced counseling program.
- * (6) Implement, coordinate and monitor school-wide counseling services and activities.
- * (7) Establish an environment for an effective counseling program.
- * (8) Establish and follow procedures for appropriate intervention in accordance with school, system, and state laws, rules and policies.
- * (9) Maintain student records according to established guidelines.
- *(10) Participate in school-wide events, committees and supervisory responsibilities to assure student safety.
- *(11) Use technology resources effectively.
- *(12) Demonstrate knowledge of theories, techniques and instruments used for assessment.
- *(13) Administer tests, interpret scores, and communicate results.
- *(14) Explain nature and purpose of assessment in an understandable manner, including its uses and limitations, and provide feedback to appropriate individuals.
- *(15) Exercise confidentiality in the sharing of test results.
- *(16) Use relevant assessment data to make recommendations to students, parents, teachers and other professionals.
- *(17) Evaluate counseling program objectives including using feedback from students, parents and staff.
- *(18) Provide personal and social growth counseling (individual and group) concerning academic success, understanding of self and others, communication skills, decision-making, relationship skills, conflict resolution, goal setting, and effective coping skills necessary to refuse participation in substance abuse and physical violence.
- *(19) Recognize, appreciate and serve the cultural differences and special needs of individuals and families.
- *(20) Recognize overt indicators of student distress or abuse and take appropriate intervention, referral or reporting action.
- *(21) Provide crisis intervention services including follow-up services as appropriate.
- *(22) Orient new students and their parents and assist students moving from grade to grade or school to school.
- *(23) Provide intervention for at-risk students and those with special learning and behavioral needs.
- *(24) Implement programs for career awareness and (at secondary level) comprehensive educational/career plans which target high school completion, post-secondary opportunities, scholarships and financial aid information.
- *(25) Consult with students, parents, teachers and other school staff to assist in meeting needs of students.
- *(26) Work effectively with parents.
- *(27) Serve as advocate for students.
- *(28) Establish an effective working relationship with outside services and make appropriate referrals for psychological, social work, health, and community services.
- *(29) Participate in multidisciplinary conferences concerning individual cases of special need, including academic, social, cultural, emotional, and economic.
- *(30) Provide information to and/or in-service for teachers, administrators and other school staff.
- *(31) Keep abreast of current trends in counseling and guidance.

GUIDANCE COUNSELOR (Continued)

- *(32) Participate in meetings, training sessions and other activities for improvement of professional knowledge and skills.
- *(33) Model and maintain high professional and ethical standards.
- *(34) Prepare all required reports and maintain all appropriate records.
- *(35) Identify student/school issues and follow established procedures to resolve issues.
- *(36) Use positive interpersonal skills to encourage cooperative efforts between staff, students, families and the community.
- *(37) Review student records and indicators: portfolio assessment, professional team interaction and analysis reports, documented parent interaction, student discipline records and others as deemed appropriate by the system guidelines to evaluate student needs; plan program.
- *(38) Monitor student progress to ensure that student growth and achievement are continuous and appropriate for age group, subject area and/or program classification.
- (39) Perform other tasks consistent with the goals and objectives of this position.
- (40) Abide by the American School Counselor Association Code of Ethics.

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. 11

*Essential Performance Responsibilities

MARION COUNTY SCHOOLS

INSTRUCTIONAL AIDE

JOB DESCRIPTION

QUALIFICATIONS:

- (1) High school diploma or equivalent.
- (2) Successful experience working with children.
- (3) Two (2) years of college experience preferred.
- (4) If assigned to a Title I school, also meet the requirements for the No Child Left Behind Act:
 - (a) Two years of study at an institution of higher education(48 semester hours); or
 - (b) Associate's or higher degree(64 semester hours); or
 - (c) Knowledge and ability to assist in instruction in core subjects as verified by a rigorous state or local assessment(Workkeys).
- (5) Must meet background clearance requirements as specified by Alabama statutes and State Board of Education regulations.

KNOWLEDGE, SKILLS AND ABILITIES:

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 be flexible. Ability to maintain confidentiality.

REPORTS TO:

Principal

JOB GOAL

To assist teachers and students with academic activities as assigned.

SUPERVISES:

N/A

PERFORMANCE RESPONSIBILITIES:

- * (1) Assist the teacher(s) in preparing materials and equipment for direct instructional activity including locating, copying, collating, distributing and/or grouping materials to support instructional activities planned by the teacher.
- * (2) Assist teacher with student supervision as assigned.
- * (3) Assist in maintaining the security of records, materials and equipment.
- * (4) Type correspondence, answer phone, copy, and perform other secretarial tasks as assigned.
- * (5) Communicate effectively with the staff members, students, parents, administrators and other contact persons using tact and good judgment.
- * (6) Follow attendance, punctuality and proper dress rules.
- * (7) Ensure adherence to good safety standards.
- * (8) Maintain confidentiality regarding school/workplace matters.

INSTRUCTIONAL AIDE (Continued)

- * (9) Model and maintain high ethical standards.
- *(10) Demonstrate initiative in the performance of assigned responsibilities.
- *(11) Maintain expertise in assigned area to fulfill project goals and objectives.
- *(12) Participate successfully in the training programs offered to increase skill and proficiency related to assignment.
- *(13) Keep supervisor informed of potential problems or unusual events.
- *(14) Respond to inquiries and concerns in a timely manner.
- *(15) Serve on school/system committees as required or appropriate.
- *(16) Exhibit interpersonal skills to work as an effective team member.
- *(17) Demonstrate support for the school system and its goals and priorities.
- *(18) Demonstrate initiative in identifying potential problems or opportunities for improvement.
- *(19) Participate in cross-training activities as required.
- (20) 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

Job Title: Intervention Teacher

Responsible To: Principal and/or Federal Programs Coordinator

Qualifications:

Certified in accordance with the State Board of Education requirements.

Duties and Responsibilities:

1. Assess student abilities as related to desired educational goals, objectives, and student outcomes.
2. Develop and implement a program of instruction in reading/mathematics that meet the individual needs, interests, and abilities of students and is consistent with the Alabama Course of Study.
3. Plan and employ a variety of appropriate instructional learning strategies and activities that are compatible with the physical facility but serve the needs and capabilities of the students.
4. Plan with classroom teachers to insure seamless instruction in intervention thus supporting the skills being taught in the classroom.
5. Meet and instruct assigned classes in the locations and at the times agreed upon by teachers and administrators.
6. Continually communicate to students and parents (either in writing or verbally) instructional expectations and student progress.
7. Create a classroom environment that is conducive to learning and appropriate to the maturity and interests of the students.
8. Prepare for students and show written evidence of preparation upon request of immediate supervisor.
9. Maintain classroom discipline, encouraging students to set and maintain standards of behavior.
10. Participate in professional growth and development activities including staff meetings, in-service, and staff development activities as required or assigned.
11. Employ a variety of instructional techniques consistent with the physical limitations of the location provided and the needs and capabilities of the individuals or student groups involved.
12. Maintain all records and documentation in accordance with local, state, and federal law.
13. Take all necessary and reasonable precautions to protect students, equipment, materials, and facilities.
14. Maintain accurate, complete, and correct records as required by law, district policy, and administrative regulation.

Job Goal:

To participate as a member of the instructional team of the school; to reinforce reading or mathematics skills that are taught in the regular classroom; to provide opportunities for students to progress to their maximum potential.

Evaluation:

Job performance for tenured personnel will be evaluated by the immediate supervisor based on Board policy. Non-tenured personnel will be evaluated annually.

Appeals:

An Employee who is not satisfied with his/her evaluation shall seek recourse by following the grievance procedure as outlined in Board policy.

MARION COUNTY SCHOOLS

LIBRARY/MEDIA SPECIALIST

JOB DESCRIPTION

QUALIFICATIONS:

- (1) Master's degree from an accredited educational institution.
- (2) Bachelor's degree in Education from an accredited educational institution.
- (3) Certification in Media by the State of Alabama.
- (4) Must meet background clearance requirements as specified by Alabama statutes and State Board of Education regulations.

KNOWLEDGE, SKILLS AND ABILITIES:

Ability to read, interpret and follow State Board of Education rules, School Board policies, and appropriate state and federal statutes. Effective listening, speaking and writing skills. Ability to use skills necessary in curriculum design and alignment; planning, organizing and analyzing data; supervision; problem solving; and public relations. Ability to select, organize, administer and utilize instructional media, equipment and technology. Ability to integrate the resources and services of the library media program with the ongoing instructional program. Ability to assist students and school personnel in the effective use of media. Ability to use group dynamic skills in the context of cultural diversity. Knowledge of subject content, teaching theories, methods and practice, current research and trends. Knowledge of the unique needs, growth patterns and characteristics of the students served. Knowledge of budgeting policies and procedures. Ability to maintain complete and accurate records.

REPORTS TO:

Principal

JOB GOAL

To ensure that students and staff are effective users of ideas and information by providing instruction to foster competence and by working with other educators to design learning strategies to meet the needs of individual students.

SUPERVISES:

Library Aide

PERFORMANCE RESPONSIBILITIES:

- * (1) Identify, select or develop short- and long-range goals and objectives for the media program based on student, faculty, and curriculum needs.
- * (2) Plan with teachers and instructional leaders for the integration of media/information skills into the school program.
- * (3) Develop schedules and organize resources to allow easy access to information and services.
- * (4) Review the school improvement plan and plan for the acquisition of materials to enhance learning consistent with the needs of students with diverse cultural and socio-economic backgrounds, learning styles and special needs.
- * (5) Develop and implement policies and procedures necessary for the efficient and effective operation of the media center.

LIBRARY MEDIA SPECIALIST (Continued)

- * (6) Administer the media center budget based on program goals and objectives.
- * (7) Maintain complete and accurate records as required by law, system policy and administrative regulations.
- * (8) Assign, instruct, and supervise support staff and volunteers.
- * (9) Coordinate the selection and acquisition process for media resources and equipment.
- *(10) Provide for use of current technologies.
- *(11) Facilitate the use, maintenance, repair, and inventory of all media center materials and equipment.
- *(12) Solicit ongoing feedback from members of the school staff regarding the availability, use and impact of media materials.
- *(13) Establish a system of records that will provide an appropriate database for evaluating the use and distribution of the media collection and supporting materials and equipment.
- *(14) Assist with responsibilities for the school testing program.
- *(15) Teach library media skills in collaboration with teachers to support classroom instruction.
- *(16) Instruct staff and students in the use of resources, services, and equipment.
- *(17) Provide reference assistance.
- *(18) Use appropriate techniques and strategies to enhance the application of critical, creative and evaluative thinking capabilities.
- *(19) Use appropriate materials, technology, and resources to help meet the learning needs of all students.
- *(20) Apply principles of learning and effective teaching in instructional delivery.
- *(21) Recognize overt indicators of student distress or abuse and take appropriate intervention, referral, or reporting actions.
- *(22) Collaborate with teachers to support instructional goals and objectives.
- *(23) Participate in overall school curriculum planning and development.
- *(24) Implement an effective public relations program to promote media resources and programs.
- *(25) Maintain contact with other library, education, and information agencies.
- *(26) Establish, maintain, and promote a collection of current professional resources for administrators and teachers.
- *(27) Train faculty in the use of media resources, equipment, and technology.
- *(28) Update professional skills and knowledge and keep abreast of recent developments in education, technology and media.
- *(29) Conduct a staff assessment periodically to determine professional growth needs.
- *(30) Model and maintain high standards of professional conduct.
- *(31) Complete all required reports and maintain all appropriate records.
- *(32) Set high standards and expectations for self, others, and school.
- *(33) Support and participate in school improvement initiatives, services, and programs.
- *(34) Contribute to the overall mission of the school by supporting school committees, programs, and services.
- *(35) Conduct a media services program in a manner that ensures student growth and achievement are continuous and appropriate for age group, subject area and/or student program classification.
- *(36) Provide appropriate educational opportunities for students to meet their unique needs, talents, interests, and abilities.
- *(37) Maintain and update the Library Policy Handbook designed for each school site.

LIBRARY MEDIA SPECIALIST (Continued)

(38) Perform other incidental 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. 03

*Essential Performance Responsibilities

MARION COUNTY SCHOOLS

NURSE

JOB DESCRIPTION

QUALIFICATIONS:

- (1) Current Alabama Registered Nurse (RN) license or possess a current license *from* the Alabama Board of Nursing designating Licensed Practical Nurse.
- (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.
- (5) Must meet background clearance requirements as specified by Alabama statutes and State Board of Education regulations.

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. Skill in listening, speaking and writing. Ability to work with school personnel, parents, children and agencies.

REPORTS TO:

Principal
Special Education Coordinator

JOB GOAL

To provide health services at the assigned school site by assisting students, parents, and teachers in maintaining and improving students' health and their ability to learn.

SUPERVISES:

N/A

PERFORMANCE RESPONSIBILITIES:

- * (1) Prepare the school nurse area for use, ensuring safety, cleanliness and adequate stocking of supplies.
- * (2) Assist health professionals to ensure smooth traffic flow during scheduled school health clinics.
- * (3) Assist health professionals to perform and document required screenings.
- * (4) Maintain a clinic log of 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.

NURSE (Continued)

- * (9) Assist students with required medications and document according to established guidelines.
- *(10) Support and participate in health screening activities, special clinics and staff meetings as directed.
- *(11) Administer medications and perform procedures (including invasive procedures) following school and system policies.
- *(12) Review health records and immunization for compliance.
- *(13) Counsel students and parents concerning health problems.
- *(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) Provide or arrange CPR instruction for staff.
- *(38) Organize and plan to maximize use of available time.
- *(39) Attend IEP/504 meetings for students needing health plans.
- *(40) Gather, analyze, and report data related to health services as required using effective written and oral communication skills.
- *(41) Represent the school system as directed at conferences, committee sessions, training seminars, and/or State Department of Education or community meetings.
- *(42) Complete vision and hearing screening for all special education student referrals.
- *(43) Re-evaluate vision and hearing of special education students each three years or as Needed to be in compliance with Alabama Administrative Code.

NURSE (Continued)

- * (44) Provide invasive procedures to students as needed.
- (45) 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

Marion County Schools

TEACHER, ELEMENTARY SCHOOL

JOB DESCRIPTION

QUALIFICATIONS:

- (1) Bachelor's degree from an accredited educational institution.
- (2) Certification by the State of Alabama in the appropriate area.
- (3) Must meet highly qualified status as determined by Alabama State Department of Education.
- (4) Must meet background clearance requirements as specified by Alabama statutes and State Board of Education regulations.

KNOWLEDGE, SKILLS AND ABILITIES:

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

REPORTS TO:

Principal

JOB GOAL

To provide an educational atmosphere in which students will move toward the fulfillment of their potential for intellectual, emotional, physical and psychological growth and maturation in accordance with 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.
 - *(11) Maintain a clean, attractive and organized learning environment.
 - *(12) Maintain academic focus by using a variety of motivational techniques.
 - *(13) Establish and use behavior management techniques which are appropriate and effective.
 - *(14) Establish routines and procedures and work with students on consistently following them.
 - *(15) Create a learning climate that is challenging yet non-threatening.
 - *(16) Maintain instructional momentum with smooth and efficient transitions from one activity to another.
 - *(17) Establish appropriate testing environment and ensure test security.
 - *(18) Establish and maintain efficient record keeping procedures.
 - *(19) Organize procedures, practices, materials, and routines for the effective use of instructional time and for the completion of administration activities.
 - *(20) Instruct and supervise the work of volunteers and aides when assigned.
 - *(21) Assist in enforcement of school rules, administrative regulations and Board policy.
 - *(22) Develop and use assessment strategies (traditional and alternative) to assist the continuous development of learners.
 - *(23) Interpret and use data (including but not limited to standardized and other test results) for diagnosis, instructional planning and program evaluation.
 - *(24) Use ongoing assessment to monitor student progress, verify that learning is occurring and adjust curriculum and instruction.
 - *(25) Provide feedback to students about the appropriateness of responses and quality of work with a focus on improving student performance.
 - *(26) Communicate, in understandable terms, individual student progress knowledgeably and responsibly to the student, parents and professional colleagues who need the information.
 - *(27) Encourage self-assessment by students and assist them in developing plans for improving their performance.
 - *(28) Administer standardized tests according to directions and ensure secure handling of materials.
 - *(29) Evaluate the effectiveness of instructional units and teaching strategies.
 - *(30) Demonstrate knowledge and understanding of curriculum content.
 - *(31) Communicate high learning expectations for all students.
 - *(32) Apply principles of learning and effective teaching in instructional delivery.
 - *(33) Monitor learning activities, providing feedback and reinforcement to students.
 - *(34) Use appropriate techniques and strategies to enhance the application of critical, creative and evaluative thinking capabilities of students.
 - *(35) Use appropriate material, technology and resources to help meet learning needs of all students.
 - *(36) Assist students in assessing, interpreting and evaluating information from multiple sources.
 - *(37) Provide appropriate instruction and modifications for students with special needs, including special education students and students who have limited proficiency in English.
 - *(38) Provide quality work for students which is focused on meaningful, relevant and engaging learning experiences.

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

PHYSICAL REQUIREMENTS:

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

TERMS OF EMPLOYMENT:

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

EVALUATION:

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

MARION 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.
- (3) Must meet highly qualified status as determined by Alabama State Department of Education.
- (4) Must meet background clearance requirements as specified by Alabama statutes and State Board of Education regulations.

KNOWLEDGE, SKILLS AND ABILITIES:

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

REPORTS TO:

Principal

JOB GOAL

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

SUPERVISES:

N/A

PERFORMANCE RESPONSIBILITIES:

- * (1) Create or select long-range plans based on a review of system and state curriculum priorities, student profiles and instructional priorities.
- * (2) Define goals and objectives for unit and daily plans.
- * (3) Sequence content and activities appropriately.
- * (4) Identify specific intended learning outcomes which are challenging, meaningful and measurable.
- * (5) Revise plans based on student needs.
- * (6) Plan and prepare a variety of learning activities considering individual student's culture, learning styles, special needs and socio-economic background.
- * (7) Develop or select instructional activities which foster active involvement of students in the learning process.

TEACHER, HIGH SCHOOL (Continued)

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

TEACHER, HIGH SCHOOL (Continued)

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

TEACHER, HIGH SCHOOL (Continued)

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

MARION COUNTY SCHOOLS

TEACHER, MIDDLE SCHOOL

JOB DESCRIPTION

QUALIFICATIONS:

- (1) Bachelor's degree from an accredited educational institution.
- (2) Certified by the State of Alabama in the appropriate area.
- (3) Must meet highly qualified requirements as determined by Alabama State Department of Education.
- (4) Must meet background clearance requirements as specified by Alabama statutes and State Board of Education regulations.

KNOWLEDGE, SKILLS AND ABILITIES:

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

REPORTS TO:

Principal

JOB GOAL

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

TEACHER, MIDDLE SCHOOL (Continued)

- * (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.
- *(11) Maintain an 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 relating to academic records, attendance and other areas of responsibility.
- *(19) Organize procedures, practices, materials, and routines for the effective use of instructional time and for the completion of administrative activities.
- *(20) Assist in enforcement of school rules, administrative regulations and Board policy.
- *(21) Develop and use assessment strategies (traditional and alternative) to assist the continuous development of learners.
- *(22) Interpret and use data (including but not limited to standardized and other test results) for diagnosis, instructional planning and program evaluation.
- *(23) Use ongoing assessment to monitor student progress, verify that learning is occurring and adjust curriculum and instruction.
- *(24) Provide feedback to students about the appropriateness of responses and quality of work with a focus on improving student performance.
- *(25) Communicate, in understandable terms, individual student progress knowledgeably and responsibly to the student, parents and professional colleagues who need the information.
- *(26) Encourage self-assessment by students and assist them in developing plans for improving their performance.
- *(27) Administer standardized tests according to directions and ensure secure handling of materials.
- *(28) Evaluate the effectiveness of instructional and teaching strategies.
- *(29) Demonstrate knowledge and understanding of curriculum content.
- *(30) Communicate high learning expectations for all students.
- *(31) Apply principles of learning and effective teaching in instructional delivery.
- *(32) Monitor learning activities, providing feedback and reinforcement to students.
- *(33) Use appropriate techniques and strategies to enhance the application of critical, creative and evaluative thinking capabilities of students.
- *(34) Use appropriate material, technology and resources to help meet learning needs of all students.
- *(35) Assist students in assessing, interpreting and evaluating information from multiple sources.
- *(36) Provide appropriate instruction and modifications for students with special needs,

TEACHER, MIDDLE SCHOOL (Continued)

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

MARION COUNTY SCHOOLS

TITLE I TEACHER

JOB DESCRIPTION

QUALIFICATIONS:

- (1) Bachelor's degree from an accredited educational institution.
- (2) Certified by the State of Alabama in the appropriate area.
- (3) Must meet background clearance requirements as specified by Alabama Statutes and State Board of Education regulations.
- (4) Must meet Highly Qualified standards as determined by state and federal regulations.

KNOWLEDGE, SKILLS AND ABILITIES:

Knowledge of child development and especially of characteristics of students in the age group assigned. Knowledge of the prescribed curriculum. Knowledge of current educational research. Basic understanding and knowledge of current technology. Knowledge of learning styles and skill in using varied teaching methods to address student reading levels. 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 reading ability, 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. Ability to conduct professional development workshops and model strategies for faculty and staff.

REPORTS TO:

School Administrator and Federal Program Administrator

JOB GOAL

To assist classroom teachers in identifying students whose reading abilities are below grade level and provide assistance to those students in order to reach grade level.

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) Assist teachers in identifying the reading/mathematics levels of all students.
- * (4) Identify those students eligible for remedial services in reading and/or math.
- * (5) Identify specific intended learning outcomes which are challenging, meaningful and measurable.
- * (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 focus upon the students reading/math deficiencies.
- * (8) Plan and prepare remedial reading/math services and strategies which support the school improvement plan and the system mission.

TITLE I TEACHER (Continued)

- * (9) Determine when remedial reading/math students attain grade level by testing.
- *(10) Maintain academic focus by using a variety of motivational techniques.
- *(11) Establish and use behavior management techniques which are appropriate and effective.
- *(12) Work with classroom teachers to schedule daily reading/math services for each identified student.
- *(13) Establish and maintain efficient record keeping procedures.
- *(14) Manage time effectively.
- *(15) Develop routines and efficient techniques for minimizing time required for administrative and organizational activities.
- *(16) Manage materials and equipment effectively.
- *(17) Organize materials for efficient distribution and collection.
- *(18) Assist in enforcement of school rules, administrative regulations and Board policy.
- *(19) Develop and use assessment strategies (traditional and alternative) to assist the continuous development of learners.
- *(20) Communicate, in understandable terms, individual student progress knowledgeably and responsibly to the student, parents and professional colleagues who need access to the information.
- *(21) Apply principles of learning and effective teaching in instructional delivery.
- *(22) Monitor learning activities, providing feedback and reinforcement to students.
- *(23) Use a variety of instructional strategies appropriate for teaching students from diverse backgrounds with different learning styles and special needs.
- *(24) Use appropriate techniques and strategies to enhance the application of critical, creative and evaluative thinking capabilities of students.
- *(25) Use appropriate material, technology and resources to help meet learning needs of all students.
- *(26) Assist students in assessing, interpreting and evaluating information from multiple sources.
- *(27) Provide appropriate instruction and modifications for students with special needs, including special education students and students who have limited proficiency in English.
- *(28) Provide quality work for students which is focused on meaningful, relevant and engaging learning experiences.
- *(29) Foster student responsibility, appropriate social behavior, integrity, valuing of cultural diversity, and respect for self and others by role modeling and learning activities.
- *(30) Communicate effectively, orally and in writing, with other professionals, students, parents and community.
- *(31) Engage in continuing improvement of professional knowledge and skills.
- *(32) Assist others in acquiring knowledge and understanding of particular area of responsibility.
- *(33) Conduct a personal assessment periodically to determine professional development needs with reference to specific instructional assignment.
- *(34) Develop and implement a Professional Development Plan annually in accordance with state and system requirements.
- *(35) Act in a professional and ethical manner and adhere to professional standards at all times.
- *(36) Support school improvement initiatives by active participation in school activities, services, committee and faculty meetings, and programs. Perform assigned duties.

TITLE I TEACHER (Continued)

- *(37) Demonstrate attention to punctuality, attendance, records and reports.
- *(38) Maintain confidentiality of student and other professional information.
- *(39) Comply with policies, procedures and programs including, but not limited to, compliance to federal law that relates to the use of Title I funds.
- *(40) Exercise appropriate professional judgment.
- (41) 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. 03

*Essential Performance Responsibilities