



Road to Recovery

ESSER 2 Application

Name of LEA	Lee County Schools
Name of Superintendent	Dr. James E. McCoy

APPLICATION CONTENTS

- Assurances
- Budget and Plan Details Part 1 (State ESSER 2 Reserve)
- Budget and Plan Details Part 2 (LEAs ESSER 2 Funds)
- Certification and Signature

ASSURANCES

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

Recovery Plan Certification Assurance

The LEA Superintendent and CSFO assures or certifies the following:

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

CRSSA Act Assurances

The LEA Superintendent and CSFO assures or certifies the following:

<input checked="" type="checkbox"/>	The LEA that receives ESSER 2 funds will, to the greatest extent practicable, continue to compensate its employees and contractors during the period of any disruptions or closures related to COVID-19 in compliance with Section 315 of Division M of the CRRSA Act. In addition, LEAs that accept funds will continue to pay employees and contractors to the greatest extent practicable based on the unique financial circumstances of the LEA. CRRSA Act funds generally will not be used for bonuses, merit pay, or similar expenditures, unless related to disruptions or closures resulting from COVID-19.
<input checked="" type="checkbox"/>	The LEA will request technical assistance on the use of ESSER 2 funds for remote learning, which includes both distance learning as defined in Section 103(7) of the HEA and distance learning as defined in ESEA Section 8101(14), so that students can continue learning during school closures.
<input checked="" type="checkbox"/>	The LEA will cooperate with any SEA monitoring policies and/or procedures with regards to the allowability of expenditures.
<input checked="" type="checkbox"/>	The LEA will use ESSER 2 funds for purposes that are reasonable, necessary, and allocable under the CRRSA Act.
<input checked="" type="checkbox"/>	The LEA will provide to the SEA the methodology used to provide services or assistance to students and staff in public schools, the uses of funds and demonstration of their compliance with Section 313(d), such as any use of funds addressing

	the digital divide, including securing access to home-based connectivity and remote-use devices, related issues in supporting remote learning for all students, including disadvantaged populations.
<input checked="" type="checkbox"/>	The LEA will cooperate with any examination of records with respect to such funds by making records available for inspection, production, examination, and authorized individuals for interview and examination, upon request.
<input checked="" type="checkbox"/>	The LEA will comply with the provisions of all applicable acts, regulations, and assurances; the following provisions of Education Department General Administrative Regulations (EDGAR) 34 CFR Parts 76, 77, 81, 82, 84, 97, 98, and 99; the OMB Guidelines to Agencies on Governmentwide Debarment and Suspension (Nonprocurement) in 2 CFR Part 180, as adopted and amended as regulations of the Department in 2 CFR Part 3485; and the Uniform Guidance in 2 CFR Part 200, as adopted and amended as regulations of the Department in 2 CFR Part 3474.
<input checked="" type="checkbox"/>	The LEA will comply with General Education Provisions Act (GEPA) Sections 427 and 442.
<input checked="" type="checkbox"/>	The LEA will take all necessary steps to allow every student, teacher, and other program beneficiary to participate in the ESSER 2 program. If any barrier arises that impedes equal access to, or participation, in the program, the LEA will quickly address and resolve those issues. (GEPA 427)
<input checked="" type="checkbox"/>	The LEA will provide services and assistance from ESSER 2 funds to students and staff during the period of performance. (LEAs will be allowed to expend funds until September 30, 2023. Pre-award costs will be allowed for allowable costs on or after March 13, 2020.)
<input checked="" type="checkbox"/>	The LEA will comply with the maintenance of effort provision in Section 317(a) of Division M of the CRRSA Act absent waiver by the Secretary pursuant to Section 317(b) thereof.

Other General Assurances

The LEA Superintendent and CSFO assures or certifies the following:

<input checked="" type="checkbox"/>	The LEA will complete a comprehensive needs assessment outlining how the district will align resources for High-Quality Instructional Materials (HQIM), High-Quality Professional Development (HQPD), High-Quality Tools for Supporting Unfinished Learning, and Facility Renovations that will close the achievement gap of students caused by the COVID-19 pandemic.
<input checked="" type="checkbox"/>	The LEA will submit a completed rubric identifying alignment to specific qualifiers for all selections that have not been previously vetted by the ALSDE through an initiative, program, connected group, and/or vetted list.
<input checked="" type="checkbox"/>	The LEA will plan using the comprehensive needs assessment as a tool for making decisions for students and staff (i.e., targeted student groups -- students who are behind or have skills/standards gap and planning High-Quality Professional Development making sure that there is adequate time to teach necessary content).
<input checked="" type="checkbox"/>	The LEA will embed opportunities for tutoring and extended learning time throughout the academic school day through alignment with the master schedule. The LEA will also consider times before and after school, on weekends, and during the summer for the 2021-2022/2022-2023 school years.

ESSER 2 Allowable Use Assurance

The LEA Superintendent and CSFO assures or certifies the following:

<input checked="" type="checkbox"/>	The LEA will only provide the following allowable services and assistance from ESSER 2 funds to students and staff:
<input checked="" type="checkbox"/>	Activities authorized by the Every Student Succeeds Act (ESSA).
<input checked="" type="checkbox"/>	Activities authorized by the Individuals with Disabilities Education Act (IDEA).
<input checked="" type="checkbox"/>	Activities authorized by the Adult Education and Family Literacy Act.
<input checked="" type="checkbox"/>	Activities authorized by the Carl D. Perkins Career and Technical Education Act of 2006.
<input checked="" type="checkbox"/>	Activities authorized by Subtitle B of Title VII of the McKinney-Vento Homeless Assistance Act.
<input checked="" type="checkbox"/>	Coordination of preparedness and response efforts of local education agencies with state, local, tribal, and territorial public health departments, and other relevant agencies, to improve coordinated responses among such entities to prevent, prepare for, and respond to the coronavirus.
<input checked="" type="checkbox"/>	Providing principals and other school leaders with the resources necessary to address the needs of their individual schools.
<input checked="" type="checkbox"/>	Activities to address the unique needs of low-income children or students, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and foster care youth, including how outreach and service delivery will meet the needs of each population.

<input checked="" type="checkbox"/>	Developing and implementing procedures and systems to improve the preparedness and response efforts of local educational agencies.
<input checked="" type="checkbox"/>	Training and professional development for staff of the local educational agency on sanitation and minimizing the spread of infectious diseases.
<input checked="" type="checkbox"/>	Purchasing supplies to sanitize and clean the facilities of a local educational agency, including building operated by such agency.
<input checked="" type="checkbox"/>	Planning for, coordinating, and implementing activities during long-term closures, including providing meals to eligible students, providing technology for online learning to all students, providing guidance for carrying out requirements under the IDEA and ensuring other educational services can continue to be provided consistent with all federal, state, and local requirements.
<input checked="" type="checkbox"/>	Purchasing educational technology (including hardware, software, and connectivity) for students who are served by the local educational agency that aids in regular and substantive educational interaction between students and their classroom instructors, including low-income students and children with disabilities, which may include assistive technology or adaptive equipment.
<input checked="" type="checkbox"/>	Providing mental health services and supports.
<input checked="" type="checkbox"/>	Planning and implementing activities related to summer learning and supplemental afterschool programs, including providing classroom instruction or online learning during the summer months and addressing the needs of low-income students, children with disabilities, English learners, migrant students, students experiencing homelessness, and children in foster care.
<input checked="" type="checkbox"/>	Addressing learning loss among students, including low-income students, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and children and youth in foster care, of the local educational agency, including by:
<input checked="" type="checkbox"/>	Administering and using high-quality assessments that are valid and reliable, to accurately assess students' academic progress and assist educators in meeting students' academic needs, including through differentiated instruction.
<input checked="" type="checkbox"/>	Implementing evidence-based activities to meet the comprehensive needs of students.
<input checked="" type="checkbox"/>	Providing information and assistance to parents and families on how they can effectively support students, including in a distance learning environment.
<input checked="" type="checkbox"/>	Tracking student attendance and improving student engagement in distance education.
<input checked="" type="checkbox"/>	School facility repairs and improvements to enable operation of schools to reduce risk of virus transmission and exposure to environmental health hazards, and to support student health needs.
<input checked="" type="checkbox"/>	Inspection, testing, maintenance, repair, replacement, and upgrade projects to improve the indoor air quality in school facilities, including mechanical and non-mechanical heating, ventilation, and air conditioning systems, filtering, purification and other air cleaning, fans, control systems, and window and door repair and replacement.
<input checked="" type="checkbox"/>	Other activities that are necessary to maintain the operation of and continuity of services in local educational agencies and continuing to employ existing staff of the local educational agency.

BUDGET PART 1 – STATE ESSER 2 RESERVE

STATE ESSER 2 Reserve

Each LEA has already received award letters indicating funds available through ESSER 1 and ESSER 2. Additionally, the ALSDE is making available a portion of its ESSER State Reserve Funds to every LEA funds for two purposes: (1) formative student assessment in Grades 4-8 for mathematics and reading at a rate of \$12 per student and (2) course of study professional development in Mathematics and English Language Arts.

Category	Total
Course of Study ELA PD (pending adoption)*: This allocation is being granted to each LEA to be used for course of study PD directly aligned to <i>2021 Course of Study: English Language Arts</i> . To be considered high quality, the PD must provide training on the specific-grade and course-level standards, as well as provide pedagogical connections for instruction. Base allocations will be provided for: A) Elementary Teachers (K-5) - \$400 for registration, materials, substitutes for follow-up trainings or PLCs . B) Secondary Teachers (6-12) - \$1,050 for registration, materials, substitutes for follow-up trainings or PLCs.	\$175,650.00
Course of Study Math PD*: This allocation is being granted to each LEA to be used for course of study PD directly aligned to <i>2019 Course of Study: Mathematics</i> . To be considered high-quality, the PD must provide training on the specific-grade and-course level standards, learning progressions, as well as provide pedagogical connections for instruction. Base allocations will be provided for: A) Elementary Teachers (K-5) - \$400 for registration, materials, substitutes for follow-up trainings or PLCs. B) Secondary Teachers (6-12) - \$1,050 for registration, materials, substitutes for follow-up trainings or PLCs.	\$175,650.00
Assessment Award for Grades 4-8**: This allocation is being granted to extend each school's early reading and math assessment system through Grade 8. The allocation will be \$12 per student based on each school's 2020-2021 ADM.	\$43,661.00

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

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

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

State ESSER 2 Reserve allocations are attached to this application.

Budget Part 2 – LEA ESSER 2 Funds

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

BUDGET – HIGH-QUALITY INSTRUCTIONAL MATERIALS

English Language Arts – Curriculum

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

Grade Band	ELA Curriculum Selection
Pre-K (as applicable)	
K-2	Windsor Learning (Sonday Essentials/System), Heggerty, Voyager (Read Well), McGraw Hill (Wonders), School Specialty (S.P.I.R.E.)
3-5	Windsor Learning (Sonday Essentials/System), McGraw Hill (Wonders), School Specialty (S.P.I.R.E.)
6-8	McGraw Hill (Wonders, StudySync)
9-12	McGraw Hill (StudySync)
Other	

English Language Arts – Funding

Category	Description	Funding Source		
		State/Local Funds	Other Federal Funds (including ESSER 1)	ESSER 2 Funds
Materials	Sonday System, Heggerty ELA curriculum			\$198,356.25
PD (Registration, etc.)				
Subs and/or Stipends (if not on contract)				
Joh-Emhedded Coaching Days/Supports				
Other				
Total Need for HQIM ELA				\$198,356.25

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	Savvas Learning Company (EnVision, Publishers' Warehouse (Investigations)
3-5	Savvas Learning Company (EnVision), Publishers' Warehouse (Investigations)
6-8	Savvas Learning Company (EnVision), Publishers' Warehouse (Investigations), Connected Mathematics 3 (CMP3)
9-12	Savvas Learning Company (EnVision), Publishers' Warehouse (Investigations)
Other	

Math – Funding

Category	Description	Funding Source		
		State/Local Funds	Other Federal Funds (including ESSER 1)	ESSER 2 Funds
Materials	EnVision math curriculum			\$596,343.01
PD (Registration, etc.)				
Subs and/or Stipends (if not on contract)				
Job-Embedded Coaching Days/Supports				
Other				
Total Need for HQIM Math				\$596,343.01

Total Budget for High-Quality Instructional Materials

Total Estimated Budget Need for High-Quality Instructional Materials	\$794,699.26
---	---------------------

BUDGET – HIGH-QUALITY PROFESSIONAL DEVELOPMENT

When completing this section, prioritize PD aligned to state course of study and the needs you identified based on the data you gathered in the Needs Assessment Worksheet. Any topic with an * denotes PD that is considered course of study PD.

English Language Arts – HQPD Timeline

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

PD Topics & Partners	Timeline to Offer PD
ARI	Summer 2021-2023
Science of Reading	Summer 2021-2023
LETRS	Summer 2021-2023
Neuhaus	
MSLE	
Dyslexia Awareness	Summer 2021-2023
K-5 ELA 2020 COS – pending (ARI)*	Summer 2021-2023
6-8 ELA E3 Training (A+ College Ready)*	Summer 2021-2023
9-12 ELA 2020 COS – (ALSDE)*	Summer 2021-2023

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.

--

English Language Arts – HQPD Funding

Category	Description	Funding Source		
		State/Local Funds	Other Federal Funds (including ESSER 1)	ESSER 2 Funds
Registration	MEGA Conference			\$165.00
Subs and/or Stipends (if not on contract)	Off-contract collaborative planning			\$177,000.00
Travel				
Follow-Up PD Days				
Supplemental Materials for Implementation				
Job-Embedded Coaching Days				
Other				
Total Need for HQPD ELA				\$177,165.00

BUDGET – HIGH-QUALITY PROFESSIONAL DEVELOPMENT

Math– HQPD Timeline

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

PD Topics & Partners	Timeline to Offer PD
K-5 Math COS Foundational (AMSTI) *	Summer 2021-2023
6-12 Math COS Foundational (AMSTI) *	Summer 2021-2023
K-8 NUMBERS (AMSTI) *	Summer 2021-2023
E3 Training (A+ College Ready) *	Summer 2021-2023
K-8 OGAP (AMSTI)	New Teachers Summer 2022-2023 (HQPD for existing employees completed)
K-5 Math 2019 COS Overview (ALSDE)	Summer 2021-2023
6-12 Math 2019 COS Overview (ALSDE)	Summer 2021-2023
Administrator	Summer 2022-2023

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

--

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)	Off-contract collaborative planning			\$177,000.00
Travel				
Follow-Up PD Days				
Supplemental Materials for Implementation				
Job-Embedded Coaching Days				
Other	Math Coaches			\$1,383,500.00
Total Need for HQPD Math				\$1,560,500.00

Total Budget for High-Quality Professional Development

Total Estimated Budget Need for High-Quality Professional Development	\$1,737,665.00
--	-----------------------

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	Renaissance (Star 360, Freckle)			\$111,657.11
K-3 Vetted Reading Assessment- Additional components				
K-3 Vetted Math Assessment- Additional components				
Dyslexia				
Interim Assessments				
CTE CRI Pre- Assessments				
Health Wellness				
Social/Emotional/ Behavioral				
SEL	Rhithm (self-regulation, well-being)			\$45,855.00
Other	Google Workspace for Education			\$41,139.00
Total Need for Assessments, Inclusive of Screeners				\$198,651.11

BUDGET – UNFINISHED LEARNING SUPPORTS

Transitions

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

Category	Assessment Selection & Description	Funding Source		
		State/ Local Funds	Other Federal Funds (including ESSER 1)	ESSER 2 Funds
Early Years (K-1 Transition)				
Elementary to Middle				
Middle to High				
Beyond High School	Dual enrollment			\$158,453.43
SPED Transitional Services				
Other				
Other	Career Coach off-contract services			\$1,803.43
Total Need for Transitions				\$160,256.86

BUDGET – UNFINISHED LEARNING SUPPORTS

Remediation/Intervention Programs

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

Category	Assessment Selection & Description	Funding Source		
		State/ Local Funds	Other Federal Funds (including ESSER 1)	ESSER 2 Funds
High-Dosage Tutoring	High-Dosage Tutoring from Contract Tutors			\$288,000.00
Bridge Courses (K/1, Algebra, other)				
Mini-Learning Blast				
Traditional Summer School				
Summer Reading Camps/ASAP				
Summer Math Camps				
CTE Enrichment Camps				
ACCESS Virtual Learning				
Credit Recovery Options				
Extended School Year (ESY)	Extended School Year			\$115,000.00
Other	Summer Learning Programs (learning loss, enrichment, CTE)			\$3,446,000.00
Other	New Perspective Program			\$237,750.00
Total Need for Remediation/Intervention Programs				\$4,086,750.00

BUDGET – UNFINISHED LEARNING SUPPORTS

Family Support Resources

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

Category	Assessment Selection & Description	Funding Source		
		State/Local Funds	Other Federal Funds (including ESSER 1)	ESSER 2 Funds
Communication Tools				
Homework Hotline				
"On Call" Staff for Family Tech/other Issues				
Develop/Print Periodic Family Success Guides				
Other				
Other				
Total Need for Family Support Resources				

Other Tools Supporting Unfinished Learning

Describe other tools for supporting unfinished learning.

Category	Assessment Selection & Description	Funding Source		
		State or Local Funds	Other Federal Funds (including ESSER 1)	ESSER 2 Funds
Other	Director of Curriculum and Instruction			\$345,000.00
Other	Special Education Programs Coordinator			\$244,000.00
Other	Mental Health Coordinator			\$235,500.00
Other	Alternative Learning Program Coordinator			\$242,000.00
Other	Band equipment (e.g., testing kits, instruments)			\$1,248,081.37
Other				
Total Need for Other Tools Supporting Unfinished Learning				\$2,314,581.37

Total Budget for Unfinished Learning

Total Estimated Budget Need for Supporting Unfinished Learning	\$6,760,239.34
---	-----------------------

BUDGET – FACILITIES

Facility Renovations

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

Category	Assessment Selection & Description	Funding Source		
		State or Local Funds	Other Federal Funds (including ESSER 1)	ESSER 2 Funds
HVAC	HVAC systems			\$186,555.30
Windows				
Air Quality	Air purifiers			\$1,237.25
CTE Lab Ventilation/Air Quality				
PPE	Face masks			\$21,972.90
Custodial	Services; supplies & equipment			\$127,916.90
Other	Isolation rooms; plexiglass barriers			\$85,478.86
Other	Flooring; outdoor academic classrooms			\$153,245.50
Other	Off-contract nursing services			\$26,553.69
Total estimated Budget Need for Facility Renovations				\$602,960.40

TOTAL ESSER 2 FUNDING (LEA PORTION ONLY)

Category	Total
Budget – High-Quality Instructional Materials	\$794,699.26
Budget – High-Quality Professional Development	\$1,737,665.00
Budget – Unfinished Learning Supports	\$6,760,239.34
Budget – Facilities	\$602,960.40
Total ESSER 2 Funds*	\$9,895,564.00

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

CERTIFICATION & SIGNATURE

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

Ken Roberts

LEA Chief School Financial Officer Name

334-705-6000

Telephone Number



LEA Chief School Financial Officer Signature

5-5-2023

Date

Dr. James E. McCoy

LEA Superintendent Name

334-705-6000

Telephone Number



LEA Superintendent Signature

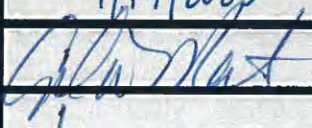
5-5-23

Date

Send completed application to ESSERround11@alsde.edu by June 1, 2021.

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

ALSDE INTERNAL USE ONLY

Date Application Received	4/17/2023	Date ALSDE Approved	5/12/2023
State Superintendent and/or Designee Signature		Date Signed	5/12/23
Date ESSER 2 Funds Released			

Lee County Board of Education
2410 Society Hill Road
Opelika, AL 36804-4830



Dr. James "Mac" McCoy
Superintendent
334-705-6000
Fax: 334-745-9822
Toll Free: 1-800-652-9770

A Tradition of Excellence – A Vision for Tomorrow

April 17, 2023

Dr. James E. McCoy
2410 Society Hill Road
Opelika, Alabama 36804

As superintendent of Lee County Schools, I hereby request a waiver to allow the use of State ESSER II Reserve (4297) funds for high-quality professional development in areas other than English Language Arts and Mathematics (e.g., Science, Social Studies). The professional development will include literacy and numeracy across the curriculum and align with the Alabama Course of Study Standards (ALCOS).

Sincerely,

Dr. James E. McCoy
Superintendent
Lee County Schools



A Tradition of Excellence – A Vision for Tomorrow

May 4, 2023

The purpose of this Addendum is to outline itemized costs for some categories in the revised LEA ESSER II (4296) application.

High-Quality Professional Development

ELA HQPD

ESSER II funds will be used for the 2021 MEGA Conference registration cost of a system-wide Reading Coach to increase professional knowledge of ELA Alabama Course of Study Standards (ALCOS).

- Total Cost: 2215 – [600-699] (Registration) \$165.00

ESSER II funds will be used for approximately 50 system-wide teachers' professional development during off-contract hours (e.g., ALCOS collaborative planning) for the 2021-22 and 2022-23 school years to assist their instructional planning for learning loss due to COVID-19 as well as acceleration to emerge stronger post-pandemic.

- Total Cost: \$177,000.00 | 1100 – [010-199] (Salaries) \$141,130.00 | 1100 – [200-299] (Benefits) \$35,870.00

Math HQPD

ESSER II funds will be used for approximately 50 system-wide teachers' professional development during off-contract hours (e.g., ALCOS collaborative planning) for the 2021-22 and 2022-23 school years to assist their instructional planning for learning loss due to COVID-19 as well as acceleration to emerge stronger post-pandemic.

- Total Cost: \$177,000.00 | 1100 – [010-199] (Salaries) \$141,130.00 | 1100 – [200-299] (Benefits) \$35,870.00

ESSER II funds will also be used to employ seven system-wide Math Coaches (7.0 FTE) for the 2021-22 school year and six system-wide Math Coaches (6.0 FTE) for the 2022-23 and 2023-24 school years to assist with teachers' professional development in mathematics learning loss due to COVID-19 as well as acceleration in mathematics in order to emerge stronger post-pandemic. All costs will expire by September 30, 2023.

(See job description below.)

- Total Cost: \$1,383,500.00 | 1100 – [010-199] (Salaries) \$1,103,060.00 | 1100 – [200-299] (Benefits) \$280,440.00

Unfinished Learning Supports

Assessments, Inclusive of Screeners

ESSER II funds will be used to purchase a subscription to Renaissance (Star 360, Freckle) and Google Workspace for Education to increase academic technology usage and improve student achievement. All subscriptions will expire prior to September 30, 2023. Additionally, funds will be used to purchase a subscription to Rhithm to assess students' self-regulation and well-being.

- Total Cost: \$198,651.11 | 1100 – [400-499] (Technology) \$152,796.11 | 2130 – [400-499] (Testing Services) \$45,855.00

Transitions

ESSER II funds will be used to purchase dual enrollment textbooks and tuition to increase students' college and career readiness during the 2021, 2022, and 2023 fiscal years.

Transportation will be provided to students by approximately 1 bus driver so that no barriers exist.

- Total Cost: \$158,453.43 | 1100 – [300-399] (Public Colleges) \$157,056.79 | 1100 – [400-499] (Student Supplies) \$211.38 | 4141 – [010-199] (Salaries) \$1,100.00 | 4141 – [200-299] (Benefits) \$85.26

ESSER II funds will also be used for Career Coach off-contract services from 1 coach during Summer 2021 to help coordinate district CTE initiatives and increase students' college and career readiness.

- Total Cost: \$1,803.43 | 2120 – [010-199] (Salaries) \$1,509.71 | 2120 – [200-299] (Benefits) \$293.72

Remediation/Intervention

ESSER II funds will be used to provide high-dosage tutoring services for the 2022-23 school year to improve student achievement through 35 contract tutors who are retired teachers and maintain their Alabama teaching certificates. All costs will expire by September 30, 2023.

- Total Cost: \$288,000 | 1100 – [010-199] (Salaries) \$229,620.00 | 1100 – [200-299] (Benefits) \$58,380.00

ESSER II funds will also be used to provide Extended School Year (ESY) services for the 2021-22 and 2022-23 school years to assist students with severe disabilities in attaining the critical skills or self-sufficiency goals essential to their continued progress. Services will be provided by approximately 15 teachers, 5 paraprofessionals, and 5 bus drivers.

- Total Cost: \$115,000 | 4188 – [010-199] (Salaries) \$12,000.00 | 4188 – [200-299] (Benefits) \$3,040.00 | 9130 – [010-199] (Salaries) \$79,700.00 | 9130 – [200-299] (Benefits) \$20,260.00

ESSER II funds will also be used to provide Summer Learning Programs during the 2020-21, 2021-22, and 2022-23 school years to increase student achievement through instructional practices targeting learning loss and acceleration. Summer Learning Programs will assist system-wide students with learning loss due to COVID-19 (e.g., remediation in reading and math, credit recovery, arts education) and opportunities for enrichment (e.g., CTE, STEAM). Services will be provided by approximately 15 Summer Learning Program Coordinators, 160 teachers, 20 paraprofessionals, 35 bus drivers, 15 custodians, 20 CNP workers, and 5 nurses. Materials, supplies, and equipment will include office supplies (e.g., paper, pens, pencils), instructional materials (e.g., curriculum, literature), and other enrichment materials (e.g., CTE equipment and supplies, art supplies) in order to meet programmatic objectives. Professional services will be

provided through a staffing agency for classified personnel such as custodians and paraprofessionals.

- Total Cost: \$3,446,000.00 | 1100 – [400-499] (Supplies/Equipment) \$257,000.00 | 2310 – [010-199] (Salaries) \$271,000.00 | 9130 – [200-299] (Benefits) \$69,000.00 | 4188 – [010-199] (Salaries) \$204,500.00 | 4188 – [200-299] (Benefits) \$52,000.00 | 4210 – [010-199] (Salaries) \$106,800.00 | 4210 – [200-299] (Benefits) \$27,200.00 | 9130 – [010-199] (Salaries) \$1,940,300.00 | 9130 – [200-299] (Benefits) \$493,200.00 | 9130 – [300-399] (Professional Services) \$25,000.00

ESSER II funds will also be used to employ one general education teacher (1.0 FTE), one special education teacher (1.0 FTE), and one social worker (1.0 FTE) for the New Perspective Therapeutic Program during the 2021-22, 2022-23, and 2023-24 school years. The program is designed to assist elementary school students who struggle in the traditional school setting and equip them with the tools to build positive peer and adult relationships and develop skills to be successful in a traditional school setting. All costs will expire by September 30, 2023.

(See job descriptions below.)

Total Cost: \$237,750.00 | 1100 – [010-199] (Salaries) \$94,190.00 | 1100 – [200-299] (Benefits) \$23,950.00 | 2150 – [010-199] (Salaries) \$95,370.00 | 2150 – [200-299] (Benefits) \$24,240.00

Other Tools Supporting Unfinished Learning

ESSER II funds will be used to employ one system-wide Director of Curriculum and Instruction (1.0 FTE), Special Education Programs Coordinator (1.0 FTE), Mental Health Coordinator (1.0 FTE for the 2021-22 school year; 0.66 FTE for the 2022-23 school year), and Alternative Learning Program Coordinator (1.0 FTE) to increase student achievement during the 2021-22, 2022-23, and 2023-24 school years. All costs will expire by September 30, 2023. (Note: The FTE for the Mental Health Coordinator changed from 1.0 to 0.66 due to split funding with a different grant.) Travel expenses include mileage between district locations.

(See job descriptions below.)

- Total Cost: \$1,066,500.00 | 1100 – [010-199] (Salaries) \$464,830.00 | 1100 – [200-299] (Benefits) \$118,170.00 | 1100 – [300-399] (Travel) \$4,000.00 | 2150 – [010-199] (Salaries) \$184,180.00 | 2150 – [200-299] (Benefits) \$46,820.00 | 2150 – [300-399] (Travel) \$4,500.00 | 2190 – [010-199] (Salaries) \$194,540.00 | 2190 – [200-299] (Benefits) \$49,460.00

ESSER II funds will also be used to purchase band equipment (e.g., instruments, instrument testing kits) to reduce the sharing of equipment and mitigate the spread of COVID-19. Moreover, the purchase of band equipment will address student's learning loss in arts education and help students emerge stronger post-pandemic. Students will not be charged fees for band equipment use or repairs.

- Total Cost: 1100 – [400-499] (Supplies/Equipment) \$1,248,081.37

Facilities

ESSER II funds will be used to purchase and/or service 7 HVAC systems at Beauregard Elementary School, West Smiths Station Elementary School, Smiths Station High School, East Smiths Station Elementary School, Smiths Station Freshman Center, Smiths Station Junior High School, and Wacoochee Elementary School. All purchases/services will be completed by September 30, 2023. Air purifiers will be purchased to maintain good indoor air quality through adequate ventilation with filtration.

- Total Cost: \$187,792.55 | 3200 – [400-499] (Supplies) \$1,237.25 | 3200 – [700-799] (Building Improvement) \$186,555.30

ESSER II funds will also be used to purchase PPE (e.g., face masks) to mitigate the spread of COVID-19.

- Total Cost: 3200 – [400-499] (Supplies) \$21,972.90

ESSER II funds will also be used to purchase custodial supplies and equipment (e.g., disinfecting cleaners, floor scrubbers) and custodial services to mitigate the spread of COVID-19. Custodial services will include off-contract services by 9 custodians (9.0 FTE) during the 2020-21 school year and 2 custodians (2.0 FTE) during the 2021-22 school year. Professional custodial services will also include pressure washing and sanitizing stadium bleachers at Beauregard High School, Beulah High School, and Loachapoka High School. Additionally, custodial services will include cleaning of band instruments. All services will be completed by September 30, 2023.

- Total Cost: \$127,916.90 | 2210 – [300-399] (Professional Services) \$25,700.00 | 3200 – [010-199] (Salaries) \$8,920.00 | 3200 – [200-299] (Benefits) \$12,230.00 | 3200 – [300-399] (Professional Services) \$11,550.00 | 3200 – [400-499] (Supplies/Equipment) \$32,058.22 | 3200 – [700-799] (Building Improvement) \$37,458.68

ESSER II funds will also be used to add isolation rooms and/or plexiglass barriers in nursing offices at all school campuses (Beauregard Elementary School, Sanford Middle School, Beauregard High School, Beulah Elementary School, Beulah High School, Loachapoka Elementary/High School, East Smiths Station Elementary School, South Smiths Station Elementary School, Wacoochee Elementary School, West Smiths Station Elementary School, Smiths Station Junior High School, Smiths Station Freshman Center, Smiths Station High School) to mitigate the spread of COVID-19. The work will include framing and adding plexiglass barriers. All purchases/services will be completed by September 30, 2023.

- Total Cost: 3200 – [700-799] (Building Improvement) \$85,478.86

ESSER II funds will also be used to replace carpeted flooring with vinyl flooring at Beauregard Elementary School, Loachapoka High School, South Smiths Station Elementary School, Wacoochee Elementary School, Sanford Middle School and add outdoor academic classrooms (pouring concrete slabs) at Beauregard Elementary School, Beulah Elementary School, Sanford Middle School, West Smiths Station Elementary School, East Smiths Station Elementary School, South Smiths Station Elementary School to mitigate the spread of COVID-19. All purchases/services will be completed by September 30, 2023.

- Total Cost: 3200 – [700-799] (Building Improvement) \$153,245.50

ESSER II funds will also be used for off-contract nursing services with approximately 10 nurses to mitigate the spread of COVID-19.

- Total Cost: \$26,553.69 | 2140 – [010-199] (Salaries) \$19,070.00 | 1100 – [200-299] (Benefits) \$7,483.69

MATHEMATICS COACH

Qualifications:

1. Meet minimum standards for certification as set forth by the Lee County Board of Education.
2. A bachelor's degree (Master's degree preferred) with five years of successful full-time Grades K-6 or 6-12 (depending on the grade band being coached) classroom practice demonstrated by student performance on state/district assessments.
3. Alabama Professional Educator Certificate for teaching in the Elementary or Secondary mathematics classroom is required.
4. Effective Tier II intervention experience.
5. Excellent communication skills with outstanding presentation, interpersonal, and time management skills as evidenced by working well with colleagues and adult learners.
6. Valid Alabama driver license, reliable transportation, and evidence of insurance.
7. Such alternatives to the above qualifications as the Board may find appropriate and acceptable.

Background Check Required: (HB 402 ACT 99-361 Alabama Legislature) Upon offer of employment, employees will be required to submit legible fingerprints for a background review by the Alabama Bureau of Investigation and the Federal Bureau of Investigation.

REPORTS TO: Building Principal; Assistant Superintendents of Curriculum and Instruction

JOB GOALS:

1. To function solely as a mathematics coach for schools with either students in elementary or secondary education schools with supervision and strong support from district and building administrators.
2. To implement, strengthen, and support the core instruction and intervention efforts K-12.

REQUIRED KNOWLEDGE SKILLS, and ABILITIES:

1. Possesses proficient knowledge of curriculum in the areas of math, science, and reading.
2. Possesses proficient knowledge of research-based instructional strategies.
3. Ability to interpret assessment data to drive instruction.
4. Ability to review and analyze data in order to make instructional decisions
5. Knowledge in a variety of instructional and intervention strategies and the ability to assist with implementation.
6. Knowledge of the RTI process and Tiered Instruction.
7. Understands and respects the confidential nature of specific information relating to the students.
8. Ability to communicate effectively within the educational community and with parents on a regular basis.
9. Ability to utilize instructional management systems which increases student learning and maximizes time on task.
10. Exhibits a strong commitment to help all children succeed.

Essential Duties and Responsibilities Applicable to All Employees:

- Attend on a regular and predictable basis.
- Complete assigned tasks in a safe manner and in a constant state of alertness.
- Uphold Board policies, including the anti-harassment program.
- Work in a cooperative manner with students, teachers, staff, supervisors, and the public.
- Work effectively and efficiently under time and productivity standards.

MATHEMATICS COACH

ESSENTIAL JOB FUNCTIONS:

In order to ensure measurable increases in student learning and application of mathematics, the Building Based Math Coach (BBMC) position is to spend full school days performing the following duties and responsibilities:

Collaborative Leadership Duties

1. Collaborate with building-level administrators, Mathematics School Improvement Team (MSIT), building-level staff, and district-level personnel to develop and implement mathematics-specific coaching, goals, resources, and strategies to improve student achievement in mathematics.
2. Collaborate with grade-level teachers and grade-level teams of teachers to better understand and implement resources (mathematics curriculum maps, pacing guides, curricula, assessment, etc.) and instructional plans to improve the success of their students.
3. Collaborate with grade level teams to develop rigorous tasks, lessons, and assessments aligned with the *2019 Alabama Course of Study: Mathematics*; to facilitate the analysis of student work samples and assessment data; and to work in partnership with teachers to provide real-time feedback and make next-step instructional decisions based on the student evidence.
4. Plan regularly with school, district, and AMSTI staff in order to reach the goal of moving all students along a trajectory towards demonstration of grade-level mastery of content which is competitive with similar age and grade-level students around the world.
5. Advocate, plan, and coordinate opportunities for school-based parent, guardian, and/or community engagement in mathematics.
6. Collaborate with school administrators and teachers in implementing, strengthening, supporting, and organizing mathematics learning to guarantee all students experience high quality mathematics instruction and view mathematics as a sense making endeavor.

Professional Learning Duties

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

Mathematics Coaching Duties

12. Promote enhanced mathematics instruction and student mathematical practices by coaching and partnering with teachers to consistently implement effective mathematics teaching practices, formative assessment

MATHEMATICS COACH

cycles focusing on student outcomes, evidence, and thinking; and adjusting instruction and providing feedback accordingly.

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

PHYSICAL REQUIREMENTS: The physical demands described here are representative of those that must be met by an employee to successfully perform the essential functions of this job. While performing the duties of this job, the employee frequently is required to stand, walk, sit, and talk or hear. Specific vision abilities required by this job include close vision, distance vision, color and peripheral vision, depth perception and ability to adjust focus. Light Work: Exerting up to 40 pounds of force occasionally and/or up to 10 pounds of force as frequently as needed to move objects.

EMPLOYMENT: This is a temporary nine-month position (187 days). Salary range is based upon the Board approved salary schedule, which is subject to temporary funding that is expected to last from August 2021 to May 2024.

EVALUATION: Performance of this job will be evaluated in accordance with provisions of the Board's policy on evaluation of Certified Personnel.

TEACHER

QUALIFICATIONS:

1. Must comply with all employment criteria legally established by the Lee County Board of Education.
2. Must hold an appropriate Alabama Professional Educator Certificate.
3. Demonstrated aptitude for successful completion of the assigned task.
4. Must meet the suitability criteria for employment as required by the Alabama Child Protection Act of 1999 and Act No. 2002-457.
5. Such alternatives to the above qualifications as the Board may find appropriate and acceptable.

Background Check Required: (HB 402 ACT 99-361 Alabama Legislature) Upon offer of employment, employees will be required to submit legible fingerprints for a background review by the Alabama Bureau of Investigation and the federal Bureau of Investigation.

REPORTS TO: Principal

JOB GOALS: To help students learn subject matter and skills that will contribute to their development as mature, able and responsible men and women.

Essential Duties and Responsibilities Applicable to All Employees:

- Attend on a regular and predictable basis.
- Complete assigned tasks in a safe manner and in a constant state of alertness.
- Uphold Board policies, including the anti-harassment program.
- Work in a cooperative manner with students, teachers, staff, supervisors, and the public.
- Work effectively and efficiently under time and productivity standards.

Essential Job Functions:

1. Report for duty fifteen minutes before the opening of school and remain fifteen minutes after the close of school.
2. Meet and instruct assigned classes in the locations at the times designated.
3. Develop and maintain a classroom environment conducive to effective learning within the limits of the resources provided and appropriate to the interests and maturity of the students.
4. Establish and maintain appropriate discipline in the classroom and assist staff in establishment and maintenance of discipline in the school environment.
5. Prepare for classes assigned, and show written evidence of preparation upon request of the principal at the local school.
6. Maintain accurate, complete, and correct records as required by law, board policy, and administrative regulation.
7. Evaluate student progress on a regular basis and in accordance with the system's established procedures.
8. Seek assistance of specialists as needed and make referrals when appropriate.

9. Take all necessary and reasonable precautions to protect students and to safeguard all equipment, materials, and facilities.
10. Make reasonable provision for being available to students and parents for education related purposes outside the instructional day. Procedures for such conferences will be mutually agreed upon by faculty and administration.
11. Work with other staff members in planning school activities, instructional goals, objectives, and methods.
12. Assist in the selection of books, equipment, and other instructional materials.
13. All teachers participate in extracurricular activities as mutually agreed upon by faculty and administration.
14. Attend and participate regularly in faculty meetings.
15. Maintain a professional, cooperative working relationship with parents and community.
16. Promote good public relations for school and school system with the general public.
17. Maintain and improve professional competence.
18. Perform other related duties during school necessary to the safe and effective operation of the school when requested by the principal.

ESSENTIAL PHYSICAL DEMANDS:

The physical demands described here are representative of those that must be met by an employee to successfully perform the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

The employee must frequently lift and/or move a minimum of 20 pounds and occasionally lift and/or move a minimum of 25 pounds. Specific vision abilities required by this job include Close vision, Distance vision, Depth perception and Ability to adjust focus. While performing the duties of this job, the employee is frequently required to communicate effectively in English, using proper grammar and vocabulary, stand; walk; sit; use hands to finger, handle, or feel; reach with hands and arms; climb or balance and talk or hear. The employee is occasionally required to stoop, kneel, crouch, or crawl.

ENVIRONMENTAL DEMANDS:

The environmental demands described here are representative of those that must be met by an employee to successfully perform the essential responsibilities and functions of the job and are not meant to be all inclusive. Exposure to a variety of childhood and adult diseases and illnesses. Occasional exposure to a variety of weather conditions. Exposure to heated/air conditioned and ventilated facilities. Exposure to a building in which a variety of chemical substances are used for cleaning, instruction, and/or operation of equipment. Function in a workplace that is usually moderately quiet but that can be noisy at times.

EMPLOYMENT: This is a nine-month contract (187 days). Based on board approved salary schedule.

EVALUATION: Performance of this job will be evaluated in accordance with provisions of the Board's policy on evaluation of Professional Personnel.

SPECIAL EDUCATION TEACHER

QUALIFICATIONS:

1. Must comply with all employment criteria legally established by the Lee County Board of Education.
2. Must hold an appropriate Alabama Teacher Certificate in Special Education or Collaborative Education.
1. Must meet the suitability criteria for employment as required by the Alabama Child Protection Act of 1999 and Act No. 2002-457.
2. Such alternatives to the above qualifications as the Board may find appropriate and acceptable.

Background Check Required: (HB 402 ACT 99-361 Alabama Legislature) Upon offer of employment, employees will be required to submit legible fingerprints for a background review by the Alabama Bureau of Investigation and the federal Bureau of Investigation.

REPORTS TO: Principal

JOB GOAL: To teach life skills and basic communication and literacy in connection with the general education curriculum.

Essential Duties and Responsibilities Applicable to All Employees:

- Attend on a regular and predictable basis.
- Complete assigned tasks in a safe manner and in a constant state of alertness.
- Uphold Board policies, including the anti-harassment program.
- Work in a cooperative manner with students, teachers, staff, supervisors, and the public.
- Work effectively and efficiently under time and productivity standards.

ESSENTIAL JOB FUNCTIONS:

1. Report for duty fifteen minutes before the opening of school and remain fifteen minutes after the close of school.
2. Meet and instruct assigned classes in the locations at the times designated.
3. Complete required evaluation procedures for students referred for special education service.
4. Develop, implement, monitor, and review the Individual Education Program (I.E.P.) of each eligible student on the caseloads, at least annually.
5. Effectively utilize available technology in the development of the IEP and related documents.
6. Work with parents in all aspects of their child's educational program.
7. Compile, maintain and submit all required reports within mandatory timelines.
8. Provide educational services according to the guidelines of the program and through the established delivery model for service.
9. Implement instructional and assistive technology as determined by IEP.
10. Assure all due process procedural safeguards are afforded students and their parents.
11. Use special methodology for instruction according to the population needs.
12. Use carefully designed behavior intervention strategies as indicated.
13. Administer, on an on-going basis, evaluations of student progress toward mastery of established goals and objectives.
14. Serve as a resource to the regular education teachers who teach mainstreamed disabled students.

SPECIAL EDUCATION TEACHER

15. Perform special duties required for meeting the unique needs of specific population, i.e., lifting physically disabled.
16. Prepare paperwork to transition students from Early Intervention and into kindergarten.
17. Aid with self-help skills, i.e., bathroom, diapering, feeding.
18. Participate in training programs to increase skills and proficiency related to the assignment.
19. Plans and supervises purposeful assignments for teacher aide(s) and volunteer(s) and, cooperatively with department heads, and assists the principal with the evaluation of their job performance.
20. Strives to maintain and improve professional competence.
21. Attends staff meetings and serves on staff committees as required.
22. Creates an effective environment for learning through functional and attractive displays, bulletin boards, and interest centers.
23. Maintains professional competence through in-service education activities provided by professional growth activities.
24. Participates cooperatively with the appropriate administrator to develop the method by which the teacher will be evaluated in conformance with guidelines.
25. Selects and requisitions books and instructional aids; maintains required inventory records.
26. Review current developments, literature, and technical source information related to job responsibilities.
27. Ensure adherence to safety procedures.
28. Follow federal and state laws, as well as Board policies.
29. Perform any other pertinent assignment deemed necessary by the principal to assist in the efficiency and effectiveness of the classroom.

PHYSICAL DEMANDS:

The physical demands described here are representative of those that must be met by an employee to successfully perform the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions. The employee is frequently required to stand, walk, sit, and reach with hands and arms. The employee is occasionally required to stoop, kneel, crouch, or crawl. The employee must occasionally lift up to and/or move up to 50 pounds. Specific vision abilities required by this job include close vision, distance vision, color vision, peripheral vision, depth perception, and the ability to adjust focus.

ENVIRONMENTAL DEMANDS:

The environmental demands described here are representative of those that must be met by an employee to successfully perform the essential responsibilities and functions of the job and are not meant to be all inclusive. Exposure to a variety of childhood and adult diseases and illnesses. Occasional exposure to a variety of weather conditions. Exposure to heated/air conditioned and ventilated facilities. Exposure to a building in which a variety of chemical substances are used for cleaning, instruction, and/or operation of equipment. Function in a workplace that is usually moderately quiet but that can be noisy at times.

EMPLOYMENT: This is a nine-month contract (187 days). Salary range is based on board approved salary schedule.

SPECIAL EDUCATION TEACHER

EVALUATION: Performance of this job will be evaluated in accordance with provisions of the Board's policy on evaluation of Professional Personnel.

School Social Worker

Job Code: SS25

Employee Type: S

Salary Code: 59

Qualifications:

1. Must comply with all employment criteria legally established by the Lee County Board of Education.
2. Must have Bachelor's degree in social work from an accredited college or university. A Master's degree in social work from an accredited college or university is preferred.
3. Must hold a valid license issued by the Alabama State Board of Social Work Examiners (LBSW or LMSW).
4. Experience in working with agencies who provide therapeutic interventions with children and families.
5. Computer experience and basic computer fluency.
6. Strong organizational skills, strong oral and written communication skills, and strong interpersonal skills in working with diverse populations.
7. Flexibility in assigned work hours.
8. Current knowledge of the community resources and support systems available to assist students and their families.
9. An energetic and positive approach to the rapidly evolving changes and challenges of a complex workplace.
10. Valid Alabama driver license, reliable transportation, and evidence of insurance. Ability to travel between and among school sites throughout the District and to students' homes, as necessary.
11. Must meet the suitability criteria for employment as required by the Alabama Child Protection Act of 1999 and Act No. 2002-457.
12. Such alternatives to the above qualifications as the Board may find appropriate and acceptable.

Background Check Required:

(HB 402 ACT 99-361 Alabama Legislature) Upon offer of employment, employees will be required to submit legible fingerprints for a background review by the Alabama Bureau of Investigation and the Federal Bureau of Investigation.

FLSA Status: Exempt

REPORTS TO: Assistant Superintendents of Curriculum and Instruction and Director of Special Education

JOB GOALS: Under the direction of the Assistant Superintendents and Director of Special Education the Licensed School Social Worker provides direct and indirect social work services to students experiencing social, emotional and/or behavioral problems that interfere with their performance in school, and facilitates communication among school, home and community providers.

Essential Duties and Responsibilities Applicable to All Employees:

- Attend on a regular and predictable basis.
- Complete assigned tasks in a safe manner and in a constant state of alertness.
- Uphold Board policies, including the anti-harassment program.
- Work in a cooperative manner with students, teachers, staff, supervisors, and the public.
- Work effectively and efficiently under time and productivity standards.

ESSENTIAL JOB FUNCTIONS (to include but not limited to):

1. Provides school social work services to students who are at-risk for school failure and/or are demonstrating social/emotional/behavioral problems within the school setting.
2. Assists teachers and parents in developing and implementing behavior management plans to remediate

School Social Worker

Job Code: SS25

Employee Type: S

Salary Code: 59

- problem behaviors.
3. Assists students to improve their academic, personal and social functioning.
 4. Provides social skills, anger management, stress reduction or other similar instruction to students who are experiencing social/emotional/behavioral problems that interfere with their learning or the ability of others to learn.
 5. Provides short-term individual and group counseling to students who are experiencing social/emotional/behavioral problems that interfere with their learning or the ability of others to learn. Provides information to families and assists them in accessing long-term or intensive counseling services, as needed.
 6. Provides direct and indirect school social work services as a related service in support of special education.
 7. Provides direct and indirect School Social Work services as specified in students' IEPs
 8. Works collaboratively with special education staff in designing and implementing social skills, anger management, stress reduction or other similar instruction as is appropriate to addressing students' special education needs.
 9. Assists school staff in developing and implementing interventions to allow students with disabilities to be successful within the mainstream.
 10. Provides information and assistance to families to help them understand their child's educational disability and equip them with the tools necessary to support their child's educational and/or behavioral progress. Provides parent training and support as needed.
 11. Provides information to parents regarding the referral/assessment process, special education services available within the district, and their rights relative to special education.
 12. Conducts social/developmental assessments of students referred for special education, assists in determining eligibility for special education.
 13. Provides short-term individual or group counseling to assist students during transitions and other high-stress situations.
 14. Acts as a liaison between the home, school and community providers to access, mobilize and coordinate services.
 15. Communicates with staff, administration and parents concerning students' social, emotional and behavioral progress.
 16. Provides information to students and parents about services available within the community. Makes referrals to community providers, as appropriate.
 17. Consults and collaborates with social services, mental health and other community providers.
 18. Maintains an accurate record of student, parent and other contacts.
 19. Provides crisis intervention services as needed.
 20. Conducts risk assessments.
 21. Coordinates home, school and community resources in addressing the crisis.
 22. Coordinates follow-up services as needed.
 23. Attends training sessions, conferences, seminars, department and district meetings.
 24. Serves on District committees, task forces, work groups, etc., as requested.
 25. Keeps abreast of changing developments, trends, instructional and educational technologies.
 26. Performs other comparable duties of a like or similar nature as apparent or assigned.

School Social Worker

Job Code: SS25

Employee Type: S

Salary Code: 59

ESSENTIAL PHYSICAL DEMANDS:

The physical demands described here are representative of those that must be met by an employee to successfully perform the essential functions of this job. Work is essentially sedentary. Sustained data entry function could cause carpal tunnel syndrome and/or eye strain. Ordinary care and precaution are required. The employee must frequently lift and/or move a minimum of 20 pounds and occasionally lift and/or move a minimum of 25 pounds. Specific vision abilities required by this job include Close vision, Distance vision, Depth perception and Ability to adjust focus. While performing the duties of this job, the employee is frequently required to communicate effectively in English, using proper grammar and vocabulary, stand; walk; sit; use hands to finger, handle, or feel; reach with hands and arms; climb or balance and talk or hear.

ENVIRONMENTAL DEMANDS:

The environmental demands described here are representative of those that must be met by an employee to successfully perform the essential responsibilities and functions of the job and are not meant to be all-inclusive. Exposure to a variety of childhood and adult diseases and illnesses.

Occasional exposure to a variety of weather conditions. Exposure to heated/air conditioned and ventilated facilities. Exposure to a building in which a variety of chemical substances are used for cleaning, instruction, and/or operation of equipment. Function in a workplace that is usually moderately quiet but that can be noisy at times.

TERMS OF EMPLOYMENT: This is a 9, 10, or 11 months position. Salary is based on the current salary schedule.

EVALUATION: Performance of this job will be evaluated in accordance with provisions of the Board's policy on evaluation of Support Personnel.

Curriculum and Instruction Director

Qualifications:

1. Must comply with all employment criteria legally established by the Lee County Board of Education.
2. Must hold a Master's degree from an accredited college or university required.
3. Hold a valid Professional Leadership Certificate as set forth by the Alabama State Board of Education.
4. Extensive experience in math, science, and reading/intervention strategies and research-based instructional strategies is strongly preferred.
5. A minimum of 3 years successful teaching experience in elementary education or at the secondary level is required. Elementary education experience is preferred.
6. A minimum of 5 years of successful educational leadership experience is required.
7. Experience in planning and implementing professional development activities for adults.
8. Knowledge of Lee County Schools' district strategic instructional goals, attendance zones, and Board policies.
9. Valid Alabama driver license, reliable transportation, and evidence of insurance.
10. Must meet the suitability criteria for employment as required by the Alabama Child Protection Act of 1999 and Act No. 2002-457.
11. Such alternatives to the above qualifications as the Board may find appropriate and acceptable.

Background Check Required:

(HB 402 ACT 99-361 Alabama Legislature) Upon offer of employment, employees will be required to submit legible fingerprints for a background review by the Alabama Bureau of Investigation and the Federal Bureau Investigation.

REPORTS TO: Assistant Superintendents of Elementary/Secondary Education

JOB GOALS:

1. Assist the Office of the Superintendent in leading, coordinating, and developing the Lee County District's K-12 curriculum and instruction efforts with an emphasis on K-6 content areas.
2. Design and implement specific strategies to promote intellectual, social, and physical growth in all identified intervention students.
3. Evaluate and measure the effectiveness of specific RtI strategies and interventions in order to refine Tier 2 and Tier 3 levels of support.
4. Supports the instructional programs with regular and special education teachers serving as mentor liaison.

REQUIRED KNOWLEDGE, SKILLS, and ABILITIES:

1. Possesses proficient knowledge of curriculum in the areas of math, science, and reading.
2. Possesses proficient knowledge of research-based instructional strategies.
3. Ability to interpret assessment data to drive instruction.
4. Ability to review and analyze data in order to make instructional decision
5. Knowledge in a variety of instructional and intervention strategies and the ability to assist with implementation.
6. Knowledge of the RTI process and Tiered Instruction.
7. Knowledge of Literacy Law requirements
8. Proficient in computer applications
9. Strong organizational skills.
10. Strong oral and written communication skills.

Curriculum and Instruction Director

11. Understands and respects the confidential nature of specific information relating to the students.
12. Ability to communicate effectively within the educational community and with parents on a regular basis.
13. Ability to utilize instructional management systems, which increases student learning and maximizes time on task.
14. Exhibits a strong commitment to help all children succeed.

Essential Duties and Responsibilities Applicable to All Employees:

- Attend on a regular and predictable basis.
- Complete assigned tasks in a safe manner and in a constant state of alertness.
- Uphold Board policies, including the anti-harassment program.
- Work in a cooperative manner with students, teachers, staff, supervisors, and the public.
- Work effectively and efficiently under time and productivity standards.

ESSENTIAL JOB FUNCTIONS:

A. Provide the following district-wide support:

1. Serves as a resource person for curriculum and instruction across content areas.
2. Provides support to district and school administrators to ensure continuity in the implementation of national and state standards.
3. Develops, coordinates, and monitors the implementation of standards based instruction.
4. Supports ARI reading coaches in developing and turning around professional development.
5. Works with district administrators to analyze data, identify district/school trends, and identify areas of support for schools.
6. Assists in the evaluation of academic programs and assessments.
7. Researches and evaluates instructional techniques for possible use by classroom teachers.
8. Works collaboratively with district administrators and school leadership teams to vertically align instruction delivery for general education, Special Education, Gifted, and ESL populations.
9. Supports school leadership teams in analyzing data and evaluating the effectiveness of a school's/grade level's instructional practices
10. Monitors and reports on the effectiveness of the District's/School's progress towards continuous improvement goals
11. Works with school leadership teams to implement and evaluate progress towards continuous improvement goals (data analysis, goal setting, action plans, etc.)
12. Aligns instructional strategies with curriculum and standards.
13. Develops and implements professional development and provides ongoing training for staff in accordance to state, district, and data requirements.
14. Assists in evaluating teachers and/or instructional programs.
15. Collaborate with Superintendent and Assistant Superintendents of Elementary/Secondary Education to support staff and schools.
16. Performs other duties as assigned.

Curriculum and Instruction Director

- B. Participate in professional growth and development and stay abreast of current research through continuing education, educational seminars, workshops, conferences, membership in professional organizations of the subject taught, and attendance at district-sponsored in-services.

ESSENTIAL PHYSICAL DEMANDS:

The physical demands described here are representative of those that must be met by an employee to successfully perform the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

The employee must frequently lift and/or move a minimum of 20 pounds and occasionally lift and/or move a minimum of 25 pounds. Specific vision abilities required by this job include Close vision, Distance vision, Depth perception and Ability to adjust focus. While performing the duties of this job, the employee is frequently required to communicate effectively in English, using proper grammar and vocabulary, stand; walk; sit; use hands to finger, handle, or feel; reach with hands and arms; climb or balance and talk or hear. The employee is occasionally required to stoop, kneel, crouch, or crawl.

ENVIRONMENTAL DEMANDS:

The environmental demands described here are representative of those that must be met by an employee to successfully perform the essential responsibilities and functions of the job and are not meant to be all inclusive. Exposure to a variety of childhood and adult diseases and illnesses.

Occasional exposure to a variety of weather conditions. Exposure to heated/air conditioned and ventilated facilities. Exposure to a building in which a variety of chemical substances are used for cleaning, instruction, and/or operation of equipment. Function in a workplace that is usually moderately quiet but that can be noisy at times.

EMPLOYMENT: This is a temporary twelve-month position (242 days). Salary range is based on board approved salary schedule.

EVALUATION: Performance of this job will be evaluated in accordance with provisions of the Board's policy on evaluation of Certified Personnel.

Special Education Programs Coordinator

Job Code: SS82

Salary Code: C7

Position No.: 1527

Qualification Requirements:

1. Must comply with all employment criteria legally established by the Lee County Board of Education.
2. Must hold a valid Alabama Professional Educator Certificate with an endorsement in special education or collaborative education.
3. Five or more years of experience working with the special education programs at the district level is preferred.
4. Must hold a valid Alabama Professional Leadership Certificate.
5. Demonstrate aptitude for successful completion of an assigned task.
6. Must meet the suitability criteria for employment as required by the Alabama Child Protection Act of 1999 and Act No. 2002-457
7. Such alternatives to the above qualifications as the Board may find appropriate and acceptable.

Background Check Required: (HB 402 ACT 99-361 Alabama Legislature) Upon offer of employment, employees will be required to submit legible fingerprints for a background review by the Alabama Bureau of Investigation and the federal Bureau of Investigation.

Reports to: Director of Special Education Programs

Job Goals: To coordinate efforts to identify achievement and social gaps, evaluate the regression due to the pandemic, and assist teachers in developing instructional practices that target their deficits. To ensure compliance with all state and federal legislation pertaining to special needs students in the school district. To conduct evaluations of special education teachers and paraprofessionals.

Essential Duties and Responsibilities Applicable to All Employees:

- Attend on a regular and predictable basis
- Complete assigned tasks in a safe manner and in a constant state of alertness
- Uphold Board policies, including the anti-harassment program
- Work in a cooperative manner with students, teachers, staff, supervisors, parents and the public.
- Work effectively and efficiently under time and productivity standards.

Essential Job Functions:

1. Mentor and support general education teachers, special education teachers, and/or paraprofessionals in the areas of special education services and state/federal compliance.
2. Develop and present professional developments determined by the identified needs of the school administration, special education teachers, general education teachers, and paraprofessionals.
3. Provide input in writing intensive intervention plans for teachers in collaboration with the special education director, school administrator, and/or assistant superintendent.
4. Monitor district staff and assist with maintaining data/documentation on student progress
5. Assist with crisis intervention and prevention.
6. Provide on-going support through problem solving and assisting school administrators.
7. Serve the role of LEA (local education agency) during IEP meetings.

Special Education Programs Coordinator

Job Code: SS82

Salary Code: C7

Position No.: 1527

8. Facilitate communication between district employees and families with litigious IEPs.
9. Administer assessments as applicable.
10. Oversee and make adjustments to the responsibilities of the special education program faculty in collaboration with the program director.
11. Review and provide guidance of special education teacher caseloads and schedules.
12. Represent the Lee County Special Education Department on behalf of the director as needed or assigned.
13. Evaluate, coordinate, and make recommendations regarding the additional services needed from contract employees to address the increased needs of special education students who are virtual due to concerns relating to the pandemic in collaboration with the program director.
14. Observe, evaluate, and make recommendations relative to personnel placement, transfer, retention, and dismissal of special education teachers and/or paras to present to the Superintendent in collaboration with the program director.
15. Monitor instructional and managerial processes to ensure that program activities are related to program outcomes and use findings for corrective action and improvement.
16. Other duties as assigned by the Director of Special Education Programs and the Superintendent.

Essential Physical Demands:

The physical demands described here are representative of those that must be met by an employee to successfully perform the essential functions of the job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

The employee must frequently lift and/or move a minimum of 20 pounds and occasionally lift and/or move a minimum of 25 pounds. Specific vision abilities required by this job include close vision, distance vision, Depth the perception and ability to adjust focus. While performing the duties of this job, the employee is frequently required to communicate effectively in English, using proper grammar and vocabulary, stand; walk; sit; use hands, fingers, to handle or feel; reach with hands and arms; climb or balance and talk to hear. The employee is occasionally required to stoop, kneel, crouch , or crawl.

Environmental Demands: The environmental demands described here are representative of those that must be met by an employee to successfully perform the essential responsibilities and functions of the job and are not meant to be all inclusive. Exposure to a variety of childhood and adult diseases and illnesses. Occasional exposure to a variety of weather conditions. Exposure to heated/air conditioned and ventilated facilities. Exposure to a building in which a variety of chemical substances are used for cleaning, instruction, and/or operation of equipment. Function in a workplace that is usually moderately quiet but that can be noisy at times.

Employment: This is a twelve-month contract (240 days). Based on the board approved salary schedule.

Evaluation: Performance of this job will be evaluated in accordance with the provisions of the Board's policy on evaluation of Professional Personnel.

Special Education Programs Coordinator

Job Code: SS82

Salary Code: C7

Position No.: 1527

Mental Health Services Coordinator

Job Code: SS34

Employee Type: MH

Salary Code: 83

Qualifications:

1. Must comply with all employment criteria legally established by the Lee County Board of Education.
2. Must have Bachelor's degree in psychology, sociology, social work, counseling or closely related field from an accredited college or university. A Master's degree in counseling, psychology, social work, or related field from an accredited college or university is preferred.
3. Experience in working with multi-disciplinary teams.
4. Experience in working with agencies who provide therapeutic interventions with children and families.
5. A minimum of three to five years of experience in working with school personnel and/or in school settings is required.
6. Computer experience and basic computer fluency
7. An ability to work independently and in cooperation with others.
8. Strong organizational skills.
9. Strong oral and written communication skills.
10. Strong interpersonal skills in working with diverse populations.
11. Flexibility in assigned work hours.
12. A commitment to public health approaches, community collaboration, and client empowerment.
13. An energetic and positive approach to the rapidly evolving changes and challenges of a complex workplace.
14. Valid Alabama driver license, reliable transportation, and evidence of insurance.
15. Must meet the suitability criteria for employment as required by the Alabama Child Protection Act of 1999 and Act No. 2002-457.
16. Such alternatives to the above qualifications as the Board may find appropriate and acceptable.

Background Check Required:

(HB 402 ACT 99-361 Alabama Legislature) Upon offer of employment, employees will be required to submit legible fingerprints for a background review by the Alabama Bureau of Investigation and the Federal Bureau Investigation.

FLSA Status: Exempt

REPORTS TO: Assistant Superintendents of Elementary/Secondary Education

JOB GOALS: To act as liaison, consultant, organizer, and key team member with the schools, district, and the community in the integration of services, procedures, and protocols to support children with mental health needs and their families. This position is district-based and is responsible for coordinating mental health services and prevention efforts, as well as overseeing comprehensive supports for children with mental health challenges, chronic stress, and trauma.

Essential Duties and Responsibilities Applicable to All Employees:

- Attend on a regular and predictable basis.
- Complete assigned tasks in a safe manner and in a constant state of alertness.
- Uphold Board policies, including the anti-harassment program.
- Work in a cooperative manner with students, teachers, staff, supervisors, and the public.
- Work effectively and efficiently under time and productivity standards.

ESSENTIAL JOB FUNCTIONS (to include but not limited to):

Mental Health Services Coordinator

Job Code: SS34

Employee Type: MH

Salary Code: 83

1. Monitor and support the communication and utilization of wrap-around services for students with mental health challenges or students in mental health crisis.
2. Provide technical support to schools and communities on mental health services, interventions, referrals, programming and concerns.
3. Support students, families, and schools by coordinating with counseling agencies, caseworkers, probation officers, community and support services, etc. Work with other agencies to share information and coordinate services.
4. Coordinate, support, and oversee District mental health programs.
5. Coordinate prevention activities with District and community teams focused on engagement and empowerment of students and families. Work cooperatively with the District and the community on prevention media campaigns.
6. Coordinate collaborative activities for mental health awareness with mental health community partners and schools.
7. Assist the District and schools in identifying gaps in mental health services.
8. Gather necessary data and reporting to ensure for accurate outcome based program evaluation.
9. Collaborate with District Social Worker and Assistant Superintendents of Elementary/Secondary Education to support staff and schools.
10. Perform other duties as assigned.

ESSENTIAL PHYSICAL DEMANDS:

The physical demands described here are representative of those that must be met by an employee to successfully perform the essential functions of this job. Work is essentially sedentary. Sustained data entry function could cause carpal tunnel syndrome and/or eye strain. Ordinary care and precaution are required. The employee must frequently lift and/or move a minimum of 20 pounds and occasionally lift and/or move a minimum of 25 pounds. Specific vision abilities required by this job include Close vision, Distance vision, Depth perception and Ability to adjust focus. While performing the duties of this job, the employee is frequently required to communicate effectively in English, using proper grammar and vocabulary, stand; walk; sit; use hands to finger, handle, or feel; reach with hands and arms; climb or balance and talk or hear.

ENVIRONMENTAL DEMANDS:

The environmental demands described here are representative of those that must be met by an employee to successfully perform the essential responsibilities and functions of the job and are not meant to be all-inclusive. Exposure to a variety of childhood and adult diseases and illnesses.

Occasional exposure to a variety of weather conditions. Exposure to heated/air conditioned and ventilated facilities. Exposure to a building in which a variety of chemical substances are used for cleaning, instruction, and/or operation of equipment. Function in a workplace that is usually moderately quiet but that can be noisy at times.

TERMS OF EMPLOYMENT: This is an eleven months (220 days) position. Salary is based on the current salary schedule.

EVALUATION: Performance of this job will be evaluated in accordance with provisions of the Board's policy on evaluation of Support Personnel.

Student Assessment and Alternative Learning Programs Coordinator

QUALIFICATIONS:

1. Must comply with all employment criteria established by the Lee County Board of Education.
2. Possession of a valid and appropriate Alabama Professional Leadership certificate.
3. Master's Degree or higher from an accredited college or university in Educational or Instructional Leadership.
4. Three or more years of successful teaching experience.
5. Educational leadership experience as a school or district administrator *is preferred*.
6. Working knowledge of the Lee County School System and the attendance areas *is required*.
7. Demonstrated aptitude for successful completion of the assigned task.
8. Such alternatives to the above qualifications as the Board may find appropriate and acceptable.

Background Check Required: (HB 402 ACT 99-361 Alabama Legislature) Upon offer of employment, employees will be required to submit legible fingerprints for a background review by the Alabama Bureau of Investigation and the Federal Bureau Investigation.

REPORTS TO: Superintendent and Assistant Superintendents

JOB GOAL: To facilitate the system's student assessment program. To build strong, collaborative relationships with District and building administrators, and site faculty and staff of the Lee County Learning Center.

REQUIRED KNOWLEDGE, SKILLS, and ABILITIES:

1. Knowledge of the law as pertaining to schools
2. Knowledge of the law as pertaining to federal programs and the Alabama Administrative Code
3. Ability to handle to multiple projects simultaneously
4. Ability to maintain composure under stressful conditions
5. Ability to work in a collaborative manner to establish and maintain effective working relationships with co-workers, students, parents, and community services providers.
6. Ability to supervise implementation of a sound budgeting process
7. Ability to communicate effectively to a variety of audiences in both oral and written form
8. Ability to facilitate groups to consensus
9. Knowledge of statutory and regulatory requirements in the areas of responsibility

Essential Duties and Responsibilities Applicable to All Employees:

- Attend on a regular and predictable basis.
- Complete assigned tasks by immediate supervisors and/or superintendent in a safe manner and in a constant state of alertness.

Student Assessment and Alternative Learning Programs Coordinator

- Uphold Board policies, including the anti-harassment program.
- Work in a cooperative manner with students, teachers, staff, supervisors, and the public.
- Work effectively and efficiently under time and productivity standards.

Essential Job Functions:

These are intended only as illustrations of the various types of work performed. The omission of specific duties does not exclude them from the position if the work is similar, related, or a logical assignment to the position.

1. Facilitates the district's student assessment program, monitors budget, coordinates the SDE testing calendar and the district's calendar, and makes recommendations to the administration to ensure full compliance with federal and state regulations.
2. Communicates testing and procedures with people or organizations outside of the system.
3. Updates and makes recommendations to the district and school leadership teams and staff to improve test administration success.
4. Submits data for federal, state or local mandated reports as related to students and staff.
5. Attends required meetings/trainings and serves on committees as directed by the State Department of Education and immediate supervisors.
6. Demonstrates a cooperative attitude with central office and school-level employees.
7. Maintains and improves professional competence.
8. Monitors and makes recommendations to facilitate any change to local assessment procedures.
9. Organizes, maintains, communicates and publishes assessment data as needed or requested for the staff or public. Responds to information requests in a cooperative, courteous, and timely manner.
10. Assists with training of school personnel in assessment information.
11. Works collaboratively with the Instruction Department to evaluate existing and emerging programs for application to alternative education programs.
12. Supervises, develops and evaluates the performance of a team of licensed, professional and classified staff.
13. Support the Assistant Superintendent of Secondary Education and may represent the District at local, state and national meetings/conferences.
14. Perform any other pertinent assignments deemed necessary by the Superintendent to assist in the efficiency and effectiveness of the district.

Essential Physical Demands:

The physical demands described here are representative of those that must be met by an employee to successfully perform the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions. The employee must frequently lift and/or move a minimum of 40 pounds and occasionally lift and/or move a minimum

Student Assessment and Alternative Learning Programs Coordinator

of 50 pounds. Specific vision abilities required by this job include close vision, distance vision, depth perception and ability to adjust focus. While performing the duties of this job, the employee is frequently required to stand; walk; sit; use hands to finger, handle, or feel; reach with hands and arms; climb or balance and talk or hear. The employee is occasionally required to stoop, kneel, crouch, or crawl.

ENVIRONMENTAL DEMANDS:

The environmental demands described here are representative of those that must be met by an employee to successfully perform the essential responsibilities and functions of the job and are not meant to be all inclusive. Exposure to a variety of childhood and adult diseases and illnesses.

Occasional exposure to a variety of weather conditions. Exposure to heated/air conditioned and ventilated facilities. Exposure to a building in which a variety of chemical substances are used for cleaning, instruction, and/or operation of equipment. Function in a workplace that is usually moderately quiet but that can be noisy at times.

TERMS OF EMPLOYMENT: This is a twelve month contract (242 days). Salary is based on board approved salary schedule.

EVALUATION: Performance of this job will be evaluated in accordance with provisions of the Board's policy on evaluation of Professional Personnel.