



Road to Recovery

ESSER 2 Application

Name of LEA	Eufaula City Schools
Name of Superintendent	Mr. Patrick J. Brannan, Jr.

APPLICATION CONTENTS

- Assurances
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ASSURANCES

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

Recovery Plan Certification Assurance

The LEA Superintendent and CSFO assures or certifies the following:

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

The LEA Superintendent and CSFO assures or certifies the following:

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

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

Other General Assurances

The LEA Superintendent and CSFO assures or certifies the following:

<input checked="" type="checkbox"/>	The LEA will complete a comprehensive needs assessment outlining how the district will align resources for High-Quality Instructional Materials (HQIM), High-Quality Professional Development (HQPD), High-Quality Tools for Supporting Unfinished Learning, and Facility Renovations that will close the achievement gap of students caused by the COVID-19 pandemic.
<input checked="" type="checkbox"/>	The LEA will submit a completed rubric identifying alignment to specific qualifiers for all selections that have not been previously vetted by the ALSDE through an initiative, program, connected group, and/or vetted list.
<input checked="" type="checkbox"/>	The LEA will plan using the comprehensive needs assessment as a tool for making decisions for students and staff (i.e., targeted student groups -- students who are behind or have skills/standards gap and planning High-Quality Professional Development making sure that there is adequate time to teach necessary content).
<input 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 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.	33,500.00
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.	33,500.00
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.	33,170.00

*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	Benchmark Literacy
3-5	Benchmark Literacy
6-8	StudySync
9-12	A+ College Ready (printing)
Other	

English Language Arts – Funding

Category	Description	Funding Source		
		State/Local Funds	Other Federal Funds (including ESSER 1)	ESSER 2 Funds
Materials	Materials needed to implement the ELA Curriculum			235,537.00
PD (Registration, etc.)				
Subs and/or Stipends (if not on contract)				
Job-Embedded Coaching Days/Supports				
Other				
Total Need for HQIM ELA				235,537.00

BUDGET – HIGH-QUALITY INSTRUCTIONAL MATERIALS

Math – Curriculum

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

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

Math – Funding

Category	Description	Funding Source		
		State/Local Funds	Other Federal Funds (including ESSER 1)	ESSER 2 Funds
Materials		191,178.00		213,707.00
PD (Registration, etc.)				
Subs and/or Stipends (if not on contract)				
Job-Embedded Coaching Days/Supports				
Other				
Total Need for HQIM Math				213,707.00

Total Budget for High-Quality Instructional Materials

Total Estimated Budget Need for High-Quality Instructional Materials	449,244.00
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BUDGET – HIGH-QUALITY PROFESSIONAL DEVELOPMENT

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

English Language Arts – HQPD Timeline

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

PD Topics & Partners	Timeline to Offer PD
ARI	
Science of Reading	
LETRS	Summer 2021, 2021-2022 School Year, Summer 2022
Neuhaus	Summer 2021, 2021-2022 School Year, Summer 2022
MSLE	Summer 2021, 2021-2022 School Year, Summer 2022
Dyslexia Awareness	Summer 2021, 2021-2022 School Year, Summer 2022
K-5 ELA 2020 COS – pending (ARI)*	Summer 2021, 2021-2022 School Year, Summer 2022
6-8 ELA E3 Training (A+ College Ready)*	Summer 2021, 2021-2022 School Year, Summer 2022
9-12 ELA 2020 COS – (ALSDE)*	Summer 2021, 2021-2022 School Year, Summer 2022

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

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English Language Arts – HQPD Funding

Category	Description	Funding Source		
		State/Local Funds	Other Federal Funds (including ESSER 1)	ESSER 2 Funds
Registration			3,000.00	20,996.00
Subs and/or Stipends (if not on contract)			7,000.00	21,400.00
Travel			5,500.00	14,743.00
Follow-Up PD Days				10,000.00
Supplemental Materials for Implementation				
Job-Embedded Coaching Days				
Other				
Total Need for HQPD ELA				67,139.00

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- Summer 2023
6-12 Math COS Foundational (AMSTI) *	Summer 2021- Summer 2023
K-8 NUMBERS (AMSTI) *	Summer 2021- Summer 2023
E3 Training (A+ College Ready) *	Summer 2021- Summer 2023
K-8 OGAP (AMSTI)	
K-5 Math 2019 COS Overview (ALSDE)	Summer 2021 & Summer 2022
6-12 Math 2019 COS Overview (ALSDE)	Summer 2021 & Summer 2022
Administrator	Summer 2021 & Summer 2022

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

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Math– HQPD Funding

Category	Description	Funding Source		
		State/Local Funds	Other Federal Funds (including ESSER 1)	ESSER 2 Funds
Registration			3,000.00	17,264.00
Subs and/or Stipends (if not on contract)			7,000.00	31,100.00
Travel			5,500.00	18,102.00
Follow-Up PD Days				10,000.00
Supplemental Materials for Implementation				
Job-Embedded Coaching Days				
Other				
Total Need for HQPD Math				76,466.00

Total Budget for High-Quality Professional Development

Total Estimated Budget Need for High-Quality Professional Development	143,605.00
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BUDGET – UNFINISHED LEARNING SUPPORTS

High-Quality Tools for Supporting Unfinished Learning Supports

Assessments, Inclusive of Screeners

Which assessments (formative, diagnostic, interim, etc.), inclusive of screeners will be used in each category?

Category	Assessment Selection & Description	Funding Source		
		State/Local Funds	Other Federal Funds (including ESSER 1)	ESSER 2 Funds
Readiness				
K-3 Vetted Reading Assessment- Additional components	NWEA Map Growth Skills			5,000.00
K-3 Vetted Math Assessment- Additional components	NWEA Map Growth Skills			5,000.00
Dyslexia				
Interim Assessments	Performance Matters, STAR Reading, and STAR Math		52,000.00	111,519.00
CTE CRI Pre-Assessments				
Health Wellness				
Social/Emotional/ Behavioral				
SEL				
Other	Social Skills Improvement System Assessment of Basic Language and Learning Assessment			2,479.00
Total Need for Assessments, Inclusive of Screeners				123,998.00

BUDGET - UNFINISHED LEARNING SUPPORTS

Transitions

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

Category	Assessment Selection & Description	Funding Source		
		State/ Local Funds	Other Federal Funds (including ESSER 1)	ESSER 2 Funds
Early Years (K-1 Transition)				
Elementary to Middle				
Middle to High				
Beyond High School				
SPED Transitional Services				
Other	KinderCamp for Incoming Kindergarten Students (Personnel Stipends)			35,658.00
Other				
Total Need for Transitions				35,658.00

BUDGET – UNFINISHED LEARNING SUPPORTS

Remediation/Intervention Programs

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

Category	Assessment Selection & Description	Funding Source		
		State/ Local Funds	Other Federal Funds (including ESSER 1)	ESSER 2 Funds
High-Dosage Tutoring	After School Tutoring 3-12		104,615.00	122,465.00
Bridge Courses (K/1, Algebra, other)				
Mini-Learning Blast				
Traditional Summer School	Personnel/ Materials/ Supplies		45,921.00	232,858.00
Summer Reading Camps/ASAP	Personnel/ Materials/ Supplies		45,921.00	372,634.00
Summer Math Camps	Personnel/ Materials/ Supplies		45,921.00	61,764.00
CTE Enrichment Camps				
ACCESS Virtual Learning				
Credit Recovery Options	Edgenuity: Self-Paced Educational Software	58,000.00		60,000.00
Extended School Year (ESY)	Special Education Summer School Personnel/Materials/Supplies			22,126.00
Other				
Other	Transportation for Summer Programs: Bus Drives/Bus Aides/ Fuel		41,000.00	30,927.00
Total Need for Remediation/Intervention Programs				902,774.00

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	Remind, DocuSign, etc...	9,330.00		11,500.00
Homework Hotline				
"On Call" Staff for Family Tech/other Issues				
Develop/Print Periodic Family Success Guides				
Other				
Other				
Total Need for Family Support Resources				11,500.00

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	Educational Software: Naviance, TeacheTown, N2Y		20,000.00	70,000.00
Other	Educational Kits: leveled Literacy Classroom Kits, Heggerty Phonics Awareness K-5 kits	25,000.00		20,000.00
Other	Additional Summer Personnel: Administration, Nurses, Custodian, Food Service		56,678.00	140,528.00
Other	Pre-K Classroom Technology: Interactive Panels			30,000.00
Other	Substitutes: (1) Permanent Substitute per school	61,200.00		122,400.00
Other	Special Education: Personnel/Materials/Supplies, Classroom Kits, Stipends, Technology		81,665.00	439,109.00
Total Need for Other Tools Supporting Unfinished Learning				822,037.00

Total Budget for Unfinished Learning

Total Estimated Budget Need for Supporting Unfinished Learning	1,895,967.00
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BUDGET – FACILITIES

Facility Renovations

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

Category	Assessment Selection & Description	Funding Source		
		State or Local Funds	Other Federal Funds (including ESSER 1)	ESSER 2 Funds
HVAC	Replace existing HVAC systems with units containing Bio polar Ionization	839,153.00		3,727,224.00
Windows				
Air Quality				
CTE Lab Ventilation/Air Quality				
PPE			21,750.00	
Custodial			40,037.00	
Staffing				
Other				
Other				
Total estimated Budget Need for Facility Renovations				3,727,224.00

TOTAL ESSER 2 FUNDING (LEA PORTION ONLY)

Category	Total
Budget – High-Quality Instructional Materials	449,244.00
Budget – High-Quality Professional Development	143,605.00
Budget – Unfinished Learning Supports	1,895,967.00
Budget – Facilities	3,727,224.00
Total ESSER 2 Funds*	6,216,040.00

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

CERTIFICATION & SIGNATURE

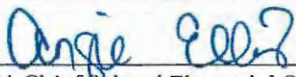
To the best of my knowledge and belief, all the information and data in this agreement are true and correct. I acknowledge and agree that the failure to comply with all Assurances and Certifications in this agreement, all relevant provisions and requirements set forth by federal and state law may result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

Angie Ellis

LEA Chief School Financial Officer Name

334-687-110

Telephone Number



LEA Chief School Financial Officer Signature

6/29/23

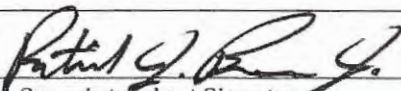
Date

Patrick J. Brannan, Jr.

LEA Superintendent Name

334-687-1100

Telephone Number



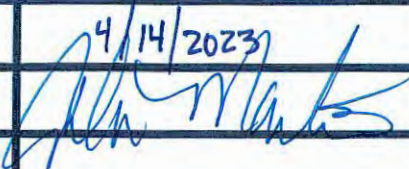
LEA Superintendent Signature

6/29/23

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	4/14/2023	Date ALSDE Approved	7/25/2023
State Superintendent and/or Designee Signature		Date Signed	7/25/2023
Date ESSER 2 Funds Released			

Eufaula City Schools: Addendum I to the ESSER II Application

Page	Purpose	Explanation / Implementation
5	ELA Curriculum for grades K-12 with identified materials/supplies.	Benchmark Literacy will be used for grades K-5, StudySync for grades 6-8, and A+ College Ready for grades 9-12 (printing). Materials/Supplies will be needed to properly implement this ELA Curriculum for moving students forward. This will be monitored for the 2021-22 school year through classroom observations. In addition, provide funds for the 2021-2022 ELA Textbook Adoption for textbooks (to supplement the ALSDE Textbook funds provided in FY22) and other supporting materials. Cost = \$235,537
6	Math Curriculum for grades K-12 with identified materials/supplies.	The New Math Adoption has been determined by our Textbook Committee and Board approved. Big Ideas will be used for grades K-12. Materials/Supplies will be needed to properly implement this Math Curriculum for moving students forward. This will be monitored for the 2021-22 school year through classroom observations. (This will be supplemental to the ALSDE Textbook funds provided in FY21 and FY22) Cost = \$213,707
7	Specific Professional Development for ELA.	During Summer 2021, 2021-2022 School year, and Summer 2022. For the following areas: LETRS, Neuhaus, MSLE, Dyslexia Awareness, and grades K-5 ELA COS, grades 6-8 ELA E3 Training (A+ College Ready), grades 9-12 ELA COS (ALSDE). To provide (59) teachers K-12 with registration, substitutes, travel, stipends, and follow-up PD days. This will be monitored by participation and implementation in the classroom through observations and follow-up. Cost = \$67,139
8	Specific Professional Development for Math.	Will occur during Summer 2021, Summer 2022, and Summer 2023. For the following areas: grades K-5 Math COS Foundational & 2019 COS Overview (AMSTI), grades 6-8 Math COS Foundational (AMSTI) and 6-12 Math 2019 COS Overview, and Administration. To provide (158) teachers K-12 with registration, substitutes, travel, stipends, and follow-up PD days. This will be monitored by participation and implementation in the classroom through observations and follow-up. Cost = \$76,466
9	Specific Assessments and Inclusive Screeners	NWEA Map Growth Skills Reading (\$5,000) NWEA Map Growth Skills Math (\$5,000) Performance Matters (\$87,007) STAR Reading and STAR Math (\$24,512) Social Skills Improvement System (\$1,033) Assessment of Basic Language and Learning (\$1,196) Assessment of Functional Living Skills (\$250) Covering costs for site licenses for assessments. Cost = \$123,998
10	Specific Transitions for Subject and/or Skill Readiness	KinderCamp for incoming Kindergarten students for Summer 2021 using (11) Teachers (Stipends S/B \$35,658) Cost = \$35,658

11	<p>Remediation/Intervention strategies and/or programs for the following: High-Dosage Tutoring, Traditional Summer Schools, Summer Reading Camps, Summer Math Camps, Special Education Summer School, Credit Recovery Options, and Educational Software.</p>	<p>For the Summers of 2021 and School Year 2021-2022:</p> <p>High-Dosage After School Tutoring grades 3-12 using (12) Teachers for the 2021-22 school year (Stipends S/B \$122,465)</p> <p>Traditional Summer School grades 3-12 for (20) Teachers for Summer 2021 (Stipends S/B \$216,108 and Materials/Supplies \$16,750)</p> <p>Summer Reading Camps Grades K-8 using (33) Teachers for Summer 2021 (Stipends S/B \$309,034 and Materials/Supplies \$63,600)</p> <p>Summer Math Camps Grades K-8 for (18) teachers (Stipends S/B \$56,364 and Materials/Supplies \$5,400)</p> <p>Credit Recovery grades 9-12 (Edgenuity Educational Software, \$60,000)</p> <p>Special Education Summer School for (11) Teachers (Stipends S/B \$18,826 and Materials/Supplies \$3,300)</p> <p>Transportation for all summer programs to include (8) Bus Drivers (Stipends S/B \$18,471) Bus Aides (S/B \$3,980), and Fuel (\$8,476)</p> <p>Cost = \$902,774</p>
12	<p>Family Support Resources:</p> <p>Communication Tools</p> <p>Other Tools Supporting Unfinished Learning:</p> <p>Educational Tools to support Remediation/Intervention Strategies within the classroom.</p> <p>Additional Summer Personnel to Support all Summer Programs in all locations.</p> <p>Pre-K Classroom Technology</p>	<p>To include but not limited to the following online communication tools: Remind with Bilingual two-way communication systems, DocuSign (digital signing tool for Special Education Services and others, Blackboard Website, Mass Notification System (\$11,500)</p> <p>Cost \$11,500</p> <p>Educational Software such as, but not limited to Naviance (9-12), TeachTown (K-12), N2Y (K-12) (\$70,000)</p> <p>Educational Classroom Kits such as, but not limited to Leveled Literacy Intervention and Heggerty Phonemic Awareness K-5 (\$20,000)</p> <p>Cost = \$90,000</p> <p>Projected additional Summer Program Personnel to include but not limited to:</p> <p>(5) Administrators/Site Coordinators (Stipends S/B \$38,830)</p> <p>(6) CNP/Food Service workers (Stipends S/B \$23,226)</p> <p>(2) Nurses (Stipends S/B \$22,332)</p> <p>(2) Custodians (Stipend S/B \$7,296):</p> <p>(17) Teacher for Enrichment (Stipends S/B 36,754)</p> <p>Counselor (Contracted Services \$12,090)</p> <p>Cost = \$140,528</p> <p>Provide Pre-K classrooms with Technology needed to prepare Pre-K students for the 21st Century (\$30,000)</p> <p>Cost = \$30,000</p>

	<p>To provide each school with a permanent substitute to address our teacher absenteeism.</p> <p>Special Education:</p> <ul style="list-style-type: none"> • Psychometrists • Behavior Specialist • OT/PT Services • IEP Planning and Development • Self-Contained Classrooms Kits and Materials/Supplies • Speech Therapy Technology 	<p>Contracted Services for a total of (4) permanent substitutes to be placed one at each school. (\$122,400) Cost = \$122,400</p> <p>For the 2021-2022 School Year Lead Psychometrist (S/B \$99,625), Psychometrist (S/B \$85,371)</p> <p>For School Years 2021/2022, 2022/2023 Behavior Specialist (S/B \$152,486), Materials/Supplies (\$10,625)</p> <p>Occupational Therapy and Physical Therapy Contracted Services for Summer 2021 and School Year 2021-22 (\$49,000)</p> <p>Provide stipends as needed for additional assistance with IEP Planning and Development (S/B \$3,002)</p> <p>Functional Living Kits for Self-Contained Classrooms (\$15,000) Materials/Supplies (\$21,000)</p> <p>(4) iPads to use for Augmentative Communication (\$3,000)</p> <p>Cost = \$439,109</p>
13	HVAC description: New and/or Serviced - to include location(s)	<p>Replace existing HVAC systems with New units containing Bio-Polar Ionization. (50) at Eufaula Primary School, (34) at Eufaula High School, and (38) at Early Learning Center/Central Office.</p> <p>Cost = \$3,727,224</p>



EUFULA CITY SCHOOLS

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ESSER II -- Addendum II

ALSDE Request for Information (Columns 1-3) -----Eufaula City Schools responses (Column 4)

Page Number	Item	Question(s)	Eufaula City Schools Response(s) to Question from the ALSDE
7	Budget – High Quality Professional Development		
	ELA Subs and/or Stipends	Provide more descriptive information—stipends, breakdown of salaries and benefits.	ELA HQPD Registration: \$20,996 Substitutes: \$21,400
	ELA Travel	Provide a breakdown of travel, stipends, lodging, and mileage.	Travel: \$14,743 (mileage/hotel/per diem)
	Follow-Up PD Days	Provide an itemized breakdown of follow-up PD.	Follow-Up PD from ALSDE and/or Turn Around training from LEA teachers. Substitutes: \$10,000
8	Budget – High Quality Professional Development		
	Math Subs and/or Stipends	Provide more descriptive information—stipends, breakdown of salaries and benefits.	Math HQPD Registration: \$17,264 Substitutes: \$31,100
	Math Travel	Provide a breakdown of travel, stipends, lodging, and mileage.	Travel: \$18,102 (mileage/hotel/per diem)
	Math Follow-Up PD Days	Provide an itemized breakdown of follow-up PD.	Follow-Up PD from ALSDE and/or Turn Around training from LEA teachers. Substitutes: \$10,000
10	Budget- Unfinished Learning Supports		
	Early Years (K-1 Transition)	Provide a detailed description and itemization of costs—salary and benefits and any supplies/materials	Stipends: Salaries: \$29,700 Benefits: \$5,958 No Materials/Supplies budgeted through ESSER II

“Building our Future on a Tradition of Excellence”

11	<p>Budget- Unfinished Learning Supports: Remediation/ Intervention Programs</p> <p>All</p>	<p>Provide a detailed explanation of the following remediation/intervention programs:</p> <ul style="list-style-type: none"> • High-Dose Tutoring • Traditional Summer School • Summer Reading Camps/ASAP • Summer Math/Science Camps • Perspective Therapeutic Program • ESY (Special Education) • Other (Transportation) <p>Include a detailed budget to itemize the expense categories listed above to reflect salaries, benefits, and any other materials/services that will be provided.</p> <p>Just a Reminder: (According to research, High-Dosage Tutoring should occur during the school day; however, contracted employees are not allowed to receive additional compensation during contracted hours.)</p>	<p>After School Tutoring grades 3-12 All core subject areas. Stipends: Salaries: \$102,000 Benefits: \$20,465</p> <p>Traditional Summer School Stipends: Salaries: \$180,000 Benefits: \$36,108 General Materials/Supplies: \$16,750</p> <p>Summer Reading Camps Stipends: Salaries: \$257,400 Benefits: \$51,634 General Materials/Supplies: \$9,900 STAR Reading: \$15,000 Scholastic Summer Reading LitCamp Curriculum: \$26,875 Educational Software Lexia: \$11,225</p> <p>Summer Math Salaries: \$48,300 Benefits: \$8,064 General Materials/Supplies: \$5,400</p> <p>Special Education Summer School Salaries: \$15,680 Benefits: \$3,146 General Materials/Supplies: \$3,300</p> <p>Transportation Bus Drivers Salaries: \$15,384 Bus Drivers Benefits: \$3,067 Bus Aides Salaries: \$3,315 Bus Aides Benefits: \$665 Fuel: \$8,476</p>
12	<p>Budget- Unfinished Learning Supports: Other Tools Supporting Unfinished Learning</p> <p>Other (Additional Summer Personnel)</p>	<p>Provide a detailed explanation of the following additional summer personnel:</p> <ul style="list-style-type: none"> • Administrators/Site Coordinators • CNP/Food Service Workers (Can be funded once all other grant funding sources have been utilized.) 	<p>Administrators/Site Coordinators Stipends: Salaries: \$32,342 Benefits: \$6,488</p> <p>CNP/Food Service: These funds will be used after all other funding sources have been utilized. Stipends: Salaries: \$19,345 Benefits: \$3,881</p>

		<ul style="list-style-type: none"> • Nurses • Custodians • Teachers for Enrichment (Were these already listed in Remediation/Intervention, or are these additional teachers if needed?) • Counselor <p>Include a detailed budget to itemize the expense categories listed above to reflect salaries, benefits, and any other materials/services that will be provided.</p>	<p>Nurses Stipends: Salaries: \$18,601 Benefits: \$3,731</p> <p>Custodians: Stipends Salaries: \$6,078 Benefits: \$1,218</p> <p>Teachers for Enrichment for additional teachers as needed for any intervention, remediation and/or enrichment programs listed in page 11 of the ESSER II application. Stipends: Salaries: \$30,600 Benefits: \$6,154</p>
	Other (Pre-K Classroom Technology)	<p>Is this an LEA run Pre-K program? Items can be funded if it is a LEA run Pre-K program.</p>	<p>This is an LEA run Pre-K and all technology purchased will be the property of the LEA, and will be maintained/inventoried by the LEA.</p>
	Other (Special Education)	<p>Provide a detailed explanation of the following special education personnel:</p> <ul style="list-style-type: none"> • Psychometrists • Behavior Specialist - • Teachers for IEP Planning and Development (Include off-contract hours) <p>Include a detailed budget to itemize the expense categories listed above to reflect number of personnel, job descriptions, FTE, salaries, benefits, and any other materials/services that will be provided.</p>	<p>Psychometrists: Lead Psychometrist will be called: Exceptional Student Services Specialist – see attached Job Description. Number of personnel: 1 FTE: 1.00 Salary: \$74,983 Benefits: \$26,642</p> <p>Psychometrist will be called: School Psychometrist – See attached Job Description. Number of personnel: 1 FTE: 1.00 Salary: \$64,420 Benefits: \$20,951</p> <p>Behavior Specialist – See attached Job Description. Number of personnel: 1 FTE: 1.00 (per year for 2-years) Salary: \$111,596 (for 2-years) Benefits: \$40,890 (for 2-years) General Materials/Supplies: \$1,625 Materials/Supplies: Room Dividers for Cool Down Areas: \$9,000</p> <p>Teachers for IEP Planning and Development off contract hours as needed.</p>

	Special Education Self-Contained Classroom Kits		Stipends Salaries: \$2,500 Benefits: \$502 Self-Contained Classroom: General Materials/Supplies: \$21,000
13	Budget Facilities: Facility Renovations Total Estimated Budget	\$3,727,224 exceeds 50% of ESSER II funds. It can remain, but there is additional accountability if you want it to remain because it reduces the percentage of funding allocated for student learning. 50% = \$3,108,020	It will remain, our Superintendent will be notifying Dr. Eric Mackey concerning the 9.96% over the 50% mark of the ESSER II funds.



EUFULA CITY SCHOOLS

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Eufaula City Schools Addendum III to ESSER II Application

Page	Purpose	Explanation / Implementation
5	ELA Curriculum for grades K-12 with identified materials/supplies.	Benchmark Literacy will be used for grades K-5, StudySync for grades 6-8, and A+ College Ready for grades 9-12 (printing). Materials/Supplies will be needed to properly implement this ELA Curriculum for moving students forward. This will be monitored for the 2022-23 school year through classroom observations. In addition, provide funds for the 2022-2023 ELA Textbook Adoption for textbooks (to supplement the ALSDE Textbook funds provided in FY22) and other supporting materials. Cost = \$126,000
9	Specific Assessments and Inclusive Screeners	STAR Reading and STAR Math And Covering costs for site licenses for assessments. Cost = \$73,000
11	Remediation/Intervention strategies and/or programs for the following: High-Dosage Tutoring,	For the Summer of 2023 and School Year 2022-2023: High-Dosage After School Tutoring grades 3-12 using (4) Teachers for the 2022-23 school year Sal- \$2996.50 /B-499.51 Cost = \$3,496.01
12	Other Tools Supporting Unfinished Learning: Special Education: <ul style="list-style-type: none">Behavior SpecialistTechnology	 For School Years 2022/2023 Behavior Specialist (S-\$53,835.96/ B-\$20,736.43), Materials/Supplies (\$1000), Counseling Services \$2915.00 Interactive panels and devices for schools (\$1,109,830.65) Cost = \$1,188,318.04
13	Budget Facilities	Indirect Cost \$193,462.24
	Total Amendment	\$1,584,276.29

Title: BUS DRIVER

Reports To: Bus Shop Foreman

Length of Contract: 183 days, 4 hours per day

Summary: A position that involves driving a school bus over an established route to transport students to and from home and school in a safe and timely manner by complying with all federal, state, and local rules, regulations and policies.

Essential Duties and Responsibilities include the following:

1. Transports students to and from schools and home.
2. Obeys all traffic laws and observes all safety regulations for school buses.
3. Inspects bus before and after each operation in accordance with federal and state regulations to insure bus can be operated safely; reports mechanical problems to Bus Shop Foreman.
4. Maintains assigned schedule, route and stops.
5. Maintains student discipline on bus and reports discipline problems to principal.
6. Maintains cleanliness of assigned bus.
7. Completes records as required by Bus Shop Foreman including: monthly/daily report; student roster by name, address, stop and school; gas log; field trip tickets.
8. Reports all accidents immediately to Bus Shop Foreman; completes required reports.
9. Provides appropriate care for varying exceptionalities while students are on the bus.
10. Assists students on and off the bus as necessary to accommodate the student's physical, mental, or emotional needs.
11. Secures students in seats or wheelchairs as necessary.
12. Maintains and exhibits a high level of ethical behavior and confidentiality of information about students, parents, personnel, and all job related behaviors.
13. Participates in in-service training as assigned.
14. Performs other tasks as assigned by the Bus Shop Foreman.

Qualification Requirements: To perform this job successfully, an individual must be able to perform each essential duty satisfactorily. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions. The requirements listed below are representative of the knowledge, skill, and/or ability required:

Education and/or Experience: High school diploma or general education degree (GED). Must demonstrate aptitude and competence for bus driving.

Language Skills: Ability to read and interpret documents such as safety rules, procedure manuals, operating instructions and road maps. Ability to write required reports, forms and correspondence. Ability to speak correctly.

Mathematical Skills: Ability to work with basic mathematical concepts.

Reasoning Ability: Ability to interpret a variety of instructions furnished in written, oral, diagram, or schedule form.

Certificates, Licenses: A valid Commercial Driver's License (CDL) with passenger and air brakes endorsements. A valid Alabama State Department of Education School Bus Driver's Certificate.

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.

While performing the duties of this job, the employee is regularly required to use hands to finger, handle, or feel objects, tools, or controls; reach with hands and arms; sit, stoop, kneel, crouch, or crawl; talk and hear. The employee frequently is required to stand and occasionally is required to climb or balance. The employee is required to walk.

The employee must regularly lift and/or move up to 10 pounds, frequently lift and/or move up to 50 pounds, and occasionally lift and/or move over 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.

Work Environment: The work environment characteristics described here are representative of those an employee encounters while performing the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

While performing the duties of this job, the employee regularly works near moving mechanical parts and in outside weather conditions and is frequently exposed to wet and/or humid conditions, fumes or airborne particles, extreme heat, and vibration.

The noise level in the work environment is usually loud.

Grounds for immediate suspension and/or termination of a bus driver:

1. The employee's Commercial Driver's License or Alabama State Department of Education School Bus Driver's Certificate is suspended or expires.
2. The employee is charged with driving under the influence of alcohol or a controlled substance.
3. The employee is charged with the possession and/or use of or a controlled substance.
4. The employee tests positive in a drug test.
5. The employee is unable to meet criteria set forth by the insurance carrier for the system's fleet policy and is thereby designated as "uninsurable" by the insurance carrier.
6. The employee operates a school bus in an unsafe or unlawful manner, including: reckless driving; passing another school bus when both vehicles are headed in the same direction; having the driver's seat belt unfastened while driving.
7. The employee drives a school bus in an impaired state of health, including: while under the influence of drugs, alcohol or medication that impairs their ability to drive safely; with the knowledge that the employee suffers from a physical or mental impairment that impairs their ability to drive.
8. The employee fails to comply with the rules governing railroad crossings while operating a school bus.
9. The employee fails to report an accident involving the bus they are operating.
10. The employee uses indecent or profane language in the presence of students.
11. The employee smokes or uses smokeless tobacco on a school bus or on Board property.
12. The employee fails to abide by the rules and regulations governing the transportation program of the Eufaula City Schools.

Evaluation: Evaluation is by the Transportation Supervisor as prescribed by Board Policy.

Salary: Established by the Board of Education as recommended by the Superintendent.

EXCEPTIONAL STUDENT SERVICES SPECIALIST

QUALIFICATIONS: Must have or be able to obtain upon employment Alabama Instructional Leadership Certification;
Valid Alabama School Psychometrist or School Psychologist Certification
Two years of experience as a school psychometrist or school psychologist
Prior experience teaching or serving in an advisory role in special education preferred.

REPORTS TO: Director of Exceptional Student Services

CONTRACT LENGTH: 240 Days

PERFORMANCE RESPONSIBILITIES:

1. Maintains a high level of ethical behavior and confidentiality of information about students, personnel, and all job related matters.
2. Works cooperatively with appropriate administrators, teachers, parents, students and community representatives to provide seamless support to the schools.
3. Assists the Director in providing technical assistance to special education teachers upon request of principals and/or individual teachers.
4. In consult with the Director, coordinates in-service and professional development activities for special education teachers.
5. Assists the Director in monitoring and participating in the development of IEPs to ensure accuracy, completeness, and implementation according to local, state, and federal regulations.
6. Assists the Director in educating and directing school administrators, teachers, and other system personnel in matters specifically related to the implementation of federal and state laws and regulations involving special education.
7. Assists the Director in coordinating activities with mental health agencies, hospitals, and other community agencies which directly involves special education students and/or programs.
8. Administers and/or coordinates all individual assessments and reassessments required for initial student placement and re-evaluation for special education services
9. Assists in Preparation of evaluation reports that can be easily understood by school staff and parents.
10. Participates on the Eligibility Determination Committee to interpret evaluation results and assist in making decisions regarding the placements of students.
11. Interprets and discusses evaluation results for parents/guardians.
12. Attends conferences and/or conventions relating to special education services and psychological evaluations to improve professional skills and knowledge.

13. Keeps informed regarding research, psychological and educational testing practices in the areas of test construction, test administration, and test interpretation.
14. Performs all other duties as assigned by the Director of Exceptional Student Services.

EVALUATION: Evaluation is by the Director of Exceptional Student Services or Designee

SALARY: Established by the Board of Education as recommended by the Superintendent.

**SCHOOL PSYCHOMETRIST
JOB DESCRIPTION**

Qualifications: Have or be able to obtain upon employment a appropriate valid Professional Educator Certificate; Must be listed on the Alabama Register for Approved Psychologists and Psychometrists for Testing Children Referred for Placement in Special Education Classes; Valid Driver License; Provide own or have access to appropriate transportation to meet job requirements

Reports To: Special Services Coordinator

Job Goal: To evaluate and assess educational and emotional needs of student and to provide data for planning a program which will help them learn subject matter and skills that will contribute to their development as mature, able, responsible members of society

Terms of Appointment: 202 Days

FLSA Status: **EXEMPT**

Performance Responsibilities:

1. Administers and/or coordinates all individual assessments and reassessments required for initial student placement and re-evaluation for special education services.
2. Prepares evaluation reports that can be easily understood by school staff and parents.
3. Participates on the Eligibility Determination Committee to interpret evaluation results and assists in making decisions regarding the placements of students.
4. Interprets and discusses evaluation results for parents/guardians.
5. Insures that all psychological data are maintained and confidential.
6. Fosters cooperative working relationships with principals, teachers, and all other related personnel.
7. Coordinates workshops and seminars for faculty and staff members concerning matters related to special education.
8. Keeps informed regarding research, psychological and educational testing practices in the areas of test construction, test administration, and test interpretation.
9. Attends conferences and/or conventions relating to special education services and psychological evaluations to improve professional skills and knowledge.
10. Consults and collaborates with principals, teachers, and counselors regarding the inclusion of special education students in the regular class.
11. Assume responsibility for personal professional development to keep current with the literature, new research findings, and important techniques in core content areas, and for participating in appropriate professional meetings.
12. Performs any other duties assigned by the Coordinator of Special Services and/or Superintendent, as long as they are not in conflict with board policy, state and federal laws and regulations.

Evaluation: Evaluation is by the Coordinator of Special Services as prescribed by Board Policy

Salary: Established by the Board of Education as recommended by the Superintendent

Revised: July 2018

EUFULA CITY SCHOOLS

BEHAVIOR SPECIALIST

Job Description

TITLE: Behavior Specialist

QUALIFICATIONS: Minimum of Registered Behavior Technician (RBT) certification and Bachelors Degree in a related field.
Minimum of two years' experience working in a school/private setting as a behavior specialist or similar position

REPORTS TO: Special Education Director

JOB SUMMARY:

Under the direction of the Special Education Director, provide behavioral training and consultation to parents and school personnel to enhance the success of students in the educational environment. Collaborate with instructional staff and administration to assess and develop behavior interventions for students who are experiencing significant emotional or social behaviors hindering the learning process.

ESSENTIAL DUTIES:

- Provide educational resources, training, technical assistance to site administrators, special and general education teachers, and support staff in the design, implementation, and evaluation of behavior management systems designed to meet the needs of students with autism and other behavioral challenges, in accordance with all directives, standards, procedures, policies, laws, rules, regulations, codes and guidelines.
- Work directly with students regarding their behavioral goals and implementation of behavior intervention programs.
- Conduct functional behavior assessments and present data to the team.
- Develop behavior intervention programs and monitor implementation within the classroom.
- Collect data via direct student observation and consultation with classroom teachers and assigned support staff regarding student behaviors and recommend appropriate instructional modifications to support positive student behavior. Identify and implement appropriate interventions for students in need of additional assistance.
- Plan and oversee the development and implementation of programs, policies and best practices related to instruction using the principles of ABA for students with autism and other disabilities.
- Document program results, maintain accurate records and other required data, prepare and submit reports in a timely manner.
- Consult with administrators, psychologists/psychometrists, teachers and parents, serve as an integral member of the IEP team, attend meetings and parent conferences, as needed.
- Maintain strict student and parent confidentiality.
- Keep current with issues, laws and regulations regarding positive behavior interventions, special education, educational trends, and other issues related to children with exceptional needs.
- Serve as a resource to provide formal and informal training, supervision, guidance and assistance to students, educators, parents, service providers and agencies, as needed.
- Perform other related duties, as assigned.

REQUIRED KNOWLEDGE, SKILLS AND ABILITIES:

- Understand the behavior characteristics typically associated with various school age conditions (e.g. Autism, Behavior Disorders, Traumatic Brain Injury, Intellectual Disabilities, etc.).
- Demonstrate strong foundation in applied behavior analysis.
- Have good communication skills, both written and verbal, particularly with parents and education professionals.
- Ability to establish positive, flexible, and cooperative relationships with administrators, teachers, support staff, students, parents and public.
- Be able to handle emotional charged situations.
- Ability to make independent decisions according to established policies and procedures.
- Ability to understand carry out oral and written instructions.
- Knowledge of behavior instruments, federal, state and local policies regarding confidentiality and special education.
- Knowledge and application of data tracking and collection, record management and reporting methods.
- Exhibit professionalism and commitment through punctuality and attendance.

PHYSICAL ABILITIES:

- Visual ability to read handwritten or typed documents and instructions and the display screen of various office equipment and machines.
- Ability to conduct verbal conversation.
- Hear normal range verbal conversation (approximately 60 decibels).
- Physical, mental and emotional stamina to endure stressful situations.
- Ability to work in various temperatures, indoor and outdoor conditions.
- Sit, stand, stoop, kneel, bend and walk.
- Sit for sustained periods of time.
- Ability to stand for long periods of time.
- Kneel or squat for extended periods of time.
- Climb stairs, steps, ramps and step ladders.
- Lift and/or carry up to 10 pounds frequently.
- Lift and/or carry up to 20 or more pounds occasionally.
- Lift and/or carry up to 30 or more pounds infrequently.
- Exhibit full range of motion for shoulder external rotation and internal rotation, shoulder abduction and adduction, elbow flexion and extension, shoulder extension and flexion, back lateral flexion, hip flexion and extension and knee flexion
- Demonstrate manual dexterity necessary to operate a computer and other classroom and office equipment in a safe and effective manner.

WORK ENVIRONMENT

- Time will be spent working in schools.
- Must be able to travel to different locations usually within the city, county or state.
- Must be able to travel to students' homes to meet with parents or other caregivers.

Mandatory Child Abuse Reporting

As a mandatory reporter (Ala. Code § 26-14-3) you are required to immediately report to Law Enforcement and/or Department of Human Services, any instances of suspected child abuse.

I have read and received a copy of this job description.

Print Employee Name

Employee Signature

Date

The above statements are intended to describe the general nature and level of work being performed. They are not intended to be construed as an exhaustive list of all responsibilities, duties and skills required of personnel so classified.

The Eufaula City Schools Board of Education does not discriminate on the basis of race, color, national origin, sex, disability or age in its programs and activities and provides equal access to the Boy Scouts and other designated youth groups.

Job Description

POSITION TITLE: CNP Worker

Reports To: Principal and Manager

Length of Contract: 185 days, 6.5 hours per day

Job Goal: Prepare and serve breakfast and/or lunch for students, teachers, district employees, and guest. Clean kitchen, serving, and dining area following each meal. Follow recipes as required. Assist students in meal service, monitoring portion control. Assist students in offer vs. serve requirements so reimbursable meals may be received.

PERFORMANCE RESPONSIBILITIES:

1. Assume responsibility for meeting production and time schedules of assigned department. Maintain such records as necessary for accountability.
2. Use safe, proper, and sanitary practices when operating all kitchen equipment.
3. Maintain the highest standards of safety and cleanliness in the kitchen.
4. Assist in the preparation of breakfast and/or lunch as assigned by Manager.
5. Assume responsibility for seeing that during meal service periods the supply of foods offered, trays, and utensils are replenished regularly.
6. Assist in the daily clean-up of the kitchen, dining, service, and trash/garbage collection areas.
7. Perform major cleaning of equipment, storerooms, and restrooms at regularly scheduled intervals as designated by the Manager.
8. Wash pots and pans used for preparation and serving.
9. Monitor dining room for spills and other cleaning needs. Wipe tables between classes.
10. Receive and store daily menu items; checks temperature of received food and properly stores food for line service.
11. Assume responsibility for equipment temperature checks as assigned. Maintain such records as necessary for accountability.
12. Exhibit personal grooming and dress appropriate for food service. Workers are encouraged to wear white uniforms, hair nets, and shall not wear nail polish or jewelry (exception: wedding band).
13. Clock in and out as prescribed.
14. Maintain proper and professional relationship with students, faculty, school staff, and visitors.
15. Adhere to established Board of Education Policies and Administrative Guidelines.
16. Maintain a high level of ethical behavior and confidentiality of information about student, personnel, and all job related behaviors.
17. Participate in in-service training as assigned.
18. Perform other tasks as assigned by the Principal or Manager, as long as they are not in conflict with board policy.

Qualification Requirements: To perform this job successfully, an individual must be able to perform each essential duty satisfactorily. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions. The requirements listed below are representative of the knowledge, skill, and/or ability required:

Education and/or Experience: High school diploma or general education degree (GED). Work experience in quantity food production and service is desirable.

Language Skills: Ability to read, write and understand routine instructions.

Mathematical Skills: Ability to work with basic mathematical concepts.

Reasoning Ability: Ability to interpret a variety of instructions furnished in written, oral, diagram, or schedule form.

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.

While performing the duties of this job, the employee is regularly required to use hands to finger, handle, or feel objects, tools, or controls; reach with hands and arms; stoop, kneel, crouch, or crawl; taste and smell; talk and hear. The employee frequently is required to stand and occasionally is required to climb or balance. The employee is required to walk.

The employee must regularly lift and/or move up to 10 pounds, frequently lift and/or move up to 50 pounds, and occasionally lift and/or move over 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.

Work Environment: The work environment characteristics described here are representative of those an employee encounters while performing the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

While performing the duties of this job, the employee is regularly exposed to toxic or caustic chemicals. The employee frequently works near moving mechanical parts, and is frequently exposed to wet and/or humid conditions, fumes or airborne particles, or extreme heat.

The noise level in the work environment is usually loud.

Evaluation: Evaluation is by the Principal and Manager

Salary: Established by the Board of Education as recommended by the Superintendent.

REVISED: October, 2008

APPROVED:



DATE:

10-12-08

Job Description

POSITION TITLE Custodian (Maid or Janitor)

Reports To: Principal or Designee, Head Custodian

Length of Contract: 240 days, 8 hours per day

Job Goal: Provide routine cleaning and care of the school facilities and/or site. This position will require the ability to work independently.

PERFORMANCE RESPONSIBILITIES:

1. Clean and maintain school buildings and/or grounds as assigned.
2. Operate cleaning machines and equipment and report needed repairs.
3. Clean and properly store machines and equipment after use.
4. Recommend cleaning equipment, materials, tools and supplies, and maintain inventory.
5. Report to Head Custodian any situation that could be hazardous or result in injury to students or district personnel.
6. Perform minor maintenance and report major maintenance needs to Head Custodian.
7. Maintain and exhibit a high level of ethical and professional standards as expected of all personnel.
8. Participate in in-service training as assigned.
9. Perform other tasks as assigned by the Principal or Designee and Head Custodian, as long as they are not in conflict with board policy.

Qualification Requirements: To perform this job successfully, an individual must be able to perform each essential duty satisfactorily. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions. The requirements listed below are representative of the knowledge, skill, and/or ability required:

Education and/or Experience: High school diploma or general education degree (GED). Working knowledge of the methods, practices, processes, tools, and materials associated with cleaning school facilities. Ability to operate cleaning machines and equipment.

Language Skills: Ability to read, write and understand routine instructions.

Mathematical Skills: Ability to work with basic mathematical concepts.

Reasoning Ability: Ability to interpret a variety of instructions furnished in written, oral, diagram, or schedule form.

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.