



## Road to Recovery

### ESSER 2 Application

Name of LEA	Saraland City Schools
Name of Superintendent	Dr. Aaron Milner

## APPLICATION CONTENTS

- Assurances
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- Certification and Signature

## ASSURANCES

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

### Recovery Plan Certification Assurance

The LEA Superintendent and CSFO assures or certifies the following:

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

The LEA Superintendent and CSFO assures or certifies the following:

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

## ALABAMA STATE DEPARTMENT OF EDUCATION

	the digital divide, including securing access to home-based connectivity and remote-use devices, related issues in 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.

# ALABAMA STATE DEPARTMENT OF EDUCATION

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

# BUDGET PART 1 – STATE ESSER 2 RESERVE

## STATE ESSER 2 Reserve

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

Category	Total
<b>Course of Study ELA PD (pending adoption)*:</b> This allocation is being granted to each LEA to be used for course of study PD directly aligned to 2021 <i>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.	\$61,050.00
<b>Course of Study Math PD*:</b> This allocation is being granted to each LEA to be used for course of study PD directly aligned to 2019 <i>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.	\$61,050.00
<b>Assessment Award for Grades 4-8**:</b> This allocation is being granted to extend each school's early reading and math assessment system through Grade 8. The allocation will be \$12 per student based on each school's 2020-2021 ADM.	\$13,853.00

\*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	
3-5	
6-8	
9-12	
Other	

### English Language Arts – Funding

Category	Description	Funding Source		
		State/Local Funds	Other Federal Funds (including ESSER 1)	ESSER 2 Funds
Materials				
PD (Registration, etc.)				
Subs and/or Stipends (if not on contract)				
Job-Embedded Coaching Days/Supports				
Other	Library Books			\$20,000.00
Total Need for HQIM ELA				\$20,000.00

**BUDGET - HIGH-QUALITY INSTRUCTIONAL MATERIALS****Math - Curriculum**

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

Grade Band	Math Curriculum Selection
Pre-K (as applicable)	
K-2	McGraw Hill, My Math
3-5	McGraw Hill, My Math
6-8	McGraw Hill, Reveal
9-12	SAVVAS, Envision
Other	Cengage, Calculus

**Math - Funding**

Category	Description	Funding Source		
		State/Local Funds	Other Federal Funds (including ESSER I)	ESSER 2 Funds
Materials	Textbooks	\$240,263.00		\$183,395.67
PD (Registration, etc.)				
Subs and/or Stipends (If not on contract)				
Job-Embedded Coaching Days/Supports				
Other				
Total Need for HQIM Math				\$183,395.67

**Total Budget for High-Quality Instructional Materials**

Total Estimated Budget Need for High-Quality Instructional Materials	\$203,395.67
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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	
Neuhaus	
MSLE	
Dyslexia Awareness	
K-5 ELA 2020 COS – pending (ARI)*	
6-8 ELA E3 Training (A+ College Ready)*	
9-12 ELA 2020 COS – (ALSDE)*	

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

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### English Language Arts – HQPD Funding

Category	Description	Funding Source		
		State/Local Funds	Other Federal Funds (Including ESSER 1)	ESSER 2 Funds
Registration				
Subs and/or Stipends (if not on contract)				
Travel				
Follow-Up PD Days				
Supplemental Materials for Implementation				
Job-Embedded Coaching Days				
Other				
<b>Total Need for HQPD ELA</b>				<b>\$0</b>

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

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

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**Math— HQPD Funding**

Category	Description	Funding Source		
		State/Local Funds	Other Federal Funds (Including ESSER 1)	ESSER 2 Funds
Registration				
Subs and/or Stipends (if not on contract)				
Travel				
Follow-Up PD Days				
Supplemental Materials for Implementation				
Job-Embedded Coaching Days				
Other				
<b>Total Need for HQPD Math</b>				<b>\$0</b>

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

<b>Total Estimated Budget Need for High-Quality Professional Development</b>	<b>\$0</b>
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**BUDGET – UNFINISHED LEARNING SUPPORTS**

High-Quality Tools for Supporting Unfinished Learning Supports

**Assessments, Inclusive of Screeners**

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

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	DIBELS (\$1 per student in K-3)			\$2715.00
K-3 Vetted Math Assessment- Additional components				
Dyslexia				
Interim Assessments				
CTE CRI Pre-Assessments				
Health Wellness				
Social/Emotional/ Behavioral				
SBL				
Other	PreACT, ACT (Gr 10), iReady*			\$285,913.54
<b>Total Need for Assessments, Inclusive of Screeners</b>				<b>\$288,628.54</b>

**BUDGET - UNFINISHED LEARNING SUPPORTS****Remediation/Intervention Programs**

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

Category	Description	Funding Source		
		State/ Local Funds	Other Federal Funds (Including ESSER 1)	ESSER 2 Funds
High-Dosage Tutoring				
Bridge Courses (K/1, Algebra, other)				
Mind-Learning Blast				
Traditional Summer School				
Summer Reading Camps/ASAP				
Summer Math Camps				
CTE Enrichment Camps				
ACCESS Virtual Learning				
Credit Recovery Options				
Extended School Year (ESY)				
School Nurses				
Other				
<b>Total Need for Remediation/Intervention Programs</b>				<b>\$0</b>

**BUDGET – UNFINISHED LEARNING SUPPORTS****Family Support Resources**

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

Category	Description	Funding Source		
		State/Local Funds	Other Federal Funds (Including ESSER 1)	ESSER 2 Funds
Communication Tools				
Homework Hotline				
"On Call" Staff for Family Tech/other Issues				
Develop/Print Periodic Family Success Guides				
Other				
Other				
<b>Total Need for Family Support Resources</b>				<b>\$0</b>

**Other Tools Supporting Unfinished Learning**

Describe other tools for supporting unfinished learning.

Category	Description	Funding Source		
		State or Local Funds	Other Federal Funds (including ESSER 1)	ESSER 2 Funds
Other	We Build It Better			\$25,000.00
Other	Fine Arts (Band)			\$25,000.00
Other	Intervention Personnel			\$338,153.34
Other	Mental Health Coordinator / PD			\$109,661.38
Other	Instructional Technology			\$260,159.97
Other	ELlevation			\$10,000.00
<b>Total Need for Other Tools Supporting Unfinished Learning</b>				<b>\$767,974.69</b>

**Total Budget for Unfinished Learning**

<b>Total Estimated Budget Need for Supporting Unfinished Learning</b>	<b>\$1,056,603.23</b>
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**BUDGET – FACILITIES****Facility Renovations**

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

Category	Description	Funding Source		
		State or Local Funds	Other Federal Funds (Including ESSER 1)	ESSER 2 Funds
HVAC	Preventative Maintenance			\$36,000.00
Windows				
Air Quality	Quarterly Filter Replacement			\$41,694.84
CTE Lab Ventilation/Air Quality				
PPE & Supplies				
Custodial	Contracted Cleaning Services			\$240,868.26
Staffing				
Nurse's Station				
Other				
<b>Total estimated Budget Need for Facility Renovations</b>				<b>\$318,563.10</b>

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

Category	Total
Budget – High-Quality Instructional Materials	\$203,395.67
Budget – High-Quality Professional Development	\$0
Budget – Unfinished Learning Supports	\$1,056,603.23
Budget – Facilities	\$318,563.10
<b>Total ESSER 2 Funds:</b>	<b>1,578,562.00</b>

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

**CERTIFICATION & SIGNATURE**

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

Shane Martin  
LEA Chief School Financial Officer Name

251-375-5420  
Telephone Number

[Signature]  
LEA Chief School Financial Officer Signature

06-11-2021  
Date

Aaron Milner, Ed.D.  
LEA Superintendent Name

251-375-5420  
Telephone Number

[Signature]  
LEA Superintendent Signature

06-11-2021  
Date

Send completed application to [ESSERround1@alsde.edu](mailto:ESSERround1@alsde.edu) by June 1, 2021.  
Upon arrival of the application, funds will be made available to the LEA.

ALSDE INTERNAL USE ONLY			
Date Application Received		Date ALSDE Approved	
State Superintendent and/or Designee Signature	<u>[Signature]</u>	Date Signed	<u>06-29-2021</u>
Date ESSER 2 Funds Released			

**Isaacs Jason**

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**From:** Isaacs Jason  
**Sent:** Wednesday, June 9, 2021 3:55 PM  
**To:** Mathis Frankie  
**Cc:** Hawkins Calandra  
**Subject:** Saraland City Schools ESSER II Application Review

Good Afternoon,

Thank you for submitting the ESSER II application for Saraland City Schools. The application has been reviewed and additional information is requested. Please provide an addendum with the information below on letterhead as an attachment.

Page Number	Item	Question
5	Budget – High Quality Instructional Materials – ELA	Please call me to discuss the expenditures in this section.
6	Budget – High Quality Instructional Materials – Math	Sufficient evidence has been provided.
7	Budget – High Quality Professional Development – ELA	Sufficient evidence has been provided.
8	Budget – High Quality Professional Development – Math	Sufficient evidence has been provided.
9	Budget – Unfinished Learning Support – Assessments	Sufficient evidence has been provided.
10	Budget – Unfinished Learning Supports – Transitions	Sufficient evidence has been provided.
11	Budget – Unfinished Learning Supports: Remediation/ Intervention Programs	Sufficient evidence has been provided
12	Budget- Unfinished Learning Supports: Family Support Resources	Sufficient evidence has been provided
12	Budget- Unfinished Learning Supports: Other Tools Supporting Unfinished Learning	Intervention Personnel & Mental Health Coordinator – Provide the FTE associated with each position.
13	Budget Facilities: Facility Renovations	Sufficient evidence has been provided
14	Total ESSER 2 Funding (LEA Portion Only)	Sufficient evidence has been provided

Once completed, please resend your application to the same email address ([ESSERroundII@alsde.edu](mailto:ESSERroundII@alsde.edu)). The revised application will be reviewed for approval.

Please contact me with any questions or concerns. I look forward to working with you.

Respectfully,

*Jason Isaacs*

Education Specialist - Federal Programs

Alabama Department of Education

Phone: (334) 694-4860

Fax: (334) 694-4965

[jason.isaacs@alsde.edu](mailto:jason.isaacs@alsde.edu)



# SARALAND Board of Education

BOARD OF SCHOOL COMMISSIONERS  
Mr. William 'Bill' Silver -- President  
Mrs. Renee Clarke -- Vice-President  
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Dr. Lonnie Burnett -- Board Member

4010 Luf Sparlan Drive Saraland, Alabama 36571 Phone (251) 373-5420

SUPERINTENDENT -- Aaron Milner, Ed.D.

Documentation to support ESSER II application —

**HQIM - ELA (page 5)** — The non-traditional end of the 2019-2020 school year resulted in an atypical number of lost and non-returned library books. To replenish inventories as well as strengthen collections to enhance student learning with high interest fiction, non-fiction, and reference materials, \$5000.00 for each school library (Saraland Early Education Center, Saraland Elementary School, Saraland Middle School, and Saraland High School) for a total of \$20,000.00 is being allocated. A *sample document* supporting this request totaling \$4,565.82 lists the library books not returned to Saraland Elementary School.

**HQIM - Math (page 6)** — Board Action Item: 4a details adopted math resources, quantities, and pricing.

**Unfinished Learning Supports (page 9)** —

K-3 Vetted Reading Assessment: DIBELS, \$1 per student, 904.45 total ADM in 2020-2021 for K-3; budget \$905.00 annually, 3-year budget **\$2715.00**.

Other, the following details the **\$285,913.54** budgeted in this category:

PreACT, grade 9: \$14 per student, 260.1 ADM in 2020-2021, \$3640.00 annually, 3-year budget \$10,920.00.

ACT, grade 10: \$48 per student, 269.5 ADM in 2020-2021, \$12,960.00 annually, 3-year budget \$38,880.00.

iReady, 3-year quote \$282,466.54 (K-8 math and reading diagnostic assessments and additional components to include individualized instructional paths as well as the diagnostic assessments for grades 9-11) less \$13,853.00 from State ESSER 2 Reserve for Assessment Award in Grades 4-8 and \$32,500.00 for 3-year projected K-3 Assessment Awards results in \$236,113.54 budget amount. *Quote provided.*

**Other Tools Supporting Unfinished Learning (page 12)** —

**"We Build It Better":** The **We Build It Better (WBIB)** program is a fully immersive 18-week curriculum complete with project-based learning activities, career explorations, and a skill-centered certification for middle school students. Purchase WBIB Cart and Complete Program (includes consumables for 28 students) for use at Saraland Middle School (**\$25,000.00**). *Order form provided.*

**Fine Arts (Band):** Due to COVID concerns resulting from sharing of instruments, purchase additional instruments for beginner programs at Saraland Middle School (\$17,976.00) and Saraland High School (\$18,353.37). *Quotes provided* total \$36,329.37 — **\$25,000.00** budgeted in ESSER 2.

**Intervention Personnel** (the following details the **\$338,153.34** budgeted in this category):

Saraland Early Ed, Special Education Teacher — 1FTE (2 years) \$129,371.24

Salary = \$45,855

Fringes = \$18,830.62

Total = \$64,685.62

Saraland Elementary, Intervention Paraprofessional — 1FTE (3 years) \$102,006.06

Salary = \$20,313

Fringes = \$13,689.02

Total = \$34,002.02

"Building a World Class Educational System for Our Children"



Saraland Middle, Intervention Paraprofessional – Contract Service (\$12,924.00, 3 years) \$38,772.00  
Salary = \$12,000  
Fringes = \$924  
Total = \$12,924

Saraland High, Intervention Paraprofessional – 1FTE (2 years) \$68,004.04  
Salary = \$20,313  
Fringes = \$13,689.02  
Total = \$34,002.02

**Mental Health Coordinator** – 0.47 FTE (\$75,820.46, 3 years) / Youth Mental Health First Aide Professional Development (\$2,200.00) = \$229,661.38 (\$40,000/year grant or local) **\$109,661.38**  
Salary = \$55,124  
Fringes = \$20,696.46  
Total = \$75,820.46

**Instructional Technology:** During school closure and reopening, instructional technology resources were vetted by Saraland administrators and teachers and usage statistics were analyzed. Based on demonstrated effectiveness, funding in the amount of **\$260,159.97** for the continuation of the following is budgeted:

BrainPOP, \$14,752.97 (Saraland Early Ed, Saraland Elementary, Saraland Middle, 3-year subscription). *Quote provided.*

NearPod/Flocabulary, \$59,772.00 (District, 2-year subscription). *Quote provided.*

SeeSaw, \$7425.00 (Saraland Early Ed, 3-year subscription). *Quote provided.*

Newsela, \$98,325.00 (District, 2-year subscription). *Quote provided.*

Reflex, \$9885.00 (Saraland Elementary, 3-year subscription)

MyOn/Renaissance, \$70,000.00 (Saraland Early Ed, Saraland Elementary, Saraland Middle, 2-year subscription)

**ELlevation** (\$19,065.00 quote, District, 3-year subscription – identify learning loss / differentiate instruction for EL students). *Quote provided.* **\$10,000.00**

**Facility Renovations (page 13)** the following details the **\$318,563.10** budgeted in this category –

HVAC: Preventative Maintenance Contract (Saraland Early Ed, Saraland Elementary, Saraland Middle, and Saraland High), \$36,000.00 annually. *Bid tabulation sheet provided.*

Air Quality: HVAC filter maintenance (Saraland Early Ed, Saraland Elementary, Saraland Middle, and Saraland High), \$13,898.28 annually, 3-year total \$41,694.84. *Bid tabulation sheet provided.*

Custodial: Heightened cleaning efforts, contracted services, (Saraland Early Ed, Saraland Elementary, Saraland Middle, and Saraland High), \$38,423.40 monthly, 7-month total \$268,963.80 with \$28,095.54 locally funded. Budget \$240,868.26. *Bid tabulation sheet provided.*

## **SARALAND CITY SCHOOL SYSTEM**

**POSITION TITLE:** TEACHER

**QUALIFICATIONS:** ALSDE certification requirements

**REPORTS TO:** Principal

**PERFORMANCE RESPONSIBILITIES:**

- Embrace and promote the school system's mission, vision, beliefs, and goals
- Understand and assist in upholding and enforcing school rules, administrative regulations, and Board policy
- Participate in the efficient and effective operation of the school and school system, including meetings, assigned duties, and committee responsibilities
- Abide by the standards established for conduct referenced in the *Alabama Educator Code of Ethics* which defines the professional behavior of educators in Alabama and serves as a guide to ethical conduct
- Follow the courses of study approved by the State Board of Education
- Accept no other employment which interferes with the efficient and effective discharge of teacher duties and responsibilities
- Regular and punctual in attendance, follow procedure for recording daily attendance and securing substitutes when needed
- Report to assigned locations at designated times, prepared to instruct assigned students
- 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
- Establish and maintain appropriate discipline in the classroom and assist staff in establishment and maintenance of discipline in the school environment
- Maintain accurate, complete, and correct records as required by law, Board policy, and administrative regulation
- Evaluate student progress on a regular basis and in accordance with the system's established procedures
- Seek assistance of specialists as needed and make referrals when appropriate
- Take necessary and reasonable precautions to protect students and to safeguard all equipment, materials, and facilities
- Work with other staff members in planning school activities, instructional goals, objectives, and methods
- Maintain a professional, cooperative working relationship with colleagues, students, parents, and community
- Promote good public relations for school and school system with the public
- Engage in professional learning activities to maintain and improve professional competence
- Maintain assigned webpage as a communication tool for students and parents
- Perform extra work-related duties associated with the school's curriculum as necessary to provide a safe, orderly educational environment as requested by the principal

**TERMS OF EMPLOYMENT:** Nine (9) month contract or as otherwise approved by Board

**EVALUATION:** Performance evaluated in accordance with Board policy

**SALARY:** Board approved salary schedule

## **SARALAND CITY SCHOOL SYSTEM**

**POSITION TITLE:** PARAPROFESSIONAL / PARAEDUCATOR

**QUALIFICATIONS:**

- An associate's degree or higher or a minimum of two years of study at an institution of higher education
- Effective communication and appropriate interpersonal skills
- Other qualifications as the Board may require

**REPORTS TO:** Principal

**PERFORMANCE RESPONSIBILITIES:**

- Embrace and promote the school system's mission, vision, beliefs, and goals
- Understand and assist in upholding and enforcing school rules, administrative regulations, and Board policy
- Participate in the efficient and effective operation of the school, including meetings and assigned duties
- Abide by the standards established for conduct referenced in the *Alabama Educator Code of Ethics* which defines the professional behavior of educators in Alabama and serves as a guide to ethical conduct
- Regular and punctual in attendance, follow correct procedure for recording daily attendance and securing substitutes when required
- Accept no other employment which interferes with the efficient and effective discharge of duties and responsibilities
- Promote good public relations for school and school system with the public
- Report to assigned locations at designated times, prepared to perform duties as assigned by principal
- Engage in training activities to maintain and improve professional competence
- Maintain accurate, complete, and correct records as required by law, board policy, and administrative regulation related to this position
- Seek assistance of specialists as needed and make referrals when appropriate
- Take necessary and reasonable precautions to protect students and to safeguard all equipment, materials, and facilities
- Document students served as required
- Collaborate with classroom teacher and facilitate student completion of classroom assignments in order to promote student learning
- Works with groups of students to reinforce material and assists individual children in need of special attention
- Guides independent study, remedial, and enrichment work
- Works as a member of a team
- Maintains confidentiality
- Communicates effectively both verbally and in writing
- Assists licensed personnel in school environment where individual differences are respected
- Assists with supplementary work for students and supervises learning activities in the school environment
- Uses current technology for instructional management needs
- Demonstrates knowledge of current trends and developments in educational technology
- Demonstrates knowledge of software and district curriculum
- Recognizes student diversity and creates an atmosphere conducive to the promotion of positive student involvement and self-concept
- Provides teachers with reports and data regarding student learning progress and needs
- Perform extra work-related duties associated with the school's curriculum as necessary to provide a safe, orderly educational environment as requested by the principal

**TERMS OF EMPLOYMENT:** Nine (9) month contract

**EVALUATION:** Performance evaluated in accordance with Board policy

**SALARY:** Board approved salary schedule

**SARALAND BOARD OF EDUCATION  
JOB ADVERTISEMENT**

**#S-21-22-23**

The Saraland Board of Education is accepting applications for the following *classified* position for the 2021-2022 school year:

**MENTAL HEALTH SERVICE COORDINATOR (MHSC)**

**QUALIFICATIONS:**

- Bachelor's degree or higher in social work
- Alabama State Department of Education (ALSDE) qualifications for a school counselor or school nurse
- Previous professional mental health experience or licensed in a mental health occupation including, but not limited to, licensure as a licensed professional counselor (LPC) or marriage and family therapist (MFT)
- Meet one or more of the qualifications listed above or appropriate and acceptable alternatives as determined by the Board working in conjunction with Alabama Department of Mental Health (ADMH) and the ALSDE

**ESSENTIAL FUNCTIONS:**

- Possess effective communication and appropriate interpersonal skills
- Experience working with students at risk
- Possess (or obtain) Youth Mental Health First Aid certification
- Possess working knowledge of appropriate strategies for reducing behavior that places students at risk of not being promoted, dropping out, or not graduating
- Possess the ability to develop, analyze, implement, and track prevention and intervention strategies and plans
- Possess knowledge of and the ability to analyze and utilize data (e.g., school processes, student learning, demographics, and perception) to effectively impact student progress
- Possess knowledge, understanding, and ability to access available alternative education opportunities and community resources to further improve students' ability to succeed academically and behaviorally

**REPORTS TO:** Superintendent

**PERFORMANCE RESPONSIBILITIES:**

- Embrace and promote the school system's mission, vision, beliefs, and goals
- Understand and assist in upholding and enforcing administrative regulations and Board policy
- Participate in the efficient and effective operation of the school system, including meetings, assigned duties, and committee responsibilities
- Accept no other employment which interferes with the efficient and effective discharge of assigned duties and responsibilities
- Demonstrate regular and punctual attendance, follow procedure for recording daily attendance
- Facilitate the successful transition of all students from elementary to middle school to high school
- Develop, sustain, and/or facilitate a comprehensive prevention and intervention program for students in grades K-12 as determined by Saraland City Schools
- Assist all students and families to increase the quality of education and community living
- Work with students, families, teachers, and administrators to identify and address the social/emotional, mental health, and wellness needs of students through collaboration with school-based and community mental health professionals, including school counselors, school social workers, school nurses, school psychologists, and school resource officers
- Provide assessments to determine the social, emotional, and behavioral needs of students for the purpose of pinpointing the source of school or parental concerns
- Coordinate effective intervention strategies that will lead the students to be more successful in school
- Serve on multidisciplinary team(s) to address needs of students, including students from special populations, to ensure data-informed implementation of appropriate services, programming, and/or placement
- Maintain accurate, complete, and punctual records as required by law, district policy, and administrative directions
- Abide by the Alabama Professional Educator Code of Ethics which defines the professional behavior of educators in Alabama and serves as a guide to ethical conduct, as well as those required by the professional specialty area
- Understand and adhere fully to requirements of FERPA and HIPPA
- Provide consultation and professional learning to administration, faculty, and other school employees on broad areas of mental health and wellness-related issues
- Consult with administrators and appropriate school employees to ensure student success and assist in the structure to remove barriers to learning
- Consult with parents regarding ways they can assist student(s) in becoming successful in and out of school
- Provide crisis intervention services as needed
- Assist schools in the prevention, intervention, and postvention of grief and/or suicide as needed
- Coordinate direct and indirect services for students and parents
- Serve as liaison between school, families, and community agencies on a continuous basis
- Utilize community resources to effectively serve family and student needs
- Assist the school in planning programs that prevent, reduce, or alleviate situations that interfere with the learning process of students
- Perform other duties as assigned by the Superintendent

**TERMS OF EMPLOYMENT:** Ten (10) month contract  
**EVALUATION:** Performance evaluated in accordance with Board policy  
**SALARY:** Board approved salary schedule

**ADVERTISEMENT: 4/16/21**

**DEADLINE TO APPLY: until filled**

**The Saraland School System is an Equal Opportunity Employer.**

No applicant or employee shall, on the basis of race, color, religion, gender, age, ethnicity, marital status, disability if otherwise qualified, political or religious beliefs, national origin, social and family background, or on the basis of the use of a language other than English, be discriminated against by this school system.