



# Road to Recovery

## ESSER 2 Application

### AMENDMENT#1 MARCH 2023

Name of LEA	Homewood City Schools
Name of Superintendent	Dr. Justin Hefner

## APPLICATION CONTENTS

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

## ASSURANCES

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

### Recovery Plan Certification Assurance

The LEA Superintendent and CSFO assures or certifies the following:

<input 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.
--------------------------	---

### CRRSA Act Assurances

The LEA Superintendent and CSFO assures or certifies the following:

<input 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 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 type="checkbox"/>	The LEA will cooperate with any SEA monitoring policies and/or procedures with regards to the allowability of expenditures.
<input type="checkbox"/>	The LEA will use ESSER 2 funds for purposes that are reasonable, necessary, and allocable under the CRRSA Act.
<input 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.
	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.
	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.
	The LEA will comply with General Education Provisions Act (GEPA) Sections 427 and 442.
	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)
	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.)
	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:

	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.
	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.
	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).
	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:

	The LEA will only provide the following allowable services and assistance from ESSER 2 funds to students and staff:
	Activities authorized by the Every Student Succeeds Act (ESSA).
	Activities authorized by the Individuals with Disabilities Education Act (IDEA).
	Activities authorized by the Adult Education and Family Literacy Act.
	Activities authorized by the Carl D. Perkins Career and Technical Education Act of 2006.
	Activities authorized by Subtitle B of Title VII of the McKinney-Vento Homeless Assistance Act.
	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.
	Providing principals and other school leaders with the resources necessary to address the needs of their individual schools.
	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 type="checkbox"/>	Developing and implementing procedures and systems to improve the preparedness and response efforts of local educational agencies.
	<input type="checkbox"/>	Training and professional development for staff of the local educational agency on sanitation and minimizing the spread of infectious diseases.
	<input type="checkbox"/>	Purchasing supplies to sanitize and clean the facilities of a local educational agency, including building operated by such agency.
	<input 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 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 type="checkbox"/>	Providing mental health services and supports.
	<input 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 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 type="checkbox"/>	Implementing evidence-based activities to meet the comprehensive needs of students.
	<input type="checkbox"/>	Providing information and assistance to parents and families on how they can effectively support students, including in a distance learning environment.
	<input type="checkbox"/>	Tracking student attendance and improving student engagement in distance education.
	<input 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 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 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.	\$80,950; A) \$48,400 B) \$32,550
<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.	\$80,950; A) \$48,400 B) \$32,550
<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.	\$19,667

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

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

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

**State ESSER 2 Reserve allocations are attached to this application.**



## Budget Part 2 – LEA ESSER 2 Funds

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

### BUDGET – HIGH-QUALITY INSTRUCTIONAL MATERIALS

#### English Language Arts – Curriculum

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

Grade Band	ELA Curriculum Selection
Pre-K (as applicable)	n/a
K-2	current: Harcourt Journeys; 2021-22 adoption for 2022-23
3-5	current: Harcourt Journeys; 2021-22 adoption for 2022-23
6-8	current: Prentice Hall Literautre AL Common Core; 2021-22 adoption for 2022-23
9-12	current: Prentice Hall Literautre AL Common Core; 2021-22 adoption for 2022-23
Other	n/a

#### English Language Arts – Funding

*\*see addendum and accompanying documentation*

Category	Description	Funding Source		
		State/Local Funds	Other Federal Funds (including ESSER 1)	ESSER 2 Funds
Materials	Leveled Literacy Intervention, IXL*			\$42,622.00
PD (Registration, etc.)	Classworks*			\$5,400.00
Subs and/or Stipends (if not on contract)				
Job-Embedded Coaching				
Days/Supports				
Other				
<b>Total Need for HQIM ELA</b>				<b>\$48,022.00</b>

# BUDGET – HIGH-QUALITY INSTRUCTIONAL MATERIALS

## Math – Curriculum

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

Grade Band	Math Curriculum Selection
Pre-K (as applicable)	n/a
K-2	Envision by Savvas
3-5	Envision by Savvas
6-8	Big Ideas
9-12	Big Ideas
Other	Geometry, Thinking Mathematically, PreCalculus with Limits: A Graphing Approach, Calculus for AP, & The Practice of Statistics, 6th Edition

## Math – Funding

*\*see addendum and accompanying documentation*

Category	Description	Funding Source		
		State/Local Funds	Other Federal Funds (including	ESSER 2 Funds
Materials	IXL*			\$9,718.00
PD (Registration, etc.)	Classworks, IXL*			\$5,400.00
Subs and/or Stipends (if not on contract)				
Job-Embedded Coaching Days/Supports				
Other				
Total Need for HQIM Math				\$15,118.00

## Total Budget for High-Quality Instructional Materials

Total Estimated Budget Need for High-Quality Instructional Materials	\$63,140.00
--	-------------



## 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	June 21-25, 2021 - RIC7 - "Language Enrichment for Older Students"
MSLE	
Dyslexia Awareness	
K-5 ELA 2020 COS – pending (ARI)*	
6-8 ELA E3 Training (A+ College Ready)*	
9-12 ELA 2020 COS – (ALSDE)*	Summer 2021

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.

Institute for Multisensory Education (IMSE) K-2/3-5 Orton-Gillingham training - Summer 2021

### English Language Arts – HQPD Funding

Category	Description	Funding Source		
		State/Local Funds	Other Federal Funds (including	ESSER 2 Funds
Registration	IMSE		\$19,830 (#4130)	
Subs and/or Stipends (if not on contract)	Stipends for summer PD		\$2,790 (#4297)	\$2,688.00
Travel				
Follow-Up PD Days				
Supplemental Materials for Implementation				
Job-Embedded Coaching Days				
Other				
<b>Total Need for HQPD ELA</b>				<b>\$2,688.00</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) *	Summer 2021
E3 Training (A+ College Ready) *	
K-8 OGAP (AMSTI)	
K-5 Math 2019 COS Overview (ALSDE)	
6-12 Math 2019 COS Overview (ALSDE)	Summer 2021
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.

AMSTI Coaching Academy for Building-based Math Coaches - summer 2021

## Math— HQPD Funding

*\*see addendum and accompanying documentation*

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)	stipends for summer PD*	\$5761 (#1110)	\$5221 (#4297)	\$2,160.00
Travel				
Follow-Up PD Days				
Supplemental Materials for Implementation				
Job-Embedded Coaching Days				
Other				
Total Need for HQPD Math				\$2,160.00

## Total Budget for High-Quality Professional Development

Total Estimated Budget Need for High-Quality Professional Development	\$4,848.00
---	------------



# BUDGET – UNFINISHED LEARNING SUPPORTS

High-Quality Tools for Supporting Unfinished Learning Supports

## Assessments, Inclusive of Screeners

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

Category	Assessment Selection & Description	Funding Source		
		State/Local Funds	Other Federal Funds (including	ESSER 2 Funds
Readiness				
K-3 Vetted Reading Assessment- Additional components				
K-3 Vetted Math Assessment- Additional components				
Dyslexia				
Interim Assessments				
CTE CRI Pre-Assessments				
Health Wellness				
Social/Emotional/Behavioral				
SEL				
Other				
Total Need for Assessments, Inclusive of Screeners				\$0

# BUDGET – UNFINISHED LEARNING SUPPORTS

## Transitions

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

*\*see addendum and accompanying documentation*

Category	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	8th/9th Transition Summer Camp*			\$621.00
Beyond High School				
SPED Transitional Services				
Other				
Other				
<b>Total Need for Transitions</b>				<b>\$621.00</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.

*\*see addendum and accompanying documentation*

Category	Description	Funding Source		
		State/ Local Funds	Other Federal Funds (including	ESSER 2 Funds
High-Dosage Tutoring				
Bridge Courses (K/1, Algebra, other)	8th grade Math*			\$37,204.00
Mini-Learning Blast	RISE summer program*			\$10,091.00
Traditional Summer School	Middle & high school personnel*			\$50,304.00
Summer Reading Camps/ASAP	K-3 summer reading camp*	\$13,500.00		\$147,566.00
Summer Math Camps				
CTE Enrichment Camps				
ACCESS Virtual Learning				
Credit Recovery Options				
Extended School Year (ESY)				
School Nurses	1 nurse - salary + benefits*			\$71,380.00
Other	health contracted services & PD			\$12,473.00
Other	<del>Shades Cahaba summer reading program*</del>			\$0.00
Other	after school elementary literacy tutoring*	\$2,100.00		\$1,680.00
<b>Total Need for Remediation/Intervention Programs</b>				<b>\$330,698.00</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 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.

*\*see addendum and accompanying documentation*

Category	Description	Funding Source		
		State or Local Funds	Other Federal Funds (including	ESSER 2 Funds
Other	<b>2 elementary math coaches*</b>			<b>\$174,808.00</b>
Other	<b>1 elementary student assistance counselor*</b>			<b>\$35,959.00</b>
Other	<b>1 12-month counselor*</b>			<b>\$133,284.00</b>
Other	student and teacher laptops*			\$120,385.00
Other	AMSTI Science Summer PD*			<b>\$26,911.00</b>
Other	Harris Personnel Onboarding Software*			\$26,550.00
Other	<b>HR/ESSER Specialist*</b>			<b>\$90,721.00</b>
<b>Total Need for Other Tools Supporting Unfinished Learning</b>				<b>\$608,618.00</b>

## Total Budget for Unfinished Learning

<b>Total Estimated Budget Need for Supporting Unfinished Learning</b>	<b>\$939,937.00</b>
---	---------------------



## 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 2 Funds
HVAC				
Windows				
Air Quality				
CTE Lab Ventilation/Air Quality				
PPE & Supplies	Health, nurse, & cleaning supplies			\$15,000.00
Custodial				
Staffing				
Nurse's Station				
Other	Indirect Costs			\$15,461.00
<b>Total estimated Budget Need for Facility Renovations</b>				<b>\$30,461.00</b>

## TOTAL ESSER 2 FUNDING (LEA PORTION ONLY)

Category	Total
Budget – High-Quality Instructional Materials	\$63,140.00
Budget – High-Quality Professional Development	\$4,848.00
Budget – Unfinished Learning Supports	\$939,937.00
Budget – Facilities	\$30,461.00
<b>Total ESSER 2 Funds*</b>	<b>\$1,038,386.00</b>

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

## CERTIFICATION &amp; SIGNATURE

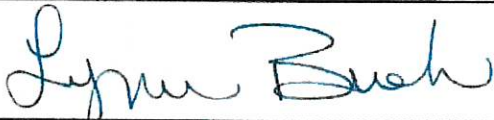
To the best of my knowledge and belief, all the information and data in this agreement are true and correct. I acknowledge and agree that the failure to comply with all Assurances and Certifications in this agreement, all relevant provisions and requirements set forth by federal and state law may result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

Lynn Buch

LEA Chief School Financial Officer Name

205-877-4550

Telephone Number



LEA Chief School Financial Officer Signature

3/13/23

Date

Dr. Justin Hefner

LEA Superintendent Name

205-870-4203

Telephone Number



LEA Superintendent Signature

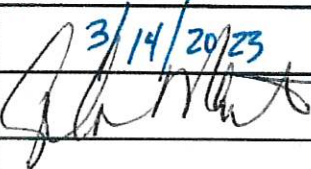
3/13/2023

Date

Send completed application to [ESSERround11@alsde.edu](mailto: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	3/14/2023	Date ALSDE Approved	3/28/2023
State Superintendent and/or Designee Signature		Date Signed	3/28/23
Date ESSER 2 Funds Released			

## Amendment #1 March 2023

### Addendum to ESSER II Application

\*Revised 3.13.23

High Quality Instructional Materials		
Item	Amount	Description
Classworks—ELA & Math  <b>*Funding not needed through 9/30/2023.</b>	32,250.00  ( <del>16,125 - ELA;</del> <del>16,125 - Math</del> )	K-5 reading and math program to be used in general ed classroom as Tier II intervention and can be accessed by students at home for additional practice/remediation.  <i>*see attached rubrics and invoice</i>
Leveled Literacy Intervention	32,904.00	K-3 literacy instruction program to be used as part of Literacy Act summer reading camp. LLI materials support whole-group, small-group and independent learning opportunities including interactive read-aloud, reading mini lessons, shared reading, phonics/spelling/word study lessons, guided reading, book clubs, and independent reading collections. <i>*see attached rubric and invoice</i>
IXL  <b>*Prorated through 9/30/2023.</b>	<b>19,436.00</b>  ( <b>9,718 - ELA;</b> <b>9,718 - Math</b> )	IXL is a research-based program that combines a comprehensive K-12 curriculum aligned to AL COS standards, real-time diagnostics, personal guidance, and actionable analytics to personalize instruction and help students progress faster. This program will be used for 6-12 ELA & Math Tier II intervention, 6-12 enrichment and supplemental Tier I instruction, and as a K-12 ELA, Math, SS, and Science resource. <i>*see attached rubric and invoice</i>
Classworks PD - ELA & Math	10,800.00  (5400 - ELA; 5400 - Math)	6 Training Days for K-5 teachers - 2 days at each elementary school; 1st day will be on implementation of the program and 2nd day will be on using the data collected to inform and improve instruction. <i>*see attached invoice</i>
IXL PD—ELA & Math  <b>*NOT NEEDED</b>	1795.00- <b>*0.00</b>  ( <del>897.50 - ELA;</del> <del>897.50 - Math</del> )	This is for 2-90 minute sessions, Elevate I & Elevate II, for 6-12 Math and ELA teachers and K-12 special education teachers. These sessions will focus on proper implementation and utilization of IXL as a Tier II intervention.



## Amendment #1 March 2023

High Quality Professional Development		
Neuhaus Dyslexia Training *was originally shown in the Other Federal Funding column but Board approved in ESSER II	2,688.00	We will send our 3 building-based ELA teachers to the Neuhaus Dyslexia training at University of Montevallo June 21-25. This cost will pay the coaches a stipend for their attendance.
AMSTI Coaching Academy	2,160.00	We will send our 3 elementary building-based math coaches to the AMSTI Coaching Academy at Oak Mountain Middle School July 19-22. This cost will pay the coaches a stipend for their attendance.
Unfinished Learning Supports		
8th/9th Transition Summer Camp Adjusted for actual costs	465.20 \$621.00	Our student assistance counselors will hold a 2-week transition camp for identified rising 9th graders to assist in their transition to and preparation for 9th grade. *see attached budget proposal
8th Grade Math Bridge Course Adjusted for actual costs	34,452.00 37,204.00	All 7th and 8th grade students in Homewood City Schools will take the Accelerated Math Courses per the AL Math COS. We will offer a regular 8th grade math course to accommodate students identified as needing a different option other than the accelerated general ed course, such as struggling or transfer students. This cost will pay for the course instructor.
RISE Summer Program Adjusted for actual costs	11,310.00 10,091.00	RISE is a program for identified at-risk K-5 students at Hall-Kent elementary school. Students attending the program receive math, reading, and SEL instruction and remediation. *see attached budget proposal
Traditional Summer School Adjusted for actual costs	55,000.00 50,304.00	This will pay for the personnel costs associated with providing traditional middle and high school summer school.
Summer Reading Camp Added FY22/23 program costs	54,994.00 147,566.00	This will fund all expenses associated with K-3 summer reading camp per AL Literacy Act beyond what was provided by our state allocation. *see attached budget

## Amendment #1 March 2023

Nurse	71,380	This will pay for 1 school nurse (salary + benefits) to continue responding to Covid-19 related health needs and to assist in maintaining the health and safety of students and staff as schools re-open in Fall 2021.
Health contracted services & PD	12,473.00	This will pay for contracted health services in the absence of nursing staff and any additional health services to assist in maintaining the health & safety of our students and staff. Also provides PD (professional development) for Nurse position listed above.
<del>Shades Cahaba Summer Reading Program</del>  <b>Included in Summer Reading Program</b>	<del>300.00</del>	This money will be used to purchase leveled summer reading books for EL and Tier III students at Shades Cahaba Elementary School in conjunction with the school's summer reading program.
After School Elementary Literacy Tutoring	1,680.00	Each elementary school provides after school literacy tutoring to identified K-3 students per the AL Literacy Act. This cost pays the teachers to provide the tutoring.
2 elementary math coaches <b>Adjusted for actual costs</b>	<del>185,196.00</del> <b>174,808</b>	In partnership with AMSTI <i>*see attached job description</i>
Elementary Student Assistance Counselor <b>Adjusted for actual costs</b>	<del>94,106.00</del> <b>35,959</b>	<i>*see attached job description</i>
<del>1240-month counselor</del>	<del>95,365.00</del> <b>133,284</b>	<i>*see attached job description</i>
Student & Teacher Laptops	120,385.00	We plan to purchase enough laptops so that every student and staff member has remote access to digital resources and instruction as needed.
AMSTI Science Summer PD <b>Adjusted for actual costs</b>	<del>40,854.00</del> <b>26,911</b>	Because AMSTI science PD was not offered last summer and because we have several new hires for 2021-22, we will use these funds to stipend teachers for attending the AMSTI science PD applicable to their grade level so that they are able to receive the AMSTI unit kits and provide high quality instruction to all students.
Harris Personnel Onboarding Software	26,550.00	Online Onboard/Payroll Interface System for all personnel transactions. Huge influx of retirements, transfers, and replacements

## Amendment #1 March 2023

		due to COVID.
HR/ESSER Specialists <b>Adjusted for actual costs</b>	<del>102,089.00</del> <b>90,721.00</b>	Position needed for excessive retirements, new hires, transfers, leaves of absences, etc.. Also to track all Employee & Contracted Services paid through ESSER funding. <i>*see attached job description</i>
<b>Facilities</b>		
Health, nursing, & cleaning supplies	15,000.00	This will pay for PPE and cleaning supplies to assist in maintaining the health & safety of our students and staff.
Indirect Costs <b>Adjusted for actual available</b>	<b>\$15,461</b>	This amount is estimated by using each fiscal year's approved restricted program rate in which funds are expended.



Object Code: **FY23 SUMMER READING CAMP**  
15 DAYS June 5 - 29, 2023

Object Code:

June 5 - 29, 2023

2022-2023

Object Code:							
<b>FY23 SUMMER READING CAMP</b>							
<b>15 DAYS</b>	<b>June 5 - 29, 2023</b>	<b>NEW</b>	<b>20.43%</b>	<b>220</b>	<b>NEW</b>	<b>19.28%</b>	<b>290</b>
Notes/Acct	Name	Salary	Insurance	Retirement	Retirement	SSI	TOTAL
Line							
<b>12-5-1100-010-8100-4296-0-4300-1227</b>							
\$225/DAY	8 TEACHERS 8 X \$3,375(\$225x15)	<b>27,000.00</b>	*if \$800/mo 9,600.00 PEEHIP	Tier I <b>0.1259</b>	Tier II <b>0.1144</b>	<b>0.0620</b>	<b>32,094.59</b>
<b>12-5-2140-121-8210-4296-0-8210-1227</b>							
\$42/HR	NURSE 15 days X 4.25-4.5 HR/DAY	<b>2,832.00</b>	-			173.40	<b>3,369.46</b>
<b>12-5-2215-192-8220-4296-0-8220-1227</b>							
\$150-1DAY STIPENDS	17 people SETUP/CLEANUP	<b>2,550.00</b>	-	321.05		153.35	<b>3,060.52</b>
<b>12-5-1100-010-8100-4298-0-4300-0067</b>							
\$225/DAY	8 TEACHERS 8 X \$3,375(\$225x15)	<b>27,000.00</b>		3,399.30		1,674.00	<b>32,467.50</b>
<b>12-5-1100-101-8100-4298-0-4300-0067</b>							
\$83/DAY	13 AIDES \$15/HR 13 x \$1,245(\$83x15) 5.5 TO 5.75 HOURS/DY	<b>16,185.00</b>	-			1,003.47	<b>19,276.34</b>
<b>12-5-3200-171-8300-4295-0-4300-0067</b>							
\$75/DAY	CUSTODIAN \$16.56/HR 11 days X 4.5-4.75 HR/DAY	<b>825.00</b>	-	103.87		51.15	<b>992.06</b>
<b>12-5-2120-042-8210-4295-0-4300-0067</b>							
\$225/DAY	COUNSELOR	<b>3,375.00</b>	-	424.91		209.25	<b>4,058.44</b>
<b>12-5-1100-083-8100-4295-0-4300-0067</b>							
\$373.06/DAY	COORDINATOR 16 DAYS	<b>5,968.96</b>	-	751.49		370.08	<b>7,177.67</b>
							<b>11,236.11</b>
							<b>101,504.52</b>

**OCT-SEPT FY23**

\*if \$800/m

	Tier I	Tier II
0	0.1243	0.1132

0.001923      \*if \$28.33/mo      340.00 (Col C to H)      BCBS

[illegible]

**FY23 Summer Reading Camp Information**

- June 5-June 29; closed June 19
- @ Hall-Kent

**Budget**

Expense	Amount
Personnel - Coordinator - (\$373.06/day for 16 days)	\$7,178
Personnel - 16 general ed teachers - salary & benefits 13 general education, 2 special education, and 1 EL (@ 225.00/day for 15 days)	\$64,562
Personnel - 1 counselor - salary & benefits (@ 225.00/day for 15 days)	\$4,059
Personnel - 13 instructional aides - salary & benefits (@ \$15/hour, 5.5-5.75 hours/day for 15 days)	\$19,277
Personnel - Nurse - salary & benefits (@ \$42/hour, 4.25-4.5 hours/day for 15 days)	\$3,370
Personnel - 1 custodian - salary & benefits (@ 16.56/hour, 4.5-4.75 hours/day for 11 days)	\$992
Research-based language comprehension reading programs (SPIRE)	\$5,000
Supplies	\$1,100
Stipend for set up day on 6/1/23 (17 people @150.00 each)	\$3,061
Total Expenses	\$108,599
ESSER II	\$38,524
ESSER III	\$70,075
Total Remaining Costs	\$0



**Summer Reading Camp Information**

- June 6-June 30, closed June 20
- @ Edgewood

**Budget**

Expense	Amount
Personnel - 16 general ed teachers - salary & benefits 13 general education, 2 special education, and 1 EL (@ 225.00/day for 18 days)	\$77,857.20
Personnel - 1 counselor - salary & benefits (@ 225.00/day for 18 days)	\$4866.08
Personnel - 13 instructional aides - salary & benefits (@\$15/hour, 4.5/day for 18 days)	\$20,891.52
Personnel - Nurse - salary & benefits (@ \$42/hour, 4 hours/day for 18 days)	\$3633.34
Personnel - 1 custodian - salary & benefits (@ 15.86/hour, 4 hours/day for 13 days)	\$979.66
Research-based language comprehension reading programs (LLI & SPIRE)	\$20,950.35
Supplies <ul style="list-style-type: none"><li>• Amazon: \$989.76</li><li>• Dollar Tree: \$90</li></ul>	\$1,079.76
Stipend for set up day on 6/2/22 (17 people @150.00 each)	\$2550
Total Expenses	\$132,807.91
ALSDE Funding	\$31,674.95
Total Remaining Costs	\$101,132.96

- Not included: Angela's contract extension

2021-2022

18 DAYS June 6 - 30. 2022

[illegible]

**Homewood City Schools**  
**Role Description**

**POSITION TITLE:** Counselor

**JOB GOAL:** To help students develop those skills in the areas of personal/social growth, educational planning, and career vocational development which will contribute to their growth as mature and responsible members of society.

**REPORTS TO:** Principal and/or designated supervisor.

**SUPERVISES:** Paraprofessionals, volunteers, and clerical assistants.

**PERFORMANCE RESPONSIBILITIES:**

- Develops, implements, and evaluates an annual local school guidance and counseling plan in accordance with standards set forth by the State Plan and commensurate with the local system plan.
- Provides individual and group counseling and guidance.
- Provides orientation for new students, parents/guardians, and faculty.
- Consults with parents/guardians, teachers, and staff about the special needs of students and makes appropriate referrals.
- Provides appropriate appraisal services to assist teachers, parents/ guardians, and students.
- Administers tests and analyzes and interprets test results to provide information about educational, vocational, and personal/social needs.
- Assists with placement and follow-up services for students.
- Assists students in selecting programs of study to enhance career planning.
- Provides information and resource services for students, parents/ guardians, and faculty.
- Assists students in building self-esteem and developing decision making, problem-solving, and positive human relations skills.
- Plans with teachers, principal, parents/guardians, and students steps for modifying student behavior.
- Utilizes community resources in addressing the needs of students.
- Provides data concerning students' needs to determine curricula development.
- Maintains comprehensive records and reports.
- Develops personal professional growth plan and demonstrates professional ethics and leadership.
- Exhibits positive human relations skills
- Demonstrates proficiency in written and oral communication.
- Complies with local, state, and federal policies, regulations, and laws affecting area of responsibility as well as the American School Counselor Association Code of Ethics.



District Name:

Homewood City Schools

State:

Alabama

Contract Start Date:

07/01/20

### Software: Classworks® Suite School-Wide (Retail: \$12,500 per school)

Your Price Per School	Quantity	Your Price
\$ 10,750	x 3	= \$ 32,250
Annual Software Fee		\$ 32,250

### Add-On: Integration with NWEA, Renaissance, or Scantron Assessments

Your Price Per Student	Quantity	Your Price
\$ 1	x	= \$ -
Annual Add-On Fee		\$ -

### Services: Classworks® Professional Development

# of Training Days	Price Per Day		Quantity	=	Your Price
1-9	\$1,800	x	6	=	\$ 10,800
10+	\$1,500	x		=	\$ -
Professional Development Fee					\$ 10,800

Note: Applicable sales tax will be added to invoice.

Total Contract \$ 43,050

Signature and Date

Print Name/Title

Technical Contact

Email Address

(The technical contact is the person in your school/district responsible for: student and staff enrollment, URL deployment/whitelisting, data sharing, etc.)

School Name(s):

1. Edgewood Elementary School
2. Hall Kent Elementary School
3. Shades Cahaba Elementary School

\* Primary contact -

Cristy York

c.york@homewood.k12.al.us

Payment for Annual Fees is due in advance of the START DATE and each one year period thereafter through the END DATE. Subscription access is hereby granted for the Classworks software set forth above through the License Period. This Subscription Agreement is subject to the Standard Terms and Conditions for Classworks Products and Services effective on the date hereof. Subscriber acknowledges having read this Subscription Agreement and the Standard Terms and Conditions for Classworks Products and Services which are available at <http://termsfuse.classworks.com> and which may also be provided via mail or email upon written request. By signing this Subscription Agreement, Subscriber certifies its agreement to this Subscription Agreement and to the Standard Terms and Conditions for Classworks Products and Services, which are incorporated in full by this reference. Curriculum Advantage, Inc. reserves the right to reject any order.

Email signed orders to [orders@classworks.com](mailto:orders@classworks.com) or fax to (470) 777-2447.

David Constantine - (251) 545-9903



### ***AMSTI Building Based Math Coach Job Description 2021-2022: Elementary***

The Building Based Math Coach (BBMC) job description is aligned with the Alabama Department of Education's (ALSDE) vision for coaching found in *The Alabama Coaching Framework*. The Alabama Math, Science, and Technology Initiative (AMSTI) can enter into a Memorandum of Agreement (MOA) or Partnership Agreement (PA) with Local Education Agencies (LEA) to train, support, and mentor the BBMC position(s) if the LEA supports the BBMC position(s) as described in this *AMSTI Building Based Math Coach Job Description 2021-2022*, and *The Alabama Coaching Framework*. The ALSDE's vision for coaching in Alabama is to have "highly skilled coaches equip and empower educators and leaders through job-embedded professional learning opportunities that result in equitable, high-quality, and content-specific instruction so that all learners -- adults and students -- achieve optimal growth."

**PURPOSE:** AMSTI's work within the "*Alabama Coaching Framework*" is to improve outcomes for students by providing evidence-based professional learning for educators. Every level of the education system has a responsibility to provide equitable education to all students. Goals set at each level work together to positively impact student learning and growth." The BBMC is to create measurable increases in student learning and in teacher application of effective mathematics teaching practices. The BBMC will provide job-embedded learning experiences for teachers in order to improve the teachers' content knowledge, skill, and delivery of instruction. The BBMC will work closely with the building-level administrators and the Mathematics School Improvement Team to monitor progress toward mathematics goals for the school. The BBMC will support community, family, and stakeholder involvement.

**ROLE OF THE BUILDING BASED MATH COACH:** The role of the BBMC position as outlined in this job description is to function solely as a mathematics coach for schools with Elementary grade students with supervision and strong support from district and building administrators. BBMCs will receive Coaching Academy and Coaching Community professional learning, and implementation support and feedback from AMSTI regional specialists; according to the model set forth in *The Alabama Coaching Framework*. A BBMC should be assigned to provide coaching, job-embedded professional development, and evidence based support for Elementary school teachers at one school.\* The BBMC may not perform administrative functions such as serving as an evaluator, substitute teacher, assessment coordinator, school administrator, or full-time interventionist. The local superintendent will certify that each BBMC has the qualifications to serve in this capacity.

**MINIMUM QUALIFICATIONS:** To receive AMSTI Coaching training and services, BBMCs must possess the following minimum qualifications.

- a. The required Alabama Professional Educator Certificate for teaching in the Elementary classroom.
- b. A bachelor's degree (Master's degree preferred) with five years of successful full-time Grades K-6 classroom practice demonstrated by student performance on state/district assessments.
- c. Effective Tier II intervention experience.
- d. Excellent communication skills with outstanding presentation, interpersonal, and time management skills as evidenced by working well with colleagues and adult learners.

**SELECTION:** Districts must carefully consider the selection of the person who will fill the BBMC position in order to meet the outcome of growth in adult learning and practice that results in improved student performance in mathematics. LEAs which enter into a MOA/PA with AMSTI to support a BBMC position should begin with the collaborative selection of a BBMC, that is, to identify teachers within the LEA who would make good candidates for the BBMC position, in

\*AMSTI recommends that the BBMC for Elementary grades have an Elementary degree and classroom experience, and be not one with predominantly Secondary experience. A BBMC may serve in more than one school depending on the size of the school and the number of teachers being coached.



accordance with the hiring policies of the LEA. This position does not require administrative experience; however, teacher leader qualities are preferred. The following qualifications and characteristics should be considered when filling this position:

- a. Experience with mathematics content and instruction at multiple grade levels (preferred) and a successful history of implementing differentiated instructional practices to achieve growth.
- b. Experience in providing professional learning opportunities addressing mathematics content, instructional strategies, and use of assessment to inform instruction.
- c. Demonstrates depth of knowledge, skill, and experiences in unpacking and implementing *Alabama Course of Study: Mathematics* content, the Standards for Mathematical Practice, and effective teaching practices.
- d. Demonstrates exceptional abilities to work with adult learners to improve their practices aligned to the *Alabama Standards for Professional Learning*, through facilitation of targeted, intensive professional learning while maintaining confidentiality, and modeling effective mathematics instruction.
- e. Demonstrates strong qualities in professionalism, time-management, communication (written, verbal, and digital), and organization.
- f. Demonstrates characteristics of a life-long learner as evidenced by participation in a significant number of professional learning sessions addressing mathematics learning and instruction.
- g. Knowledge of current principles and practices in mathematics instruction, student learning, curricula, and assessment.
- h. Knowledge of the development of mathematical understanding and mathematical proficiency.
- i. Ability to assess students' performance and needs based on student work samples, assessment data, and interpret results to inform instructional planning.
- j. Ability to identify needs of learners and match appropriate pedagogical skills.
- k. Ability to work cooperatively with all instructional staff to plan and implement appropriate mathematics instruction.
- l. Ability to develop and present quality mathematics professional learning opportunities for all instructional staff.
- m. Ability to relate positively with and engage parents and community representatives in the learning process for mathematics.

**DUTIES AND RESPONSIBILITIES:** In order to ensure measurable increases in student learning and application of mathematics, the BBMC position is to spend full school days performing the following duties and responsibilities:

#### Collaborative Leadership Duties

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

\*AMSTI recommends that the BBMC for Elementary grades have an Elementary degree and classroom experience, and be not one with predominately Secondary experience. A BBMC may serve in more than one school depending on the size of the school and the number of teachers being coached.



- Collaborate with school administrators and teachers in implementing, strengthening, supporting, and organizing mathematics learning to guarantee all students experience high quality mathematics instruction and view mathematics as a sense making endeavor.

#### Professional Learning Duties

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

#### Mathematics Coaching Duties

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

**SUPERVISOR SUPPORT:** The district determines the supervision of the BBMC. AMSTI will provide support to the BBMC to deepen the knowledge and skills necessary to fulfill the job description. The district and ALSDE AMSTI staff will ensure, with this contract and by monitoring, adherence to this job description.

\_\_\_\_\_  
Building Based Mathematics Coach

\_\_\_\_\_  
Date

\_\_\_\_\_  
AMSTI Key Contact

\_\_\_\_\_  
Date

\*AMSTI recommends that the BBMC for Elementary grades have an Elementary degree and classroom experience, and be not one with predominately Secondary experience. A BBMC may serve in more than one school depending on the size of the school and the number of teachers being coached.



Homewood City Schools

OFFICE OF THE SUPERINTENDENT  
450 Dale Avenue • Homewood, AL 35209  
Phone: 205-870-4203 • Fax: 205-877-4544  
www.homewood.k12.al.us

## Role Description

**POSITION TITLE: Counselor**

**JOB GOAL:** To help students develop those skills in the areas of personal/social growth, educational planning, and career vocational development which will contribute to their growth as mature and responsible members of society.

**REPORTS TO:** Principal and/or designated supervisor.

**SUPERVISES:** Paraprofessionals, volunteers, and clerical assistants.

### PERFORMANCE RESPONSIBILITIES:

- Develops, implements, and evaluates an annual local school guidance and counseling plan in accordance with standards set forth by the State Plan and commensurate with the local system plan.
- Provides individual and group counseling and guidance.
- Provides orientation for new students, parents/guardians, and faculty.
- Consults with parents/guardians, teachers, and staff about the special needs of students and makes appropriate referrals.
- Provides appropriate appraisal services to assist teachers, parents/ guardians, and students.
- Administers tests and analyzes and interprets test results to provide information about educational, vocational, and personal/social needs.
- Assists with placement and follow-up services for students.
- Assists students in selecting programs of study to enhance career planning.
- Provides information and resource services for students, parents/ guardians, and faculty.
- Assists students in building self-esteem and developing decision making, problem-solving, and positive human relations skills.
- Plans with teachers, principal, parents/guardians, and students steps for modifying student behavior.
- Utilizes community resources in addressing the needs of students.
- Provides data concerning students' needs to determine curricula development.
- Maintains comprehensive records and reports.
- Develops personal professional growth plan and demonstrates professional ethics and leadership.
- Exhibits positive human relations skills.
- Demonstrates proficiency in written and oral communication.
- Complies with local, state, and federal policies, regulations, and laws affecting area of responsibility as well as the American School Counselor Association Code of Ethics.

*It is the policy of the Board that no person in this district shall, on the basis of race, sex, religion, belief, national origin, age, disability, ethnicity, sexual orientation, gender identity, and/or any personal characteristic(s), or an affiliation with the Boy Scouts of America, be denied the benefits of, or be subject to discrimination in any education program or activity. This includes employment, retention, and promotion.*





Homewood City Schools

**OFFICE OF THE SUPERINTENDENT**

450 Dale Avenue • Homewood, AL 35209  
Phone: 205-870-4203 • Fax: 205-877-4544  
www.homewood.k12.al.us

**Role Description**

**POSITION TITLE:** HR / ESSER Specialist

**QUALIFICATIONS:**

- High School Diploma or equivalent required
- Previous experience in Human Resources, Payroll, and/or Accounts Payable preferred
- Proficient in Excel, Word and Google Docs
- Previous experience in accounting and/or timekeeping systems required. Experience with NextGen and Kronos programs preferred
- Demonstrated aptitude and competence for the assigned responsibilities.
- Such alternatives to the above qualifications as the Board may find appropriate and acceptable.

**REPORTING LOCATION:** Central Office

**REPORTS TO:** Chief School Financial Officer (CSFO)

**JOB GOALS:**

- Facilitates hiring and separation process of employees.
- Maintains open communications between Human Resources and Payroll/Finance.
- Maintains and tracks all ESSER funds from receipt to expenditure
- Create an environment of accessibility for questions and assistance.

**PERFORMANCE RESPONSIBILITIES/ESSENTIAL FUNCTIONS:**

- Assists the CSFO in the effective and efficient receipting and tracking of ESSER funds in compliance with Board approved policies and procedures, GAAP, and state/federal applicable laws and regulations.
- Maintains a positive and cooperative attitude toward employees and other visitors while maintaining strict confidentiality.
- Knowledgeable of all benefits available, but not limited to, group health, dental, vision, disability, flexible spending plans, leave guidelines for all leave types (sick, personal, vacation, unpaid, sick leave bank, leave of absence, FMLA, FFRCA, catastrophic, on-the-job injury, etc.), 403b, RSA1, as well as any other plans that may be available.
- Maintains proficiency in the following software programs as relates to Human Resources and Benefits: Onboarding, Kronos, NextGen, Employee Self Service, and all online benefits enrollment web sites.



- Maintains working relationship with companies/representatives offering benefits to ensure most current/accurate information is available to employees and payroll.
- Point of contact for employees as relates to employment documents, benefits, all leave types, timekeeping system, employee self service and onboarding software.
- Ensures all employment and leave documents required by Federal, State and Board guidelines are received, processed and maintained.
- Set up and maintenance of employee in NextGen (including but not limited to) personal data, education, experience, onboarding, tax withholding, direct deposit, etc. Coordinate input of this information with payroll to ensure timeliness for payroll processing.
- Creates and maintains employee files.
- Responsible for accurately responding to all written and verbal requests for verification of employment.
- Responsible for accurately responding to written and on-line unemployment requests, adhering to strict deadlines for submission of information. Monitor and track fraudulent claims.
- Annual verification and upload of deduction file produced by health care cafeteria plan provider. Maintenance of these deductions on a monthly basis as changes are submitted.
- Willing to learn additional software, procedures, etc. as needed.
- Maintains records for annual audit.
- Responsive to suggestions from supervisors and auditors.
- Performs other duties as assigned by Assistant Superintendent and Chief School Financial Officer.

**TERMS OF EMPLOYMENT:** Twelve (12) months 240 days, 8 hours per day – Non-Exempt position.

**SALARY:** Non-Certified Salary Schedule

(Actual salary will be determined upon verification of experience and education.)

*It is the policy of the Board that no person in this district shall, on the basis of race, sex, religion, belief, national origin, age, disability, ethnicity, sexual orientation, gender identity, and/or any personal characteristic(s), or an affiliation with the Boy Scouts of America, be denied the benefits of, or be subject to discrimination in any education program or activity. This includes employment, retention, and promotion.*



Homewood City Schools

**OFFICE OF THE SUPERINTENDENT**

450 Dale Avenue • Homewood, AL 35209  
Phone: 205-870-4203 • Fax: 205-877-4544  
[www.homewood.k12.al.us](http://www.homewood.k12.al.us)

**POSITION TITLE:** Student Assistant Counselor

**REPORTS TO:** Director of Academic Programs and Services

**START DATE:** July 1, 2021 (10- month contract)

**QUALIFICATIONS:**

- Master's Degree in clinical social work (or related field) with valid Alabama licensure
- Knowledge of and clinical experience working with youth: substance abuse and mental health issues; individual, group, and family counseling; case management; crisis prevention, intervention, and management; implementing and facilitating K-12 curriculum-based programs; utilizing community resources
- Ability to establish credibility with all constituents, effectively manage sensitive issues, and work with all levels of an organization
- Excellent interpersonal, organizational, time-management, and problem-solving skills
- Experience in a school setting preferred
- Physical and emotional ability and dexterity to perform required work and move as needed in a fast-paced, high-intensive work environment
- Ability to deal with confidential and sensitive information in a professional matter

**PERFORMANCE RESPONSIBILITIES:**

- Collaborates with K-12 teachers, staff, and parents in understanding and meeting student needs
- Serves as liaison between student, home, school, and community resources
- Provides counseling, skill training, support services, and case management for students who have or are at risk for developing significant problem behavior(s) that may impair their ability to effectively participate and benefit from their education
- Conducts screenings and assessments
- Utilizes data and best practice to assess student needs for improved academics, attendance and discipline
- Assists district-wide with crisis prevention, management and stabilization
- Serves as an active participant on building based Problem Solving Teams
- Remains available and on-call for students, faculty, and parents for consultation
- Works collaboratively with school counselors and other district personnel

- Utilizes data to assess the needs of students and utilizes optimal services to intervene, support and highlight improved indicators in the areas of academics, attendance and discipline
- Maintains relationships with community agencies and resources
- Appropriately documents and maintains confidentiality regarding student records and data
- Facilitates student, parent, faculty, and community in-service and trainings
- Conducts parent conferences
- Adheres to local Board policies and procedures, and other like directives, as well as state, federal, and local laws
- Assists the Director of Counseling Services/ Director of Academic Programs and Services
- Abides by professional Code of Ethics
- Maintains professional growth and licensure
- Performs other duties as assigned by the Superintendent(s) or his designee

*It is the policy of the Board that no person in this district shall, on the basis of race, sex, religion, belief, national origin, age, disability, ethnicity, sexual orientation, gender identity, and/or any personal characteristic(s), or an affiliation with the Boy Scouts of America, be denied the benefits of, or be subject to discrimination in any education program or activity. This includes employment, retention, and promotion.*