



# Road to Recovery

## ESSER 2 Application

Name of LEA	Oxford City Schools
Name of Superintendent	Dr. Jeff Goodwin

### APPLICATION CONTENTS

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

### ASSURANCES

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

#### Recovery Plan Certification Assurance

The LEA Superintendent and CSFO assures or certifies the following:

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

#### CRSSA Act Assurances

The LEA Superintendent and CSFO assures or certifies the following:

<input checked="" type="checkbox"/>	The LEA that receives ESSER 2 funds will, to the greatest extent practicable, continue to compensate its employees and contractors during the period of any disruptions or closures related to COVID-19 in compliance with Section 315 of Division M of the CRRSA Act. In addition, LEAs that accept funds will continue to pay employees and contractors to the greatest extent practicable based on the unique financial circumstances of the LEA. CRRSA Act funds generally will not be used for bonuses, merit pay, or similar expenditures, unless related to disruptions or closures resulting from COVID-19.
<input checked="" type="checkbox"/>	The LEA will request technical assistance on the use of ESSER 2 funds for remote learning, which includes both distance learning as defined in Section 103(7) of the HBA 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 (BDGAR) 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
<p><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 Course of Study: English Language Arts. To be considered high quality, the PD must provide training on the specific-grade and course-level standards, as well as provide pedagogical connections for instruction.</p> <p>Base allocations will be provided for:</p> <p>A) Elementary Teachers (K-5) - \$400 for registration, materials, substitutes for follow-up trainings or PLCs.            B) Secondary Teachers (6-12) - \$1,050 for registration, materials, substitutes for follow-up trainings or PLCs.</p>	\$79,500
<p><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 Course of Study: Mathematics. To be considered high-quality, the PD must provide training on the specific-grade and-course level standards, learning progressions, as well as provide pedagogical connections for instruction.</p> <p>Base allocations will be provided for:</p> <p>A) Elementary Teachers (K-5) - \$400 for registration, materials, substitutes for follow-up trainings or PLCs.            B) Secondary Teachers (6-12) - \$1,050 for registration, materials, substitutes for follow-up trainings or PLCs.</p>	\$79,500
<p><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.</p>	\$19,448

\*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.**

**ELA COS PD - \$79,5000** - Our system will send teams of teachers to ALSDE training, including support from Marzano Resources training & E3 training to carry out the AL COS and proficiency scales. As we are carrying out the course of study, Standards Referenced Grading and Reporting will be implemented. Travel, Registrations and substitute costs will be included in the RESERVE budget to provide professional development to leadership teams. Substitute costs will provide opportunities for teachers to plan assessments in professional learning teams.

Registration Costs= \$20,000

Travel Costs = \$29,500

Substitutes & Benefits = \$30,000

**Math COS PD - \$79,500** - Our system will send teams of teachers to ALSDE training, including support from Marzano Resources training & E3 training to carry out the AL COS and proficiency scales. As we are carrying out the course of study, Standards Referenced Grading and Reporting will be implemented. Travel, Registrations and substitute costs will be included in the RESERVE budget to provide professional development to leadership teams. Substitute costs will provide opportunities for teachers to plan assessments in professional learning teams.

Registration Costs= \$20,000

Travel Costs = \$29,500

Substitutes & Benefits = \$30,000

**Assessment Award for Grades 4-8- \$19,448** Our system will utilize iReady's universal screener as a part of our assessment system to benchmark students. The progress monitoring and benchmark system will be used to identify students and monitor growth to determine if the interventions and core instruction are working. We will utilize iReady for reading and math. For students who are not proficient (more than 2-3 below grade level), an AIMSweb probe may be used to investigate more deeply to determine the more specific interference. We will utilize both state, local and/or ESSER 2 funds to purchase both iReady and AIMSweb.

# 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				
<b>Total Need for HQIM ELA</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)	
K-2	Ready Math
3-5	Ready Math
6-8	Ready Math
9-12	
Other	

## Math - Funding

Category	Description	Funding Source		
		State/Local Funds	Other Federal Funds (including ESSER 1)	ESSER 2 Funds
Materials	Digital and print content for students, teacher resources, and data dashboard	\$240,000		\$34,512
PD (Registration, etc.)	3 annual days of at least training on implementation of Ready Math (2 years)			\$30,000
Subs and/or Stipends (if not on contract)				
Job-Embedded Coaching Days/Supports	10 annual days of job-embedded coaching instructional staff for 2 years			\$60,000
Other				
<b>Total Need for HQIM Math</b>				<b>\$124,512</b>

## Total Budget for High-Quality Instructional Materials

<b>Total Estimated Budget Need for High-Quality Instructional Materials</b>	<b>\$124,512</b>
---	------------------

P. 6 High Quality Instructional Materials

High Quality Instructional Materials

Math Curriculum to be used K-8: Ready Math

Funding:

Materials -- 6 year adoption of math digital and print curriculum, teachers' materials, and Data Dashboard

State/Local Funds: \$240,000

ESSER-2 Funds: \$34,512

PD -- 10 days of Training to be provided by vendor during summer/InService (5 per year): \$30,000 (ESSER-2 Funds)

20 days of Job-Embedded Coaching Days/Supports (10 per year): \$60,000 (ESSER-2 Funds)

TOTAL: \$240,000 LOCAL/STATE  
\$124,512 ESSER-2

**TOTAL ESSER-2 \$124,512**



# 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)*	Fall 2021-2022
6-8 ELA E3 Training (A+ College Ready)*	Summer 2021, Fall 2021, Summer 2022
9-12 ELA 2020 COS - (ALSDE)*	Summer 2021, Fall 2021, Summer 2022

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

--

## English Language Arts - HQPD Funding

Category	Description	Funding Source		
		State/Local Funds	Other Federal Funds (Including ESSER 1)	ESSER 2 Funds
Registration	registration for PD trainings including E3		\$20,000 (reserve)	
Subs and/or Stipends (if not on contract)	subs for ELA teachers in K-12		\$30,000 (reserve)	
Travel	travel reimbursement for attendance to pd trainings		\$29,500 (reserve)	
Follow-Up PD Days				
Supplemental Materials for Implementation				
Job-Embedded Coaching Days				
Other				
<b>Total Need for HQPD ELA</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) *	Summer 2021, Fall 2021
6-12 Math COS Foundational (AMSTI) *	Summer 2021, Fall 2021
K-8 NUMBERS (AMSTI) *	Summer 2022
E3 Training (A+ College Ready) *	Summer 2021, Fall, 2021, Summer 2022
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.

--

### Math-- HQPD Funding

Category	Description	Funding Source		
		State/Local Funds	Other Federal Funds (including ESSER I)	ESSER 2 Funds
Registration	registration for pd trainings		\$20,000 (reserve)	
Subs and/or Stipends (if not on contract)	subs for math teachers K-12		\$30,000 (reserve)	
Travel	travel reimbursement for travel to pd trainings		\$29,500(reserve)	
Follow-Up PD Days				
Supplemental Materials for Implementation				
Job-Embedded Coaching Days				
Other				
<b>Total Need for HQPD Math</b>				

### Total Budget for High-Quality Professional Development

<b>Total Estimated Budget Need for High-Quality Professional Development</b>	
--	--

# 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				
K-3 Vetted Math Assessment- Additional components				
Dyslexia				
Interim Assessments	IReady assessment for grades 7-8	\$28,337.42	\$19,448(reserve)	\$90,452
CTE CRI Pre-Assessments				
Health Wellness				
Social/Emotional/ Behavioral				
SEL				
Other				
<b>Total Need for Assessments, Inclusive of Screeners</b>				<b>\$90,452</b>

Our system will utilize iReady's universal screener as a part of our assessment system to benchmark students in grades 7th and 8th. The progress monitoring and benchmark system will be used to identify students and monitor growth to determine if the interventions and core instruction are working.

iReady Total Cost \$138,237.42

Reserve Funds: \$19,448

State/Local: \$28,337.42

ESSER II: \$90,452

Unfinished Learning Supports-Assessments ESSER II: \$90,452

# BUDGET – UNFINISHED LEARNING SUPPORTS

## Transitions

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

Category	Assessment Selection & Description	Funding Source		
		State/Local Funds	Other Federal Funds (including ESSER 1)	ESSER 2 Funds
Early Years (K-1 Transition)				
Elementary to Middle				
Middle to High				
Beyond High School				
SPED Transitional Services				
Other				
Other				
<b>Total Need for Transitions</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	Assessment Selection & Description	Funding Source		
		State/ Local Funds	Other Federal Funds (including ESSER 1)	ESSER 2 Funds
High-Dosage Tutoring				
Bridge Courses (K/1, Algebra, other)				
Mini-Learning Blast				
Traditional Summer School				
Summer Reading Camps/ASAP				
Summer Math Camps				
CTE Enrichment Camps				
ACCESS Virtual Learning				
Credit Recovery Options				
Extended School Year (ESY)				
Other	Summer Intervention Program (Salary for staff and transportation costs to operate)			\$820,352
Other				
<b>Total Need for Remediation/Intervention Programs</b>				<b>\$820,352</b>

Page 11-Budgets-Unfinished Learning Supports  
Remediation/Intervention Programs

Summer Intervention Program (Salary for staff and transportation costs to operate)
<p><b>K-8 Summer Intervention Program</b></p> <p><b>Grades K-3</b> Teachers will use high-quality instructional materials to provide intensive reading and math remediation for 7.5 hours per day to students who have gaps created by the pandemic.</p> <p><b>Grades 4-8</b> Teachers will use high-quality instructional materials to provide intensive reading and math remediation for 8 hours per day to students who have gaps created by the pandemic.</p> <p><u>30 Teachers K-3rd Grade</u> Kindergarten-2 teachers First Grade-9 teachers Second Grade-9 teachers Third Grade-10 teachers</p> <p><u>18 Teachers 4th-8th Grade</u> Fourth Grade-6 teachers Fifth Grade-3 teachers Sixth Grade-3 teachers Seventh Grade-3 teachers Eighth Grade-3 teachers</p> <p>Salary &amp; Benefits for 30 teachers (K-3)=\$435,600 Salary &amp; Benefits for 18 teachers (4th-8th)=\$303,632</p>
<p><b>Transportation Costs for Summer Intervention Program</b> Student will be provided transportation for 16 days of summer intervention</p> <p><b>Bus Driver Supplements:</b> 12 drivers-\$58,080 salary and benefits total</p> <p><b>Transportation Fuel Costs: \$23,040</b></p> <ul style="list-style-type: none"><li>• 600 total miles daily for each of the 12 school bus</li></ul>

**Total Unfinished Supports ESSER II: \$820,352**

**SALARY & BENEFITS**  
4 WEEKS IN JUNE (MONDAY-THURSDAY) 3 YEARS

**BUS DRIVERS:**

12 DRIVERS

SALARY FOR ALL 12 DRIVERS:

\$48,400

BENEFITS FOR ALL 12 DRIVERS:

\$9,680

3 YEARS=\$58,080 (\$19,360 PER YEAR)

12 DRIVERS AT \$1,613.33 FOR 16 DAYS PER SUMMER (DAILY RATE OF \$100.33 PER DRIVER) 4.03 HOURS PER DAY

**INDIVIDUAL DRIVER SALARY & BENEFITS**

SALARY: \$1,419.73 YEAR ONE, \$1,419.73 YEAR TWO, \$1,419.73 YEAR THREE

BENEFITS: \$193.60 YEAR ONE, \$193.60 YEAR TWO, \$193.60 YEAR THREE

**TEACHERS**

30 Teachers K-3rd Grade

\$435,600 FOR THREE YEARS

\$145,200 PER YEAR=\$4,840 SALARY & BENEFITS PER TEACHER

INDIVIDUAL TEACHER (DAILY RATE: \$268.89) 7.5 HOURS DAILY (18 DAYS (2 TRAINING DAYS AND 16 STUDENT DAYS))

SALARY: \$4,259.20

BENEFITS: \$580.80

18 Teachers 4th-8th Grade

\$303,632 FOR THREE YEARS

\$101,210.67 PER YEAR=\$5,622.81 SALARY & BENEFITS PER TEACHER

INDIVIDUAL TEACHER (DAILY RATE: \$312.38) 8 HOURS DAILY (18 DAYS (2 DAYS TRAINING DAYS AND 16 STUDENT DAYS))

SALARY: \$4,948.07

BENEFITS: \$674.74



## 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>				

### 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	12 Interim (2yr) Math Teachers			\$1,440,000
Other	3 Interim (2yr) Reading Teachers			\$360,000
Other	1 Interim (2 yr) English Language EL Teacher			\$120,000
Other				
Other				
Other				
<b>Total Need for Other Tools Supporting Unfinished Learning</b>				<b>\$1,920,000</b>

### Total Budget for Unfinished Learning

<b>Total Estimated Budget Need for Supporting Unfinished Learning</b>	<b>\$2,830,804</b>
---	--------------------

\$60,000 per teacher (salary and benefits) x 16 total teachers x 2 years=\$1,920,000 (\$960,000 per year total)

Other-12 interim (2 years) teachers who will provide math instruction and support using high quality instructional materials to remediate skills and close gaps created by the pandemic.

Grade Spans:

Oxford High (9-12):3 teachers

Oxford Middle (7th-8th):3 teachers

CE Hanna (5th-6th): 3 teachers

Oxford Elementary (K-4): 1 Teacher

DeArmanville Elementary (K-4): 1 Teacher

Coldwater Elementary (K-4): 1 Teacher

Other-3 interim (2 years) teachers who will provide reading instruction and support using high quality instructional materials to remediate skills and close gaps created by the pandemic.

Oxford High (9-12):1 teacher

Oxford Middle (7th-8th):1 teacher

CE Hanna (5th-6th): 1 teacher

Other-1 interim (2 years) EL teacher will provide intervention and consultative services to support students and staff in carrying out Individualized English Learning plans.

**Other Tools ESSER II \$1,920,000**

FTE: 16

Salary & Benefits  
TEACHER

Estimated Salary:

\$42,000

Fringe Benefits (Including insurance (\$9,600))

\$18,000

Total: \$60,000

16 Total Teachers @ \$60,000 (salary & benefits)

Total =\$960,000 per year for 2 years=\$1,920,000

**OXFORD CITY SCHOOL SYSTEM**  
**POSITION DESCRIPTION**

**POSITION:** Teacher

**REPORTS TO:** Principal

**QUALIFICATIONS:**

- Alabama teaching certificate in area of instructional responsibility
- Certificate to teach in Alabama
- Highly Qualified per SDE requirements (core)

**RESPONSIBILITIES:**

- Assesses student abilities as related to desired educational goals, objectives and student outcomes
- Develops and implements a program of instruction that meets the individual needs, interests and abilities of students, and is consistent with local and state curriculum guides
- Plans and employs a variety of appropriate instructional/learning strategies and activities which are compatible with the physical facility but serve the needs and capabilities of the students
- Manages the behavior of learners in the classroom and participates in the management of student behavior in other parts of the school
- Continually communicates to students and parents (either in writing or verbally) instructional expectations, students progress or lack of progress
- Continually assesses student achievement and maintains appropriate assessment and evaluation documentation for institutions and individual reporting purposes
- Actively participates in and works with other school personnel in the selection of books, equipment and other instructional material which provide students with the best learning opportunities
- Actively participates in and works with other school personnel in planning effective instructional goals, objectives, methods and curriculum
- Participates in professional growth and development activities including staff meetings, in-service, and staff development activities as required or assigned
- Assists in the documentation of student progress by efficiently maintaining and submitting appropriate records and reports
- Ensures that the classroom and instructional environment are attractive, healthful, safe and generally conducive to learning
- Works with extra curricular activities as discussed and agreed upon with the principal
- Participates in IEP meetings for IDEA students
- Has knowledge of content, curriculum, methods, materials and equipment of instructional specialty to which assigned
- Has knowledge of student growth and development applicable to the grade assigned
- Has knowledge of school's program of studies related to mission, goals and organization

- Ability to apply knowledge of current research and theory to instructional programs
- Ability to plan and implement lessons based on curriculum objectives and the needs and abilities of students
- Ability to establish and maintain effective relationships with students, parents and peers
- Skilled and effective in oral and written communication
- Positive human relation skills
- If teaching a foreign language, proficiency in oral and written communication in that language
- If teaching choral or band music, ability to demonstrate proper techniques (singing) or proficiency in one or more musical instruments
- For both choral and band music teachers, excellent hearing and ability to determine pitch and tone variations
- If teaching in vocational trade or including business trades, journey level proficiency in that trade is required with on-the-job journey, lead, or supervisory experience highly desirable
- Agrees to follow Chemical Hygiene Plan
- If teaching physical education, unless assigned full time as health or classroom driver education teacher, must possess sufficient strength, dexterity, endurance, agility and skill to carry out the program of studies for the activities to which assigned
- If high school health education teacher, cardiopulmonary resuscitation instructor certification through the American Red Cross or the American Heart Association is required
- If a physical education teacher, some assignments may be based on gender to ensure proper behavior in locker rooms and dressing areas
- If a physical education teacher, some assignments may require sufficient athletic skills to demonstrate and perform appropriate athletic techniques at both the beginning and advanced levels
- If a physical education teacher, some assignments may require working outdoors in conditions which are moderately comfortable and require adaptation of clothes and dress to the conditions or the use of "sun blockers"
- If a resource teacher, assist teachers upon their request in the location, preparation and development with emphasis on reading as it relates to literacy training; work daily with teachers and students as scheduled and approved by school administration
- If a Special Education teacher, keep up with changes in Federal and State Guidelines for Special Education
- If a Special Education Teacher, make sure IEPs and GEPs are correct, timely and changed when appropriate
- If a Special Education Teacher, monitor progress in regular education classroom where Special Education student is a participant
- Physical and emotional ability and dexterity to perform required work and move about as needed in a fast-paced, high-intensive work environment
- Possess the patience, caring and desire needed to work with the students and parents to see that each student has the opportunity to succeed
- Know and follow Section 504 and IDEA amendments

- Be courteous and professional at all times
- Maintain a neat and appropriate appearance

**SALARY BASED ON OXFORD CITY SCHOOL SYSTEM SALARY SCHEDULE**

**TERMS OF EMPLOYMENT:** 187 days

**EVALUATION:** Performance will be evaluated in accordance with state evaluation procedures and Board policy

# BUDGET - FACILITIES

## Facility Renovations

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

Category	Assessment Selection & Description	Funding Source		
		State or Local Funds	Other Federal Funds (Including ESSER 1)	ESSER 2 Funds
HVAC				
Windows				
Air Quality				
CTE Lab Ventilation/Air Quality				
PPE				
Custodial				
Staffing				
Other				
Other				
<b>Total estimated Budget Need for Facility Renovations</b>				

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

Category	Total
Budget – High-Quality Instructional Materials	\$124,512
Budget – High-Quality Professional Development	
Budget – Unfinished Learning Supports	\$2,830,804
Budget – Facilities	
<b>Total ESSER 2 Funds*</b>	<b>\$2,995,316</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.

Robert Jordan

LEA Chief School Financial Officer Name

(256)241-3147

Telephone Number

*[Signature]*

LEA Chief School Financial Officer Signature

6/24/2021

Date

Dr. Jeff Goodwin

LEA Superintendent Name

(256)241-3141

Telephone Number

*[Signature]*

LEA Superintendent Signature

*Revised*  
6-24-2021

Date

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

ALSDE INTERNAL USE ONLY			
Date Application Received		Date ALSDE Approved	
State Superintendent and/or Designee Signature	<i>[Signature]</i>	Date Signed	7/20/21
Date ESSER 2 Funds Released			



<b>Page Number</b>	<b>Item</b>	<b>Question</b>
5	Budget-High Quality Instructional Materials: ELA Funding	NA
6	Budget – High Quality Instructional Materials: Math Funding	Sufficient information provided via addendum
7	Budget – ELA High Quality Professional Development	NA
8	Budget – Math High Quality Professional Development	NA
9	Budget- Unfinished Learning Supports: Assessments, Inclusive of Screeners	Sufficient information provided via addendum
10	Budget- Unfinished Learning Supports: Transitions	NA
11	Budget- Unfinished Learning Supports: Remediation/ Intervention Programs	Sufficient information provided via addendum
12	Budget- Unfinished Learning Supports: Family Support Resources	NA
12	Budget- Unfinished Learning Supports: Other Tools Supporting Unfinished Learning	Sufficient information provided via addendum
13	Budget Facilities: Facility Renovations	NA
14	Total ESSER 2 Funding	Required signatures complete