



Road to Recovery

ESSER 2 Application

Name of LEA	Florence City Schools
Name of Superintendent	Dr. Jimmy Shaw Jr.

APPLICATION CONTENTS

- Assurances
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ASSURANCES

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

Recovery Plan Certification Assurance

The LEA Superintendent and CSFO assures or certifies the following:

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

The LEA Superintendent and CSFO assures or certifies the following:

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

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

Other General Assurances

The LEA Superintendent and CSFO assures or certifies the following:

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

ESSER 2 Allowable Use Assurance

The LEA Superintendent and CSFO assures or certifies the following:

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

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

BUDGET PART 1 – STATE ESSER 2 RESERVE

STATE ESSER 2 Reserve

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

Category	Total
Course of Study ELA PD (pending adoption)*: This allocation is being granted to each LEA to be used for course of study PD directly aligned to 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.	87,050.00
Course of Study Math PD*: This allocation is being granted to each LEA to be used for course of study PD directly aligned to 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.	87,050.00
Assessment Award for Grades 4-8**: This allocation is being granted to extend each school's early reading and math assessment system through Grade 8. The allocation will be \$12 per student based on each school's 2020-2021 ADM.	20,158.00

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

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

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

State ESSER 2 Reserve allocations are attached to this application.

Budget Part 2 – LEA ESSER 2 Funds

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

BUDGET – HIGH-QUALITY INSTRUCTIONAL MATERIALS

English Language Arts – Curriculum

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

Grade Band	ELA Curriculum Selection
Pre-K (as applicable)	N/A
K-2	Curriculum Associates: iReady
3-5	Curriculum Associates: iReady
6-8	Curriculum Associates: iReady
9-12	
Other	

English Language Arts – Funding

Category	Description	Funding Source		
		State/Local Funds	Other Federal Funds (Including ESSER 1)	ESSER 2 Funds
Materials	Curriculum Associates: iReady			227,000
PD (Registration, etc.)				
Subs and/or Stipends (if not on contract)				
Job-Embedded Coaching Days/Supports				
Other				
Total Need for HQIM ELA				227,000

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

Curriculum Associates: iReady

3-5

Curriculum Associates: iReady

6-8

Curriculum Associates: iReady

9-12

Other

Math – Funding

Category	Description	Funding Source		
		State/Local Funds	Other Federal Funds (Including ESSER 1)	ESSER 2 Funds
Materials	Curriculum Associates: iReady			611,085.00
PD (Registration, etc.)				
Subs and/or Stipends (if not on contract)				
Job-Embedded Coaching Days/Supports				
Other				
Total Need for HQIM Math				611,085.00

Total Budget for High-Quality Instructional Materials

Total Estimated Budget Need for High-Quality Instructional Materials	838,085.00
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BUDGET – HIGH-QUALITY PROFESSIONAL DEVELOPMENT

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

English Language Arts – HQPD Timeline

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

PD Topics & Partners	Timeline to Offer PD
ARI	June 1, 2021 to May 30, 2022
Science of Reading	June 1, 2021 to May 30, 2022
LETRS	June 1, 2021 to May 30, 2022
Neuhaus	June 1, 2021 to May 30, 2022
MSLE	June 1, 2021 to May 30, 2022
Dyslexia Awareness	June 1, 2021 to May 30, 2022
K-5 ELA 2020 COS - pending (ARI)*	June 1, 2021 to May 30, 2022
6-8 ELA E3 Training (A+ College Ready)*	June 1, 2021 to May 30, 2022
9-12 ELA 2020 COS - (ALSDE)*	June 1, 2021 to May 30, 2022

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

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English Language Arts – HQPD Funding

Category	Description	Funding Source		
		State/Local Funds	Other Federal Funds (Including ESSER 1)	ESSER 2 Funds
Registration	Curriculum Associates: iReady			15,100.00
Subs and/or Stipends (if not on contract)				
Travel				
Follow-Up PD Days				
Supplemental Materials for Implementation				
Job-Embedded Coaching Days				
Other				
Total Need for HQPD ELA				15,100.00

BUDGET - HIGH-QUALITY PROFESSIONAL DEVELOPMENT

Math— HQPD Timeline

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

PD Topics & Partners	Timeline to Offer PD
K-5 Math COS Foundational (AMSTI) *	June 1, 2021 to May 30, 2022
6-12 Math COS Foundational (AMSTI) *	June 1, 2021 to May 30, 2022
K-8 NUMBERS (AMSTI) *	June 1, 2021 to May 30, 2022
E3 Training (A+ College Ready) *	June 1, 2021 to May 30, 2022
K-8 OGAP (AMSTI)	June 1, 2021 to May 30, 2022
K-5 Math 2019 COS Overview (ALSDE)	June 1, 2021 to May 30, 2022
6-12 Math 2019 COS Overview (ALSDE)	June 1, 2021 to May 30, 2022
Administrator	June 1, 2021 to May 30, 2022

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

Math— HQPD Funding

Category	Description	Funding Source		
		State/Local Funds	Other Federal Funds (Including ESSER 1)	ESSER 2 Funds
Registration	Ready Math Content			19,600.00
Subs and/or Stipends (if not on contract)				
Travel				
Follow-Up PD Days				
Supplemental Materials for Implementation				
Job-Embedded Coaching Days				
Other				
Total Need for HQPD Math				19,600.00

Total Budget for High-Quality Professional Development

Total Estimated Budget Need for High-Quality Professional Development	34,700.00
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BUDGET – UNFINISHED LEARNING SUPPORTS

High-Quality Tools for Supporting Unfinished Learning Supports

Assessments, Inclusive of Screeners

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

Category	Assessment Selection & Description	Funding Source		
		State/Local Funds	Other Federal Funds (including ESSER 1)	ESSER 2 Funds
Readiness	Illuminate Education: Fastbridge/school city			54,800.00
K-3 Vetted Reading Assessment- Additional components				
K-3 Vetted Math Assessment- Additional components				
Dyslexia				
Interim Assessments	Illuminate Education: Fastbridge/school city			70,149.00
CTE CRI Pre- Assessments				
Health Wellness				
Social/Emotional/ Behavioral	Illuminate Education: EduClimber			28,363.02
SEL				
Other				
Total Need for Assessments, Inclusive of Screeners				153,312.02

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 Programs GR 7-12, Certified Teachers; Sal-Ben			52,564.94
Summer Reading Camps ASAP				
Summer Math Camps				
CTE Enrichment Camps				
ACCESS Virtual Learning				
Credit Recovery Options				
Extended School Year (ESY)				
Other	District-Wide Nurse; Nurses: Summer/Afterschool: SAL/BEN			104,886.50
Other	Grade/Content Interventionists K-12: 21 Certified Teachers: SAL/BEN			2,613,666.20
Total Need for Remediation/Intervention Programs				2,771,117.64

BUDGET – UNFINISHED LEARNING SUPPORTS

Family Support Resources

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

Category	Assessment Selection & Description	Funding Source		
		State/Local Funds	Other Federal Funds (including ESSER 1)	ESSER 2 Funds
Communication Tools	N/A			0
Homework Hotline	N/A			0
"On Call" Staff for Family Tech/other Issues	N/A			0
Develop/Print Periodic Family Success Guides	N/A			0
Other	N/A			0
Other	N/A			0
Total Need for Family Support Resources				0

Other Tools Supporting Unfinished Learning

Describe other tools for supporting unfinished learning.

Category	Assessment Selection & Description	Funding Source		
		State or Local Funds	Other Federal Funds (including ESSER 1)	ESSER 2 Funds
Other	N/A			0
Other	N/A			0
Other	N/A			0
Other	N/A			0
Other	N/A			0
Other	N/A			0
Total Need for Other Tools Supporting Unfinished Learning				0

Total Budget for Unfinished Learning

Total Estimated Budget Need for Supporting Unfinished Learning	2,924,429.66
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BUDGET - FACILITIES

Facility Renovations

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

Category	Assessment Selection & Description	Funding Source		
		State or Local Funds	Other Federal Funds (Including ESSER 1)	ESSER 2 Funds
HVAC				
Windows				
Air Quality				
CTE Lab Ventilation/Air Quality				
PPE	Supplies to support district wide sanitization			71,187.33
Custodial	7 District Wide Custodians: Sal/Ben			641,116.01
Staffing				
Other				
Other				
Total estimated Budget Need for Facility Renovations				712,303.34

TOTAL ESSER 2 FUNDING (LEA PORTION ONLY)

Category	Total
Budget – High-Quality Instructional Materials	838,085.00
Budget – High-Quality Professional Development	34,700.00
Budget – Unfinished Learning Supports	2,924,429.66
Budget – Facilities	712,303.34
Total ESSER 2 Funds*	4,509,518.00

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

CERTIFICATION & SIGNATURE

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

Mrs. Lisa Guzman

LEA Chief School Financial Officer Name

256-768-3000

Telephone Number



LEA Chief School Financial Officer Signature

04/12/2023

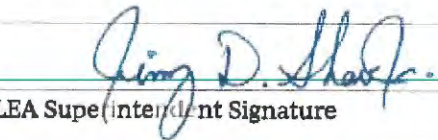
Date

Dr. Jimmy Shaw Jr.

LEA Superintendent Name

256-768-3000

Telephone Number



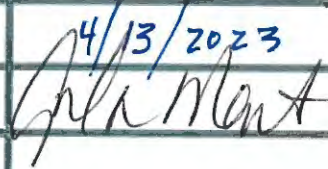
LEA Superintendent Signature

04/12/2023

Date

Send completed application to 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	4/13/2023	Date ALSDE Approved	5/5/2023
State Superintendent and/or Designee Signature		Date Signed	5/5/23
Date ESSER 2 Funds Released			

Here is the requested information:

Nurses:

Job Description Attached

Custodians:

FTE: 7 Total

Years on grant: 2 academic years

Sal/Ben: Sal- 165,910.76; Ben-91,109.31

Job Description attached

Interventionists:

Number of interventionists: 16

FTEs: 16

School years on the grant: 2 academic years

Salary/benefit breakdown: Sal – 938,595.00; Ben – 342,924.00

Job description Attached

TITLE: CUSTODIAN

QUALIFICATIONS: Demonstrated aptitude or competence for successful fulfillment of assigned responsibilities.

REPORTS TO: Head Custodian or Administrator

JOB GOAL: To provide students with a safe, attractive, comfortable, clean, and efficient place in which to learn, play and develop.

PERFORMANCE RESPONSIBILITIES:

1. Keeps building and premises, including sidewalks, driveways, and play areas, neat and clean at all time.
2. Checks daily to ensure that all exit doors are operable and all panic bolts are working properly during the hours of building occupancy.
3. Raises the United States and Alabama flags at the beginning of each school day, and lowers them at the close of each school day.
4. Sweeps classrooms daily and dusts furniture.
5. Cleans corridors after school each day and during the day when conditions require it.
6. Scrubs, hoses down, and disinfects toilet floors daily, and cleans all sanitary fixtures and drinking fountains daily.
7. Washes all windows on both the inside and outside at least twice each year, and more frequently if necessary.
8. Performs such yardkeeping chores as grass cutting, tree trimming, etc. to maintain the school grounds in a safe and attractive condition.
9. Cleans all whiteboards at least once a week.
10. Makes such minor building repairs as capabilities permit.
11. Reports promptly to the Principal or head custodian any major repairs needed.
12. Reports immediately to the Principal or head custodian any damage to school property.
13. Remains on the school premises during school hours and during non-school hours when the use of the building has been authorized and his/her attendance is required by the Principal.
14. Assumes responsibility for the opening and closing of the building each school day and for determining, before leaving, that all doors and windows are secured and that all lights, except those left on for safety reasons, are turned off.
15. Moves furniture or equipment within buildings as required for various activities and as directed by the Principal.
16. Performs a variety of other custodial tasks as assigned by proper authority.

TERMS OF EMPLOYMENT: Ten- or twelve-month year. Salary and work year to be established by the Board of Education.

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

Florence City Schools

Approved by Board of Education 9-10-13

TITLE: NURSE

QUALIFICATIONS:

1. Graduate of nurses' training program as a Licensed Practical Nurse (LPN)
2. Current license to practice as a Licensed Practical Nurse (LPN) by the Alabama Board of Nursing
3. Current CPR and First Aid certification
4. Experience and training with public health and/or school health services preferred

REPORTS TO: Principal and to Lead Nurse

JOB GOAL: To assist in the maintenance of good health and good health habits of students.

PERFORMANCE RESPONSIBILITIES:

1. Conducts parent information sessions with parents.
2. Serves as resource person on health-related matters to administrators, teachers, social workers and parents.
3. Works with administrators, teachers and parents on securing immunization certificates for all students in the school.
4. Conducts vision and hearing screening on students as referred by appropriate school personnel.
5. Notifies parents of possible defects found through screenings and recommends further professional evaluations.
6. Assists parents in securing professional and/or civic help or treatment and correction of identified medical problems.
7. Advises on modification of educational program to meet health needs of individual students with chronic medical problems.
8. Assists school personnel in determining the need for exclusion and readmission of students in connection with infectious and contagious diseases.
9. Administers a program of scoliosis screening annually in compliance with Alabama State law and provides appropriate follow-up for this program.
10. Maintains adequate records of pertinent data from health screenings in each student's permanent school record.
11. Schedules needed parent, parent-teacher or parent-teacher-child conferences.

TERMS OF EMPLOYMENT: Nine-month year. Salary and work year to be established by the Board of Education.

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

Florence City Schools

Approved by Board of Education 10-8-13

TITLE: Intervention Teacher

QUALIFICATIONS:

1. At least a Bachelor's degree in Education
2. Certified in accordance with the State Board of Education requirements

REPORTS TO: Principal or his/her designee

JOB GOAL: To provide an educational atmosphere in which students will move toward the fulfillment of their potential for academic, emotional, physical and psychological growth and maturation in accordance with the District's vision, mission, goals and objectives.

PERFORMANCE RESPONSIBILITIES:

1. Creates or selects long-range plans based on the District's mission, a review of system and state curriculum priorities, student profiles and instructional priorities.
2. Defines goals and objectives for unit and daily plans.
3. Sequences content and activities based on the District's Standards and pacing guides.
4. Selects, develops, modifies and/or adapts materials, technology, and resources which support learning objectives and address students' varying learning styles, backgrounds and special needs.
5. Establishes and maintains a positive and safe learning environment in which students are encouraged to be actively engaged in the learning process.
6. Maintains a clean, attractive and organized learning environment conducive to learning.
7. Maintains academic focus by using a variety of motivational techniques.
8. Maintains classroom discipline, encouraging students to set and maintain high standards of behavior.
9. Maintains accurate, complete records as required by law, District policy, and administrative regulation.
10. Makes provision for being available to students and parents for education-related purposes outside the instructional day when required or requested to do so under reasonable terms.
11. Establishes routines and procedures and works with students on consistently following them.

12. Establishes appropriate testing environment and ensures test security.
13. Instructs and supervises the work of volunteers, assistants, and university students when assigned.
14. Interprets and uses data (including, but not limited to, standardized and other test results) for diagnosis, instructional planning, program evaluation and feedback to students with a focus on improving their performance.
15. Communicates individual student progress to the student, parents and professional colleagues who need access to the information.
16. Uses ongoing assessment to monitor student progress, verify that rigorous learning is occurring for all students, and adjust curriculum and instruction.
17. Provides appropriate instruction and modifications for students with special needs, including special education students and students who have limited proficiency in English.
18. Communicates effectively, both orally and in writing, with other professionals, students, parents and community.
19. Provides accurate and timely information to parents and students about academic and behavioral performance of students.
20. Works with other teachers in curriculum development, special activities, and the sharing of ideas and resources.
21. Engages in professional development opportunities.
22. Keeps abreast of developments in instructional methodology, learning theory, curriculum trends and content.
23. Performs such other tasks as may be assigned by the proper authorities.

TERMS OF EMPLOYMENT: Salary and work year to be established by the Board of Education.

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

Florence City Schools

Approved by Board of Education 11-12-13