



Lee Jacobs <jujacobs@dothan.k12.al.us>

Fwd: Dothan City Schools - ESSER II Application Approval - AMENDMENT #4

Dennis Coe, Ed. D. <decoe@dothan.k12.al.us>
To: "Mrs. Judith Lee Jacobs" <jujacobs@dothan.k12.al.us>

Wed, Dec 21, 2022 at 1:37 PM

----- Forwarded message -----

From: **Isaacs Jason** <jason.isaacs@alsde.edu>
Date: Wed, Dec 21, 2022 at 1:29 PM
Subject: Dothan City Schools - ESSER II Application Approval - AMENDMENT #4
To: Coe Dennis <decoe@dothan.k12.al.us>, Walker Stephanie <stwalker@dothan.k12.al.us>
CC: Killingsworth Molly <mkillingsworth@alsde.edu>

Good Afternoon,

Thank you for submitting your amended CRRSA Act ESSER II Application. The application has been reviewed and approved by the Alabama Department of Education. You may start the process with the Alabama State Department of Education LEA Accounting section to draw-down your funds based on the budget narrative from your approved application. For your records, the final amended application has been attached to this email. **Since your LEA has construction projects included within the application, the LEA is required to complete the attached LEA ESSER Construction Assurances Form.**

If there are any questions surrounding the approved application, feel free to contact me using the contact information below.

Mr. Jason Isaacs

Alabama Department of Education

Federal Programs Section

(334) 694-4516

jason.isaacs@alsde.edu

—
Dennis R. Coe, Ed.D.
Superintendent
Dothan City Schools
decoe@dothan.k12.al.us

Please excuse the brevity
Sent from my iPhone

*****CONFIDENTIAL*****



✓ Road to Recovery

ESSER 2 Application

Name of LEA	Dothan City Schools
Name of Superintendent	Dr. Dennis Coe

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:

✓	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:

✓	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.
✓	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.
✓	The LEA will cooperate with any SEA monitoring policies and/or procedures with regards to the allowability of expenditures.
✓	The LEA will use ESSER 2 funds for purposes that are reasonable, necessary, and allocable under the CRRSA Act.

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✓	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.

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✓	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
✓	Developing and implementing procedures and systems to improve the preparedness and response efforts of local educational agencies
✓	Training and professional development for staff of the local educational agency on sanitation and minimizing the spread of infectious diseases
✓	Purchasing supplies to sanitize and clean the facilities of a local educational agency, including building operated by such agency
✓	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
✓	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
✓	Providing mental health services and supports
✓	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
✓	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
✓	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
✓	Implementing evidence-based activities to meet the comprehensive needs of students
✓	Providing information and assistance to parents and families on how they can effectively support students, including in a distance learning environment
✓	Tracking student attendance and improving student engagement in distance education
✓	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
✓	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
✓	Other activities that are necessary to maintain the operation of and continuity of services in local educational agencies and continuing to employ existing staff of the local educational agency

BUDGET PART 1 – STATE ESSER 2 RESERVE

STATE ESSER 2 Reserve

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

Category	Total
Course of Study ELA PD (pending adoption)*: This allocation is being granted to each LEA to be used for course of study PD directly aligned to <i>2021 Course of Study: English Language Arts</i> . To be considered high quality, the PD must provide training on the specific grade and course-level standards, as well as provide pedagogical connections for instruction. Base allocations will be provided for: A) Elementary Teachers (K-5) - \$400 for registration, materials, substitutes for follow-up training or PLCs B) Secondary Teachers (6-12) - \$1,050 for registration, materials, substitutes for follow-up trainings or PLCs.	172,000.00
Course of Study Math PD*: This allocation is being granted to each LEA to be used for course of study PD directly aligned to <i>2019 Course of Study: Mathematics</i> . To be considered high-quality, the PD must provide training on the specific-grade and course level standards, learning progressions, as well as provide pedagogical connections for instruction. Base allocations will be provided for: A) Elementary Teachers (K-5) - \$400 for registration, materials, substitutes for follow-up training or PLCs. B) Secondary Teachers (6-12) - \$1,050 for registration, materials, substitutes for follow-up trainings or PLCs.	172,000.00
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.	38,078.00

*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
Grades 7-12	State Edgenuity Virtual Curriculum Platform (Virtual School & Credit Recovery)
Grades K-12	State adopted textbooks. Next year we will have state adoption of ELA textbooks. Currently, we use Scott Foreman K-6, A+ College Ready 7-12 and Engage NY K-6.
Grades K-8	Horizon Reading Programs (Reading Intervention)

English Language Arts – Funding

Category	Description	Funding Source		
		State/Local Funds	Other Federal Funds (including ESSER 1)	ESSER 2 Funds
Materials	These expenditures are reflected in FY21 and FY22: State Edgenuity Virtual Curriculum Platform State Adopted Textbooks Horizon Reading Programs	656,888.09		181,926.64 181,685.64
PD (Registration Etc.)	NA			
Subs and/or Stipends (if not on contract)	NA			
Job Embedded Coaching Days/Supports	NA			
Other	NA			
Total Need for HQIM ELA				181,926.64 181,685.64

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
Grades 7-12	State Edgenuity Virtual Curriculum Platform (Virtual School & Credit Recovery)
Grades K-12	State adopted textbooks. STEMscopes K-5, Geometry, Algebra I & II Big Idea Learning 6-8, Pre-calculus Savvas, Ap Statistics and AP Calculus Bedford, Freeman and Worth.

Math – Funding

Category	Description	Funding Source		
		State/Local Funds	Other Federal Funds (including ESSER 1)	ESSER 2 Funds
Materials	These expenditures are reflected in FY21 and FY22: State Edgenuity Virtual Curriculum Platform State Adopted Textbooks	550,559.09		60,926.64
PD (Registration Etc.)	NA			
Subs and/or Stipends (if not on contract)	NA			
Job Embedded Coaching Days/Supports	NA			
Other	NA			
Total Need for HQIM Math				60,926.64

Total Budget for High-Quality Instructional Materials

Total Estimated Budget Need for High-Quality Instructional Materials	242,853.28 242,612.28
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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
Reading Horizons	SUMMER 2021 - FALL 2023
Supplemental Reading Street	SUMMER 2021 - FALL 2023
Heggerty Training	SUMMER 2021 - FALL 2023
6-8 ELA E3 Training (A+ College Ready)*	SUMMER 2021 - FALL 2023
A+ Arts Contract Summer PD	SUMMER 2021 - FALL 2023
Edgenuity (Virtual Platform)	SUMMER 2022 – FALL 2023
Alabama Best Practices	SPRING 2023 – FALL 2023
Kids First	SUMMER 2023 – FALL 2023

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	NA			
Subs and/or Stipends (if not on contract)	These expenditures are reflected in FY21 and FY22: Stipends – Summer PD \$100 a day less benefits and taxes.	2,401.40	13,507.98	75,000.00 11,588.16 Salary: 10,750.00 Benefits: 838.16
Travel	NA			
Follow Up PD Days	NA			
Supplemental Materials for Implementation	NA			
Other	These expenditures are reflected in FY21 and FY22: Staff Educational Services expenses for the following: Heggerty, Reading Horizons, MAP, LETRS, AL Best Practices, Kids First, and State adopted textbook PD.	67,626.97	67,644.39	182,311.34 137,303.60

Total Need for HQPD ELA	257,311.34 148,891.76
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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 2023
6-12 Math COS Foundational (AMSTI) *	SUMMER 2021 - FALL 2023
A+ Arts Contract Summer PD	SUMMER 2021 - FALL 2023
Project-Based Learning - Buck Institute	SUMMER 2021 - FALL 2023
Edgenuity (Virtual Platform)	SUMMER 2022 – FALL 2023
Alabama Best Practices	SPRING 2022 – FALL 2023
Kids First	SUMMER 2022 – FALL 2023

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

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Math— HQPD Funding

Category	Description	Funding Source		
		State/Local Funds	Other Federal Funds (including ESSER 1)	ESSER 2 Funds
Registration	NA			
Subs and/or Stipends (if not on contract)	These expenditures are reflected in FY21 and FY22: Stipends - Summer PD \$100 a day fewer benefits and taxes	2,401.40	13,507.98	75,000.00 11,588.17 Salary: 10,750.00 Benefits: 838.17
Travel	NA			
Follow Up PD Days	NA			
Supplemental Materials for Implementation	NA			
Job Embedded Coaching Days	NA			
Other	These expenditures are reflected in FY21 and FY22: Staff Educational Services expenses for the following: State adopted textbook PD, AMSTI, MAP	64,476.97	67,644.39	130,811.35
Total Need for HQPD Math				205,811.35 142,399.52

Total Budget for High-Quality Professional Development

Total Estimated Budget Need for High-Quality Professional Development	463,122.69 291,291.28
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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	NA			
K-3 Vetted Reading Assessment – Additional Components	These expenditures are reflected in FY21 and FY22: Benchmark Assessments for Reading-MAP Assessments. Also, we will purchase assessments for grades 4-8.	15,462.00	19,983.50	20,000.00
K-3 Vetted Math Assessment – Additional Components	These expenditures are reflected in FY21 and FY22: Benchmark Assessments for Math - MAP Assessments. Also, we will purchase assessments for grades 4-8.	15,462.00	19,983.50	20,000.00
Dyslexia	NA			
Interim assessments	NA			
CTE CRI Pre-Assessments	NA			
Health Wellness	NA			
Social/Emotional/Behavioral	NA			
SEL	NA			
Other	These expenditures are reflect in FY21 and FY22: Purchase testing instruments to assist in the identification of disabilities including but not limited to 2 Audiometers, Wechsler Individual Achievement Tests, Kaufman Test of Educational Achievement, Reynolds Individual Ability Scales (IQ), and Woodcock-Johnson Test of Achievement.	10,000.00	10,000.00	9,892.73 9,867.27
Total Need for Assessments, Inclusive of Screeners				49,892.73 49,867.27

BUDGET – UNFINISHED LEARNING SUPPORTS

Transitions

Which transitions for subject and/or skills readiness will be used for each? Refer to the 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)	NA			
Elementary to Middle (SREB)	NA			
Middle to High (SREB)	NA			
Beyond High School	NA			
SPED Transition Services	These expenditures are reflected in FY21 and FY22: We will hire one Special Education Transition Aide (see Job Description Instructional/Clerical Aide – FTE 1.00). Beginning at age 16, a student's IEP must include a statement of needed transition services, including appropriate measurable postsecondary goals based upon age-appropriate transition assessments related to training, education, employment, and, where appropriate, independent living skills.	-	-	35,848.47 35,889.91 Salary: 21,885.25 Benefits: 14,004.66
Other	NA			
Other	NA			
Total Need for Transitions				35,848.47 35,889.91

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 the 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	These expenditures are reflected in FY21 and FY22: We will hire 28 part-time tutors (see Job Description Instructional/Clerical Aide – FTE 0.0) no more than 19 hours per week distributed among all schools. Schools will restructure their schedule to include approximately 2 hours of tutoring daily and align directly to classroom content to help students with their coursework. For FY23, this expense will be covered by ARP ESSER.	-	601,176.90	325,584.00 206,317.07 Salary: 191,298.27 Benefits: 15,018.80
Bridge Courses (K-1, Algebra, other)	NA			
Mini-Learning Blast	NA			
Traditional Summer School Grades 4-12	These expenditures are reflected in FY21 and FY22: We will have additional employment for staff including salaries, benefits, supplies, and summer feeding services. Extending the number of hours spent on materials ensures appropriate learning. Summer learning will synthesize the content of educational programs to emphasize fundamentals. Grades 4-6 will be approximately 75 students at 1 school, 3 teachers, and 3 teachers' aides at Heard. Grades 7-12, approximately 26 teachers and 2 administrators on 2 campuses, Dothan Preparatory and Dothan High School. <i>Locations are subject to change.</i> For FY23, this expense is covered by ARP ESSER.	-	-	139,195.82 236,370.62 Salary: 198,167.92 Benefits: 38,202.70
Summer Reading Camps/ASAP Grades K-3	These expenditures are reflected in FY21 and FY22: We will have additional employment for staff including salaries, benefits, supplies, transportation (purchase service), and summer feeding services (purchase service). The summer reading camp will be face-to-face instruction for approximately 600 students. Approximately 58 teachers, 18 aides, 4 nurses, assessment personnel, and 4 administrators split between 4 schools Heard, Faine, Hidden Lake, and Beverly. <i>Locations are subject to</i>	481,455.75	-	171,750.00 61,448.44 Purchase Services: 61,448.44

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	<i>change. For FY23, this expense is covered by ARP ESSER.</i>			
Summer Math Camps	NA			
CTE Enrichment Camps	NA			
ACCESS Virtual Learning	NA			
Credit Recovery Options	NA			
Extended School Year (ESY)	NA			
Other	These expenditures are reflected in FY21 and FY22: We will add a Specialized ABA Preschool unit that would address behaviors directly correlated to the social-emotional needs within the students' developmental domains. The unit will have 1 teacher (see Job Description Teacher – FTE 1.00), 2 aides (see Job Description Instructional/Clerical Aide – FTE 2.00), and serve up to 8 children. <i>For FY23, this expense is covered by ARP ESSER.</i>	185,000.00	390,000.00	151,033.87 104,605.16 Salary: 67,584.01 Benefits: 37,021.15
Other	These expenditures are reflected in FY21 and FY22: We will hire one Secondary Coordinator (see Job Description Central Office Coordinator – FTE .378) staffed with highly effective teachers who will help provide teachers with a curriculum or program that includes scope and sequence of instruction and lessons to use when teaching prerequisite skills. They will also help with core instruction, intervention, course descriptions and codes, pacing guides, data analysis, and dual enrollment. <i>For FY23, this expense is covered by ARP ESSER.</i> These expenditures are reflected in FY21 and FY22: We will hire one RtI Coordinator (see Job Description Central Office Coordinator – FTE 1.00) who will develop specific-aligned tools to measure appropriate duration, quality, and intensity to support student's success in the identified gaps or deficit areas. They will monitor interventions delivered through direct instruction and their effects across content and grade levels. They will also assist in designing master schedules to allow educators to provide daily instruction time in foundational skills and concepts. <i>For FY23, this expense is covered by ARP ESSER.</i>	-	235,800.24	231,193.05 158,137.37 Salary: 120,202.79 Benefits: 37,934.58
Other	These expenditures are reflected in FY21 and FY22: We will hire one School Instructional Specialist (see Job Description School Instructional	-	-	87,388.77 88,062.95 Salary:

	Specialist – FTE 1.00) who will serve as a district-wide Special Education Instructional Coach, lead professional development to address areas of weakness as determined by walk-through observations, teacher mentor, and monitor district-wide ESS instructional practices. For FY23, this expense is covered by ARP ESSER.			65,549.74 Benefits: 22,513.21
Other	For the FY23/SY22-23, we will hire 25 Class Size Reduction units 19.03 FTE. The expenditures below are reflected in FY21 and FY22 only: We will hire 46 Class Size Reduction Units (see Job Description Teacher - FTE 27.09) will allow us to address our at-risk population with smaller classes, in addition, it allows us to comply with social distancing guidelines. It will provide more explicit or systematic instruction with ample opportunities for practice and effective immediate feedback, such as process-directed feedback, which ties feedback directly to students' actions and learning goals. For FY23, class size reduction units for secondary schools are being covered by ARP ESSER.	780,000.00	64,136.38	2,295,799.41 3,034,559.88 Salary: 2,548,393.47 Benefits: 486,166.41
Other	These expenditures are reflected in FY21 and FY22: We will hire 15 additional instructional aides (see Job Description Instructional/Clerical Aide – FTE 14.00) to assist with behavioral interventions including designing continuous monitoring and identifying issues or activities that may lead to issues with students' mental wellness. They will also serve as early warning systems to impede student emergencies, document the impact of interventions, and track student progress toward a specific goal. For FY23 this expense is covered by ARP ESSER.	550,000.00	150,000.00	486,313.31 451,740.49 Salary: 273,783.58 Benefits: 177,956.91
Other	These expenditures are reflected in FY21 and FY22: Additional summer employment to increase a 9-month psychometrist to a 10-month for testing. For FY23, this expense is covered by ARP ESSER.	-	-	6,006.99 6,006.26 Salary: 4994.40 Benefits: 1,011.86
Total Need for Remediation/Intervention Programs				3,894,265.22 4,347,248.24

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	Family Support Resources Description	Funding Source		
		State/Local Funds	Other Federal Funds (including ESSER 1)	ESSER 2 Funds
Communication Tools	NA			
Homework Hotline	NA			
"On-Call" Staff for Family Tech/other Issues	NA			
Other	These expenditures are reflected in FY21 and FY22: We will hire 13 additional Parental Involvement Specialists (see Job Description Parental Involvement Specialist – FTE 7.50) and one Behavior Specialist (see Job Description Behavioral Specialist – FTE 1.00) that will provide social and emotional support to our students and families. They will identify and collaborate with families and communities in engaging families as partners in their children's education and strengthen the relationships between home, school, and community. Send surveys to parents and community members about the strengths, talents, and services they possess and are willing to share with the school. Identify a liaison to cultivate and coordinate these partnerships. For FY23, this expense is covered by ARP ESSER.	-	385,000.00	557,514.89 542,481.80 Salary: 391,337.79 Benefits: 151,144.01
Other	These expenditures are reflected in FY21 and FY22: We will implement a community school program called Bright Key for Dothan City Schools, which is dedicated to meeting the comprehensive needs of every student. We focus on fostering growth by considering all facets of a student's life, including his/her family, school, and community. We believe the success of this program can only be accomplished by listening to the parents, teachers, and community members and acting on the needs of those stakeholders. This will include two school coordinators (see Job Description Parental Involvement Specialist – FTE 2.00) and one district coordinators and supplies (see Job Description Central Office Coordinator – FTE 1.00). The coordinators will participate in professional development by attending community school conferences and organizations, such as 1) the University of Alabama	163,728.77	-	341,869.52 261,719.07 Salary: 183,135.68 Benefits: 70,947.46 Travel, Supplies, Printing & Binding & Registration: 84,561.35 7,635.93

	<i>"Doing What Matters for Alabama's Children"</i> conference - Conference will address current and future challenges for children. The goal is to learn about these challenges and find ways for Bright Key to help meet needs related to these challenges. 2) National Community Schools & Family Engagement Conference - Session strands include: Collaborative Leadership & Structures that Support Community Schools; Parent Leadership, Advocacy & Community Organizing; Research, Evaluation & Data; Strengthening Relationships through Inclusion, Equity & Opportunity 3) National Association of Family, School, and Community Engagement - Conference Information: Gain strategies to promote equitable family engagement practices; Discover family engagement practices that lead to maximum learning advances for students; Assess the effectiveness of the family engagement efforts in your school or district; Learn how to build the capacity to support collaborative family and school partnerships; Network and exchange ideas with educators from around the nation; and Gain strategies to connect with families in a virtual environment For FY23 this expense is covered by ARP ESSER.			
Other	These expenditures are reflected in FY21 and FY22: S4 Services (Supplemental Services 4 Student Success) Dothan City Schools collaborates through a partnership with the local mental health facility, SpectraCare, to provide on-site mental services health services, including preventative and crisis interventions. Each school provides all services in a quiet, private, and confidential space. Students or parents are not billed for this service. For FY23, this expense is covered by ARP ESSER. These expenditures are reflected in FY21 and FY22: Crisis Teams - Crisis Teams are set up at each school and trained to act when a crisis situation arises with a	180,000.00	-	333,000.00 162,409.46

	student, an employee, or even a schoolwide threat. Part of this process includes the SpectrCare Crisis contract. Dothan City Schools has an agreement with the school-Based Mental Health Service in our city to provide immediate assistance should a student or employee be in need. For FY23 this expense is covered by ARP ESSER. These expenditures are reflected in FY21 and FY22: Social Workers - Dothan City Schools contracts with SpectraCare to provide two full-time social workers housed at the two largest secondary schools who provide therapy at these schools as well as access across the system and, if needed to intervene with a home-school connection, providing safety plans, guidance to outside agency support, and case management to help parents and students achieve success. For FY23, this expense is covered by ARP ESSER.			
Other	These expenditures are reflected in FY21 and FY22: We will develop a district-wide Testing Team to relieve school Counselors so they can address the mental health of students and faculty. The Assessment Team will consist of a coordinator (see Job Description Central Office Coordinator – FTE 1.00) overseeing all state and benchmark assessments within the district. Three supervisors (see Job Description Central Office Supervisor – FTE 3.00) will be assigned to a specific state assessment and coordinate with the building test coordinators to develop, implement, monitor, and report state assessment and benchmark testing. For FY23, this expense is covered by ARP ESSER.	-	-	429,475.44 423,761.46 Salary: 322,514.58 Benefits: 101,246.88
Other	These expenditures are reflected in FY21: School supplies for students. Due to the financial impact the pandemic has caused this to provide school supplies to students at no cost to families.	566,575.96	1,055,902.43	96,589.96
Total Need for Family Support Resources				1,758,449.81 1,486,961.75

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	These expenditures are reflected in FY21 and FY22: Mental Health Program, Character Counts: SEL Tier I Core Whole Child for Character Building primary grades district-wide. This involves school counselors, program specialists, and parental involvement specialists. Introduction to Character Counts is the Six Pillars of Character. Decision-making strategies that include the Best Possible Results and the stakeholder's approach TEAM as our dynamic driving strategy. Positive school or organizational climate. Behavior change theory. Growth mindset research-based instructional strategies. Increasing Positive Parent Engagement. This workshop will give educators tools to gain parents' support for the school's efforts to promote good character. It will also include successful engagement activities and strategies on how to deal with challenging parents. Dealing with At-Risk, ADHD, and other learning challenges. Components included are truancy training, cultural competency and socioeconomic awareness, and diversity. Best practices to recognize symptoms and effectively assists students with various behavioral and learning challenges, including Attention Deficit Hyperactivity Disorder ADHD, Oppositional Defiance Disorder (ODD), Anxiety Disorder ASD, Autism Spectrum Disorder ASD, Sensory Processing Disorder SPD, and other emotional or behavioral challenges.	-	-	10,855.27
Other	These expenditures are reflected in FY22: Purchase of Indoor Gross Motor Equipment - With the need to social distance and follow a cohort scheduling model, we have limited the number of students who can access the playground at one time. Classes are required to participate in 60 minutes of gross motor activities per day. We need to purchase indoor playground equipment for rainy days to help ensure we are meeting the required number of minutes while maintaining the cohort schedule. This equipment does not cause facilities to upgrade. This equipment will focus on therapeutic methods to address gross motor skills.	-	-	6,000.00 6,000.68
Other	These expenditures are reflected in FY22: The purchase of Instructional Equipment	100,000.00	70,604.00	46,902.00

	to enhance Workforce Development in CTE programs, such as Wacom Graphic drawing tablets, Universal Laser Systems an Engraver and supplies, microscopes, Edge Integrated Electrophoresis System 360 Lincoln Welders. Equipment and technology are essential elements of high-quality CTE programs as defined in ACTE's comprehensive, research-based Quality CTE Program of Study Framework.			
Other	These expenditures are reflected in FY22: The purchase of PowerSchool Online Enrollment platform to enhance communication options with students and families through a variety of resources, tools, options, etc.	-	21,276.01	30,000.00 26,198.12
Other	These expenditures are reflected in FY21 and FY22: We will hire 5 additional nurses (see Job Description Licensed Registered and Licensed Practical Nurse - FTE 4.00) and 1 Healthcare Liaison (see Job Description Healthcare Liaison - FTE 1.00) to help with Covid needs and CDC guidelines. For FY23 this expense is covered by ARP ESSER.	26,771.39	195,818.57	260,915.77 229,651.19 Salary: 156,355.03 Benefits: 73,296.16
Other	These expenditures are reflected in FY21 and FY22: Mental Health Program, Strengthening Families™ - This an evidence-based program for counselors and parental involvement specialists with the 5 Big Ideas of approach - a protective factors approach an approach, not a model, a changed relationship with parents, alignment with developmental science, ways they may be able to use both the Strengthening Families and Youth Thrive approaches in their work.	-	-	5,611.00
Other	These expenditures are reflected in FY21 and FY22: Mental Health Program, Thriveway -Evidence-based SEL and Mental Health literacy curriculum for students that is used district-wide, K-12, consistently implemented in elementary and secondary settings. To improve Readiness to Learn, Attendance, and close achievement gaps.	-	-	41,488.61
Other	These expenditures are reflected in FY21 and FY22: The Employee Assistance Program provides up to three confidential counseling sessions to help staff and immediate family with grief and loss, stress management, alcohol/substance use, marital/relationship issues, anxiety, depression, anger management, family conflicts, work-life balance, behavior change, personal growth, and trauma.	-	-	19,000.00
Other	These expenditures are reflected in FY22: we will hire one CTE Coordinator. The CTE Workforce Development	-	-	107,420.01 108,314.57

	Coordinator (see Job Description Central Office Coordinator – FTE 1.00). The CTE Workforce Development Coordinator will implement and oversee the Dothan Tech Workforce Academy Initiative. This initiative will be the development and partnership with local businesses in the placement of students for work-based learning opportunities. This person will manage the Work-Based Learning teacher at Dothan Tech. The CTE WD Coordinator will work with the DACC and local businesses in bringing industry into all CTE programs in grades 7 - 12. The CTE WD Coordinator will be the point person to collaborate and implement the Liberty Learning initiative at DHS. This person will also work with elementary schools in conjunction with Bright Key regarding career exploration and industry exposure to elementary students. The CTE WD Coordinator will also be assigned building administration duties by the Dothan Tech Principal. The CTE WD Coordinator will be responsible for initiating industry tours for all CTE programs throughout each school year. The CTE WD Coordinator will annually organize and implement 6th-grade and 9th-grade student recruitment visitation to Dothan Tech. For FY23, this expense is covered by ARP ESSER.			Salary: 82,055.25 Benefits: 26,259.32
Other	This expenditure was not reflected in the ESSER 2 budget. It was pulled out in FY21 because it was being covered by State and ESSER 1 funds. We will hire one Mental Health Coordinator (see Job Description Mental Health Services Coordinator – FTE .59) who will identify and address disruptions to students' mental and emotional health, social systems of support, and learning environments while requiring a new focus on social-emotional well-being. They will provide a tiered referral process to target support based on individual student's needs. For FY23, this expense is covered by ARP ESSER and State funds.	40,000.00	53,364.45	56,700.30 0.00 Salary: 0.00 Benefits: 0.00
Other	These expenditures are reflected in FY21 and FY22: Purchase services through Kelly Services for permanent Subs for all schools due to the high teacher absenteeism, which is directly related to the global pandemic. For FY23, this expense is covered by ARP ESSER.	-	312,524.52	354,154.69 253,491.35
Other	These expenditures are reflected in FY22: We will hire one Professional Development Coordinator (see Job Description Central Office Coordinator – FTE 1.00) who will engage staff in	-	117,900.12	116,212.81 120,086.78 Salary: 92,143.02

	professional learning that provides differentiated instructional strategies. Offer professional learning that will focus on building teachers' capacity as they work to increase academic knowledge in the content areas. Also, educators can explore how to make content comprehensible by building opportunities through purposeful scaffolded and differentiated tasks and embracing the background knowledge and experiences brought to the classroom. For FY23, this expense is covered by ARP ESSER.			Benefits: 27,943.76
Other	These expenditures are reflected in FY21 and FY22: Instructional Equipment and Supplies for life skills are taught in Special Educational units. Students participating in the Alabama Alternate Standards will also utilize this equipment to practice life skills aligned with secondary transition goals. Updated equipment will create a more soothing and inviting environment to increase social/emotional well-being.	48,332.50	1,918.50	67,000.00 66,154.81
Other	These expenditures are reflected in FY21 and FY22: Classroom audio enhancement system. Ensuring every student receives proper volume and clarity of instruction and can understand what is being taught can already be a challenge with the normal background noise of a classroom environment. With teachers needing to speak from under a mask, classroom audio solutions become essential in student education. Recent research has demonstrated that students with normal hearing ability benefit from using classroom amplification systems. Amplification systems allow teachers to control, stabilize, and equalize the background noise at all locations within the classroom. Studies have found positive effects for students in amplified classrooms, including improved academic achievement and speech perception and increased on-task behavior. The use of amplification systems can only achieve positive outcomes when the existing classroom instruction is effective.	-	-	100,000.00
Other	This expenditure will reflect in FY23 only: The purchase of 200 Chromebooks for elementary schools so they can utilize them for virtual programs.			39,687.78
Total Need for Other Tools Supporting Unfinished Learning				1,222,269.46 1,073,442.16

Total Budget for Unfinished Learning

Total Estimated Budget Need for Supporting Unfinished Learning

7,123,848.38
6,993,409.33

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/Air Quality	These expenditures are reflected in FY21 and FY22: Upgrades to HVAC PAC 3 to include air purifiers. Install new DOAS unit and duct systems with VVT, multizone VRF 200T, 4 DX heat pumps 80T, IAQ measures, and 38-unit ventilators at Girard Intermediate. Install 65 fan coil units and IAQ measures at Selma Street Elementary.	1,764,000.00	-	2,000,000.00
Windows	NA			
Air Quality	NA			
CTE Lab Ventilation/ Air Quality	NA			
Custodial	These expenditures are reflected in FY21: Cleaning Supplies to reduce the risk of virus transmission and to meet CDC guidelines.	180,000.00	-	84,472.39
Staffing	NA			
Other	These expenditures are reflected in FY21: Flooring- removing carpet and replacing it with vinyl flooring to help reduce the risk of virus transmission at the following schools: Kelly Springs, Selma Street, Girard Primary, Beverley, Carver 9th Grade, and Carver MST.	180,000.00	-	190,000.00
Other	Indirect Cost 17.72% Unrestricted Rate (FY22) Indirect Cost 20.53% Unrestricted Rate (FY23)			1,267,582.95 1,406,971.72
Total estimated Budget Need for Facility Renovations				3,542,055.34 3,681,444.11

TOTAL ESSER 2 FUNDING (LEA PORTION ONLY)

Category	Total
Budget – High-Quality Instructional Materials	242,853.28 242,612.28
Budget – High-Quality Professional Development	463,122.69 291,291.28
Budget – Unfinished Learning Supports	7,123,848.38 6,993,409.33
Budget – Facilities	3,542,055.34 3,681,444.11
Total ESSER 2 Funds*	11,208,757.00

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

CERTIFICATION & SIGNATURE

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

Mrs. Stephanie Walker

LEA Chief School Financial Officer Name

(334)793-1397

Telephone Number

Stephanie Walker

LEA Chief School Financial Officer Signature

12/9/2022

Date

Dr. Dennis Coe

LEA Superintendent Name

(334)793-1397

Telephone Number

Dr. Dennis Coe

LEA Superintendent Signature

12/9/2022

Date

Send completed application to ESSERroundtable@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

Date Signed

Date ESSER 2 Funds Released

12/12/2022
[Signature]

12/14/2022

Alabama State Department of Education

Amendment #1

12/10/21

This amendment is to correct an indirect cost error identified by LEA Accounting. My indirect cost will increase from 10% to 15.37%, our unrestricted amount for FY21. Due to this increase, our substitute allocation needed to be lowered from 567,000.00 to 354,154.69. Also, we had to increase our allocation of sensory room materials from 62,000 to 67,000 due to an additional room needed at our new school.

Amendment #2

1/18/22

The second amendment is mainly due to salaries and benefits changes for FY22. In the original application, we had to estimate the cost of our salaries and benefits. As we filled positions, the individuals' cost was more or less than expected. The only areas that changed that were not salary and benefits was the schools' supplies (from \$100,000.00 to \$96,589.96), the cleaning supplies (from \$84,472.21 to \$84,472.39), indirect cost (from \$1,226,823.22 to \$1,267,582.95) and, the mental health programs: Character Counts (from \$4,800.00 to \$5,611.00), Thriveway (from \$32,982.00 to \$41,488.61), and Strengthening Families (from \$10,067.00 to \$10,855.27). The mental health program, Jason Platt, has been removed from the budget and shifted to the ARP ESSER application.

Amendment #3

5/22/22

The third amendment is due to the shift of needs among our teachers in professional development. The following items were added and caused a \$163,122.69 increase in professional development cost: Alabama Best Practices to address the instructional gaps in secondary schools; Kid First to address the mentoring of teachers; and Edgenuity to assist teachers using a virtual platform for instructional purposes. We also will have more than what was expected to attend the AMSIT training this summer. These funds were moved from our Community Schools Program, Bright Key, to offset the professional development cost increase.

Amendment #4

12/8/22

The fourth amendment is necessary since this is our last fiscal year of ESSER II. The monies not spent on specific budget items (you can see in RED) were shifted to cover the salaries and benefits of class reduction teacher units in elementary schools. Most of the expenditures in ESSER II have dissolved, or they are being covered in ARP ESSER funds. Anything written in red indicates a change in the budget amount or the purchase description.

DOTHAN CITY SCHOOLS

JOB TITLE: Healthcare Liaison

QUALIFICATIONS:

1. Current Alabama Registered Nurse (RN) or Licensed Practical Nurse license.
2. Associate's degree or Bachelor's degree from an accredited nursing school.
3. Three (3) years successful experience in pediatric, public health, or school nursing preferred.
4. Current first aid and CPR certification.
5. Valid Alabama Driver's License.
6. Must meet background clearance requirements as specified by Alabama statutes and State Board of Education regulations.

SALARY LEVEL: ALSDE Nursing Salary Schedule

FLSA: Non-Exempt

REPORTS TO: Superintendent

TERMS OF EMPLOYMENT:

Salary and benefits shall be paid consistent with the system's approved compensation plan. Length of the work year and hours of employment shall be those established by the system.

SUPERVISES: none

REQUIRED DUTIES AND RESPONSIBILITIES:

The Healthcare Liaison job responsibilities will include but are not limited to:

1. Fosters the relationship between employees, students, and the facilities providing their care.
2. Acts as the primary point of contact for health-related issues to the local Department of Public Health and local health care authorities.
3. Communicates with families and interacts with staff members regarding potential sensitive health issues.
4. Develops policies and procedures for quarantine of students or staff with identified contagions.
5. Relays important information to the Lead Nurse and administration.
6. Provide updates on school health issues.
7. Communicate with the school system administration regarding school health program and practice issues, state or federally mandated compliance issues, requirements, etc.

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EVALUATION:

Performance of this job will be evaluated in accordance with provisions of the Board's policy on evaluation of personnel.

SOURCE: Dothan City Schools, Dothan, Alabama

Adopted January 27, 2020

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DOTHAN CITY SCHOOLS

JOB TITLE: Mental Health Services Coordinator

QUALIFICATIONS:

An individual who possesses at least one of the following qualifications:

- Have a bachelor's degree in social work.
- Satisfy ALSDE qualifications for a school counselor.
- Satisfy ALSDE qualifications for a school nurse.
- Previous professional mental health experience or have been licensed in a mental health occupation including, but not limited to, licensure as a licensed professional counselor (LPC) or marriage and family therapist (MFT).
- Other qualifications as determined by the Alabama Department of Mental Health (ADMH) and the ALSDE.

SALARY LEVEL: Based upon the board approved salary schedule

FLSA: Exempt

REPORTS TO: Director of Exceptional Student Services

TERMS OF EMPLOYMENT:

Salary and benefits shall be paid consistent with the systems approved compensation plan. Length of the work year and hours of employment shall be those established by the system.

REQUIRED DUTIES AND RESPONSIBILITIES:

- Develop, sustain, and/or facilitate a comprehensive prevention and intervention program for students in Grades K-12 as determined by the LEA.
- Assist all students and families to increase the quality of education and community living.
- Work with students, families, teachers, and administrators to identify and address the social/emotional, mental health, and wellness needs of students through collaboration with school-based and community mental health professionals, including school counselors, school social workers, school nurses, school psychologists, school psychometrists, and school resource officers through the following activities:
 1. Provides assessments to determine the social, emotional, and behavioral needs of students for the purpose of pinpointing the source of school or

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parental concerns; coordinates effective intervention strategies that will lead the students to be more successful in school.

2. Serves on multidisciplinary team(s) to address needs of students, including students from special populations, to ensure data-informed implementation of appropriate services, programming, and/or placement.
3. Maintains accurate, complete, and punctual records as required by law, district policy, and administrative directions.
4. Abides by the Alabama Professional Educator Code of Ethics, in addition to those required by his or her professional specialty area.
5. Understands and adheres fully to requirements of FERPA and HIPPA.
6. Provides consultation and professional learning to administration, faculty, and other school employees on broad areas of mental health and wellness-related issues.
7. Consults with administrators and appropriate school employees to ensure student success and assists in the structure to remove barriers to learning.
8. Consults with parents regarding ways they can assist student(s) in becoming successful in and out of school.
9. Provides crisis intervention services as needed.
10. Assists schools in the prevention, intervention, and postvention of grief and/or suicide as needed.
11. Coordinates direct and indirect services for students and parents.
12. Serves as a liaison between school, families, and community agencies on a continuous basis.
13. Utilizes community resources to effectively serve family and student needs.
14. Assists the school in planning programs that prevent, reduce, or alleviate situations that interfere with the learning process of students.
15. Within one year after being hired as MHSC, earn a school-based mental health certificate by successfully completing a certification program developed by the ADMH.
16. Assume other reasonable job-related duties as assigned by the immediate Director.

In addition to those qualifications provided herein, the MHSC must:

1. Be able to pass criminal history background check.
2. Have successful experience working with students at risk.
3. Be certified in the Youth Mental Health First Aid program, if not, you will be trained.
4. Possess working knowledge of appropriate strategies for reducing behavior that places students at risk of not being promoted, dropping out, or not graduating.
5. Possess the ability to effectively communicate with students, families, and adults.
6. Possess the ability to develop, analyze, implement, and track prevention and intervention strategies and plans.

Daphn City Schools is an equal opportunity employer and does not discriminate on the basis of race, color, religion, sex, national origin, ancestry, age, marital status, or disability in its programs and activities. Daphn City Schools provides equal access to the Boy Scouts and other designated youth groups. A disability will not bar you from employment if you are able to perform the essential functions of the job for which you apply, with or without reasonable accommodation.

7. Possess knowledge of and the ability to analyze and utilize data (e.g., school processes, student learning, demographics, and perception) to effectively impact student progress.
8. Possess knowledge, understanding, and ability to access available alternative education opportunities and community resources to further improve students' ability to succeed academically and behaviorally.

REQUIRED KNOWLEDGE, SKILLS AND ABILITIES:

1. Ability to read, interpret and follow State Board of Education rules, School Board policies, Alabama Department of Mental Health regulations, and the appropriate state and federal statutes.
2. Knowledge and understanding of mental health principles, programs and services.
3. Knowledge of community resources and services available for student assistance.
4. Ability to counsel and assist students, parents and school personnel in the resolution of problems in student learning, behavior and mental health.
5. Ability to analyze and use data.
6. Ability to consult with parents, school personnel and the public.
7. Ability to maintain sensitivity to multicultural issues.
8. Ability to maintain confidentiality.
9. Ability to communicate effectively verbally and in writing using correct grammar, spelling and business English.
10. Physical and emotional ability and dexterity to perform required work and move about as needed in a fast-paced, high-intensive work environment.

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

SOURCE: Dothan City Schools, Dothan, Alabama

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DOTHAN CITY SCHOOLS

JOB TITLE: Central Office Supervisor

QUALIFICATIONS:

1. Master's Degree in appropriate area.
2. Alabama Certificate in appropriate area in K-12 School/Administration or K-12 Educational Leadership or Supervision.
3. Such alternatives to the above qualifications as the Board may find appropriate and acceptable.
4. Minimum 5 years successful experience in a K-12 setting.

SALARY LEVEL: Board approved salary schedule (12 month contract)

FLSA: Exempt

REPORTS TO: Appropriate Coordinator/Director

SUPERVISES: Assigned Personnel

TERMS OF EMPLOYMENT:

Salary and benefits shall be paid consistent with the system's approved compensation plan. Length of the work year and hours of employment shall be those established by the system.

DUTIES AND RESPONSIBILITIES:

1. Implement various educational programs and materials as directed.
2. Assists in the scheduling and implementation of support programs and participates in departmental meetings with assigned staff.
3. Maintains such record keeping as necessary.
4. Assists in resolving problems encountered by various stakeholders.
5. Participates in in-service and staff development activities and staff meetings as required or assigned.
6. Oversees the implementation of school system rules, administrative procedures, local board policy, and state and federal rules and regulations.
7. Reports to work on time and is in regular attendance.
8. Performs other tasks as assigned by the Superintendent and/or appropriate Coordinator/Director.

KNOWLEDGE, SKILLS, AND ABILITIES:

1. The physical demands described here are representative of those that must be met by an employee to successfully perform the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.
 1. The employee must regularly lift and/or move up to 10 pounds, frequently lift and/or move up to 25 pounds, and occasionally lift

and/or move over 25 pounds. Specific vision abilities required for this job include close vision, distance vision, color vision, peripheral vision, depth perception, and the ability to adjust focus.

- ii. The work environment characteristics described here are representative of those an employee encounters while performing the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.
- iii. The noise level in the work environment is usually moderate.
- iv. Ability to travel to more than one work location in the course of the day as assigned.

EVALUATION:

Performance of this job will be evaluated in accordance with the provisions of the Board's policy on evaluation of personnel.

SOURCE: Dothan City Schools, Dothan, Alabama

Pending Board Approval will be recommended on May 17, 2021

DOTHAN CITY SCHOOLS

JOB TITLE: Central Office Coordinator

QUALIFICATIONS:

1. Master's Degree in appropriate area.
2. Alabama Certificate in appropriate area in K-12 School/Administration or K-12 Educational Leadership or Supervision.
3. Such alternatives to the above qualifications as the Board may find appropriate and acceptable.
4. Minimum 5 years successful experience in a K-12 setting.

SALARY LEVEL: Board approved salary schedule

FLSA: Exempt

REPORTS TO: Appropriate Director

SUPERVISES: Assigned Personnel

TERMS OF EMPLOYMENT:

Salary and benefits shall be paid consistent with the system's approved compensation plan. Length of the work year and hours of employment shall be those established by the system.

DUTIES AND RESPONSIBILITIES:

1. Conducts analysis of various educational programs and materials.
2. Keeps informed about current trends and practices in the assigned field and disseminates professional information and materials to school staff.
3. Assists in the scheduling and directing of programs of professional development and participates in departmental meetings with assigned staff.
4. Coordinates and maintains such record keeping as necessary.
5. Conducts an instructional orientation program annually for all new personnel in the assigned area of responsibility.
6. Assists in resolving problems encountered by various stakeholders.
7. Participates in in-service and staff development activities and staff meetings as required or assigned.
8. Adheres to school system rules, administrative procedures, local board policy, and state and federal rules and regulations.
9. Reports to work on time and is in regular attendance.
10. Performs other tasks as assigned by the Superintendent and/or appropriate Director.

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KNOWLEDGE, SKILLS, AND ABILITIES:

1. The physical demands described here are representative of those that must be met by an employee to successfully perform the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

- i. The employee must regularly lift and/or move up to 10 pounds, frequently lift and/or move up to 25 pounds, and occasionally lift and/or move over 25 pounds. Specific vision abilities required for this job include close vision, distance vision, color vision, peripheral vision, depth perception, and the ability to adjust focus.

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

- ii. The noise level in the work environment is usually moderate.
- iv. Ability to travel to more than one work location in the course of the day as assigned.

EVALUATION:

Performance of this job will be evaluated in accordance with the provisions of the Board's policy on evaluation of personnel.

SOURCE: Dothan City Schools, Dothan, Alabama

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DOTHAN CITY SCHOOLS

JOB TITLE: Parental Involvement Specialist

QUALIFICATIONS:

1. Minimum of a bachelor's degree from an accredited institution, preferably in Education or related field.
2. Experience working with state level federal programs.
3. Recent experience in Title I parental involvement, preferred; experience in the last two years due to extensive changes in the requirements of parental involvement, preferred.
4. Extensive knowledge of current federal and state parent involvement compliance statutes, policies, and procedures, preferred.
5. Ability to demonstrate competent communication skills, to include speaking effectively with individuals and groups, and writing effective communication materials.
6. Ability to work well with students, parents, staff, and the community.
7. High integrity, excellent character, and good professional reputation. Ability to maintain confidentiality.
8. Ability to be regularly, reliably, and predictably at work.

SALARY LEVEL: 5.1

FLSA STATUS: Exempt

REPORTS TO: Principal/Assigned Central Office Director

TERMS OF EMPLOYMENT:

Salary and benefits shall be paid consistent with the system's approved compensation plan. Length of the work year and hours of employment shall be those established by the system.

REQUIRED DUTIES AND RESPONSIBILITIES:

1. Provide technical assistance to all Parent Involvement Professionals, Title I principals, administrators, and district level staff on all compliance issues related to parental involvement.
2. Provide Parental Involvement Professionals technical assistance on strategies to assist parents in helping students achieve academically.
3. Monitor the work of all Parental Involvement Professionals.

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4. Manage weekly schedules for Parent Involvement Professionals.
5. Oversee the school's Parent Resource Center.
6. Provide Title I schools technical assistance on writing parent compacts and school policies.
7. Develop and distribute Title I newsletter to all Title I schools.
8. Maintain accurate and current documentation of all program activities.
9. Provide information and activities designed to improve communication with parents.
10. Assist in planning and implementing parent/teacher/student activities.
11. Coordinate parent involvement activities for all private school parents as required.
12. Coordinate parent involvement activities for all migrant families as required.
13. Assist each Title I School in developing a parent involvement program that serves the needs of their parents, community and school.
14. Cooperatively work together with school leaders, other Title I parent involvement coordinators, teachers, students, and parents to effectively implement program activities.
15. Coordinate with other agencies as requested by Federal Programs Director.
16. Prepare special reports as requested by Federal Programs Director.
17. Work with schoolwide technical advisor to ensure parent input and oversee all documentation related to the process.

EVALUATION:

Performance of this job will be evaluated in accordance with the provisions of the Board's policy on the evaluation of personnel.

SOURCE: Dothan City Schools, Dothan, Alabama

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DOTHAN CITY SCHOOLS

JOB TITLE: Behavioral Specialist

QUALIFICATIONS:

1. Bachelor's Degree from an accredited institution with a degree in Psychology, Sociology, Criminal Justice or other related field.
2. Minimum two years successful experience working in a school setting.
3. Minimum five years successful experience managing adolescent behavior.
4. Such alternatives to the above qualifications as the Board may find appropriate.

SALARY LEVEL: 5.1

FLSA: Exempt

REPORTS TO: Principal

TERMS OF EMPLOYMENT:

Salary and benefits shall be paid consistent with the system's approved compensation plan. Length of the work year and hours of employment shall be those established by the system.

DUTIES AND RESPONSIBILITIES:

1. Assist in the development, implementation and enforcement of school discipline.
2. Provides guidance to and instruction for teachers and staff in the implementation of discipline policies.
3. Provide student observations.
4. Implement behavior plans.
5. Provide behavior intervention.
6. Provide behavioral support for teachers.
7. Counsel and provides guidance to students regarding personal or behavioral issues.
8. Investigates and documents disciplinary problems.
9. Provides consultation to parents, school personnel and representatives of community services and agencies with reference to students when disciplinary offenses have occurred.
10. Protects confidentiality of records and information and uses discretion when sharing such information within legal confines.
11. Prepares and analyzes disciplinary reports.
12. Assists in interpreting and enforcing federal and state laws and state and local board policies.

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13. Assists in communicating and clarifying the school's mission to students, staff, and community.
14. Assists in providing a safe, orderly environment that facilitates teaching and learning.
15. Displays the highest professional behavior when working with all stakeholders.

KNOWLEDGE, SKILLS AND ABILITIES:

1. Knowledge of laws, regulations, and policies governing education in state and system.
2. Knowledge of curriculum, instructional programs and best practices for appropriate level.
3. Ability to work with people in an effective manner.
4. Ability to communicate effectively, both orally and in writing.
5. Demonstrate interpersonal styles and methods to guide individuals and groups toward task accomplishment.
6. Ability to facilitate problem solving by individuals and groups.
7. Ability to use of technology resources in records, management, curriculum and the total school program.
8. Sufficient strength, agility and dexterity to perform all required tasks.
9. Demonstrate high standards of professional conduct.

EVALUATION:

Performance of this job will be evaluated in accordance with provisions of the Board's policy on evaluation of personnel.

SOURCE: Dothan City Schools, Dothan, Alabama

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DOTHAN CITY SCHOOLS

JOB TITLE: Lead Registered Nurse (RN)

QUALIFICATIONS:

1. Current Alabama Registered Nurse (RN) license.
2. Associate's degree or Bachelor's degree from an accredited nursing school.
3. Three (3) years successful experience in pediatric, public health, or school nursing preferred.
4. Current first aid and CPR certification.
5. Valid Alabama Driver's License.
6. Must meet background clearance requirements as specified by Alabama statutes and State Board of Education regulations.

SALARY LEVEL: ALSDE Nursing Salary Schedule

FLSA: Non-Exempt

REPORTS TO: (see Organizational Chart)

TERMS OF EMPLOYMENT:

Salary and benefits shall be paid consistent with the system's approved compensation plan. Length of the work year and hours of employment shall be those established by the system.

SUPERVISES: RNs and LPNs

REQUIRED DUTIES AND RESPONSIBILITIES:

In addition to the school nurse job description, the lead nurse responsibilities will include but are not limited to:

1. Management of school health care service delivery that is consistent throughout the school system.
2. Oversee policy and procedure review and revision.
3. Coordinate the establishment of guidelines, procedures, and training in First Aid/CPR/First Responder Program for schools and staff.
4. Conduct an annual performance evaluation of school nurses at completion of the school year.
5. Review and update all standard forms for the school health program.
6. Coordinate on-the-job training for new school nurses.
7. Develop timelines for health screenings.
8. Serve as a health consultant to the school system administration.

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9. Attend school nurse Director meetings.
10. Manage monthly school nurse meetings.
11. Relay important information to school nurses or administration. Provide updates on school health issues. Communicate with the school system administration regarding school health program and practice issues, needs of nurses within the system, state-mandated compliance issues, requirements, etc.
12. Collect information from other school nurses as required for system reports.
13. Maintenance of updated and accurate job descriptions for the school nurses.
14. Determine methods for documentation.
15. Establish process by which to identify student health needs.
16. Participate in evaluation of program through collection and review of data.
17. Serve on committees with local medical and health agencies related to health issues as system representative.
18. Serve as a leader in the school system for communicable disease control.
19. Coordinate in-service training for school nurses.
20. Assure that school system school health policies and procedures adhere to federal, state, and current standards and are correctly implemented throughout the school system.
21. Assume other reasonable job-related duties as assigned by the immediate Director.

KNOWLEDGE, SKILLS AND ABILITIES:

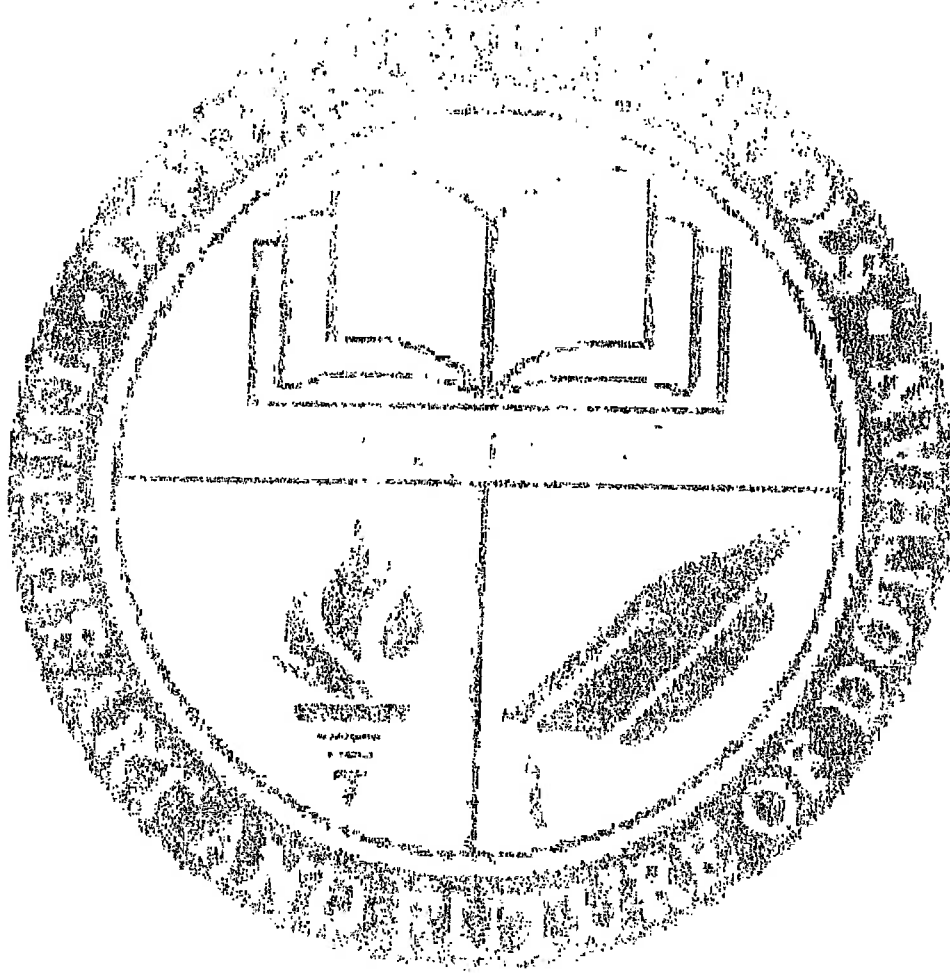
1. Knowledge of public health nursing as it applies to the public school system.
2. Ability to observe students for development and health patterns in making a nursing judgment and diagnosis.
3. Ability to implement plans for students with chronic health problems and coordinate the administration of medication within state law and Board policies.
4. Skill in listening, speaking and writing.
5. Ability to work with school personnel, parents, children and agencies.
6. Ability to communicate with the public, staff members, students, parents, administrators and other contact persons.
7. Ability to organize and plan to maximize use of available time.
8. Follow attendance, punctuality and proper dress rules.
9. Ensure adherence to good safety standards.
10. Maintain confidentiality regarding school/workplace matters.
11. Model and maintain high ethical standards.
12. Demonstrate initiative in the performance of assigned responsibilities.
13. Physical and emotional ability and dexterity to perform required work and move about as needed in a fast-paced, high intensive work environment.

Colton City Schools is an equal opportunity employer and does not discriminate on the basis of race, color, religion, sex, national origin, ancestry, age, marital status, or disability in its programs and activities. Colton City Schools provides equal access to the Boy Scouts and other designated youth groups. A disability will not bar you from employment if you are able to perform the essential functions of the job for which you apply, with or without reasonable accommodation.

EVALUATION:

Performance of this job will be evaluated in accordance with provisions of the Board's policy on evaluation of personnel.

SOURCE: Dothan City Schools, Dothan, Alabama



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DOTHAN CITY SCHOOLS

JOB TITLE: Licensed Practical Nurse (LPN)

QUALIFICATIONS:

1. Current Alabama License as a Licensed Practical Nurse 2. Clinical nursing experience with school age children in the hospital, community health or a pediatric clinic is desired.
2. Clinical nursing skills necessary to provide safe care to students with special health care needs.
3. Ability to communicate professionally and effectively with the supervising RN, administration, parents, faculty and students.
4. Possess current CPR certification (this may be obtained after employment).

SALARY LEVEL: ALSDE Nursing Salary Schedule

FLSA STATUS: Non-Exempt

REPORTS TO: Lead Nurse/ Supervising RN/Principal

TERMS OF EMPLOYMENT:

Salary and benefits shall be paid consistent with the system's approved compensation plan. Length of the work year and hours of employment shall be those established by the system.

REQUIRED DUTIES AND RESPONSIBILITIES:

1. Collaborates with the supervising RN to identify students with routine or special health care needs or procedures and follows the plan of care developed through collaboration with the supervising RN, health care personnel and parents.
2. In collaboration with the supervising RN, gathers all pertinent data to develop and implement an individualized health care plan for students with health care needs.
3. Communicates effectively and in a timely manner to the supervising RN to keep health care plans current and accurate.
4. Follows procedures established to notify the System Head RN of expected or unexpected absences.
5. Provides direct nursing services which include the administration of medications following all criteria in the Medication Curriculum developed by the Alabama State Department of Education and the Alabama Board of Nursing.

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6. Provides nursing care services as directed by the prescriber for students who require specialized procedures, such as:

- a. gastric tube insertion, replacement, and feedings
- b. urinary catheterization, clean and sterile
- c. administration of injectable medications
- d. administration of rectal or vaginal medications
- e. tracheotomy care, including suctioning invasive procedures or techniques sterile procedures
- h. receipt of verbal or telephone orders from a licensed prescriber

7. Documents all nursing activities thoroughly and accurately following established protocols.
1. Completes required departmental and/or state reports accurately before scheduled deadlines.
9. Assists in carrying out policies and procedures for control of communicable diseases within assigned schools.
10. Administer first aid to students according to standard nursing protocols and school policies.
11. Assist teachers with health education programs as directed by the supervising RN.
12. Performs nursing care within the LPN scope of practice as defined by the Alabama Board of Nursing.
13. Perform screening procedures as directed by the supervising RN.
14. Serve as a health liaison between school, healthcare provider, family, and community.
15. Report potential or current school health/safety/abuse issues or code of conduct violations to the Principal and supervising RN.
16. Maintains privacy and confidentiality in accordance with The Family Education Rights and Privacy Act (FERPA) and the Health Insurance Portability and Accountability Act (HIPPA).
17. Assists the supervising RN in the development, implementation, and maintenance of the school health office as assigned.
18. Performs other duties as assigned by the Student Services Director and/or Head Nurse.

KNOWLEDGE, SKILLS AND ABILITIES:

1. Knowledge of public health nursing.
2. Ability to observe students for development and health patterns in making a nursing judgment and diagnosis.
3. Ability to implement plans for students with chronic health problems and coordinate the administration of medication within state law and Board policies.
4. Skill in listening, speaking and writing.

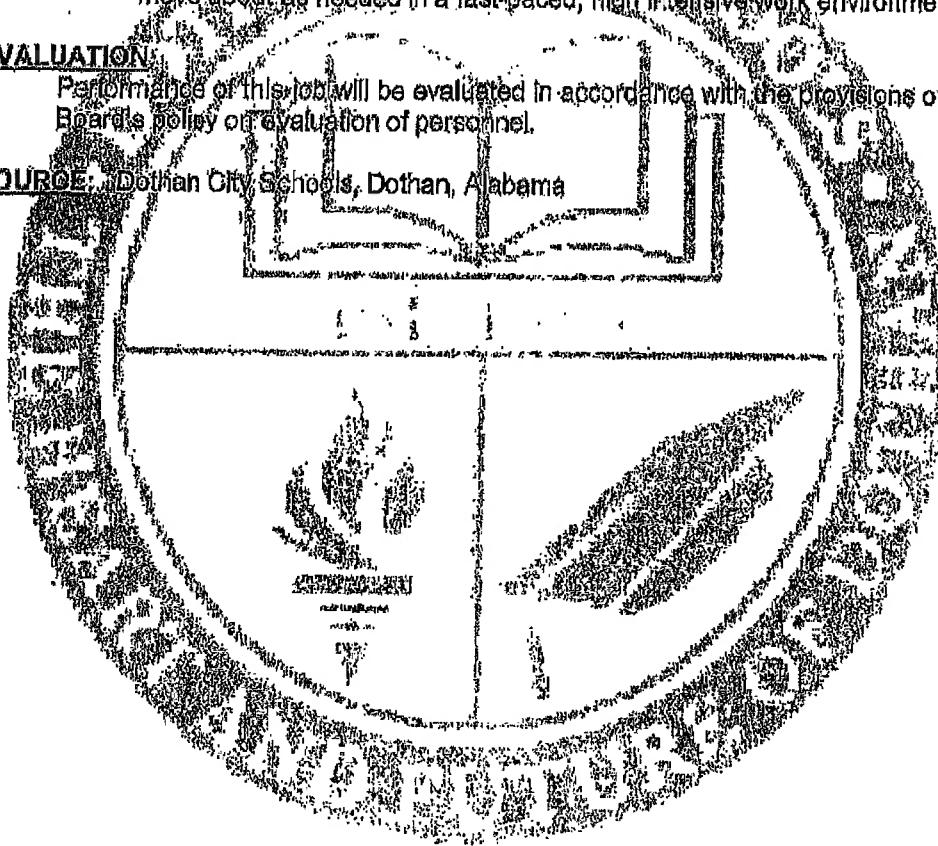
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5. Ability to work with school personnel, parents, children and agencies.
6. Ability to communicate with the public, staff members, students, parents, administrators and other contact persons.
7. Ability to organize and plan to maximize use of available time.
8. Follow attendance, punctuality and proper dress rules.
9. Ensure adherence to good safety standards.
10. Maintain confidentiality regarding school/workplace matters.
11. Model and maintain high ethical standards.
12. Demonstrate initiative in the performance of assigned responsibilities.
13. Physical and emotional ability and dexterity to perform required work and move about as needed in a fast-paced, high intensive work environment.

EVALUATION:

Performance of this job will be evaluated in accordance with the provisions of the Board's policy on evaluation of personnel.

SOURCE: Dothan City Schools, Dothan, Alabama



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DOTHAN CITY SCHOOLS

JOB TITLE: School Instructional Specialist

QUALIFICATIONS:

1. Master's Degree in appropriate area.
2. A minimum of five years teaching experience.
3. Such alternatives to the above qualifications as the Board may find appropriate and acceptable.

SALARY LEVEL: Based upon Board approved Salary Schedule

FLSA STATUS: Exempt

REPORTS TO: Assigned Central Office Director

TERMS OF EMPLOYMENT:

Salary and benefits shall be paid consistent with the system's approved compensation plan. Length of the work year and hours of employment shall be those established by the system.

REQUIRED DUTIES AND RESPONSIBILITIES:

1. Acts as liaison between the schools, central office, assigned "outside expert", assigned state department contract personnel, and state department accountability team.
2. Provides on-going coaching and support to classroom teachers and schools.
3. Visits school improvement schools on a regular basis.
4. Understands AYP and state accountability plan.
5. Knows and follows federal requirements for school improvement schools.
6. Ensures that school improvement schools use only research-based models, strategies, and materials.
7. Provides resource materials to teachers that support high-quality curriculum pacing and alignment.
8. Sets up and monitors required teacher mentoring programs.
9. Participates in all local and SDE training sessions regarding effective practices for school improvement.
10. Attends national conferences on school improvement and best practices for school improvement.
11. Conducts high-quality, sustained training sessions, presentations, and workshops.
12. Coordinates with other central office personnel to assess educational needs at both the school level and LEA level.

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13. Coordinates with other central office personnel to lead school faculties in analyzing results of "high stakes" state assessments.
14. Coordinates with other central office personnel to assist schools/LEAs in formulating and implementing school improvement plans.
15. Coordinates with other central office personnel to provide guidance to schools/LEAs on appropriate budgeting and expenditure of funds.
16. Performs other related personnel functions and projects as assigned.
17. Meets and works cooperatively with the principals.
18. Coordinates and maintains such record keeping as necessary.
19. Adheres to school system rules, administrative procedures, local board policy, and state and federal rules and regulations.
20. Reports to work on time and is in regular attendance.
21. Performs other tasks as assigned by the Superintendent, Director of Federal Programs/Staff Development and/or Directors of Curriculum Services.

OTHER DESIRABLE QUALITIES:

1. Strong motivation skills.
2. Excellent verbal and written communication skills.
3. Effective communication skills.
4. Organizational and data management skills required.
5. Excellent people/relationship building skills.
6. Ability to use problem-solving skills to generate solutions.
7. Must be team-oriented and flexible.
8. Thorough understanding of NCLB and AYP.
9. Ability to deliver training programs to achieve desired results.
10. Willingness to travel.

PHYSICAL DEMANDS:

The physical demands described here are representative of those that must be met by an employee to successfully perform the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

The employee must regularly lift and/or move up to 10 pounds; frequently lift and/or move up to 25 pounds; and occasionally lift and/or move over 25 pounds. Specific vision abilities required for this job include close vision, distance vision, color vision, peripheral vision, depth perception, and the ability to adjust focus.

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ENVIRONMENT:

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

The noise level in the work environment is usually moderate.

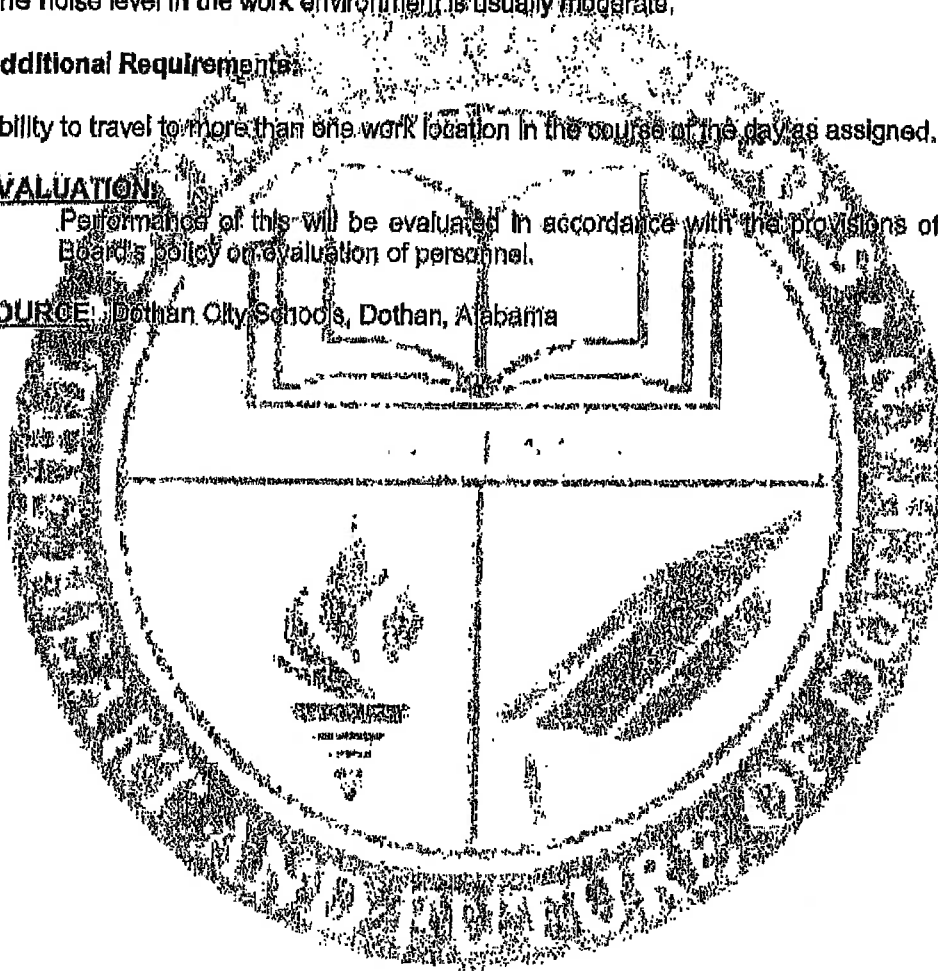
Additional Requirements:

Ability to travel to more than one work location in the course of the day as assigned.

EVALUATION:

Performance of this will be evaluated in accordance with the provisions of the Board's policy on evaluation of personnel.

SOURCE: Dothan City Schools, Dothan, Alabama



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DOTHAN CITY SCHOOLS

JOB TITLE: Instructional/Clerical Aide

QUALIFICATIONS:

1. Must hold an Associate's Degree (or)
 - a. Have completed a minimum of 48 semester hours of study at a regionally accredited institution of higher education (or)
 - b. Have successfully completed the Alabama State Board of Education approved WORKKEYS test.
2. Adequate strength and dexterity to perform all required tasks including lifting, stooping, and bending.
3. Ability to maintain good interpersonal relationships.
4. Meet background clearance requirements as specified by Alabama Statutes and State Board of Education regulations.

SALARY LEVEL: 25

FLSA: Non-Exempt

REPORTS TO: Principal

TERMS OF EMPLOYMENT:

Salary and benefits shall be paid consistent with the system's approved compensation plan. Length of the work year and hours of employment shall be those established by the system.

REQUIRED DUTIES AND RESPONSIBILITIES:

1. To understand and assist in upholding school rules, policies, and procedures.
2. To participate in the efficient and effective operation of the school as directed by the principal.
3. To respect the confidentiality of information pertaining to students and staff.
4. To assist in fostering positive student attitudes toward citizenship, self-discipline, morality, and patriotism.
5. Report for duty at least 15 minutes before the opening of school and remain at least 10 minutes after close of school unless special contract requires other hours.
6. Plan regularly with assigned teacher.
7. Work with individuals and groups of students as assigned.
8. Assist the teacher in student testing activities as assigned.

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9. Keep charts and records of students' performances and accomplishments as assigned. Assist the teacher in preparing materials necessary for a positive learning environment.
10. Perform clerical tasks including inventory, filing, and typing, operate audiovisual equipment, and care for equipment and materials.
11. Assist teacher with basic physical needs of students.
12. Take all the necessary precautions to provide for the safety and welfare of students.
13. Attend and participate in individual, school, and system professional development activities.
14. Maintain a cooperative working relationship with school staff, parents, and community.
15. Promote good public relations for school system with the public. Maintain the confidentiality of all school-related business.
16. Be familiar with and follow Board of Education policies.
17. Assume other reasonable job-related duties as assigned by the immediate Director.

EVALUATION:

Performance of this job will be evaluated in accordance with provisions of the Board's policy on evaluation of personnel.

SOURCE: Dothan City Schools, Dothan, Alabama

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DOTHAN CITY SCHOOLS

JOB TITLE: Teacher

QUALIFICATIONS:

1. Bachelor's degree from an accredited educational institution.
2. Certified by the State of Alabama in the appropriate area.
3. Must meet highly qualified status as determined by Alabama State Department of Education.
4. Must meet background clearance requirements as specified by Alabama statutes and State Board of Education regulations.

SALARY LEVEL: Board approved salary schedule

FLSA: Exempt

REPORTS TO: Principal

TERMS OF EMPLOYMENT:

Salary and benefits shall be paid consistent with the system's approved compensation plan. Length of the work year and hours of employment shall be those established by the system.

DUTIES AND RESPONSIBILITIES:

1. Understand and assist in upholding and enforcing school rules, administrative regulations, and Board of Education policies.
2. Participate in the efficient and effective operation of the school and school system. Such participation shall include teachers in consultation through meetings, conferences, and committee responsibilities.
3. Accept no other employment which interferes with the efficient and effective discharge of teacher duties and responsibilities.
4. To abide by the standards established for teachers' professional and personal conduct by the printed and published Code of Ethics.
5. To follow the courses of study approved by the State Board of Education and curriculum guides and textbooks approved and adopted by the Dothan City Board of Education. Other material used for instructional purposes must be approved by the principal.
6. To assist in fostering student attitudes through teaching, in all activities of the school program, the values of citizenship, self-discipline, morality, and patriotism.
7. Meet and instruct assigned classes in the locations at the times designated.
8. Develop and maintain a classroom environment conducive to effective learning within the limits of the resources provided and appropriate to the interests and maturity of the students.

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9. Establish and maintain appropriate discipline in the classroom and assist staff in establishment and maintenance of discipline in the school environment.
10. Prepare for classes assigned, and show written evidence of preparation upon request of the principal.
11. Maintain accurate, complete, and correct records as required by law, board policy, and administrative regulation.
12. Evaluate student progress on a regular basis and in accordance with the system's established procedures.
13. Seek assistance of specialists as needed and make referrals when appropriate.
14. Take all necessary and reasonable precautions to protect students and to safeguard all equipment, materials, and facilities.
15. Make reasonable provision for being available to students and parents for education related purposes outside the instructional day. Procedures for such conferences will be mutually agreed upon by faculty and administration.
16. Work with other staff members in planning school activities, instructional goals, objectives, and methods.
17. Assist in the selection of books, equipment, and other instructional materials.
18. All teachers participate in extracurricular activities as mutually agreed upon by faculty and administration.
19. Attend and participate regularly in faculty meetings.
20. Maintain a professional, cooperative working relationship with parents and community.
21. Promote good public relations for school and school system with the general public.
22. Maintain and improve professional competence.
23. Perform other related duties during school necessary to the safe and effective operation of the school when requested by the principal.
24. Assume other reasonable and equitable job-related duties as assigned by the Immediate Director.

KNOWLEDGE, SKILLS AND ABILITIES:

1. Knowledge of child development and especially of characteristics of students in the age group assigned.
2. Knowledge of the prescribed curriculum.
3. Knowledge of current educational research.
4. Basic understanding and knowledge of current technology.
5. Knowledge of learning styles and skill in using varied teaching methods to address student learning styles.
6. Skill in oral and written communication with students, parents and others.
7. Ability to plan and implement activities for maximum effectiveness.
8. Ability to assess levels of student achievement effectively, analyze test results and prescribe actions for improvement.
9. Ability to maintain appropriate student supervision so that students have a safe and orderly environment in which to learn.

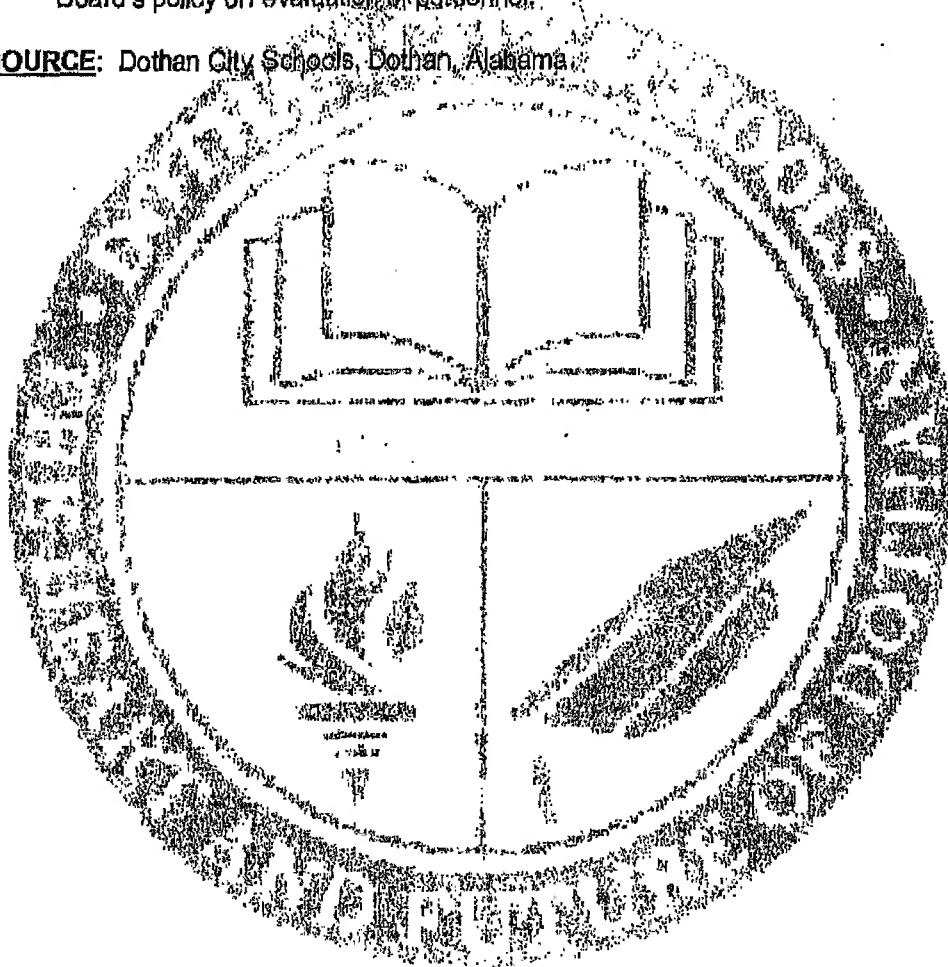
Dothan City Schools is an equal opportunity employer and does not discriminate on the basis of race, color, religion, sex, national origin, ancestry, age, marital status, or disability in its programs and activities. Dothan City Schools provides equal access to the Boy Scouts and other designated youth groups. A disability will not bar you from employment if you are able to perform the essential functions of the job for which you apply, with or without reasonable accommodation.

10. Ability to work effectively with peers, administrators and others.
11. Physical and emotional ability and dexterity to perform required work and move about as needed in a fast-paced, high-intensive work environment.

EVALUATION:

Performance of this job will be evaluated in accordance with provisions of the Board's policy on evaluation of personnel.

SOURCE: Dothan City Schools, Dothan, Alabama



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