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Allocations

American Rescue Plan (ARP) ESSER - Fiscal Year 2021 (Rev 0) - University Charter School

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	ARP-ESSER	ARP-ESSER-SR
Original Allocation	1,107,889.00	166,206.00
Incoming Carryover	0.00	0.00
Outgoing Carryover	0.00	0.00
Consortium	0.00	0.00
Total Allocation	1,107,889.00	166,206.00
Adjusted Allocation	1,107,889.00	166,206.00
Budgeted	1,107,889.00	166,206.00

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Assurances

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PROGRAMMATIC, FISCAL, AND REPORTING ASSURANCES

The local educational agency (LEA) assures it will submit a plan to the Alabama State Department of Education (ALSDE) that contains such information as ALSDE may reasonably require, including all information required by the U.S. Department of Education's (ED) [Interim Final Requirements](#) on ARP ESSER. The LEA will submit the plan by the date established by ALSDE.

The LEA will use ARP ESSER funds for activities allowable under section 2001(e) of the ARP and will reserve at least 20% of its ARP ESSER funds to address learning loss through the implementation of evidence-based interventions.

The LEA will comply with the maintenance of equity provision in section 2004(c) of the ARP.

The LEA assures either:

- (a) It will, within 30 days of receiving ARP ESSER funds, develop and make publicly available on the LEA's website a plan for the safe return of in-person instruction and continuity of services as required in section 2001(i)(1) of the ARP and in ED's [Interim Final Requirements](#), **or**
- (b) It developed and made publicly available on the LEA's website such a plan that meets statutory requirements before the enactment of the ARP that meets ARP requirements. (ARP was enacted March 11, 2021).

The LEA also assures that before making the plan publicly available, the LEA must seek public comment on the plan and take such comments into account when developing the plan.

The LEA will comply with all reporting requirements at such time and in such manner and containing such information as the ALSDE or ED may reasonably require including on matters such as:

- How the LEA is developing strategies and implementing public health protocols including, to the greatest extent practicable, policies and plans in line with the CDC guidance related to addressing COVID-19 in schools;
- Overall plans and policies related to State support for return to in-person instruction and maximizing in-person instruction time, including how funds will support a return to and maximize in-person instruction time, and advance equity and inclusivity in participation in in-person instruction;
- Data on each school's mode of instruction (remote, hybrid, in-person) and conditions;

- LEA uses of funds to meet students' social, emotional, and academic needs, including through summer enrichment programming and other evidence-based interventions, and how they advance equity for underserved students;
- LEA uses of funds to sustain and support access to early childhood education programs;
- Impacts and outcomes (disaggregated by student subgroup) through use of ARP ESSER funding (e.g., quantitative and qualitative results of ARP ESSER funding, including on personnel, student learning, and budgeting at the school and district level);
- Student data (disaggregated by subgroups) related to how the COVID-19 pandemic has affected instruction and learning;
- Requirements under the Federal Financial Accountability Transparency Act (FFATA); and
- Additional reporting requirements as may be necessary to ensure accountability and transparency of ARP ESSER funds.

The LEA assures that records pertaining to the ARP ESSER award under 2 C.F.R. § 200.334 and 34 C.F.R. § 76.730, including financial records related to use of grant funds, will be retained separately from other grant funds, including funds an LEA receives under the Coronavirus Aid, Relief, and Economic Security Act (CARES Act) and the Coronavirus Response and Relief Supplemental Appropriations Act, 2021 (CRRSA Act).

The LEA will cooperate with any examination of records with respect to such funds by making records available for inspection, production, and examination, and authorized individuals available for interview and examination, upon the request of (i) ED and/or its Inspector General; (ii) any other federal agency, commission, or department in the lawful exercise of its jurisdiction and authority; or (iii) the ALSDE.

The LEA will use ARP ESSER funds for purposes that are reasonable, necessary, and allocable under the ARP.

The LEA will provide services and assistance from ARP ESSER funds to students and staff during the period of funds availability. (March 13, 2020 – September 30, 2024)

OTHER ASSURANCES AND CERTIFICATIONS

The LEA will comply with all applicable assurances in OMB Standard Forms 424B and D (Assurances for Non-Construction and Construction Programs), including the assurances relating to the legal authority to apply for assistance; access to records; conflict of interest; merit systems; nondiscrimination; Hatch Act provisions; labor standards; flood hazards; historic preservation; protection of human subjects; animal welfare; lead-based paint; Single Audit Act; and the general agreement to comply with all applicable Federal laws, executive orders and regulations.

The LEA assures that, with respect to the certification regarding lobbying in Department Form 80-0013, no Federal appropriated funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with the making or renewal of Federal grants under this program.

The LEA will include in its local application a description of how the LEA will comply with the requirements of section 427 of GEPA (20 U.S.C. 1228a). The description must include information on the steps the LEA proposes to take to permit students, teachers, and other program beneficiaries to overcome barriers (including barriers based on gender, race, color, national origin, disability, and age) that impede equal access to, or participation in, the program.

The LEA will take all necessary steps to allow every student, teacher, and other program beneficiary to participate in the ARP ESSER program. If any barrier arises that impedes equal access to, or participation in the ARP ESSER program, the LEA will quickly address and resolve those issues.

The LEA will comply with all applicable requirements of the Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards (sometimes referred to as the Uniform Guidance, or the Uniform Grant Guidance (UGG)).

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.

GEPA ASSURANCES

The LEA will administer each program covered by the application in accordance with all applicable statutes, regulations, program plans, and applications, including, but not limited to federal education program laws, the General Education Provisions Act, the Education Department General Administrative Regulations, and the Uniform Grant Guidance.

The LEA assures that control of funds provided to the LEA, and title to property acquired with those funds, will be in a public agency and that a public agency will administer those funds and property.

The LEA will use fiscal control and fund accounting procedures that will ensure proper disbursement of, and accounting for, Federal funds.

The LEA will make reports to the ALSDE and to ED as may reasonably be necessary to enable the ALSDE and ED to perform their duties and that LEA will maintain such records, including the records required under [20 U.S.C. 1232f](#), and provide access to those records, as the ALSDE or ED deem necessary to perform their duties.

The LEA will provide reasonable opportunities for the participation by teachers, parents, and other interested agencies, organizations, and individuals in the planning for and operation of ED programs.

The LEA assures that any application, evaluation, periodic program plan or report relating to an ED program will be made readily available to parents and other members of the general public.

The LEA assures that in the case of any project involving construction-

- the project is not inconsistent with overall State plans for the construction of school facilities, and
- In developing plans for construction, due consideration will be given to excellence of architecture and design and to compliance with standards prescribed by the Secretary of Education under section 504 of the Rehabilitation Act of 1973 in order to ensure that facilities constructed with the use of Federal funds are accessible to and usable by individuals with disabilities.

The LEA assures they have adopted effective procedures for acquiring and disseminating to teachers and administrators participating in an ED program significant information from educational research, demonstrations, and similar projects, and for adopting, where appropriate, promising educational practices developed through such projects.

The LEA assures that none of the funds expended will be used to acquire equipment (including computer software) in any instance in which such acquisition results in a direct financial benefit to any organization representing the interests of the purchasing entity or its employees or any affiliate of such an organization.


LEA SUPERINTENDENT ASSURANCES


The LEA Superintendent certifies to the best of his/her knowledge and belief that all the information and data in this application are true and correct. The LEA Superintendent acknowledges and agrees that failure to comply with all assurances and certifications in this application, all relevant provisions and requirements of the American Rescue Plan Act of 2021 (ARP Act), Pub. L. No. 117-2 (March 11, 2021), 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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LEA Superintendent Assurances Confirmation


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LEA Superintendent Assurances Confirmation


☒ Indicates LEA Superintendent Approval based on Assurances.


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Grant	Substantially Approved Date
ARP ESSER	10/6/2021
ARP ESSER State Reserve	10/6/2021

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	Salaries (010 - 199)	Employee Benefits (200 - 299)	Purchased Services (300 - 399)	Materials + Supplies (400 - 499)	Capital Outlay (500 - 599)	Other Objects (600 - 899)	Indirect Costs (910)	Fund Transfers (920 - 929)	Other Fund Uses (931 - 999)	Total	
Instruction (1100)	309,759.00	168,140.00	0.00	0.00	0.00	0.00		0.00	0.00	477,899.00	Instruction (1100)
Attendance Services (2110)	0.00	0.00	0.00	0.00		0.00		0.00	0.00	0.00	Attendance Services (2110)
Guidance and Counseling Services (2120)	0.00	0.00	0.00	0.00		0.00		0.00	0.00	0.00	Guidance and Counseling Services (2120)
Testing Services (2130)	0.00	0.00	0.00	0.00		0.00		0.00	0.00	0.00	Testing Services (2130)
Health Services (2140)	0.00	0.00	0.00	0.00		0.00		0.00	0.00	0.00	Health Services (2140)
Social Services (2150)	0.00	0.00	0.00	0.00		0.00		0.00	0.00	0.00	Social Services (2150)
Work Study Services (2160)										0.00	Work Study Services (2160)
Psychological Services (2170)	0.00	0.00	0.00	0.00	0.00	0.00		0.00	0.00	0.00	Psychological Services (2170)
Speech Pathology and Audiology Services (2180)	0.00	0.00	0.00	0.00	0.00	0.00		0.00	0.00	0.00	Speech Pathology and Audiology Services (2180)
Other Student Support Services (2190)	0.00	0.00	0.00	0.00	0.00	0.00		0.00	0.00	0.00	Other Student Support Services (2190)
Instructional Improvement and Curriculum Development	0.00	0.00	0.00	0.00	0.00	0.00		0.00	0.00	0.00	Instructional Improvement and Curriculum Development
Instructional Staff Development Services (2215)	0.00	0.00	0.00	0.00	0.00	0.00		0.00	0.00	0.00	Instructional Staff Development Services (2215)
Educational Media Services (2220)	0.00	0.00	0.00	0.00	0.00	0.00		0.00	0.00	0.00	Educational Media Services (2220)
Other Instructional Staff Services (2290)	0.00	0.00	0.00	0.00	0.00	0.00		0.00	0.00	0.00	Other Instructional Staff Services (2290)
School Administrative (2300-2399)	263,160.00	80,967.00	0.00	0.00	0.00	0.00		0.00	0.00	344,127.00	School Administrative (2300-2399)
	Salaries (010 -	Employee	Purchased	Materials +	Capital Outlay	Other Objects	Indirect Costs	Fund	Other Fund	Total	

	199)	Benefits (200 - 299)	Services (300 - 399)	Supplies (400 - 499)	(500 - 599)	(600 - 899)	(910)	Transfers (920 - 929)	Uses (931 - 999)		
Security Services (3100)	0.00	0.00	0.00	0.00	0.00	0.00		0.00	0.00	0.00	Security Services (3100)
Operations and Maintenance (3200-3900)	0.00	0.00	0.00	0.00	0.00	0.00		0.00	0.00	0.00	Operations and Maintenance (3200-3900)
Student Transportation (4100-4199)	0.00	0.00	0.00	0.00	0.00	0.00		0.00	0.00	0.00	Student Transportation (4100-4199)
Food Services (4200-4299)										0.00	Food Services (4200-4299)
General Administrative (6000-6999)	45,450.00	18,835.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	64,285.00	General Administrative (6000-6999)
Capital Outlay - Real Property (7000-7999)					0.00					0.00	Capital Outlay - Real Property (7000-7999)
Debt Service - Long Term (8000-8999)										0.00	Debt Service - Long Term (8000-8999)
Adult Education (9110)	0.00	0.00	0.00	0.00	0.00	0.00		0.00	0.00	0.00	Adult Education (9110)
Community Education (9120)										0.00	Community Education (9120)
Extended Day/Dependent Care (9130)	195,799.00	25,779.00	0.00	0.00	0.00	0.00		0.00	0.00	221,578.00	Extended Day/Dependent Care (9130)
Preschool (9140)	0.00	0.00	0.00	0.00	0.00	0.00		0.00	0.00	0.00	Preschool (9140)
Other Adult/Continuing Education Programs (9150-9199)	0.00	0.00	0.00	0.00	0.00	0.00		0.00	0.00	0.00	Other Adult/Continuing Education Programs (9150-9199)
NonPublic School Programs (9200)										0.00	NonPublic School Programs (9200)
Community Services (9300-9399)	0.00	0.00	0.00	0.00	0.00	0.00		0.00	0.00	0.00	Community Services (9300-9399)
Total	814,168.00	293,721.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	1,107,889.00	Total
Adjusted Allocation										1,107,889.00	
Remaining										0.00	


SYSTEM PLAN ITEMS RELATED BY FISCAL RESOURCE
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There are currently no Goal or Action Step items associated with this Grant.


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ARP ESSER - Application Details


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Cover Page & Required Narratives

Superintendent of Schools

Name * JJ Wedgworth

ARP ESSER Point of Contact

Name * Ginger Lusty

Role * CSFO

Phone * 828-557-0899

Ext

Required Narratives

How does the LEA plan to use funds to implement prevention and mitigation strategies in order to continuously and safely operate schools for in-person learning?

- * ARP ESSER funds will be used to:
- Plan and implement summer learning and after school program activities
 - Address learning loss of our students
 - Other activities necessary to maintain the operation of and continuity of services.

UCS will ensure that no student or teacher will be denied participation based on gender, race, national origin, socioeconomic status, disability, or age.

In order to implement these strategies, the following staff will be hired:

Director of Operations and Culture, School Financial Specialist, Instructional Aides, Math Intervention Aide, Math Instructional Coach, After School program staff, and Summer Learning Camps stipends for current instructional staff.

How will the LEA ensure that the evidence-based interventions will address the academic impact of lost instructional time and ensure that those interventions respond to the academic, social, emotional, and mental health needs of all students including underrepresented student subgroups (each major racial and ethnic group, children from low-income families, children with disabilities, English Learners, gender, migrant students, students experiencing homelessness, and children and youth in foster care) and those who are particularly impacted disproportionately by the COVID-19 pandemic?

* The interventions in place will ensure that additional support is needed to not only address the impact of lost instructional time, but to also ensure that our diverse student population has individualized needs met through the additional support of instructional aides and specialized instructional support in core academic areas. These positions allow more work to be done to support students with recovering lost learning while ensuring that they can also engage in grade-level content.

How will the LEA comply with the requirements of section 427 of GEPA (20 U.S.C. 1228a)?

The description must include information on the steps the LEA proposes to take to permit students, teachers, and other program beneficiaries to overcome barriers (including barriers based on gender, race, color, national origin, disability, and age) that impede equal access to, or participation in, the ESSER III program.

* UCS will insure that all populations have the resources and access needed in order to be successful during this unprecedented time of learning. This can include providing additional support and intervention through instructional specialists for students who are struggling and and instructional aides for general classroom teachers and students. UCS will provide internet access to students who are unable to provide reliable access on their own. Students receive additional services (special education, English Language Learners, and more) will continue to receive these services regardless of their learning environment. If any barriers arise for any stakeholders, UCS will address immediately.

How will the LEA actively monitor their allocations, conduct interim audits to ensure an appropriate application of funds, collect and manage data elements required to be reported, and report this information to the community?

* The UCS CSFO will continue to prepare and present monthly financial statements at board meetings. In addition, the financial statements are posted on the UCS website along with check registers for public viewing.

How will the LEA meaningfully engage with families and communities throughout the life of the ARP ESSER and other relief funds?

* UCS is committed to building a strong parent and family-school partnership. UCS promotes and encourages parents and families and school personnel to be involved in all aspects of their child's education to include:

- Parent Academy: quarterly meeting/training held specifically for parents to learn about the technology being used at UCS, how to help their child academically, etc.
- Communication: a Friday communication is sent every Friday to every parent for upcoming events; System Calendar of events; fall festival; UCS website; teacher emails and phone calls, school-wide communication platform used for instant communication through apps, texts, phone calls, and emails.

In addition to the quarterly Parent Academy's held, additional meetings with parents will be held to understand proficiency levels of academic standards and curriculum, interpretation of state and local assessments, and methods for monitoring their child's education at home will be provided. Appropriate school personnel will inform parents of continuing education opportunities and will work with parents on techniques and activities to help their child achieve challenging state content standards.

UCS educates its teachers, support personnel, principal and other school leaders in the value and utility of contributions of parents, and in how to reach out, communicate, and work with parents as equal partners, implement and coordinate parent programs and build ties between parents and schools by:

- Emailing every Friday a newsletter
- Sending home graded assignments and monthly progress reports

- Scheduling parent-teacher conferences
- Making phone calls, sending home homework, and notes and weekly folders
- Encouraging parents to serve as volunteers/tutors
- Serving together on school committees
- Conduct Reading and Math nights for parents
- Parent participation in class parties, festivals, etc.

Provide the URL for the LEA Return-to-Instruction Plan.

* <https://www.universitycharterschool.org/>

LEA Reservation to Address Loss of Instructional Time

LEAs must reserve at least 20 percent of funds to address loss of instructional time through the implementation of evidence-based interventions and ensure that those interventions respond to students' social, emotional, and academic needs and address the disproportionate impact of COVID-19 on underrepresented student subgroups.

For this reservation of funds, the following interventions are allowable:

1. Summer Learning & Summer Enrichment Programs
2. Extended Day Programs
3. Comprehensive After-School Programs
4. Extended School Year Programs
5. Other – See Intervention box E for more details.

Budget Amount & Details for Interventions

	Amount
<input checked="" type="checkbox"/> Intervention A (Summer Learning & Summer Enrichment Programs)	107,685.00
<input checked="" type="checkbox"/> Intervention B (Extended Day Programs)	113,893.00
<input type="checkbox"/> Intervention C (Comprehensive After-School Programs)	0.00
<input type="checkbox"/> Intervention D (Extended School Year Programs)	0.00
<input type="checkbox"/> Intervention E (Other) <div style="border: 1px solid black; height: 15px; width: 200px; margin-top: 5px;"></div>	0.00
Total Cost:	221,578.00

Intervention A (Summer Learning & Summer Enrichment Programs)

Provide the following information for Intervention A (Summer Learning & Summer Enrichment Programs):

- 1) Brief description and timeline for each service (service must end by 9/30/2024)
- 2) Number of employees and FTE(s) (if applicable)
- 3) Itemized Budget using Function & Object codes (must match Budget Grid)

Example:

ARP ESSER funds will be used to host a Summer Enrichment Camp during the Summer of 2023. The camp will run for two weeks for four days a week. Subjects to be covered are science, technology, engineering, mathematics and reading. We will purchase general supplies such as pencils, notebooks, glue, color pencils, copy paper, etc. to effectively run the program. We will also purchase ELA & Math manipulatives to help improve student achievement. Additionally, we will purchase an online subscription to XYZ Company for the duration of the summer program to assist our participating EL students with the curriculum (See attached job description). Total cost: \$109,030.00

[Cont.]

9130 - [010-199] (Salaries) \$54,450.00 | 9130 - [200-299] (Benefits) \$11,430.00

9130 - [400-499] (Materials and Supplies) \$2,800.00 | 9130 - [400-499] (Software) \$20,000.00

4120 - [010-199] (Bus Driver Salaries) \$12,500.00 | 4120 - [200-299] (Bus Driver Benefits) \$3,200.00

4120 - [300-399] (Mileage for Buses) \$4,650.00

ARP ESSER funds will be used to support Summer Learning Camps during the summers of 2023 and 2024 to include 20 days of instruction each summer. These camps will be coordinated with ARI Summer Literacy Camps and high school learning experiences to address learning loss. The funds will be used to pay for stipends/benefits for up to 22 instructors. Total cost: \$107,685.00

9130 - [010-199](Salaries) \$90,000.00 | 9130 - [200-299](Benefits) \$17,685.00

Intervention B (Extended Day Programs)

Provide the following information for Intervention B (Extended Day Programs):

- 1) Brief description and timeline for each service (service must end by 9/30/2024)
- 2) Number of employees and FTE(s) (if applicable)
- 3) Itemized Budget using Function & Object codes (must match Budget Grid)

ARP ESSER funds will be used to support an After School Program for five days a week during the academic school year to continue to develop knowledge and skills to address learning loss for all students for FY2023 and FY2024. The funds will be used to pay for salaries and benefits for up to 8 part time employees.

9130 - [010-199](Salaries) \$105,799 | 9130 - [200-299](Benefits) \$8,094.00

Intervention C (Comprehensive After-School Programs)

Provide the following information for Intervention C (Comprehensive After-School Programs):

- 1) Brief description and timeline for each service (service must end by 9/30/2024)
- 2) Number of employees and FTE(s) (if applicable)
- 3) Itemized Budget using Function & Object codes (must match Budget Grid)

Intervention D (Extended School Year Programs)

Provide the following information for Intervention D (Extended School Year Programs):

- 1) Brief description and timeline for each service (service must end by 9/30/2024)
- 2) Number of employees and FTE(s) (if applicable)
- 3) Itemized Budget using Function & Object codes (must match Budget Grid)

Intervention E (Other)

Provide the following information for Intervention E (Other):

- 1) Brief description and timeline for each service (service must end by 9/30/2024)
- 2) Number of employees and FTE(s) (if applicable)
- 3) Itemized Budget using Function & Object codes (must match Budget Grid)

NOTE: If an LEA chooses to use the "Other" intervention option, the LEA must attach documentation in the Related Documents section that shows that the Intervention is evidence-based (Tier I | Tier II | Tier III | Tier IV).

4. Remaining ARP ESSER Fund Uses

The remaining LEA funds after the LEA Reservation to Address Loss of Instructional Time can be used for a wide range of activities to address needs arising from the COVID-19 pandemic. Please refer to the allowable uses document in the Document Library for more guidance.

Budget Amount & Details for Additional Uses (Include Name for Other Categories)		Amount
<input checked="" type="checkbox"/>	Category 1 (Personnel)	886,311.00
<input type="checkbox"/>	Category 2 (Technology & Online Subscriptions)	0.00
<input type="checkbox"/>	Category 3 (Facility Improvements)	0.00
<input type="checkbox"/>	Category 4 (Professional Development)	0.00
<input type="checkbox"/>	Category 5 (Curriculum Materials & Assessments)	0.00
<input type="checkbox"/>	Category 6 (Parent & Family Engagement Activities)	0.00
<input type="checkbox"/>	Category 7 (Other) <input type="text"/>	0.00
<input type="checkbox"/>	Category 8 (Other) <input type="text"/>	0.00
<input type="checkbox"/>	Category 9 (Other) <input type="text"/>	0.00
<input type="checkbox"/>	Category 10 (Other) <input type="text"/>	0.00
<input type="checkbox"/>	Category 11 (Other) <input type="text"/>	0.00
<input type="checkbox"/>	Category 12 (Other) <input type="text"/>	0.00
<input type="checkbox"/>	Administrative Costs (must be reasonable and necessary)	0.00
<input type="checkbox"/>	Indirect Costs (maximum amount is the unrestricted rate)	0.00
Total Cost:		886,311.00

Category 1 (Personnel)

Provide the following information for Category 1 (Personnel):

- 1) Brief description and timeline for each service (service must end by 9/30/2024)
- 2) Number of employees and FTE(s) (if applicable)
- 3) Itemized Budget using Function & Object codes (must match Budget Grid)

Example #1:

ARP ESSER funds will be used to employ two system-wide EL teachers (2.0 FTE) for the 2021-2022 and 2022-2023 school years to assist with the consistent increase of EL students within the district. In addition to working with students, the EL teachers will work with classroom teachers to ensure appropriate instructional strategies are implemented. (See job description in Related Documents section.)

Total cost: \$550,880.00 | 1100 - [010-199] (Salaries) \$354,450.00 | 1100 - [200-299] (Benefits) \$196,430.00

Example #2:

ARP ESSER funds will be used to employ certified teachers and paraprofessionals for the 2021-2022 and 2022-2023 school years to assist with closing the achievement gap of students within the district. The following list identifies the number of teachers and paraprofessionals at each school: School A - 2 Paraprofessionals (2.0 FTE); School B - 1 Teacher (1.0 FTE) & 1 Paraprofessional (1.0 FTE). (See job description in Related Documents section.)

Total cost: \$417,813.00 | 1100 - [010-199] (Salaries) \$321,123.00 | 1100 - [200-299] (Benefits) \$96,690.00

ARP ESSER funds will be used to employ 3.0 FTE paraprofessionals/instructional aides for FY22 and FY23, 1.0 FTE Math Intervention Aide for FY22, FY23, and FY24, 1.0 FTE Math Instructional Coach for FY23 and FY24 to assist with closing the achievement gap and learning loss of students at UCS. In addition, ARP ESSER funds will be used to employ an 1.0 FTE Director of Operations and Culture for FY22, FY23, and FY24, and a (0.5 FTE) School Financial Specialist for FY22 and FY23, with both positions to maintain the operation of and continuity of services at UCS. (See all job descriptions in Related Documents section.) Total cost: \$886,311.00

1100 - [010-199] (Salaries) \$309,759.00 | 1100 - [200-299] (Benefits) \$168,140.00

2310 - [010-199] (Salaries) \$263,160.00 | 2310 - [200-299] (Benefits) \$80,967.00

6310 - [010-199] (Salaries) \$45,450.00 | 6310 - [200-299] (Benefits) \$18,835.00

Category 2 (Technology & Online Subscriptions)

Provide the following information for Category 2 (Technology & Online Subscriptions):

- 1) Brief description and timeline for each service (service must end by 9/30/2024)
- 2) Number of employees and FTE(s) (if applicable)
- 3) Itemized Budget using Function & Object codes (must match Budget Grid)

Example:

ARP ESSER funds will be used to purchase Chromebooks, Chromebook carts, document cameras, and touch screen panels to increase academic technology usage and improve student achievement. ARP ESSER funds will also purchase a subscription to ABC (all subscriptions will expire prior to September 30, 2024).

Total Cost: \$432,158.00 | 1100 - [300-399] (Software License) \$30,000.00 | 1100 - [400-499] (Technology) \$402,158.00

Category 3 (Facility Improvements)

Provide the following information for Category 3 (Facility Improvements):

- 1) Brief description and timeline for each service (service must end by 9/30/2024)
- 2) Number of employees and FTE(s) (if applicable)
- 3) Itemized Budget using Function & Object codes (must match Budget Grid)

Example:

ARP ESSER funds will be used to replace 3 air conditioner units at ABC Elementary School, install 2 new air conditioner units at EFG Middle School, and repair 1 air conditioner unit at IJK High School. All services will be completed by June 2024. Total Cost: \$55,500.00

7200 - [500-599] (Capitalized Units) \$18,500.00 | 3200 - [400-499] (Non-Capitalized Units and Supplies for Repairs) \$37,000.00

Category 4 (Professional Development)

Provide the following information for Category 4 (Professional Development):

- 1) Brief description and timeline for each service (service must end by 9/30/2024)
- 2) Number of employees and FTE(s) (if applicable)
- 3) Itemized Budget using Function & Object codes (must match Budget Grid)

Example:

ARP ESSER funds will be used to provide ongoing, high quality professional development for administrators, teachers, and other instructional staff that support increased student achievement in all core subject areas.

- Consultants: Our mathematics adoption textbook company (ABC Company) will provide high quality professional development in October 2021 and December 2021 to all teachers within the LEA to prepare them for the COS adoption. Total Cost: \$14,000.00 | 2215 - [300-399] (Consultants) \$14,000
- Stipends: Teachers and other instructional support staff will be provided a stipend to participate in professional development that is outside of their contracted hours during the Spring of 2022. Total Cost: \$19,230.00 | 2215 - [010-199] (Stipends) \$11,456.00 | 2215 - [200-299] (Benefits) \$7,774.00

[Cont.]

- Substitutes: Teachers will work collaboratively during the school day to develop curriculum maps and common formative assessments once a quarter for the 2022-2023 school year for a total of 4 days. Our LEA uses ABC Company for subs, so all subs are contractual, and no benefits are provided. Total Cost: \$18,000.00 | 2215 - [300-399] (Contract for Subs) \$18,000
- Materials and Supplies: General supplies will be needed for all professional development sessions to include but not limited to chart paper, easels, paper, notebooks, pens, pencils, markers, colored pencils, etc. Total Cost: \$3,400.00 | 2215 - [400-499] (Supplies & Materials) \$3,400.00

[Cont.]

- Conference Attendance: 6 Teachers & 2 Administrators will attend the MEGA Conference (Mobile, AL) in July 2022 to be provided professional development from the ALSDE to support student achievement. Travel costs will include hotel, per diem, and mileage. Total Cost: \$22,000.00 | 2215 - [600-899] (Registration) \$4,000.00 | 2215 - [300-399] (Travel) \$18,000.00

Category 5 (Curriculum Materials & Assessments)

Provide the following information for Category 5 (Curriculum Materials & Assessments):

- 1) Brief description and timeline for each service (service must end by 9/30/2024)
- 2) Number of employees and FTE(s) (if applicable)
- 3) Itemized Budget using Function & Object codes (must match Budget Grid)

Example:

ARP ESSER funds will be used to purchase assessment supplies and materials to help provide real time data to increase student achievement. These will include actual assessments and general supplies. All services will be purchased by the end of the 2021-2022 school year. Total Cost: \$8,791.00 | 2130 - [400-499] (Assessment Supplies & Materials) \$8,791.00

Category 6 (Parent & Family Engagement Activities)

Provide the following information for Category 6 (Parent & Family Engagement Activities):

- 1) Brief description and timeline for each service (service must end by 9/30/2024)
- 2) Number of employees and FTE(s) (if applicable)
- 3) Itemized Budget using Function & Object codes (must match Budget Grid)

Example:

ARP ESSER funds will be used to purchase family handouts and resources for our Family Literacy Night in 2021 and 2022. The resources will include ELA and Math manipulatives and supplies needed to create family activities.

Total Cost: \$4,500.00 | 2190 - [400-499] (Supplies and Materials) \$4,500.00

Category 7 (Other)

Provide the following information for Category 7 (Other):

- 1) Brief description and timeline for each service (service must end by 9/30/2024)
- 2) Number of employees and FTE(s) (if applicable)
- 3) Itemized Budget using Function & Object codes (must match Budget Grid)

Category 8 (Other)

Provide the following information for Category 8 (Other):

- 1) Brief description and timeline for each service (service must end by 9/30/2024)
- 2) Number of employees and FTE(s) (if applicable)
- 3) Itemized Budget using Function & Object codes (must match Budget Grid)

Category 9 (Other)

Provide the following information for Category 9 (Other):

- 1) Brief description and timeline for each service (service must end by 9/30/2024)
- 2) Number of employees and FTE(s) (if applicable)
- 3) Itemized Budget using Function & Object codes (must match Budget Grid)

Category 10 (Other)

Provide the following information for Category 10 (Other):

- 1) Brief description and timeline for each service (service must end by 9/30/2024)
- 2) Number of employees and FTE(s) (if applicable)
- 3) Itemized Budget using Function & Object codes (must match Budget Grid)

Category 11 (Other)

Provide the following information for Category 11 (Other):

- 1) Brief description and timeline for each service (service must end by 9/30/2024)
- 2) Number of employees and FTE(s) (if applicable)
- 3) Itemized Budget using Function & Object codes (must match Budget Grid)

Category 12 (Other)

Provide the following information for Category 12 (Other):

- 1) Brief description and timeline for each service (service must end by 9/30/2024)
- 2) Number of employees and FTE(s) (if applicable)
- 3) Itemized Budget using Function & Object codes (must match Budget Grid)

Administrative Costs

Program Administration must be reasonable and necessary in order to manage the federal grant in a compliant and effective manner.

* The LEA is not utilizing grant funds for administrative costs. ▼

Provide a summary of how the grant program will be administered, including the title of the staff responsible for the grant administration, the FTE(s), and other funding sources (if applicable) that will contribute to administrative staff salaries/benefits. Additionally, the description must

include all estimated costs, match the administrative costs dollar amount listed above, and include the Function and Object codes associated with the charge.

Indirect Costs

Indirect Costs represent the expenses of doing business that are not readily identified with the ARP ESSER but are necessary for the general operation of the organization and the conduct of activities it performs. These costs must be reasonable and necessary, and LEAs can use the unrestricted indirect cost rate for calculation.

* The LEA is not utilizing grant funds for indirect costs. ▼

% - Unrestricted Indirect Cost Rate for LEA

Maximum Indirect Cost amount for the ARP ESSER Fund

Function/Object Code used on the Budget Grid

SYSTEM PLAN ITEMS RELATED BY FISCAL RESOURCE

[Expand All](#) [Collapse All](#)

There are currently no Goal or Action Step items associated with this Grant.



Teacher Job Description

Reports to: Principal

University Charter School

University Charter School (UCS) is an innovative PK-11 public charter school that opened in August 2018 in rural, Livingston, Alabama. UCS is designed to be a rural, diverse school that cultivates independent thought, promotes the building of character and civic responsibility, and is committed to preparing all students for personal and professional success through the discovery of individual learning pathways in a rigorous and integrated Science, Technology, Reading, Engineering, Arts, and Mathematics (STREAM) focused, project-based and place-based curriculum. The vision of University Charter School is to become a rural model for producing adaptable learners that have a strong sense of place, mission, and rural identity, and who recognize the value of collaboration within a school, across a community, and between diverse rural regions. Our graduates will be prepared to continually meet the demands of an ever changing economy and will be perceived as community leaders and catalysts for meaningful change. We see UCS as a purposeful, place-based, and collaborative pathway to encourage growth and retention in and to restore relevance to our rural community.

UCS is strategically and intentionally located on the campus of the University of West Alabama and was created in partnership with the University of West Alabama. UCS faculty and students will leverage the assets of the University through hands-on partnerships and academic projects with participating colleges and divisions that span health care, education, and the arts, to name a few.

UCS's approach to education is unique in a number of ways:

- **Location:** The school's location on the University of West Alabama campus in rural Sumter County, Alabama, will provide students with the opportunity to build rich and ongoing relationships with each other and benefit from the programs and opportunities available on campus and in our community. Sumter County, our rural community, has been challenged by a lack of high quality educational opportunities, a decline in overall child well-being, high poverty rates, high unemployment rates, low per capita income, and depopulation. UCS was created out of a partnership between the University of West Alabama and a rural, impoverished community in an effort to meet the educational needs of the children. By nurturing the diversity of a divided community, UCS presents a solution to the unique educational challenges that face

rural communities by providing a blueprint for others to follow, as well as presents opportunities to demonstrate and implement PK-12 best practices in a rural setting.

- **Curriculum:** UCS's curriculum is project-based and place-based, which will provide students with real-world local connections to what they are learning in school. Students will also have the autonomy to direct their course of study, allowing them to pursue academic work and projects that inspire them.
- **Diverse by design** - Last but not least, UCS will ensure that a diverse group of students can take advantage of all of the opportunities this school will offer.

Roles and responsibilities

- Work collaboratively with colleagues and community partners in a co-taught, interdisciplinary instructional setting, to design high quality, purposeful and meaningful learning experiences for students through a project-based, place-based and problem-based approach
- Attend and participate in curriculum design and planning sessions and professional development
- Develop meaningful and supportive relationships with students through a positive youth development lens
- Develop and maintain positive relationships and communication with parents and families
- Monitor students' progress towards performance outcomes and personal learning goals
- Other duties as deemed necessary by the principal to support and strengthen the community
- Bring your "A game" and have fun. It's what we do at University Charter School

Qualifications

The strongest candidates will have the following certifications, skills, and experiences:

- An undeniable enthusiasm for and commitment to authentically engaging youth
- Excellent verbal and written communication skills
- Exceptional organizational and planning skills
- AL Educator Licensure/Endorsements or equivalent Out-of-State Licensure/Endorsements (If hired, out-of-state candidates must obtain necessary AL licensure (required))
- Evidence of excellence in teaching in a student-centered and rigorous environment
- Experience in a project-based learning environment is strongly preferred, but not required
- Willingness to learn, explore, experiment, question, create, critique, and enhance as we RETHINK RURAL EDUCATION.

Salary and benefits

UCS offers a competitive salary dependent upon degree and experience and comprehensive benefits package including health insurance and retirement.



Instructional Assistant (Paraprofessional) Position

Reports to: Principal

University Charter School

University Charter School (UCS) is an innovative and PK-11 public charter school opened in August 2018 in rural, Livingston, Alabama. UCS currently has ~575 students in grades PK – 11 and will be adding an additional grade each year following. UCS is designed to be a rural, diverse school that cultivates independent thought, promotes the building of character and civic responsibility, and is committed to preparing all students for personal and professional success through the discovery of individual learning pathways in a rigorous and integrated Science, Technology, Reading, Engineering, Arts, and Mathematics (STREAM) focused, project-based and place-based curriculum. The vision of University Charter School is to become a rural model for producing adaptable learners that have a strong sense of place, mission, and rural identity, and who recognize the value of collaboration within a school, across a community, and between diverse rural regions. Our graduates will be prepared to continually meet the demands of an ever changing economy and will be perceived as community leaders and catalysts for meaningful change. We see UCS as a purposeful, place- based, and collaborative pathway to encourage growth and retention in and to restore relevance to our rural community.

UCS is strategically and intentionally located on the campus of the University of West Alabama and was created in partnership with the University of West Alabama. UCS faculty and students will leverage the assets of the University through hands-on partnerships and academic projects with participating colleges and divisions that span health care, education, and the arts, to name a few.

UCS's approach to education is unique in a number of ways:

- **Location:** The school's location on the University of West Alabama campus in rural Sumter County, Alabama, will provide students with the opportunity to build rich and ongoing relationships with each other and benefit from the programs and opportunities available on campus and in our community. Sumter County, our rural community, has been challenged by a lack of high quality educational opportunities, a decline in overall child well-being, high poverty rates, high unemployment rates, low per capita income, and depopulation. UCS was

created out of a partnership between the University of West Alabama and a rural, impoverished community in an effort meet the educational needs of the children. By nurturing the diversity of a divided community, UCS presents a solution to the unique educational challenges that face rural communities by providing a blueprint for others to follow, as well as presents opportunities to demonstrate and implement PK-12 best practices in a rural setting.

- **Curriculum:** UCS's curriculum is project-based and place-based, which will provide students with real-world local connections to what they are learning in school. Students will also have the autonomy to direct their course of study, allowing them to pursue academic work and projects that inspire them.
- **Diverse by design** - Last but not least, UCS will ensure that a diverse group of students can take advantage of all of the opportunities this school will offer.

Roles and responsibilities

The Instructional Assistant provides support to the instructional program within the assigned classroom with specific responsibility for working with individual and/or small groups of students; and providing clerical support to teacher/s. Instructional Assistants must enter data into school software programs for individual students. They indulge in adapting classroom activities for the purpose of reinforcing classroom goals and objectives. The Instructional Assistant must assist with weekly planning of instruction. Instructional Assistants receive their daily instructions from teachers, and they assist teachers in handling individual students and groups of students by imparting lessons. They assist young students with assignments and manage student behavior within a classroom and on the playground. It is also the duty of an Instructional Assistant to handle ancillary work such as creating materials for class instruction. They also help Lead teachers in managing students during activities such as sports, and field trips

- Adapts classroom activities, assignments and/or materials under the direction of a supervising teacher (e.g. reinforcement of individualized education program (IEP) goals and objectives, etc.) for the purpose of supporting and reinforcing classroom objectives as well as providing an opportunity for all students receiving special services to participate in classroom activities.
- Provides, under the supervision of assigned teacher, instruction to students in a variety of individual and group activities (e.g. math groups, science experiments, reading, behavioral skills, daily living skills, writing, verbal skills, sensory room activities, social skills training, etc.) for the purpose of reinforcing instructional objectives; implementing individual plans; and enhancing opportunities for all students to succeed.
- Supports teachers in the administration of tests as well as completion or review of school work.
- Assists medically fragile students with physical disabilities for the purpose of maintaining students' personal hygiene.
- Assists students with special needs in the areas of grooming, community accessibility and other appropriate areas (that is feeding, brushing teeth, toileting, diapering, transferring students using wheelchairs to and from bus and activities incorporated in the daily routine as assigned by the supervising teacher) for the purpose of assisting students with their individual needs.

- Attends meetings and in-service presentations (e.g. emergency procedures, training modules, system & local professional development, etc.) for the purpose of gaining information relative to job functions.
- Collaborates with supervising teacher(s) or other staff as assigned for the purpose of communicating information, resolving issues, and providing services in compliance with established guidelines.
- Confers with teachers (special education and/or inclusion teacher) on a regular basis for the purpose of accountability and assisting in evaluating student progress and/or implementing IEP objectives.
- Implements, under the supervision of assigned teacher, behavioral intervention plans (BIP) for the purpose of presenting and/or reinforcing learning skills, concepts, strategies, etc.
- Maintains materials for the purpose of ensuring students are prepared for instruction.
- Monitors students with special needs across all settings (e.g. classroom, field trips, lunchroom, playground, during life enrichment activities, etc.) for the purpose of providing a safe and positive learning environment.
- Performs record keeping, data collection and clerical functions (e.g. checking papers, maintaining daily logs, etc.) for the purpose of supporting the teacher in providing necessary records/materials.
- Responds to emergency situations (e.g. students that are: running, fighting, displaying inappropriate behavior, etc.) for the purpose of resolving immediate safety concerns.
- Maintain confidentiality.
- Be regular and punctual in attendance.
- Maintain proper and professional relationships with students and other employees.
- Perform duties in a manner that will promote good public relations.
- Assume other duties as assigned by supervisor.
- Establish a positive relationship with parents, co-workers, volunteers and other visitors
- Work collaboratively with colleagues and community partners in a co-taught, interdisciplinary instructional setting
- Attend and participate in planning sessions and professional development (March-July 2018)
- Develop meaningful and supportive relationships with students through a positive youth development lens
- Develop and maintain positive relationships and communication with parents and families

- Performs other related duties as assigned and deemed necessary by the Principal to meet the needs of the UCS community
- Bring your “A game” and have fun. It’s what we do at University Charter School

Qualifications

The strongest candidates will have the following certifications, skills, and experiences:

- Educational Requirements:
 - Must hold an Associate’s Degree (or)
 - Have completed a minimum of 48 semester hours of study at a regionally accredited institution of higher education (or)
 - Have successfully completed the Alabama State Board of Education approved WORKKEYS test.
- Good physical and emotional health, including
- Ability to lift as well as to implement a behavioral management program with students of varying ages and sizes.
- Effective interpersonal communication skills.
- Such alternatives to the above qualifications as the Board of Directors may find appropriate and acceptable

Salary and benefits

UCS offers a competitive salary dependent upon degree and experience and comprehensive benefits package including health insurance and retirement.



Math Instructional Assistant (Paraprofessional) Position

Reports to: Principal

University Charter School

University Charter School (UCS) is an innovative and new PK-11 public charter school opened in August 2018 in rural, Livingston, Alabama. UCS currently has ~550 students in grades PK – 11 and will be adding grade 12 in 2022-2023. UCS is designed to be a rural, diverse school that cultivates independent thought, promotes the building of character and civic responsibility, and is committed to preparing all students for personal and professional success through the discovery of individual learning pathways in a rigorous and integrated Science, Technology, Reading, Engineering, Arts, and Mathematics (STREAM) focused, project-based and place-based curriculum. The vision of University Charter School is to become a rural model for producing adaptable learners that have a strong sense of place, mission, and rural identity, and who recognize the value of collaboration within a school, across a community, and between diverse rural regions. Our graduates will be prepared to continually meet the demands of an ever changing economy and will be perceived as community leaders and catalysts for meaningful change. We see UCS as a purposeful, place-based, and collaborative pathway to encourage growth and retention in and to restore relevance to our rural community.

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- **Curriculum:** UCS's curriculum is project-based and place-based, which will provide students

with real-world local connections to what they are learning in school. Students will also have the autonomy to direct their course of study, allowing them to pursue academic work and projects that inspire them.

- **Diverse by design** - Last but not least, UCS will ensure that a diverse group of students can take advantage of all of the opportunities this school will offer.

Roles and responsibilities

The Math Instructional Assistant provides support to the instructional program with specific responsibility for working with individual and/or small groups of students on math skills and concepts. Math Instructional Assistants must enter data into school software programs for individual students. Math Instructional Assistants receive their daily instructions from the interventionists, and they assist the interventionists in handling individual students and groups of students by imparting math lessons. They assist young students with math assignments.

- Provides, under the supervision of assigned interventionist, instruction to students in a variety of individual and group activities (e.g. math groups) for the purpose of reinforcing instructional math objectives; implementing individual plans; and enhancing opportunities for all students to succeed.
- Supports interventionist in the administration of tests as well as completion or review of school work.
- Attends meetings and in-service presentations (e.g. emergency procedures, training modules, system & local professional development, etc.) for the purpose of gaining information relative to job functions.
- Collaborates with supervising interventionist(s) or other staff as assigned for the purpose of communicating information, resolving issues, and providing services in compliance with established guidelines.
- Maintains materials for the purpose of ensuring students are prepared for instruction.
- Monitors students with special needs across all settings (e.g. classroom, field trips, lunchroom, playground, during life enrichment activities, etc.) for the purpose of providing a safe and positive learning environment.
- Performs record keeping, data collection and clerical functions (e.g. checking papers, maintaining daily logs, etc.) for the purpose of supporting the interventionist(s) in providing necessary records/materials.
- Responds to emergency situations (e.g. students that are: running, fighting, displaying inappropriate behavior, etc.) for the purpose of resolving immediate safety concerns.
- Maintain confidentiality.
- Be regular and punctual in attendance.
- Maintain proper and professional relationships with students and other employees.
- Perform duties in a manner that will promote good public relations.
- Assume other duties as assigned by supervisor.
- Establish a positive relationship with parents, co-workers, volunteers and other visitors
- Work collaboratively with colleagues and community partners in a co-taught, interdisciplinary instructional setting.
- Attend and participate in planning sessions and professional development.
- Develop meaningful and supportive relationships with students through a positive youth development lens.

- Develop and maintain positive relationships and communication with parents and families.
- Performs other related duties as assigned and deemed necessary by the Principal to meet the needs of the UCS community.
- Bring your “A game” and have fun. It’s what we do at University Charter School.

Qualifications

The strongest candidates will have the following certifications, skills, and experiences:

- Educational Requirements:
 - Must hold an Associate’s Degree (or)
 - Have completed a minimum of 48 semester hours of study at a regionally accredited institution of higher education (or)
 - Have successfully completed the Alabama State Board of Education approved WORKKEYS test.
- Good physical and emotional health, including
- Ability to lift as well as to implement a behavioral management program with students of varying ages and sizes.
- Interest in math education and a strong understanding of math skills and concepts.
- Effective interpersonal communication skills.
- Such alternatives to the above qualifications as the Board of Directors may find appropriate and acceptable



Math Instructional Coach Position

Reports to: Head of School

University Charter School

University Charter School (UCS) is an innovative and new PK-11 public charter school that opened in August 2018 in rural, Livingston, Alabama. UCS opened its doors to 305 students in grades PK – 8 and has grown to 525 students in grades PK-10 in 2020-2021. UCS will be adding an additional grade each year and is anticipating 575 students in grades PK-11 for the 2021-2022 school year. UCS is a rural, diverse school that cultivates independent thought, promotes the building of character and civic responsibility, and is committed to preparing all students for personal and professional success through the discovery of individual learning pathways in a rigorous and integrated Science, Technology, Reading, Engineering, Arts, and Mathematics (STREAM) focused, project-based and place-based curriculum. The vision of University Charter School is to become a rural model for producing adaptable learners that have a strong sense of place, mission, and rural identity, and who recognize the value of collaboration within a school, across a community, and between diverse rural regions. Our graduates will be prepared to continually meet the demands of an ever changing economy and will be perceived as community leaders and catalysts for meaningful change. We see UCS as a purposeful, place-based, and collaborative pathway to encourage growth and retention in and to restore relevance to our rural community.

UCS is guided by three core values: Compassion, Integrity and Perseverance. Focus on the infusion of these values will foster a safe and supportive school environment for all students and provide a common foundation on which to build positive relationships throughout the school.

UCS is strategically and intentionally located on the campus of the University of West Alabama and was created in partnership with the University of West Alabama. UCS faculty and students will leverage the assets of the University through hands-on partnerships and academic projects with participating colleges and divisions that span health care, education, and the arts, to name a few.

UCS's approach to education is unique in a number of ways:

- **Location:** The school's location on the University of West Alabama campus in rural Sumter County, Alabama, provides students with the opportunity to build rich and ongoing relationships with each other and benefit from the programs and opportunities available on campus and in our community. Sumter County, our rural community, has been challenged by a lack of high quality educational opportunities, a decline in overall child well-being, high poverty rates, high unemployment rates, low per capita income, and depopulation. UCS was created out of a partnership between the University of West Alabama and a rural, impoverished community in an effort meet the educational needs of the children. By nurturing the diversity of a divided community, UCS presents a solution to the unique educational challenges that face rural communities by providing a blueprint for others to follow, as well as presents opportunities to demonstrate and implement PK-12 best practices in a rural setting.

- **Curriculum:** UCS's curriculum is project-based and place-based, which provides students with real-world local connections to what they are learning in school. Students also have the autonomy to direct their course of study, allowing them to pursue academic work and projects that inspire them.
- **Diverse by design** - Last but not least, UCS ensures that a diverse group of students can take advantage of all of the opportunities this school offers.

Role and Responsibilities

The Math Instructional Coach (MIC) will provide instructional support and coaching to classroom teachers as they work to ensure that each student is able to reach his or her academic potential. The MIC's primary role is to work with math teachers to support best practices in using data, provide analysis of school-wide trends in instruction, and make recommendations about potential next steps to address areas of need. As an advisor to math teachers and principals, the MIC is responsible for four main areas: a) observing instructional delivery and providing feedback to enhance and support the development of each math teacher's content area b) supporting math teachers in the design of units and lessons for the development of their yearlong curriculum, c) analyzing data in order to modify curriculum and forms of assessment to meet students' needs, and d) working with the academic staff (grade level chairs, principals, chief academic officer) in the schools to support sharing of best practices. The MIC will work collaboratively with the Instructional Team to advise directors and teachers on developing instructional strategies and intervention programs for struggling students. This may include modeling lessons in classrooms, helping teacher groups plan instruction, creating system-wide policies and procedures, and facilitating professional development.

- Collaborate with the Instructional Team to plan and deliver pre-service summer professional for new and returning staff members aligned to high priority initiatives and outcomes in the area of mathematics.
- Support the development of high quality/effective math instruction; observe and coach developing math teachers to improve instructional planning, teaching practice, and the use of data, assessment, and instructional technology.
- Work with math grade level chairs and teachers to refine and develop common standards based pacing plans, mid-year and end of year common assessments for each grade level.
- Work with various teams (administrators, teachers, grade level chairs) to facilitate analysis of data provided by diagnostics, common assessments, and formative assessments. Act as leader in the event there is no qualified applicant.
- Help teacher teams develop both school wide and classroom intervention plans.
- Work with school administrators to develop policies and school structures that facilitate the improvement of math instruction and the appropriate interventions and supports for students.
- Serve as the project lead for grants geared toward the improvement of math instruction
- Continuously monitor, track and analyze student achievement data in order to identify needed supports and strategies.

Qualifications

The strongest candidates will have the following skills and experiences:

- A belief in, and commitment to, the goals, mission, vision and academic approach of UCS
- Bachelor's degree (required)
- Alabama State Educator Certification (required)
- At least (3) years of math teaching experience (preferred)

- At least 2 years of experience leading other teachers to achieve strong academic results with historically underachieving students (preferred)
- Experience coaching teachers and delivering professional development (preferred)
- Experience in analyzing data and using results to modify curricula (preferred)



Director of Operations and Culture Position

Reports to: Head of School

University Charter School

University Charter School (UCS) is an innovative and new PK-11 public charter school that opened in August 2018 in rural, Livingston, Alabama. UCS opened its doors to 305 students in grades PK – 8 and has grown to 525 students in grades PK-10 in 2020-2021. UCS will be adding an additional grade each year and is anticipating 575 students in grades PK-11 for the 2021-2022 school year. UCS is a rural, diverse school that cultivates independent thought, promotes the building of character and civic responsibility, and is committed to preparing all students for personal and professional success through the discovery of individual learning pathways in a rigorous and integrated Science, Technology, Reading, Engineering, Arts, and Mathematics (STREAM) focused, project-based and place-based curriculum. The vision of University Charter School is to become a rural model for producing adaptable learners that have a strong sense of place, mission, and rural identity, and who recognize the value of collaboration within a school, across a community, and between diverse rural regions. Our graduates will be prepared to continually meet the demands of an ever changing economy and will be perceived as community leaders and catalysts for meaningful change. We see UCS as a purposeful, place-based, and collaborative pathway to encourage growth and retention in and to restore relevance to our rural community.

UCS is guided by three core values: Compassion, Integrity and Perseverance. Focus on the infusion of these values will foster a safe and supportive school environment for all students and provide a common foundation on which to build positive relationships throughout the school.

UCS is strategically and intentionally located on the campus of the University of West Alabama and was created in partnership with the University of West Alabama. UCS faculty and students will leverage the assets of the University through hands-on partnerships and academic projects with participating colleges and divisions that span health care, education, and the arts, to name a few.

UCS's approach to education is unique in a number of ways:

- **Location:** The school's location on the University of West Alabama campus in rural Sumter County, Alabama, provides students with the opportunity to build rich and ongoing relationships with each other and benefit from the programs and opportunities available on campus and in our community. Sumter County, our rural community, has been challenged by a lack of high quality educational opportunities, a decline in overall child well-being, high poverty rates, high unemployment rates, low per capita income, and depopulation. UCS was created out of a partnership between the University of West Alabama and a rural, impoverished community in an effort meet the educational needs of the children. By nurturing the diversity of a divided community, UCS presents a solution to the unique educational challenges that face rural communities by providing a blueprint for others to follow, as well as presents opportunities to demonstrate and implement PK-12 best practices in a rural setting.

- **Curriculum:** UCS's curriculum is project-based and place-based, which provides students with real-world local connections to what they are learning in school. Students also have the autonomy to direct their course of study, allowing them to pursue academic work and projects that inspire them.
- **Diverse by design** - Last but not least, UCS ensures that a diverse group of students can take advantage of all of the opportunities this school offers.

Specific Responsibilities

Operational Support Services

- Oversees all Health and Wellness programs and services
- Supervises the school's operational support systems, such as counseling and mental health, academic intervention, health and wellness (nurse), building maintenance and custodial services, and other clerical or classified staff (reception and enrollment).
- Oversees the school safety programs including building security, emergency procedures, transportation regulations, tornado and fire drills, etc.
- Optimizes all-school gatherings including assemblies, sporting events, performances, etc.
- Oversee school food service programs and operations
- Oversee school communications and ensure that a clear message is communicated to our community.
- And any other responsibility as delegate by UCS Head of School

Culture Support Services

- Promotes a healthy student and staff culture in and out of school.
- Counseling and Mental Health
- Character Education: Provides for character education and ethical teachings in keeping with the mission of the school.
- Family Engagement: Reports student progress to parents on a timely and helpful basis and oversees and manages all Family Engagement programming.
- Student Conduct: Administers the school's discipline policies and standards of conduct.
- Athletics
- Extracurricular Activities and Student Clubs: Organizes student activities and extracurricular opportunities.
- PTA/Booster Club
- And any other responsibilities as delegated by the UCS Head of School

Qualifications

The strongest candidates will have the following skills and experiences:

- A belief in, and commitment to, the goals, mission, vision and academic approach of UCS
- Master's degree preferred but a bachelor's degree with quality leadership experience will be considered
- Alabama State Educator Certification (preferred, not required)
- At least (3) years of school leadership experience as head of a division or school or in a leadership role, or principal/director at a charter, traditional public or independent school.
- Teaching experience -- experience teaching in a school with a diverse or low income/high-needs student population is a plus
- Experience building strong school and team cultures
- Experience hiring and coaching a diverse staff
- Partnered with or led an ambitious effort from the ground up (preferred, not required); thrives in environments that are constantly changing
- Highly organized, with an orientation toward detail and planning
- Familiarity with rural education landscape



School Financial Specialist Job Description

Reports to: Chief School Financial Officer

Answering the Call

University Charter School is now accepting applications for a School Financial Specialist. We are searching for individuals who are highly skilled, detail oriented and motivated. The ideal candidate must maintain accurate records which reflect the daily financial transactions of the school. The candidate will be expected to have working knowledge of basic cash-based or accrual-based accounting principles and have experience in synchronizing bank statements with monthly financial activities. The candidate must be able to effectively use MS Office Suite and Google programs and must have excellent organization and time management skills. They should work collaboratively with team members and must possess excellent written and verbal communication skills.

University Charter School

University Charter School (UCS) is an innovative and new PK-11 public charter school that opened in August 2018 in rural, Livingston, Alabama.

UCS is strategically and intentionally located on the campus of the University of West Alabama and was created in partnership with the University of West Alabama. UCS faculty and students will leverage the assets of the University through hands-on partnerships and academic projects with participating colleges and divisions that span health care, education, and the arts, to name a few.

Roles and responsibilities

Under direct supervision, maintains records of financial transactions; applies principles of accounting to analyze financial information and prepare financial reports; coordinates the implementation of accounting controls; and administers school system and/or departmental budgets.

Essential Functions

The following duties are representative for the position. The omission of specific statements of duties does not exclude them from the classification if the work is similar, related, or a logical assignment for this classification. Other duties may be required and assigned.

- Verifies, allocates, and posts details of business transactions as well as maintains and monitors school

and/or department budgets, payroll and purchases.

- Reconciles and balances all fund accounts to ensure compliance; submits reports to CSFO for review and approval.
- Maintains balances for various athletic accounts, clubs and PTA. Submits monthly reports to CSFO for review.
- Manages accounts receivable including various grants and Medicaid reimbursements.
- Manages accounts payable to include obtaining approval of invoices, processing and distribution of checks; Manages requests for school purchase orders, transactions and vendor records; Prepares purchase orders for CSFO approval.
- Reconciles and ensures receipts attached to credit card statements prior to entry in accounting software system for payment; Ensures expense reports have all required documentation/receipts and checks totals for accuracy.
- Maintains and prepares monthly payroll to include payment to employees and all federal, state, RSA and PEEHIP payments.
- Compiles reports and records to display relevant statistics such as cash receipts and expenditures, accounts payable and receivable, and other items pertinent to operation of the school.
- Maintains free/reduced lunch application software and assists parents/guardians with issues.
- Assists in school audits, maintains an adequate system of internal controls including property and inventory accounting.
- Works collaboratively with the Human Resources Assistant to include the onboarding and payroll setup for new employees.
- Maintains confidentiality of sensitive data and information pertaining to employees.
- Performs other duties as assigned.

Qualifications

The strongest candidates will have the following certifications, skills, and experiences:

- Bachelor's degree from an accredited 4-year college or university with a concentration in business-related curriculum (accounting, finance, business administration, etc.) including at least 12 semester hours in accounting.
- Three years of experience in a business-related field (minimum).
- Three years of experience in governmental accounting (preferred), familiarity with schools or non-profits (preferred).
- Complete the AASBO Local School Financial Management Certification.
- Excellent organizational skills and ability to prioritize workload.
- Demonstrated experience with computer systems, and applications such as Microsoft Word and Excel, and Google Documents is required.
- Experience effectively working with the public is highly desirable.

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ARP ESSER Checklist

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Checklist Description [\(Collapse All\)](#) [\(Expand All\)](#)

1. Allocations

1. Review the ARP ESSER allocation for the LEA.

OK ▼

2. Assurances

1. Did the LEA Superintendent check the box on the LEA Superintendent Assurance Confirmation Page?

OK ▼

3. Cover Page & Required Narratives

1. Did the LEA include the name of the Superintendent of Schools?
2. Did the LEA include the contact information for the ARP Point of Contact?
3. Did the LEA answer all the required narratives?

OK ▼

4. Budget Grid

1. Did the LEA allocate all ARP ESSER funds on the budget grid?
2. Did the LEA allocate all ARP ESSER funds on the budget details page?

OK ▼

5. LEA Reservation to Address Loss of Instructional Time

1. Did the LEA allocate at least 20% of the total ARP ESSER allocation in this section?
2. Do the expenditures in the narratives match the budget grid?
3. Are the expenditures allowable under the ARP?
4. Are the expenditures reasonable, necessary, and allocable?
5. Did the LEA provide a description, timeline and full breakdown by Function and Object codes for each budgeted intervention?
6. Did the LEA include the number of personnel and FTE(s) for federally funded personnel?
7. Did the LEA upload all evidence-based documentation if the "Other" intervention is being used?

OK ▼

6. Remaining ARP ESSER Fund Uses

1. Did the LEA allocate all remaining funds not allocated in the LEA Reservation to Address Loss of Instructional Time section?
2. Do the expenditures in the narratives match the budget grid?

OK ▼

3. Are the expenditures allowable under the ARP?
4. Are the expenditures reasonable, necessary, and allocable?
5. Did the LEA provide a description, timeline and full breakdown by Function and Object codes for each budgeted category?
6. Did the LEA include the number of personnel and FTE(s) for federally funded personnel?

**7. Administrative Costs**

OK

1. Did the LEA select if they will be using ARP ESSER funds for administrative costs?

If the LEA selected yes, then...

2. Do the expenditures in the narrative match the budget grid?
3. Are the expenditures allowable under the ARP?
4. Are the expenditures reasonable, necessary, and allocable?
5. Did the LEA provide a summary of how the grant will be administered including the number of staff and FTE(s)?
6. Did the LEA provide a description with a full breakdown by Function and Object codes for each expenditure?

**8. Indirect Costs**

OK

1. Did the LEA select if they will be using ARP ESSER funds for indirect costs?

If the LEA selected yes, then...

2. Did the LEA include the Unrestricted Indirect Cost rate?
3. Did the LEA budget less than or equal to the Unrestricted Indirect Cost rate amount?
4. Did the LEA include the Function and Object code?
5. Does the budgeted amount match the budget grid?

**9. Related Documents**

OK

1. Did the LEA upload all required documentation including job descriptions for federally paid personnel?

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	Salaries (010 - 199)	Employee Benefits (200 - 299)	Purchased Services (300 - 399)	Materials + Supplies (400 - 499)	Capital Outlay (500 - 599)	Other Objects (600 - 899)	Indirect Costs (910)	Fund Transfers (920 - 929)	Other Fund Uses (931 - 999)	Total	
Instruction (1100)	0.00	0.00	0.00	0.00	0.00	0.00		0.00	0.00	0.00	Instruction (1100)
Attendance Services (2110)	0.00	0.00	0.00	0.00		0.00		0.00	0.00	0.00	Attendance Services (2110)
Guidance and Counseling Services (2120)	0.00	0.00	0.00	0.00		0.00		0.00	0.00	0.00	Guidance and Counseling Services (2120)
Testing Services (2130)	0.00	0.00	0.00	0.00		0.00		0.00	0.00	0.00	Testing Services (2130)
Health Services (2140)	0.00	0.00	0.00	0.00		0.00		0.00	0.00	0.00	Health Services (2140)
Social Services (2150)	0.00	0.00	0.00	0.00		0.00		0.00	0.00	0.00	Social Services (2150)
Work Study Services (2160)										0.00	Work Study Services (2160)
Psychological Services (2170)	0.00	0.00	0.00	0.00	0.00	0.00		0.00	0.00	0.00	Psychological Services (2170)
Speech Pathology and Audiology Services (2180)	0.00	0.00	0.00	0.00	0.00	0.00		0.00	0.00	0.00	Speech Pathology and Audiology Services (2180)
Other Student Support Services (2190)	0.00	0.00	0.00	0.00	0.00	0.00		0.00	0.00	0.00	Other Student Support Services (2190)
Instructional Improvement and Curriculum Development	0.00	0.00	0.00	0.00	0.00	0.00		0.00	0.00	0.00	Instructional Improvement and Curriculum Development
Instructional Staff Development Services (2215)	0.00	0.00	0.00	0.00	0.00	0.00		0.00	0.00	0.00	Instructional Staff Development Services (2215)
Educational Media Services (2220)	0.00	0.00	0.00	0.00	0.00	0.00		0.00	0.00	0.00	Educational Media Services (2220)
Other Instructional Staff Services (2290)	0.00	0.00	0.00	0.00	0.00	0.00		0.00	0.00	0.00	Other Instructional Staff Services (2290)
School Administrative (2300-2399)	0.00	0.00	0.00	0.00	0.00	0.00		0.00	0.00	0.00	School Administrative (2300-2399)
	Salaries (010 -	Employee	Purchased	Materials +	Capital Outlay	Other Objects	Indirect Costs	Fund	Other Fund	Total	

	199)	Benefits (200 - 299)	Services (300 - 399)	Supplies (400 - 499)	(500 - 599)	(600 - 899)	(910)	Transfers (920 - 929)	Uses (931 - 999)		
Security Services (3100)	0.00	0.00	0.00	0.00	0.00	0.00		0.00	0.00	0.00	Security Services (3100)
Operations and Maintenance (3200-3900)	64,921.00	42,013.00	0.00	5,334.00	0.00	0.00		0.00	0.00	112,268.00	Operations and Maintenance (3200-3900)
Student Transportation (4100-4199)	0.00	0.00	0.00	0.00	0.00	0.00		0.00	0.00	0.00	Student Transportation (4100-4199)
Food Services (4200-4299)										0.00	Food Services (4200-4299)
General Administrative (6000-6999)	0.00	0.00	0.00	0.00	0.00	0.00		0.00	0.00	0.00	General Administrative (6000-6999)
Capital Outlay - Real Property (7000-7999)										0.00	Capital Outlay - Real Property (7000-7999)
Debt Service - Long Term (8000-8999)										0.00	Debt Service - Long Term (8000-8999)
Adult Education (9110)	0.00	0.00	0.00	0.00	0.00	0.00		0.00	0.00	0.00	Adult Education (9110)
Community Education (9120)										0.00	Community Education (9120)
Extended Day/Dependent Care (9130)	0.00	0.00	0.00	53,938.00	0.00	0.00		0.00	0.00	53,938.00	Extended Day/Dependent Care (9130)
Preschool (9140)	0.00	0.00	0.00	0.00	0.00	0.00		0.00	0.00	0.00	Preschool (9140)
Other Adult/Continuing Education Programs (9150-9199)	0.00	0.00	0.00	0.00	0.00	0.00		0.00	0.00	0.00	Other Adult/Continuing Education Programs (9150-9199)
NonPublic School Programs (9200)										0.00	NonPublic School Programs (9200)
Community Services (9300-9399)	0.00	0.00	0.00	0.00	0.00	0.00		0.00	0.00	0.00	Community Services (9300-9399)
Total	64,921.00	42,013.00	0.00	59,272.00	0.00	0.00	0.00	0.00	0.00	166,206.00	Total
Adjusted Allocation										166,206.00	
Remaining										0.00	

SYSTEM PLAN ITEMS RELATED BY FISCAL RESOURCE
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There are currently no Goal or Action Step items associated with this Grant.

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ARP ESSER State Reserve Allocation to Address Loss of Instructional Time

The ALSDE is providing a State Reserve allocation to LEAs to address the loss of instructional time through the implementation of evidence-based interventions and ensure that those interventions respond to students' social, emotional, and academic needs and address the disproportionate impact of COVID-19 on underrepresented student subgroups.

For the ARP ESSER State Reserve Allocation, the following interventions are allowable:

1. Summer Learning & Summer Enrichment Programs
2. Comprehensive After-School Programs
3. Other – See Intervention box C for more details.

Required Narratives

Provide a description of the evidence-based program(s) (including partnerships with community-based organizations) the LEA has selected to use with the ARP ESSER State Reserve, and how the LEA will address the disproportionate impact of COVID-19 on certain groups of students, including each major racial and ethnic group, children from low-income families, children with disabilities, English Learners, gender, migrant students, students experiencing homelessness, and children and youth in foster care.

*

UCS has partnered with Tuscaloosa's One Place (TOPs) in providing a high quality After School program. Students receive two hours on Monday, Tuesday, Thursday and Friday and 3 hours on Wednesday of academic and social enrichment. Academic remediation, homework assistance, life skill lessons, mentoring, behavioral intervention, and extracurricular activities. UCS' After School program works to increase the school year attendance of the program participants. All students are eligible to participate.

UCS will host a Summer Learning Camp in include 20 days in instruction each summer.

UCS will be using Mclass/Amplify ELA, Eureka Math In Sync/Affirm/Equip, and IXL for manipulatives and customized assessments.

Indicate the data sources the LEA used to identify the students most in need of the program(s) and the extent to which the LEA will evaluate the impact of the program(s).

*

Various assessment platforms were used to identify students to participate in summer learning camps and to receive additional tutoring/academic support through our after school program. For our lower elementary students, DIBELS is the primary data source that UCS uses to identify key literacy needs of support in individual students. STAR Early Literacy, STAR Reading, and STAR math are all additional instruments where academic

screening and progress monitoring occurs to support students in the core academic areas. This data is used in summer and after school settings and is used to drive work around learning loss to ensure that any academic remediation or instruction can be as targeted and effective as possible.

Using the allocation from the ARP ESSER State Reserve, explain how the LEA will identify and engage

- 1) students who have missed the most in-person instruction during the 2019-2020 and 2020-2021 school years; and
- 2) students who did not consistently participate in remote instruction when offered during school building closures.

*

The Eureka Math/Great Minds digital platforms of In Sync, Affirm, and Equip provides direct instruction and customized assessments for all instructional lessons for our K-8 students. This allows for a wealth of opportunity for students to have this resource to review math concepts after school, at home, and while at school in remedial settings so that students are supported with acquiring key academic content. This supports lost learning for students who may have missed school and supports all students by providing this instructional resource 24/7 to all students to increase the likelihood of acquisition and retention. Our mCLASS/Amplify Reading platform works similarly by engaging students in targeted instruction, assessment, and independent learning aligned with diagnostic screening data. This ensures that time spent on the platform is addressing deficits in learning.

Budget Amount & Details for Interventions

Amount

<input checked="" type="checkbox"/>	Intervention A (Summer Learning & Summer Enrichment Programs)	26,969.00
<input checked="" type="checkbox"/>	Intervention B (Comprehensive After-School Programs)	26,969.00
<input checked="" type="checkbox"/>	Intervention C (Other) Learning Loss	112,268.00
Total Cost:		166,206.00

Intervention A (Summer Learning & Summer Enrichment Programs)

Provide the following information for Intervention A (Summer Learning & Summer Enrichment Programs):

- 1) Brief description and timeline for each service (service must end by 9/30/2024)
- 2) Number of employees and FTE(s) (if applicable)
- 3) Itemized Budget using Function & Object codes (must match Budget Grid)

Example:

ARP ESSER funds will be used to host a Summer Enrichment Camp during the Summer of 2023. The camp will run for two weeks for four days a week. Subjects to be covered are science, technology, engineering, mathematics and reading. We will purchase general supplies such as pencils, notebooks, glue, color pencils, copy paper, etc. to effectively run the program. We will also purchase ELA & Math manipulatives to help improve student achievement. Additionally, we will purchase an online subscription to XYZ Company for the duration of the summer program to assist our participating EL students with the curriculum (See attached job description). Total cost: \$109,030.00

[Cont.]

9130 - [010-199] (Salaries) \$54,450.00 | 9130 - [200-299] (Benefits) \$11,430.00
 9130 - [400-499] (Materials and Supplies) \$2,800.00 | 9130 - [400-499] (Software) \$20,000.00
 4120 - [010-199] (Bus Driver Salaries) \$12,500.00 | 4120 - [200-299] (Bus Driver Benefits) \$3,200.00
 4120 - [300-399] (Mileage for Buses) \$4,650.00

ARP ESSER funds will be used to support Summer Learning Camps during the summers of 2023 and 2024 to include 20 days of instruction each summer. These camps will be coordinated with ARI Summer Literacy Camps and high school learning experiences to address learning loss. The

funds will be used to pay for Math manipulatives and customized assessments and ELA manipulatives and customized assessments. Total cost: \$26,969.00

9130 - [400-499](Software) \$26,969.00

UCS will be using Mclass/Amplify ELA, Eureka Math In Sync/Affirm/Equip, and IXL for manipulatives and customized assessments.

Intervention B (Comprehensive After-School Programs)

Provide the following information for Intervention B (Comprehensive After-School Programs):

- 1) Brief description and timeline for each service (service must end by 9/30/2024)
- 2) Number of employees and FTE(s) (if applicable)
- 3) Itemized Budget using Function & Object codes (must match Budget Grid)

ARP ESSER funds will be used to support an After School Program for five days a week during the academic school year to continue to develop knowledge and skills to address learning loss for all students for FY2023 and FY2024. The funds will be used to pay Math manipulatives and customized assessments and ELA manipulatives and customized assessments. Total cost: \$26,969.00

9130 - [400-499](Software) \$26,969.00

UCS will be using Mclass/Amplify ELA, Eureka Math In Sync/Affirm/Equip, and IXL for manipulatives and customized assessments.

Intervention C (Other)

Provide the following information for Intervention C (Other):

- 1) Brief description and timeline for each service (service must end by 9/30/2024)
- 2) Number of employees and FTE(s) (if applicable)
- 3) Itemized Budget using Function & Object codes (must match Budget Grid)

NOTE: If an LEA chooses to use the "Other" intervention option, the LEA must attach documentation in the Related Documents section that shows that the Intervention is evidence-based (Tier I | Tier II | Tier III | Tier IV).

ARP ESSER funds will be used for the implementation of public health protocols that align with Centers for Disease Control and Prevention guidance on operating school facilities to maintain the health and safety of students, educators, and other staff. The funds will be used to pay for 1.0 FTE Custodian for FY22, FY23, and FY24 and supplies. Total cost: \$112,268.00

3200 - [010-199](Salaries) \$64,921.00 | 3200 - [200-299](Benefits) \$42,013.00

3200 - [400-499](Custodial Supplies) \$5,334.00

SYSTEM PLAN ITEMS RELATED BY FISCAL RESOURCE

[Expand All](#) [Collapse All](#)

There are currently no Goal or Action Step items associated with this Grant.



Custodian Position

Reports to: Custodial Manager

University Charter School

University Charter School (UCS) is an innovative and new PK-11 public charter school that opened in August 2018 in rural, Livingston, Alabama.

UCS is strategically and intentionally located on the campus of the University of West Alabama and was created in partnership with the University of West Alabama. UCS faculty and students will leverage the assets of the University through hands-on partnerships and academic projects with participating colleges and divisions that span health care, education, and the arts, to name a few.

Roles and responsibilities as Custodian

- Responsible for keeping all classrooms, offices, and equipment cleaned and sanitized daily.
- Vacuums, spot cleans and deep cleans floors as necessary.
- Scrubs, hoses down and disinfects toilet floors daily and cleans all sanitary fixtures and drinking fountains daily for bathrooms.
- Cleans corridors after school each day as needed.
- Reports needs for any repairs promptly to the Custodial Manager to in turn report to Maintenance.
- Reports immediately to the Custodial Manager any damage to the school property.
- Responsible for the closing of the building on days worked and for determining, before leaving that all doors and windows are secured, and all lights turned off, except those left on for safety reasons.
- Moves furniture or equipment within buildings as required for cleaning.
- Complies with appropriate laws and procedures for the storage and disposal of trash, rubbish and waste and maintains acceptable health and safety standards regarding the use of cleaning chemicals, disinfectants, etc. as directed.
- Adheres to rules and regulations.
- Performs other related duties as may be assigned.

Qualifications

The strongest candidates will have the following certifications, skills, and experiences:

- Must be able to pass the ALSDE criminal history background check
- Good knowledge of tools, materials and methods to safely perform the work required connected with resurfacing and shampooing floors. Ability to read, write and follow instructions.


- Ability to lift, bend, stoop, walk, carry and reach overhead.
- Ability to follow written or oral instructions.
- Ability to maintain good interpersonal relationships.
- Ability to get along with students, teachers and the general public.
- Ability to climb and work from ladders or scaffolds, and moving furniture, textbooks and supplies.
- Adequate strength and dexterity to perform all tasks including lifting, stooping and bending.


Salary and benefits: This is an hourly position with hourly rate based upon experience. Position is eligible for all benefits offered.


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Checklist Description [\(Collapse All\)](#) [\(Expand All\)](#)

**1. Allocations**


1. Review the ARP ESSER State Reserve allocation for the LEA.

OK ▼

**2. Required Narratives**

1. Did the LEA answer all the required narratives?


OK ▼

**3. Budget Grid**

1. Did the LEA allocate all ARP ESSER State Reserve funds on the budget grid?

2. Did the LEA allocate all ARP ESSER State Reserve funds on the budget details page?

OK ▼

**4. ARP ESSER State Reserve Allocation**

1. Do the expenditures in the narratives match the budget grid?

2. Are the expenditures allowable under the ARP?


3. Are the expenditures reasonable, necessary, and allocable?

4. Did the LEA provide a description, timeline and full breakdown by Function and Object codes for each budgeted intervention?

5. Did the LEA include the number of personnel and FTE(s) for federally funded personnel?

6. Did the LEA upload all evidence-based documentation if the "Other" intervention is being used?

OK ▼

**5. Related Documents**

1. Did the LEA upload all required documentation including job descriptions for federally paid personnel?

OK ▼