

State Budget Reporting Survey - Budget Reporting**Background/Instructions**

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Background and Instructions**Background**

Section 9-a of part A of chapter 56 of the laws of 2021, as amended by §5-a of part A of chapter 56 of the laws of 2022 requires, on or before July 1, 2022, every local educational agency (LEA) receiving funding from the Elementary and Secondary School Emergency Relief (ESSER) funding from the American Rescue Plan (ARP) act of 2021 to post on its website and submit to the New York State Education Department (NYSED) an updated plan of how such funds will be expended and how the LEA will prioritize spending on non-recurring expenses as defined in section 9-a(1) of part A of chapter 56 of the laws of 2021. This updated plan must include:

- An analysis of public comment;
- Goals and ratios for pupil support;
- Detailed summaries of Investments in current year activities; and
- Balance of funds spent in priority areas.

Instructions

The *State Budget Reporting Survey* is due by July 1, 2022.

LEAs must complete all sections and are required to answer questions marked with a red asterisk. If a required question has not been completed, the business portal will highlight it in red and the section of the application will be flagged. The applicant will be unable to submit the application to NYSED for final review if a required question remains unresolved.

The online application may only be submitted/certified by the chief school officer of the applicant LEA. The designated superintendent (public school LEAs) or the chief executive officer, board of trustees president, or school employee designated by the board of trustees (charter school LEAs), are the only administrators with the submit/certify rights necessary to successfully submit and certify a completed application for NYSED review.

LEAs are NOT REQUIRED to send hard copies of survey materials to the Department.

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ARP Spending Plan Reporting

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American Rescue Plan (ARP) Spending Plan Reporting

1. Have you made changes to your approved ARP - ESSER application?

- YES, the LEA has made changes to your approved ARP ESSER application.
- NO, the LEA has not made changes to your approved ARP ESSER application.

2. Please provide an analysis of public comment for the updated American Rescue Plan (ARP) - Elementary and Secondary School Emergency Relief (ESSER) funding.

Throughout the pandemic Icahn 6 Charter School leaders have engaged, and are learning from teachers, paraprofessionals, parents, and other community members to support student learning. Engagement takes the forms of Zoom meetings, Opinion Surveys, and personal contacts via email and telephone. Topics analyzed in the dialogue with stakeholders include:

1. Data on Icahn 6's mode of instruction (remote, hybrid, in-person) and student attendance in each modality; the manner in which funds are allocated to meet student's social, emotional, and academic needs through evidence-based interventions, how they advance equity for underserved students and how they sustain and support access to early childhood education programs;
2. Student data, disaggregated by student subgroup, related to how the COVID-19 pandemic has affected instruction and learning;
3. Guidance from the CDC, NYSDOH, and NYSED; and
4. Decisions detailing school operations. Information gathered on these and other topics has been used in planning, including the current Reopening Plan which is/will be posted on the Icahn 6 Charter School Internet Site.

3. Please provide a description of program goals and per pupil teacher ratios for priorities supported by ARP - ESSER funding. Click on "Add Row" as needed to include additional program goals.

Program Goals	Per Pupil Teacher Ratios (# : #)
Program Goal 1 – To maximize in-person instruction time by providing a safe, supportive school environment for students and staff members returning to school and by providing in-person high-intensity school-day, and after-school tutoring and in-person instruction in a summer academic program in 2022-24 and beyond.	30:11
Program Goal 2 – To purchase educational technology, specifically to purchase computers for students and staff members, program software, headsets, software licenses, and sound equipment and one PPE Temperature Person.	27:11
Program Goal 3 – To Address the impacts of COVID-19 on students, including the impacts of interrupted instruction and learning loss and the impacts on low-income students, students with disabilities (SWDs), English language learners (ELLs) and homeless students through academic and SEL programming.	31:11

4. Please provide detailed summaries of investments in current year activities for ARP - ESSER funding. Click on "Add Row" as needed to include programs.

Summary of New Programs or Expansion of Existing Programs in Current Year	Investment (\$)
Program Goal 1 – To maximize in-person instruction time Icahn 6 has identified and invested \$103,567 in a PPE Temperature Person, sufficient personal protective equipment (PPE) and air purifiers to ensure a continued safe, secure Icahn 6 learning environment. ARP funds have also been spent to support compliance with COVID-19 safety requirements and protocols with investments in physical safety equipment. PPE supplies have included Sprayers, Desk Shields, thermometers, Disinfectant Supplies, one Custodial Isolation Suit, and 45 room purifiers. Icahn 6 has invested in a PPE Temperature Person. Icahn 6 has invested in professional development focusing on the needs of students resulting from the pandemic. Icahn 6 has also invested \$73,080 in afterschool, summer and extended day programming.	166,647
Program Goal 2 – To invest educational technology we have allocated \$471,782 in ARP funds to purchase computers for students and staff members, program software, headsets, software licenses to	417,782

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Summary of New Programs or Expansion of Existing Programs in Current Year	Investment (\$)
<p>support the regular day, afterschool and summer programs. By expanding our investment in educational technology, we are improving our use of Digital and Blended learning strategies in and outside of the classroom. This is especially important as teachers and students address the impact of the disrupted educational experience of the last 18 months and transition to a more consistently in-person post-pandemic learning experience. Teachers can support differentiation in teaching and to make academic content and lessons more engaging to students which, in turn, will support learning acceleration. (see Reigniting Learning: Strategies for Accelerating Learning Post-Crisis: A Review of Evidence, United States Agency for International Development, November 2020, https://www.eccnetwork.net/sites/default/files/media/file/Technical_Report_Accelerating_Learning_Post-Crisis_Full_Report.pdf) These investments will promote interactivity and classroom collaboration and provide teachers with greater flexibility in their curriculum development, lesson planning, assessments and instruction.</p>	
<p>Program Goal 3 – To Address the impacts of COVID-19 on students, including the impacts of interrupted instruction and learning loss and the impacts on low-income students, students with disabilities (SWDs), English language learners (ELLs) and homeless students through investments in both academic and SEL programming. Our investment in the academic program includes a strong commitment to professional development for our staff members who are intent on meeting the needs of our students after the major disruption to learning affected by the pandemic. The investment in academic programming focuses on research-based Reading, Math and STEM programming. Our investment to in school SEL programming has established a major commitment to music with the acquisition of musical instruments, along with dance, music and theater instruction. Our after school commitment to 1:1 Virtual Tutoring ELA/Math Homework Assistance results from testing information and research leading to the introduction of the Virtual Tutoring program.</p> <ul style="list-style-type: none"> • <i>Academic Programming:</i> <p>PD for teachers working with students after the long COVID 19-required absence from in schooling:</p> <ul style="list-style-type: none"> • Intervention Programs – LMP Education • Phonics, Reading, and Writing – Teaching Matters • Coaching for new teachers – Educate LLC. • Math – Lavinia Group • Reading Recovery – LePage Miller • Music Teacher Development – Harmony Music • Music Workshops – Building Beats <p>Amplify Education Programs: BOOST, and Science Read 180 – Houghton Mifflin Harcourt Test Prep – NY Hall of Science STEM Programming and materials – KIBO Freckle Programming Phonics for Reading – Sadler Theater Enrichment – Stepping – Remo Systems Music Equipment: Violins, Violas, Cellos, Music Keyboard, Bucket Drums, Music Supplies and storage, String Class Supplies, Competitive Kids – STEM support programming Public Speaking – Agape Kendall-Hunt – Math Materials Math and ELA concepts – SHSAT</p> <ul style="list-style-type: none"> • <i>SEL Programming for in-school, afterschool, Saturday Academy and summer programming, including:</i> • In School Programming 	<p>1,634,083</p>

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Summary of New Programs or Expansion of Existing Programs in Current Year	Investment (\$)
<ul style="list-style-type: none"> • Restorative Justice Circles – IIRP • Music Programming • Music Program Special Guest • Dance Programming for students and PD for their parents provided by Ailey Kids • Dance Instruction – LEAP In-School Dance • Theater Courses – NYC Children’s Theater • After School Programming • 1:1 virtual Tutoring ELA/Math Homework Assistance. • Chess Instruction – NY Chess Academy 	

American Rescue Plan (ARP) Spending Plan Reporting

5. Please explain how ARP ESSER funds will be expended by the LEA, by school year, for each of the priority areas in the chart below.

	2021-22 School Year (\$)	2022-23 School Year (\$)	2023-24 School Year (\$)
Safely returning students to in-person instruction.	103,567	0	0
Maximizing in-person instruction time.	0	0	0
Operating schools and meeting the needs of students.	0	0	0
Purchasing educational technology.	471,782	0	0
Addressing the impacts of the COVID-19 pandemic on students, including the impacts of interrupted instruction and learning loss and the impacts on low-income students, children with disabilities, English language learners, and students experiencing homelessness.	700,688	354,470	0
Implementing evidence-based strategies to meet students' social, emotional, mental health, and academic needs.	319,639	259,286	0
Offering evidence-based summer, afterschool, and other extended learning and enrichment programs.	36,540	36,540	0
Supporting early childhood education.	0	0	0
Other (please describe below)	0	0	0
Totals:	1,632,216	650,296	0

6. If 'Other' is indicated in the table above, please describe.

N/A