The University of the State of New York
THE STATE EDUCATION DEPARTMENT

PROPOSED BUDGET FOR A FEDERAL OR STATE PROJECT
FS-10 (03/15)

= Required Field

Local Agency Information

Funding Source:	ARP ESSER		
Report Prepared By:	Richard Santiago		
Agency Name:	Icahn Charter School 6		
Mailing Address:	1500 Pelham Parkway South		
	Street		
	Bronx	NY	10461
	City	State	Zip Code

Telephone # of Report Preparer:	718 794 2341	**County:**	Bronx
E-mail Address:	rsantiago@cclcs.org		

Project Funding Dates: 3/13/20 (Start) — 9/30/23 (End)

INSTRUCTIONS

- Submit the original FS-10 Budget and the required number of copies along with the completed application directly to the appropriate State Education Department office as indicated in the application instructions for the grant program for which you are applying. DO NOT submit this form to Grants Finance.
- The Chief Administrator's Certification on the Budget Summary worksheet must be signed by the agency's Chief Administrative Officer or properly authorized designee.
- An approved copy of the FS-10 Budget will be returned to the contact person noted above. A window envelope will be used; please make sure that the contact information is accurate and confined to the address field without altering the formatting.
- For information on budgeting refer to the Fiscal Guidelines for Federal and State Aided Grants at http://www.oms.nysed.gov/cafe/guidance/.

PURCHASED SERVICES			
		Subtotal - Code 40	$990,758
Description of Item	Provider of Services	Calculation of Cost	Proposed Expenditure
Coaching for New Teachers (SY2022+ 2023) EMBEDDED COACHING	Educate LLC	$1,200 per day @ 13 125 days Year 1	$15 750
Embedded Coaching (SY2022 + 2023) EMBEDDED COACHING	Educate LLC	$1,200 per day @ 13 125 days Year 2	$15 750
Coaching Teachers (SY2022+ 2023) EMBEDDED COACHING	Educate LLC	$1,200 per day @ 30 750 days Year 1	$36,900
Embedded Coaching (SY2022 + 2023) EMBEDDED COACHING	Educate LLC	$1,200 per day @ 30 750 days Year 2	$36 900
Teacher Math Coaching Yr. 1	Lavinia Group	$2,500 per day @ 7.956 days Year 1	$19,891
Teacher Math Coaching Yr. 2	Lavinia Group	$2,500 per day @ 8 days Year 2	$20,000
Consultation Support: Phonics, Reading, and Writing Yr 2	Teaching Matters	$1,240 per day @ 30.0 days Year 2	$37,200
LPM Education-Middle School Recovery Yr. 1	LePage Miller	$1,450 per day @ 24 days Year 1	$34,800
LPM Education-Middle School Recovery Yr. 2	LePage Miller	$1,450 per day @ 24 days Year 2	$34,800
LPM Education-Parent Workshop Series Yr. 1	LePage Miller	14 workshops @ an average of $671.43 Yr 1	$9,400
LPM Education-Parent Workshop Series Yr. 2	LePage Miller	14 workshops @ an average of $671.43 Yr 2	$9,400
7th Grade High School Readiness Program with Latin Yr 1	LePage Miller	25 hours @$360 an hour Yr. 1	$9,000
7th Grade High School Readiness Program with Latin Yr. 2	LePage Miller	25 hours @$360 an hour Yr. 1	$9,000
Music Instructors Yr 1	Harmony Music Program	4 Instructors @ $10,657.5	$42,630
Music Teacher Development Yr. 1	Harmony Music Program	1 @ $2000	$2,000
Music Special Guest Yr. 1	Harmony Music Program	1 @ $2500	$2,500
Music Administarion Yr 1	Harmony Music Program	1 @ $8,926	$8,926
Music Instructors Yr. 2	Harmony Music Program	4 Instructors @ $11,025	$44,100
Music Teacher Development Yr 2	Harmony Music Program	1 @ $2000	$2,000
Music Administarion Yr 2	Harmony Music Program	1 @ $9,220	$9,220
Music Instruction	Harmony Music Program	1 @ $6,000	$6,000
1:1 Virtual Tutoring ELA/Homework Assistance (2021-22)	Club X Youthuniversity	80 students@72 hrs pre student over 36 weeks	$168,000
Dance Instruction (2021-22)	Alley Kids	2-10 week cycles@ $22,453/cycle	$44,906

Percussion Lecture Demonstration(2021-22)	Alley Kids	1@$800	$800
Family Engagement (2021-22)	Alley Kids	3@$1041	$3,070
Performance by the Dancers from the Alley School (2021-22)	Alley Kids	1 performance at $1,460	$1,460
Performance supplies	Alley Kids	$15.34	$4,910
Dance Instruction (2022-23)	Alley Kids	2-10 week cycles@ $22,453/cycle	$44,906
Percussion Lecture Demonstration (2022-23)	Alley Kids	1@$800	$800
Family Engagement (2022-23)	Alley Kids	3@$1041	$3,070
Performance by the Dancers from the Alley School (2022-23)	Alley Kids	1 performance at $1,460	$1,460
Performance supplies	Alley Kids	$15.34	$4,910
Chess Instruction Yr. 1	New York Chess Academy	52 weeks @ $702. 69 per week	$36,540
Chess Instruction Yr. 2	New York Chess Academy	52 weeks @ $702. 69 per week	$36,540
Academic / SHSAT Prep (2021-2022)	Princeton Review	1 X $7,000	$7,000
Academic / SHSAT Prep (2022-2023)	Princeton Review	1 X $7,000	$7,000
Theatre Courses Yr. 1	New York City Children's Theatre	1 x $3.300	$3.300
Theatre Courses Yr. 2	New York City Children's Theatre	1 x $3.300	$3.300
Theater Enrichment Art of Stepping FY 22	Remo Systems	24 weeks of 1 hour/2 days a week ($250 a week)	$6.000
Theater Enrichment Art of Stepping FY 23	Remo Systems	24 weeks of 1 hour/2 days a week ($250 a week)	$6.000
Student training on public speaking and argumentation skills FY22	Agape	10 visits @ $220	$2,200
Student training on public speaking and argumentation skills FY23	Agape	10 visits @ $220	$2,200
Science Teacher Instruction	Amplify	5 visits @$1,880	$9,400
Dance Instruction - (SY2021+ 2022)	LEAP In-School Dance	152 sessions @ $520 per session	$79,300
Dance Instruction - (SY2022+ 2023)	LEAP In-School Dance	116 sessions @ $520 per session	$60,592
In Person Workshop (Music)	Building Beats	297 workshops @ $157 50 plus one time set up of $150	$46,927

		Subtotal - Code 45	$461,391
Description of Item	Quantity	Unit Cost	Proposed Expenditure
Violins	80.00	$368.75	$29,500
Violas	40.00	$525.00	$21,000
Cellos	40.00	$840.00	$33,600
General Music Keyboard	1.00	$300.00	$300
Bucket Drumming	1.00	$100.00	$100
Snare Drums	1.00	$3,000.00	$3,000
Music supplies	80.00	$101.50	$8,120
String Class Supplies Yr. 1	40.00	$225.00	$9,000
String Class Supplies Yr. 2	40.00	$225.00	$9,000
Cello Storage Yr. 1	6.00	$729.17	$4,375
Kendall-Hunt Math materials Yr. 1	320.00	$65.92	$21,096
Kendall-Hunt Math materials Yr. 2	320.00	$65.92	$21,096
Class VR -2020 Kit Headset 8 Hand (includes handlebar, rollingcase with 8 headsets and hand controls (2021-22)	50.00	$3,449.00	$172,453
Science Software	320.00	$24.69	$7,900
Instructional supplies Yr. 1	320.00	$135.74	$43,439
Instructional supplies Yr. 2	320.00	$135.74	$37,132
I-Ready Testing program FY 21	320.00	$34.06	$10,900
I-Ready Testing program FY 22	320.00	$34.06	$10,900
Lightsail Software FY 21	320.00	$28.88	$9,240
Lightsail Software FY 22	320.00	$28.88	$9,240

INDIRECT COST		
A.	Modified Direct Cost Base -- Sum of all preceding subtotals(codes 15, 16, 40, 45, 46, and 80 and excludes the portion of each subcontract exceeding $25,000 and any flow through funds) **Manual Entry	
B.	Approved Restricted Indirect Cost Rate	
C.	Subtotal - Code 90	

For your information, maximum direct cost base = $1,452,149.00

To calculate Modified Direct Cost Base, reduce maximum direct cost base by the portion of each subcontract exceeding $25,000 and any flow through funds.

BUDGET SUMMARY

SUBTOTAL	CODE	PROJECT COSTS
Professional Salaries	15	
Support Staff Salaries	16	
Purchased Services	40	$990,758
Supplies and Materials	45	$461,391
Travel Expenses	46	
Employee Benefits	80	
Indirect Cost	90	
BOCES Services	49	
Minor Remodeling	30	
Equipment	20	
Grand Total		$1,452,149

Agency Code: 320900861029

Project #: 5880-21-4935

Contract #:

Agency Name: Icahn Charter School 6

CHIEF ADMINISTRATOR'S CERTIFICATION

By signing this report, I certify to the best of my knowledge and belief that the report is true, complete, and accurate, and the expenditures, disbursements, and cash receipts are for the purposes and objectives set forth in the terms and conditions of the Federal (or State) award. I am aware that any false, fictitious, or fraudulent information, or the omission of any material fact, may subject me to criminal, civil, or administrative penalties for fraud, false statements, false claims, or otherwise. (U.S. Code Title 18, Section 1001 and Title 31, Sections 3729-3730 and 3801-3812).

11/29/21
Date

Signature

Jason Cartagena, Principal
Name and Title of Chief Administrative Officer

FOR DEPARTMENT USE ONLY

Funding Dates: _____ From _____ To

Program Approval: _____ Date: _____

Fiscal Year	First Payment	Line #

Voucher # _____ First Payment _____

Finance: Logged _____ Approved _____ MIR _____

Summary & Background

ICAHN CHARTER SCHOOL 6

320900861029

SUMMARY & BACKGROUND

On March 11, 2021, the President signed into law the American Rescue Plan Act of 2021 (ARP). ARP makes available $122.8 billion nationally in a third round of Elementary and Secondary School Emergency Relief (ESSER) funds. New York State has been allocated nearly $9 billion under the ARP Act's Elementary and Secondary School Emergency Relief (ESSER) Fund. The ARP Act requires that a minimum of $8.09 billion (90 percent) be allocated to LEAs, including charter schools and Special Act School Districts that are LEAs. Pursuant to the terms of the ARP Act, LEA allocations have been calculated using the relative shares of grants awarded under Title 1, Part A of the ESEA for the most recent federal fiscal year (2020). Each eligible LEA's ARP-ESSER allocation may be found HERE.

Under section 2001(d)(2) of ARP Act of 2021, each State Educational Agency (SEA) must make ARP-ESSER allocations to LEAs in an expedited and timely manner and, to the extent practicable, not later than 60 days after the SEA receives its ARP-ESSER funds. The first portion of ARP-ESSER Funds was awarded to states on March 24, 2021, and 60 days from that day is May 24, 2021. The U.S. Department of Education (USDE) has taken the position that an SEA makes allocations when it authorizes the LEA to begin to obligate funds in accordance with its needs. To enable New York State's LEAs to begin to obligate ARP-ESSER funds by USDE's May 24, 2021 deadline, the application for LEA 90% base ARP-ESSER allocations is being administered by NYSED as a two-part application process:

ARP-ESSER Application – Part 1: The first step was for each LEA to submit signed assurances to NYSED by May 24, 2021. Upon receipt of signed LEA assurances, NYSED provided an email notice to the LEA of substantially approvable application status. Upon receipt of such notice, LEAs were able to begin obligating their allocation of 90% base ARP-ESSER funds.

ARP-ESSER Application – Part 2: The second step will be the submission of a full application and budget by the LEA. NYSED will issue a Grant Award Notice (GAN) to the LEA after the LEA's application is fully reviewed and approved by NYSED. Part 2 will address several of the plan-related assurances an LEA must provide in Part 1 of the application process.

The ARP Act requires LEAs to reserve at least 20% of their 90% ARP-ESSER allocation to address learning loss through the implementation of evidence-based interventions, such as summer learning or summer enrichment, extended day, comprehensive afterschool programs, or extended school year programs, and ensure that such interventions respond to students' academic, social, and emotional needs and address the disproportionate impact of the coronavirus on economically disadvantaged students, children with disabilities, English learners, racial and ethnic minorities, migrant students, students experiencing homelessness, and children and youth in foster care. For your information, the minimum 20% reservation for each LEA may be found HERE.

Project Period

March 13, 2020 to September 30, 2024 to obligate funds. Funds must be fully liquidated by October 31, 2024.

Project Number

The project number stem for the program is:

ESSER: 5880 - 21 - XXXX

This number should be used on the appropriate FS-10 budget form.

Submission Deadline

Completed applications are due by **August 31, 2021** (with extensions by request), and will be reviewed on a rolling basis.

Please note that applications must be submitted and fully approved by no later than March 23, 2022. LEAs that have not been issued a Grant Award Notice by that time will be at risk of having their ARP-ESSER allocation returned to the United States Department of Education.

APPLICATION PROCESS FOR LEA ALLOCATIONS OF ARP-ESSER SEA RESERVE FUNDS

The federal ARP statute requires SEAs to reserve:

not less than 5 percent of the total amount of grant funds awarded to the State ($449.4 million) to carry out activities to address the impact of lost instructional time by supporting the implementation of evidence-based interventions;

not less than 1 percent ($89.9 million) to carry out the implementation of evidence-based summer enrichment programs; and

not less than 1 percent ($89.9 million) to carry out the implementation of evidence-based comprehensive afterschool programs.

The 2021-22 enacted state budget directs that these required SEA set-asides be allocated as grants to specified school districts. Each eligible district's allocation of SEA reserve funds may be found HERE. NYSED will inform school districts under separate cover when the application process for school district allocations of ARP-ESSER SEA set-aside funds has been published in the SED Monitoring and Vendor Reporting System. This application is only for LEA 90% base ARP-ESSER allocations. LEAs should not apply for ARP ESSER SEA Reserve funds as part of this application.

Submission Instructions

ICAHN CHARTER SCHOOL 6

320900861029

Directions for Submitting the Application:

The online application may only be submitted/certified by the chief school officer of the applicant LEA. The designated superintendent (public school LEAs), and 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 general application materials to the Department.

LEAs *ARE REQUIRED* to send signed originals and two hard copies of each FS-10 Budget Form to:

Office of ESSA-Funded Programs - Rm 320 EB

RE: ARP-ESSER Application – Part 2

New York State Education Department

89 Washington Avenue

Albany, NY 12234.

Deadline for Submitting the Applications:

The *ARP-ESSER Application – Part 2* is due by August 31, 2021.

ARP-ESSER LEA Base 90% Allocation - Intent to Apply

ICAHN CHARTER SCHOOL 6

320900861029

1. **Does the LEA intend to apply for American Rescue Plan (ARP) Act - Elementary and Secondary School Emergency Relief (ESSER) LEA Base 90% funding?**

   Yes, the LEA intends to apply for Elementary and Secondary School Emergency Relief (ESSER) funding.

2. **Please provide contact information for the LEA Business Official and Board President. Please confirm that each individual has reviewed and approved of the application, including all plan descriptions and use of funds.**

	Name	Email Address	Date of Final Review/ Approval
LEA Business Official	Richard Santiago	rsantiago@ccics.org	09/09/2021
LEA Board President	Gail Golden	ggolden@ccics.org	09//09/2021

ARP-ESSER Allocation - Construction-Related Costs

3. **Does the LEA intend to use American Rescue Plan (ARP) Act - Elementary and Secondary School Emergency Relief (ESSER) LEA Base 90% funding for construction-related expenditures?**

   No, the LEA does not intend to use American Rescue Plan (ARP) Act - Elementary and Secondary School Emergency Relief (ESSER) funding for construction-related expenditures.

ARP-ESSER LEA Base 90% Allocation - Plan Development and Dissemination

ICAHN CHARTER SCHOOL 6

320900861029

Title VIII of Division B of the CARES Act directs the Department to carry out the Education Stabilization Fund, of which the ARP ESSER funds are a part. Section 2001 of the ARP Act provides for the Department to make grants to each SEA from the ARP ESSER funds. An SEA must allocate at least 90 percent of its ARP ESSER grant funds to its LEAs (including charter schools that are LEAs) in the State in the same proportion that the LEAs received under part A of title I of the ESEA in Fiscal Year 2020, as required by section 2001(d)(1) of the ARP Act; and section 2001(e) of the ARP Act prescribes certain mandatory and permissive uses of LEAs' funds. Under 20 U.S.C. 1221e-3, the Secretary has the authority to promulgate rules governing the programs administered by the Department. Under this requirement, each LEA that receives ARP ESSER funds must develop, submit to the SEA on a reasonable timeline determined by the SEA, and make publicly available on the LEA's website, a plan for the LEA's use of ARP ESSER funds. The plan - known as the LEA ARP ESSER Plan - and any revisions to the plan submitted consistent with procedures established by the SEA, must include a description of key activities which are required below.

NYSED will consider each LEA's application for its base 90% ARP-ESSER allocation as meeting the USDE LEA ARP-ESSER use of funds plan requirement, provided the required elements of the plan are fully addressed in the LEA's application, combined with a budget, and then publicly posted after being developed with public input.

An LEA must engage in meaningful consultation with stakeholders and give the public an opportunity to provide input in the development of its plan. Specifically, an LEA must engage in meaningful consultation with students; families; school and district administrators (including special education administrators); and teachers, principals, school leaders, other educators, school staff, and their unions. Additionally, an LEA must engage in meaningful consultation with each of the following, to the extent present in or served by the LEA: Tribes; civil rights organizations (including disability rights organizations); and stakeholders representing the interests of children with disabilities, English learners, children experiencing homelessness, children in foster care, migratory students, children who are incarcerated, and other underserved students.

Each LEA's ARP ESSER plan must be in an understandable and uniform format and, to the extent practicable, written in a language that parents can understand (or, if not practicable, orally translated). Upon request by a parent with a disability, LEA plans must be provided in an alternative format accessible to the parent.

1. In the space provided below, please describe how the LEA meaningfully engaged a diverse and representative set of the applicable stakeholders in developing a plan to use these funds and implementing that plan.

Prior to and throughout the pandemic the Icahn 6 Charter School (Icahn 6) leaders have engaged, and learned from teachers, paraprofessionals, parents, and other community members in support of student learning. Engagement has taken the forms of Zoom meetings, Opinion Surveys, and personal contacts via email and telephone. Topics shared in the dialogue among stakeholders have included:

1. Data on the school'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, NYCDOH, and NYSED; and
4. Decisions detailing school operations.

Information gathered on these and other topics has been used in planning, including the 2021-22 Reopening Plan which is posted on the Icahn 6 Internet Site.

During and after the federal grant period, Icahn 6 Charter School will continue to engage its stakeholders through a combination of Zoom meetings, Opinion Surveys, and personal contacts via email and telephone throughout the implementation period.

2. **In the space provided below, please provide the URL for the website(s) where the LEA ARP-ESSER Plan is/will be publicly posted. For an LEA that does not have a website, the LEA may identify an online platform (e.g. social media group or post, file sharing service, email listserv) that allows plans to be directly communicated to students, parents or legal guardians, school staff, and other stakeholders. As appropriate, the LEA should provide details about how the plan will be made available to people who request it.**

http://www.icahncharterschool6.org/
The Icahn 6 Charter School ARP Spending Plan has been posted on the school's Internet site along with the school's Reopening Plan. Printed copies of both plans will be available at the main office, and will be furnished to people requesting them. The ARP Plan includes details concerning the use of funds, and research supporting the school's afterschool and summer programs. Once the ARP ESSER Application received programmatic approval, Icahn 6 will download and post the approved application and budget forms at the school's website.

ARP-ESSER LEA Base 90% Allocation - Program Information

3. **In the space provided below, please describe the extent to which and how the funds will be used to implement prevention and mitigation strategies that are, to the greatest extent practicable, consistent with the most recent CDC guidance on reopening schools, in order to continuously and safely open and operate schools for in-person learning.**

For prevention and mitigation strategies, the Icahn 6 Charter School has prepared and uploaded an updated Health and Safety Plan (HSP) on its Internet Site. $89,717 in ARP funds are being used to acquire Personal Protective Equipment and staff to increase personal safety as follows: ESSER I - $89,717; ESSER II - $0 and ARP ESSER - $0.
Based upon CDC guidance for reopening school the aim is to continuously and safely open and operate the school for in-person learning. Primary topics in the HSP include:
Use of mask
Physical Distancing whenever possible
Space Configurations
Vaccination
Screening and Testing
Hygiene, Cleaning and Disinfection
Ventilation and Filtration
Vulnerable Populations including SWD
Coordination with State and Local Health Officials
School leaders have developed strategies and implemented public health protocols for these topics, which include policies in line with guidance from the CDC for the reopening and operation of school facilities to effectively maintain the health and safety of students, educators, and other staff. Funds are used to implement prevention and mitigation strategies.
They support: (1.) Professional development for teachers and other staff members designed to reduce the loss of learning by each student during the pandemic, while attending to their social,
Emotional, and mental health needs and; (2.) Assurance the school's ventilation and filtration systems meet NYDOH guidelines.

4. In the space provided below, please describe the data that the LEA will use to identify student needs and monitor student progress as a result of planned interventions and supports.

Icahn 6 Charter School (Icahn 6) has implemented a comprehensive assessment program to generate data that will help staff members identify student needs and monitor student progress resulting from planned interventions and support. Analysis of the data from the collective of assessments listed below indicates that after the prolonged period of remote learning resulting from the pandemic needs and or weaknesses among students vary but generally include:

- **English Language Arts**

- **ELA skills development:** Students need support for decoding written English, blending (reading) and segmenting (spelling) using the sound spellings they have learned through a synthetic phonics approach, and in handwriting, spelling, and the writing process.
- **Listening and learning** - Students have difficulty acquiring language competence through listening, building a rich vocabulary, and broad knowledge in history and science by being exposed to carefully selected, sequenced, and coherent readâÂÂÂÂÂ"alouds".
- **Guided Reading and Accountable Independent Reading** - Students' listening comprehension outpaces their reading comprehension throughout elementary school. Students need support in becoming independent, interested, and capable readers.
- **Mathematics – Key content areas in Elementary and Middle School Math**
- **Elementary School**
- **Number sense** - Students need support to visualize the meaning behind numbers and grasp the concept of larger figures in the hundreds, thousands, and millions.
- **Fractions and decimals** – Students need to stimulation in the exploration of fractions, decimals, and percentages.
- **Negative numbers** – Students have difficulty with more abstract ideas in the mathematical curriculum.
- **Problem solving** – Students lack and require strong foundation in critical thinking. They need support with word problems,
- **Middle School**
- **Ratios and Unit Rates** - Students have difficulty applying reason when solving collections of ratio problems in real world contexts using various tools such as tape diagrams, double number line diagrams, tables, equations and graphs
- **Arithmetic Operations Including Division of Fractions** - Students have difficulty completing their understanding of the four operations as they study division of whole numbers, division by a fraction and operations on multi-digit decimals
- **Rational Numbers** - Students have difficulty with the number line and in determining the location of positive fractions, decimals, and whole numbers from previous grades.
- **Expressions and Equations** - Students have difficulty extending their arithmetic work to include using letters to represent numbers.
- **Area, Surface Area, and Volume Problems** - Students need support to utilize their previous experiences in order to understand and develop formulas for area, volume, and surface area.
- **Statistics** - Students have difficulty moving from simply representing data into analysis of data.

The Icahn 6 Charter School's systematic use of assessment data improves instructional effectiveness and student learning. We utilize a variety of diagnostic, formative, and summative assessments to understand student's instructional needs and adjust lessons accordingly. i-Ready Diagnostics, NY Ready Assessments, and mClass help us to identify students' skill deficiencies and to identify students in need of academic intervention. Internally created ELA and math interim assessments are also administered throughout the school year to monitor student progress and to actively respond to student goals and learning plans. Teachers compile student performance data using Illuminate Education (funded by other resources) that stores student information over multiple years so that we can identify grade and school trends. These detailed analyses at multiple levels inform instructional planning and professional development.

The power of our assessment program focuses on our ability to determine the strengths and areas in need of improvement of each student regardless of ethnicity, financial status, language ability, or physical or other handicap. The information we have gathered has been used in the design of instruction for regular day, afterschool and summer programming. Beyond classroom instruction, we plan intense intervention for our students in both ELA and math though afterschool, and summer programs, including a high dosage of tutoring as described in Question 5

Planned interventions and supports include:

- Pinpointing student strengths and knowledge gaps at the subskill level
- Delivering individualized learning paths for each student
- Implementing tools for Instruction to address identified skills gaps
- Saving time by automatically grouping students and offering targeted instructional recommendations
- Helping to spot trends across student groups

Icahn 6 Charter School uses a multi-tier approach to the early identification and support of students at risk of not meeting state standards or social-emotional behavior challenges. The LEA integrates Restorative Practices and Positive Behavioral Interventions and Support (PBIS) to support student success. Restorative Practices is a new way to communicate with our students in solving a problem and creating an environment where all students challenge themselves in a new way to think and respond to difficult situations. Positive Behavioral Interventions and Support (PBIS) is a school-wide discipline that applies evidence-based practices and strategies for all students to increase academic achievement, improve safety, decrease problem

behavior, and foster a positive school culture.
Second Step programs feature a social-emotional learning (SEL) curriculum that teaches children how to approach social and learning situations, manage the emotions that occur within everyday school settings and how to become independent problem solvers. Icahn 6 will help students achieve proper development in self-awareness, self-management, and interpersonal skills. They will implement monthly initiatives to improve and strengthen our partnership with parents and our school community.
Positive Behavioral Interventions and Support (PBIS) comprises three tiers of support for students and school staff to solve problem behavior and foster a positive school culture. Recognition of these positive character traits will be noted through the acknowledgement system (STAR/STAR tickets) used for students who are "STARRING" at our school. The acknowledgement system recognizes positive behavior in the cafeteria, during recess, in the hallway, in the classroom, and on the bus. Displays of good character help students to earn STAR tickets so that they can receive their incentives.

5. **In the space provided below, please describe how the LEA will use the funds it reserves under section 2001(e)(1) - the required reserve of 20% of funds - to address the academic impact of lost instructional time through the implementation of evidence-based interventions, such as summer learning or summer enrichment, extended day, comprehensive afterschool programs, or extended school year.**

The required 20% reserve to address the academic impact of lost instructional time through the implementation of evidenced-based interventions will be met or exceeded through extended day, extended school year, and a series of comprehensive afterschool, summer, and Saturday Academy programs offered by Icahn 6 Charter School (Icahn 6) teachers and/or external service providers. Icahn 6 offers an extended school day five (5) days each week with different focus groups and various grades and the extended school year.
The variety of afterschool and summer programs supported by ARP ESSER funds are intended to reduce the impact of lost instructional time and support the social, emotional, mental as well as academic needs of Icahn 6 students after the extended absence from school due to the pandemic. These programs will be offered by Icahn 6 faculty and include:

- Academic programming - $654,094
- SEL programming - $599,242
- Afterschool programming - $189,870

Details concerning the hours per session, and the number of sessions in each program, are presented in the ARP ESSER budget narrative.

6. **In the space provided below, please describe how the LEA will spend its remaining ARP ESSER funds consistent with section 2001(e)(2) - the allowable uses of funds - of the ARP Act.**

Icahn 6 will invest $405,524 of its ARP ESSER allocation to: (1) purchase educational technology to support students and staff members, (2) provide professional development for its staff members; and (3) provide support for parents as follows:
Ed Technology - $198,833 in ARP ESSER funds - This expenditure contributes to the educational technology posture at Icahn 6, which was enriched by $95,524 in ESSER I and $14,000 in ESSER II funds. The educational technology initiative is consistent with ARP ESSER Use of Funds #13 for students who are served by the LEA that aids in regular and substantive educational interaction between students and their classroom instructors, including low-income students and students with disabilities, which may include assistive technology or adaptive equipment

Professional Development - $182,391 - This expenditure contributes to professional development at Icahn 6, which was enriched by $158,400 in ESSER II funds. Focused professional develop for teachers is critical as they prepare to address the loss of learning among their students as school opens. The school has included a variety of professional development opportunities for teachers through coaching, preparation for the delivery of newly acquired program, and understanding the needs of the social, emotional and mental needs of their students.
Family Engagement Workshops - $24,300 in ESSER II funds were earmarked for family engagement workshops are important to the success of academic and SEL programming initiatives as they facilitate a dialogue between school staff members and parents in support of their children. $0 ARP ESSER funds were provided for parent engagement activities.

7. **In the space provided below, please describe how the LEA will ensure that the interventions it implements, including but not limited to the interventions implemented under section 2001(e)(1) - the required reserve of 20% of funds - to address the academic impact of lost instructional time, will respond to the academic, social, emotional, and mental health needs of all students, and particularly those students disproportionately impacted by the COVID-19 pandemic, including students from low-income families, students of color, English learners, children with disabilities, students experiencing homelessness, children in foster care, and migratory students.**

Icahn 6's plan for accelerating student learning responds to the needs of all its students disproportionally impacted by the COVID-19 pandemic, including students from low-income families, students of color, English learners, children with disabilities, students experiencing homelessness, children in foster care, and migratory students. As 324 or 190 (58.6%) of our students qualify for free/reduced lunch we consider all our students at-risk for academic failure. Our planning focuses on the academic and/or SEL needs of each student no matter his or her ethnic, racial, financial background or disability and is made viable by our intense commitment to data-driven decision-making, discussed in Question 4. In addition, we are expanding and strengthening our academic interventions for at-risk students with the integration of research-based programs offered by Core Knowledge and our commitment to co-teaching in the differentiated classroom environment, which extends to our afterschool and summer programming. Our ELL students are supported not only by our ESL teacher. The needs of students with disabilities were discussed in Question 6. The needs of students experiencing homelessness are supported by the school's McKinney-Vento Homeless Liaison, who interacts with staff members providing their instruction and facilitates solutions to issues related to homelessness beyond the school. We also maintain a Foster Care Student Contact person, should the need arise to support their academic, SEL and other issues which may arise.

Our commitment to our students is evidenced by the fact all but $16,934 of our ARP ESSER funds will be devoted to enhancing the school's curriculum and supporting teachers. Icahn 6 is investing almost all of its ARP allocation over three years to: (1) evaluate and expand our assessment program including ensuring that assessments are administered equitably; (2) provide evidence-based academic programming and support; (3) provide teachers with quality focused professional development; (4) expand and enrich instructional curriculum materials to improve student achievement and growth in reading and writing; (5) expand and improve academic interventions; and (6) expand the improve educational technology support.

Social, emotional and mental health data sources for student sub-groups were identified in the response to question 4.

ARP-ESSER Return to In-Person Instruction

ICAHN CHARTER SCHOOL 6

320900861029

Section 2001(i)(1) of the ARP Act requires each LEA that receives ARP ESSER funds to develop and make publicly available on the LEA's website, not later than 30 days after receiving ARP ESSER funds, a plan for the safe return to in-person instruction and continuity of services for all schools, including those that have already returned to in- person instruction. Section 2001(i)(2) of the ARP Act further requires that the LEA seek public comment on the plan and take those comments into account in the development of the plan. Finally, section 2001(i)(3) of the ARP Act states that an LEA that developed a plan for the safe return to in-person instruction and continuity of services prior to the date of enactment of the ARP Act will be deemed to have met the requirement to develop a plan under section 2001(i)(1) as long as the plan meets the statutory requirements (i.e., is publicly available on the LEA's website and was developed after the LEA sought and took into account public comment).

The LEA's plan must include how it will maintain the health and safety of students, educators, and other school and LEA staff and a description of any policies it has adopted regarding each of the CDC's safety recommendations, including universal and correct wearing of masks; modifying facilities to allow for physical distancing (e.g., use of cohorts/podding); handwashing and respiratory etiquette; cleaning and maintaining healthy facilities, including improving ventilation; contact tracing in combination with isolation and quarantine in collaboration with the State, local, territorial, or the health departments of Native American Nations; diagnostic and screening testing; efforts to provide vaccinations to school communities; appropriate accommodations for children with disabilities with respect to health and safety policies; and coordination with State and local health officials.

The plan must describe how the LEA will ensure continuity of services, including but not limited to services to address students' academic needs and the social, emotional, mental health and other needs of students and staff, which may include student health and food services.

LEA plans must be in an understandable and uniform format and, to the extent practicable, written in a language that parents can understand (or, if not practicable, orally translated). Upon request by a parent with a disability, LEA plans must be provided in an alternative format accessible to the parent.

NYSED will permit previously developed LEA re-opening plans to satisfy the ARP statutory requirement for the safe return to in-person instruction and continuity of services. LEAs must make any necessary updates to existing plans to conform with the USDE requirements within 30 days of receipt of ARP-ESSER funds and to review (and revise if appropriate) plans every six months thereafter (until September 30, 2023).

1. **In the space provided below, please provide the URL for the website(s) where the district's most current re-opening/return to in-person learning plan is/will be located. For an LEA that does not have a website, the LEA may identify an online platform (e.g. social media group or post, file sharing service, email listserv) that allows plans to be directly communicated to students, parents or legal guardians, school staff, and other stakeholders. As appropriate, the LEA should provide details about how the plan will be made available to people who request it.**

Question 1

http://www.icahncharterschool6.org/

The Icahn 6 Charter School ARP Spending Plan has been posted on the school's Internet site along with the school's Reopening Plan. Printed copies of both plans will be available at the main office, and will be furnished to people requesting them. The ARP Plan includes details concerning the use of funds, and research supporting the school's afterschool and summer programs. Once the ARP ESSER Application received programmatic approval, Icahn 6will download and post the approved application and budget forms at the school's website.

2. **An LEA must periodically, but no less frequently than every six months (through September 30, 2023), review and, as appropriate, revise its plan. Consistent with section 2001(i)(2) of the ARP Act, which requires an LEA to seek public comment on the development of its plan, an LEA must seek public input and take such input into account in determining whether to revise its plan and, if it determines revisions are necessary, on the revisions it makes to its plan, i.e., the LEA must seek public input on whether to revise its plan and on any revisions to its plan no less frequently than every six months (taking into consideration the timing of significant changes to CDC guidance on reopening schools). If the LEA revises its plan, the revised plan must address each of the aspects of safety currently recommended by the CDC or, if the CDC has updated its safety recommendations at the time the LEA is revising its plan, each of the updated safety recommendations.**

   In the space provided below, please describe how the LEA will review and regularly update (at least every six months through September 30, 2023) it's plan for in-person instruction, including a description of how public comment will be collected.

Upon approval of the school's ARP submission, the Principal and the Leadership Team will deconstruct the school's reopening/return to in-person learning plan (Plan) making certain to

- Identify the discrete parts of the Plan, (i.e. Health & Safety, Attendance, Daily Schedule, Instructional Program, etc.),
- Assign specific responsibility for the implementation and review/evaluation of each part of the Plan to members of the Leadership Team, and
- Describe how each part of the Plan will be reviewed/evaluated and adjusted when necessary.

A formal written review of the Plan will occur every 6 months. The review may result in adjustments to the Plan. The written review will be posted on the school's website adjacent to the Plan. The Leadership Team will also develop a communication process for the purpose of engaging stakeholders in the review process. Before changes to the plan occur, stakeholders will be given the opportunity to express their opinions as well as suggestions for Plan improvement.

During and after the federal grant period, Icahn 6 will continue to engage its stakeholders and public through a combination of Zoom meetings, Opinion Surveys, and personal contacts via email and telephone throughout the implementation period. The information collected will be incorporated with the efforts of the Leadership Team in plan revisions.

ARP-ESSER LEA Base 90% Allocation - Funding Distribution

ICAHN CHARTER SCHOOL 6

320900861029

Please note: LEAs that have been allocated funds from the mandated SEA-Level Reserves in the 2021-22 enacted state budget will apply for those funds via a separate application process. NYSED will inform school districts under separate cover when the application process for school district allocations of ARP-ESSER SEA set-aside funds has been published in the SED Monitoring and Vendor Reporting System. The sections below are only for LEA 90% base ARP-ESSER allocations. LEAs should not apply for ARP ESSER SEA Reserve funds as part of this application.

1. Please complete the following to indicate the LEA's American Rescue Plan (ARP) Act LEA Base 90% allocation for Elementary and Secondary School Emergency Relief (ESSER) funds, as well as its most current enrollment figures.

	Amount ($ or #)
ARP-ESSER Fund Allocation ($)	1,452,149
Total Number of K-12 Resident Students Enrolled (#)	328
Total Number of Students from Low-Income Families (#)	282

ARP-ESSER Schools Served

2. Please complete the following chart by indicating the number of PUBLIC SCHOOLS in the LEA being served by ARP-ESSER LEA Base 90% Funding.

	Number (#)
Total Number of Schools in the LEA	1
Number of Schools Served by ARP-ESSER LEA Base 90% Funding	1

ARP-ESSER LEA Base 90% Allocation - Use of Funds

ICAHN CHARTER SCHOOL 6

320900861029

Please note: LEAs that have been allocated funds from the mandated SEA-Level Reserves in the 2021-22 enacted state budget will apply for those funds via a separate application process. NYSED will inform school districts under separate cover when the application process for school district allocations of ARP-ESSER SEA set-aside funds has been published in the SED Monitoring and Vendor Reporting System. The sections below are only for LEA 90% base ARP-ESSER allocations. LEAs should not apply for ARP ESSER SEA Reserve funds as part of this application.

1. **Please complete the chart below by identifying the funds being used to support each allowable activity. Please respond with "0" to indicate that no funds are being assigned to a given activity.**
PLEASE NOTE - All proposed expenditures must be reflected within the FS-10 budget form AND budget narrative to clearly align with this item.

	FUNDING Amounts ($)
1 - Any activity authorized by the ESEA, including the Native Hawaiian Education Act and the Alaska Native Educational Equity, Support, and Assistance Act (20 U.S.C. 6301 et seq.).	0
2 - Any activity authorized by the Individuals with Disabilities Education Act (IDEA) (20 U.S.C. 1400 et seq.).	0
3 - Any activity authorized by the Adult Education and Family Literacy Act (AEFLA) (29 U.S.C. 3271 et seq.).	0
4 - Any activity authorized by the Carl D. Perkins Career and Technical Education Act of 2006 (Perkins V) (20 U.S.C. 2301 et seq.).	0
5 - Any activity authorized by subtitle B of title VII of the McKinney-Vento Homeless Assistance Act (McKinney-Vento) (42 U.S.C. 11431 et seq.).	0
6 - Coordinating preparedness and response efforts of LEAs with State, local, Tribal, and territorial public health departments, and other relevant agencies, to improve coordinated responses among such entities to prevent, prepare for, and respond to COVID-19.	0
7 - Providing principals and other school leaders with the resources necessary to address the needs of their individual schools.	0
8 - Activities to address the unique needs of low-income children or students, students with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and children and youth in foster care, including how outreach and service delivery will meet the needs of each population.	404,036
9 - Developing and implementing procedures and systems to improve the preparedness and response efforts of LEAs.	0
10 - Training and professional development for staff of the LEA on sanitation and minimizing the spread of infectious diseases.	0
11 - Purchasing supplies to sanitize and clean the facilities of the LEA, including buildings operated by such LEA.	0
12 - Planning for, coordinating, and implementing activities during long-term closures, including providing meals to eligible students, providing technology for online learning to all students, providing guidance for carrying out requirements under the IDEA and ensuring other education services can continue to be provided consistent with all Federal, State, and local requirements.	0
13 - Purchasing educational technology (including hardware, software, and connectivity) for students who are served by the LEA that aids in regular and substantive educational interaction between students and their classroom instructors, including low-income students and students with disabilities, which may include assistive technology or adaptive equipment.	198,833
14 - Providing mental health services and supports, including through the implementation of evidence based full-service community schools.	0
15 - Planning and implementing activities related to summer learning and enrichment and supplemental after-school programs, including providing classroom instruction or online learning during the summer months and addressing the needs of low-income students, students with disabilities, English learners, migrant students, students experiencing homelessness, and children and youth in foster care.	0
16 - Addressing the academic impact of lost instructional time among an LEA's students (including low-income students, students with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and children and youth in foster care) by: a) Administering and using high-quality assessments that are valid and reliable to accurately assess students' academic progress and assist educators in meeting students' academic needs, including through differentiating instruction; b) Implementing	849,280

	FUNDING Amounts ($)
evidence-based activities to meet the comprehensive needs of students; c) Providing information and assistance to parents and families on how they can effectively support students, including in a distance learning environment; and d) Tracking student attendance and improving student engagement in distance education.	
17 - School facility repairs and improvements to enable operation of schools to reduce risk of virus transmission and exposure to environmental health hazards, and to support student health needs.	0
18 - Inspection, testing, maintenance, repair, replacement, and upgrade projects to improve the indoor air quality in school facilities, including mechanical and non-mechanical heating, ventilation, and air conditioning systems, filtering, purification and other air cleaning, fans, control systems, and window and door repair and replacement.	0
19 - Developing strategies and implementing public health protocols including, to the greatest extent practicable, policies in line with guidance from the CDC for the reopening and operation of school facilities to effectively maintain the health and safety of students, educators, and other staff.	0
20 - Other activities that are necessary to maintain the operation of and continuity of services in the LEA and continuing to employ existing staff of the LEA.	0
Totals:	**1,452,149**

ARP-ESSER LEA Base 90% Allocation - Budget

PLEASE NOTE - the FS-10 and Budget Narrative are used to provide NYSED with a specific itemization of proposed project expenditures and to provide NYSED and the Office of the State Comptroller with the necessary documentation upon which payments can be based. FS-10s with missing quantities or unit costs, or with terms such "*TBD*" or "*Varies*" cannot be accepted on the FS-10 or Budget Narrative forms.

Please note: LEAs that have been allocated funds from the mandated SEA-Level Reserves in the 2021-22 enacted state budget will apply for those funds via a separate application process. NYSED will inform school districts under separate cover when the application process for school district allocations of ARP-ESSER SEA set-aside funds has been published in the SED Monitoring and Vendor Reporting System. The sections below are only for LEA 90% base ARP-ESSER allocations. LEAs should not apply for ARP ESSER SEA Reserve funds as part of this application.

1. **Please upload a completed and signed copy of the FS-10 Budget for the ARP-ESSER LEA Base 90% Funds.**

Icahn 6 ARP ESSER Revised FS 10 signed.pdf
ICAHN 6 ARP ESSER FS-10 - Signed - Final.pdf
Icahn 6 ARP ESSER FS-10 Signed.pdf
Icahn 6 ARP ESSER Revised FS 10 signed.pdf
Icahn 6 ARP ESSER Revised FS 10 signed.pdf
Icahn 6 - Revised ARP ESSER FS-10.pdf
Icahn 6 ARP ESSER FS-10 Revision - 12-20.pdf
Icahn 6 SRP ESSER 10 - Final - 12-21.pdf

2. **Please upload a completed copy of the Budget Narrative for the ARP-ESSER LEA Base 90% Funds.**

ICAHN 6 2021-23 ARP ESSER _BN - 2.docx
ICAHN 6 2021-23 ARP ESSER _BN - 1.docx
ICAHN 6 2021-23 ARP ESSER _BN - 2.docx
ICAHN 6 2021-23 ARP ESSER _BN - 2.docx
ICAHN 6 2021-23 ARP ESSER _BN - 3.docx
ICAHN 6 2021-23 ARP ESSER _BN - 3.docx

3. **Please complete the following table by providing total proposed expenditures by budget code for funding in relation to the ARP-ESSER Application – Part 2. This information should match the Budget Summary page of the FS-10 budget form.**

	Total Funds ($)
15 - Professional Salaries	0
16 - Support Staff Salaries	0
40 - Purchased Services	980,938
45 - Supplies and Materials	471,211
46 - Travel Expenses	0
80 - Employee Benefits	0
90 - Indirect Cost	0
49 - BOCES Services	0
30 - Minor Remodeling	0
20 - Equipment	0
Totals:	**1,452,149**

BUDGET NARRATIVE

LEA: Icahn Charter School 6	**FOR: ARP ESSER**
BEDSCODE: 320900861029	

**** MUST BE SUBMITTED WITH EACH BUDGET IN THE CONSOLIDATED APPLICATION**

If using Transferability, please indicate on the Budget Narrative and FS-10 the amount of funds to be included under transferability in the budget categories where funds will be used. Example: In the Title IIA budget under Code 15 – Transferability - Title I Reading Teacher – FTE.35 - $15,000.

CODE/ BUDGET CATEGORY	***EXPLANATION OF EXPENDITURES IN THIS CATEGORY (as it relates to the program narrative for this title)***
Code 15 *Professional Salaries*	
Code 16 *Support Staff Salaries*	
Code 40 *Purchased Services*	$980,938 of $1,452,149 in ARP ESSER Funds allocated to Icahn 6 Charter School will fund professional development in the form of coaching, and consultation in phonics, reading and writing for teachers, rental of equipment, and programming for Icahn 6 students as follows:

Description of Item	Provider of Service	Calculation of Cost	Proposed Expenditure
Coaching for New Teachers (SY2022+ 2023) EMBEDDED COACHING	Educate LLC	$1,200 per day @ 13.125 days Year 1	$15,750
Embedded Coaching (SY2022 + 2023) EMBEDDED COACHING	Educate LLC	$1,200 per day @ 13.125 days Year 2	$15,750
Coaching Teachers (SY2022+ 2023) EMBEDDED COACHING	Educate LLC	$1,200 per day @ 30.750 days Year 1	$36,900
Embedded Coaching (SY2022 + 2023) EMBEDDED COACHING	Educate LLC	$1,200 per day @ 30.750 days Year 2	$36,900
Teacher Math Coaching Yr. 1	Lavinia Group	$2,500 per day @ 8.0628 days Year 1	$20,157
Teacher Math Coaching Yr. 2	Lavinia Group	$2,500 per day @ 8.1064days Year 2	$20,266
Consultation Support: Phonics, Reading, and Writing Yr 2	Teaching Matters	$1,240 per day @ 30.0 days Year 2	$37,200
LPM Education-Middle School Recovery Yr. 1	LePage Miller	$1,450 per day @ 24 days Year 1	$34,800
LPM Education-Middle School Recovery Yr. 2	LePage Miller	$1,450 per day @ 24 days Year 2	$34,800
LPM Education-Parent Workshop Series Yr. 1	LePage Miller	14 workshops @ an average of $671.43 Yr 1	$9,400
LPM Education-Parent Workshop Series Yr. 2	LePage Miller	14 workshops @ an average of $671.43	$9,400

CODE/ BUDGET CATEGORY	EXPLANATION OF EXPENDITURES IN THIS CATEGORY (as it relates to the program narrative for this title)			
			Yr 2	
	7th Grade High School Readiness Program with Latin Yr. 1	LePage Miller	25 hours @$360 an hour Yr. 1	$9,000
	7th Grade High School Readiness Program with Latin Yr. 2	LePage Miller	25 hours @$360 an hour Yr. 1	$9,000
	Music Instructors Yr. 1	Harmony Music Program	4 instructors @ $10,657.5	$42,630
	Music Teacher Development Yr. 1	Harmony Music Program	1 @ $2000	$2,000
	Music Special Guest Yr. 1	Harmony Music Program	1 @ $2500	$2,500
	Music Administration Yr. 1	Harmony Music Program	1 @ $8,926	$8,926
	Music Instructors Yr. 2	Harmony Music Program	4 instructors @ $11,025	$44,100
	Music Teacher Development Yr. 2	Harmony Music Program	1 @ $2000	$2,000
	Music Administration Yr. 2	Harmony Music Program	1 @ $9,220	$9,220
	Music Instruction	Harmony Music Program	1 @ $6,000	$6,000
	1:1 Virtual Tutoring ELA/Homework Assistance (2021-22)	Club X Youthuniversity	80 students@$ 58.3334 hrs pre student over 36 weeks	$168,000
	Dance instruction (2021-22)	Ailey Kids	1 cycle of 10 weeks @ $22,453/cycle x 2 cycles	$44,906
	Percussion Lecture Demonstration(2021-22)	Ailey Kids	1@$800	$800
	Family Engagement (2021-22)	Ailey Kids	3@$1023.33	$3,070
	Performance by the Dancers from the Ailey School (2021-22)	Ailey Kids	1 performance at $1,460	$1,460
	Performance supplies	Ailey Kids	$15.34	$4,910
	Dance instruction (2022-23)	Ailey Kids	1 cycle of 10 weeks @ $22,453/cycle x 2 cycles	$44,906
	Percussion Lecture Demonstration (2022-23)	Ailey Kids	1@$800	$800
	Family Engagement (2022-23)	Ailey Kids	3@$1023.33	$3,070
	Performance by the Dancers from the Ailey School (2022-23)	Ailey Kids	1 performance at $1,460	$1,460
	Chess Instruction Yr. 1	New York Chess Academy	52 weeks @ $702. 69 per week	$36,540
	Chess Instruction Yr. 2	New York Chess Academy	52 weeks @ $702. 69 per week	$36,540
	Academic / SHSAT Prep (2021-2022)	Princeton Review	1 X $7,000	$7,000
	Academic / SHSAT Prep (2022-2023)	Princeton Review	1 X $7,000	$7,000
	Theatre Courses Yr. 1	New York City Children's Theatre	1 x $3,300	$3,300
	Theatre Courses Yr. 2	New York City Children's Theatre	1 x $3,300	$3,300
	Theater Enrichment Art of Stepping FY 22	Remo Systems	24 weeks of 1 hour/2 days a week ($250 a week)	$6,000
	Theater Enrichment Art of Stepping FY 23	Remo Systems	24 weeks of 1 hour/2 days a week ($250 a week)	$6,000
	Student training on public speaking and argumentation skills FY22	Agape	10 visits @ $220	$2,200
	Student training on public speaking and	Agape	10 visits @ $220	$2,200

CODE/ BUDGET CATEGORY	EXPLANATION OF EXPENDITURES IN THIS CATEGORY (as it relates to the program narrative for this title)

argumentation skills FY23			
Science Teacher Instruction	Amplify	5 visits @$1,880	$9,400
Dance instruction - (SY2021+ 2022)	LEAP In-School Dance	152 sessions @ $520 per session	$79,040
Dance instruction - (SY2022+ 2023)	LEAP In-School Dance	116 sessions @ $520 per session	$60,320
In Person Workshop (Music)	Building Beats	297 workshops @ $157.50 plus one time set up of $150	$46,927

Focused professional develop for teachers is critical as they prepare to address the loss of learning among their students as school opens. Additionally, the introduction of PD and HS Test Preparation, support students as they re-engage in in-person learning. Tutoring assistance based upon data analysis will support at risk learners after the prolonged pandemic period. These initiatives are consistent with ARP ESSER Use of Funds #16. The introduction of a significant investment in music is intended to support the social, emotional, and mental needs of students and as such is consistent with ARP ESSER Use of Funds #8 and #16

Code 45
Supplies and Materials

$471,211 of $1,452,149 in ARP ESSER Funds allocated to Icahn 6 Charter School will be employed to purchase of a variety of educational support items as follows:

Description of Item	Quantity	Unit Price	Proposed Expenditure
Violins	80.00	$368.75	$29,500
Violas	40.00	$525.00	$21,000
Cellos	40.00	$840.00	$33,600
General Music Keyboard	1.00	$300.00	$300
Bucket Drumming	1.00	$100.00	$100
Snare Drums	1.00	$3,000.00	$3,000
Music supplies	80.00	$101.50	$8,120
String Class Supplies Yr. 1	40.00	$225.00	$9,000
String Class Supplies Yr. 2	40.00	$225.00	$9,000
Cello Storage Yr. 1	6.00	$729.17	$4,375
Kendall-Hunt Math materials Yr. 1	320.00	$65.92	$21,096
Kendall-Hunt Math materials Yr. 2	320.00	$65.92	$21,096
Class VR -2020 Kit Headset 8 Hand (includes handlebar, rolling case with 8 headsets and hand controls (2021-22)	50.00	$3,449.00	$172,453
Science Software	320.00	$24.69	$7,900
Instructional supplies Yr. 1	320.00	$135.74	$43,439
Instructional supplies Yr. 2	320.00	$116.04	$37,132
I-Ready Testing program FY 21	320.00	$34.06	$10,900
I-Ready Testing program FY 22	320.00	$34.06	$10,900
Lightsail Software FY 21	320.00	$28.88	$9,240
Lightsail Software FY 22	320.00	$28.88	$9,240
Alley Kids Performance Supplies	320.00	$15,34	$4,910
Alley Kids Performance Supplies	320.00	$15.34	$4,910

Icahn 6 will use ARP ESSER funds to support an extensive music program including string instruments, a key board, and drums together with associated supplies. In addition, math materials for each student will be purchased over two years. I-Ready testing provides necessary information pertaining to student strengths and weaknesses and supports data-driven decision making. These expenditures are consistent with ARP ESSER Use of Funds #16. Educational technology acquired with ARP ESSER funds includes Class VR 2020-Kit Headsets and is consistent with ARP ESSER Use of Funds #13.

CODE/ BUDGET CATEGORY	***EXPLANATION OF EXPENDITURES IN THIS CATEGORY (as it relates to the program narrative for this title)***
Code 46 *Travel Expenses*	
Code 80 *Employee Benefits*	
Code 90 *Indirect Cost*	
Code 49 *BOCES Services*	
Code 30 *Minor Remodeling*	. .
Code 20 *Equipment*	