

ARP-ESSER Application: Part 2 - ARP Act**Introduction/Instructions - Summary & Background**

Summary & Background

ICAHN CHARTER SCHOOL 5

321100860982

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 I, 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.

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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.

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Submission Instructions

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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.

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

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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 Application: Part 2 - ARP Act**LEA ARP-ESSER Plan - ARP-ESSER Plan Development & Program Information**

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

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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 5 Charter School (Icahn 5) 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 5 Internet Site.

During and after the federal grant period, Icahn 5 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.

ARP-ESSER Application: Part 2 - ARP Act**LEA ARP-ESSER Plan - ARP-ESSER Plan Development & Program Information**

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.ica hncharterschool5.org/>

The Icahn 5 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 5 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 5 Charter School has prepared and uploaded an updated Health and Safety Plan (HSP) on its Internet Site. \$55,786 in ARP funds are being used to acquire Personal Protective Equipment and staff to increase personal safety as follows: ESSER I - \$55,786; 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.

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LEA ARP-ESSER Plan - ARP-ESSER Plan Development & Program Information

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 5 Charter School (Icahn 5) 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 read-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 5 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 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

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- 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

Listed in the Icahn 5 ARP ESSER FS-10 are the following planned intervention programs:

- After School Chess Club – New York Chess Club
- Girls Afterschool Program - Girls, Inc.
- Theater Enrichment – Broadway Bound Kids
- Theater Enrichment – Art of Stepping – REMO Systems
- Theater Enrichments – Cinema Kidz
- Afterschool Chorus offered by LEAP, Inc.

Icahn 5 will provide access to ongoing wellness activities and resources for social-emotional learning and development. The school will collect social, emotional, and mental health data to identify strengths and opportunities for growth in classrooms and for individual students. Teachers and counselors can collaborate on planning data-informed social, emotional, and learning instruction.

Icahn 5 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. Icahn 6 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 5 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) comprise 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.

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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.

Icahn 5 Charter School 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.

Evidence-Based Interventions	Code-Line	Addressing Learning Loss
	Code 40	
		<p>The introduction and continuance of chess play for Icahn 5 students is valuable for their learning and social development for several reasons including:</p> <p>Chess improves reading skills - In an often cited 1991 study (The Effect of Chess on Reading Scores), Dr. Stuart Margulies studied the reading performance of 53 elementary school students who participated in a chess program and evaluated them compared to non-chess-playing students in the district and around the country. He found definitive results that playing chess caused increased performance in reading.</p> <p>Chess teaches analysis, logic, and problem solving - Playing chess well involves multiple aptitudes. Research indicates that learning chess, even as teenagers, strengthened both numerical and verbal aptitudes. Some studies have even claimed that playing chess can strengthen a child's memory</p> <p>Chess improves verbal skills - The young students learned to make connections based on chess moves; This helped them connect different aspects of what they read in English courses & texts. Thus, the ability to make connections improves the overall IQ score.</p> <p>Chess increases problem-solving skills - Nearly 450 fifth-grade students were split into three groups in a 1992 study in New Brunswick. Group A was the control group and went through the traditional math curriculum. Group B supplemented the math with chess instruction after first grade, and Group C began the chess in first grade. On a standardized test, Group C's grades went up to 81.2% from 62% and outpaced Group A by 21.46%.</p> <p>Chess improves concentration - Numerous studies of students in the U.S., Russia, China, and elsewhere have proven time and again that young people's ability to focus is sharpened with chess.</p> <p>Chess increases creativity - One four-year study had students from grades 7 to 9 play chess,</p>
After School Chess Club - FY 22, FY 23 New York Chess Club	40: 4+5	

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Teacher PD - Math Instruction FY 22,23 -
Lavinia Group

40: 6+7

use computers, or do other activities once a week for 32 weeks to see which activity fostered the most growth in creative thinking. The chess group scored higher in all measures of creativity, with originality being their biggest area of gain.

Chess improves memory - In a two-year study in 1985, young students who were given regular opportunities to play chess improved their grades in all subjects, and their teachers noticed better memory and better organizational skills in the kids

Chess improves spatial intelligence - Chess thinking often involves a complex, hierarchical structure of problems and sub-problems, and the capacity for retaining and manipulating such complex structures of data concurrently never deviating from the goals, all correlate with having a high IQ.

The Lavinia Group has supported Icahn Network Charter Schools with professional development in literacy and math for several years with school-based coaching and consulting engagements as well as open-enrollment institutes available for all educators. 2019 New York state test data shows that schools that worked with the Lavinia Group for five years in English Language Arts more than doubled the growth of the district in the same time frame. In Math, Lavinia Group schools scored 88% passing, compared to a state average of 47%. The work with Lavinia emphasizes the approaches needed to address the needs of Icahn 5 students, including those of low-income families, students of color, students with disabilities, students experiencing homelessness and/or foster care, and ELLs who have suffered learning loss resulting from the pandemic.

Theater Enrichment FY 22, 23 offered by
Cinema Kidz

40:10+11

Cinema kidz is a Brooklyn-based youth arts STEAM educational program, offering children ages 5 -15 the opportunity to explore the world of movie-making in an engaging and interdisciplinary manner. We offer after school classes, birthday parties, summer and vacation camps, weekend workshops and free events throughout the city. Filmmaking is such an amazing all-encompassing process. Students who take our classes often realize passions they never knew existed. Our classes are interdisciplinary in their design; several include building, robotics, historical research and critical thinking skills, writing, art, engineering, and more.

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Enrichment Academic Reading Club FY22, 23 – 40:12+13
Kids Change the World

Kids Change the World is a global youth-led nonprofit organization that envisions a world in which young people work to combat societal issues to ensure all are blessed with the opportunities that allow them to lead productive and fulfilling lives. *The mission and vision are (1) to create and support the mechanisms through which young people can discover, leverage, and develop their creative energies and special talents to channel them to create positive societal changes; and (2) To enable diverse groups of young people to work together in order to combat the world's most pressing challenges by incorporating diverse people and perspectives into their everyday life and service experiences; and To nurture a capacity for empathy and compassion, forming relationships based on mutual understanding in order to support all youth in enabling their own generation to create a better world for years to come.*

Theater Enrichment Art of Stepping FY 22, 23 40:14+15

The Art of Stepping is offered in the Remo System© STEAM curriculum with the combined use of software animation (beta phase), dance, and digital curricula / content and mathematics. Several domains are encompassed, including, but not limited to, learning theory, animation (computer based) STEAM learning, online STEAM training & professional development, and traditional in-person instruction with the aid of mobile technologies. Remo resources are classified as racially diverse.

Theater Enrichment FY 22, 23 40:16+17

Broadway Bound Kids seeks to inspire young lives through the performing arts. We offer after school and in-school residencies at various schools in and around New York City.

LEAP

K-2 Residency - FY 22, 23
3-5 Residency - FY 22, 23
6-7 Residency - FY 22, 23
40 : 18-24

LEAP - SEL Program focusing on positive social interaction and participation in group accomplishment. Singing is very important for students; an inclusive activity whereby all children can be equal and connected. Singing helps student's memories. Practicing musical patterns and rhythms helps form neurological pathways

Afterschool Girls Inc. Program FY 22,23 40:25+26

Girls Afterschool Program for 2 years - SEL program focusing on self-esteem, social interaction, help with homework, physical activities, positive behavior and learning strategies for girls as they return to school and

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		re-engage in the learning process
	Code 45	
KIBO Robots with PD	45: 4+11	<p>Robotics offers a playful and tangible way for young children to engage with technology and engineering concepts during their foundational early childhood years. Research shows that young children can learn programming and engineering at a very early age. This is possible when children are given tools that are developmentally appropriate, that encourage open-ended play, and that allow the integration of technical skills with expressive arts, math, and literacy. The KIBO kit was developed collaboratively with teachers, children, and a research team consisting of designers, engineers, and child development specialists. Robotics and computer programming initiatives are growing in popularity in teaching technology and engineering to young children in a developmentally appropriate way, amongst early childhood researchers and educators. Robotics and computer programming in early childhood education can support the development of a range of cognitive and social milestones.</p> <p>Bers, M. (2008). Blocks to Robots: Learning with Technology in the Early Childhood Classroom. Teachers College Press, NY, NY.</p> <p>Bers, M. U. (2012). Designing digital experiences for positive youth development: From playpen to playground. Cary, NC: Oxford</p> <p>Dot is a clever little robot with multiple sensors and a quirky personality that powers the Do-It-Yourself projects in the new Dot Creativity Kit. Kids will learn about robotics and develop fundamental coding and problem-solving skills while having fun. Dot's projects range from crafting and active play to storytelling and construction.</p>
Wonder Works K-5 Dot Robots with PD Wonder Works K-5 Sphero	45: 6 + 7	<p>Sphero provides tech tools needed to engage PK–12 learners in programming and STEAM (STEM + Art) at home or in the classroom, whether students are just beginning their coding journey or are looking to be challenged with advanced programming opportunities. Sphero provides coding robots, design-and-build STEAM kits, robotics & design competitions, professional development courses for educators, and computer science curriculum.</p>
Beam AUDIO Kit	45: 10	<p>TEQ BEAM Audio voice enhancement - A teacher's voice can often get lost over</p>

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Icahn 5 has invested in several programs Code Advantage online afterschool programs in FY 22 and 23 :

- Scratch Jr - Ages 5 to 7
- Scratch Grades 3-5
- Roblox Build – Ages 6-8
- Roblox Code – Ages 9 - 11
- AI & Machines -

Read Naturally Live FY 22, 23

45: 14-23

45: 25+26

distance in addition to your typical classroom noise. By using voice enhancement Teachers can increase student engagement and build confidence. Teachers can speak in a nurturing voice, so students won't feel overloaded which encourages them to pay attention Students are more engaged in the learning process resulting in greater class participation.

Code Advantage - Online and classroom learning environments for kids to develop logical thinking, creative exploration, and critical reasoning skills – while having fun. Students can join after-school computer programming courses or an online coding class with a live instructor and learn online with other students. "Coding is now regarded as an essential ability for 21st century learners and is becoming a key component of many curriculums, even in primary schools." <https://www.opencolleges.edu.au/informed/features/coding-education-important-implemented/> Learning to code at any age is beneficial to students. Similar to learning another language, early exposure can help a child pick it up with confidence and ease. During the class, they will program their own interactive games, stories, and animation. Kids have a blast solving problems, designing projects and creatively expressing themselves.

Read Naturally Live on a web-based platform, combines an intrinsically motivating system with the best evidence-based practices to deliver results fast. Trusted by educators and loved by students across the country.

ARP-ESSER Application: Part 2 - ARP Act**LEA ARP-ESSER Plan - ARP-ESSER Plan Development & Program Information****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 5 will invest \$44,351 of its ARP ESSER allocation to: (1) Purchase educational technology to support students and staff members; and (2) Instructional texts and supplies as follows:

Evidence-Based Interventions	Code-Line	Description
Code 45		
TEQ - Smart Boards \$9,162	45: 5	With TEQ support, Icahn 5 is adding two Smart Boards to its educational technology inventory
Veative Interactive Head Sets (Bundle) \$25,998	45:8	Veative Interactive Head Sets support immersive learning solution comprised of the world's largest library of interactive,
TEQ – Support \$4,050	45:9	curriculum-aligned AR/VR modules for STEM, ELL and virtual tours.
Kendall-Hunt (Illustrated Math)		
FY 22 - \$21,097 FY 23 - \$22,218	45: 12+13	Illustrated Math texts are to replace current texts over a two-year period.
Instructional Supplies \$1,600	45: 24	
Educational Technology - \$39,208		
•		
TEQ Smart Boards - \$9,160		
Veative Interactive Head Sets - \$25,998		
TEQ Support - \$4,050		
Educational Supplies for the Classroom - \$44,925		
Kendall-Hunt –Textbooks - Illustrated Math - \$43,325		
Instructional Supplies - \$1,600		

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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 5 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, and children in foster care.

Migratory students are not nor have they ever been enrolled at Icahn 5.

Student Subgroups at Icahn 5

Intervention	Students w Disability	Economically Disadvantaged	Black	Hispanic	ELLs
KIBO Robots with PD, K-5 KIBO robots, K-5 Dot Robots support academic learning and SEL development.					
Positive Impact on Underrepresented Groups in STEM Fields - Studies demonstrate successful mastery of programming and computational thinking skills by disadvantaged students in underperforming schools. Elkin, M., Sullivan, A., & Bers, M.U. (2016).					
Programming with the KIBO Robotics Kit in Preschool Classrooms. Computers in the Schools, 33:3, 169-186. Kazakoff, E., Sullivan, A., & Bers, M.U. (2013).		X	X	X	X
The effect of a classroom-based intensive robotics and programming workshop on sequencing ability in early childhood. Early Childhood Education Journal, 41(4), 245-255. doi:10.1007/s10643-012-0554-5.	X				

ARP-ESSER Application: Part 2 - ARP Act

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Sullivan, A., & Bers,
M.U. (2015).

“We have seen that
Autistic students using
the robots4autism
curriculum show
observable increases in
engagement: eye
contact, body language
and social interactions.
Working with **robot
models, learners
develop lifelong tools
to engage in social
situations**, have a
better understanding of
facial expressions in
communication, and
calm down/self-
regulate when
experiencing stressful
situations.”

[https://www.robokind.c
om/robots4autism](https://www.robokind.com/robots4autism)

**Code Advantage
Programming
listed in Code 45**

Coding provides
students with the
opportunity to be
innovative while social
emotional learning
(SEL) occurs
naturally. Completing
coding tasks helps
students to build self-
esteem, self-awareness
and self-regulation.
With trial and error
coding activities,
students learn to
manage their emotions
in a healthy and
positive manner while
developing critical
thinking skills.

[https://www.donorscho
ose.org/project/overco
ming-barriers-with-
coding-and-so/6058477](https://www.donorscho
ose.org/project/overco
ming-barriers-with-
coding-and-so/6058477)

According to the data,
virtual coding
programs—in states

X

X

X

ARP-ESSER Application: Part 2 - ARP Act

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across the country, including Puerto Rico and Washington D.C. and internationally in Canada, Egypt, India, Morocco, Turkey, and the U.K.— were as effective as in-person programs the year prior. Moreover, the program saw equally strong outcomes for Black, Latinx, and low-income students, who are historically left behind by remote instruction. Black, latinx, and low-income students who participated in the virtual program were just as likely to be interested in pursuing a tech career and continuing computer science education as those who participated in year’s prior in-person programming.

Veative Interactive

Head Sets offer an immersive learning solution comprised of the world’s largest library of interactive, curriculum-aligned AR/VR modules for STEM, ELL and virtual tours.

X

X

X

Smart Boards

Smart Board interactive whiteboards help teachers teach **students with ADHD** by getting them involved with lessons, while keeping the Smart Boards help students with autism by improving communication skills through group collaboration. The interactive white board

X

X

X

ARP-ESSER Application: Part 2 - ARP Act

LEA ARP-ESSER Plan - ARP-ESSER Plan Development & Program Information

gives teachers the ability to present things visually, and provide ease in creating and altering activities to control students' learning.		
The Smart Board can also benefit deaf and hearing-impaired , visually impaired and other special need students.		
The SMART Board also offers a collaborative atmosphere for students to feel comfortable to interact with one another. Not to mention, the SMART Board can be used with diverse learners and help to support students at all levels.		
It is important to recognize that the SMART Board is a device that is easy to navigate and students find it fun and exciting to use.		
https://fisherpub.sjfc.edu/cgi/viewcontent.cgi?article=1234&context=education_ETD_masters		

ARP-ESSER Application: Part 2 - ARP Act**LEA ARP-ESSER Plan - ARP-ESSER Return to In-Person Instruction**

ARP-ESSER Return to In-Person Instruction

ICAHN CHARTER SCHOOL 5

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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.**

<http://www.icahncharterschool5.org/>

The Icahn 5 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 5 will download and post the approved application and budget forms at the school's website.

ARP-ESSER Application: Part 2 - ARP Act**LEA ARP-ESSER Plan - ARP-ESSER Return to In-Person Instruction**

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, which include:

- Health and Safety – Operational status and effectiveness of prevention and mitigation strategies provided for in ESSER I and ESSER II applications. There were no expenditures in the ARP ESSER application for these strategies
- Attendance and Daily Schedule – Impact of resurgence of COVID 19
- Effectiveness of Academic and SEL Instructional Programs based upon student performance data, both
- In-school programs, including: Code Advantage, Science Residency, Enrichment Reading Club, Art pf Stepping, and the Residency Arts programming offered by LEAP; and
- After-school programs including Chess Club, Girls, Inc., Theater Enrichment (Both Broadway Bound Kids, and Cinema Kidz;
 - Use of Technology – SMART Boards, TEQ Veative Interactive Headsets, and Robots
 - Professional Development in Math instruction offered by the Lavinia Group
- 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.

Once the deconstruction is complete and shared with the stakeholder team for their input, 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 5 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 Application: Part 2 - ARP Act**LEA ARP-ESSER Plan - ARP-ESSER Funding Distribution**

ARP-ESSER LEA Base 90% Allocation - Funding Distribution

ICAHN CHARTER SCHOOL 5

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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 (\$)	1,117,245
Total Number of K-12 Resident Students Enrolled (#)	316
Total Number of Students from Low-Income Families (#)	230

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 Application: Part 2 - ARP Act**LEA ARP-ESSER Plan - ARP-ESSER Use of Funds****ARP-ESSER LEA Base 90% Allocation - Use of Funds**

ICAHN CHARTER SCHOOL 5

321100860982

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.	0
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.	44,351
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	1,072,894

ARP-ESSER Application: Part 2 - ARP Act**LEA ARP-ESSER Plan - ARP-ESSER Use of Funds**

	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:	1,117,245

ARP-ESSER Application: Part 2 - ARP Act**LEA ARP-ESSER Plan - ARP-ESSER Allocation - Budget****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 5 2021-24 ARP ESSER FS-10 - 3.xlsx
 Icahn 5 2021-23 ARP ESSER FS-10 signed.xlsx
 Icahn 5 - Revised ARP ESSER FS-10.pdf
 Icahn 5 2021-24 ARP ESSER FS-10 - 4.xlsx
 Icahn 5 2021-24 ARP ESSER FS-10 - 5.xlsx

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

ICAHN 5_2021-24 ARP ESSER - BN - 2.docx
 ICAHN 5_2021-23 ARP ESSER - BUDGETNARRATIVE.docx
 ICAHN 5_2021-23 ARP ESSER - BUDGETNARRATIVE.docx
 ICAHN 5_2021-23 ARP ESSER - BUDGETNARRATIVE.docx
 ICAHN 5_2021-24 ARP ESSER - BN - 3.docx
 ICAHN 5_2021-24 ARP ESSER - BN - 4.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	701,426
45 - Supplies and Materials	415,819
46 - Travel Expenses	0
80 - Employee Benefits	0
90 - Indirect Cost	0
49 - BOCES Services	0
30 - Minor Remodeling	0
20 - Equipment	0
Totals:	1,117,245