

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

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Background and Instructions**Background**

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

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

Instructions

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

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

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

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

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ARP Spending Plan Reporting

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American Rescue Plan (ARP) Spending Plan Reporting

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

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

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

The West Islip School District has received two public comments regarding the American Rescue Plan. One response requested that the district have in-house Wilson level 1 & 2 providers be trained by a Wilson certified instructor. The district provided significant training during the 2021-22 school year to all pre-K, Kindergarten, first and second grade classroom teachers in regard to the Foundations program and all K-5 support staff (i.e. Special Ed teachers, reading intervention specialists). The District used a Wilson trained professional developer for the aforementioned training. The district will continue to provide subsequent professional development in the 2022-23 school year to ensure the ongoing effective implementation of Wilson based and/or other systematic instructional reading practices.

The second response requested that the district use the grant funds received for HVAC/air conditioning in classrooms to help improve indoor air quality. The district is installing screens on classroom windows and is restoring some of the air handlers and filtration systems. The district has also recently approved the establishment of a second capital reserve which will be used to consider air conditioning in schools.

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

Program Goals	Per Pupil Teacher Ratios (# : #)
<p>The district will provide family engagement opportunities to the English Language Learners community. Family engagement is a collaborative initiative focused on creating and supporting partnerships among schools, families, and the community. Through the provision of resources and information, family and student events, and outreach, the district hopes to engage and connect the families of English Language Learners to the larger West Islip school community. Part of this funding will be for teacher supervision for various family engagement opportunities. Part of the funding will be for professional development, family assembly programs, field trips to local cultural community events and miscellaneous (i.e. music, decorations, food, supplemental literature) for planned events. The funding will also be for the cost of transportation to and from the planned events.</p> <p>West Islip School District has invested in literacy based consultation services for the elementary literacy program districtwide. The English language arts IXL program was also purchased to address learning loss at the elementary level. The district purchased Wilson Foundations training materials. Materials include Wilson 4th edition kits for every support teacher K-5 and Wilson Foundations kits for every K-2 teacher. In addition, Foundations geodes (decodeable libraries) were purchased for every K-2 classroom. The district has invested and will continue to invest in social emotional learning assessments and programs, as well as mental health and wellness promotion and practices districtwide. West Islip School District will continue to support the implementation of the Multi-Tiered System of Supports (MTSS), which is a framework that helps educators design a high quality educational experience for all students. Included in this framework is the provision of Response to Intervention (RTI) and Positive Behavior Intervention and Support (PBIS), and district and building wide professional development and curriculum review. The MTSS framework also emphasizes parent involvement and community-school collaboration. The West Islip School District proposes to support the MTSS framework at both the elementary and secondary levels. At all levels, PBIS will continue to be developed. The district seeks to foster a positive and supportive school climate with the provision of universal, supplemental and individualized supports to improve behavior and academics.</p>	<p>17:1</p>

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

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Summary of New Programs or Expansion of Existing Programs in Current Year	Investment (\$)
West Islip School District invested in literacy based consultation services for the elementary literacy program districtwide.	92087
The district purchased Wilson Foundations training materials. Materials include Wilson 4th edition kits for every support teacher K-5 and Wilson Foundations kits for every K-2 teacher. In addition, Foundations geodes (decodeable libraries) were purchased for every K-2 classroom.	80000
The English language arts IXL program was purchased to address learning loss at the elementary level.	25000
This year, the West Islip District partnered with Panorama Education to further our multi-tiered systems of support framework beyond academics. Panorama Education is a web based platform that can assist the school district with checking in on the social, emotional and motivational wellbeing of our students and determining if additional supports are needed to ensure their success. The Panorama platform allows students in grades 6-8 to reflect on their own mindsets and approaches to learning via a 10-12 minute online survey. The survey will be administered one time a year, and will encourage students to self-reflect on social-emotional skills such as positive feelings, challenging feelings, emotion regulation, self-management and supportive relationships. Their confidential responses will provide valuable insight into their social-emotional experiences and how the district can improve and adapt our practices to better meet their needs. Results of the survey will be reviewed by the building support team. Parents of students who may be in need of additional support will be contacted as appropriate.	24638
The District used Mission Be this year for Mindfulness training for our staff and students. During a professional development class, educators experienced an introduction to mindfulness, teachers and school staff were provided with information about the science and research behind mindful education. Teachers also had opportunities to learn from their peers and infuse mindfulness into their lives. Teachers experienced two mindful lessons that they can teach and integrate into their classrooms. Mission Be also provided a Mindfulness Program for K to 12th grade with weekly lessons (40 min each) taught by Master's level Mission Be trained, staff or educators. The program is based on mindfulness practices designed to improve student learning and school climate. Typical lessons included: Mindfulness and the Brain – Understanding Neuroscience, Being Present, Mindful Listening, Reacting vs. Responding, Empathy, Compassion, Gratitude, and Altruism.	41713
Family engagement funds were allocated to support initiatives aligned with the NYSED Family Engagement Guidance. These included a week long multi-disciplinary and cultural immersive program entitled, "Stories Under the Stars. It also included school sponsored field trips for language learner students and school programs focused on cultural awareness and appreciation.	3686
The district invested in additional school safety personnel districtwide. Each of the seven school buildings had an additional school safety officer during school hours.	201096

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

	2021-22 School Year (\$)	2022-23 School Year (\$)	2023-24 School Year (\$)
Safely returning students to in-person instruction.	0	291,602	0
Maximizing in-person instruction time.	0	0	0
Operating schools and meeting the needs of students.	201,096	205,118	208,254
Purchasing educational technology.			

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	2021-22 School Year (\$)	2022-23 School Year (\$)	2023-24 School Year (\$)
	0	0	0
Addressing the impacts of the COVID-19 pandemic on students, including the impacts of interrupted instruction and learning loss and the impacts on low-income students, children with disabilities, English language learners, and students experiencing homelessness.	200,773	94,494	40,000
Implementing evidence-based strategies to meet students' social, emotional, mental health, and academic needs.	66,372	83,628	60,000
Offering evidence-based summer, afterschool, and other extended learning and enrichment programs.	0	0	0
Supporting early childhood education.	0	0	0
Other (please describe below)	0	0	0
Totals:	468,241	674,842	308,254

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

(No Response)