

Education Law §3614 School Funding Allocation Report

Part F - Narrative Description

- 1. Describe the local methodology/approach used to allocate funds to each school in the district. If schools are allocated funds—either in part or in full—through a formula, outline the nature/mechanics of the formula and the elements impacting each school’s allocation.**

The Fulton City School District (FCSD) allocates resources (financial, staff support, materials, etc.) in a manner which aligns appropriate levels of support for schools based on the NYSED Part 100 and Part 200 regulations and the needs of the school community.

As a Focus District, the FCSD has undertaken a significant amount of work to link budget priorities and investments with DCIP and Strategic Coherence Goals, and to more explicitly link budgetary spending with improving student achievement, teacher practices, student attendance, and student behavior.

During the budget development process, the District utilizes a variety of tools to check for equitable resource allocation across school sites. These tools include:

- Reports to verify that staff support is aligned to program and student needs across schools;
- Comprehensive, all-funds resource allocation reporting by school and student need; and
- Survey results and/or budget requests from department heads and school building leaders that align with the District's strategic coherence plan and needs of the school community.

The superintendent’s team and board of education conducts needs assessment meetings and prepares various reports that seek to continuously improve the alignment of budgetary resources to need. These reports include:

- K through Grade 12 Instructional Report which includes staffing analysis reports by school type and grade level. Staffing categories reviewed during the resource allocation process include: teachers, teaching assistants, academic intervention support teachers, instructional coaches, administrators, security personnel, clerical support, health services, custodial staff, and student support staff such as psychologists, social workers, school counselors, and family support services staff.
- Department/school needs assessment meetings held by Superintendents Team and documented via meeting notes and budget line item detail reports
- Budget request documents prepared by Superintendents Team, Program Directors and Principals for each functional area

- Budget Parameters developed by the FCSD Board of Education, Budget Documents are shared with FCSD District Shared Decision Making Team for feedback, Budget is shared with the community

- Weighted student funding allocations for instructional supplies.

In addition to the considerations above, the District must also comply with requirements on how some state funding is spent in the 2018-19 year. Included in this budget are allocations to meet the following:

Maintenance of Effort for Special Education

Community Schools Set-Aside

When planning budget allocations related to the Special Aid fund, grant managers must also consider additional criteria based on the special grant guidelines as they apply to each funding stream or award.

These include the following factors:

School Status

Program Specific Grant Awards

School Specific Grant Awards

Demographics of the Student Population by School.

2. If applicable, is there anything unique about certain schools which explain why per pupil spending at these locations may be significantly higher/lower than the district average?

Fairgrieve school has four (4) special classes (12:1:1) which serve 48 students. These classes are comprised of 12 students, 1 Special Education teacher and 1 Teaching Assistant. Comparison schools do not have the 12:1:1 continuum. For example Lanigan Elementary has three (3) special classes (6:1:1) which serve 16 students at the present time. The needs of students are more intensive requiring a more restrictive program or smaller class ratios. The remaining 59 Fairgrieve students are provided services in accordance with their Individual Education Plan (IEP) which are primarily consultant teacher and integrated teacher services. These Consultant teachers and Integrated Co-teacher services are delivered by 5 Special Education teachers or a ratio 1 teacher to 12 students (this ratio is consistent across schools). Finally, Fairgrieve has a less senior staff due to retirements and resignations.

3. If applicable, describe any items which the district feels are anomalous in nature and require additional description beyond the Excel entry.