

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 Sherrill City School District allocates Instructional Materials Aid (i.e. library books, textbooks, software, and computer hardware) and classroom materials and supplies based initially on school building enrollment and adjusted for any unique circumstances. Staffing is initially rolled over from one year to the next and then reexamined and adjusted based on class size policy and any additional unique student or programmatic needs. Budget priorities and parameters are developed through shared decision making in consultation with our administrative team and Board of Education.

There is no formal formula that is used to determine the District’s school-level funding determinations. Each school receives a per pupil allocation, as described below, in which the Principal has some discretion as to how the funds are to be allocated. Items can include library materials, classroom materials, general supplies and textbooks. As the leader of the building, the Principal best understands the needs of the building and has the ability to allocate funds to address the needs. In addition, central office administrators meet with the principals to go over any additional or unique building needs. The principals have an opportunity to request additional funds above and beyond their per pupil allocation, but must connect the additional funds to building or district plans or initiatives. These requests are reviewed and prioritized on a district wide basis and are not guaranteed to be funded. Allocations for staffing are partly based on enrollment and contractual staffing levels, although a collaborative approach is also used by all stakeholders to determine the instructional programs needed, based on past student performance and needs.

The District begins budget development in the late fall with a review of projected enrollment and anticipated needs, both staffing and otherwise. As the budget process develops, particularly through the process of NYS budget for state aid, programs and initiatives are prioritized culminating in a final proposed budget for official budget vote.

- 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?**

It is commonly understood that secondary programming is typically more costly than elementary programming, so it would be expected that per pupil expenditures at the secondary buildings would be greater than those at the elementary buildings and the district average. In addition, factors such as age and years of experience of staff, percentage of students with disabilities, free and reduced price lunch counts, or unique student programming needs – or the compounding of these factors – may result in the per pupil spending of one or more buildings being significantly higher or lower than the district average. Furthermore, economy of scale may be a contributing factor as well.

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

None at this time.