**Education Law §3614 School Funding Allocation Report**

**Part F - Narrative Description**

**Describe the local methodology/approach used to allocate funds to each school in the district during the process of budget development and implementation. 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. In addition, explain any non-formulaic elements impacting each school’s allocation. (Please note that this question asks about the district’s budget process, not about how the district completed the New York State School Funding Transparency Form.)**

Each year, the district looks at a variety of data points to determine the current needs and goals of the district and individual schools. Funds, faculty and staff are then allocated/deployed based on need and movement toward goal achievement. For example, when considering staffing, the number of students enrolled per grade level determines the number of teachers needed at that grade level each year (can vary year-to-year in a small district). Additionally, if a district goal is to help our ELL students become college and career ready because our data indicates that this is an area of weakness for the district, additional staffing and targeted materials would be included in the budget to move that goal forward.

Additional Narrative:

Each year, the district looks at a variety of data points to determine the current needs and goals of the district and individual schools. Funds are then allocated based on need and movement toward goal achievement.

More specifically, in the first phase of budget development, the administrative team systematically evaluates the mandates, program needs and innovative practices at each school, taking into account the current student enrollment and sub-groups such as ELLs and SWDs. After examining the data from this evaluation, school and district needs, goals and priorities are established and funding is attached.

The decision-making process flows as follows:

• A budget meeting is conducted by the Superintendent meeting in November to explain the budget process to all administrators. Over the next several months, a budget update is included on the agenda for administrative meetings to discuss program, staffing and goals as they relate to the district and school budgets.

• Allocation areas for predictable expenses, such as out-of-district annual placements, are reviewed and re-established (i.e.-students with multiple disabilities who are successful in their current placement and will continue there the following year)

• Allocation areas that are established by trend data are reviewed, and considerations for change are discussed and set by administration. For example, the number of students who attend BOCES CTI each year is typically 30 students or fewer; therefore, 30 slots at that program are allocated.

• Data points from each school are evaluated, including current and longitudinal benchmark assessments (Phonological Awareness Literacy Screening (PALS), Easy CBM Math Assessments, writing samples, etc.) and end-of-course assessments (NYS Assessments, Regents exams, NYSESLAT, final exams).

• Disaggregated data points are utilized to measure progress and determine school and district needs (i.e. - identify students for AIS, determine the number of ELL students and the type of support they need, establish the need for a 1:1:8 class at a specific building).

• Discussions are held at the building and district levels to determine allocations for mandated or ongoing programs, as well as innovative or new programs that are being proposed.

• Staff and program needs are allocated as determined by student enrollment and building needs (grade, program, school and district).

• Other budgetary items requests are prioritized at the building and district level and, based on funding, included in the budget allocations or put on hold until funding becomes available.

**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?**

There is more staff per student at the Elementary School Levels than the Middle and High School Levels.

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