**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.)**

Concerning general education classroom staffing the school district budgets using class size guidelines.

On the elementary level, the class size guidelines for staffing during budget development are:

Pre-K: 18:1:1 (or 20:1:2) [all classes per NYS UPK class size parameters]

K-1: 20-22

2-3: 21-23

4-5: 23-24

The guidelines facilitate discussions concerning the appropriate staffing in consideration of enrollment. When a grade level is within the guideline ranges a discussion takes place with the school administration to determine how to best service the cohort. Options frequently include to add an additional section or to provide the grade level with instructional support (such as a reading teachers, teaching assistant to focus on math, etc.). The use of the class size guidelines on the elementary level help to insure each grade level is appropriately supported and that there is equity across the elementary schools.

On the secondary level, the class size guideline is a maximum of 25 students. In instances when this guideline is exceeded the administration reviews the planned section enrollment. Physical education does not adhere to the 25 student guideline.

Special education self-contained classes follow the standard class size structure (8:1:1, 12:1:2, etc.). IEPs and IESPs also impact special education staffing.

Concerning student supplies and materials, the school allocations are arrived at by provided a per student dollar allocation based on the projected overall enrollment with an additional per student dollar allocation for classified students and students identified as needing English as a New Language (ENL) services. The per student allocations that were used for budget development 2019-2020 are:

Student Materials & Supplies Allocations

 Early Middle High

 Childhood Elementary School School

Enrolled $ per pupil $160 $145 $150 $180

Classified $ per pupil $75 $75 $75 $130

[supplemental]

ELL $ per pupil $75 $85 $100 $125

[supplemental]

Support personnel (including school psychologists, social workers, librarians, nurses) are either on a standard per school allocation (1 nurse, etc) or aligned to support the student population (for instances a school with a larger classified student count may have more school psychologist FTEs than a school with a smaller classified student count).

**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?**

Ogden Elementary has been designated as a Title I school, so this school benefits from Title grant funds.

The budget reflects Hewlett Elementary as housing the 2-5 self-contained special education classes for the school district. The budget did not allocate funds for any self-contained special education classes at Ogden Elementary. This resulted in funding a more expansive special education program at one of the elementary schools, the school being Hewlett Elementary School.

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

Approximately 38% of the school age children who reside in the school district attend nonpublic schools. The school district must also provide services to approximately 1,400 hundred resident and nonresident nonpublic school students who attend nonpublic schools located within the school district boundaries. This dynamic is reflected in budget allocations for special education services, health and welfare services, textbooks and transportation.