**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.)**

1. Base Staffing Allocations

The District uses state/local funds to provide base staffing allocations to each school; these allocations are identical for all schools in the same grade-level band. For example, all primary schools (grades K-3) are allocated the same base staff (positions/FTE’s). Title I schools are allocated supplemental positions in addition to this base allocation, based on their need.

K-3 Schools: 1.0 FTE each: Principal, School Nurse, Social Worker, Psychologist, Library Media Specialist, Art Teacher, Music Teacher.

2.0 FTE each: Reading Specialists, PE Teachers.

4-6 Schools:

All of the above staffing PLUS:

1.0 Assistant Principal, 1.0 School Counselor, .5 Math Specialist, 1.0 Art Teacher, 1.0 Music Teacher, 1.0 PE Teacher, 1.0 Security Staff

7-9 Schools:

All of the above staffing PLUS:

1.0 Assistant Principal, .5 Social Worker, 2.0 School Counselors, 1.0 Reading Specialist, 1.0 Math Specialist, 2.0 Security Staff.

10-12 (High School):

All the above staffing PLUS:

1.0 Assistant Principal, .5 School Nurse, 1.5 Social Workers, 3.0 School Counselors, 1.0 Library Media Specialist, 4.0 Security Staff.

Title I Buildings are allocated a 1.0 FTE Academic Intervention Specialist

2. Per-Pupil Allocations

Beyond base staffing, the District distributes state/local funds to schools on a per-pupil basis, so that resources are allocated to provide equitable support across large and small schools.

Per-Pupil Staffing

Classroom Teachers (all schools adhere to board of education policy on class size)

Special Education Teachers (driven by IEP program needs unique to each student)

Related Service Providers (Speech, OT, PT, etc.)

ELL Teachers

Classroom Teaching Assistants

Classroom Aides

Additional Counselors/Social Workers/Psychologists

Additional Art/Music/PE Teachers

Per-Pupil Non-Staffing Allocations:

Instructional Supplies; Health Supplies, Library Supplies, Books and Subscriptions; and Textbooks

Every year, the Superintendent conducts a detailed program and service review with each district department to identify the needs and resources required to ensure successful student outcomes for both the current year and the upcoming school year. Additionally, the Superintendent meets with each school principal to develop a School Improvement Plan that identifies the resources required to ensure the success of all students in that school. The required resources identified in these meetings are used to build the base budget for the ensuing school year. These are shared with the Board of Education to ensure the resources needed to fund district priorities are also included and that the budget supports the policies, goals and mission of the district. A Budget Advisory Council (BAC) is convened that meets five times per year and is comprised of all affected stakeholders - administrators, employees, unions, parents (at least one parent representative from each school), board members and community members. Stakeholders serving on the BAC ensure the voice of their constituency is heard and that the needs of each building are being met during the budget development process.

**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?**

This analysis does not take into account teacher longevity which has a significant impact on per-pupil spending. If a school happens to have a younger cadre of teachers it's per-pupil spending will be lower than a school with longer tenured staff (there is no district practice on where to place staff based on longevity). Schools that have a larger student body will tend to have lower per-pupil spending because some positions are fixed per location rather than number of students (e.g. principal, counselor, librarian, nurse, etc.). Also, staffing for special ed students is based upon the IEP identified needs for each student and these may vary greatly for each student.

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