**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.)**

The Sweet Home Central School District uses the following guidelines to allocate state and local funds to provide resources required to meet the programmatic needs of children based on the following:

1) Class Size Guidelines: The District has historical, well-publicized class size/ teacher:: student ratios that it follows to allocate resources. At the primary (K-2) level, the District seeks to provide one classroom teacher for no more than every 20 students. At the intermediate (3-6) level, the District seeks to provide one classroom teacher for no more than every 23 students. At the secondary (6-8, 9-12) level, the District completes sectioning based on class size ratio of one teacher to every 25 students.

2) Special Education- The District provides special education staffing based on decisions made by the Committee on Special Education. Services outlined in Individual Education Plan's dictate the staffing required to meet those programmatic needs.

3) Allocation per English Language Learner/ Multi-Language Learner student- the District utilizes the NYS Identification Tests for English Language Learners (NYSITELL) and the NYS English as a Second Language Achievement Test (NYSESLAT) as tools to identify students requiring service in English as a new language. The results of those assessments are compared to guidelines established by NYSED to determine levels of integrated and/or pull out support needed for each student. State and local resources are used to meet those staffing needs. The District attempts to provide one ENL teacher per 25 students requiring service

4) Allocation per student below proficiency of state assessments- The District utilizes a system of multiple measures including performance on NYS 3-8 Math and ELA assessments to identify those free and reduced lunch students requiring intervention support. It provides suitable staffing at level dictated by the needs of the student related to intensity and frequency of the support required.

5) Allocation per homeless student- The District sets aside resources to provide services per McKinney-Vento legislation.

**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?**

The teaching staff at Heritage Heights Elementary School is an extremely experienced, veteran staff. As such many of those teachers are at the top end of our contracted teacher salary schedule. This factor should be considered in their higher per pupil spending as compared to District average. Meanwhile, the professional staff at both Maplemere and Willow Ridge is less veteran and find themselves at lower spots on the salary schedule. As such, the per pupil cost at those schools will be comparatively lower than the District mean while the per pupil cost at Heritage Heights will be comparatively higher.

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

  