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

**Part F - Narrative Description**

**(A) Describe the local methodology/approach used to allocate funds to each school in the district during the process of budget development and implementation. (B) Please also describe the role(s) of all relevant stakeholders in such budgetary processes and decision-making. (C) Finally, if schools are allocated a significant portion of their 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.**

**Specifically, the Division of Budget and the State Education Department would consider a complete response to this question to include explicit answers to the questions included in the rubric below, including a substantive discussion on the translation of students needs into the district's budget (at least 1 sentence per question, when applicable).**

Individual meetings were held with building administrators and the District office- Superintendent, Assistant Superintendent for Curriculum and the Assistant Superintendent for Business. The initial meetings held in January reviewed student performance, current and projected student needs for materials, contractual expenses and staffing based on class size projections for the upcoming year including Special Education student counts. Any individual requests for non-standard funding allocation of per student with double allocation for Special education students were discussed at that time. After individual meetings with each Principal and Special Education Director the District Administration meets collectively with all administrators to allocate limited resources and funding services based on aid projections and other revenues. Final allocations are determined by District Office. Our district is very homogenous in perspective to social economics. Allocation per building will change as special education enrollment change in any given year.

**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?**

If a building has proportionally more special education students they will receive a higher allocation. An a new administrator salary versus an older administer salary can skew a smaller building per student cost. There is some economy of scale in the bigger buildings. Because we are rural and geographically a large district we can have a big difference in class size from one building to another. This use to me more pervasive with four elementary buildings now we are done to two which is flatting that difference in class size.

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

Again, our geography and bus transportation challenges does not afford us to have equal class sizes in elementary between buildings.

One school can have 24 students/class while another can have 16. This will throw off the per student allocation from building to building.