**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).**

The budget is lead by the Superintendent and Assistant Superintendent for Business. Both of them together with the Executive Directors for curriculum and Instruction, and the Executive DIrector of Pupil Personnel meet with every principal and head of department to discuss the needs of the students in each of the schools. Based on the needs of each of the schools, we begin to build the budget. Also, we look at new SED requirements by grade and building and allocate money to insure that we are in compliance with SED. Ex: This year, most of our textbooks purchases will be directed to the middle school, since the district is reformatting the science and math curriculum. The budget development starts in early November with meetings with principals and head of departments. In January, the different departments begin to present their budgets to the board of education and community in public meetings. This process continues during February and March and up until mid-April, when the board approves the budget. During these four months, we encourage all stakeholders to make comments, bring ideas and proposals for the budget. In addition, the Superintendent meets with all the six PTAs to present and discuss the budget on an individual basis. Finally, the District prepares a budget book available for the whole community with information about the budget and a brochure which is mail to every household in the community.

The District has board policies to allocate money to the different school. For elementary schools, there is a board of education policy to limit the number of students per class depending on grade level. Every grade level has a different class size limit. Formula is the same for the three elementary schools. If in all classes in a particular grade the number of students exceeds the maximum number of students allowed per class then the District adds a new class.

The district uses an internal formula for allocating para-professionals in each of the elementary school. The formula is based on general education enrollment. Special education staffing is based on IEPs. The formula is as follow:

If any sections go past one additional student after adding an extra student, ie: in K, 22 is cap, 23 is allowed, but 24 pushes us to split, as long as all the other sections are at 23 or higher. So if there are two sections of K then 47 would be the number causing us to split.

The cap for students sections are as follows:

K: 22

1: 20

2: 22

3: 22

4-6: 26

What is allowed before we split:

K: 23

1: 21

2: 23

3:23

4-6: 27

What forces us to split:

K: 24 in at least one section, as long as the other sections are at 23 or higher

1: 22 in at least one section, as long as the other sections are at 21

2: 24 in at least one section, as long as the other sections are at 23 or higher

3: 24 in at least one section, as long as the other sections are at 23 or higher

4-6: 28 in at least one section as long as the other sections are at 27 or higher

Blue Mountain Middle School educates the district's 6th through 8th graders. The school utilizes a "Team Model". There are two academic teams per grade. The New York State Education Department (NYSED), mandates math, science, social studies and English language arts courses at each grade level. Each academic team consists of one of each of those subject area teachers (6 x 4).

Languages other than English (LOTE) courses consist of Spanish, Italian and French. Three teachers teach these mandated courses to our 7th and 8th grade students.

NYSED also mandates physical education, art, music, Home and Careers, health, library skills instruction and technology. Students have two periods a day of these classes, rotating through them over their three years in middle school. We have two physical education, and art teachers. Three music teachers teach band, orchestra, chorus, general music (NYSED required) and provide small group lessons.We have one each of technology, Home and Careers, librarian and health teachers.

A special education teacher is assigned to each academic team as part of the Integrated Co-teach model (6). In addition, we offer "special class" (self-contained) courses in each subject area taught by four additional special education teachers. An additional special education teacher instructs students in our "ABC" program, a more restrictive class where classified students who are alternatively assessed receive instruction in all subject areas from the one teacher.

There are school counselors for each grade (3), two social workers and a school psychologist.

 Hendrick Hudson High School . At the high school level, there are federal, state, and local (BOE) policies as well as contractual agreements that guide the district regarding student enrollment. The number of students per class depends on a number of factors including but not limited to subject/discipline being taught, types of students enrolled, and other contractual factors. There are many different class size limits that exist in the comprehensive high school environment. The district uses an internal formula for allocating para-professionals in the high school. The formula is based on general education and special education enrollment. Special education staffing is based on students' needs and is defined by each student's IEP.

The maximum # of students enrolled per class can not exceed 28 students per class with the following exceptions:

Special Classes (modified) 23\*

Advanced Placement 23

Shop classes 23

Physical Education 38

\*depends on program and grade level

The following are reasons that the district may exceed or reduce class size norms:

Limited space

Specialized or Experimental programs

Joint decision of the teacher, counselor, and principal in reviewing special classes

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