**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).**

A. Budget Development Process

Budget development is completed using a district wide approach involving Board of Education members, Central Office Administration, Building Level Administration and input from Faculty/Parents/Community members through our shared decision making teams referred to as Compact Teams. While the official process begins in November/December with the construction of the budget calendar, discussions about the budget are held at meetings throughout the entire year. Information flows from committees to Administration then to Central Office and finally to the Board of Education.

Student and staffing needs are discussed and prioritized through budget discussion. A major consideration for the Attica CSD has been right-sizing our staff to provide efficient class size ratios of students to teachers. In addition, we provide support to student services positions by annually reviewing school report card data and assessments to ensure that students in need of academic intervention or other services are being provided the necessary tools to be successful.

The budget calendar identifies which portions of the budget are scheduled for discussion during regular Board of Education meetings from January through March. Traditionally, we do not adopt our local budget until after NYS passes their annual budget on April 1st of each year. However, should NYS run late in adopting their budget, we will adopt a budget by the designated date for public schools.

B. Collaboration with Stakeholders

Attica CSD relies on faculty and staff to serve on various committees to make recommendations to the Superintendent and Board of Education. Each building has a Compact Team, Parent Teacher Group, as well as our Professional Growth Committee and District Technology Committee. These committees are comprised of Administrators, Teachers, Staff, Parents and community members.

The Board of Education generally has at least one representative on each committee. They attend meetings as they are able to and the meeting notes are shared with the entire Board of Education members regularly.

Each committee has a charter which dictates how many Administrators, Teachers and Staff members are to be on the committee. This is done to ensure that no constituent group is over or under represented which allows decisions to be reached in a fair manner.

C. Formulate Methodology

As a general rule, our budget is driven by the cost of staffing. We periodically adjust staff as enrollment changes. For many years, we have downsized staffing due to a declining enrollment. On occasion, we will add staff due to changing requirements, large class sizes or additional needs of students. We do utilize a formula methodology to determine building budgets for materials, supplies and other ancillary costs.

The formula uses a grade level enrollment multiplied by a basic pupil award. An additional weighted award is allocated by enrollment multiplied by a factor based on the grade level. In grades K-6, the factor is one, so they will receive the amount of their enrollment. For grades 7-12, enrollment is multiplied by 1.2 to compensate the extra cost for upper level texts, supplies and equipment.

**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?**

#2. The cost of staffing can vary significantly based on the number of years of service the teachers on staff have earned. If there are a higher number of veteran staff members teaching in a particular building, the salary expense for those individuals can drive the expense up significantly. The district is also unable to make adjustments to these labor expenses as it is determined by the employment contracts. A factor such as this could explain why per pupil spending would be significantly higher or lower than the district average.

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

Not applicable

  