**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).**

Our district is very homogenous with the ratio of Free and Reduced students in each building very close. Our goal for allocation is to maintain equity from building to building. With our contractual codes, our supply codes library books, textbooks and equipment each building receives a allocation based on enrolled students. Our allocations per student go up as we go up in grades. We believe that the cost of just about everything increases as the items purchased are for older and older students. In the area of staffing we look to maintain class size pretty close in all elementary buildings. High school staffing is built around content area and the Middle school's staffing is built around teaming which requires a even number of teachers to make up a team at each grade level.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?**

No reasons.

As shared we design our building/student allocations go up as we increase grade level.

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

Budgeting and allocations are pretty equitable now that we have reduced from 4 unique geographic locations for our elementary school and are now down to 2. Equitable allocations with a homogeneous population is very easy to accomplish.