

## Education Law §3614 School Funding Allocation Report

### Part F - Narrative Description

1. **(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).**

Funds are allocated to our ten schools utilizing numerous factors. Regular education allocations to each school is based on student population. Class size ratios are mandated through the teacher’s contract. Special education allocations to each school is based on students with disabilities enrollment and IEP services. ELL allocations are based on required services per SED. Title I funding is allocated to each school based on per-pupil amount and review by our Title I district-wide stakeholder committee. The special education department allocates 611 and 619 funding based on student with disabilities programming and services in each building. Contract for Excellence funding to is used to lower student class size in K-2, AIS services in K-12, and provides 1 FTE collaborative coach at each building K-12 to improve instruction. Community Schools funding is allocated to each elementary school to support a collaboration with Broome County DSS and other community partners. Other grant funding (e.g. School Improvement Grant) is specific to funding allocations provided by SED.

Moreover, each winter, central office administrators meet with various stakeholders to review data to develop a list of academic and program priorities, ranked highest to lowest. Central office works with Board of Education to make decisions based on this information to draft a budget. As allocations are finalized from NYS, the board reviews the budget before finalizing and going out to vote.

For 2021-2022, our District utilized these processes along with others to identify areas of need. Several other stakeholder forums were utilized to solicit input. Our district garnered input through Thought Exchanges with the community and staff. Moreover, we have several stakeholder groups that met including our Title I Committee, District Shared Leadership Team, Professional Development Committee, and other groups where input was gathered.

2. **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?**

At Horace Mann Elementary, there is a significant mobility of students, which makes it more difficult to collapse class sections. This has recently resulted in lower teacher to student ratios, causing higher per pupil spending.

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

Our district provides English Language Learners (ELL) services to all ELL students in the district at 3 elementary schools (Benjamin Franklin, Theodore Roosevelt and Woodrow Wilson) and one middle school (East Middle) which impacts staffing and related costs. In addition, the district houses different types of self-contained special education classes (8:1:1, 12:1:1, 15:1) at some sites, while other sites house our district Pre-Kindergarten classes.