

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).

1. Base Staffing Allocations

The District uses state/local funds to provide base staffing allocations to each school; these allocations are identical for all schools in the same grade-level band. For example, all primary schools (grades K-3) are allocated the same base staff (positions/FTE's). Title I schools are allocated supplemental positions in addition to this base allocation, based on their need.

K-3 Schools: 1.0 FTE each: Principal, School Nurse, Social Worker, Psychologist, Library Media Specialist, Art Teacher, Music Teacher.

2.0 FTE each: Reading Specialists, PE Teachers.

4-6 Schools:

All of the above staffing PLUS:

1.0 Assistant Principal, 1.0 School Counselor, .5 Math Specialist, 1.0 Art Teacher, 1.0 Music Teacher, 1.0 PE Teacher, 1.0 Security Staff

7-9 Schools:

All of the above staffing PLUS:

1.0 Assistant Principal, .5 Social Worker, 2.0 School Counselors, 1.0 Reading Specialist, 1.0 Math Specialist, 2.0 Security Staff.

10-12 (High School):

All the above staffing PLUS:

1.0 Assistant Principal, .5 School Nurse, 1.5 Social Workers, 3.0 School Counselors, 1.0 Library Media Specialist, 4.0 Security Staff.

Title I Buildings are allocated a 1.0 FTE Academic Intervention Specialist

2. Per-Pupil Allocations

Beyond base staffing, the District distributes state/local funds to schools on a per-pupil basis, so that resources are allocated to provide equitable support across large and small schools.

Per-Pupil Staffing

Classroom Teachers (all schools adhere to board of education policy on class size - please note, class size varies by grade level: K-3 15 students, 4-6 20 students, 7-9 24 students, and 10-12 25 students).

Special Education Teachers (driven by IEP program needs unique to each student)

Related Service Providers (Speech, OT, PT, etc.)

ELL Teachers

Classroom Teaching Assistants

Classroom Aides

Additional Counselors/Social Workers/Psychologists

Additional Art/Music/PE Teachers

Per-Pupil Non-Staffing Allocations:

Instructional Supplies; Health Supplies, Library Supplies, Books and Subscriptions; and Textbooks

Every year, the Superintendent conducts a detailed program and service review with each district department to identify the needs and resources required to ensure successful student outcomes for both the current year and the upcoming school year. Additionally, the Superintendent meets with each school principal to develop a School Improvement Plan that identifies the resources required to ensure the success of all students in that school. The required resources identified in these meetings are used to build the base budget for the ensuing school year. These are shared with the Board of Education to ensure the resources needed to fund district priorities are also included and that the budget supports the policies, goals and mission of the district. A Budget Advisory Council (BAC) is convened that meets five times per year and is comprised of all affected stakeholders - administrators, employees, unions, parents (at least one parent representative from each school), board members and community members. Stakeholders serving on the BAC ensure the voice of their constituency is heard and that the needs of each building are being met during the budget development process. The program and service reviews with each department are held in October, the ensuing detailed budget to support the needs identified is prepared and presented to the board of education in the beginning of December and updates and guidance from the board are conducted

once or twice a month until the board adoption of the budget in April. The BAC convenes monthly starting in December so it can advise the Superintendent on spending priorities and taxpayer concerns throughout the budget development process. The program and service review is the base rollover budget to support all current programs and services and enhancements but then additions and deletions are made as input is received from the board of education and the BAC. Additional resources may be allocated to certain schools to ensure equitable outcomes for all students in the district if needs are identified.

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?

This analysis does not take into account teacher longevity which has a significant impact on per-pupil spending. If a school happens to have a younger cadre of teachers its per-pupil spending will be lower than a school with longer tenured staff (there is no district practice on where to place staff based on longevity). Schools that have a larger student body will tend to have lower per-pupil spending because some positions are fixed per location rather than number of students (e.g. principal, counselor, librarian, nurse, etc.). Also, staffing for special ed students is based upon the IEP identified needs for each student and these may vary greatly. Some schools host districtwide special ed programs to develop centers of excellence for different types of needs so these schools may show significantly higher per pupil spending. Also, if test scores at a school are significantly below its peers at other district schools additional Academic Intervention Support resources may be provided to that school.

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

When comparing per pupil spending common grade bands should be compared rather than just elementary or secondary levels. As noted above, the board policy for class size is 25% lower for primary schools (grades K - 3) than our intermediate schools (grades 4-6) because research supports the efficacy of smaller class size at these grade levels but not at higher levels. Therefore, our intermediate schools (grades 4 - 6) will have more students per teacher so a lower per student spending than schools at the primary level.