

## 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).**

Union-Endicott funds are allocated focusing on a variety of factors. Allocations to each school are based on student population and class size ratios, which are outlined by the teacher contract. Special education allocations are 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. 611 and 619 funding are based on students with disabilities programming and services at each of the buildings. Community schools funding is allocated district-wide, with one FTE being shared among the four elementary schools, one at the middle school and one at the high school. Other grant funding is specific to the funding allocations outlines by NYS Education Department. Each year, the central office administration meet with building leaders to review current data and develop a list of needs for academic needs and programs that would benefit the progress of district students. The budget is reviewed with each of the building leaders looking for consistency and any special needs that may have surfaced. Working closely with the accountant and the BOCES Central Business Office, a draft budget is prepared and shared through a series of budget workshops with the Board of Education. As the allocations are finalized from NYS, the Board makes a final decision on the budget and sends it to the community for the vote.

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?**

LWW "Tiger Ventures" is a unique school, just 4 years old, that houses grades 8-12 as a nontraditional high school. It has a very low enrollment by design to maximize instruction. Due to this small student body, and the special services some of them require, the cost per pupil is higher than the other district schools. In addition, this year, the decision was made to transfer the three 12:1:1 classes that were in the elementary wing to another elementary school in district and use the wing to house outside UPK and BOCES Crossroads programming. Some other variances in the per pupil expenditures are related to the number of new teachers hired at the school costing less than veteran teachers. One building has all the K-5 ENL program housed at their site, while two other buildings have the K-3 and 3-5 12:1:1 programs. These programs have a variance of cost to them including the need for specialized teachers and service providers.

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

This is not applicable at this time.