

**Education Law §3614 School Funding Allocation Report  
Part F - Narrative Description**

**1. Describe the local methodology/approach used to allocate funds to each school in the district. If schools are allocated 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.**

Funds are allocated to schools in the following ways:

- 1) Regular education staff is allocated to schools based on the student population, grade level requirements, and class size assumptions.
- 2) Special Education staffing is allocated to schools by the Special Education Department based on the IEPs of the individual students requiring services. This staffing is in addition to regular education staffing allocations.
- 3) Multi-lingual Education staffing is allocated to schools by the Multi-lingual department based on the ELL classifications of students.
- 4) There are other smaller funding allocations to the schools including Title I, Contract for Excellence (CFE), Community Schools, Specialty Magnet programs, which are allocated based on certain program offerings at the schools; or in the case of CFE, based on student test scores; or Title I which is based on a per-pupil amount for Title I eligible schools.
- 5) Other funding from grants (e.g. School Improvement Grants to Receivership Grants) is specific to schools being awarded and the funding allocation is provided by the State.

These are more fully described in the District’s 2018-19 School Based Budget Handbook, which was also submitted with the submitted Transparency documents.

**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?**

The District has several schools that service populations of high needs students that are more costly than other schools.

The following two schools serve a medically fragile student community that requires additional services and support, significantly increasing staffing; and therefore, funding per pupil:

BEDS Code	School Name	Local School Code
140600010042	PS 42 Occupational Training Ctr	273 & 300
140600010084	PS 84	084

The District has alternative schools which services a small number of students, but more teachers per student, which results in increased funding per pupil:

BEDS Code	School Name	Local School Code
140600010133	Academy School @ 4	131 & 350

Some schools are phasing in or phasing out and those schools tend to be more expensive because certain fixed or administrative costs are allocated over a smaller number of students. Part B outlines situations where a school is phasing in or phasing out.

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

140600010122	Bennett Park Montessori School	032
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This school is a Montessori school. The teachers at this school are classified as “Early Intervention Teachers”, not Pre-K teachers, as they cover pre-school, Pre-Kindergarten and Kindergarten. This is why it appears as though there is no Pre-Kindergarten funding allocated to this school. The funding is included in the K-12 where the Early Intervention Teachers are housed.