

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.**

The district does not have any formal approach to allocate funds to each individual school. However, certain factors and variables are used during budget discussions that facilitate the building of the District’s general fund budget and special aid fund grant allocations.

The School District is governed by a seven-member Board of Education with each member elected to a three-year term. We are neighbors to Fort Drum, the home of the Army’s 10th Mountain Division (Light Infantry) military installation. Approximately 47% of our student population comes from military families associated with Ft. Drum. Our military population has a tremendous effect on the School District’s unpredictable and fluctuating enrollment. Class size and building needs are related to troop deployments and the special needs that arise from a heavily-military impacted student population.

Federal funds, including Section 611, 619, title funds and Department of Defense grants all have their own special goals, dependent on program and student needs and allocation requirements – often building specific and certainly influence our spending in each location.

When planning budgets related to the Special Aid fund, the grant manager must also consider additional criteria based on the special grant guidelines as they apply to each funding stream. These include the following factors:

- School Classifications
- Program Specific Grant Awards
- School Specific Grant Awards
- Demographics of the Student Population by School

The budget development process takes into consideration a variety of factors to continually strive to align budgetary resources with need. Those factors include:

- Projected enrollment discussions with district administrators to be sure staff is allocated appropriately according to class size.
- Staffing analysis related to support staff including; teaching assistants, teacher aides, academic intervention support, health services, etc. to ensure we are meeting the distinctive needs of the students in each building.
- An assessment of the unique needs associated with our military-impacted student demographic. For example, the current budget includes additional support in the area of psychology and counseling to address services necessary in this area.
- Discussions related to specific classroom (instructional materials) and building needs with building administration.
- Reports (class size and current building level budget amounts) are used to determine projected budget amounts.

- A review of BOCES services, instructional purchases and student placements are evaluated.
- Further administrative staff meetings are held to determine projected building budget needs and amounts.
- Board discussions take place to determine staff allocations, including additional staffing (or staff reductions) prior to budget approval. During initial board discussions, instructional goals and board goals are reviewed; key budget highlights and areas of budget focus are addressed and a calendar of budget action items is prepared.

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?

Each building has their own unique circumstances that may attribute to higher per pupil spending as compared to the district average.

West Carthage Elementary – this building has experienced more staff turn-over and therefore has a younger staff resulting in lower salary and fringe expenses.

Middle School & High School – these buildings have more experienced and therefore higher salaried teachers. In addition, the expenses associated with BOCES – Occupational Education, Athletics and extra-curricular activities are generally associated with the students in these locations.

Black River Elementary – The majority of our elementary Special Education students are housed in this building. The individual needs of these students leads to higher costs across the board (salaries, fringe, supplies, etc.).

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

N/A