**Education Law §3614 School Funding Allocation Report**

**Part F - Narrative Description**

**(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).**

Amityville Union Free School District has five schools: Northeast Elementary School, educating students in grades PreK; Northwest Elementary School, educating students in grades Kg-2; Park Avenue Memorial Elementary School, educating students in grades 3-5; Edmund W. Miles Middle School, educating students in grades 6-8; and Amityville Memorial High School, educating students in grades 9-12. The district’s configuration facilitates distribution of funds by grade level. The program in each grade level is limited to one building affording us opportunities for more appropriately allocate funds based on the student needs.

The budget process starts in early October by analyzing the needs of all students in consultation with central and building administration and staff. Ongoing conversations determine programs to be offered and the costs to fulfill the needs of the programs. Staff assignments are made in order to ensure that students have access to support services that meet their needs. These conversations continue throughout the fall and into the winter months as the line by line budget is developed.

The district looks at all aspects of spending and providing programs for the students within the community. We have an in district special education program to serve the needs of students with autism, which has a direct impact on increases in the budget, specifically, in staffing to provide for the needs of these students. Our grade level configuration provides for students being housed in appropriate grade level settings where possible.

Our ENL student population is increasing, as is our enrollment. Student needs are at the forefront of the budget development process. Eighty percent (80%) of our student population qualifies for free and / or reduced meals. The budget process incorporates increases to provide support for their needs as well as provides an educational program rich in opportunities for all of our students.

In addition to providing staff and services in all academic areas, student support is provided at all levels in literacy, ESL/ENL to assist our student population in attaining their goals. We attribute the fluctuation in building expenditures to this level of student support.

In early January a proposed budget document is finalized and presentations are made at board of education, community and parent meetings. The proposed budget is adjusted throughout the process until it is adopted by the Board of Education. The decision to provide this level of support in the buildings is supported by our community.

**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 2020-21 budget was based on the existing grade configuration in existence during the budgetary process (i.e. 2019-2020 school year). The District re-configured the grades within school district prior to the start of the 2020-21 school year. The 2021-22 budget will be developed taking into consideration the new grade configuration and thus when comparing the 2021-22 budget to the 2020-21 budget will differ.

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