**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).**

Cohoes City School District’s approach to allocating general fund monies, as well as NYS and federal grant monies, is based on three main criteria:

• Student Enrollment by Building

• Individual Building Needs

• Specialized Programs by Building

The preliminary budget process includes a complete needs assessment for each building. The assessments are completed by a building leadership team and are used as a guide through budget discussions. Each building administrator then presents a preliminary budget to the budget committee comprised of the Superintendent of Schools, Assistant Superintendent for Curriculum & Instruction, Board Members, School Business Official & the District Treasurer. Funding priority is given to safety & security matters first, followed by contractual and/or legal obligations and demonstrated program/student needs. The budget is then presented to the Board of Education for approval.

NYSED and Federal Grant Monies are specific according to the Title requirements, following a formula.

Other grants, competitive in nature, are specified according to the requirements of the grant.

• Title I, Part A - allocated according to student poverty - Free and Reduced Price Lunch - to provide academic support at our three elementary schools and one middle school. All four schools are school-wide Title I schools.

• Title II A- allocated to reduce class sizes in our earliest grades at our elementary schools with the highest rates of Free and Reduced Price Lunch: Harmony Hill and Abram Lansing

• Title IVA - allocated according to academic enrichment needs of economically disadvantaged students - Free and Reduced Price

**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?**

Van Schaick Grade School is our smallest school, which serves students on an Island located at the confluence of the Mohawk and Hudson Rivers, is cut off from the rest of the city by 787. Since elementary students are NOT bussed in Cohoes, the district has continued to keep this school open, which may contribute to a higher than average per pupil spending. The district’s elementary Special Education functional skills classrooms are housed at Van Schaick, Additionally, some of the most senior educators in the district work at Van Schaick. All of which may contribute to a higher than average per pupil spending.

Harmony Hill Elementary School houses the district’s ELL program for students in grades K-5. The district’s elementary Special Education behavior support classrooms are also housed at Harmony Hill. These programs are contributing factors in this school’s average per pupil spending.

Abram Lansing Elementary School is the elementary school with the highest rate of Free and Reduced Price Lunch. This school also has the highest number of staff (teachers and building principal) with the greatest number of years of service to the school district, which translates into higher salaries and contributes to a higher than average per pupil spending.

Cohoes Middle School has the highest Free and Reduced Price Lunch rate in the district.

• Special Education: The district’s priority is to maintain students with significant needs in-district whenever possible. The Middle School hosts our Special Class Functional Skills classroom.

• Instruction and Curriculum: The CCSD strives to be one of the top performing schools in the area & is committed to supporting students & staff in the all areas. The Middle School supports content areas with Teacher Leaders and professional development in instructional delivery and curriculum alignment.

• Promoting Positive Student Behavior (PBIS): Programs to reduce student misbehavior and train teachers in trauma sensitivity. Examples include: Northern Rivers Behavioral Health Center, 2 Dedicated Building Administrators, 2 Guidance Counselors.

Cohoes High School administrators and teachers are committed to increasing the graduation rate and positioning our students for success in tomorrow’s world - the district’s mission statement. To that end, the high school offers a number of different programs to improve student outcomes and to meet New York State Education Department requirements. All of these programs together, along with the need to promote college/career and graduation from high school, may contribute to a higher than average per pupil spending.

• College and Careers: Exposure to careers and certificate programs through BOCES Career and Technical Education (CTE), Career Coordinator & 3 Guidance Counselors dedicated to the High School, Advanced Placement Courses, Future Ready Pathways Grant – partnership with SUNY Albany & Hudson Valley Community Colleges to enable eligible students to accrue college credits (up to the equivalent of an Associate Degree) at no cost to the student.

 Promoting Positive Student Behavior: Programs to reduce student misbehavior and train teachers in trauma sensitivity. Examples include: 3 Dedicated Building Administrators (including a Dean of Students) & Mentoring Programs.

• Instructional and curriculum support in the content areas through teacher leaders and professional development in instructional delivery and curriculum alignment.

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

not applicable