**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).**

The district used enrollment across all schools to allocate costs that were not identified as central district costs. This method seemed to be the most accurate way to apportion costs per the guidelines provided by the State.

Gloversville had already been budgeting salaries and non-personnel expenditures at the building level. For those costs not already accounted for, we summarized what those expenses were and aligned them with the template reporting categories taking into consideration which of our student population they most directly related to. The district’s administrative team, department chairpersons, and unit leaders collaboratively review student achievement data and make recommendations to the superintendent and Board of Education for use of those remaining funds. Since Gloversville has a very high number of students and families with social/emotional needs, we look very closely at ways to provide academic and ancillary support services to those students and their families.

**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?**

not applicable

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

In part A: OPEB numbers were not available at the time of submission, so the district used the 2019-2020 figure as an estimate. Substitute FTE estimates were included in Other Districtwide Staff, as noted in the justification. CARES Act funding for cleaning supplies and salaries were attributed in Section IIIA to Operation and Maintenance of Plant, while funding for other instructional purposes were included in part C.

In part B: Staff FTE may differ in the "all other staff" because Buildings and Grounds staff FTEs were mistakenly included in the 2019-2020 submission.

In part D: Pre-kindergarten figures (approximately $1.3M) don't tie out to the full $1.5M grant allocation because the district underestimates funding due to historical trends in the award being reduced mid-year based on actual student counts.