**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).**

Staffing Allocations

The Williamsville Central school district uses “class size guidelines” to allocate teachers to each of our thirteen schools each year. The process begins in March when each principal meets with the Human Resource department, Superintendent, and Assistant Superintendents to review enrollment for their school.

High schools and Middle schools – Student course enrollment for general education courses is compared to current year staffing levels. If a courses enrollment is over the district’s class-size guideline, a determination is made as to whether a new section is necessary which requires adding a teacher to the school’s staff. It is possible that one new section will result in the addition of a partial allocation of teachers. If this situation occurs, the teacher will be shared with another district school. Student enrollment also is pertinent for the allocation of paraprofessionals (teacher aides, students with disability aids, interpreters, and ESL assistants).

Elementary schools – The District reviews current student enrollment each spring. The enrollment numbers become the initial basis that is used to determine if a school’s staffing level will support the projected student enrollment in the next school year.

Throughout the spring and summer, newly enrolled students for each school is closely monitored by each the school Principal, Student Services, and our Human Resource area. In mid-August, the District reviews each school’s enrollment numbers and determines if a new class or classes are needed. If a school exceeds the class-size guidelines for the elementary grade, a new section is added. At this point in time, a teacher is added for the particular school. If a school’s enrollment in a particular grade exceeds the class-size guideline after the mid-August enrollment date, a decision is made to add support personnel (paraprofessionals) to the affected grade level’s classroom. In certain situations, a teacher may be added at a late date; however, this would occur only if there was a significant increase in enrollment that would result in class-size guidelines being surpassed by a substantial number of students in the affected school/class.

**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 allocates supply and contract services to schools based on their student enrollment. The District also centrally budgets equipment dollars and they are reallocated to schools based on school requests and student need.

The District annually works with each school on school and/or district educational program initiatives. In these situations, the District provides special funding to the school. These district-wide initiatives are planned by the central office Instructional department. Due to the number of schools in the district, it is necessary to complete the funding allocations for these programs through a multiple year phase-in process. This allows the District to allocate budget funds to schools over a number of years allowing the entire program to become implemented in our schools. It is important to state that if this situation is present in a school year, some school funding amounts may be larger than other similar schools. Over a multi-year period, the funding levels for the schools affected by the implementation of the new educational program does equalize itself so that all schools received similar per-pupil funding amounts.

The District will also provide additional allocations to individual schools if there are unexpected changes in their enrollment from the planned enrollment number. These situations will result in a supplementary allocation of contract services and supply dollars to the affected school. All of these additional budget allocations follow a process that substantiates the financial need to fairly provide additional budget dollars to a school.

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