**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 Assistant Superintendent for Business leads the budget development process. Our local methodology/approach is based, quite simply, upon enrollment, class size, and student/programmatic need. All things being equal, building allocations are equitable across the grade levels. Variations are dealt with on a case by case basis, but, practically speaking, always with an eye for equity. The budget process begins in November and ends in April of the following year. The Superintendent, Cabinet, Principals and Directors are involved in the budget development process. The Board of Education holds five Budget Work Sessions from January to April. Principals represent their individual building(s) with the input/support of districtwide Directors. The District does not use a formula to allocate funds to individual schools.

**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 Bay Shore Union Free School District maintains three K-2 buildings and two 3-5 buildings, each of which are somewhat unique. There is only one Middle School and one High School. At the K-2 level we have just completed the process of redistributing/relocating portions of both our ENL and special education populations. Dual Language students are split between Brook Avenue School and Fifth Avenue School. Brook Avenue School also maintains a Sheltered program for students who need the most intensive level of language support. Mary G. Clarkson will continue to support a large number of ENL students, but will no longer house the Dual Language program. We also recently transitioned approximately 33.3% of our special education students from Mary G. Clarkson to Fifth Avenue, which has lower enrollment based upon current district boundaries. Students with more "traditional" disabilities, i.e. mental retardation, and therefore similar needs will be housed together in Fifth Avenue while our more "challenging" students, i.e. autistic, will be housed together in Mary G. Clarkson to allow for economies of scale in a multitude of support services. The 3-5 grade levels are going through a similar transition. By 2021-22, Gardiner Manor will have absorbed the new Dual Language classes which began at the K level several years ago and are now moving up into Elementary. As Gardiner Manor absorbs those new classes, they will relinquish to South Country their special education classrooms. By 2021-22, all 3-5 self-contained will be located in South Country and 100% of our elementary Dual Language students will attend Gardiner Manor.

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

There are two enrollment realities that have been notably different for the Bay Shore Union Free School District, in comparison to other Long Island school districts. I'm not sure how or if they apply to any particular Excel entries, but they are statistically significant and worth noting. The first is that Bay Shore has NOT experienced the enrollment declines that have been seen across the rest of Long Island. Our enrollment has remained relatively constant, fluctuating between 5,600 and 5,950 students over the last five years. What has changed dramatically is our demographics. Our ENL population has risen from approximately 250 to over 1,000 students, at times, during that same 5-year period. Both of these things, we believe, are anomalous in nature and worthy of note.