**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).**

A) The budget development process is led by the Assistant Superintendent for Finance & Operations with oversight and intense involvement by the Superintendent of Schools. Additionally, the Deputy Superintendent and Director of Equity & Human Resources each play a major role in the budget development process. Student needs may affect staffing levels or budget amounts for a number of reasons. The instructional administrators (principals, assistant principals, the special education director and instructional directors) communicate the needs of the students during the budget process. They consider the expected enrollment of students with disabilities, English language learners, and the percentage of economically disadvantaged students (based on free and reduced priced lunch data). Variables considered include:

• instructional and operational goals of the school district

• prior year budgets and actual expenditure trends

• anticipated state aid revenues

• anticipated tax levy (based on maximum allowable tax levy)

• anticipated enrollment for the following year and the effect significant changes would have on staffing and other expenses,

• state and federal mandates that could affect staffing and expenditure requirements,

• class sizes and number of students enrolled in each building

• demographic changes within the school district

• student performance data

• special education placements

• expected enrollment of students with IEPs

• expected enrollment of ENL students

• instructional program effectiveness

• budget requests from schools and instructional directors for new instructional programs or changes to existing programs

The budget process begins in December each year for the following school year and is finalized by the end of April to meet the deadlines for the required May budget vote.

B) The budget development process involves the Assistant Superintendent of Finance & Operations, Superintendent of Schools, Deputy Superintendent, Director of Equity and Human Resources, all instructional administrators (school principals, assistant principals, instructional directors, special education director, technology director) and all non-instructional directors (transportation, facilities and operations). School principals solicit budget input and requests from teachers and so do the instructional directors. The non-instructional directors submit budget requests that support the requests and needs of the instructional team.

The school board receives a budget presentation and discusses the budget at every board of education meeting between January 1 and the date they adopt the budget (end of April). The board of education members do not submit budget requests but they gain an understanding of the budget and its changes from the prior year as well as the expected needs of our students through the presentations they receive.

The school principals represent the individual needs of their respective schools and requests from their teaching and professional staff. There are many programs that are district-wide, especially for special education and English-language learners and the instructional directors provide information about the types of resources needed to sustain, enhance or grow the district-wide programs.

C) The Hyde Park school 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?**

Some programs are district-wide and not school -specific. For example, there are four elementary schools located within the school district. Typically, students attend the school dictated by their "attendance zone". However, two of the elementary schools provide most of the special education classes and the other two elementary schools provide ENL services. If an elementary student requires a special education class or ENL services that are not offered in their home school, the Hyde Park school district will enroll that student in one of the schools that provides the services/classes that meet that particular student's needs. Whenever a student is place out of their "attendance zone" by the school district, transportation is provided by the school district.

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

The district is receiving federal stimulus funds under CRRSA (Coronavirus Response and Relief Supplemental Appropriations) and ARPA (American Rescue Plan Act) of a combined total of $9,086,014.

  