**Education Law §3614 School Funding Allocation Report**

**Part F - Narrative Description**

1. **(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 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: specifically the Harmony Hill and Abram Lansing Schools.

• Title IVA - allocated according to academic enrichment needs of economically disadvantaged students

1. **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, our smallest school, 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. Three out of four of the district’s elementary Special Education functional skills classrooms are housed 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 has been identified as a Target School by NYSED, which requires additional (grant funded) resources allocated for the building.

Cohoes Middle School serves students in grades 6 - 8.

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 Middle School supports content areas with Teacher Leaders and professional development in instructional delivery and curriculum alignment. The Middle School also provides advanced course offerings bearing regents credits in Math and Science.

Promoting Positive Student Behavior (PBIS): Programs to promote positive student behavior and train teachers in trauma sensitivity. Examples include: Northern Rivers Behavioral Health Center, 2 Dedicated Building Administrators, 1 Dean of Students & 2 Guidance Counselors.

Cohoes High School:

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 readiness 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 Education Coordinator & 3 Guidance Counselors dedicated to the High School.

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.

3 Dedicated Building Administrators, including a Dean of Students

Instructional and curriculum: Support in the content areas through teacher leaders and professional development in instructional delivery and curriculum alignment. Student opportunities include SAT prep, and advanced placement courses.

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

Emergency relief funds such as the Coronavirus Response & Relief Supplemental Appropriations Act (CRSSA) and the American Rescue Plan (ARP) have been made available to address the impact that COVID-19 has had & continues to have on the schools across the nation. The District has planned to use these allocated funds (CRSSA & ARP) in fiscal years 2021, 2022 & 2023, which has resulted in an increase in the Special Aid category.