SCHOOL-CONTROLLED RESOURCES:

- **Instructional Staff**
  - E5 Honors Teachers
  - E5 Core Subject Teachers
  - E5 Teachers
  - Special Ed Teachers—Mainstreamed/Resource Room
  - Special Ed Teachers—Self-Contained
  - Special Ed 1-to-1 Assistants (EP-driven)
  - Instructional Coaches
  - Librarians

- **Pupil Services Staff**
  - Counselors
  - Social Workers
  - Psychologists
  - Nurse & Health Services Staff
  - Related Services Staff

- **School Administration Staff**
  - Principals
  - Assistant Principals
  - Special Ed Case Managers
  - Parent/Community Coordinators or Liaisons
  - Secretaries/Clerical Staff

- **Operations Staff**
  - Food Services Staff (Cook, Porter, etc.)
  - Maintenance Staff (Plumber, Electrician)
  - Custodial Staff (Building, Cleaners)
  - Security Staff (Guard, Service, etc.)
  - Technology Support Staff (IT Support, Help Desk, etc.)
  - Transportation Staff (Drivers, Attendants, etc.)

- **Instructional Supplies and Services**
  - Computer Hardware
  - Computer Software/Inst. Technology
  - Extracurricular/Athletic supplies and materials
  - Field Trip—Transportation
  - Instructional Supplies
  - Library Books and Materials
  - Testing and assessment materials
  - Textbooks

- **Admin/Operational Supplies and Services**
  - Custodial Supplies and Savings
  - Maintenance Services and Supplies
  - Office/Departmental Supplies
  - Security Services and Supplies
  - Transportation Services and Supplies
  - Utilities

- **Staff Development**
  - Release time for staff development activities
  - Travel expenses for school personnel
  - Fees and expenses for speakers and consultants
  - Staff development supplies and materials

LESSONS LEARNED:

1. There is no right answer for how to develop and “price” the needs weights. Should they reflect the cost of educational interventions and, if so, which ones, or should they reflect policy priorities?

2. While a single pot of funds promotes the concept that “all dollars are green,” it also creates difficulty in tracking and analyzing how principals actually use funds generated by the weights. For example, are funds generated to support ELL pupils shifted to other needs?

3. Developing FSF is an iterative process. We continue to challenge some of our initial decisions, including but not limited to: budgeting at school-wide average teacher salaries; not creating “floor” allocations for small schools and “caps” for very large schools; and allowing students to generate multiple need weights.

ACHIEVEMENTS:

1. There is much greater transparency around how New York City schools are funded than prior to the implementation of FSF.

2. While the budget crisis prevented us from fully bringing the under-formula schools to parity, they have more operating funds as a result of FSF.

3. The development and implementation of FSF precipitated a citywide equity discussion.