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

**Part F - Narrative Description**

**Describe the local methodology/approach used to allocate funds to each school in the district during the process of budget development and implementation. If schools are allocated 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. In addition, explain any non-formulaic elements impacting each school’s allocation. (Please note that this question asks about the district’s budget process, not about how the district completed the New York State School Funding Transparency Form.)**

During the budget process, the administrative team meets together to determine priorities as a district and discuss how each program impacts other buildings and programs. We then discuss priorities and determine which items are wish lists and which are necessities. The principals also discuss the student population in their respective buildings as well as special programs to determine priorities beyond the educational programming.

Space for new and additional programming is also considered and plays into the budget process.

Funding such as supplies are allocated on a per pupil basis based on estimates of what the enrollment will be in the next fiscal year.

**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?**

Our allocations per pupil are not significantly higher or lower. However the minor variances, higher in this case, can be explained at Riverside as that elementary building houses the most economically disadvantaged students so more services are concentrated there. Additionally, Greater Plains houses a program for special needs students, many of which require 1 to 1 aide assistance. Therefore there is additional paraprofessional staffing in that building.

Our high school offers many electives, clubs and athletics, which cost more, but as a district we feel that we are preparing them to be competitive when they leave high school, whether they enter college, trade school, work force etc. Due to the number of classes and extracurricular activities, more funding is directed to the high school than the middle school. It should be noted that in some cases, middle school students can also take advantage of offerings at the high school level. With connected buildings, our program is accessible.

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