**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.)**

The District’s budget is developed in close coordination with District administration, based on both Board of Education goals and the District’s five-year academic plan. The District’s budgeting practices encourage shared decision making and planning at the local level by all stakeholders. Building-level budgets are developed by building-level administrators in conjunction with departmental Directors and Central Office staff.

Each building level budget is analyzed based on current needs of the building and planning for future years. Where appropriate, expenses for materials such as textbooks, course materials, and software needs are budgeted on a per-pupil basis. The budget attempts to provide each school building with the resources it needs and allows for the implementation of programs that are desired by the Board of Education, administration, and staff to achieve the District’s academic goals.

**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?**

Chestnut Street school is the District’s kindergarten center and so has just the one grade level. Like our other buildings, it has a principal, a building nurse, and other staff whose salaries and benefits costs are equivalent with their peers, but are divided among the smaller number of students in the building. Additionally, for many of our youngest students kindergarten is their first foray into formal education, so they require more supports than even our students in grades 1, 2, and 3, as we provide them with the foundation they need to be successful as they progress through our elementary grades.

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

  