**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).**

The superintendent of schools leads the budget process. Needs are measured according to academic needs (AIS and Special Education, AP and honors classes, Arts, Clubs and Activities). The budget process begins in October and is a monthly evolution of needs assessment, cost analysis, and assignment of funding. Discretionary vs. non-discretionary funding is considered.

All district employees except for support staff are involved in the budget process. Faculty, Grade Chairs, Department Chairs, Principals, Superintendent, Business Administrator, all appointed Supervisors, and the Board of Education, through full board and the committee process, are involved. The school board actively accepts recommendations brought to them from various stakeholders through the superintendent of schools. Community conversations are held monthly to distribute information and allow for public comment.

The Cooperstown Central School District, through its budget planning, strives to ensure that teachers are assigned based on course load and equally distributed class sizes. In addition, each staff member is awarded an even amount for each of the following annually: conferences, professional development, in-service, materials and supplies, equipment. Because the majority of funds support our faculty and staff, it’s important to equalize spending among them and across department levels.

Department and grade level chairpersons canvass faculty and staff for needs, communicate those needs to each building principal, who, in turn, make budget recommendations to the superintendent and the board of education budget, finance, and audit sub-committee.

**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?**

The spending between school buildings is not significantly higher or lower than the district average. There is just over one thousand dollars per pupil difference, which can be attributed to costs in special education, academic intervention services, extra-curricular activities, and electives.

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

There are no items to describe in which the district feels are anomalous in nature and require additional description.

  