**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).**

A. Budget Development Process: The Fulton City School District (FCSD) allocates resources (financial, staffing, materials, etc) in a manner which aligns appropriate levels of support for schools based on the NYSED Part 100 and Part 200 regulations and the needs of the school community.

Who leads the budget development process? The budget process is a collaborative process led by the Superintendent of Schools and involving his team (Executive Director of Human Resources and Student Services, Business Administrator, Executive Director of Instruction and Achievement, and Chief Operating Officer). The Board of Education is involved thorough out the process.

How are the needs of students translated into a budget? During budget development, the District utilizes multiple tools to recognize needs and to check for equitable resources. These tools include:

Survey requests and budget requests from department heads and building leaders that aligns with the District's strategic coherence plan and school community needs;

Reports to verify staff support is aligned to program and student needs across schools such as the "K through Grade 12 Instructional Report" which includes staffing and enrollment and various demographics by each school and grade level. Staffing categories reviewed during the resource allocation process include: teachers, teaching assistants, academic intervention support teachers, instructional coaches, administrators, clerical, custodial and student support such as health services, psychologists, social workers, counselors and family support services.

When does the budget development process begin and how long does it last? The District first addresses the budget process at the second Board of Education (BOE) meeting in November. In December, a BOE workshop is held to review financial information, discuss the overall process, and to review any parameters which the BOE might have. Budget workshops are held periodically January through mid April with updates provided at the twice a month BOE meetings.The BOE adopts the budget to present to the voters in mid to late April.

B. Collaboration with Stakeholders:

Which district employees are involved in the budget development process? In addition to the Superintendent and his team, all administrative staff, faculty department heads and supervisors from non-instructional areas (facilities, transportation, etc) are involved. Additionally, union representatives are asked to participate in budget workshops, surveys and discussions.

What is the role of the school board (where applicable)? The BOE is involved as mentioned above. Individual BOE members sit on each building's site based team which is made up of parents, staff, principal, community members. Input on the budget is solicited at these meetings.

Who represents the needs of individual buildings and/or school sites? The principal submits formal requests for staffing,materials, etc and meets with the Superintendent and his team to discuss. The building's site based team also may make requests.

C. Formulaic Methodology

The only formal formulas that the District uses to allocate resources involves instructional materials. Textbooks and library materials are allocated using the state aid per student amount as a base minimum to budget to each school. Based on need and condition of materials, more funds may be added. These instructional materials make up a very small amount of the total spending.

**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?**

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

  