**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 District does not use a per-pupil formula to allocate funds. The District responds to the needs as

presented during the budget process. The District strives to ensure equitable programs and services

across grade levels and between buildings. The School District is governed by a seven-member Board of Education with each member elected to a five-year term. The Board of Education and administrative team work together to develop an annual budget that allocates limited resources to meet student needs.

Several factors are considered when developing the budget:

• Projected enrollment, class size, and staff distribution data. Each budget season, class size, and

grade level projections are developed and provided to the budgeting team. Staff adjustments are

considered early in the budget process. Final staffing decisions are completed when resource

determinations are available, considering the tax levy, state aid, and tax cap impacts.

• Support staff assessment to ensure that special education, intervention support, and health

services needs are met. Each 504 plan and individual IEP is considered during budget

development to ensure compliance.

• Instructional materials requests. Each building principal is given the opportunity to communicate

its program needs both material and staff to the Board of Education during the budget building

process. Such presentations are held during the regular Board of Education meetings and are open

for public comment and input.

• Pupil support team needs such mental health services, counseling, social and emotional needs,

and school safety are considered.

• A review of BOCES services, instructional purchases, and student placements are evaluated.

• Principals’ building reports that bring forth specific needs of the buildings.

• Department supervisors’ reports that bring forth specific needs of each building and department.

• Administrative staff meetings to determine building budget needs, amounts, and staffing.

• Board of Education planning to set instructional goals, areas of budget focus, and a calendar of

budget action items. Further board discussions take place to determine staff allocations, staff

additions/reductions, and specific building requests prior to budget approval.

**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?**

We have one Elementary school and one Junior-Senior High School.

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

NA

  