**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 / business official leads the budget development process. The budget development process begins in October, and lasts until the vote. During this time, meetings are held with CSE, Director of Special Education, Curriculum Director, Elementary Principal and High School Principal individually and jointly, who collectively look at data and discuss specific needs each grade level has as well as specific students needs. In terms of facility needs, meetings are held with the buildings and grounds supervisor to discuss maintenance issues, custodial and cleaning needs. In terms of transportation needs, meetings are held with the transportation supervisor for department needs as well as discuss specific student transportation related requirements. Meetings are held with the school nurse, and the medical director to highlight any upcoming regulation or requirements in regards to students and safety. It is the High School Principal and Elementary Principal's responsibility to collect and report out the needs of the grade levels under their leadership. Meetings are held with the Cafeteria Supervisor to understand challenges and needs within that department. Lastly, meetings are held with the district's contracted financial analyst, for purposes of debt service management and adhering to the property tax cap. In terms of specific student needs, the CSE and director of special education meets with adjoining districts who offer special education classes that we may not have in house as well as BOCES to determine student placements and reports same to the business office.

The school board is instrumental in the budgeting process. Summary of district department and student needs are provided to the board of education over several meetings to review and critique as well as ask important questions or offer suggestions. The Board also sets the maximum tax levy that is acceptable based on the revenue and expenditure projections based upon the needs of the district.

Although two BEDS codes are assigned to our district, our School building is ONE structure on ONE campus. K-6 is located at one end of the building and 7-12, on the other. Shared spaces are common throughout the campus such as cafeteria, Physical Education Space, Computer Technology, Media and Library. For budgeting purposes we function as one budget on one campus.

Each department head represents the needs of that specific department – for example, maintenance and custodial / cleaners are represented by the building and grounds supervisor, the Athletic Department is represented by both the High School and Elementary Principals as well as the Athletic Director, the School Nurse, Music Department have representation through each building principal. CSE, Director of Special Education along with both building principals represent special education.

The district equally breaks down expenditures between k-6 and 7-12. Specific student needs, such as special education, are weighted during the budget process based upon need.

Specific needs, for example CTE students in grades 11-12 obviously only affect 7-12 building numbers.

The district strives to be as equally distributed as possible between k-12 teachers, students and staff members.

**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.**

Hammondsport Central School District has two BEDS codes, but operates ONE building on ONE campus with K-6 being at one end of the building and the other being 7-12 at the other end of the building. K-12 share spaces, and FTE's. Of our instructional educators, we have only 15% FTE's who have 3 years or less experience. Of the instructional staff who have over 3 years experience, they are closely distributed between K-6 (43%) and 7-12 (56%) and overall instructional staff are evenly distributed between K-6 (48%) and 7-12 (51%)

  