**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 budget development process is lead by the district wide administrative team with input from all stakeholder groups. If follows the outline of the strategic plan.

The budget focus on program and individual student needs. Because the needs of individual students may vary from year to year within a building there is not a set formula. Funds go where the needs are greatest.

The budget development process begins at the end of November and continues through the budget vote in May.

All employees are involved in the budget process. Teacher leaders submit program based requests, and can submit impact item forms for special requests. The principals review the requests and can make their own requests. Administors and team leaders often present their requests to the School Board and public.

The Entire school board is on the finance committee. They share feedback throughout the process. Unfortunately the last few years we have had more cuts than growth. This lends itself to difficult decisions, and the administration along with the Board of education must weigh in on what is best and most needed for our students

We generally do not use a formula to allocate funds. We do not have multiple schools with the same grades.

Different courses require different supplies. Funds are distributed by student and program needs.

**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?**

Our special education costs often drive the costs of one building over another.

At the High school level we have many clubs and after school activities that have additional salary costs.

Our athletic program increases the costs at the High School and Middle school levels. We also service a greater number of students at the secondary level.

Some schools have more senior employees than others and that often escalates the expenses of one building over another.

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

We had several retirements this year in our teachers unit which we did not replace. Last year the teachers extracurricular stipends were reported in with their salaries.

This year they are reported in with the other support catatory, which makes the increase in that area seem disproportionate.

We do not have duplicate schools with similar grade levels, therefore we do not implement a funding formula based on enrollment, but instead look at student need and program need.