**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 Sackets Harbor CSD is comprised of one school building PK-12. The Superintendent, and Business Manager, along with the School Board (five members) lead the budget development process. The Board is involved in reviewing recommendations and asking thoughtful questions regarding the budget to ensure that it is representative of the community's values and in adherence with District goals and action plans. A variety of district/school stakeholders are involved in the budget development process including the PK-12 principal, the School Counselor, Transportation Director, Food Service Director, Building and Grounds Director, and Technology Coordinator. These stakeholders ensure that needs of every aspect of our school operation are considered when budgeting.

The budget development process is an ongoing and cyclical process. In the fall of a new school year, the Superintendent and Business Manager meet to discuss the budget calendar and development process. We are continually analyzing programs and services to determine if they are meeting the needs of our students and if those programs and services should or should not be incorporated into the next spending plan. Concurrently, we are always reviewing the current budget to know better how to prepare the next.

With one superintendent and one principal in one school building, the needs of our district which is comprised of one school building is represented effectively.

Finally, the District does not use a formula to allocate funds to individual schools as we are comprised of one school.

**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?**

Not applicable. We have one school in our district and there is no location with higher or lower figures.

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

Not applicable. If the primary intention of this exercise is to ensure equitable distribution in districts, then requiring small one-building districts to complete this seems itself anomalous.

  