**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).**

As a small rural district with one Pre-K - 12 building, working with a shared business office, the district Superintendent leads the budget development process, firstly by establishing the budget calendar.

The administrative staff meet weekly throughout the school year and the budget conversation commences in November and continues until the final budget presentation in May. Aligning with the district mission, keeping students as the focus, working towards the goal of providing a quality education for all students, the budget components are distributed to the department heads. This allows the experts in their field to assess the current environment and evolving circumstances, gauge their anticipated needs for the next school year, and see how their projected needs relate to prior year data, (both budgeted and actual expenditures).

Public budget presentations and forums involving the Board of Education also commence in November or December, starting with a review of the Capital and Administrative Components, which typically do not experience major variances from year to year. These conversations allow for meaningful discussions, review and transparency.

The development process of the Program Component also starts in November, but as a major component, requiring the input of many stakeholders, including teaching staff, CSE, Guidance and Athletics departments, IT, and Transportation, it is not typically finalized until March or April.

The CSE Dept. meets regularly with the Superintendent to review and develop optimal placements of SWD, based on current and anticipated need.

The Superintendent and Principal review and assess current year curriculum, and determine areas requiring attention, and/or change, in addition to working with the Guidance Department to determine optimal course offerings, and the IT department to maximize the integration of technology.

The Transportation Department evaluates current regular and non-regular bus routes, in addition to ongoing fleet assessment, with an emphasis on preventive measures.

Extracurricular programs and Athletics offerings are reviewed, together with any anticipated changes in staffing and student enrollment/interest. As student enrollment continues to decline, it is necessary to work with neighboring districts to merge athletics teams for the continuation of opportunities for students.

A small district environment, such as Schenevus, allows for teaching and paraprofessional staff to connect and understand the needs of each student, at each phase of their educational development.

The district does not apply any formula to allocate funding to any part of its budget.

**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.**