**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).**

Initially, the budget process allocates known costs that include salaries supported by contract language, employee benefits, ERS, TRS, and debt service. This is followed by multiple Administrative Team meetings on BOCES Services offered to the district for student supports, additional learning opportunities and special education needs for our students with disabilities. Review meetings with transportation and facilities managers will often identify equipment purchases that are required to keep operations running efficiently. Staffing at all levels are reviewed, retirements are noted and the possibility of making staffing adjustments are discussed at length. District resources are then allocated to each school within the district based on student demographics, Special Education population, individualized programs and other education supports that the students and staff require to be successful.

**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?**

The district continues to focus on student reading and math skills. Additional resources are in place in the elementary and middle schools. This includes reading specialists, technological software and equipment to provide support to students in the classroom and remotely.

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