**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).**

Afton Central School District uses a zero-based budget approach to funding. Each year the Administration Team meets with the Superintendent, the Business Manager, Cabinet and the BOE Budget Committee to define program requirements & goals and the funding necessary to achieve these objectives. In conjunction with this assessment the BOE sets specific academic goals & objectives (ie. Next Gen learning standards, PLC’s, Implement Restorative Practices, Step Up to Writing, Restorative Practices, and eDoctrina for DATA analysis) for the academic school year. The budget process does not limit funding to the various schools, it is a natural outcome of the budget development process. Within this framework each school building and administrator is key to the development of their budget for the upcoming school year.

Each Building Principal and Operational Administrator (buildings & grounds, transportation, technology, CSE, business & finance, school cafeteria program) are tasked with submission of initial budget data/funding with the assumption ALL programs & services currently existing will be in place in the upcoming school year. Any new programs/initiatives that require additional funding are captured on a worksheet for future budget discussions and considerations. This process all takes place by the end of January.

As the appropriation budget process continues, certain cost elements are able to be better defined (health insurance, retirement system costs, fuel costs, unemployment) and the overall appropriation budget becomes clearer. During February to March, the BOE and the Administration Team continues to review both draft revenue & appropriation budgets, available reserves, tax cap calculations, prioritizes new initiatives and sets budget parameters and resources based on estimated projected state funding. Afton Central School is a very high need/low wealth district, so NYS aid funds 65-70% of the district budget and this becomes critical to defining available resources to all areas of the district and eventually the decision-making and allocation of resources to fund programs and initiatives based on prioritization. The final NYS Budget dictates the final decisions on funding the upcoming school year budget.

You will see the financial assessment of each building and relative spending levels per pupil are fairly consistent.

**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?**

As I noted above, we do not have budget limitations on our schools. The higher spending per pupil in the High School is reflective of a larger student course offerings and smaller classes for electives.

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