**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).**

(A) The budget development process is, ultimately, led by the Superintendent with a great deal of collaboration with the Assistant Superintendent/School Business Official. The needs of students are the guiding forces in the budget process; its all about them. Cohort sizes are considered and staffing is adjusted accordingly. Program offerings are based upon State requirements and student requests (at the secondary level) when they determine the classes they'd like to take the next year when scheduling with the guidance counselors. Social-emotional needs and safety & security are becoming increasingly important and have been addressed by the additional of additional supports and an SRO. We take pride in what we have to offer students and, regardless of continuing budget cuts do our best to continue to provide a wide array of offerings in academics, fine arts, sports and clubs. The budget process begins in November and continues through the budget adoption, typically in April for a little over 5 months.

(B) The budget development process directly involves district leadership (qty. 4: Director of Facilities, Transportation Coordinator, Athletics Coordinator, Technology Coordinator) and administrators (qty. 8: Superintendent, Assistant Superintendent/Business Official, Director of Curriculum & Instruction, Director of Pupil Personnel Services, HS Principal, HS Asst. Principal, MS Principal, ES Principal) as well as department/curriculum leaders (10: CTE, Fine Arts, Foreign Language, Health/PE, Library, Math, Nurses, Science, and Social Studies). Each of these people may/may not consult with members of their teams.

The Board of education hears monthly reports of the process and takes part in discussions and decision-making of programs/positions to add or takeaway. They ultimately adopt the budget thereby giving final approval.

The building principals, director of facilities, transportation coordinator and technology coordinator represent the needs of each school building and the bus garage.

(C) We do NOT use a formula to allocate funds to the district school buildings.

**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?**

We only have three buildings, an elementary school, a middle school and a junior/senior high school. There is nothing specific or unique about any of them, other than their grade levels, that explain differences in expenditure budgeting.

It is commonly recognized that secondary school programs are inherently more expensive than primary school programs due to the nature of the instruction taking place. It's obvious to most that the cost of biology, chemistry, physics, engineering, technology, agriculture, fine arts, business programs, etc., require more expensive materials, supplies and equipment if done right. The difference in coursework and specialized instruction is the explanation for the high school budget being the greatest.

The fact that the middle school is comprised of only three grades, whereas the elementary school is comprised of 5 grades speaks to the cost difference between them. There are more students, and therefore more teachers, at the elementary school thereby resulting in a higher expenditure budget.

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