**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).**

Chazy Union Free School District consists of one building housing K-12. The Superintendent and the Business Manager lead the budget development process starting in September when the Superintendent establishes the District Priorities for the year, opening up discussion with all stakeholders on what can be expected. In October the Superintendent presents to the Board forecasted enrollment data per grade span for the next several years based on historical district data compiled utilizing cohort survival rate. The following month, the Board is presented with a budget development calendar to adopt. In December, the Board is presented with the budget philosophy, which shapes how the budget is created, focusing on maximum educational opportunities for all students. The Superintendent and Business Manager facilitate department sit down meetings December through February to identify particular budgetary needs with specific focus on items which reflect health, safety and welfare of students and employees and/or strengthening student achievement. Department meetings are held with the School Principals, the Special Education Director, and the Transportation Supervisor/Buildings and Grounds Supervisor to determine any staffing or program changes driven by student enrollment (grade level, class size, BOCES, Special Education). In addition, in December, all staff members are provided with BOCES and blank requisition bid packets, which include materials, supplies, and equipment for them to request based on the needs of their students.

The Board of Education is involved in 6 workshops from December through April, each one focusing on a different part of the budget. The Board of Education members are provided a line by line budget in March in anticipation of an adoption in April.

The District does not use a formula to allocate funds to individual schools.

**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 per pupil spending is similar for both Elementary and High School. The costs of interscholastic sports and extracurricular activities are strictly included in the High School pupil support service costs. However, most paraprofessional staff are allocated to Elementary due to the needs of our Special Education population and the increased enrollment numbers in Elementary vs. High School.

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

There are no anomalies identified.

  