**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.

1) The Superintendent of Schools leads the Budget Development Process.

2) Each year, the district looks at a variety of data points to determine the current needs and goals of the district and individual schools. Funds are then allocated based on need and movement toward goal achievement.

More specifically, in the first phase of budget development, the administrative team systematically evaluates the mandates, program needs and innovative practices at each school, taking into account the current student enrollment and sub-groups such as ELLs and SWDs. After examining the data from this evaluation, school and district needs, goals and priorities are established and funding is attached.

The decision-making process flows as follows:

• A budget meeting is conducted by the Superintendent meeting in November to explain the budget process to all administrators. Over the next several months, a budget update is included on the agenda for administrative meetings to discuss program, staffing and goals as they relate to the district and school budgets.

• Allocation areas for predictable expenses, such as out-of-district annual placements, are reviewed and re-established (i.e.-students with multiple disabilities who are successful in their current placement and will continue there the following year)

• Allocation areas that are established by trend data are reviewed, and considerations for change are discussed and set by administration. For example, the number of students who attend BOCES CTI each year is typically 30 students or fewer; therefore, 30 slots at that program are allocated.

• Data points from each school are evaluated, including current and longitudinal benchmark assessments (Phonological Awareness Literacy Screening (PALS), Easy CBM Math Assessments, writing samples, etc.) and end-of-course assessments (NYS Assessments, Regents exams, NYSESLAT, final exams).

• Dis-aggregated data points are utilized to measure progress and determine school and district needs (i.e. - identify students for AIS, determine the number of ELL students and the type of support they need, establish the need for a 1:1:8 class at a specific building).

• Discussions are held at the building and district levels to determine allocations for mandated or ongoing programs, as well as innovative or new programs that are being proposed.

• Staff and program needs are allocated as determined by student enrollment and building needs (grade, program, school and district).

• Other budgetary items requests are prioritized at the building and district level and, based on funding, included in the budget allocations or put on hold until funding becomes available.

3) The budget process begins in November and ends with a public vote normally held in May.

B.

1) The Superintendent and his Administrative Cabinet (Assistant Superintendent for Business Affairs, Assistant Superintendent for Curriculum, Staff Development and Technology, 4 Principals, 1 Assistant Principal, the Director of Special Education, the Facilities Director, School Lunch Manager and the Director of Information Services).

**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.**

  