**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. Budget Development Process

1. Who leads the budget development process?

Answer: At Ellicottville Central School the Superintendent and School Business Executive lead the budget development process.

2. How are the needs of the students translated into a budget?

Answer: Every department and teacher assists with the building of the budget through team / grade level meetings and the submission of requisitions, which ensures that the needs of all students across all grade levels are considered. Requisitions are then reviewed, considered and adjusted by administration and the business office as the draft of the budget is put together.

3. When does the budget development process begin and how long does it last?

Answer: The budget development process typically starts in late November / early December with local BOCES requests for cooperative bids. It continues until the Board of Education adopts the proposed budget in late March for voter approval in May.

B. Collaboration with Stakeholders:

1. Which district employees are involved in the budget development process?

Answer: The people primarily involved in the budget development process include, but is not limited to: the School Business Executive, Superintendent, Principals, CSE Chairperson, and Supervisors. To a lesser degree, all teachers are involved through the requisition process.

2. What is the role of the school board?

Answer: The school board holds one budget work session in January and two in March each year to officially discuss / review the budget development process. In addition, the budget is discussed at Board meetings throughout the school year as needed.

3. Who represents the needs of individual building and/or school sites?

Answer: As a small, rural district the process, from the beginning, more or less involves all “buildings.” Technically speaking, the Elementary and High School Principal represent the budgetary needs for these grade levels.

C. Formulaic Methodology:

1. Does the district use a formula to allocate funds to individual schools?

Answer: No. As a small, rural school in one building, a holistic approach is used when creating the budget. The District tries to maintain consistency with respect to general supply items. Larger needs (i.e. purchasing new furniture for a classroom) are considered on a year to year basis. Many budget considerations affect the entire school building; not grade levels (i.e. purchasing equipment for the maintenance of the buildings and grounds, bus leases, etc.).

2. If so, does the formula use specific weightings for student needs?

Answer: N/A

**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?**

N/A

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

N/A