**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. A. BUDGET DEVELOPMENT PROCESS

1. Who leads the budget process?

The budget process is led by the superintendent.

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

District priorities, assessment data and other data are used to align resources to the needs of students.

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

The budget development process starts in November. Meetings are held with building leaders and directors to determine what resources are needed to meet district goals.

The process for determining the overall budget amount of the general fund lasts until we receive the finalized legislative budget, or when the board has to approve the amount of the overall budget, depending on which happens first. The budget process for special aid funds mainly occurs over the summer months when we learn our funding levels and complete the process of submitting FS-10’s for approval. The process is remains the same as the general fund; the allocation of resources aligns to the district initiatives which are driven by the needs of the students.

B. COLLABORATION WITH STAKEHOLDERS

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

In addition to the superintendent, the Director of Business and Finance, the Assistant Superintendent of Curriculum and the Assistant Superintendent of Administrative Services have direct input in the budget development process. Other stakeholders with input include:

• Board of Education

• Directors

• Building administrators

• Community

2. What is the role of the school board (where applicable)?

The role of the board of education is to set priorities and assign initiatives. The superintendent’s role is to ensure these priorities and initiatives are transferred into the budget process.

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

The building principals and directors represent the needs of individual buildings and/or school sites.

C. BUDGET DEVELOPMENT PROCESS

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

In terms of programming, the District works as part of a community consortium, modeled after the “National Strive Together” initiative started by the former State University of New York Chancellor Nancy Zimpher. Since 2011, Geneva 2020, now rebranded to 2030, a collective impact initiative, has worked to optimize the resources of the entire Geneva community—colleges/universities, nonprofit organizations, businesses and individuals—to support the education of Geneva’s children from the “cradle to career.” The initiatives include:

• Early childhood success

• Literacy

• Graduation Rate Improvement

• College and Career Readiness

**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.**