**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).**

The budget development process is led by the School Business Administrator and the

Superintendent of Schools. The budget development begins in November and ends with the Board of Education adoption of the budget in April followed by the school budget vote by the eligible voters of the District in May. Budget development is a collaborative project with each administrator developing their own program budget. In doing so, principals consult with instructional staff as necessary to best address student, classroom, and programmatic needs. Portions of the budget are presented to the Board of Education at their meetings, starting in January. School Board members provide feedback and questions during these presentations. The district does not utilize a formula to allocate funds to individual schools. Instead, funding amounts are allocated based on the specific needs of each school or department as communicated by the building principal or supervising administrator during the budget development process.

**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?**

It is common for Middle/High School spending to exceed Elementary spending due to the number of electives provided at the high school level, as well as BOCES costs for students who attend out of district programs, such as CTE programs, alternative school, etc.

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

N/A