**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).**

A1) The District budget process is led by the Business Manager and Superintendent.

A2) The District collaborates with building administrators, faculty and support staff in developing the budget to ensure student needs are articulated and incorporated by individuals with direct knowledge of such needs.

A3) The budget development process is ongoing. The District begins meeting with stakeholders in the fall for the ensuing year's budget and while the budget is voted on and finalized by the voters, budgets are continuously monitored and adjusted throughout each fiscal year as necessary.

B1) The District involves all building administrators, the Director of Pupil Support Services, department heads, faculty and support staff. Additionally, the Finance Committee/Board of Education is greatly involved in the budget development and adjustment process via budget workshops.

B2) The Board of Education provides overall direction and guidance related to support of school programs via spending. The Board of Education ultimately approves the budget which is then submitted to voters for approval. Although the Board always considers programmatic needs, the BOE also considers the impact on the tax levy.

B3) Individual building needs are articulated by building level administrators as well as during budget meetings with department heads, faculty and staff.

C1) No.

**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 Junior/Senior High School has two full-time administrators, as opposed to one administrator in the elementary school. Additionally, in providing services to the 7-12 population, additional personnel, such as coaching staff and guidance office staff impact the overall total per pupil spending.

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

  