**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 process is led by the Superintendent and the School Business Administrator. The process starts in November with the the development of a calendar that is then approved by the Board of Education. This past year an ad hoc budget committee was instituted that was comprised of community members as well as two Board members. The District plans to continue this committee in the 2022-23 school year. Each of the BOE meetings between January and the final adoption of the budget in April contains presentations on individual aspects of the budget with ongoing discussion and setting of parameters. All of these meetings are held in public session. In addition, all related materials are available on the District web site as they are part of the public BOE agenda. Within the school, staff is asked to provide lists of supplies, equipment and other materials that will be needed for instruction in the upcoming year. Administration meets regularly to discuss staffing needs. In addition, the BOE has held several public meetings regarding the projected use of federal funds.

**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.**

  