**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 is lead by the Superintendent and District Treasurer. Elementary and Jr/Sr High Principals as well as the Curriculum Coordinator and Director of Special Education meet with the Superintendent to address respective building pupil needs so they can be built in to the budget. The Budget development process begins mid December, and ends just before the vote. Larger capital needs are ongoing for budgeting.

B. Elementary Principal meets with the Elementary Teachers to determine needs of the building and pupils. JR/SR HS Principal meets with the JR/SR HS Teachers to determine needs of the building and pupils. Maintenance Supervisor works with the treasurer and Superintendent to determine both short and long term needs of the facilities, as well as staffing. Director of Special Education works with the treasurer and Superintendent to determine the needs of our special education population. Transportation Supervisor works with the treasurer and Superintendent to determine both short and long term needs of pupil transportation, transportation garage and staffing. The Superintendent meets with the Technology Coordinator to determine needs of both the campus and the students and staff. The Athletic director meets with the superintendent to determine the needs of the facility, pupil and staffing. the Superintendent meets with the Curriculum Coordinator and Director of Special Education to determine the needs of the pupils we will service and staffing thereof. The Superintendent then meets with the Elementary Principal, JR/SR HS Principal, Director of Curriculum, Director of Special Education, Transportation Director, and Athletic Director, to develop a budget that supports the collective needs of the district. The superintendent then meets with the Financial Advisor and Maintenance Supervisor and updates the long term and short term needs of the facilities to budget for those needs accordingly. Finally, the district meets with our local BOCES and cross contract BOCES to determine what services we can purchase for them to support the needs of the district and what previously purchased services will not be required in the upcoming year. The superintendent and treasurer present to the board on a regular basis, the budget development process and progress so that when the budget is tentatively finalized no one is surprised.

C. The district is actually one building on one piece of property with shared nurse, transportation, maintenance, cafeteria, etc. We try where able, to share FTE's when we can. Shared personnel are cafeteria staff, maintenance staff, transportation staff, nursing staff, technology staff, library staff. The students share common playground areas, athletic fields, tennis courts, track and gym. We move teachers around on occasion to support the needs of the student counts when one area (i.e. elementary vs jr/sr high) becomes higher than the other area based upon certifications. We make every attempt to hire well qualified teachers who are multi certified to assist with our student needs as they change. Lastly, we attempt to serve all of our special education students in house, where possible.

**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?**

Overwhelmingly we have a large population of experienced teachers, with over 20 years of service as well as two of our administration members.

Our district is situate at the head of Keuka Lake and covers 86 square miles of area. The majority of our student population resides on either side of the lake making transportation problematic for two reasons, the sheer volume of area we need to cover and the inability to cross the lake to shorten the runs.

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

Since our district is located in a tourist area, our service area land wealth has surpassed one billion dollars. Because of our "wealth" we garner significantly less aid from the state than all of our neighboring districts in our BOCES. This anomaly causes reporting questions to those readers who merely compare surrounding districts.

  