**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).**

Our budget cycle begins in the November time-frame and is led by the Business Manager. This is a collaborative process where all building administration (Principals and Asst. Principals) and department heads are given the opportunity to request resources they believe they need for their students, teachers, staff and areas. We use the previous FY as a baseline and make additional requests or contractions in funding from that point based on need. These requests go through a review process within the District Office and are finally presented to the Board of Education through meetings from December through April. The DIstrict's Strategic Plan, projected enrollment, policies regarding students/classroom and students/bus, state mandates, state and federal funding, physical plant concerns/needs, curriculum adjustments, etc. are taken into consideration. District personnel review all budgets with this lens. Not only are the final recommendations presented to the BOE but also requests that are not recommended.

Each admin/department head has the opportunity to advocate for funding they believe is needed. After this process, a complete draft budget is created and presented to the BOE. It may go through several drafts weighing not only the considerations mentioned above but also total expenditures year over year, the tax levy, tax cap implications, etc. until a final budget is agreed upon and approved by the BOE. There are no formal allocations per building although equity across buildings is reviewed.

**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?**

Our schools are distributed throughout our 284 square mile district. There is a large variance in enrollment between schools based on the geographic area making some schools more efficient than others.

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

About 60% of our student body is military connected with significant mobility. This makes it very difficult to plan year over year or have consistent expenses year over year in regards to special needs and numbers of classrooms/building. There can be large swings that do not trend but that we review as we plan for the upcoming year.

Our BOCES billing information is not provided by location and thus a large amount of that significant expenditure is allocated as best we can. In addition we buy in bulk for many items at the district level and do our best to allocate per building. We have many staff members that move from building to building and while we try to allocate appropriately to buildings this again is difficult and can shift with our changing student body.

  