**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 Business Administrator for the District. The Business Administrator works with Principals and Stake Holders to put together a fair and equitable budget that supports the Morrisville-Eaton Central School District. Principals receive supply and material budget requests from teachers in January and early February. Those amounts are submitted to the district office for review by mid-February. The building budget begins with the previous year’s allocation and then is increased/decreased depending on the number of students and aid allocation. This incremental budget approach sets the base budget for each school. Student’s needs such as LEP, poverty and the number of students with disabilities are factored into overall allocations throughout the budget development process. Class sizes, federal funding allocations and specific building needs are also considered. Principals submit a narrative justifying any dollar increases based on these categories. Per student quota amounts are established for supplies, materials, computer software, library books, textbooks and copying costs.

Equipment requests are considered using a zero-based budgeting approach. Each principal begins with zero dollars and teachers submit requests for equipment that is needed. Funding decisions are then prioritized by central office after reviewing the narrative regarding the requested equipment from each building. Depending on the type of equipment and needs of specific buildings, Transportation and the needs of Buildings and Grounds the budget gets adjusted.

**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 elementary school has 20 more students with disabilities than the middle/high school. Also, the elementary has a Universal Pre-K program in the building which has 36 students.

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

The District has applied for the Federal CRRSA and ARPA funding and starting spending and receiving funds and the funds end September of 2025. The 22-23 fiscal year funding was included in the NYS Transparency report allocated based on the projected use of the funds. These are resources to addresses the impacts of the COVID-19 pandemic on students, including the impacts of interrupted instruction and learning loss for all learners including the impacts on low-income students, children with disabilities, English language learners, and students experiencing homelessness. These funds will help instructional staff identify gaps in student learning and support staff to address these areas for targeted students. The funding allows the District to maintain current staffing levels that were at risk of being reduced. The funding will also provide principals the resources necessary to address the needs of their individual schools and students. Additional resources to support students who have learning gaps.