**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 Superintendent and his Central Office Team lead the budget process with input from the Pittsford District Leadership Team (PDLT) and the District Planning Team (DPT). The Central Office Team is made up of the three Asst. Superintendents and Directors of Special Ed, Student Services, and Communication. PDLT is made up of the members of the COT and all other administrators in the district. The DPT has representation of COT, PDLT, Teachers Union, PTSA and community members. The Preparation for the budget starts in October when allocations and materials are prepared and continues until the Annual Meeting in May. Salaries are budgeted centrally while discretionary funds are allocated to schools on a per pupil basis. The needs of Special Education and ELL students are addressed through budgeting funds in the building that they are housed in to cover the added costs. This year the District is also providing more supports in mental health, SEL, diversity and equity across the district. The Superintendent's proposed budget is presented to the BOE during three Board of Ed Work Sessions and presented for adoption at a regular board meeting in April.

**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?**

Yes, ELL services continue to be provided in only four of our nine schools and we also have special ed classrooms in four of our buildings. Those schools have added staff as well as added funds for supplies and other expenses to support those programs.

Also, in the 2021-22 school year our Title I funds go to four targeted schools of the nine building in our district.

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

N/A

  