**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).**

Stockbridge Valley C. S. is comprised of a single, Pre-K through 12th grade building where teachers, administration, and support staff know all students by name and are often very aware of various student needs. As Central District Administration is located in the same building, the Superintendent, as well as the Business Administrator, interact daily with students, Principals, instructional staff, and support staff, and are also very aware of the school building level needs of the 450 students that make up the student population. Given daily knowledge of student and instructional needs, the needs are discussed among administration, joint leadership teams, and health/mental health support staff, and taken into consideration and shared with the Board of Education during the budget process.

The formal budget development process is led by the Superintendent and Business Official and starts with a proposed budget calendar presented at the October BOE meeting, which identifies significant dates from October through May for all staff to follow in the development of the district's budget. Once this calendar is adopted, it then becomes the guide for submitting individual staff requisitions for classroom supplies and materials, discussions and presentations by administration with the BOE as they relate to the Administrative, Capital, & Program components of the budget, as well as other critical dates including deadline for filing the Tax Cap Calculation, adoption of the budget, filing of the Property Tax Report Card, Budget Hearing, and Annual Budget Vote.

Early in the budget process (October/November), the Superintendent and Business Official also engage the BOE in conversations about district capital needs including bus replacements, equipment, and/or capital renovations needed to determine any resolutions for the BOE to adopt regarding special referendums, and the timing of any such special referendum votes. Per the adopted budget calendar, requisitions for supplies and materials are made available to instructional staff and reviewed by Principals prior to submitting to the Business Official for inclusion in the Program budget to be presented at the March BOE meeting. Student enrollments, current staffing, and "big picture" budget expenditure information is also shared with the BOE in January to support budget discussions relative to student and staffing needs throughout the spring budget development process. The Administrative and Capital budgets are shared with the BOE, by the Superintendent and Business Official at the February regular meeting, and also provide pertinent information such as a projected five-year long-range fiscal picture of estimated expenditures, including personnel, debt service, BOCES expenditures, and benefits for healthcare and required pension contributions. During this same time-frame, the Superintendent and Business Official also communicate and share with the BOE the Governor's Executive Budget proposal, any current economic events that may impact the budget development, and engage the BOE in discussions regarding the proposed Tax Levy and compliance with the Tax Cap. Final student and staff instructional needs are identified during March and April, discussed among the Administrative Team, and brought forth to the BOE to allow for a timely budget adoption, and presentation for the scheduled Public Hearing, and vote in May.

B. Numerous stakeholders are involved in the budget development including; the Administrative Team (Superintendent, Business Official, and Principals), instructional staff and support staff, Head Bus Driver, and Head of Buildings & Grounds. The BOE is involved in discussions as per the adopted budget calendar at regular scheduled meetings, as well as at a budget workshop if additional information is needed to support decision-making. The BOE is actively engaged in reviewing data shared at meetings on enrollments, staffing, long-range fiscal projections, reserve discussions, facilities and capital needs, special education needs and programming opportunities, BOCES shared services, and extra-curricular programs to support to student social, emotional, interests, and developmental needs. Given the school represents a single Pre-K through 12th grade instructional program, student and staffing needs are discussed throughout the year at monthly meetings and translated into the proposed Program Budget by April.

C. The district does not utilize a formula to allocate funds. As a single PreK-12th grade school building, consideration is given to the whole building- primary, middle level, and high school, given shared staffing, needs of students identified with disabilities, CTE instructional programs, needs for social/emotional supports, integration of performing and visual arts, athletic and extra-curricular programs, consumable expenditures, technology and/or other equipment that may require additional resource allocations.

**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?**

Stockbridge Valley C. S. is a single, Pre-K through 12th grade building, therefore, pupil spending at certain schools is not applicable to our district. The district recognizes however, that students with special needs placed in BOCES out of district placements may be higher then per pupil expenditures for students within district operated programs due to identified supports that may need to be provided to meet the educational needs of such students.

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

Not Applicable.