**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 development process is led by Dr. Edwin M. Quezada, Superintendent of Schools, John Jacobson, Budget Director, John Liszewski, Commissioner of Finance, Budget Team and School Principals. The budget process usually starts in December and ends with the Board of Trustees adopting the budget in June.

• Initial Status Quo budget with roll-up expenses is provided by the Finance Department

o Using the May staffing from Human Resources provides personnel at each school and department location including current base salary, longevity pay and stipends. The new budget is built using staffing levels and placements as they exist; and

o Personnel are adjusted based on Bargaining Unit contracts. Base salaries, longevities and stipends increased to reflect contractual increases for each respective union where applicable.

• Superintendent, COY Finance and YPS instructional budget team review and provide:

o Anticipated enrollment increases/decreases and related expenses and staffing;

o Additional NYSED or BOE required mandated services and related expenses and staffing; and

o Instructional program changes and related expenses and staffing

• Superintendent and senior executive cabinet analyze academic assessment data to determine Districtwide short-term and long-term goals. Individual meetings with principals and district administrators/supervisors to assess:

o School capacity;

o Academic standing;

o Instructional or physical areas of concerns;

o Instructional programmatic changes and related expenses and staffing;

o Implementation of districtwide instructional goals and related expenses and staffing; and

o Expenses includes supplies, materials, equipment and contracts.

• Superintendent holds budget town hall meetings to obtain feedback from the union leaders, PTA and community to review budget needs and determine Districtwide short-term and long-term goals.

• The District does not use a formula to allocate funds to individual schools. Allocations are made as described above.

**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?**

Factors may include:

• Longevity related salaries of staff;

• Number and type of classes, and related staffing and expenses for Students With Disabilities;

• Number of career and technical education programs and related staffing and expenses;

• Grade configuration related to contractual pupil/teacher ratios;

• Pupil Support Services available; and

• English as a New Language services available.

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

N/A

  