**Education Law §3614 School Funding Allocation Report**

**Part F - Narrative Description**

**Describe the local methodology/approach used to allocate funds to each school in the district during the process of budget development and implementation. If schools are allocated 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. In addition, explain any non-formulaic elements impacting each school’s allocation. (Please note that this question asks about the district’s budget process, not about how the district completed the New York State School Funding Transparency Form.)**

In November and December all Supervisors, Dept. Heads and Administrators begin the process of collecting equipment, computer hardware and software, material and supply budget requests fro their staff for the following school year. All employees have a voice and have input on their buildings or Departments budget process. Once compiled at their level, those are sent to the Assistant Superintendent for Administration who compiles all requests for equipment, materials and supplies as they have been submitted. Meetings take place with the submitters between January 1st and February 1st to gather more details and rationale for the purchase requests. Those requests are finalized and input into the larger district budget. The Assistant Superintendent for Administration and Superintendent review all expenditures and revenues from past budgets with the districts budget committee. We are supported by our local Central Business Office and their expertise throughout the entire process. We never stop our budget process but the focused work for the upcoming budget begins in October and culminates with a completed and successfully passed budget in May.

**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?**

We have recently consolidated our Primary and Intermediate elementary schools into one cohesive K-5 Elementary. Prior to 2018-19 we operated a K-2 Primary school and a 3-5 Intermediate school. Both schools were located in the same building, however had separate administrators that ran the schools. Many services and curriculums were shared obviously as we were under one roof operating the two schools. Like I stated, last year 2018-19 we transitioned to one K-5 model.

Per pupil spending at the K-2 levels will be slightly lower than that of our 3-5 grade levels due mostly to the make up of our staff. The K-3 levels is our youngest in the district. Thus, salaries for this group of staff is less. Contrary, our 3-5 is a more veteran group of staff members, higher salaries, slightly higher overall costs. The second leading factor to the 3-5 having only slightly higher costs than that of our K-2 is NYS testing begins with grade 3. With testing comes student services for both general and special education students. These services add to the expenditures for these grade levels.

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