**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).**

A. The budget process is led by the Superintendent and business official. The district also operates a Board appointed Budget Advisory Committee that serves as a community review and advisment resource.

Our budget process is completely based on student needs. For the past year, we determined to expand our Pre-K program as a means to establish fundamental literacy skills. In the past two years, we re-established an Agricultural Science program in the secondary school and added college credit bearing courses to enhance college readiness. The combinaiton of these provides both CTE opportunities and college pathways.

The budget development process typically begins in October and extends through April.

B. Teachers are asked to submit budget requests, Department Chairs/Curriculum Coordinators collaborate with Principals and administrators work with the Superintendent and business official to establish needs for each grade/department in each building.

Two school board members serve on the Budeget Advisory Committee and guide the work of the committee with the Superintendent. The board members receive budget development updates and presentations throughout the period of January to March, with a final presentation in April.

Building needs are presented by the respective principals. We have only an elementary and a secondary building. Each have presented needs that have been addressed in a reasonable manner over the last three years.

C. There is no formula used to allocate funds to each building, since we have only one at each level. When considering new allocations, those have been developed by analysis of data to support need, such as the Pre-K program, inclusive programming for special education students at the elementary school, college and CTE courses at the high school, and social/emotional allocations K-12.

We make every effort to weight allocations evenly, understanding that costs at each level may vary.

**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?**

In our elementary school, we may have a higher special education cost becasue we committed to a fully inclusive model of special education delivery and hired a special education teacher to serve each grade level. At the secondary level, we have more of a consultant model and thus fewer special education teachers to provdie that type of service.

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

Much of our professional development crosses both buildings. We have focused on technology skills and device use, which are applicable regardless of grade level.

  