**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/B) Initially the Superintendent and Business Official hold information gathering sessions with building Administrators, Department Heads, CSE personnel, and certain faculty/staff. The purpose of these sessions (primarily in December and January) is to gather input regarding projected student, staffing, and facilities needs for the ensuing school year. During February and March the Board of Education schedules 4 or 5 Budget Work Sessions which are open to the Public. These sessions are designed to gather public input regarding proposed spending, review the information gathered in the earlier sessions as well as the overall proposed spending plan, and to review projected funding sources.

As a District with only 1 ES building and 1 MS/HS Building, the approach of allocating funds to each "school" is basically driven by the direct and specific student needs represented in the K-5 and 6-12 student populations, respectively. All large cost areas to include staffing (salaries/benefits), BOCES services, and student support services are budgeted for based on specific student needs as gleaned from earlier information gathering.

C) As per the response to A&B above, the District only has one "school" each for ES and MS/HS and the spending plan is developed based on the needs of the students in attendance in each building, respectively.

**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?**

N/A

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

N/A

  