**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. Budget Development Process

1. Who leads the budget development process?

The Assistant Superintendent for Business and Operations leads the Budget Development process.

2. How are the needs of students translated into a budget?

We carefully review student needs with input from teachers and administrators and we use data to help drive our instructional program. We also provide financial support for programs to reduce or eliminate learning loss and academic deficiencies.2. Which district employees are involved in the budget development process?

3. When does the budget development process begin and how long does it last?

The budget process is ongoing and reviewed monthly. We provide the Board of Education with budget calendar in November and then start the budget process in December with a rollover budget review. We meet with the departments and teachers December through February and then we present the budget in public in 6 sections. We spent three meetings on the Non-Instructional Budget and two meetings on the Instructional budget and one final meeting on the Revenues and State Aid. This takes place in February, March and April.

We are a small Pre-K-8 district so all of the employees have an opportunity to be part of the budget process. The Assistant Superintendent meets with all of the teachers by grade level do determine budget needs. The Assistant Superintendent will also meet with the instructional department leaders and non-instructional department leaders to review budget needs. He will also meet the the administrators to review budget needs. Finally, the department leaders will have an opportunity to meet with the Board of Education to review budget needs before the budget is finalized. This process allows for long-range planning.

3. Does the district use a formula to allocate funds to individual schools?

Our district has one building so the formula is based on needs by department and grade levels. The formula used is based on needs and priorities by the department leaders.

B. Collaboration with Stakeholders

1. Which district employees are involved in the budget development process?

We meet with teachers and department leaders and administrators to get input for the budget.

2. What is the role of the school board (where applicable)?

The School Board is very active in the budget process. They dedicate 6 meetings to the budget and review all the presentations and financial recommendations very closely. They spend one meeting each year with department leaders and administrators discussing the budget needs, They are committed to doing building a budget that is based on educational needs.

3. Who represents the needs of individual buildings and/or school sites?

We are in a unique situation have only one school building and the stakeholders have ample opportunity to provide input to the budget each.

C. Formulaic Methodology

1. Does the district use a formula to allocate funds to individual schools?

No. We do not need to do this because we have one single building.

2. If so, does the formula use specific weightings for student needs?

N/A

**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?**

No. We have only one school building.

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

N/A

  