**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).**

Budget development takes place over many months and is a thoughtful process involving the administration, Board of Education and the public. The Board of Education, in conjunction with the Superintendent and the Assistant Superintendent for Business lead the process.

The principals and other administrators identify their needs for supplies, software and services based on their enrollment figures and overall student population. These needs are communicated during bi-monthly administrator meetings in the fall and winter months. With active involvement from all members of the Administrative team, this ensures that the needs of students in every grade level are being analyzed and met.

The budget development process begins in the District business office in the fall of each year. The budget is discussed by the Board of Education at planning sessions starting in January. Planning session meetings are posted and open to the public. Following those discussions, each year the District conducts open public budget hearings to present the budget, discuss current challenges and respond to questions and input. This year, we conducted five hearings between February and May.

Building the 2020-21 budget was particularly challenging in light of the vast uncertainty in revenue sources like sales tax, interest rate revenues and State Aid, however all of these elements were communicated both in public and planning board meeting sessions. Ultimately our proposed budget must be approved by a majority of the community through the annual vote.

All Administrators including the Superintendent, Assistant Superintendent for Business, Assistant Superintendent for Instruction, Principals, Director of Special Services, Director of Athletics, PE and Health, Co-Heads of Counseling, Chief Information Officer and the Director of Facilities, Technology Coordinator, as well as the Head Custodians are involved in the budget development process.

Budget development takes place over many months and is a thoughtful process involving the administration, Board of Education and the public. The Board of Education, in conjunction with the Superintendent and the Assistant Superintendent for Business lead the process. The BOE is involved in creating and reviewing a budget that is both fiscally responsible and meets the needs of the students.

All Administrators including the Superintendent, Assistant Superintendent for Business, Assistant Superintendent for Instruction, Principals, Director of Special Services, Director of Athletics, PE and Health, Co-Heads of Counseling, Chief Information Officer and the Director of Facilities, Technology Coordinator, as well as the Head Custodians are involved in the budget creation process. All parties have opportunities to represent their buildings and sites and to voice their needs. These administrators will also meet with their staff (team leaders, department heads, etc.) to get a better idea of what is needed in the next budget.

Rye Neck UFSD does not utilize a formal methodology to allocate funds. The majority of the District’s allocation method is based on available funds, class size, staffing needs, contractual obligations, and necessary repairs and maintenance which vary between the buildings year to year.

Services, supplies and similar categories are allocated based on historical expenses, as well as based on specific needs requests.

District level education expenses (e.g. licensing, software) are allocated on a per-pupil basis.

While they have separate BEDS codes, the Middle School and the High School share one building and certain facilities (e.g. library, performing arts center, gymnasium). The costs associated with the shared facilities are allocated on a 50/50 basis.

**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?**

Rye Neck UFSD has four schools, Daniel Warren Elementary (K-2), F.E. Bellows Elementary (3-5), Middle School (6-8) and High School (9-12). As mentioned in question 1, the MS and the HS share a building. Pupil headcount per building can vary year to year which can require the movement of certain teaching staff and the related allocation of certain expenses (technology, special services costs, etc.). In addition, the needs of students can vary between buildings and therefore costs and resources are reallocated year by year as necessary.

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

Not applicable.

  