**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. Stockbridge Valley C. S. is a single, one building Pre-K through 12th grade school with funds allocated where the needs of students are identified and presented collectively by the administration. Student needs are identified through the budget development process which is an on-going all year long process in communicating with the Board of Education (BOE) at regularly scheduled monthly meetings. The formal budget development process begins in October with the Business Official providing the BOE a budget calendar to be adopted that identifies dates for staff requisitions, discussion of Administrative, Capital, & Program components of the budget, and budget hearing and annual vote dates. At this time, the Superintendent and Business Official also engage the BOE in discussions about capital expenditures and bus replacements to determine any necessary resolutions to be put forth to the BOE and any special referendums to be considered as part of the budget process. Requisitions for supplies and materials are sent to staff per the budget calendar and are reviewed by Principals prior to being returned in February to the business office. Data about grade level enrollments, enrollment trends, current staffing positions, budget "big picture" expenditures, and a five year analysis of budget expenditures and revenues is information shared with the BOE in a public session in January to provide a basis for budget decisions that follow. In February, the Superintendent and Business Official present the Administrative and Capital portions of the proposed budget to the BOE, provide information relative to the Governor's Executive budget proposal, and a financial long-range picture estimating expenditures including personnel/staffing, status of debt-service, BOCES expenditures, and related health benefit and pension estimates, along with projected revenues for BOE consideration relative to Tax Cap compliance. Student and instructional needs are discussed by Principals, Superintendent, and Business Official during March and April and expenditures translated into a Program Budget for the BOE at public meetings with an adoption of the budget in April, public hearing and vote in May.

B. Instructional staff, support staff, Principals, Superintendent, and the Business Official all are involved in the budget development process per the budget calendar adopted in the fall. The Board of Education is involved at regular monthly meetings reviewing data on enrollments, staffing, long-range financial plans, reserves, facilities and capital expenditures, and expenditures for special education needs as well as shared services through BOCES as described in "A" above. As a single Pre-K through 12th grade buiding, needs for elementary or high school independently are discussed in weekly administrative meetings and translated into proposed budget expenditures then presented to the BOE.

C. The district does not utilize a formula to allocate funds as consideration is given to the needs of the whole building taking into account special needs populations at various grade levels, instructional programs such as CTE, performing and visual arts where consumable expenditures and equipment may require additional resources, and/or services to be contracted through BOCES.

**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?**

Stockbridge Valley C. S. is a single, Pre-K through 12th grade building.

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

Not Applicable

  