**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).**

The Millbrook Central School District is comprised of one PreK-2 elementary school (Elm Drive Elementary School), one 3-5 elementary school (Alden Place Elementary School), one 6-8 middle school (Millbrook Middle School), and one 9-12 high school (Millbrook High School). All students who go through our District attend each of these buildings, as there is only one building per grade band. Staffing and professional development are analyzed annually, taking into account the District's ensuing year's instructional goals as well as the known Special Educational placements. Also analyzed are projected enrollment and any specialized services we plan to offer. Funds are allocated to support District goals. Each principal is also allotted funds for supply and contractual expenses to run their programs, and this amount is variable, depending on declared goals within the context of the entire PreK-12 continuum. The amounts are reviewed with all administrators and approved by the Board of Education.

The Superintendent of Schools and the Assistant Superintendent for Business, Finance & Operations lead the budget planning process. The needs of the students are translated into the budget by having exhaustive administrative discussions regarding the physical, emotional and learning needs of all students, and ensuring that those needs are accommodated within the budget. The budget development process begins in November, and it is completed in May, with the Annual Meeting. All district employees are involved in the process in that they are encouraged to have discussions with their supervisors about needs and how to be effective and efficient. Program and departmental leaders advocate for the needs of their areas and needs are prioritized. The school board is presented to, multiple times throughout the process. They are presented with the priorities of the administration. The school board shares their thoughts on the needs of the district, along with what new programs to sustain and/or begin. They provide guidance during the budget-refining process, prior to adoption. The needs of the individual school sites are represented by the school building principals. The school district does not use a formula to allocate funds to individual schools.

**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.**

Of course, there was a large amount of purchasing that was required due to COVID. While these purchases were made equitably across the district, they still serve as anomalies in our purchasing habits.