

Education Law §3614 School Funding Allocation Report

Part F - Narrative Description

1. **(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).

Our budget cycle begins in the November time-frame and is led by the Business Manager. This is a collaborative process where all building administration (Principals and Asst Principals) and department heads are given the opportunity to request resources they believe they need for their students, teachers, staff and areas. We use the previous FY as a baseline and make additional requests from that point. These requests go through a review process within the District Office (Business Manager, Superintendent, Asst Superintendent, HR Asst Superintendent and Curriculum Director) and are finally presented to the Board of Education through meetings from December through April. The District's Strategic Plan, Projected enrollment, policies regarding students/classroom and students/bus, state mandates, state and federal funding, physical plant concerns/needs, curriculum adjustments, etc. are taken into consideration and district personnel review all budgets with this lens. Not only are the final recommendations presented to the BOE but also requests that are not recommended.

Each admin/department head has the opportunity to advocate for funding they believe is needed. After this process, a complete draft budget is created and presented. It may go through several drafts weighing not only the considerations mentioned above but also total expenditures year over year, the tax levy, tax cap implications, etc. until a final budget is agreed upon and approved by the BOE. There are no formal allocations per building.

2. **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?**

Our primary schools are distributed throughout our 284 square mile district. There is a large variance in enrollment between schools based on the geographic area making some schools more efficient than others. EX: Calcium school is just outside Fort Drum with a concentration of Army families all within a small radius. The significantly larger numbers of children inherently make the school more efficient.

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

Our BOCES billing information is not provided by location and thus a large amount of that significant expenditure is allocated as best we can.