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).

The majority of our budget funding (excluding certain BOCES programs) is not allocated based on a specific formula but rather a non-formulaic approach which includes multiple meetings with Building Administrators, Department and Program Directors, Assistant Superintendents and the Superintendent. Prior to meeting with Central Office Administration, Building Administrators and Directors will receive input from instructional, non-instructional and clerical staff to assist in their budget development.

Employee salary and benefits account for 70% of the District’s budget. The first step in budget preparation is a thorough analysis of staffing needs based on projected enrollment, facility needs, individual student needs, curriculum requirements, class size and other student and staff driven factors. While staffing projections are being created through Human Resources; Building and Department heads will do an analysis of non-staffing expenditures – reviewing current trends, teacher needs, equipment needs and future goals. This analysis will be reviewed in detail with Central Administration to create a budget that allows optimum use of funds; existing programs are expected to be reviewed for effectiveness and applicability and building administrators are encouraged to bring forth new initiatives for growth and student achievement.

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?

Since each school within the district has a different age group, the specific needs of the students are the driving factors for the budget development. The budgets for each building may change from year to year depending on one-time approvals for equipment purchases, new initiatives and staffing changes based on class size or IEP needs.

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

There are no items which are anomalous in nature for the 2022-2023 budget cycle.