

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 budget development process is a team effort. The Superintendent and Business Administrator lead the process and work with various teams to create department budgets. Each team consists of the Superintendent, Business Administrator, and department heads. The budget development process officially begins in November with preliminary discussions. Each teams (buildings & grounds, transportation, principals, food service, instructional departments, etc.) come to the table with their "wish lists" for the following year. For example, FFA desires to expand their program and offer more variety to their students. One program desired to be offered was beekeeping. Discussions are held as to how this would benefit our students (CDOS program, for example) and how it can be used with other programs, such as Home and Careers. These numbers become our starting point and then are prioritized as state aid runs become available. Once final aid numbers are available to the district in April, the budget development team will discuss with the Board as to the maximum tax increase they are comfortable with, and will review the status of the fund balance. These numbers are then used to either fund, or cut if necessary, various programs and services.

Multiple district employees are involved in the budget development process. In addition to the Superintendent and Business Administrator, the following are included:

Buildings & Grounds: Supervisor

Transportation: Supervisor and Mechanics Helper

Food Service: Supervisor and Principal

Athletics: Athletic Director(s), Principal, Phys Ed Teachers

Music: Principal, Choir and Band Directors

Science: Principal, Science Teachers

Math: Principal, Math Teachers

FFA: Principal, FFA Teacher, Home and Careers Teacher

Makerspace: Principal, Makerspace Teacher, Teacher Assistant

Technology: Principal, Technology Director

Special Needs: Principal, CSE Chair

The School Board receives updates on the budget process at each board meeting, as deemed necessary. The Budget Committee reviews the completed line by line budget. During this review they will offer suggestions and question unusual changes. The final budget approval is completed by the entire board.

Alexandria Central School District is a single K-12 building. All expenses are allocated between K-6 and High School, as deemed possible. All other expenses are split 50/50 between the two levels.

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?**

Alexandria Central School District is a single, K-12 building. This question is not applicable.

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

There are no items which Alexandria Central feels are anomalous in nature. This question is not applicable.