**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 budget development process for both the general fund and the ESSA, CARES, CRRSA and ARP grants are led by the central office business staff, primarily by the Treasurer, the Superintendent and Coordinator of Federal Funds. The needs of the students are translated into the budget through a collaborative approach with the school administration (Principal, Department Heads and Committee Chairs). These budget development conversations begin in December and follows the budget calendar timeline. The school board members are made aware of program requests and budget needs, and public input is solicited at board meetings. The district aligns its process with an approved budget calendar that concludes with the public vote on the budget and the creation of the annual Title I School -Wide plan.

**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?**

The Kiryas Joel Union Free School District is comprised of one (1) Public School building that services classified students of special education for students in Ungraded Elementary and Ungraded Secondary, as well as one (1) publicly funded Pre School and Kindergarten program serving students age 3 to 7 years old. The school provides supplemental services through Title I funding. There is no formula or approach used to allocate funds to “each school” as the program and services to these students are mandated by their IEPs.

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

N/A