

## 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 Assistant Superintendent for Business leads the budget process with collaboration with the Superintendent. The budget process starts with the development of the budget calendar. The calendar is then presented and approved by the board of education. A meeting is then held with key budget builders and administrators. At this meeting the allocation of funds is shared with each principal and director. A building budget allocation is based on the following key factors, enrollment, class sizes, special needs students served and English Language Learners.

Instructional staff, the largest component of our budget is allocated based on projected enrollment, student classroom acceptable maximums, special needs classrooms, English language learners, academic learning (course offerings) and social and emotional needs of the students. Support staff is allocated based on enrollment and square footage of each facility.

Material, equipment and supply budgets are allocated on a per pupil allocation based on enrollment in the building, with an additional weighting for the number of English language learner students and special education students per building and new course offerings,

Each Principal then uses their building allocation to create a per pupil allocation for each core instructional area. The Business Official meets with each Principal and instructional chair people, to help guide their budget development process. Once the buildings budgets are completed within an established timeline they are returned to the Business Official, where they are vetted by the Superintendent, Assistant Superintendents and Business Official. This information is then prepared for a budget draft that is presented to the Board of Education. Several presentations are made to the Board of Education starting in January and concluding at the end of March. Community dialogue and input is also a key component of the budget development process. The final Educational Plan and Budget will be adopted by the Board of Education in April and then the final budget is presented

to the community for voter approval in May. We have a six buildings that house on our Pre-K -12 student population. Student population and the needs of students, such as special education classes, English language learners drive the distribution of our budget.

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