**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).**

Budget development is led by the Superintendent of Schools supported by the Assistant Superintendent for Business in collaboration with the Board of Education. The process begins in November and lasts through the budget vote in May. Monthly budget workshops are held. The district also uses Audit Committee and Budget Committee meetings to discuss budget topics. Weekly management meetings are held throughout the budget cycle with the district leadership team to analyze student and staff needs. The needs of the buildings are represented by the principals and Assistant Superintendent for Curriculum. Staff are also given the opportunity to submit budget requests for consideration based on their student population. Staff may also make public presentations to the BOE to discuss budget requests and document need. The district does not use a formula to allocate funds to individual schools.

**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?**

NA

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

The district's poverty rate hovers around 60% and is increasing, however, the district is considered land wealthy due to the high proportion of second homes and high property values. Many of the disadvantaged children who attend school in the district do not own property.