**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 superintendent will lead the charge annually to assess the District’s instructional programs. This is accomplished by reviewing programs, assessment data and meeting with the building level principals. The superintendent works closely with the business official to review funding options and cost of programs currently in place and programs that may be a need. Board members and instructional staff sit on various committees such as the audit committee, professional development committee, technology committee and district strategic planning committee that plan an integral part of the budget process. These committees review and update district plans that are all tied to the goals of the board of education. The budget process is a continuous process as one year ends and another begins. The district plans include timelines and funding sources so the district can look out several years and plan accordingly. The district does not utilize a formula to allocate funds to specific buildings, funding is based on student need, administrative recommendations and informative data points.

**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?**

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

The district has provided a UPK for over 20 years. In the past 5 years the district expanded pre-k services and moved one half day program to two half day programs and then eventually both transitioned to full day, servicing (36) four-year old students . In light of the COVID pandemic the district made the decision that it was unable to operate the program and cover all the costs with the grant allocation provided. The district fully intends to begin operations again in the 2021-2022 school year.