**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 is led by the superintendent of schools (Jim Froio) in close association with the assistant superintendent for business and finance (RJ Hartwell). The needs of the students are translated into a budget by reviewing the needs as indicated by building principals, directors of technology, special education, and curriculum and instruction. These individuals assess the needs of students through observation in school buildings, measurements of test scores, and meetings with teachers and paraprofessionals. Measurements are both subjectively and objectively drawn through screening tools, formative and summative assessments, as well as community feedback from parents and district members. The budget process begins in December and concludes in June. It lasts approximately 7 months from initial planning to finalized end. Principals, teachers, board members, the superintendent, and assistant superintendent are involved in the budget development process. Members of the board of education meet as an audit committee to review budgetary items throughout the year. Principals and team leaders represent the needs of individual schools. The district does not use a formula to allocate funds to the school buildings in our district.

**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 middle school now consists of grades 4-8, which was reported differently in 20-21. The 4-5 grade program was connected to the elementary school in 20-21. It now has the same beds code and is reported with the middle school.

Additionally, the 21-22 school year was the year after the COVID closures, so additional funds were spent in trying to regain student achievement after very trying 2019-20 and 2020-21 years.

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

The district feels there are no anomalous items at this time.

  