**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).**

A. Budget development consists primarily between the administrative team, consisting of: Superintendent, Business Manager, Curriculum Director, and Principal. The district values educating the whole child with consideration for their academic and social emotional needs while ensuring that the gap of inequities such as food insecurities and socio economic status are never a factor. Students' needs are assessed and then supported through a collaborative, multi-prong approach. The district's structure includes professionals who continually assess academic gaps to determine appropriate services such as AIS or special education services. The district also supports mental health professionals who provide support to students and families in the district. The budget process begins in January/February of the prior fiscal year. Any specific requests from faculty and staff are compiled in March to be used in development of the budget. Throughout this process, the administrative team will meet each month and then Board of Education involvement begins in March. The budget is completed by mid to end of April and the presentation is in early May.

B. During the budget process, we extend the process to all stakeholders and develop a protocol for stakeholders to submit requests or suggestions for the upcoming budget. These requests require stakeholders to outline the research based practice that supports the need and how the students would benefit from their proposal. Using these requests and additional input from faculty and staff is necessary for budgeting purposes. However, the primary development is done by the administrative team. Given the size of the district, most of the needs from specific departments are overseen by the entire team throughout the year. The Board of Education oversees the progress of budget development. Meetings are held monthly and updates are given sent weekly on the progress of the budget and the timeline for its completion. The district only has one school building therefore, the administrative team and board handle the entire district budget.

C. Given the district's size, there is no need for a methodology of allocation for multiple buildings. Instead, the district has implemented a zero based budgeting process. In the past, the district has used a rollover process but moving forward, this methodology will allow us to cater our budget to the specific needs of students with the main goal of preserving programs and services for those students.

**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 Green Island UFSD only consists of one school in the entire district. Most of the per pupil allocation are dependent upon enrollment within the specific year.

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