**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).**

1.A. The superintendent leads the budget development process under the guidance of the Board of Education and supported by the business office. Students are supported through meetings with the building principals where RTI formative testing results are reviewed to make sure adequate support is given to make progress. The PPS staff implements student surveys to measure student's SEL needs. The budget process begins in the summer by working with the Board on District goals and reviewing the previous year's student data.

1.B The principal, superintendent, district office personnel, curriculum associate, and director of special education. The school board is involved throughout the process to ensure community representation.

The principals, special education direction, and curriculum associate represent the buildings.

1.C. The district does not use a formula. A formula is not needed.

**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?**

No, the expenses are relatively equal.

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

No