



Proposed Budget 2022-2023

Maintaining Excellence

March 15, 2022



Budget Development Process



The budget development process is ever going with the board, administration and community.

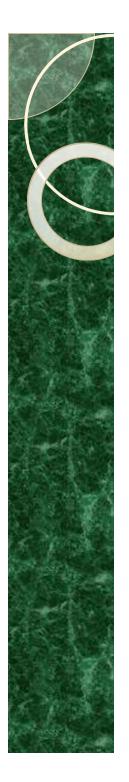
- September 2021 District staff collaboratively determine needs for the 2022-23 budget
- January/February 2022 Superintendent and central office administration review budget requests for reasonableness of needs within district resources
- February 11, 2022 Proposed budget presented to Operations, Facilities and Finance Committee
- March 10, 2022 State aid notices released to school districts
- March 11, 2022 Tentative Budget shared with Operations, Facilities and Finance Committee



Montgomery Township School District Budget Development Process



- March 15, 2022 Proposed budget presented to the Board and the Board of Education adopts a tentative budget
- March 28, 2022 District submits the budget to the Executive County Superintendent for approval
- April 20, 2022 The Executive County Superintendent approval is required prior to advertising
- April 22, 2022 Advertised budget and notice of public hearing in the newspaper
- April 26, 2022 Public Hearing and Board of Education adoption of the 2022-23 school budget





2022-23 Budget Sources of General Fund Revenues

Source	2021-22	2022-23	\$ Inc/(Dec)	
Local Taxes	81,290,772	82,916,587	1,625,815	
State Aid	6,762,187	7,815,919	1,053,732	
Fund Balance & Reserves	4,282,814	4,324,656	41,842	
Miscellaneous & Other	<u>1,124,430</u>	<u>953,996</u>	<u>(170,434)</u>	
Total Fund =======	93,460,203 ======	96,011,158 ======	2,550,955 =======	





2022-23 Budget Sources of Debt Service Fund Revenues

Source	2021-22	2022-23	\$ Inc/(Dec)	
Local Taxes	7,097,597	7,235,215	137,618	
State Aid	691,892	730,449	38,557	
Fund Balance & Reserves	92,300	32,139	(60,161)	
Total Debt Service Fund	7,881,789 ======	7,997,803 ======	116,014 ======	





General Fund Function Comparison

	2021-22	2022-23	\$ Inc/(Dec)	% Inc/(Dec)
Regular Programs-Instruction	26,881,036	27,171,005	289,969	1.08%
Employee Benefits	18,506,568	19,200,256	693,688	3.75%
Special Education	17,853,810	19,197,655	1,343,845	7.53%
Operations & Maintenance of Plant	7,279,844	7,481,130	201,286	2.76%
Administration	7,277,384	6,964,003	(313,381)	(4.31)%
Instructional Support Services	5,369,856	5,561,777	191,921	3.57%
Transportation	5,333,215	6,023,864	690,649	12.95%
Basic Skills/Bilingual Instruction	2,014,475	1,985,405	(29,070)	(1.44)%
Co-Curricular/Athletics	1,606,334	1,653,632	47,298	2.94%
Capital Outlay	1,240,705	713,605	(527,100)	(42.48)%
Charter Schools	<u>96,976</u>	<u>58,826</u>	<u>(38,150)</u>	<u>(39.34)%</u>
Total General Fund	93,460,203	96,011,158	2,550,955	2.65%



Benefits of Full Day Kindergarten Proposed Public Question



Contributes to increased school readiness. Students in full-day kindergarten tend to be better prepared for primary-grade learning than those in half-day programs.

Leads to higher academic achievement. Achievement findings for full-day kindergarten students show a trend toward higher achievement.

Improves student attendance. Two of the longitudinal studies show better attendance in kindergarten and through the primary grades, which translates to more learning time.

Supports literacy and language development. Recent studies underscore previous findings that full-day kindergarten students show faster gains on literacy and language measures when compared to half-day kindergarten students.

Benefits children socially and emotionally. Full-day kindergarten gives children more time in a structured setting, which may enhance their social, emotional and behavioral development.

https://www.nj.gov/education/ece/k/FullDayK.pdf

WestEd Policy Brief – Full-Day Kindergarten – Expanding Learning Opportunities © 2005 WestEd.





Questions

