**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 District’s budget planning process begins with presentations by each principal and subject area director to the central administration. These presentations outline the programmatic needs that the building and subject area administrators envision for their programs for the coming year. These meetings are generally held on an individual basis giving each building and subject area administrator a private forum to make his or her case for the needs of the building or program. Following these meetings, the central administration prioritizes the requests and balances the individual proposals with the overall fiscal ability of the District. The programs are balanced with an eye to making sure that the District is offering consistent and equal opportunity to students across the grade levels despite the fact that students in grades K through 4 attend one of four elementary schools. The central administration then packages these proposals for presentation to the Board of Education, which can accept, reject or revise the proposals as they see fit. The central administration will often ask the building and subject area administrators for additional information or to ask said administrators to revise proposals that are either unaffordable as proposed or inconsistent with the Board of Education’s goals for the 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?**

Phillips Avenue Elementary School has teachers that are mostly at the beginning of their careers while Riley Avenue Elementary School has teachers that are mostly at the end of their careers. Additionally, high needs special education classes are found at Riley and Aquebogue elementary schools while Phillips and Roanoke elementary schools do not house any high needs special education classes.

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

The District seeks to ensure balance wherever realistically possible to ensure that students across the District, regardless of their residence, have the same opportunities as their peers.

  