**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).**

Northeastern Clinton Central School District does not have a specific funding methodology to allocate funds to a particular school building or grade level. The Budget process consists of each teacher compiling a budget packet for their classroom needs for the upcoming school year for such things as teaching supplies/conferences/textbooks (submitted by late December). At which point the Principal or Department Head reviews the requests for effectiveness, relevance to the subject area and validity of the request. After it has been reviewed/approved at the Building/Department level they are sent to the Purchasing Agent/Superintendent for final review/approval (by mid-January) and is added to the appropriate budget line item in the budget. Staffing/Program changes are done by the Districts Administrative Cabinet during the budget process and decisions are made based on need, student enrollment and available funding. Final approval is made by the Board of Education based on the recommendations from the Superintendent (early April).

**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?**

Differences between buildings are minimal and based on classroom sizes, current year enrollment, seniority of staffing, special education services provided in each building as well as the differences based on needs/request of the teaching staff in each building in any given year.

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

N/A

  