



KENTUCKY DEPARTMENT OF EDUCATION

School Councils and Budgets

Facilitator's Guide

Objectives	Estimated Time
Welcome and Introductions	10 minutes
Overview	15 minutes
Budget Responsibilities	80 minutes
Budget Ideas from High-Achieving Schools	30 minutes
Writing a Budget Policy	30 minutes
Budget Advice and Closing	15 minutes

Materials Needed

- booklet for each participant
- resource booklet for each participant
- chart paper
- markers
- easel (optional)
- highlighters (optional)
- Post-It notes (optional)
- name tags
- computer for PowerPoint presentation

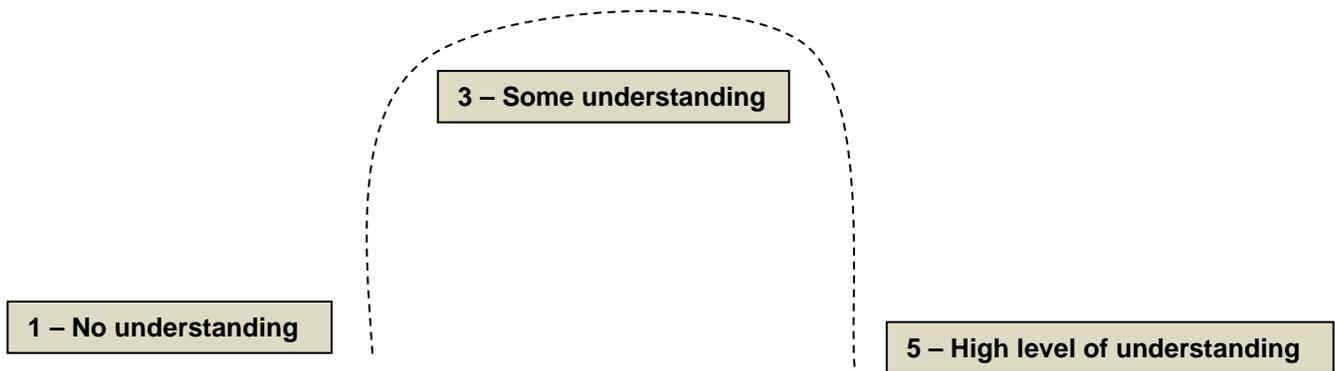
Welcome and Introductions

Welcome each participant. If working with school council members from multiple school councils, ensure that schools are sitting together. Review the materials that are provided as well as highlighters and Post-It notes (if providing). Have participants introduce themselves and the role that they have on the school council (i.e.,

administrator, teacher or parent). Thank participants for their service, especially parents. Encourage each to participate fully and to ask questions. Create a “parking lot” for questions.

Objectives and Session Introduction

Review the objectives and session introduction. Ask participants to rate their level of understanding of budgets from 1 (no understanding) to 5 (a high level of understanding). Have participants move and line up around the room to create a chain. (see drawing for example) This will encourage each participant to speak to others as they determine their spot in the chain. Ask a few participants why they chose their spot.



Overview

Read the paragraph; elaborate or paraphrase as necessary. Have participants answer the four questions and share among their tables. Share responses with the group as appropriate.

Budget Responsibilities

Look at the four roles associated with SBDM budgets. Discuss as needed. Note that each group has specific responsibilities; however, all groups must collaborate to meet the identified needs within the school. Have the participants complete the reflection.

Read the three main budget responsibilities. Remind participants that each will be discussed during the session.

Responsibility #1

Read through with the group. Remind participants that funds that come in and go out need to be budgeted and monitored so they address the needs within the school and those represented in the improvement plan and needs assessment. Read through the chart, elaborating as needed. Discuss the dates and have participants complete the reflection.

Continue on with the chart of categorical funds. Remind participants that these funds have specific requirements that must be met and may not be available to all schools

and districts. These funds are supplemental and must be used to address specific needs identified either in the district or in individual schools. In some cases, these funds are federal grants intended to address the needs of a specific populations of students. However, school council members need to be aware of these funds and ask questions of the principal or district administrators as to how these funds are being used. Have participants discuss with their table which funds apply to their district or school and how they are being used.

Responsibility #2

Read and paraphrase the paragraphs. Discuss that resources are more than money; they also include personnel and time. Have participants look at the example topic. Have a volunteer read the example aloud. Ask participants what questions need to be asked and answered before the school council could make a decision. Have participants write these questions in the box. Divide the topics among the tables so that all the scenarios get addressed. Allow time for the tables to discuss their scenario(s) and the questions they wrote down. Begin with #1 and have the table assigned read the scenario(s) and review their questions. Ask participants what other questions might need answering (if applicable). Repeat for all scenarios or until all scenarios are covered and all table groups have had an opportunity to respond.

Responsibility #3

Read through the paragraphs. Remind participants that boards of education have procedures that must be followed to request these funds, and school councils need to be aware of these procedures and to follow the steps outlined. The district's SBDM coordinator or liaison will be able to provide assistance.

Read through the paragraph paraphrasing as needed. Specifically note the four ways that a board of education can disperse these funds. Remind members that funds are meant to improve student achievement by addressing needs found in the school's needs assessment and improvement plan. Have participants complete the reflection.

Break

Budget Ideas from High-Achieving Schools

Greet participant back from break; review the 3 budget responsibilities for councils. Now that participants are aware of the budget responsibilities, ask them to start thinking of their budget and how it addresses their school's needs. Assign the four questions and the corresponding lists to the tables. Have each table use chart paper and note any of the suggestions that they are using right now as they address budget issues. Have them add any other suggestions. Share each group's chart. Have the participants answer the reflection.

Writing a Budget Policy

Ask participants if they have a budget policy in their school council policy manual. Remind them that this is not a required policy area; however, having written procedures can assist a school council in making budgetary decisions.

Read through the bulleted guidelines. Have the participants highlight (or underline) what they consider the most important guidelines based on their school council. Each participant will have a different response and all are correct. Allow time for the council members to share their responses with those at their table. Depending on the discussions, tables could share their thoughts with the rest of the group. Have the tables look at the Sample Budget Policy. Remind participants that this is not an exemplar policy. Have them work together to determine a strength and a limitation in the policy. Have each table report. Chart and determine the common thoughts among the participants.

Budget Advice

Read through the Budget Advice chart. Have participants highlight important points to remember. Allow participants time to complete the final reflection.

Closing

Thank each participant for their participation and their service to school councils. Tell participants that a frequently asked questions section is included at the end of their packets for their reference. Provide them with your contact information if they have further questions. Ensure that all participants complete their evaluations, and give each an EILA certificate.