

Facilitator's Guide to School Councils with Budgets Training Module

Thank you for your commitment to SBDM and for training the council members attending your session(s). As a reminder *School Councils and Budgets* is designed as a three-hour session for experienced members. [Start on PowerPoint slide 1.](#)

The attached *Facilitator's Guide* includes a script, as well as accompanying answer keys and notes. The script itself is discretionary and serves as a guide only; the answers are samples. Feel free to create your own transitions between topics and to facilitate discussions to your comfort level; you are not bound by the script itself. Most of the activities and readings require mandatory engagement, so passive learning and "sit-and-get" are not recommended. Encourage your trainees to take notes, highlight, annotate, and interact with the words on the pages.

Should you find any incorrect information or need clarification on an activity, or if you would like to provide feedback on the module, feel free to contact your SBDM consultants at (502) 564-3791. Again, *thank you.*

Sample Agenda: [Go to PowerPoint slide 2.](#)

- I. Welcome & Introductions (15 minutes)
- II. Overview (20 minutes)
- III. Regulation Review (30 minutes)
- IV. Budget Responsibilities (45 minutes)
- V. Break (15 minutes)
- VI. Writing a Budget Policy (20 minutes)
- VII. Budget Ideas (20 minutes)
- VIII. Closing Reflection and Appendix Review (10 minutes)
- IX. Closing (5 minutes)

Needed Materials:

- Booklet for each participant
- Computer for PowerPoint presentation
- Budget Scenarios
- Internet connectivity
- Sign-in sheet
- EILA certificates
- Nametags
- Highlighters (Green & Yellow)
- Post-Its
- Evaluation

After welcoming participants, provide each person with a copy of the training booklet. Spend time reviewing the objectives below, Session Overview, and the Student Achievement section, which sets the stage for the information that follows. This is also a key time to note that the training is designed to last three hours to satisfy the legal requirement for experienced council members.



KENTUCKY DEPARTMENT OF EDUCATION
School Councils and Budgets
A three-hour training for experienced SBDM members

OBJECTIVES

After this training, council members will be able to ...

- Understand the budget responsibilities of the district, the school council, and the school community itself;
- Review and analyze budget ideas from high-achieving schools and districts; and
- Understand the components of an effective budget policy.

SESSION OVERVIEW *Go to PowerPoint slide 3.*

This school-based decision making council member training session is designed to help experienced council members understand their role in budgeting. School council members must understand the priorities for student achievement and be committed to using school resources to effectively address those priorities. The school council must make thoughtful financial decisions, review budget reports, and adjust the budget as needed. Good communication is key to effectively budgeting school resources.

STUDENT ACHIEVEMENT

The school council's mission is to improve student achievement [[KRS 160.345\(2\)c](#)]. Each school council must create an environment in its school that will result in students achieving at high levels. All policies and decisions by the school council must contribute to the achievement of the school's mission.

ACKNOWLEDGEMENT

Portions of this module were created in partnership with the Kentucky Association of School Councils (KASC) during its contractual obligations to the Kentucky Department of Education (KDE) in 2005. All subsequent revisions have been made solely by the KDE.

Read the overview aloud especially focusing on the highlighted portions. Aligning resources and effectively communicating with a variety of stakeholders is key to ensuring students achieve at high levels. School council members bear the responsibility of ensuring all decisions are made for the students in the school where they serve. Prior to moving to the activity, ask council members to discuss other resources—besides funds that a council has to carefully consider throughout their term(s) of service. Examples could include programs, people (staffing), technology, etc.... After the discussion, lead the participants through the activity below, which is designed to get them thinking about the importance of making the right choices when it comes to needs and budgeting with those priorities in mind.

Overview

Pursuant to KRS 160.345(2), the goal for each school-based decision making (SBDM) council is to **improve student achievement**. To reach this goal, SBDM council members are encouraged to ask questions about and to monitor the SBDM budget. The school council must understand its **priorities for student achievement** and be committed to **aligning school resources to effectively address those priorities**. The school council must make thoughtful financial decisions, review budget reports and adjust the budget as needed. **Good communication** among the school council, central office/finance officer, principals, and teachers **is key** to effectively using school resources.

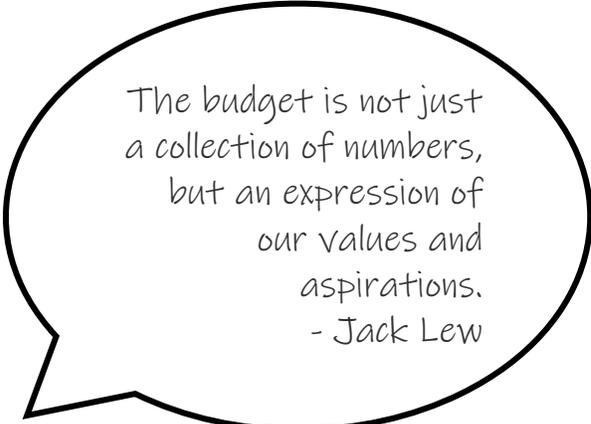
Go to PowerPoint slide 4.

Activity: Managing money means making choices—specifically about what is most important to you. In the activity on the next page, you and your partner will be allotted \$15, which represents your monthly income. As a pair, budget your \$15 within the following categories: recreation, personal care/clothing, food, transportation/utilities, etc....

You will have to reach consensus (a general agreement both parties can live with) in some instances on how to best budget your \$15. Each dollar sign (\$) in the second column represents \$1. Once you have settled on a line item under each category, place a checkmark at the end of the row under the column labeled “Our Selection”.

Allow participants 15 minutes to make their way through the activity, which should be completed with a partner. The pair will need to work towards a general agreement regarding what is important to them and to ensure that their basic needs are met. Upon the conclusion of the activity, have participants share their thoughts on the two questions beneath the chart on the next page. Prior to moving forward and after the discussion of the activity, point out the quote at the bottom of this page.

Ask them what key words or phrases stand out to them. Prior to moving forward to page 4, share that throughout their term(s) on council, each person’s unique perspective is an expression of what they value and the aspirations they have with regards to the achievement of the school.



The budget is not just
a collection of numbers,
but an expression of
our values and
aspirations.
- Jack Lew

Category: Recreation		
Expenditure:	Cost:	Our Selection:
Walking, going to a park, visiting friends, going to the public library	No cost.	
Cable television, Netflix, Hulu	\$\$	
Driving around sight-seeing, going to the movies	\$\$\$	
Bowling, attending a local sporting event	\$\$	
Purchasing books, DVDs, buying music from iTunes	\$\$	
Attending a concert, going on a road trip, watching a performance	\$\$\$\$	
Category: Personal Care/Clothing		
Basic (drugstore products): soap, shampoo, toothpaste	\$	
High end products: salon shampoo, make-up, cologne, perfume	\$\$	
At-home hair care	\$	
Salon haircut/color, treatment	\$\$	
Massage	\$\$\$	
Wear present wardrobe	No cost.	
Buy discounted/thrifted clothing	\$	
Buy new clothes from a department store	\$\$	
Purchase designer clothing	\$\$\$	
Do laundry at home	\$	
Laundromat	\$\$	
Dry cleaning services	\$\$\$	
Category: Food		
Cooking at home	\$	
Eating fast food once per week	\$\$	
Dining out regularly (combination of sit down and fast food meals)	\$\$\$	
Category: Transportation/Utilities		
Walk/bike	No cost.	
Public transportation	\$	
Fuel for personal vehicle	\$\$	
Mortgage/rent, home owner's fees	\$\$\$\$	
Cellphone/home phone	\$\$	
Utilities (electric, water, trash/recycling, internet)	\$\$	

Go to PowerPoint slide 5.

1. What are you going without that is typically part of your real-life expenditures? Would you classify that as a *want* or *need*? *Answers will vary.*
2. When facing tough budgeting decisions, how do you prioritize needs from wants and how do you determine what does/does not get purchased? *Answers will vary.*

Say: We are now going to look at the regulation that outlines the allocations that are given to the school councils. The budgeting process is methodical and not arbitrary. It is outlined in the regulation beginning on page 4. Please read through the regulation quietly to yourself and then complete the regulation review on page 7. Go to PowerPoint slide 6.

Directions: The primary regulation pertaining to a school's budget is [702 KAR 3:246](#). Silently read the regulation on the next couple of pages and while doing so, highlight important information and take notes in the margins.

702 KAR 3:246. School council allocation formula: KETS District Administrative System Chart of Accounts.

RELATES TO: KRS 160.345(8) STATUTORY AUTHORITY: KRS 156.070(4), 160.345(8) NECESSITY, FUNCTION, AND CONFORMITY: KRS 160.345(8) requires that the Kentucky Board of Education promulgate an administrative regulation which establishes a formula by which school district funds shall be allocated to each school council. This administrative regulation establishes the school council allocation formula for use by local school districts utilizing the Kentucky Education Technology System (KETS) District Administrative System Chart of Accounts per 702 KAR 3:120.

Section 1. Definitions. (1) "Categorical programs" means programs under which funding and uses for the funding are specifically set by the funding authority and are not in the general fund.

(2) "District average certified teacher's salary" means the dollar value determined by dividing paragraph (a) of this subsection by paragraph (b) of this subsection, with:

- (a) Equal to the total of all salaries paid to certified personnel working noncategorical programs in the district for 185 days or a different number of days as required by the General Assembly; and
- (b) Equal to the total number of certified personnel working in non-categorical programs in the district.

Section 2. (1) The local school district shall provide notice to school councils of a tentative allocation by March 1 and notice of an updated allocation by May 1 of each year for the funds and positions identified in Sections 4, 5, 6, and 8 of this administrative regulation for the next budget year in accordance with this administrative regulation. (2) The local school district shall provide to school councils an allocation pursuant to Section 7 of this administrative regulation for the next budget year by May 30 of each year in accordance with this administrative regulation.

Section 3. The local school district shall calculate the funds available for distribution to school councils using only the general fund and by excluding the following proposed district-wide expenditures from the general fund proposed budget for the year being allocated:

- (1) Function 1200, Home and hospital;
- (2) Function 1700, Expelled or suspended;
- (3) Function 1900, Other instructional programs;
- (4) Function 2110-2190, Student support services, except for school-based employees and specified supplies;
- (5) Function 22XX,, improvement of instruction;
- (6) Function 23XX, District administrative support services;
- (7) Function 25XX, Business support services;
- (8) Function 26XX, Plant operation and maintenance;
- (9) Function 27XX, Student transportation;
- (10) Function 3XXX, Noninstructional services;
- (11) Function 4XXX, Facilities acquisition and construction services;
- (12) Function 5XXX, Other; and
- (13) All expenditures for extra duty and extended employment, exceptional children services, itinerant teachers, and fringe benefits in all codes.

Section 4. Allocation for Certified Staff.

- (1) A board staffing policy or guidelines shall be established to determine the number of allocated positions for certified staff for each school. To determine the allocation to school councils for certified staff, the district shall provide sufficient funds:
 - (a) To meet class size caps and pupil contact hours established in KRS 157.360 based on the projected full-time equivalent enrollment for the upcoming school year; and
 - (b) To meet other classroom teaching and certified staff positions not included in paragraph (a) of this subsection that are generated by the local board certified staffing policy.
- (2) Any revisions of staffing policy or guidelines for the next school year shall be adopted by the local board and submitted to the Kentucky Department of Education by May 1 of each year.
- (3) Funds for positions allocated in subsection (1) of this section shall be based on the previous year's actual 185 day certified salary or the number of contract days as otherwise required by the Kentucky General Assembly within a biennial budget adjusted by changes in rank, additional years of experience, and changes in the district's salary schedule for each existing staff member.
- (4) Funds for new and vacant certified staff positions shall be based on a minimum of ninety five (95) percent of the district's average 185 day certified salary adjusted for changes in the district's salary schedule for noncategorical staff paid in the previous year.
- (5) If the actual salary of new certified personnel is less than ninety-five (95) percent of the district average certified teacher's salary, the difference shall revert to the district budget for possible reallocation under Section 7 of this administrative regulation.
- (6) Any adjustments to the allocation due to increases in salary schedules, salary adjustments, or increases or decreases in enrollment shall be made by September 15. A council shall be notified of an adjustment if the adjustment represents a change in staffing due to enrollment increases or decreases.

Section 5. Allocation for Classified Staff.

- (1) A board staffing policy or guidelines for the next school year shall be adopted by the local board and established to determine the number of allocated positions for classified staff for each school. Any revisions of staffing policy or guidelines shall be submitted to the Kentucky Department of Education by May 1 of each year.
- (2) Funds shall be provided for all school-based classified positions in noncategorical programs generated by the local board classified staffing policy using the previous year's salary adjusted for any district-wide increase.
- (3) Funds for new or vacant positions shall be based on ninety-five (95) percent of the district's average classified salary for that personnel job class for noncategorical staff adjusted for any district-wide increase.
- (4) If the actual salary of new classified personnel is less than ninety-five (95) percent of the district's average classified salary for the personnel job class, the difference shall revert to the district budget for possible reallocation under Section 7 of this administrative regulation.
- (5) Any adjustments to the allocation due to increases in salary schedules, salary adjustments, or increases or decreases in enrollment shall be made by September 15. A council shall be notified of an adjustment if the adjustment represents a change in staffing due to enrollment increases or decreases.

Section 6. Other Minimum Allocations.

- (1) School councils shall receive a minimum allocation of three and one-half (3 1/2) percent of the statewide guaranteed base funding level for Support Education Excellence in Kentucky (SEEK) based on prior year final average daily attendance.
- (2) The amount generated in subsection (1) of this section shall be adjusted at the end of the second school month for changes in average daily attendance and projected funding for SEEK.
- (3) Allocations for operating expenses, including utilities, or for health and safety requirements of schools shall not be included in the allocations required by Sections 4, 5, 7, or 8 of this administrative regulation or this section. If funds are given to a school for these purposes, the funds shall be distributed in a separate allocation.

Section 7. Distribution of the Balance.

- (1) The balance between the amount generated in Sections 4, 5, and 6 of this administrative regulation and the amount available for distribution to school councils from Section 3 of this administrative regulation shall be distributed by the local board in one (1) of the following manners:
 - *(a) An amount per prior year final average daily attendance;
 - *(b) Based on pupil needs identified by school councils in their adopted school improvement plans and designated by the local school board. Money provided under this paragraph shall be used only for the needs identified by the council from its adopted school improvement plan and designated by the board;
 - *(c) For specific instructional purposes based on student needs identified by the board from disaggregated student achievement data. Money provided under this paragraph shall be used by the council to address only the identified needs; or
 - *(d) A combination of paragraphs (a), (b), and (c) of this subsection.
- (2) An adjustment may be made to allocations under subsection (1) of this section at the end of the second school month for changes in average daily attendance and projected funding for SEEK, and changes in the projections for prior year, end-of-year balances.
- (3) If the allocations in Sections 4, 5, and 6 of this administrative regulation generate more funds than are available in Section 3 of this administrative regulation for distribution to school councils, the local board shall make every reasonable effort to make up the deficit.

Section 8.

- (1) A tentative amount for professional development shall be allocated within thirty (30) days of notification from the Kentucky Department of Education, pursuant to KRS 160.345(8).
- (2) The amount allocated shall be equal to at least the minimum requirement multiplied by the average daily attendance from the prior school year.
- (3) The amount of professional development allocation shall be amended by September 15 to reflect the most recent annual average daily attendance.

Section 9. Each year school councils shall review the budgets for all categorical programs and provide comments to the local board prior to the adoption of the budgets.

Section 10. A school council allocation by the district shall not result in a proposed expenditure that would cause the district budget to hold in reserve less than the required amount set by KRS 160.470.

Section 11. A district shall not be prohibited from passing on to school councils any reduction in state and local revenues.

Section 12.

(1) The Kentucky Board of Education may approve requests from local school districts annually to use an alternative formula to allocate funds to schools.

(2) A local school district requesting approval to use an alternative process shall submit written documentation that the formula would generate funding equal to or greater than the amount provided to school councils under Section 3 of this administrative regulation.

(3) All requests shall be received by the Kentucky Department of Education by October 1 preceding the allocation year.

(4) Any alternative process approved by the Kentucky Board of Education shall be subject to subsequent review.

Section 13. Under Sections 4 and 5 of this administrative regulation, the funds allocated for staff positions shall be exactly the amounts permitted by the board policies or guidelines required in those sections.

Participants will read the directions for the regulation review and revisit the regulation to complete the activity.

Regulation Review

Directions: Revisit the regulation and complete the review tasks outlined below:

1. Circle the two dates when preliminary and final notice of staffing allocations are due to councils.
2. Highlight the district-wide expenditures that are excluded from the general fund allocation.
3. Underline the statute referenced in Section 4 that provides class size caps.
4. Double-underline the section title in which SEEK funding is referenced.
5. Place an asterisk (*) near the methods in which local boards of education may allocate Section 7 funds.
6. Draw a rectangle around the number of days councils have to allocate a tentative amount for professional development after receiving notification from KDE.

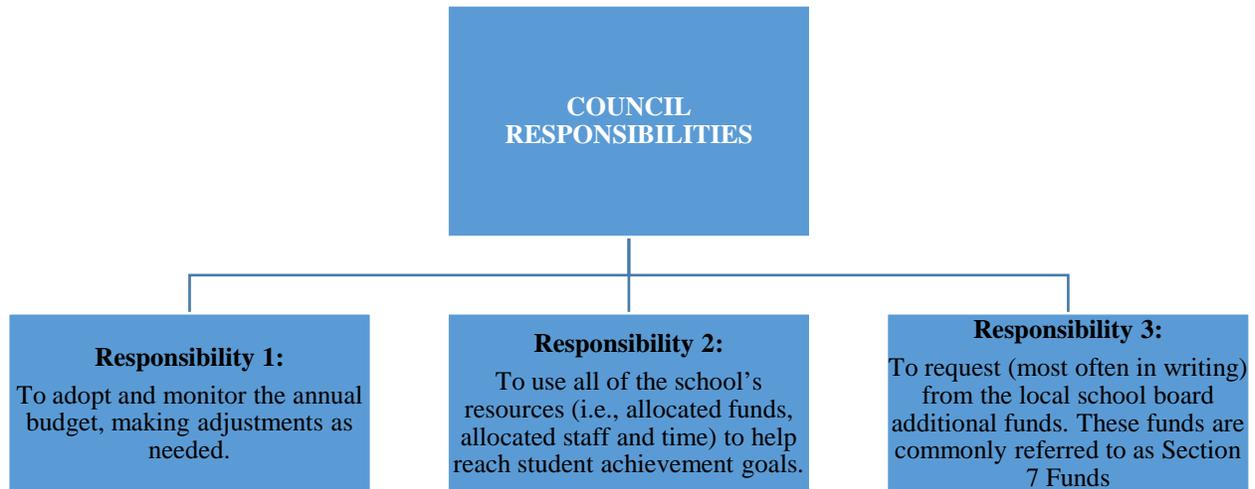
Spend 5 minutes reviewing the responses to the above regulation review activity ensuring they understand the allocation process.

Say: Now that you have a general understanding surrounding the regulatory allocation process, we are going to hone in on three responsibilities that councils have in regards to the school budget. These three responsibilities align to your budgetary role in ensuring all students meet or exceed the state standards.

Review the three main responsibilities listed within the chart with the participants. Explain that each responsibility will be discussed at length.

Budget Responsibilities Go to PowerPoint slide 7.

The school council has **three main responsibilities** with regards to budgets:



Go to PowerPoint slide 8. Let's spend more time exploring each responsibility in greater depth:

Responsibility 1: To adopt and monitor the annual budget, making adjustments as needed.

A good guideline for monitoring the budget is if funds come in and go out, they need to be monitored. Annually, the school council must adopt a budget for the school. Multiple funding sources are available to the school during the budgeting process; however, with state and federal funding cuts, these funds may be limited or unavailable to a school. Funds can be overwhelming to consider; however, as an effective school council member, it is important that you are aware of the funds expended in the school and why they are expended in the ways in which they are.

At times, budgets may need to be adjusted. Those adjustments should be made based on what is needed to help all students succeed.

Activity: To make clearer who is responsible for what with regard to a school's budget, it is important to distinguish the council's role with respect to the rest of the school community. Before we dive deeper into the council's role with budgets, let's make an attempt at determining how each group listed on the next page assists in or informs the budgeting process and his/her role with the annual budget:

Participants will brainstorm what role they think each constituent group has in the budgeting process. Sample answers are included below; however, this is not an exhaustive list. After sufficient time has passed, have tables share their thoughts on how each group is involved.

CONSTITUENT	COUNCIL CONNECTIONS
Principal	<ul style="list-style-type: none"> • Create spreadsheet to keep track of all expenditures • Includes budget discussions on monthly agendas • Shares budget updates with departments on a regular basis after council determinations/decisions have been made
Teachers	<ul style="list-style-type: none"> • Requests funds for needs • Participates thoughtfully in discussion on where/how funds should be spent
Parents	<ul style="list-style-type: none"> • Participates thoughtfully in discussion on where/how funds should be spent
Finance Officer	<ul style="list-style-type: none"> • Provides the council with an update to the budget • Guides the council on how money can be spent • Communicates allowable/unallowable expenditures associated with grant monies (Title I, McKinney Vento, etc....) • Ensures the council does not “go in the red”
Board of Education/ Central Office	<ul style="list-style-type: none"> • Provides councils with staffing allocation budget • Ensures councils are aware of Section 7 monies

Reflection: What happens when one or more of the groups listed within the chart are not included in the budgeting process? *Answers will vary.*

Say: It is often easier to understand your role if you see it in the context of everyone else’s role. [Appendix A](#) contains a chart that describes some main budget roles in a school district. Take some time to review [Appendix A](#) and circle roles with which you were unaware.

Say: Now we will look at what the second responsibility councils have in regards to the budget, which is ensuring all resources help students reach achievement goals. Go to PowerPoint slide 10.

Responsibility 2: To use all of the school’s resources (i.e., allocated funds, allocated staff and time) to help reach student achievement goals.

Schools have **multiple forms of resources** (i.e., money, personnel and time). When discussing the use of these resources, the discussions should be based on **a needs assessment and the school council should take into consideration this year’s students**. When discussing personnel, the conversation should focus on programs and not a particular teacher. You may hear the saying, “Spaces, not faces.” when discussing programs and not people during your term on council.

[Appendix B](#) provides more information on all of the funding sources that will be allocated to councils. Allow time for participants to visit that appendix and discuss it with a partner. As a council member, which funds are they most familiar with. Have participants share their thoughts aloud.

Activity: The SBDM council will be **tasked with considering budgeting ideas and requests and making the necessary decision on whether such expenditures directly impact student achievement and thus allowable**. Below are several examples of budget considerations that council members may be faced with during their terms. In column two, list several questions you would ask of the requestor when arriving at your conclusion to either approve or deny the request:

Go to PowerPoint slide 11.

Assign a Budget Scenario sheet to each table and have them read the scenario and list all possible questions they would ask of the requestor regarding the request on the back of the sheet. After 5 minutes have each table stand and share their scenario and the questions they would ask. Those participants in the audience will need to list the questions in the second column near the scenario being presented while listening to each group. Open the scenarios up for discussion, as well. What else should be asked besides what the assigned group presented aloud?

Budget Scenario	Questions
<p>Example: The library media specialist would like to purchase a set of books that will appeal specifically to middle school males. She is responding to teacher requests and school data that suggests the need for more reading materials targeted for male students. She needs \$1,200 for the books.</p>	<ol style="list-style-type: none"> 1. What month is this? 2. Is it in her budget? 3. What data was reviewed?
<ol style="list-style-type: none"> 1) A teacher would like to purchase a classroom set of graphing calculators for Grade 6 students. Grade 7 and 8 teachers already have these. The calculators are needed to help prepare students for math testing in 6th and 7th grades. Math scores are an area for improvement in the school. The estimated expense for 31 calculators is \$4,000. 	<ol style="list-style-type: none"> 1. What month is it? 2. Can PTO help? Can they share in the expenditure? 3. Are we budgeting all departments the same amount and/or based on data and need?

Budget Scenario	Questions
<p>2) Enrollment is down for the school. The superintendent's office has said the school will have one fewer certified staff position for the coming year, so the school council needs to cut one certified position.</p>	<ol style="list-style-type: none"> 1. What do our numbers show? 2. What classes are students scheduling? 3. In which areas are students not growing?
<p>3) Recent data analysis during a PLC revealed that science scores are not improving. The school's science teachers believe that a new teacher is needed to decrease class size to make classroom numbers more manageable, so that the teacher can focus on interventions and meeting the students' needs.</p>	<ol style="list-style-type: none"> 1. What is the percentage of novice? 2. What are the class sizes now? 3. Do the teachers have the materials they need? 4. What does the research tell us about class size reduction? How reduced should it be to make an impact?
<p>4) The school technology coordinator/STLP coach wants to hire students to help install new computers and software in computer labs and classroom workstations over the summer.</p>	<ol style="list-style-type: none"> 1. How much money would be spent on those students? 2. Can volunteers be recruited?
<p>5) The school's counselor has requested monies to pay for math tutors for struggling students.</p>	<ol style="list-style-type: none"> 1. What does the data show? 2. Are other grants available (ESS) to assist with this endeavor? 3. Are community partners willing to assist with this endeavor (i.e. community colleges, graduate students, etc...)?

Budget Scenario	Questions
<p>6) Several teachers have asked that the council increase the allocation for copy paper. Last year's allocation was \$6,000. Teachers are running out of paper by April and then have to use their own funds to purchase copy paper.</p>	<ol style="list-style-type: none"> 1. What are the numbers of copies on the machine? 2. Did the cost of paper increase? 3. Do we need to assign copy numbers? 4. Do we need to increase the budget? 5. Can technology be used to curb costs? For example, can work be completed online curbing the use of tangible copies?

Have participants complete the reflection and allow time to share out answers and/or thoughts. [Appendix C](#) includes a list of additional funding sources that may be available to schools. Have participants glance at the appendix and circle which funds they know are available to their school.

Reflection:

1. What was rather easy about this exercise? *Answers will vary.*

2. What proved itself as being difficult? *Answers will vary.*

Say: We are now going to look at the third responsibility that councils have when it comes to their budget. This responsibility deals with requesting additional funds from the local board of education—if and when those funds are available. Go to PowerPoint slide 12.

Responsibility 3: To request (most often in writing) from the local school board additional funds. These funds are usually referred to as Section 7 funds.

Kentucky's primary funding regulation is [702 KAR 3:246](#) and this regulation outlines the distribution of funds to schools. The regulation is divided into sections, which determine the uses for the funds.

In Section 3, the school district sets aside funds needed for district expenses. Then, the district allocates to the school council through Sections 4 and 5 certified and classified staff required at the school. Instructional monies are based on Support Education Excellence in Kentucky (SEEK) funds and are included in Section 6 distributions to councils.

After all expenditures are set-aside from Sections 3, 4, 5, and 6, any remaining funds are referred to as Section 7. Those remaining funds are subject to the distribution guidelines outlined in the regulation. The local board of education can vote to provide additional funding to schools through any of the following methods: [Go to PowerPoint slide 13](#).

1. **Average Daily Attendance (ADA)** – The local board of education divides the money among all schools based on the student average daily attendance (ADA).
2. **School Council Identification** – Each school council lists needs from its school improvement plan and the local board of education chooses none, some or all of those needs.
3. **Disaggregated Data** – The local board of education targets money to an area of student need shown by the school's data, and the school council decides how to use the money to address that need.
4. The local board of education can **combine these methods** to distribute Section 7 resources.

If a school wants Section 7(b) funds, the school must **make a school council request**. Making a formal Section 7(b) request is the school's opportunity to ask the local board of education to consider the school's unique needs. It is best practice for the school to have readily available a wish list of sorts based on the school's needs assessment and its school improvement plan. KDE encourages each school council to check its local district policy for the process and timeline that the council will need to follow when requesting Section 7 monies.

[Read through the activity instructions and allow time for participants to complete the activity in small groups.](#)

Activity: Column I lists several scenarios in which Section 7 funds were distributed. Column II lists the methods in which a local board of education may use to distribute these funds. After reading the scenario, select which distribution method the local board of education utilized.

SCENARIO	Type of Distribution from Section 7
<p>Commonwealth Middle School’s SBDM Council submitted a Section 7 Request Form asking for an additional teacher in order to offer a foreign language.</p>	<p><input type="checkbox"/> An amount based on ADA <input checked="" type="checkbox"/> Needs identified by school councils in their adopted school improvement plans <input type="checkbox"/> Specific instructional purposes based on student needs identified by the board from disaggregated student achievement data <input type="checkbox"/> A combination of the paragraphs (a), (b), and (c)</p>
<p>The local board of education has determined it will distribute Section 7 funds in the following manner:</p> <ol style="list-style-type: none"> 1. Based on district data, Wildcat High School will receive an additional 0.5 guidance counselor. 2. Based on interim reading data, Cardinal Elementary School’s council has requested \$2500 to help fund a reading intervention program. 3. Funds will be distributed to the remaining schools in the district based on ADA. 	<p><input type="checkbox"/> An amount based on ADA <input type="checkbox"/> Needs identified by school councils in their adopted school improvement plans <input type="checkbox"/> Specific instructional purposes based on student needs identified by the board from disaggregated student achievement data <input checked="" type="checkbox"/> A combination of the paragraphs (a), (b), and (c)</p>
<p>The board has \$10,000 in Section 7 and will divide the money among the four (4) schools in the district based on each school’s ADA.</p>	<p><input checked="" type="checkbox"/> An amount based on ADA <input type="checkbox"/> Needs identified by school councils in their adopted school improvement plans <input type="checkbox"/> Specific instructional purposes based on student needs identified by the board from disaggregated student achievement data <input type="checkbox"/> A combination of the paragraphs (a), (b), and (c)</p>
<p>The local board identified increasing the graduation rate as a need. A graduation rate coach position will be allocated to the two high schools in the district.</p>	<p><input type="checkbox"/> An amount based on ADA <input type="checkbox"/> Needs identified by school councils in their adopted school improvement plans <input checked="" type="checkbox"/> Specific instructional purposes based on student needs identified by the board from disaggregated student achievement data <input type="checkbox"/> A combination of the paragraphs (a), (b), and (c)</p>
<p style="text-align: center;">Terms and Reminders</p> <p>ADA: The board divides the money among all schools based on the student average daily attendance. Council Identification: Each council lists needs from its school improvement plan and the board chooses none, some, or all of those needs. Disaggregated Data: The board targets money to an area of student need shown by the school’s data, and the council decides how to use the money to address that area. Combination of Methods: The board can use a combination of ADA, council identification, and disaggregated data to distribute Section 7 monies.</p>	

Say: Welcome back from break! Earlier we discussed the three responsibilities that councils have in regards to their budget. Now we are going to focus on policy guidelines in the event your council wishes to have a budget policy. The budget policy is not a required policy; however, KDE encourages councils to have this policy as a best practice. The following page suggest several budget ideas to consider when creating your own school's policy. [Go to PowerPoint slide 15.](#)

Writing a Budget Policy

KRS 160.345 (the SBDM statute) **does not explicitly require a budget policy** of SBDM councils; however, the statute does require the school council to make budget decisions. **It is best practice** for the school council to have a budget policy or written procedures to guide its decisions.

Consider these when developing a budget policy and establishing a budget development process:

- Establish a philosophy: *All of our decisions are made based on student achievement.*
- Use data analysis to make decisions.
- Prioritize needs.
- Follow the board-developed policy and timeline for budget development.
- Review all funds available for use by the council.
- Provide feedback to the district on other sources of funding.
- Establish clear roles of school council members, committee, staff and principal.
- Decide how to best involve stakeholders and consider stakeholder requests.
- Establish a budget request process.
- Follow the district's process for determining Section 7 requests.
- Develop or determine the council process for monitoring and adjusting the budget as needed.
- Decide how the council will communicate decisions to all stakeholders.
- Ask teaching teams to report to the council if student needs have changed and they need new or different resources.
- Always know how much money there is and be aware of fund balances in the different areas such as Section 6, professional development (PD), and extended school services (ESS).

Go to PowerPoint slide 16.

Activity: On the next page, you will find a sample budget policy for Cardinal High School. Spend time silently reviewing the policy. After having read the policy, list several strengths and weaknesses in the chart on page 18.

Say: Silently, read the sample budget policy and take notes on it if desired. While reading the policy, begin thinking about the strengths and weaknesses of the policy and whether or not it is aligned with the considerations on page 15.

Allow for 10 minutes of silent reading time.



Cardinal High School's SBDM Budget Policy

Cardinal High School's school council will focus all fiscal decisions on student learning, which must also align to the school's mission statement, needs assessment, high quality evidence-based research and best practices, and Kentucky's academic goals. To achieve these goals, the budget process must be integrated with the school improvement planning process.

Our spending process must empower teachers, create clear records that are available to all stakeholders, and allow for flexibility when needed if actual spending differs from projections so that any given year's resources are spent to the greatest advantage for that year's students. The school council will review the budget expenditures monthly.

Budget Committee Charge

Each spring, after the tentative March 1 allocation, the Budget Committee shall develop a tentative annual budget that provides guidance in the use of the allocated Section 6 instructional funds for Cardinal High School. The committee shall take into consideration the overall needs of the school and the individual needs of each teaching team. The committee may survey the teachers to determine school needs as well as individual needs. The committee will present its tentative budget to the school council during its regularly scheduled April meeting. The school council will establish the final budget after receiving the final allocation. The principal will be responsible for ensuring that expenditures in the final budget categories are correctly aligned to MUNIS.

Textbooks and Other Instructional Materials

As funds are available, the school council shall appoint an ad hoc committee to review and recommend textbooks and instructional materials for Cardinal High School. The ad hoc committee shall consist of representation of teachers, parents, and, if applicable, students. The teacher representatives shall be teachers from a variety of disciplines and/or subject areas. The parent representatives shall be a cross section of parents whose children are in a variety of grades. The committee will consist of at least five members with a maximum of 10 members.

Activity Funds

Activity fund accounts shall be reviewed by the school council monthly. The school council shall designate and budget the use of the funds within their jurisdiction based on the Accounting Procedures outlined in *Redbook*. The principal shall ensure that the expenditures for these funds are followed and reported to the district accordingly.

Library Media Center

The school council will meet with the media specialist annually during the regularly scheduled March meeting. At that time, the media specialist will present to the school council the needs of the media center. The school council shall set aside funds from the Section 6 instructional funds to meet the most pressing needs of the media center as presented to the school council.

Staffing

The school council shall, during its regularly scheduled March meeting, discuss the tentative staffing allocation. The school council will draft an outline of the job classification for each allocated position. The discussion must focus on the school's needs and the projected enrollment at each grade level. The school council will review this outline once it receives the final allocation before May 1.

Categorical Program Grants

The school council shall meet annually with district personnel to discuss needs that may be met through the use of categorical money. These funds are supplemental and must meet an identified need from data and follow the guidelines established in the grant. These funds include, but are not limited to, the following: Title I, Part A, IDEA, Preschool, and ESS.

Section 7 Requests

The school council may request additional funds through a Section 7 request to the local board of education. The school council will need to follow the board procedures as to the time and format of the request, including any requirement of additional documents or data for consideration.

Date Adopted: _____

Date Reviewed/Revised: _____

Date Reviewed/Revised: _____

Say: Now that you have read the sample policy, spend time listing the strengths and weaknesses of the policy in the chart below.

After sufficient time has passed, ask participants to share their thoughts aloud. Sample responses are included below. As time allows, have participants evaluate their school's budget policy—if and when such policy is available.



Strengths and Weaknesses of Cardinal High School's SBDM Budget Policy

STRENGTHS	<ul style="list-style-type: none">• Provides a timeline of when budgets will be reviewed• Focuses on incorporating evidence-based practices• Includes a variety of committees
WEAKNESSES	<ul style="list-style-type: none">• Does not include a procedure for amending the adopted budget• Professional Development (PD) funds are not addressed

Say: The last topic we are going to explore today is how high-achieving schools spend their budget in an effective way. Take some time to read through the responses and highlight in yellow the ways you and your council allotted funds in your school in the past and in green highlight the ways you wished you could have used or hope to use funds in your school. Go to PowerPoint slide 17.

Budget Ideas from High-Achieving Schools

Below you will find several budgeting ideas from high-achieving schools. Please take several minutes to review the questions and responses that were supplied to KDE. After having read the examples, highlight in yellow the ways you and your council allotted funds in your school in the past. Highlight in green the ways you had wished you could have used funds in your school.

1. What are some specific ways your school council budget has improved student achievement?

- used funds to designate a reading and math instructional coach to model teaching practices in classrooms
- converted a high school computer lab into a dual-purpose lab (computer/foreign language lab)
- paid math teachers to tutor targeted students before school using certified extended time money
- hired a writing coach
- added Advanced Placement courses to increase rigor in the classroom
- implemented reading and writing across all content areas to improve assessment scores and success in Advanced Placement courses

2. What are specific examples of what you've done with school activity funds or funds given to you from the PTA/PTO that have improved student achievement?

- PTO funds after-school opportunities for students, including science and social studies clubs, and this year, an art club and a drama club.
- Activities money goes to guest speakers.
- Some of the educational field trips are sponsored by the PTA.
- PTA helps curb technology costs.
- Activity funds pay for items such as "Do Your Best" pre-testing assembly.
- The PTA is supportive by creating, maintaining, and staffing a College/Career Resource Room. It also provides supplies, books, and more in the library.

3. What innovative ways have you used resources that have produced great results for kids?

- SAT/ACT online preparation software.
- We have implemented an eight-period A/B block schedule and have developed incredible electives for students, especially in the arts. Students love having a choice, and they enjoy learning on the "right" side of the brain. They can take keyboarding, drawing, painting, band, orchestra, ballet, technical theatre and more. This schedule is expensive because we commit money to more teaching positions and facilities. There is little left for anything but teaching essentials.
- The school recruited community people to teach classes. A UL law professor has volunteered to teach AP Government and Politics at one of our schools. A judge is teaching about four Supreme Court cases that changed America.

4. How have you creatively used other resources, such as your human resources (people), school space, and/or staff and student time to improve student achievement?

- Our local board of education added a student to its membership. This allows the board of education to obtain input from students about issues that directly impact students.
- The board of education has funded an after-school assistance center coordinator to help match student needs to teachers so students may receive academic assistance on a regular basis.
- We allocated a 0.5 time guidance counselor, and the council is making up 0.5 of a position because data supports the need for such personnel in the school—especially as it relates to the whole child.
- We shortened class periods and created workshops to review and re-teach concepts the second semester of school.
- We have begun implementing a Buddy System, which is where a student selects a teacher and spends 30 minutes once a month with that teacher. This helps develop a personal bond to hopefully increase student attendance and achievement.
- STEP (Student/Teacher Enrichment Program) – Students select an interest, and the teacher selects an interest. Those interested in the same program meet 30 minutes and do activities that interest them about fishing, cooking, auto repair, and more. This is just another way to get students to come to school.
- Student Leadership Team allows students to have a say in the running of the school, giving them input and a voice.
- Faculty Leadership Team is a core group that focuses on instruction and best practices in the classroom.
- Faculty meetings are used as professional development trainings specifically focused on instructional practices. Departments showcase instructional practices that other content areas can use in their own classrooms.

Say: Let's take some time to share out what we highlighted in yellow and green. How have funds been spent in the past? How do we want to spend the funds? What impact have we seen or hope to see by spending our money this way? Have participants turn to [Appendix D](#) on page 24 for more budget ideas. Discuss them as a group.

Closing Reflection: Go to PowerPoint slide 18.

When you began the module, you and a partner were asked to budget \$15 based on your personal priorities and needs and to compromise where necessary. When thinking about your upcoming role with the school's budget, what priorities do you think should be at the forefront? With which areas are you unwilling to compromise when it comes to the school you represent? Be prepared to defend your answer.

Have participants share final reflection thoughts aloud. Explain that on page 26, [Appendix E](#), frequently asked questions have been included. Give participants a few minutes to read over them and allow time for clarifying questions. Once all questions have been answered, give each participant an evaluation and an EILA. Say: Thank you for attending today's training and for your willingness to serve on the SBDM council. Go to PowerPoint slide 19.

Appendix A: Council's Role with Budgets

Board/District Office	Principal	Council	Teacher
Sends preliminary allocation to councils	Receives preliminary allocation from District Office	Principal shares the preliminary allocation with the council around March 1 st or shortly thereafter	
Sends updated allocation to councils	Receives updated allocation from District Office	Principal shares updated allocation. The council works to create and approve the budget. <i>The spending of this budget begins on July 1st.</i>	Teachers may be asked to submit orders so that classrooms are stocked for August.
Section 7 sent to councils	Receives Section 7 from District Office	Council reviews Section 7 allocation	Teachers should be aware of the Section 7 allocation and how or if it may affect their work. This information can be passed down during PLC meetings.
PD funds allocated based on ADA	Receives PD Funds from District Office	Principal shares the PD budget with the council who will approve the budget	Teachers are aware of the PD budget and any opportunities that may be included in the budget (training & travel).
Adjustments to Sections 4 & 5 allocations based on increases or decreases in enrollment are sent to councils. PD Funds adjustments based on ADA changes are sent to councils.	Receives adjusted allocation for Sections 4 and 5 based on increases or decreases in enrollment from District Office. Receives PD Funds adjustments based on ADA changes from District Office.	By September 15 th or shortly thereafter, the principal will share the adjusted allocations for Sections 4 and 5. The budget is revised and approved if needed. Principals share adjustments to PD funds with the council.	Teachers are aware of changes in the budget and whether this may affect their requests/orders.
Adjustments to Sections 6 & 7 funding due to changes in ADA and projected SEEK funding are sent to the council	Adjustments to Sections 6 & 7 funding is shared with the council. This occurs due to changes in ADA and SEEK funding.	The council adjusts and approves a revised budget if needed based on changes in Sections 6 and 7 due to changes in ADA and SEEK funding.	Teachers are aware of changes in the budget and this may affect their requests/orders.

Appendix B: Funding Sources

FUNDING SOURCE	EXPLANATION	AMOUNT	DATE OF ACCESS
Staffing Allocations	Each school’s funding for staff is determined in two steps: 1. A school board formula is used to make a list of positions. 2. Then the district salary schedule is used to attach a dollar figure to each position.	Based on school board policy that must align to the school council allocation regulation (702 KAR 3:246).	Tentative allocation by March 1 each year with a final allocation by May 1 .
Section 6: Instructional Funds	Each school’s average daily attendance (ADA) for the previous year is multiplied by a fixed amount per pupil.	At least 3.5 percent of the basic guaranteed per-pupil amount. This may be adjusted during the General Assembly’s budget process. For 2019-2020, the amount may be lowered to \$100 per ADA.	Tentative allocation by March 1 each year with a final allocation by May 1 .
Section 7: Remainder of the Balance Funds	The school board makes decisions about allocating the remaining funds left over after: <ul style="list-style-type: none"> • districtwide expenses • certified and classified staff allocations to schools • minimum allocation to councils 	No set amount. School councils may make a request based on need.	May 30th each year—contingent upon the availability of funds.
Professional Development (PD) Funds	These funds support a wide range of activities to develop knowledge and skills to move all students to proficiency.	Sixty-five (65) percent of funding provided to the school district multiplied by the average daily attendance (ADA) from the prior school year.	Within 30 days of notification from the Kentucky Department of Education (KDE).
Textbook Funds	These funds can be used for instructional materials.	Based on ADA for each P-8 school.	Once the state budget is set.
Activity Funds	School general activity funds – those funds NOT raised by a school organization for a specific purpose.	Varies from school to school.	July 1 st —June 30 th

Appendix C: Additional Funding Sources

A listing of other funding sources, both from state and federal grants, which **may** be available to schools can be found below. Many of these are district programs where the district **may** provide funds and oversee the services for students.

ADDITIONAL FUNDING SOURCES	EXPLANATION
State Preschool	Four-year-olds from low-income families and 3- and 4-year-olds with disabilities are eligible for free preschool services.
Family Resource and Youth Services Center	These funds are used to address the physical and social well-being of students and their families to minimize or eliminate barriers to learning for academically at-risk students.
KETS	Education technology that meets state quality standards as part of the state-approved district technology plan
Gifted and Talented	Direct services to students who are identified as gifted and talented; seventy-five percent of this funding must be used for certified staff.
Title I, Part A	Title I, Part A provides financial assistance through state educational agencies (SEAs) to local educational agencies (LEAs) and schools with high numbers or percentages of children from low-income families to ensure that all children meet challenging state academic content and achievement standards.
Migratory Children (Title I, Part C)	Support services to help students meet challenging state standards if their families make repeated moves to work in agriculture
Neglected, Delinquent, At-Risk (Title I, Part D)	Support services to help students meet challenging state standards while in institutions for neglected or delinquent children, and also supports transition programs for those students, dropout prevention and support programs for continued education of dropouts, and those formerly in those institutions
Title II, Part A	Support strategies for improving teacher and principal quality
Title III, Part A	Language instruction and other steps to help students with limited English proficiency to meet challenging state standards
Title IV, Student Support and Academic Enrichment	Support programs that provide all students with access to a well-rounded education, improve school conditions for student learning and improve the use of technology in order to improve the academic achievement and digital literacy of all students.
Rural & Low Income (Title V, Part B)	Provides additional support for ESSA-related activities in rural districts that often lack the personnel to apply for other grants
IDEA Basic	Services needed to educate students with disabilities
IDEA Preschool	Supports preschool for children with disabilities
Perkins	Supports vocational and technical education programs
McKinney-Vento	Support for homeless children

Appendix D: Budget Ideas for Consideration

Overview of Budget Considerations in SBDM Schools

Thinking about one's budget during tough economic times is unpalatable and actually making adjustments is no easy feat. While there is not a one size fits all approach, there are five key areas to keep in mind when considering one's budget (relative to SBDM schools):

1. Prioritizing Needs;
2. Collaborating with the District's Finance Officer;
3. Linking Arms with Supplemental Programs' Personnel;
4. Intentionally Spending Section 6 Monies; and
5. Reviewing the District's Staffing Allocation and Procedures.

Prioritizing Needs

Prioritizing needs and funneling available dollars to those needs is crucial to the success of the school and the achievement of its students. Councils can look to its school's Needs Assessment for focus areas—if those are not obvious during these stressful times. The Needs Assessment requires synthesis and analysis of multiple sources of data and should reach conclusions about the current state of the school, as well as the processes, practices and conditions that contributed to that state. The Needs Assessment provides the framework for all schools to clearly identify their most critical areas for improvement that will be addressed in the planning process through the development of goals, objectives, strategies and activities in the Comprehensive School Improvement Plan (CSIP). All expenditures should be tied to needs that are determined in the Needs Assessment. Meeting the needs of the school versus focusing on its wants will have a greater impact on student achievement. When funds are tight, intentional planning makes all the difference!

Collaborating with the District's Finance Officer

SBDM councils are encouraged to work closely with the district's finance officer to review expenses and determine where funds can be more thoughtfully budgeted. One responsibility a school council has is developing the school's budget. The finance officer can play an important role in helping school council members learn how to work with a budget. Through training and consultation, council members will be better equipped to handle the distribution of school funds for programs and initiatives and can especially learn to navigate through the process with someone who has expertise in financing and budgeting.

The following are ways that the district finance officer can assist school councils:

- Help school councils follow bid statutes and regulation relating to spending educational dollars;
- Inform the school council about all statutes and regulations to follow while targeting discretionary funds to meet program needs; and
- Provide school councils with updates and balances frequently during the year.

Linking Arms with the Supplemental Program Personnel

Special supplemental programs include those programs funded with state or federal funds or grants (e.g., Title I, special education, extended school services, professional development, etc...). Special supplemental programs, depending on the district, may involve one or more people.

People who oversee special supplemental programs can assist the school council by:

- Offering to meet with the school council throughout the year to keep councils apprised of how the supplemental programs operate and how they fit into the instructional program;
- Opening communication to keep school councils informed regarding state and federal regulations and how these programs support the school's needs; and
- Providing examples of successful practices for special needs populations that are being served.

Intentionally Spending Section 6 Monies

Section 6 funds are elaborated on in [702 KAR 3:246](#) and are more commonly known as instructional funds. These funds are awarded to each school council who maintains budgeting authority. Section 6 funds should be used for instructional purposes, including, but not limited to, supplemental books and curriculum, stipends, and technology related supplies. Like all other funds available to the school, these funds should be directed towards the school's identified needs. Having an intentional plan for the expenditures ensures schools are targeting crucial areas. When Section 6 funds are allocated to a council, it is imperative for council members to understand how these funds can be used and to have a working knowledge of the school's academic goals.

Following are some of the requirements surrounding Section 6 funds:

- (1) School councils shall receive a minimum allocation of three and one-half (3.5) percent of the statewide guaranteed base funding level for Support Education Excellence in Kentucky (SEEK) based on prior year final average daily attendance;
- (2) The amount generated in subsection (1) of this section shall be adjusted at the end of the second school month for changes in average daily attendance and projected funding for SEEK.
- (3) Allocations for operating expenses, including utilities, or for health and safety requirements of schools shall not be included in the allocations required by Sections 4, 5, 7, or 8 of this administrative regulation or this section. If funds are given to a school for these purposes, the funds shall be distributed in a separate allocation.

Appendix E: Frequently Asked Questions

1. **Is the school council required to have a budget policy?**

The SBDM statute does not explicitly require a budget policy; however, the statute does require the school council to make budget decisions. It is best practice for the school council to have a budget policy or written procedures to direct its decisions.

2. **Who decides which textbooks are purchased?**

Pursuant to KRS 160.345(2)(g), the school council is responsible for determining which “textbooks, instructional materials, and student support services shall be provided in the school.”

3. **How often should school councils review school funds?**

School councils should be provided with regular financial reports that reflect amounts budgeted and all expenditures, including any encumbrances.

4. **Must councils approve every school purchase?**

School councils are not required to approve every individual purchase.

5. **Of what general rules for handling money should councils be aware?**

The following are some general rules councils should be aware of when budgeting available resources:

- Work closely with your principal and district financial officer.
- Make sure your council understands and follows your district’s policies for dealing with money.
- When discussing the use of activities funds, make sure the council understands the rules from the *Redbook*.
- KRS 160.345 (2) (g) requires the council to consult with the librarian before making the budget on the maintenance of the library media center, purchases of instructional materials, information technology and equipment needed.
- Schools should send a list of needed equipment, such as student desks, tables, chairs and upgrades to major parts of the school, to the board of education in December each year as the board sets its annual budget for facilities and maintenance. Boards won’t make these purchases until the final budget is approved, so schools should expect to receive those items during the summer.
- In a high school, understand that textbook money is not provided by the state and know how school fees and/or board funds are used each year to fill this gap. The board should build textbook funds for high school students into its budget each year and usually provides for high school textbooks from the district’s general fund.
- The money for this school year should be spent on this year’s students. Use your money to help students. Establish a cut-off date for money allocated to individuals and groups in the school to be spent. Fill other school needs with the money that

isn't spent by a certain date. Many schools have a February 1st cut-off date, so the current students truly benefit from those resources.

- Don't let your budget be a surprise; ask questions throughout the year and expect answers. This is one area where the council should operate with 100 percent of the information.
- Make sure you know your district's specific guidelines.

6. What budget advice exists for school council members?

- School councils need to have monthly reports that show where the money is going in each of their accounts. Schools/districts can do reports in MUNIS; however, this is not required. The school council should not be blindsided by problems later, because it didn't look at the monthly reports.
- School councils should see and review reports from activity funds. Persons responsible for reporting on activity funds should send a report to the school councils.
- Invite the district finance officer to your school council meeting to provide firsthand knowledge on all things financial. Personnel in charge of federal funding programs would be a beneficial resource, as well. Recognize district expertise and invite the experts to come and talk. For staffing issues and questions, ask the personnel director and/or the finance officer.
- School councils should have school council training, with up-to-date copies of regulations and statutes pertaining to budget. Start the year right with all of the budget information for your school.
- School councils should have a final financial report at the end of the year for the next year's school council.
- Think about Section 7 funds. Always have something in mind just in case there is additional funding available. Keep a needs list available.
- Aim high or dream big – you never know where funds may come from, and you have to be ready to express your dreams to someone.
- Interact with teachers and ask them about what they need. This is not always done formally, but they are your best resource to know if resources are being used in a way that directly impact students.
- Remember, the whole school council is responsible for the budget.
- Speak up if you think something is not clear. Ask questions, and know that the answers are there.

7. What is consultation?

Some of the most important decisions that a school council will make or consider relate to issues about personnel. The council must be consulted on any personnel decision. Consultation is a time to seek advice and information. Selection of personnel by the principal is completed **after** consultation with the school council. Consultation is a required policy for school councils. This policy should address how and when consultation will take place. Other items include timelines for personnel selection, interview guidelines, a review of applications and a review of references. The

consultation policy also must address situations where consultation can occur if a quorum of the school council is unavailable.

8. What are the March 1 allocations?

School districts, by regulation, are required to provide school councils a tentative allocation of funds for the next budget year by March 1, with a final allocation by May 1, each year. The staffing allocation includes the number of positions the school will be given. These regulatory allocations include all certified and classified positions that are determined by the base funding formula, which includes maximum class caps. Additionally, the allocation contains instructional and professional development funds (when available) for the school.

9. What is the maximum class size formula?

The maximum class size formula is set in Kentucky statute. Each school is allocated staff based on the following ratios:

- Primary: 24:1
- 4th grade: 28:1
- 5th – 6th grade: 29:1
- 7th – 12th grade: 31:1 and class size loads for classroom teachers shall not exceed the equivalent of one hundred fifty pupil hours per day.
- Kindergarten instructional assistants: 24:1
- Instructional leader (principal)
- Library media specialist (may be shared between two or more schools)

10. Can a school council waive maximum class size?

Any school council can waive the maximum class size once it has received its staffing allocation from the district, which is based on the statutory class size formula. The term in statute, “except for those schools which have implemented school-based decision making,” can be a bit confusing for school councils. The district funds positions (i.e. 28 teachers are funded for Wildcat Elementary); the school council determines the job classification for each of those positions (i.e. Of the 28 teachers, the council wishes to have four (4) math teachers, five (5) English teachers, etc....).

Class cap size is most questioned when it refers to primary grades. Due to Kentucky’s primary program statute, primary grades are considered ungraded. Allocations from a district are based on the premise of an ungraded program. If a school council decides to have a graded program (kindergarten, grade 1, grade 2 and grade 3), then classes may appear to be over cap size when in reality they are not.

11. What can the council decide and not decide about positions in the school?

Once the number of positions is received from the district office, the school council determines the number of persons to be employed in each job classification. The school council should look at its student population changes and needs assessment each year to determine the number of spaces, not persons in the position, needed in each job classification. School councils cannot recommend transfers or dismissals.

If the school council determines that it does not need the number of positions allocated by the district's staffing-allocation formula, it may ask the district to redistribute those positions. In doing so, the district would distribute 95 percent of the average certified teacher's salary to the school in lieu of a certified position. The remainder of the money would revert to the district general fund for possible reallocation.

A school council may also ask that a position be created by the district using the school council allocation funds commonly referred as Section 6 money. If the council has the funds for a position, the district may grant the request.

12. When can school councils interview for staff positions?

The process for interviewing teacher candidates is established in the school council's consultation policy. The policy may establish a committee for this task or council members may complete the interviews themselves. The school council (or a committee) can begin the interviewing process prior to the end of the 15-day posting. However, applications must be accepted through the 15-day period and a decision cannot be made until the posting has expired.

13. Do school councils hire staff to fill vacancies?

No, school councils are consulted concerning vacancies. The principal selects the candidate to fill the vacancies and the local central office completes the hiring process.