

SCHOOL BUDGET FAQs

For School Principals, SBDM Councils and School Budget Committees

1. What are **Equity Funds (EQTXA)** and how can they be used?

Elementary, middle and high schools receive an allocation of Section 7 funding in accordance with the Board-approved **student weighted formula**. These “equity funds” will be utilized at the determination of the school Council as additional support to address racial equity. These funds are provided by JCBE above-and-beyond the minimum budget/staffing allocations approved within the JCPS Allocation Standards.

- Equity funds are **requested in the Investment Tracking System according to the Budget Cycle timelines** and must be approved by the Assistant Superintendent. ITS for Equity funds will be closed to schools from March 3 until August 1st every year.
- Equity Funds are provided at the annual discretion of the JCBE **to supplement, not supplant, the minimum staffing levels** for schools. Therefore, **positions purchased with Equity Funds (EQTXA) may not have positions of the same job class subsequently “sold” in Flex Funds (900XN)**.
- These funds are provided at the discretion of the JCBE and are to be used to support students for the school year in which they were provided; consequently, **Equity Funds do not “carryover”**. They must be invested in the current school year to serve the immediate needs of children as authorized by the SBDM Council and approved by the Assistant Superintendent.
- These funds may be **used to address racial equity goals** such as: close achievement/opportunity gaps, provide access to more rigorous academic programs, provide access to extra-curricular opportunities, improve culture/climate, expand the school’s social/emotional resources, provide additional health or community services, reduce behavior concerns or other racial equity goals identified by the school.
- **Strategies** for use of Equity Funds may include: additional staffing, extended time for staff, contract services for educational resources, field trip travel/admissions, supplemental books/supplies, education software, allowable student clothing, dues/fees for academic leagues, student awards/recognitions, professional development registrations/travel, professional development contract services, and other expenses allowable by model procurement and state law (Redbook).
- By state statute, the use of Equity Funds and all flexible General Funds fall under SBDM authority and, therefore, **requires SBDM consultation**.

2. What is **carryover** and how do I know my school’s carryover amount?

“Carryover” is flexible General Funds remaining from the previous year that is permitted to carry into the new year. The carryover process is the discretion of the JCBE and not required by law. JCPS schools have the advantage of using the carryover process so that school leadership to be more efficient with funds and better prepare for projects that extend beyond a single year. However, large annual carryovers may be reflective of schools not investing their valuable tax-payer dollars in the current students for which those funds were provided. Carryover amounts greater than \$100,000 should be reviewed to assure the school is investing all available funds in their current students.

SBDM Councils should have an idea of the school’s carryover if the SBDM Chairperson is providing a monthly Budget Report that includes the revised budget, actuals (expenses) and available (remaining). At the end of each school year, Budget will reduce a school’s carryover by any expenses that are the school’s responsibilities such as: encumbrances for purchases made by the school, teacher overages, and negative line items in either the school’s flex codes or the school’s Add On codes.

3. What do we mean by flexible codes and **what are the flexible codes**?

Section 6 allocation is a school’s flexible code; schools may access flexible codes in order to make budget transfers from one flexible code to another flexible code. In general, these are payroll codes and operational codes. The flex codes are identified by the project number 900XF (900XS for special schools).

- Schools may **transfer** among Operational projects for the current year from **Aug 1st through June 30th**.
- Only allocations in projects 900XF and 900XS “**carryover**” into the new year.
- **Principals are required to monitor** and control funds that are allocated to flexible codes. A general ledger inquiry, YTD (year-to-date) budget report, can be utilized to give a comprehensive picture of the status of these codes at any time. It is important that school administrators have a system that ensures oversight and control of these codes with regular checks on the financial status of their budget throughout the fiscal year.
- **Overspending** in flexible salary codes are possible most notably in the payroll codes that are not full-time salaries (such as overtime, extended time, part-time temporary, stipends, etc.). Additionally, there are other operational codes that may have expenses posted that are legitimate costs to the school but are posted by other JCPS Departments (e.g., postage, printing, and employee badges).
- The review of flex budget status should occur at least once each month and a **monthly financial report** of all flexible focus funds (900XF) shared with school-based council.

4. May a school **add positions** after the school year has started?

Yes, schools may add positions at a cost to the school during the school year.

Schools may purchase positions as long as the school has adequate funds in their Section 6 new-year allocation to pay for the position. School may not use carryover to buy a position. For any position purchased, the completion of a Section 4 and 5 Staff Change request Form signed by the SBDM Council is required.

5. May a school **delete a vacant certified position**?

Yes, as long as the position is truly vacant and falls within the SBDM Council’s authority. Schools may not delete positions from March 15th until after the second school allocation event (typically on the 5th or 10th student day). The school can be reimbursed for deleted positions on a prorated basis. The staffing levels of Special Schools falls under the authority of program directors or a designee of the Superintendent.

- For a certified **position to be considered vacant**, it cannot have: a temporary appointee in the position; a substitute covering the position; an employee pending certification; an employee on a short-term leave.
- If a certified teacher position is deleted, then there is a **no sub** teacher provided by the District.
- The completion of a **Section 4 and 5 Staffing Change Request Form** signed by the SBDM Council is required for a position deletion for job positions under council purview.
- The Human Resources Department has the authority to approve or deny the personnel to be overstaffed, but council still has authority over the actual staffing levels within the established dates in the Budget Instructions and stated in this document.
- Schools may not sell positions in the add-on list (project 900XA).

6. May a school **delete a vacant classified position**?

Yes, if the position is vacant and falls within the SBDM Council’s authority. Schools may not delete positions from March 15th until after the second school allocation event (typically on the 5th student day).

- The completion of a **Section 4 and 5 Staffing Change Request Form** signed by the SBDM Council is required for a position deletion for job positions under council purview.
- The Human Resources Department has the authority to approve or deny the personnel to be overstaffed, but council still has authority over the actual staffing levels within the established dates in the Budget Instructions and stated in this document.
- Schools may not sell positions in the add-on list (project 900XA).

7. Will **unused salary** budgets carryover into the new year?

No. JCPS school staff allocations are budgeted according to average salaries. Unused allocations will not carryover in any accounts other than 900XF or 900XS. School administrators and councils should refer to items 3 and 4 above for deleting “cashing in” vacant positions.

8. May schools make changes in non Site-Based **Additional Programs (Add-On) Budgets**?

The add-on allocations cannot be changed by the school. The add-on supply codes for ESL and ECE programs remain in the add-ons and must be used for supplementary needs of those particular programs. In order for

existing programs to receive additional Add-On funds, the request must be discussed with the Superintendent by the pertinent administrators overseeing the program (ECE, ELL, Athletics, etc.).

9. What are the standards and rules for **subs for classified staff due to vacancies or absences?**

Schools are responsible for the cost of a short-term classified absence (such as a one-to-five-day illness) of classified staff. Schools are not responsible for the expenses in the following classified sub codes and should not budget anything in them:

- **KINDERGARTEN INSTRUCTIONAL ASSISTANT** - xxx1012 015091 900XF
Rationale: The Kindergarten instructional assistants are a required allocation, and no sub costs should be a school expense.
- **ECE INSTRUCTIONAL ASSISTANT (ALL SCHOOLS)** - xxx1121 015091 900XF (or 900XS for special schools)
Rationale: ECE Assistants are required via students' IEPs, Individual Educational Plans. Schools should first contact ECE Department to receive access to this code.
- **SUB CUSTODIAN (ALL SCHOOLS)** - xxx1087 015062 900XF (or 900XS for special schools)
Rationale: Sub custodians are now paid by Housekeeping Department. If there is a profit for the school (auditorium rental), then the proceeds of the event must cover extra sub costs.
- **LONG-TERM SUB CLERK OR LOA** - ALL SCHOOLS - xxx1077 015031 900XF, sub clerk, or xxx1077 015080 900XF, sub lunchroom assistant (or 900XS for special schools)
Rationale: For a short period of school employee absence, schools should be able to sustain normal office activity without a sub. However, if there is a need for a sub that is a longer period of time, then the principal can contact the Executive Director Budget for prior approval of reimbursement of related expenses of the classified sub for an extended period of time.

10. What process does a school use to **supplement funding of a position not fully funded by special programs** such as Title I when funds are not adequate?

The school will need to purchase the additional percentage with the Site-Based Budget to make the position either 0.50 (part-time) or 1.00 (full-time). Example: If Title I provides funds for .30 of the position, the school must purchase the remaining .70 with funds from the Site-Based Budget. The school would have to indicate the purchase on a Section 4 and 5 Staff Change Request Form.

11. May a school hire **retired personnel**?

Yes. Contact Human Resources for guidelines. Retired teachers purchased as part-time regular. Schools may have to pay for the KTRS contribution of full-time retired teachers which is significantly greater than non-retired teachers.

12. Where is our **at-risk fee waiver** money?

These funds have been allocated for you in the following code: xxx1727 0675 900XA. The Accounting Department will automatically transfer the available budget of the account code to each school's activity bank account.

13. Why would MUNIS **not allow a transfer** even though there is sufficient money in the code?

The code must be a flexible code (project number 900XF or 900XS) for schools to make transfers. Additionally, transfers for the flex codes are also not available from March 15th through August 1st.

14. Can an employee's **workday be extended**?

Yes, but no more than 8 hours per day and the school must pay for the added cost from a flexible code. Please submit Sections 4 and 5 SBDM Staffing Change Request form. Additionally, no change can be made to extend the workday of any position after September 1st. Otherwise, the school may be required to pay for the additional time via extra service (i.e., extended time or overtime).

Note: The **work-year may not be extended**; however, schools may allocate funds for extra service using their flex codes or a designated supplementary allocation.

15. Are **class-size overage** costs paid by the District or the school?

Class-size overage costs (teacher stipends or instructional assistants) are only paid by the District for some (not all) elementary schools. **Middle schools and high schools pay for their own class-size overages.**

Overages are reported in a school-specific code **xxx1119 011327 Q16XA** (letter Q).

District assistance is available for **elementary schools** that have the optimal number of teachers and the optimal number of homerooms. Directions are provided to principals by Human Resources each year, typically in September. It is important to note that the applicable additional costs referenced here are indelibly linked to the contractual union agreement. Questions regarding employee eligibility for this compensation must be referred to Human Resources.

The **optimal number of teachers and homerooms** is determined by using the 5th day enrollment projections (not including ECE self-contained) provided by the *JCPS Geographic Information Systems (GIS)*-- formerly, "JCPS Demographics"-- Department. The enrollment projection is divided by 24 since that is the standard by which elementary schools receive their funding. The resulting number (the quotient) is both the optimal number of teachers and the optimal number of homerooms. The actual classroom size may actually be a higher student number than 24 based upon student ratio limits stipulated in the current labor contract language. This gives schools more flexibility while still being funded at a higher level.

16. Are class-size overage costs paid by the District or the school if the **overage is caused when a teacher was absent and there was no sub** teacher available?

These expenses are eligible to be paid by the District. Please contact the Executive Administrator Budget for directions on the proper account code and/or reimbursement process.

17. What are the **safety margins** for adjustments to staffing allocations in August?

Positive adjustments in August will be based upon the new optimal teacher number rounded upwards to the nearest 0.5 for elementary schools and to the nearest 0.1 for middle and high schools. However, a loss of enrollment between February projections and August projection could result in a loss of teacher allocation. The school is protected for a loss of **0.5 teacher**. A loss of enrollment at the Kindergarten level from February projections to August could also result in a loss of Kindergarten Instructional Assistant allocation. Section 6 funding can also be adjusted based on a change in enrollment. There is no safety net for elementary itinerant teacher allocations.

18. What are the adjustments to occur based upon **enrollment changes later in the year**?

There are no mid-year adjustments for staffing allocations and state statute does not make such provisions. However, elementary class capacity issues will be addressed as previously described in this document.

19. Is there a **Finance policy regarding the student enrollment projections** used in February and August?

Yes. First, Finance is bound by Board Policy (Comprehensive Calendar), District priorities related to the assignment of students, EPSB Code of Ethics, and decades of past practice to adhere to the current process. Specifically, Finance will continue to use enrollment projections provided by the Brent West in the *JCPS Geographic Information Systems (GIS)*. Secondly, the final August numbers provided by JCPS GIS Department are meant to be a projected number of students through the end of the first pupil month. Thirdly, the current process ensures consistency to all schools. Fourthly, the current process insures one of the top priorities of Finance within Jefferson County Public Schools. We intend to ensure that the money follows the students as far as state statute and the district timelines allow.

20. Since student enrollment projections in January and August impact the school's budget so drastically, who do I contact if I have **an issue with student numbers** projected for a school?

A principal should contact Brent West in the JCPS GIS Department as soon as the issue with student numbers becomes apparent. Enrollment projections should be reviewed by the principal as soon as they are provided in the Fall/Winter of the preceding year.

21. Is there a **custodial supply** add-on code for schools?

As of July 1st, 2017, there is no longer a supply code needed for schools in order to buy custodial or building supplies. The purchasing and delivery of these items are now centralized and handled by the Housekeeping Department.

22. May schools convert, buy, or **sell custodial staff**?

No. As of July 1st, 2017, custodial staff levels have been centralized per Board authorization, and councils do not have access to decisions on staffing levels for those positions. This includes custodians, lead custodians, and plant operators.

23. What funds are available for **new classroom start-up costs** like a teacher desk, student desks, book shelves, etc.?

For the opening of new classrooms **due to student enrollment increase**, there is a formal process for requesting funds for student furniture and other classroom start-up costs where school enrollment has increased in an unprecedented manner. Contact the Executive Administrator Budget for further details.

24. What are the requirements of the General Fund **textbook allocation**?

Schools decide how to use their textbook allocation and JCPS requires all schools to submit a Textbook Plan. Textbooks expenditures on “basal” materials-- serving as a primary means of instruction-- are regulated by [KDE Textbooks and Instructional Materials](#) and state law [KRS 156.445\(1\)](#). These expenses have a funding code xxx1118 0644 900XF. For specific questions and approval on budget transfers, contact Tammy Thompson in the Library Media Services Department.

25. What are the requirements for **teacher budget allowances** at a school?

There is no state statute, regulation, or Board policy that obligates a council to provide a teacher allowance. State regulation (702 KAR 3:236, Section 6) is explicit that Section 6 funds fall under council purview. The optional practice of a school council providing a teacher allowance is strictly an operational procedure decided on by the council. All purchases made at a particular school are owned by the school and are to be used for the support of the students.

26. Are **case-load overage** costs related to ECE teachers covered by the District?

Yes, when the number of ECE students exceed the optimal number of ECE teachers provided by the District. Please contact Mariann Arnold in ECE (mariann.arnold@jefferson.kyschools.us) as soon as you are aware of a caseload overage. Ms. Arnold’s confirmation of the case-load overage will be the first step in the school receiving a reimbursement for these expenses. The ECE Division provides an annual memo about the process, the account code to use, and the correct payroll submission.

27. What are the usages of **ECE Supply add-on** allocation?

Each year, the following resource/special class units receives \$540 for supplies for their ECE students (Autism, EBD, LBD, LD/R, HI, MSD, OI/OHI, Social Communication, and VI). This does not include Vision and Hearing Impaired *Itinerant* teachers and Speech-Language Pathologists as they receive supply funds directly from the ECE department. This allocation is provided to the school based on ECE Teachers paid from both General and Federal funds. The \$540 per unit should be used only for supplementary costs of ECE students which are expenses over and above any expense that might pertain to a regular instruction student. The ECE add-on supply allocation (xxx1121 0610 900XA) is not required to be an ECE teacher allowance, and it is not a best practice for them to be considered as such. However, the funds should be used only for supplementary costs to implement the IEP of ECE students which are expenses over and above any expense that might pertain to a regular instruction student. Best practice is for schools to work collaboratively with the ECE teachers in their buildings to determine, perhaps at the onset of the school year, what the specific ECE supply needs are going to be. An extremely poor practice would be for schools to be charging the code with the expenses that non-ECE students would also have. In other words, ECE supplies should be spent on supplies particular to special ECE needs. Needs that are common to all students (copy paper, regular custodial supplies, glue, pencils, etc.) are already provided for in the non-ECE allocations (in project 900XF or 900XS). A school is allocated additional funds for each ECE student for office supplies, custodial supplies, and Section 6 operational allocations just as any other student in the school, and those allocations are not in the ECE add-on supply code. In short, the ECE supply code is for expenses related to needs beyond the typical student needs. If a school is using the ECE supply funds for typical expenses that pertain to *any* student, then that school is being an extremely poor steward of funds. Additionally, schools need to ensure that they use all of these funds in the year received since they do not carryover into the subsequent year. Again, it would not be a best practice for these funds to be considered a teacher “allowance.” However, we cannot over-emphasize the importance of ECE faculty being

included in the process by which these funds are used. Any school that excludes ECE faculty from such a process is not pursuing a collaborative model that is supported by Finance and endorsed by findings in the state audit. All transfer requests for ECE supplies, with the exception of 0650 for printer cartridges, have to get approval from the ECE office as follows:

- Elementary schools – John Roberts – John.roberts@jefferson.kyschools.us
- Middle schools – Angelique Scherer – Angelique.scherer@jefferson.kyschools.us
- High Schools – Boyd Gudgel – Boyd.Gudgel@jefferson.kyschools.us

28. What are the primary project numbers supporting **ECE Schools** in General Fund?

Accounts codes with project 900XS represents flex budget. The budgets for these account codes are established by each principal of a particular school at the onset of the budget cycle. In late July of the year being budgeted, these codes are again available for the state agency sites to be able to transfer between the codes as needed. Account codes with project ECEXN represent non-flex budget. The budgets for these account codes represent the special program components of the State Agency sites that define the particular financial needs of each school. These budgets do not have ultimate flexibility in as much as budget changes cannot occur without formal processes being pursued through the Budget Department. Additionally, project 900XA represents special allocations for specific program and operational needs. Contact the Budget Department for further details regarding projects ECEXN and 900XA.

29. What are the primary project numbers supporting **State Agency** in General Fund?

Accounts codes with project 103X represents flex budget. The budgets for these account codes are established by the principal of the program at the onset of the budget cycle. In late July of the year being budgeted, these codes are again available for the state agency sites to be able to transfer between the codes as needed. Account codes with project 103XA represent non-flex budget. The budgets for these account codes represent the special program components of the State Agency sites that define the particular financial needs of the program. These budgets do not have ultimate flexibility in as much as budget changes cannot occur without formal processes being pursued through the Budget Department. Contact the Budget Department for further details.

30. What are the primary project numbers supporting **Special Schools** in General Fund?

Accounts codes with project 900XS represents flex budget. The budgets for these account codes are established by each principal of a particular school at the onset of the budget cycle. In late July of the year being budgeted, these codes are again available for the state agency sites to be able to transfer between the codes as needed. Account codes with project SPCXN represent non-flex budget. The budgets for these account codes represent the special program components of the State Agency sites that define the particular financial needs of each school. These budgets do not have ultimate flexibility in as much as budget changes cannot occur without formal processes being pursued through the Budget Department. Additionally, project 900XA represents special allocations for specific program and operational needs. Contact the Budget Department for further details regarding projects SPCXN and 900XA.