Raymondville ISD, it all starts here.

Budget Manual

Budget Manual

What is a Budget?

- A process of allocating resources to prioritized needs of a campus and/or district
- A product of the campus and district planning process
- A valuable tool in the planning and evaluation process
- The link between instruction and financial planning

Legal Requirements

- State Law - TEC 44.002 through 44.006
  - Superintendent shall prepare budget
  - Budget must be prepared by June 19th
  - President of Board must call public hearing
  - No funds must be expended until adoption
  - Budget must be prepared in accordance with GAAP (accounting practices)
  - Budget must be adopted before the tax rate
- TEA Requirements
  - Budget must be adopted by Board by June 19th
  - Minutes must reflect all Budget adjustments
  - At a minimum, the General Fund, Food Service Fund and Debt Service Fund must be adopted
  - Budget must be filed with TEA through PEIMS
  - Budget must be amended before exceeding function

What Time Period Does the Budget Cover?

- Fiscal Year – July 1st through June 30th

What factors determine how much money we receive?

- Number of students
- Student Average Daily Attendance (average of entire school year)
- Number of students served in special programs
  - Gifted and Talented
  - Special Education
  - Compensatory Education - At Risk
  - Bilingual/ESL
  - Career and Technology

Budget Process Overview

Three major phases: planning, preparation, and evaluation

- ✓ Planning defines the goals and objectives of the campuses
- ✓ Budgetary resource allocations are the preparation phase of the budget
- ✓ Evaluation typically involves an examination of:
  - How the funds were expended
  - What outcomes resulted from the expenditure of funds
  - To what degree these outcomes achieved the objectives stated in the planning process
  - The evaluation process determines the following year's budgetary allocations

The budget process is part of a continuous cycle of planning and evaluation to achieve campus and district goals

The district's mission statement and goals should be the foundation to budget planning, preparation and evaluations.

Raymondville I.S.D.'s Mission Statement, Objectives and Goals

Mission Statement:

Policy AE

The mission of the Texas public education system is to ensure that all Texas children have access to a quality education that enables them to achieve their full potential and fully participate now and in the future in the social, economic, and educational opportunities in our state and nation. That mission is grounded on the conviction that a general diffusion of knowledge is essential for the welfare of Texas and for the preservation of the liberties and rights of Texas citizens. It is further grounded on the conviction that a successful public education system is directly related to a strong, dedicated, and supportive family and that parental involvement in the school is essential for the maximum educational achievement of a child.

Board Objectives:

Policy AE

- OBJECTIVE 1: Parents will be full partners with educators in the education of their children.
- OBJECTIVE 2: Students will be encouraged and challenged to meet their full educational potential.
- OBJECTIVE 3: Through enhanced dropout prevention efforts, all students will remain in school until they obtain a diploma.
- OBJECTIVE 4: A well-balanced and appropriate curriculum will be provided to all students.
- OBJECTIVE 5: Educators will prepare students to be thoughtful, active citizens who have an appreciation for the basic values of our state and national heritage and who can understand and productively function in a free enterprise society.
- OBJECTIVE 6: Qualified and highly effective personnel will be recruited, developed, and retained.
- OBJECTIVE 7: Texas students will demonstrate exemplary performance in comparison to national and international standards.
- OBJECTIVE 8: School campuses will maintain a safe and disciplined environment conducive to student learning.
- OBJECTIVE 9: Educators will keep abreast of the development of creative and innovative techniques in instruction and administration using those techniques as appropriate to improve student learning.
- OBJECTIVE 10: Technology will be implemented and used to increase the effectiveness of student learning, instructional management, staff development, and administration.

Board Goals:
Policy AE

The academic goals of public education are to serve as a foundation for a well-balanced and appropriate education. The students in the public education system will demonstrate exemplary performance in:

- GOAL 1: The reading and writing of the English language.
- GOAL 2: The understanding of mathematics.
- GOAL 3: The understanding of science.
- GOAL 4: The understanding of social studies.

Education Code 4.001, 4.002

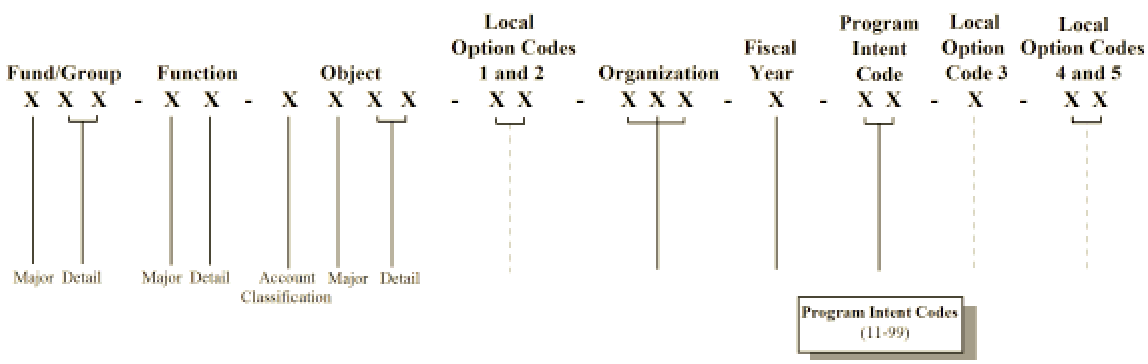
Roles and Responsibilities in the Budgeting Process

- District-wide
  - Must comply with federal/state laws and local board policies
  - Must ensure that all resources are reflected in the District/Campus Improvement Plans
  - Must ensure that all students are served
  - Must ensure that all students in special programs are served in accordance with TEC
- Campus Principal and Assistant or Associate Principal(s)
  - Acts as budget manager for the school
  - Reviews preliminary budget prepared by campus/department Administrator
  - Evaluates staffing needs based upon enrollment projections
  - Finalizes the campus budget and submits to the Superintendent
- Central Office Administrators
  - Review of staffing needs (Personnel)
  - Review of special program compliance (Special Program Administrator)
  - Review of Campus Plan and budgets to ensure compliance with District Plan (Curriculum)
  - Review of budgets to ensure fiscal compliance (Business Manager)
  - Provide budgetary guidance to campus and department staff
- Superintendent
  - Conducts final review of campus budgets
  - Submits proposed budgets to the School Board
- School Board
  - Reviews campus budgets for compliance with district goals
  - Conducts budget public hearings
  - Adopts the official budget

Financial Accountability System Resource Guide or FASRG

- ✓ Created by TEA
- ✓ 11 Modules: FAR (Financial Accounting & Reporting), Budgeting, Purchasing, Auditing, SBDM, Accountability, Data Collection, Management, SCE, GASB 34, and Dropout Audit
- ✓ FAR - Contains all account codes
- ✓ Account codes are uniform throughout the state, except for locally defined codes
- ✓ Chart of Accounts for Raymondville I.S.D. - (Appendix A)

The Code Structure



Account Code Determination

Fund	**How the expenditure is financed?**
Function	**Why the expenditure was made - the purpose?**
Object	**What was purchased?**
Sub-Object	**Optional use for greater detail accounting**
Organization	**Where is the beneficiary of the expenditure located?**
Fiscal year	**In which fiscal year did the transaction occur?**
PIC	**What is the intent of the program provided to students?**
Optional Codes	**Three-digit code - optional use for greater detail**

Common Fund Codes

General Fund	**199**
GT Fund	**161**
State Comp Fund	**162**
Bilingual Fund	**163**
Career & Tech Fund	**164**
Special Ed Fund	**166**
Title I, Regular	**211**
Title I, Migrant	**212**
Carl Perkins	**244**
Title II – Part A, Class Red.	**255**
IDEA – Formula	**313**

- **Helpful Hint:**
  - 1xx - General Funds
  - 2xx-3xx - Federal Funds/Grants
  - 4xx - State Funds/Grants
  - 5xx – Debt Service
  - 6xx – Capital Projects

Function Codes - Campus Related

Instruction	11
Library & Media Services	12
Staff Development	13
Campus Administration	23
Counseling Services	31
Health Services	33
Co/Extra-curricular	36
Community Services	61

Object Codes

- Salaries - **6100's**
  - 6112 Substitute Teachers (not aides)
  - 6119 Professional Staff Salaries
  - 6129 Support Staff Salaries
- Contracted Services - **6200's**
  - 6219 Professional Services (Per Govt. Code: Architects, Engineers, etc)
  - 6249 Repairs
  - 6239 Education Service Centers
  - 6291 Consultants (Best Practices, Strategic Planning, etc.)
  - 6299 Other Contracted Services
- Supplies - **6300's**
  - 6329 Reading Materials, Library Books
  - 6339 Testing Materials
  - 6399 Supplies
- Travel & Misc. Expenditures - **6400's**
  - 6411 Staff Travel
  - 6412 Student Travel
  - 6419 Non-employee Travel
- Equipment - **6600's**
  - 6639 Equipment with unit cost> $5000

Organization Codes

- Campuses
  - 001,004 High School, ROAA
  - 041 Middle School
  - 102, 105 Elementary
- Departments
  - 7XX through 9XX

Program Intent Codes

- 11 Basic Program
- 21 Gifted and Talented
- 22 Career & Technology
- 23 Special Education
- 24 Accelerated Education
- 25 Bilingual & ESL
- 29 DAEP
- 31 High School Allotment
- 91 Athletics & Related Activities
- 99 Undistributed

Examples:

~ Gifted and Talented supplies for the elementary students:

161-11-6399-00-102-0-21-000

Notes: Most campus funds are in the General Fund (199), the purpose is direct student instruction (11), supplies are being purchased (6399), the elementary campus 3-digit code assigned by TEA is 102, the fiscal year is 2011-2012 (General Fund – 0), and the intent is to serve GT students (PIC 21).

~ Staff development travel expenses for the special education teachers at the High School:

166-13-6411-00-001-0-23-000

Notes: Most campus funds are in the General Fund (199), the purpose is staff development (13), the expense is for travel expenses for staff (6411), the secondary campus 3-digit code assigned by TEA is 001, the fiscal year is 2011-2012 (General Funds – 0) and the intent is to serve Sp. Ed. students (PIC 23).

~ Repairs to the High School principal's computer High School:

199-23-6249-00-001-0-99-000

Notes: Most campus funds are in the General Fund (199), the purpose is campus administration (23), the expense is for repair expenses (6249), the secondary campus 3-digit code assigned by TEA is 001, the fiscal year is 2011-2012 (General Fund - 0), and the intent is undistributed - no specific set of students (PIC 99).

~ Training for bilingual parents at the elementary school:
163-61-6419-00-105-0-25-000

Notes: Most campus funds are in the General Fund (199), the purpose is parental involvement (61), the expense is for non-staff travel expenses (6419), the elementary campus 3-digit code assigned by TEA is 105, the fiscal year is 2011-2012 (General Funds - 0), and the intent is bilingual students (PIC 25).

~ Supplies for the Title I Summer School program at the elementary school:
211-11-6399-00-102-2-30-000

Notes: The summer school program is an approved Title I activity (211), the purpose is direct student instruction (11), supplies are being purchased (6399), the fiscal year is 2011-2012, and the intent is to serve at-risk students school wide - (PIC 30).

Meeting the Needs of Special Populations

- Texas Education Codes:
  - TEC 42.151 Special Education
  - TEC 42.152 Compensatory Education
  - TEC 42.153 Bilingual/ESL
  - TEC 42.154 Career & Technology
  - TEC 42.156 Gifted and Talented
- Legal Requirements for all special populations -(Appendix B)
- State Compensatory Education - legislative requirements (Appendix C)
- District and campus improvement plans must address each special program population and the strategies and resources needed to meet their respective needs.

Preparing and Submitting a Campus Budget

- ✓ Review the District Improvement Plan and Goals
- ✓ Prepare a Needs Assessment for all student populations for the Campus
  - Review the AEIS and Accountability Reports for the Campus
  - Review PEIMS Student, Staff and Budget Data
- ✓ Update the Campus Improvement Plan

- ✓ Review the Budget Timeline (Appendix D) - schedule budget training as needed to meet all deadlines
- ✓ Ensure that the campus plan and the campus' proposed budget are "linked", i.e. all strategies listed on the campus plan should be included in the proposed budget if a cost for staff, supplies, travel, etc. will be incurred
- ✓ Determine if any program and/or master schedule changes will be implemented during the next school year
- ✓ Determine the staffing needs for the upcoming school year - submit requests for
- ✓ new staff positions to the Business Manager
- ✓ Obtain the campus allocation from the Business Manager
- ✓ Complete the budget request forms and submit to the Business Manager
- ✓ Budget for fixed costs such as copier rentals/leases, contractual obligations, ESC commitments, etc.
- ✓ Ensure that special program funds are budgeted for all special populations represented on the campus
- ✓ Prepare and submit a prioritized list of major projects - to include costs associated with proposed new programs, buildings renovations, fixed assets (equipment with a unit cost> $5000) , and technology projects
- ✓ Review a Staff FTE Report for the campus - to include all professional and paraprofessional staff with Business Manager
- ✓ Ensure that all Staff FTE's and expenditures, for at least the State Compensatory Education (SCE) program, are clearly indicated on the campus plan (Sample Exhibit E)

Monitoring the Budget

- Financial reports are available via the Skyward system at all times
- Periodic monitoring (at least monthly) should be conducted with the campus/department Administrator
- The timing of planned expenditures should be noted and documented - the campus plan timelines should aid in this process
- Budget resources should be realigned as the need arises due to changes in the instructional program and/or campus plan

Amending the Budget

- Budget amendments are mandated by the state when funds are moved from one functional area to another - these amendments require Board approval. Adequate planning is required since the School Board meets once per month. (Appendix F)
- Budget transfers (within functional areas) - may be initiated by a campus principal or director as the need arises. The Business Manager shall approve and record budget transfers on a timely basis.
- An In-House Budget Transfer is submitted through the Skyward System.

Evaluation of the Budget - at year-end

- As part of the campus planning process, the budget should be reviewed at year-end to determine if:
  - The campus used its resources to meet the district goals
  - The campus used its resources to meet the campus goals
  - The campus used its resources to serve all student populations
  - The campus used its special program allotments for special education, gifted and talented, etc. to supplement the basic instruction for all identified students
  - The campus realigned its resources as needed during the school year to meet the changing needs of the students
  - The campus should consider adding and/or deleting program.

Budgeting for Staff

- Salaries are budgeted based on what the person does, where the person does it, and who the person serves.
- The key to budgeting for campus staff is the master schedule and/or staff roster.
- Staff full-time equivalents (FTEs) are compiled based on the master schedule or staff roster.
- Number of staff may be determined by:
  - Type of master schedule
    - Block or traditional
  - Student to Teacher ratio - Staff Allocation Formula (Sample Appendix G)
  - Specialized courses, such as Advanced Placement (AP)
  - Other instructional strategies such as co-teaching, inclusion, and pull-out programs
- The PEIMS Staff Data profiles (submitted in the fall PEIMS submission) should be checked carefully to ensure that the payroll and responsibility data match (Appendix H)
- Pay Increases – Based on the following Scales/Plan
  - Administrators – Equity Plan
  - Professionals- TASB Pay Scale
  - Hourly – TASB Scale (Pay Grades)

Instructional salaries:

- Salary expenditures should reflect the percentage of time per population of students served
- Example in an 8-period day: 4 classes of Resource English and 4 classes of English II result in:
- 166-11-6119-00-001-0-23-000 50%
- 199-11-6119-00-001-0-11-000 50%

Extra-curricular salaries:

- Coaching, spirit team sponsors, and other activities that support athletics

- Teaching time is charged to function 11 if students earn credit for the course(s)
- If no credit is awarded, then function 36 should be used, with a PIC of 91
- Extended days before and/or after school starts should be coded to function 36 with a PIC 91
- Coaching stipends are charged to function 36, with a PIC 91
- Teacher/Coach
- Example: A teacher/coach teaches two History classes, two 9th grade PE classes, and two non-credit 12th grade boys athletic periods and receives a $5000 coaching stipend:
    - 199-11-6119-00-001-0-11-000 67%
    - 199-36-6119-00-001-0-91-000 33%
    - 199-36-6119-00-001-0-91-153 $5,000

Extra-Duty Pay - Tutoring:

- Extra duty pay is paid from the appropriate account based on the type of staff and the duties performed
  - Tutoring is generally for at-risk students
  - If a teacher tutors, then the account could be:
    - 161-11-6118-00-001-0-30-000
    - 211-11-6118-00-001-0-30-000
  - If PIC 30 is used, then all students tutored must be identified at-risk, otherwise the appropriate percentage should be used
  - If an aide tutors, then the account could be:
    - 161-11-6121-00-001-0-30-000
    - 211-11-6121-00-001-0-30-000

Administrative Salaries:

- Time spent on specific job
  - Example: Counselor/Asst. Principal
    - 199-31-6119-00-001-0-99-000 50%
    - 199-23-6119-00-001-0-99-000 50%
- Time spent at specific location
  - Example: Assistant Principal at two schools
    - 199-23-6119-00-001-0-99-000 50%
    - 199-23-6119-00-041-0-99-000 50%

Substitute Salaries:

- Based on teacher being covered
  - Example: Special Education Teacher at HS
    - 166-11-6119-00-001-0-23-000
    - 166-11-6112-00-001-0-23-000 (Substitute)

Other Salaries:

- Time spent on specific job
  - Example: 50% custodian & 50% bus driver
    - 199-51-6129-00-001-0-99-000 50%
    - 199-34-6129-00-934-0-99-000 50%
- Time spent at campus or location
  - Example: Nurse works 3 days at an Elementary & 2 days at a Middle School
    - 199-33-6119-00-105-0-99-000 60%
    - 199-33-6119-00-041-0-99-000 40%

Budgeting for Federal Funds

- Types of federal grants
  - Formula funding (entitlements)
    - Title I Regular & Migrant
    - Title II, Part A
    - Title III, Part A
  - Discretionary grants (competitive & non-competitive)

- How to compile and submit a grant application
  - Compile a comprehensive needs assessment
  - Involve required stakeholders:
    - Private school consultation is required - Title I
    - The NCLB Consolidated Application for Federal Funding requires the date that parents were involved in evaluating the parental involvement program (Title I)
  - Identify strategies & planned activities
  - Identify planned expenditures (budget)
  - Identify program coordination, professional development, parental involvement, equitable access activities and compliance
- NCLB Consolidated Federal Grant Application - complete via e-Grants
  - Title I, Part A, Regular
  - Title I, Part C, Migrant
  - Title III, Part A, LEP
- Obtain approval from TEA - NOGA
  - No obligations may be made prior to the starting date of the grant
  - No funds may be used to pay for goods or services received after the ending date of the grant
- Comply with Grant Requirements

- Program evaluations
- Financial expenditures & reporting

➢ Two types of Title I Programs
- Targeted assistance campus
  - Funds are used to provide services only to a select group of students
  - Requires 8 basic components (Appendix I)
- School-wide campus
  - Funds are used for the entire educational program
  - Requires 10 basic components (Appendix I)

➢ NCLB Requirements:
- Reservation of funds:
  - To serve homeless students
  - 1 % for parental involvement (> $500K)
  - 5%-10% for staff development (if all teachers are not Highly Qualified)
  - Refer to (Appendix J)
- Serve eligible students in private schools
- Staff must meet Highly Qualified guidelines
- Written parental involvement policy

➢ Fiscal Requirements:
- Maintenance of Effort
  - Maintain fiscal effort with state and local funds - not less than 90%
- Comparability
  - In multiple attendance areas, Title I campuses must receive the same level of services from state and local funds as non-Title I campuses
- Supplement not Supplant
  - Title I funds must be used to increase the level of funding - they may not replace state or local funds

➢ Helpful websites:

eGrants:
- http://www.tea.state.tx.gov/About_TEA/egrant/index.html

Division of Formula Funding:
- https://tea.texas.gov/Finance_and_Grants/State_Funding/

Division of Discretionary Grants:
- https://tea.texas.gov/grants/

Acknowledgements

A substantial amount of information presented in this Budget Manual was extracted from TEA's Financial Accountability System Resource Guide (FASRG). The FASRG in its entirety is located on TEA's website at:
https://tea.texas.gov/Finance_and_Grants/Financial_Accountability/Financial__Accountability_System_Resource_Guide/_