
*Updated* March 2016

Gerald Pace, J.D., Chief Financial Officer
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Kris DeCato, J.D., Director Procurement & Risk Management
Shannon Gordon, Sr. Director Financial Planning & Budget Services
March 2016

TO: School Leaders
FROM: Gerald J. Pace, J.D., Chief Financial Officer
RE: 2016-17 Financial Tools Handbook

The updated 2016-17 Financial Tools Handbook serves as a user-friendly summary of key financial management information and resources. The handbook is a tool you can access online anytime and use all year to find practical information and useful answers to a variety of financial management issues. The online version has helpful links that allow you to use the most up-to-date information and forms. Best practices, definitions, and more detailed explanations have been included to help you understand the importance of the work you do and how it can impact student success. You can also find more detailed information on all of these topics on mConnect.

Student enrollment drives resources. Over-enrolling and under-enrolling both present their own set of unique challenges. All planned expenditures must comply with district policies, rules, and regulations. Be sure to know and understand all the funding streams and resources available, including Board and grant funding. Be aware of requirements and restrictions related to the expenditure of grant funds and how it impacts the financial choices you make. If you would like more information on grant funds and how they impact your school, please contact your budget analyst.

School leaders can expect to receive the best support from our dedicated team. Finance staff is committed to providing you with excellent customer service. Together we can achieve wonderful things. I encourage you to take a few minutes to review the district’s financial standards and the online resources available to you. I highly recommend taking advantage of the variety of professional development opportunities offered throughout the school year to support your success as the financial manager of your school’s resources.

Sincerely,

Gerald Pace, J.D.
Chief Financial Officer

Any questions regarding this Financial Tools Handbook can be directed to the Financial Planning and Budget Services Department via email at budget@milwaukee.k12.wi.us or phone at 475-8141.

Non-Salary Expenditures ...................................................................................................................................................................... 28
How to Monitor and Plan Ahead to Determine Remaining Funds ....................................................................................................... 29
Other Wages (Non-position Salaries) ................................................................................................................................................... 29
Other Benefits (Non-position Benefits) ................................................................................................................................................ 30
Other Items .......................................................................................................................................................................................... 30
sUPPLY expenditures – Common School Fund ..................................................................................................................................... 30
Special Note on Charging Accounts ...................................................................................................................................................... 30
Managing Grant (Categorical) Funds .................................................................................................................................................... 31
Title I Expenditures ............................................................................................................................................................................... 32
Time and Effort Reporting......................................................................................................................................................................... 37
Other Grant Information ...................................................................................................................................................................... 39

POSITION CONTROL ........................................................................................................................................................................... 40

Staff Assignment Reporting Tools ............................................................................................................................................................. 40
Data Warehouse – School Staff Report ..................................................................................................................................................... 40
Understanding the Variance ................................................................................................................................................................ 41
PeopleSoft Position Report Per Payroll ..................................................................................................................................................... 42
Verification of Staff Assignments ............................................................................................................................................................. 43
Correction of Staffing and Account Codes: Board Funds ..................................................................................................................... 43
Correction of Staffing and Account Codes: Grant Funds ....................................................................................................................... 44
Grant Employee Position Form ............................................................................................................................................................ 44

ACTION ITEMS ....................................................................................................................................................................................... 45

Acceptance of Gifts and Donations ........................................................................................................................................................... 45
Fundraising Forms ..................................................................................................................................................................................... 47
Corrections and Changes to Expenditure Coding ..................................................................................................................................... 48
Request-To-Fill a Position ......................................................................................................................................................................... 50

ADDITIONAL SCHOOL MANAGEMENT INFORMATION ..................................................................................................................... 51

Accounting Information ............................................................................................................................................................................ 51

Any questions regarding this Financial Tools Handbook can be directed to the Financial Planning and Budget Services Department via email at budget@milwaukee.k12.wi.us or phone at 475-8141.
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The Office of Finance ensures the financial stability and fiscal integrity of Milwaukee Public Schools. The Office is organized into three departments; Financial Planning and Budget Services, Financial Services, and Procurement and Risk Management. These departments work collaboratively to achieve the following:

- Safeguards and act as the steward of the District’s assets;
- Ensures the organization has a system of adequate financial internal controls;
- Ensures organizational compliance with various legal and statutory requirements;
- Provides reliable and relevant financial and budgetary information to all district and community stakeholders;
- Forms the basis of sound fiscal and operational decision making;
- Performs the tasks of accounting including school accounting, accounts payable & receivable, payroll, banking, cash and debt management, trust accounting, fixed asset reporting, procurement, insurance & risk management, grant financial management and general ledger maintenance;
- Builds community support; and
- Advises the Superintendent on financial matters, compliance, efficiencies, investments and strategy.

<table>
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<tr>
<th>Chief Financial Officer</th>
<th>The Chief Financial Officer provides both operational and programmatic support to the District and directly supports all strategic and tactical matters as they relate to budget management, cost benefit analysis, forecasting needs and the securing of new funding.</th>
</tr>
</thead>
<tbody>
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<td>Financial Planning &amp; Budget Services</td>
<td>The Department of Financial Planning &amp; Budget Services provides analytical support and recommendations for financial resources in the areas of budget, performance, and program policy; preserves and enhances financial resources through budget monitoring and dissemination of information; coordinates ESEA compliance and non-public school services; processes Medicaid claims; and develops the proposed and final adopted budgets.</td>
</tr>
<tr>
<td>Financial Services</td>
<td>The Department of Financial Services performs the tasks of accounting including school accounting and bookkeeping, accounts payable and receivable, banking, cash and debt management, trust accounting, fixed asset reporting. The Department of Finance Services also maintains the general ledger, ensures the accurate and timely payment of wages to MPS employees and the payment of all payroll-related obligations, and processes grant claims. Other duties include reconciling the District’s accounting records; analyzing and presenting District financial information for local, state and federal reporting, and preparing the annual Comprehensive Annual Financial Report (CAFR).</td>
</tr>
<tr>
<td>Procurement &amp; Risk Management</td>
<td>The Department of Procurement and Risk Management reduces the probability, occurrence and cost of risk to MPS through the provision of risk identification, insurance analysis, support and serves as the District’s contracting authority for the procurement of goods and services for MPS.</td>
</tr>
</tbody>
</table>
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### 2016-2017 MPS Regional System of Support Office of Finance

<table>
<thead>
<tr>
<th>Region</th>
<th>Superintendent</th>
<th>DSS</th>
<th>Regional Contact</th>
<th>Phone</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Northwest Region</strong></td>
<td>Carletta Nolen</td>
<td>DSS - Jan Hoven</td>
<td>A.L.S.A.</td>
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<tr>
<td><strong>Southwest Region</strong></td>
<td>Jessie Rodriguez</td>
<td>DSS - Miguel Sanchez</td>
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<tr>
<td><strong>Central Region</strong></td>
<td>Reggie Lawrence</td>
<td>DSS - Bridgette Hood</td>
<td>Bethune</td>
<td>773-9825</td>
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<tr>
<td><strong>East Region</strong></td>
<td>Karrice Cotton</td>
<td>DSS - Chris Hauser</td>
<td>Lincoln Center</td>
<td>475-1018</td>
</tr>
<tr>
<td><strong>High School Region</strong></td>
<td>Orlando Ramos</td>
<td>DSS - Kathy Bonds, Matthew Boswell, Aaron Shapiro</td>
<td>Lincoln Center</td>
<td>475-1018</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
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<td>District 1</td>
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<td>District 2</td>
<td></td>
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<tr>
<td>District 3</td>
<td></td>
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<td>District 4</td>
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</tr>
</tbody>
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<table>
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<tr>
<th>Activity</th>
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<tbody>
<tr>
<td>Accounts Payable</td>
<td>Omer Abdullah</td>
<td>475-8833</td>
<td>Financial Services</td>
</tr>
<tr>
<td>Accounts Receivable</td>
<td>Arpy Ohanian</td>
<td>475-8602</td>
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</tr>
<tr>
<td>Armored Car Service</td>
<td>Nancy Blumenberg</td>
<td>475-8107</td>
<td>School Accounting</td>
</tr>
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<td>Bank Account Discrepancies</td>
<td>Paul Stawicki</td>
<td>475-8857</td>
<td>School Accounting</td>
</tr>
<tr>
<td>Bank Reconciliations</td>
<td>Felecia Jasper-Mitchell</td>
<td>475-8627</td>
<td>School Accounting</td>
</tr>
<tr>
<td>Budget Set-up - Grants</td>
<td>Kim Callies</td>
<td>475-8289</td>
<td>School Accounting</td>
</tr>
<tr>
<td>Capital Cash/Budget Reimbursements</td>
<td>Arleen Brumirski</td>
<td>475-8542</td>
<td>Financial Services</td>
</tr>
<tr>
<td>Cash Payments to District</td>
<td>Kris Bertram</td>
<td>475-8440</td>
<td>Office of Finance</td>
</tr>
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<td>Student Activities Module</td>
<td>Felecia Jasper-Mitchell</td>
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</tr>
<tr>
<td>Categorical (Grants)</td>
<td>Yvette McGhee</td>
<td>475-8486</td>
<td>Financial Services</td>
</tr>
<tr>
<td>Central Region School Budgets</td>
<td>Seemi Daniel</td>
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<td>Contracted School Accounting</td>
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<td>475-8542</td>
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<td>East Region School Budgets</td>
<td>RoseMary Oliveira</td>
<td>475-8138</td>
<td>Budget Services</td>
</tr>
<tr>
<td>Enrollment Projections</td>
<td>Shannon Gordon</td>
<td>475-8249</td>
<td>Budget Services</td>
</tr>
<tr>
<td>Expenditure Authorization Sheet</td>
<td>Nancy Blumenberg</td>
<td>475-8107</td>
<td>School Accounting</td>
</tr>
<tr>
<td>Expenditure/Encumbrances/Journal Entries</td>
<td>Brian Spielman/ Ashley Hughes</td>
<td>475-8326</td>
<td>Financial Services</td>
</tr>
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<td>Fixed Assets</td>
<td>Nancy Blumenberg</td>
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<td>Fundamentals of Finance Classes</td>
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<td>475-8322</td>
<td>Payroll Services</td>
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<td>IFAS-General information</td>
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</tr>
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<td>Insurance and Liability</td>
<td>Marie Lara</td>
<td>475-8907</td>
<td>Procurement</td>
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<td>High School Region School Budgets</td>
<td>Mary Barnum</td>
<td>475-9386</td>
<td>Budget Services</td>
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<tr>
<td>Medicaid Billing</td>
<td>Lisa Medill</td>
<td>475-8597</td>
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<td>Marquez Guzman</td>
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<td>Personal Property Loss</td>
<td>Marie Lara</td>
<td>475-8907</td>
<td>Office of Finance</td>
</tr>
<tr>
<td>Position Changes - Grants</td>
<td>Sarah Lueth</td>
<td>475-8124</td>
<td>Financial Services</td>
</tr>
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<td>Purchasing &amp; Contracts</td>
<td>Renee Stanley</td>
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<td>Procurement</td>
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<td>Report of Gifts &amp; Donations</td>
<td><a href="mailto:budget@milwaukee.k12.wi.us">budget@milwaukee.k12.wi.us</a></td>
<td>475-8543</td>
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<td>Southwest Region School Budget</td>
<td>Michelle Walters</td>
<td>475-8101</td>
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<tr>
<td>Specialized Services (SpEd) Budgeting</td>
<td>Marquez Guzman</td>
<td>475-8109</td>
<td>Budget Services</td>
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<tr>
<td>Student Assignment Process</td>
<td>Brian Brzezinski</td>
<td>475-8448</td>
<td>Student Info Services</td>
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<tr>
<td>Time and Effort Reporting</td>
<td>Brian Terrell</td>
<td>773-9946</td>
<td>Title I Services</td>
</tr>
<tr>
<td>Title I Allowable Expenditures</td>
<td>Martha Kreitzman</td>
<td>773-9820</td>
<td>Title I Services</td>
</tr>
<tr>
<td>Travel Reimbursement</td>
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<td>Financial Services</td>
</tr>
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<td>Trust Accounts</td>
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<td>475-8291</td>
<td>Financial Services</td>
</tr>
<tr>
<td>Vendor Set-up</td>
<td>Renee Stanley</td>
<td>475-8340</td>
<td>Financial Services</td>
</tr>
</tbody>
</table>
2016-17 (FY17) UPDATES AND CHANGES SUMMARY

NEW IN 2016-17 (FY17)

For FY17, each school's preliminary allocation was reviewed in comparison to FY16 taking into consideration higher costs, grant and enrollment changes. Any school which was adversely affected by the combination of these changes that impeded a reasonable standard of care received a central allocation (aka transition funding) to ensure minimal year-to-year loss of purchasing power.

Achievement Gap Reduction (AGR) Program (formerly SAGE)

- The Student Achievement Guarantee in Education (SAGE) Program has been transitioned by state law (s.118.43, s.118.44) to become the Achievement Gap Reduction (AGR) Program. The AGR program provides funding support for grades K5 through 3rd in schools previously receiving SAGE program funding.
- The AGR program allocation will remain comparable to SAGE however, there are differences in how the funding will be budgeted and spent at schools.

AMP (Art, Music, Physical Education and Library Media Specialists)

- AMP allocations at traditional and instrumentality charter schools have generally rolled over from FY16 to FY17. Schools with significant enrollment increases may receive a larger allocation in FY17. These are currently Howard, Meir, Spanish and French Immersion.
- Schools with Art, Music and/or PE teacher positions remaining vacant after 3rd Friday may reallocate those AMP funds to support contract services. Schools are required to use approved vendors. Contact Deb Jolitz in the Office of Academics for approval for these contracts.

BDC Funding

- Schools that received additional FTEs approved by their Regional Superintendent as a FY16 budget adjustment are reminded that this funding is not carried over to FY17. Therefore, any staff assigned to centrally funded positions should be excessed or moved to the school’s Board budget.

Deficits

- Schools are reminded that there will be no deficit forgiveness for FY16. Deficits were forgiven for FY15 and all schools began the FY16 school year with a balanced budget. Schools are required to budget and estimated amount in FY17 to reduce anticipated FY16 deficits. Deficits should be eliminated in a three-year period and repaid 1/3 each year until the deficit is eliminated.

ESL (English as a Second Language) Teachers and Paraprofessionals

- ESL teachers will be allocated based on a weighted proficiency level of enrolled students for each school. Schools receiving a partial (0.5 FTE) teacher allocation will also be allocated a paraprofessional (0.75 FTE). No other ESL paraprofessionals will be allocated.
Instrumentality Charter Schools

- Two significant budgeting options became available in FY16 for instrumentality charter schools and will be continued in FY17. These options pertain to use of actual salaries and multiple projects. To take advantage of these options, school leaders must return the required form with their school budgets. More information and the required form may be found with other budget documents through the IFAS “Budget” Dashboard Budget Preparation tab and clicking “Link to Budget Preparation Tool Kit”. School leaders are reminded that if a new option is selected, the school will be committed to this option through the duration of their contract and cannot return to the previous option.

Learning Journeys

- Transportation for Learning Journeys has been centralized. Schools are no longer required to budget for this expense.

Specialty School Funding

- Specialty school funding for positions listed below will be added to the Board budget for each school. Positions and Section 3 allocations will be budgeted by school leaders.
- Art Schools, IB Schools and Milwaukee School of Languages will receive 1.0 FTE teacher and $150 per student.
- All other specialty schools will receive 2.25 FTE paraprofessional and $150 per student (Montessori, Language Immersion, Dual Language - Fratney and Hayes, Gifted and Talented, Career & Tech, and STEAM).
- Bilingual Schools will receive $150 per bilingual student.

Title I

- Title I grant funding to MPS will be adjusted in FY17 due to changes in enrollment and the formula identifying economically disadvantaged families.
- Schools with 800 or more students and all K-12 schools will receive 1.0 FTE of a Parental Involvement paraprofessional. All other Title I schools will receive 0.75 FTE Parental Involvement paraprofessional.

Title III

- Title III (T37/204) Bilingual Funding depends on ACCESS testing results. Participating schools will be notified when these funds are available however, this will occur after the FY17 budget process is completed.

Traveling Music Lessons

- Costs for traveling music lessons have decreased from $1,770 in FY16 to $1,405 in FY17 per 1 hour class of eight students per week for 36 weeks. Instrument rental remains $10 per instrument and method books will be $5 each.
- As in FY16, there are no centrally funded traveling music instructors. If traveling music instructors are desired, these must be funded out of the Board budget and requested using the Optional Services Form.
SCHOOL FINANCIAL STANDARDS

On June 25, 1998, the Milwaukee Board of School Directors passed a resolution establishing financial standards for schools. These Standards provide school leaders with controls necessary to minimize the risk of theft and financial fraud. School leaders are expected to implement these standards and each will be held accountable for the financial condition of their school. A school leader’s evaluation will include a financial performance measurement. There are ten financial standards adopted by the Board. Each of these standards is defined below with additional explanation provided in italics:

#1 Budget Management
School budgets should be managed and controlled to maximize benefits allowed under the financial standards. School leaders are responsible for determining that all expenditures are reasonable, ordinary and necessary for the operation of the school; using appropriate account codes; establishing and authorizing purchasing procedures; retaining adequate funding levels throughout the fiscal year; and aligning the budget with the school’s educational plan.

Use of IFAS tools such as the drill down feature in the Budget Control Remaining Balance and LES reports will provide detailed information concerning a school’s current financial status and funds availability.

#2 Payroll Authorizations
School leaders must authorize their payroll each pay period. Once the payroll is entered and authorized, a copy of both the ready- to-be- authorized and authorized payroll with the school leader’s signature should be printed and retained for a minimum of seven years for audit purposes. School leaders must “password protect” the authorization function, and should not reveal their authorization password to secretaries or other employees. Supporting documentation should be approved by the school leader and retained for seven years.

Additionally principals are required to validate their assigned non-hourly employees each pay period. Principals will be able to select a “Do not Pay” box to identify any discrepancies in assigned non-hourly employees. Checking the "Do not Pay" box will send an alert to the Office of Human Capital Services that this employee is not working at their site.

Once the principal performs the validation of non-hourly employee’s payroll and then submits, an email is generated to the principal confirming the validation was performed and employees marked as "Do not Pay" are listed on the email. The email is to be printed and retained with the payroll records each pay period.

Also, school leaders should review payroll accounts each pay period to verify 1) personnel being paid are school employees, 2) personnel are being paid only for hours worked and, 3) personnel are being paid at the correct rate.

Questions on payroll authorization should be directed to Payroll Services at 475-8300.

#3 Conflict of Interest
School leaders should avoid conflicts of interest, (e.g. hiring or contracting with a friend or family member to work for the school). If a school leader is in doubt whether hiring or contracting with someone constitutes a conflict of interest, (s)he should contact the Department of Human Capital prior to hiring the person. A conflict of interest may
also occur if a principal accepts a gift from a vendor, potential vendor, or student. Board and administrative policies should be consulted before a gift is accepted.

#4 Contracts

All professional service contracts must be reported to the Office of Finance. School leaders should consider conflict-of-interest issues when they are contracting for professional services. School leaders should also be aware of market rates of pay before they agree to a professional service compensation plan. All consultant contracts must be paid by Central Services to meet Internal Revenue Service reporting requirements. Employees are never to be paid on a professional services contract.

All professional service contracts must be submitted to and approved by the Office of Finance before services commence.

Administrators are responsible for complying with all Board rules regarding contracting. These include Board requirements regarding bidding (for all contracts over $5,000), background checks (for any vendor coming into contact with MPS students), and necessary approvals (by Board for contracts over $50,000 and by Superintendent for contracts over $25,000). All of this information can be found on the Contracting tab on the IFAS Dashboard.

Contracts may not be processed through the IFAS system through the Student Activity Module or as a Direct Pay.

Failure to comply with the aforementioned rules may result in sanctions up to denial and non-payment of the contract.

#5 Capital Cash

Capital Cash is to be used for small expenditures (expenditures less than $500) that can be reimbursed by Central Services and charged to a school’s budget. Requests for reimbursement(s) should be submitted at least once a month. Capital Cash is not to be used for travel, out-of-town seminars, consultants, or large equipment purchases.

Remember, large Capital Cash balances reduce the amount of available funds in a school’s checking account, and reduce the amount of interest earned on cash balances. (Also see the Capital Cash Agreement section of the School Accounting Manual).

#6 Separation of Duties

The separation of duties is important in limiting an employee’s opportunity to misuse school funds or misappropriate school assets. The area of highest risk at a school is cash management. Ideally, different employees should be assigned to counting, depositing, recording, and reconciling cash. When this is not possible, at a minimum no employee should be allowed to perform any two consecutive functions. For example, an employee may both count and record cash, but not count and deposit cash; or an employee may deposit and reconcile cash, but not record and reconcile cash. In addition, the employee charged with receiving fixed assets at a school should not also record fixed assets into the District’s inventory system. If possible, duties should be rotated every one to two years; more often if misconduct is suspected.

If a principal requires assistance in establishing a segregation of duties, (s)he should contact Paul Stawicki, School Accounting Supervisor.
#7 Bank Statement Reconciliation
Bank statements should be reconciled with the school’s cash account each month. If reconciliations are not current, principals will not know the amount of cash available for expenditures and will not be able to detect if funds are being misused. Principals should review bank reconciliations regularly.

A copy of a school’s monthly bank reconciliation is due in the Finance Department by the 20th of the following month.

#8 Blank Checks/Signature Stamps
Principals should never sign blank checks. Also, Principals should never “sign” checks with a signature stamp. Check stocks should be safeguarded to protect against unauthorized use.

An original, authorized signature is required on all Direct Pay and Capital Cash reimbursement requests, Professional Services Contracts, and Petty Cash requests.

An expenditure authorization form should be submitted to the Office of Finance annually.

#9 Student Activity Fund Records
Financial records must be updated on a monthly basis, with completion by the 15th of the following month. This includes posting of receipts, disbursements, electronic fund transfers, and general journal entries to the IFAS system. Principals are also expected to produce and review monthly reports.

Be aware, schools may be charged bank fees for overdrawn accounts. Therefore, do not sign or mail checks unless sufficient funds are available.

#10 Fixed Asset Tracking
Fixed assets must be recorded into IFAS within 30 days of receipt (not including lock out dates needed for reporting purposes). Obsolete equipment and transferred equipment should be deleted from the inventory within 30 days of the occurrence. All fixed assets should be tagged and secured. Periodically during the school year, random audits should be made to determine if assets exist.

FINANCIAL MANAGEMENT ACCURACY OPPORTUNITIES

Understanding what to monitor on LES and BCRB reports (see examples later in this document)
- A school is responsible for their Section 3 budget, which is everything except for position salaries and benefits.
- The “Budget Control Remaining Balance” is a helpful tool in determining how much a school has left to spend.
- Schools should be monitoring their LES reports frequently, which include drilling down on budget lines with large amounts or amounts different from what was expected.

Reviewing staffing and changing staff budget codes on a timely basis (see explanation later in this document)
- The more a school reviews staffing, the faster inaccurate staff changes can be corrected by the school. If the budget codes are correct, the district is able to receive the appropriate revenue.
- Monitoring staffing also allows school leaders to know if they have vacant positions ready to be filled. As a reminder, the cost from overstaffing becomes part of the rest of the school’s budget.

Understanding and using available funds and budgets accurately.
- The school is advised to use grant funds first for allowable expenditures before using Board funds. Where possible, use Title I funds first.
Schools, along with their building engineers, are responsible for monitoring their Educational Maintenance budget. If the school overspends in this budget, the overage is taken from Board funds. If you don’t use it, you lose it.

Accounting for “Other Wage” type activities or items not immediately posted into the on-line systems
- Two week payment holdback on Schedule E, curriculum writing, and in-services at year-end in “Other Wages”.
- Four week delay on stockless inventory and work orders with Facilities and Maintenance; these may not appear on the financial systems.

Using correct budget codes when spending funds
- Schools should use the budget code most accurately describing the expenditure, regardless of amount budgeted.
- School leaders are ultimately responsible for their budget and should not sign off on any expenditure without making sure all information is correct.

Submitting expenditure reclassification requests when expenses are charged to the wrong account code
- Schools must correct coding errors as soon as possible to avoid overspending.

FINANCIAL REPORTS

UNDERSTANDING ACCOUNT CODES

Account codes are required in transmittal of financial data. An account code is a method of grouping individual transactions into certain classifications. MPS account codes are 18 letters and numbers organized into seven groupings, as shown below:

<table>
<thead>
<tr>
<th>Account Code Parts</th>
<th>Function</th>
<th>Grade Level</th>
<th>Cost Category</th>
<th>Project</th>
<th>Location</th>
<th>Object</th>
<th>Job</th>
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</thead>
<tbody>
<tr>
<td>Example: High School Secretary</td>
<td>SAM</td>
<td>H</td>
<td>A</td>
<td>BDH</td>
<td>SD</td>
<td>ESCL</td>
<td>5865</td>
</tr>
</tbody>
</table>

*Correct account codes are important because MPS receives funds from the Department of Public Instruction (DPI) based on the account codes used for expenditures. If the wrong account codes are used your school and MPS may receive less money.

**Function:** First three characters - Identifies the purchase or service area. Examples of functions include:
- GEN – General undifferentiated curriculum
- ART – Art
- MUS – Music
- SDV – Staff Development
- KG3 – 3 Yr old Kindergarten
- KG4 – 4 Yr old Kindergarten
- STW – School to Work
- HPE – Physical education
- SAM – School Administration
- OGA – Other general administration

**Grade Level:** Fourth character - Identifies the grade level of the school. Grade level codes must be used for all salaried positions and major purchases. Multi-level schools using Project code BDB must indicate a grade level. Examples of grade levels include:
- 2 – Second Grade
- 8 – Eighth Grade
- P - K-8 Schools
- J – 4 Year Old Kindergarten
- K - Kindergarten
- L –Lower Primary Schools
- H – High School
- M – Middle School
- E – Early Childhood

**Cost category:** Fifth character - Identifies the area of the expenditure. Examples of cost code include:

- I – Instruction
- S – Classroom Support
- A – Administration
- B – Building Operations
- 0 (zero) – Benefits or Not Applicable
- T – Trust Fund

**Project:** Sixth, seventh and eighth characters - Identifies the funding source or “project code”. If the funding source is a grant, the last character of the project code will be a number correlating to the fiscal year, e.g.; T17 means Title I for FY17.

Examples of project code include:

- BDE – Elementary School
- BDH – High School
- BDM – Middle School
- BDK – K-8 School
- BDB – Multi Level School
- AMP – Art, Music, PE & Librarians
- EEN – School Special Ed
- BDS – Charter School
- MMP – Educational Maintenance
- BLO – Building Operations
- BDC – Board Central
- SG7 – SAGE
- T17 – Title I
- HS7 – Head Start

**Location:** Ninth and tenth characters – Identifies which school or department has spent the funds or is receiving the service.

Some examples include: LO – Longfellow, CG – Craig, DW – District Wide, BA – Barton

**Object:** Eleventh through fourteenth characters – Identifies the category of expenditure and further identifies the cost.

These codes begin with “E” indicating an expenditure. The next 3 letters identify the expense. Some examples of objects include:

<table>
<thead>
<tr>
<th>Code</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>ESUP</td>
<td>Supplies</td>
</tr>
<tr>
<td>ESTC</td>
<td>Teacher</td>
</tr>
<tr>
<td>ESAP</td>
<td>Asst. Principal</td>
</tr>
<tr>
<td>ESEA</td>
<td>Aide</td>
</tr>
<tr>
<td>EWST</td>
<td>Sub. Teacher</td>
</tr>
<tr>
<td>EWTS</td>
<td>Teacher as Sub.</td>
</tr>
<tr>
<td>EWPO</td>
<td>Part-time Other</td>
</tr>
<tr>
<td>EWPT</td>
<td>Part-time Cert.</td>
</tr>
<tr>
<td>ECTS</td>
<td>Contract Services</td>
</tr>
<tr>
<td>ECNS</td>
<td>Consultant Services</td>
</tr>
<tr>
<td>EWPC</td>
<td>Part-time Clerical</td>
</tr>
<tr>
<td>ESCL</td>
<td>Clerical</td>
</tr>
<tr>
<td>EOSV</td>
<td>Optional Services</td>
</tr>
<tr>
<td>ENCQ</td>
<td>Non-capital Equipment</td>
</tr>
<tr>
<td>ESOV</td>
<td>Supplies - Consumable</td>
</tr>
<tr>
<td>EPPT</td>
<td>Field Trip</td>
</tr>
</tbody>
</table>

**Job Code:** Last four characters - Identifies position salaries, other wages, the calendar year the employee works under or makes a distinction between jobs. For example, the object code ESEA is used for an aide position; 5706 makes the position a paraprofessional, while 5714 identifies the position is a general aide.

EOSV job codes with letters are only used for optional services (EOSV). The job code in these cases identifies the service, e.g., ESOVEDUP – optional services duplicating, EOSVTRAN – optional services bus passes/transportation, or EOSVFEDM – optional services facilities and maintenance.

Understanding how to read account codes is important to understanding your budget. Using incorrect account codes can result in a loss of funding. Tip: Learn to read your account code backwards.

Example: GEN-1-I-BDE-KA-ESTC5105 = Regular calendar teacher (ESTC5105) at Kagel (KA) paid from regular board funds (BDE) who is teaching undifferentiated curriculum (I) in grade 1(1).
Best Practice Understanding Account Codes

Print this section to refer to it often. Also, run your budget reports to see where your funds have been budgeted. If you need to put an item into a budget line with a $0 budgeted amount, contact your budget analyst.

Note: when entering an account code, please note the difference between a zero (0) and the letter o. This will cause an error for the account code if entered incorrectly.

REPORT INFORMATION

The information provided below will assist you in accessing a variety of data to successfully manage your school’s financial resources. Key reports are listed below; a short explanation, location, and notes give you a snapshot of the information listed. More detailed information on running and understanding these reports can be found in other sections below; use the hyperlinks to skip sections.

- **Line Item Budgets: Board and Grant**
  - **Location:** Board = IFAS>Budget Tab>Board Funds-Reports. Budget Worksheet ; Grant = IFAS>Budget Tab>Grant Funds – Reports/Tools>Grant Budget Worksheet by Project.
  - **Use:** To view the account number, description, prior year’s numbers, upcoming years numbers, the budget, and past expenditures by section of the budget (1,2,3).

- **Staffing Summary**
  - **Location:** IFAS>Reports>CDD Reports>Budget>Budget Preparation>Staffing and Budget Summary
  - **Use:** Shows the authorized budget and staffing for a specific school. Budget funds are shown in dollars, staffing is shown in number of positions.
  - **Note:** During budget preparation time, a shortcut to this report can be found on the Budget IFAS tab under Budget Preparation.

- **Budget Control Remaining Balance (BCRB) Report**
  - **Location:** Board = IFAS>Reports>CDD Reports>CO Reports>Budget Monitoring Board Funds>Budget: Budget Control Remaining Balance; Grants = IFAS>Reports>CDD Reports>CO Reports>Grants>GR: Grant Budget Control Remaining Balance Summary
  - **Use:** Shows the breakdown of section 1, 2, and 3. Includes working budgets, encumbrances, and the remaining balance.
  - **Note:** There is another budget remaining balance in the same location but with “01” before it; we consistently use the one listed in the proper location above. A shortcut has been added to IFAS for this report found in the Budget tab under Budget Preparation.

- **Board and Grants General Ledgers**
  - **Location:** Board Report = IFAS>Reports>CDD Reports>CO Reports>Budget Monitoring Board Funds>Les: General Ledger Analysis - Summary ; Grant Report = IFAS>Reports>CDD Reports>CO Reports>Grants>GR: Grant General Ledger Analysis - Summary
  - **Use:** Shows the full account code and description associated with the account code. Working budget, expenditures, encumbrances, remaining balances, and the percentage expended are outlined in the breakdown.
  - **Note:** Shortcuts for these reports can be found on the Budget tab on IFAS under Board Fund Reports and Grant Fund Reports and Tools.

- **Open** and **Old Encumbrances** (2 sections listed below)
  - **Location:** IFAS>Reports>CDD Reports>Budget>EN: Open Encumbrances by Location

- **Use:** Shows PO numbers, reference dates, and account numbers of each open encumbrance. Descriptions of the encumbrance followed by the vendor ID and name precede the original amount and what is remaining.
- **Note:** A shortcut to this report can be found on the Budget IFAS tab under Board Funds – Reports.

**Trusts and Gifts Listing**

- **Location:** IFAS>Reports>CDD Reports> CO Reports>Budget Monitoring Board Funds>Trusts and Gifts Listing
- **Use:** Shows the account code, posting date, system ID, description, reference, and batch ID. The trust and gift listing report shows you what the balance is in the beginning of the year for the trust or gift. The report then breaks down any interest, cash in, or cash out during the life of the trust or gift. For more information on this report, please see the School Accounting Manual on the mConnect at: mConnect>Departments>Financial Services.
- **Note:** A shortcut to this report can be found on the Budget IFAS tab under Board Funds – Reports.

When entering location information, please use the numeric identifier for your school.

When entering information with alpha codes, such as projects or objects, make sure the letters are capitalized.

An asterisk is considered a “wildcard”. Leaving an asterisk will pull any information from any code possible. For example: If you leave an asterisk in the “Project” cell, your search will result in budget worksheets being produced for all Board or grant budgets with funding designated for your location. You can use the asterisk before or after entered information if you want to keep the search open on the front end or the back end of a search.

To print or export to Excel, click the lines in the upper left corner. Using the drop down options, you can either print or export. Using the export, you can choose to send it to Excel. Please note any item you send to Excel will need to be cleaned up. Any page break on the report results in a break in the Excel file showing the end of the page.

To ensure all of the data from your report has been captured, make sure the red ‘X’ in the upper right of the report has disappeared. The ‘X’ indicates the report is still running.

The term “drill down” as it pertains to the report section means you can further breakdown an account code. If you hover over an account code and you see a small drill appear, you can click on the account, enter a new date, and receive information about the account.
The letter “O” and the number “0” (zero) will not yield the same search results. Please make sure you are using the correct one.

**Best Practice Reports**

If you choose to export your reports to excel and filter out the data you need, keep one tab as the original data and one copy tab as the filtered data. If you make a mistake filtering, you will have a backup for the information.

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## VIEWING AND MONITORING REPORTS

### LINE ITEM BUDGETS: BOARD AND GRANT

Board = IFAS>Reports>CDD Reports>Budget>Budget Preparation>Budget Admin>Budget Worksheet by obj

Grant = IFAS>Reports>CDD Reports>Budget>Budget Preparation>GR600: Budget Worksheet by Project_No Dates

Or use the shortcut from the Budget tab.

To run your Board and Grant funded budgets from IFAS, follow the examples below:

For Board funds, enter your **Location** (in the form of a number) in the 3rd box from the bottom. Hit **Submit**.

![Budget Worksheet](image)

*This screenshot example is from the shortcut listed above.*

For Grant funds, enter your **Location** (in the form of a number) in the bottom box. Hit **Submit**. If you would like year specific data or data up until a certain date, change the **Grant Fiscal Year Code** or the **Report Date** respectively.
Focus on your department’s board and grant funds for which you have responsibility.

**Sample Line Item Budget**

<table>
<thead>
<tr>
<th>Account Number</th>
<th>Nature of Expenditure</th>
<th>3 FA 2014</th>
<th>4 FA 2015</th>
<th>5 FA Budget</th>
<th>6 Past Expenditures</th>
</tr>
</thead>
<tbody>
<tr>
<td>Position Salaries</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Prin. 5005 - 6000</td>
<td>Principal SCH 1 - SCH ADMIN</td>
<td>0.00</td>
<td>0.00</td>
<td>49,500</td>
<td></td>
</tr>
<tr>
<td>Prin. 5005 - 6000</td>
<td>Principal SCH 1 - SCH ADMIN</td>
<td>0.00</td>
<td>0.00</td>
<td>90,402</td>
<td></td>
</tr>
<tr>
<td>Asst. 5005 - 6000</td>
<td>Assistant Principal SCH 1 - SCH ADMIN</td>
<td>1.00</td>
<td>1.00</td>
<td>81,200</td>
<td>91,400</td>
</tr>
<tr>
<td>Sec. 5005 - 6000</td>
<td>School Secretary 1 (10 MO) - SCH ADMIN</td>
<td>0.00</td>
<td>0.00</td>
<td>28,600</td>
<td>82,700</td>
</tr>
<tr>
<td>Sec. 5005 - 6000</td>
<td>School Secretary 1 (10 MO) - SCH ADMIN</td>
<td>0.00</td>
<td>0.00</td>
<td>80,000</td>
<td>80,000</td>
</tr>
<tr>
<td>Sec. 5005 - 6000</td>
<td>School Secretary 1 (10 MO) - SCH ADMIN</td>
<td>0.00</td>
<td>0.00</td>
<td>80,000</td>
<td>80,000</td>
</tr>
<tr>
<td>Sec. 5005 - 6000</td>
<td>School Secretary 1 (10 MO) - SCH ADMIN</td>
<td>0.00</td>
<td>0.00</td>
<td>80,000</td>
<td>80,000</td>
</tr>
<tr>
<td>Sec. 5005 - 6000</td>
<td>School Secretary 1 (10 MO) - SCH ADMIN</td>
<td>0.00</td>
<td>0.00</td>
<td>80,000</td>
<td>80,000</td>
</tr>
<tr>
<td>Sec. 5005 - 6000</td>
<td>School Secretary 1 (10 MO) - SCH ADMIN</td>
<td>0.00</td>
<td>0.00</td>
<td>80,000</td>
<td>80,000</td>
</tr>
<tr>
<td>Sec. 5005 - 6000</td>
<td>School Secretary 1 (10 MO) - SCH ADMIN</td>
<td>0.00</td>
<td>0.00</td>
<td>80,000</td>
<td>80,000</td>
</tr>
<tr>
<td>Sec. 5005 - 6000</td>
<td>School Secretary 1 (10 MO) - SCH ADMIN</td>
<td>0.00</td>
<td>0.00</td>
<td>80,000</td>
<td>80,000</td>
</tr>
</tbody>
</table>

1) The account code. This will help you determine which account code to use for your staff (if it has a position assigned) or which number not to use (if a zero (0) is listed).
2) A description of the position.
3) What the previous year position number looked like.
4) What your current budget looks like for number of positions and amounts associated.
5) Prior budgets for the past 2 prior years.
6) Past expenditures from prior years.

This example report shows for the 2015 budget, Grantosa had an Assistant Principal budgeted in the job code 5005. Job 5003 and 5004 have zero listed. Past expenditures show the school used to use these accounts but do not anymore. If the
Any questions regarding this Financial Tools Handbook can be directed to the Financial Planning & Budget Services Department via email at budget@milwaukee.k12.wi.us or phone at 475-8141.

school accidentally charged the 5004 job code account, their budget may show a deficit in the section unaccounted for and a surplus in the correct account.

**MONITORING BUDGET BALANCES AND EXPENDITURES (AFTER EACH PAYROLL)**

Monitoring your Board and grant budget balances and expenses is an ongoing process. Monitoring will ensure you will meet your financial targets all year while avoiding deficits at the end of the school year. Below is information on how to run and monitor the documents you will need to accomplish this goal. These are:

- BCRB (Budget Control Remaining Balance) for both Board or Grant Funds
- LES (General Ledger Analysis – Summary) for both Board or Grant Funds
- Line Item Budgets

These reports should be monitored after each payroll. Following the steps outlined below to monitor the school’s budgets, plan ahead and end each school year without over spending.

**BCRB BOARD OR GRANT BUDGET REPORTS**

Use the shortcut listed above or you can use the paths below:
Board = IFAS>Reports>CDD Reports>CO Reports>Budget>Budget Monitoring Board Funds>Budget: Budget Control Remaining Balance
Grant = IFAS>Reports>CDD Reports>CO Reports>Grants>GR: Grant Budget Control Remaining Balance

To run your Board funded budgets from IFAS, follow the examples below:
Enter your Location in the bottom box, hit Submit.

![Screenshot](#)

*This screenshot example is from the shortcut listed above.

To run your Grant funded budgets from the IFAS, follow the examples below:
Enter your Location in the box 2nd from the bottom, hit Submit. If you would like year specific data or data up until a certain date, change the Grant Fiscal Year Code or the Report Date respectively.
FINDING A CURRENT BUDGET BALANCE USING THE BCRB

Run the BCRB report to find your school’s Board and grant budget balances. The BCRB is updated in “real time” and will give the most current balance available. BCRB should be reviewed after each payroll has been expensed to accounts (usually by the Thursday after payday). For more information, read over suggestions in the section on “Managing the Section 3 Budget”.

Below is an example of a BCRB. The grand total of all sections should be used to manage all sections. Sections 1 and 2 are predetermined by staffing and benefits; unless the school is overstaffed, these sections will not need to be monitored as closely. Section 3 has a control total. This is the total schools are able to influence and make major changes to throughout the school year.

Any questions regarding this Financial Tools Handbook can be directed to the Financial Planning & Budget Services Department via email at budget@milwaukee.k12.wi.us or phone at 475-8141.
LES BOARD OR GRANT BUDGET REPORTS

Board = IFAS>Reports>CDD Reports> CO Reports>Budget Monitoring Board Funds>Les: General Ledger Analysis – Summary
Grant = IFAS>Reports>CDD Reports> CO Reports>Grants>GR: Grant General Ledger Analysis – Summary
Or use the shortcut listed above.

To run your Board funded budgets from the IFAS, follow the examples below:
Enter your Project and Location, hit Submit.

![LES General Ledger Analysis - Summary / Prompts for Selection](image1)

*This screenshot example is from the shortcut listed above.

To run your Grant funded budgets from the IFAS, follow the examples below:
Choose the Gr240 report, enter your Project and Location, hit Submit. If you would like year specific data or data up until a certain date, change the Grant Fiscal Year Code or the Report Date respectively.

![GR: Grant General Ledger Analysis - Summary / Prompts for Selection](image2)

*This screenshot example is from the shortcut listed above.

Any questions regarding this Financial Tools Handbook can be directed to the Financial Planning & Budget Services Department via email at budget@milwaukee.k12.wi.us or phone at 475-8141.
MONITORING EXPENSES THROUGH THE LES REPORT

The LES report allows school leaders to view the spending level for the type of expenditure. The LES has a drill-down function which provides a way to look at detailed transactions for each account code. The LES report provides the year-to-date totals for a particular code, a set of codes, or an entire budget. This report can be used to ensure expenses have been charged to the correct account.

Example LES (General Ledger Analysis) Report

The next level report will appear. This is the Account Detail report (below).

Reminder: Run Board-funded expenditure monitoring reports for the prior budget year you must change the default date to 6/30/20???. To run grant expenditure monitoring reports for the prior year, you must also change the grant year to the preferred year.
Sample Account Detail (LED) Report from Drill Function

1.) The account from the previous report where you drilled down.
2.) The account description.
3.) The total amount of the working budget.
4.) The amounts paid.
5.) The total amount paid to date.
6.) The amount available to be spent.

This report shows the account for this school has overspent in this account by $31.95; the budget amount was $6,682 and the amount currently spent is $6,713.95.

OPEN ENCUMBRANCES

An encumbrance is the name given to funds reserved when a purchase requisition is finalized in IFAS. When a requisition is processed, funds are placed aside for the transaction. Those funds are no longer available for use in other transactions and they are removed from the “Remaining Balance” column of your LES. Encumbrances are listed under “Encumbrances” because a payment has not yet been generated and the funds have not physically left your school budget.

The purpose and main benefit of encumbrance accounting is to avoid overspending. Encumbrances can also be used to predict cash outflow and as a general planning tool. Encumbrances are important in determining how much funds are available. The formula used to determine funds available is: Budget - Actuals – Encumbrances = Funds Available.

When the vendor is paid, the encumbrance is “released”. This means the amount of the payment becomes an expenditure.

To run the open encumbrance report, go to IFAS>Reports>CDD Reports>Budget>EN: Open Encumbrances by Project or use the shortcut on the budget tab.

Enter your Project and Location. Hit Submit.

*This screenshot example is from the shortcut listed above.

Sample Open Encumbrance Report
Any questions regarding this Financial Tools Handbook can be directed to the Financial Planning & Budget Services Department via email at budget@milwaukee.k12.wi.us or phone at 475-8141.

1) The PO number entered when the encumbrance was initiated.
2) The date entered when the encumbrance was initiated.
3) The account code used for the encumbrance. Please note: individual account codes are listed for each line and an overall account code is listed under all encumbrances associated with the expense.
4) The description of the encumbrance.
5) The vendor ID entered for the vendor.
6) The name of the vendor associated with the vendor ID.
7) The original amount of the encumbrance set aside for this expense.
8) The remaining amount needing to be paid for this encumbrance.

This sample report shows PO#C018501 was entered on 4/16/11. The encumbrance was entered as a contract (ECTS) for a service performed from Pettit National Ice Center. The cost is $215.00 – the remaining balance shows we have not paid for this encumbrance. If this vendor did not complete the service, please see below for removing old encumbrances.

**REMOVING OLD ENCUMBRANCES – OVER 1 YEAR OLD**

It is important to have old encumbrances cancelled. If the vendor did not or will not be providing services or there are still funds in the “Remaining Balance” column after payment, these amounts should be returned to zero. This is considered to be a modification to the contract. Once a contract has been fully executed, any modifications to the contract must be processed through Procurement Services and must be compliant with [Administrative Policy 3.09](#).

To have old encumbrances cancelled you must first complete a [Request to Change Contract - Part A](#) form. This form can be found here: IFAS>Contracting Tab>Contracting Tools Section>Request to Change Contract. Once the encumbrance is cancelled the funds will again be available for future expenditures by your school.

Send all original signed requests to Procurement and Risk Management: Room 160 - Central Services.

**Sample Request to Change Contract Form Sections**
The first section requests the contract information. This section is required to process your request. If you are unsure of one of the parts of this section, please inquire with Procurement Services.

![Sample Request to Change Contract Form](#)

Any questions regarding this Financial Tools Handbook can be directed to the Financial Planning & Budget Services Department via email at budget@milwaukee.k12.wi.us or phone at 475-8141.
In the second section – Change Request – select *Close Contract*.

In the next section – Reason for Change – you can briefly describe the reason for the closing of the contract: “Contract fully completed” or “Contract no longer needed”. Fill out the rest of the form as described. If you have any questions, please contact Procurement Services.

**BUDGET MANAGEMENT**

**MANAGING BUDGET SECTIONS 1 AND 2**

**POSITION SALARIES AND BENEFITS**

- Successfully managing the accuracy of staff assignments will result in a balanced salary budget. Position expenditures are based on staff assignments in PeopleSoft.
- Review the impact of any staffing changes affecting position salaries and the remaining balances. Payrolls are usually posted to the LES (General Ledger Analysis) by the Thursday after payday (every two weeks).
- Any increase/decrease in vacation or compensatory time balances (i.e. accruals) compared to the previous year will be charged and credited to the applicable position salary accounts at year-end.

**MANAGING BUDGET SECTION 3**

Knowing your school’s current financial position will allow you to use all of your budgeted Board and grant funds without overspending at the end of the year.

**NON-SALARY EXPENDITURES**

Budget monitoring and planning is an ongoing process. Be sure your expenses in Section 3 are on target with your budget goals. It is best to use the most current data and then estimate what remains to be spent.

Section 3 of both Board and grant budgets reflect non-position expenditures only. These expenditures include:

- Other Wages and Other Benefits
- Purchased Services
- Supplies/Supply Backorders
- Capital Expenses
- Other Objects
The following are important items to monitor to increase your understanding and awareness of your school budget:

- Follow-up on expenditures showing large and unplanned amounts.
  - Looking at your expenditures thoroughly in the beginning of your fiscal year will allow you to pinpoint items outside of the norm when you run the report throughout the year.
- Drill down on questionable amounts to find the exact expense.
  - Sharing information with your staff on how to utilize reports will aid in the research and resolution of these items in a timely manner.
- Submit corrections on all coding errors using the Expenditure Reclassification form.
  - Please see the Expenditure Reclassification section of this document.
- Contact your assigned budget analyst for additional problem-solving assistance.
  - Meetings and trainings can be set up based on your needs.
- Understanding the timing of expenses throughout the school year, i.e. part-time certificated which is paid out every two weeks vs. a one-time expense for computer purchases.
  - Entering these reminders on your outlook calendar may jog your memory not only to complete tasking, but to note expenses coming through and changing your numbers drastically.
- Monitor all Board and grant budgets. This will ensure all funds are spent by the end of the school year.
  - Creating a recurring outlook calendar meeting for yourself can ensure you take the time needed to monitor your budget and tackle any issues prior to crunch time.
- Work with your building engineer and Facilities and Maintenance to identify building expenses.
- Read the Superintendent’s Thursday Updates for information or changes on financial matters.

**HOW TO MONITOR AND PLAN AHEAD TO DETERMINE REMAINING FUNDS**

To determine the remaining funds for your school, monitor Section 3 of the Budget Control Remaining Balance (BCRB) for your Board and Title I budgets. For other grant budgets, monitor the Grand Total. Remember to set funds aside to cover any potential deficits, including deficits in grant accounts such as Title I. The following items, if applicable, should be deducted from the remaining balance to determine the year-end available funds: Other wages, other benefits, and other items. See sections below for more information.

Planning ahead requires you to keep up with your reports and monitoring while juggling all of the other tasking on your plate. If you are feeling overwhelmed with your budget and planning - try the following items to aid you in your financial management:

1) Enlist the assistance of your administrative staff at your school.
2) Utilize your Outlook calendar to help you remember the timing of your reporting, payroll, expenses, etc.
3) Reach out to your budget analyst for training on the budget, planning, and Outlook.

**OTHER WAGES (NON-POSITION SALARIES)**

Monitor “Other Wages” activity, such as curriculum writing and professional development especially at year-end. This “Other Wage” activity is generally paid within two to four weeks of the service. This means the last days worked in June may not be processed until July, but will appear as June expenditures.
Estimate amount for substitute teachers for staff professional development, extra hours for building activities, etc.

Estimate each semester’s Schedule E pay (EXC-L-S-??-??-EWPT????), generally only applicable to traditional middle and high schools. See Understanding Account Codes for format information.

Payrolls are usually posted into IFAS by the Thursday after payday.

Understanding Schedule E Pay: Schedule E relates to payments made to school staff leading or assisting with after school activities; these staff could act as coaches for basketball, forensics, debate, etc.

Lead staff (example: teacher) is paid at the part-time certificated rate and assistance staff (example: para) is paid their hourly rate. These staff Schedule E hours are entered into iPay and are charged to the school two times per year at the end of each semester. Staff should be required to submit extra pay requests on a timely basis to avoid cost spikes.

**OTHER BENEFITS (NON-POSITION BENEFITS)**

The FY17 benefit rate of **46.6%** will be applied to all non-position salary expenditures on a regular basis. A combined overage in non-position salary balances will cause an overage in other benefits.

**OTHER ITEMS**

- Estimate direct payments and capital cash not yet paid by Accounts Payable. Until the item is paid by Accounts Payable, there will not be an entry showing on the LES increasing your expenditure amount.
- Estimate charges for consultants, contracted services and travel reimbursements are not posted on the ledger. Travel amounts remain encumbered, even if payments have been made, until the trip is reconciled. This means travel amounts may appear twice, once as an encumbrance and as an expenditure.
- Estimate an amount for potential expenditures anticipated at year-end.

**SUPPLY EXPENDITURES – COMMON SCHOOL FUND**

Schools may use the Common School Fund allocation to purchase library books and other instructional materials for school library programs. Funds may also be used to purchase computers and related software that is housed within the school’s library media program. Library media materials exclude textbooks and department or course-specific instructional materials. Supplies, furniture and storage items are also not eligible. Carts to hold computers are not an allowable expense. These purchases must be made in consultation with the school district’s library media coordinator. The appropriate MPS IFAS function code is SLB.

In an effort to comply with DPI, guidelines for expending the Common School Fund Allocation (CSF) new spending guidelines will be in effect for FY17. See “Wisconsin’s Common School Funds” document for guidelines.

**SPECIAL NOTE ON CHARGING ACCOUNTS**

Be sure all non-position grant funds are spent or encumbered before the grant window closes on April 30 of the fiscal year. Be familiar with The Business Expense Guidelines for Board Funds and Title I which can be found on mConnect at: mConnect>Departments>Office of Finance>Financial Planning and Budget Services.
Before using budgeted funds in a Section 3 line, check the current balance on your BCRB (Budget Control Remaining Balance). If there are funds available on the “Control Total” line in Section 3, go back to the Adopted Budget line item sheets and find the account code representing the activity you wish to charge and use the account code.

If there are remaining funds in a Section 3 account line which will not be spent by the end of the year, you can use these funds for other Section 3 expenses. **These expenses must be charged in the category to which they belong, regardless of which lines have a remaining balance.** For example, there are funds in the supply line you would like to use for field trips. You MUST charge the field trip budget line, NOT the supply line.

Sometimes it is appropriate to charge a code which does not appear on the budget. While unplanned an otherwise appropriate expenditure may be recorded if funds are available in a different line. If you would like help deciding what account to use, please reach out to your analyst; they are here to assist you.

Charging the correct account code is important because reports on charges made by schools are forwarded to the Board and the State of Wisconsin. Some aids (and funds for schools) are calculated on these reports. It is very important the charges are made to the correct account codes, regardless of how much was budgeted for the line item.

**MANAGING GRANT (CATEGORICAL) FUNDS**

As a grant recipient (or potential grant recipient), your responsibilities are to successfully complete your approved grant funded activities within the agreed-upon budget and time frame. Grant funds should be spent in accordance with grant guidelines. To avoid carryover problems (and simplify your monitoring toward year-end), **spend grant funds before Board funds.**

In order to accomplish your goals and ensure compliance, you should:

- Develop implementation plans to ensure the services and activities included in the approved application are achieved in an efficient, effective and timely manner.
- Ensure key project staff members attend and participate in funding agency-sponsored professional development, workshops and meetings.
- Develop a reporting system and submit the completed required performance and financial reports on time, as required by your cooperative agreement.
- Work collaboratively with the District and other intermediary organizations.

It is important to develop a good working relationship with program and grant management officers who have oversight responsibility for your funded project. Open, clear, and consistent communication with your program and grants management officers will enhance your ability to effectively implement your program in compliance with the terms of your cooperative agreement.

Grant account codes are set up when the grant award and approved budget are given to the Office of Finance. Use the new account codes to access the grant funds. **Use account codes in accordance with FY17 budgets.** Make sure the correct year is used in the grant project portion of the account code.

For information on how to run the line item budget for grants, please review the instructions listed above in the Viewing Line Item Budgets: Board and Grants section. Run this report for each of your grants and retain the worksheet for easy reference. Make sure to select the “Grants Funds-Reports/Tools” and to use 20??* for the “Grant Fiscal Year Code”. (See instructions below.)
TITLE I EXPENDITURES

The purpose of Title I is to ensure that all children have a fair, equal and significant opportunity to obtain a high-quality education and reach, at a minimum, proficiency on challenging state academic achievement standards and state academic assessments. Federal law directs that Title I funds are to be used for the purpose of student achievement, professional development and to build parent capacity to better support their child’s educational attainment.

In general, Title I funds are to be used to enhance the regular school program and should be consistent with the School Improvement Plan. When determining if expenditures are appropriate, ask the following questions:

- How is this expenditure helping improve student’s academic achievement in math and reading?
- How is this expenditure providing supplemental support to students most at risk of failing?
- Does the expenditure support student instruction, professional development or parent involvement related to the high-need, core student achievement areas identified in the annual school improvement plan?
- How does this expenditure increase the participation of parents in educating their child or assist parents to support student achievement? MPS recognizes the importance of regular, consistent two-way communication with parents.

The Milwaukee Public Schools follows expenditure guidelines for federal programs as set forth in OMB Circular A-87. The district adheres to a standard that all expenditures charged to federal grants must be reasonable, ordinary and necessary in order for a cost to be reimbursed. Some expenses not reimbursable with federal funding may be supported with other local or school resources. In all instances, whether or not a specific expenditure is allowable under a grant, district policies must be followed.

The reference guide to Allowable Title I expenditures provides a listing of expenditure purposes for which schools have requested guidance in the past under Title I guidelines. All expenditure requests must provide documentation, such as explanations, fliers, agendas, etc. showing the appropriateness (see bullets above) and alignment to the purpose of Title I (see above).

*Beginning in the 2015-16 school year, the definition of computers includes additional interactive devices such as an iPad or iPad touch, Laptop, interactive Whiteboard, interactive TV, Mimio, Kindle and Chrome books.

2016-17 TITLE I ALLOWABLE EXPENDITURE GUIDELINES

Tips on Expenditures: The most common attempted, but not allowable expenditures, in Title I are listed below:

- Meals – MPS does not allow Title I funds to be used for food unless the activity is for parent training and lasts longer than a certain time; even during these times, light snacks are eligible only. Parent recognition or parent-student dinners are not included for these types of events.
- Decorations – Table cloths and flowers are considered a decoration and not allowed under Title I.
- Office Equipment – Toner, copiers, copier repairs and leases are not allowed under Title I.
- The question to ask is “How will this expenditure enhance literacy or math achievement in my building?”
- The list may call the item in question something else. For example: If you looked for “Copy Machine” you would find it under “Leases for Copiers”. If you are unsure, email or call your budget analyst.
<table>
<thead>
<tr>
<th>Expenditure Type</th>
<th>Allowable</th>
<th>Allowable with Conditions</th>
<th>Allowable with Prior Approval</th>
<th>Not Allowable</th>
<th>Reasonable and Necessary</th>
</tr>
</thead>
<tbody>
<tr>
<td>Advertising - brochures informing parents of school achievement, rules,</td>
<td></td>
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<tr>
<td>regulations, etc. are allowable. Billboards or other strategies to promote</td>
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<tr>
<td>enrollment opportunities are not allowable.</td>
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<tr>
<td>Alcoholic beverages</td>
<td></td>
<td></td>
<td>X</td>
<td></td>
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</tr>
<tr>
<td>Appliances (stoves, refrigerators, microwaves, etc.)</td>
<td></td>
<td></td>
<td>X</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Athletics/athletic awards/yearbooks</td>
<td></td>
<td></td>
<td>X</td>
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<tr>
<td>Banquets/award programs/carnivals/fairs/luncheons/brunches/parties/picnics</td>
<td></td>
<td></td>
<td>X</td>
<td></td>
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<tr>
<td>Bereavement or congratulatory cards, flowers or gifts.</td>
<td></td>
<td></td>
<td>X</td>
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<tr>
<td>Building supplies/repairs/modifications</td>
<td></td>
<td></td>
<td>X</td>
<td></td>
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<tr>
<td>Childcare for parents while attending school- sponsored events</td>
<td></td>
<td></td>
<td>X</td>
<td></td>
<td></td>
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<tr>
<td>(Contact your budget analyst/the ESEA Division)</td>
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<tr>
<td>Computers – classroom, student use only *</td>
<td></td>
<td></td>
<td>X</td>
<td></td>
<td></td>
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<tr>
<td>Copiers, postage meters, other office equipment</td>
<td></td>
<td></td>
<td>X</td>
<td></td>
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<tr>
<td>Decorations/flowers</td>
<td></td>
<td></td>
<td>X</td>
<td></td>
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<tr>
<td>Employee incentive or recognition gifts</td>
<td></td>
<td></td>
<td>X</td>
<td></td>
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<tr>
<td>Equipment (non-capital)</td>
<td></td>
<td></td>
<td>X</td>
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<tr>
<td>Family literacy: Activities to promote family literacy are allowable and</td>
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<tr>
<td>include strategies such as student/parent reading nights, support for lending</td>
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<tr>
<td>library on parenting skills or other materials for parent development</td>
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<tr>
<td>Field trips - educational in nature only. No overnight trips. No amusement or</td>
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<tr>
<td>water parks. Trips taken during non-school periods require the approval of Risk</td>
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<tr>
<td>Management</td>
<td></td>
<td></td>
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<td></td>
</tr>
<tr>
<td>Flat Screen TVs/home theater systems</td>
<td></td>
<td></td>
<td>X</td>
<td></td>
<td></td>
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<tr>
<td>Food for staff activities or trainings</td>
<td></td>
<td></td>
<td>X</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Food for parent activities – Only if the training or activity runs over</td>
<td></td>
<td></td>
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<tr>
<td>a normal meal time and is longer than two hours. Title I allows light snacks/</td>
<td></td>
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<tr>
<td>light meal to be served. An agenda showing parent activities that support the</td>
<td></td>
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</tr>
<tr>
<td>academic achievement of students must be submitted along with the sign-in sheet.</td>
<td></td>
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</tr>
<tr>
<td>Fund raisers - No food, door prizes, equipment or other fundraiser support</td>
<td></td>
<td></td>
<td>X</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
## Reference Guide to Allowable Title I Expenditures

<table>
<thead>
<tr>
<th>Expenditure Type</th>
<th>Allowable</th>
<th>Allowable with Conditions</th>
<th>Allowable with Prior Approval</th>
<th>Not Allowable</th>
<th>Reasonable and Necessary</th>
</tr>
</thead>
<tbody>
<tr>
<td>Furniture – usually not allowed (supplanting) since the district provides general classroom and administrative furniture and fixtures. Contact the Title I office/your budget analyst before purchasing to make sure your order will be allowed</td>
<td></td>
<td></td>
<td></td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>Gift certificates/gift cards</td>
<td></td>
<td></td>
<td></td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>Graduation activities/materials</td>
<td></td>
<td></td>
<td></td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>Homeless student supplies, educational fieldtrip admissions, and emergency clothing, including uniforms, if uniforms are required. The Homeless Office recommends budgeting $25.00 per homeless student for this purpose</td>
<td>X</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Incentives or rewards for students, parents or staff. Monetary incentives or rewards are never allowable. Kindles, iPads, apps, etc. are not allowable as giveaways for students, parents or staff</td>
<td></td>
<td></td>
<td></td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>Instructional materials (additional or supplemental textbooks and workbooks, not adopted textbooks)</td>
<td>X</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Licenses for software or curriculum used by school (Examples: Plato software license and Upward Bound membership)</td>
<td>X</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Leases for copiers, postage meters</td>
<td></td>
<td></td>
<td></td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>Lodging and per-diem - follow district guidelines. No hotels for conferences or trainings held within 100 miles of Milwaukee. Pre-approvals must be submitted 30 days prior to travel</td>
<td></td>
<td></td>
<td></td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>Mailings – informational to parents, includes mailings on focus and priority schools, testing dates, newsletters, mailing school newspapers to homes, etc</td>
<td>X</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Non-classroom furniture</td>
<td></td>
<td></td>
<td></td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>Parent training or educational services: Workshops or other trainings around school high-need areas such as tutoring skills for math and/or English, attendance, monitoring student performance through online grade book, understanding student planners, the special education IEP process, child advocacy, etc.</td>
<td>X</td>
<td></td>
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</tr>
<tr>
<td>Parent recognition luncheon or other recognition events</td>
<td></td>
<td></td>
<td></td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>Parent-student dinner/Parent-staff dinners</td>
<td></td>
<td></td>
<td></td>
<td>X</td>
<td></td>
</tr>
</tbody>
</table>
# Reference Guide to Allowable Title I Expenditures

<table>
<thead>
<tr>
<th>Expenditure Type</th>
<th>Allowable</th>
<th>Allowable with Conditions</th>
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<th>Not Allowable</th>
<th>Reasonable and Necessary</th>
</tr>
</thead>
<tbody>
<tr>
<td>Professional development – including coursework costs for an individual teacher of Title I students if the coursework meets the following criteria: 1) is directly related to the teacher’s assignment; 2) is related to instructional strategies to meet the needs of struggling students and 3) aligns with the professional development needs identified in the needs assessment process. Title I funds may <strong>not</strong> be used to pay for any technology items required/needed for course.</td>
<td>X</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Raffles/door prizes</td>
<td></td>
<td></td>
<td></td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>Salaries/fringes for: core instructional staff at public Title I schoolwide schools only; Title I instructional staff hired or contracted by the school district serving Title I students only at Title I Targeted Assistance schools (including non-public schools)</td>
<td>X</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Six Flags Great America or other amusement/water park admissions</td>
<td></td>
<td></td>
<td></td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>Student Fees - annual student activity fees (homeless children only)</td>
<td></td>
<td></td>
<td></td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>Student incentives - cash or gifts</td>
<td></td>
<td></td>
<td></td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>School supplies - educational supplies including replacement and special program textbooks and teacher guides</td>
<td>X</td>
<td></td>
<td></td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>Substitute teachers for core academic program at Title I schoolwide schools and substitute teachers for Title I teachers at Title I targeted assistance schools (including non-public schools)</td>
<td>X</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Translation Services: Translation of school notices for parent notifications and parent-student conference translation services</td>
<td>X</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Theater systems/auditorium installations</td>
<td></td>
<td></td>
<td></td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>Travel: MPS staff or parents only following district guidelines. Only costs directly associated with permissible travel will be reimbursed. No costs for tours/souvenirs offered by the event will be reimbursed.</td>
<td>X</td>
<td>X</td>
<td></td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>Tutoring: MPS hired or contracted teachers may be paid to provide before or after-school tutoring for students.</td>
<td>X</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Transportation for parents (Contact your budget analyst/Title I office)</td>
<td>X</td>
<td></td>
<td></td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>T-shirts, book bags, baseball caps, water bottles, athletic uniforms, letter sweaters or other school “Spirit” apparel or marketing items with school, vendor or district logos</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Uniforms - staff or student (schools that require uniforms may purchase uniforms for homeless children)</td>
<td></td>
<td></td>
<td></td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>Water coolers/Water systems</td>
<td></td>
<td></td>
<td></td>
<td>X</td>
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</tr>
</tbody>
</table>
HOMELESS STUDENT TITLE I FUNDS

It is recommended that schools set aside Title I funds for homeless student services. The recommended allocation is $25 per homeless student in K5 through grade 11 (more if you require uniforms or expensive supplies such as graphing calculators) and $100 per homeless student in 12th grade to cover graduation fees. The following budget code is available for each school for this purpose: GN4-?-S-T17-??-ESUP.

A student is considered “homeless” when they lack a fixed, regular, and adequate nighttime residence as defined by the McKinney-Vento Act. Some of a homeless student’s needs will be handled through the Homeless Education Program but schools are responsible for making sure students are able to fully participate in their academic program.

Items schools may purchase for homeless students include school supplies, school fees, test fees and clothing necessary for school participation, such as uniforms or shoes for physical education. Items they need may be purchased out of Title I under the GN4 function code. If you aren’t sure if an item will be covered under Title I, please contact your budget analyst for prior approval.

When requesting reimbursement for a homeless student, please use the proper GN4 function code on the direct pay and send copies of receipts along with the Student’s ID number to Accounts Payable.

GRANT EMPLOYEE EXPENDITURES

Verify the correct staff is being charged to the grant and the Grant Employee Position Form with all grant-funded employees has been sent to Finance. You can find the Grant Employee Position Form on IFAS under the budget tab.

- A Grant Employee Position form must be submitted to Finance each time there is a change to employees charged to grants.
- Schools should save copies of Grant Employee Position forms submitted to Finance for reference purposes.
- Remember to separately track Title I funds spent on homeless children. The most common account is for “Other Supplies” GN4-?-S-T17-??-ESUP. Any other codes should be verified with your budget analyst.

Additional grant employee position information can be found at: Correction of staffing and Account Codes: Grant Funds
TIME AND EFFORT REPORTING

Schools need to verify an employee’s time that is grant related.

**Semi-annual Time and Effort Report**: Semi-annual Time and Effort Reports for the fall and spring semesters will be sent to schools during February and August. The school leader/administrator will receive a form for each federal grant listing all employees paid from the grant with begin and end dates. The school leader/administrator must sign and date the form. The forms should then be submitted to the Office of Finance.

A **Semi-annual Time and Effort Report** must be submitted for employees who:

- Are paid entirely from a grant, or
- Have their salary split between two or more funding sources and are working on the same cost objective (related jobs).

**Example**: A teacher who is funded 50% in a grant and 50% in Board funds and teaches the same subject matter or grade level in both funding sources is considered to be working on the same cost objective. Because of this, the school leader/administrator may complete a Semi-annual Time and Effort Report.

**Daily Time and Effort Report**: If an employee is paid from a grant and works two or more cost objectives (jobs not related), such as a 50% implementer and 50% teacher:

- The employee must complete a **Daily Time and Effort Report**.
- Monthly reports are to be submitted to Finance no later than one week after the end of the reporting month. The form cannot be signed and dated prior to the end of the month.
- Failure to comply with this regulation will result in the loss of grant funding for your school. Additionally, associated expenditures will be charged against your school’s Board budget.

Regardless of the number of pay periods the person was paid from a federal grant, the appropriate **Time and Effort Report** must be submitted. Failure to comply with the Elementary and Secondary Education Act (ESEA) regulations will result in the loss of grant funding for your school. Associated expenditures will be charged against your school’s Board budget.

The Daily Time and Effort Report form can be found on mConnect at: mConnect>Departments>Financial Services.

**Best Practice Time and Effort Reporting**

Create the appropriate form for each employee at the beginning of the school year and update forms each time you submit a Grant Employee Position form to add or change grant-funded employees.
Daily Time and Effort Report Form

Directions for completing a Daily Time and Effort Report (written for employees completing the report)

1) Fill in your name as it appears on your pay stub.
2) If you are able to fit all jobs in this space, please do so. Otherwise, please input your highest percentage job title.
3) If you are able to fit all job locations in this space, please do so. Otherwise, please input the location you spend the most time.
4) The end of the month you complete the work.
5) Distinguishes the day of the month you completed each job.
6) For each day of the month, in the “Work summary” column, provide a brief description of the work you did. See the example below where the employee worked periods 1, 2 and 4 as a literacy coach and periods 3, 5, and 6 as a 5th grade classroom teacher.
7) If you work two or more jobs, fill in each job title under the heading “% of time.” The form may be completed electronically or by hand.
   a. If you work in two or more locations AND two or more jobs, fill in each location separately under the heading “% of time.”
8) All time each day should equal 100%.

Filled Out Sample Daily Time and Effort Report

<table>
<thead>
<tr>
<th>Day of Month</th>
<th>Work Summary</th>
<th>% of time</th>
<th>% of time</th>
<th>% of time</th>
<th>100% Effort</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>LC Period 1,2,4 Classroom P 3,5,6</td>
<td>50%</td>
<td>50%</td>
<td>100%</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>5th Grade Day</td>
<td>50%</td>
<td>50%</td>
<td>100%</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>Lit Coach Training</td>
<td>100%</td>
<td>0</td>
<td>100%</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>LC Period 1,2,4 Classroom P 3,5,6</td>
<td>50%</td>
<td>50%</td>
<td>100%</td>
<td></td>
</tr>
<tr>
<td>5</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6</td>
<td></td>
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</tbody>
</table>
**Other Information**

If you are off for a banking day or other recognized MPS day off (vacation day, sick day, etc.,) allocate the time as you would on a normal work day. If you attend training related to a specific position, allocate 100% of the training time to the position. The total time and effort each day should always be 100%. Do not use the form to record extra hours. It is intended to capture time only for hours worked on an FTE basis. Forms cannot be dated before the work has been completed.

Please remember to sign and date the form and send it no later than one week after the end of each month. Please send the complete form to: Finance Office, Central Services Room 2; Attention: Brian Terrell.

Failure to submit monthly forms could result in the loss of grant funding for your school and the District.

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**OTHER GRANT INFORMATION**

The majority of grants are not bottom-line budgets. This means you must spend your grant dollars accurately by line item; unlike the board funds where we would like you to choose the most accurate account regardless of the amount budgeted.

If you wish to spend a grant differently than originally budgeted, you must request a budget adjustment. Do not use any account number without a dollar amount budgeted. If a budget adjustment is needed with your Title I, Title II, Title III, or School Improvement grants - contact your budget analyst. Please be aware changes may only be applicable to people when dealing with Title Grants. All other budget adjustments should be addressed to Yvette McGhee at 475-8602 or mcgheeys@milwaukee.k12.wi.us.

All grant funds must be spent or encumbered prior to the grant end date. All direct pays must be processed within 30 days of the grant end date. Therefore, it is imperative all orders, direct pays, etc. be encumbered no later than April 30, 2016 prior to the end of the fiscal year; defined as July 1st to June 30th. In addition, the merchandise must be received in the school and indicated as “received” in IFAS before the last day of the grant. If the order has not been entered and approved in IFAS by April 30, 2016 or the merchandise has not been received in the school and in IFAS before June 30, 2016, the expenditures will be cancelled or charged to your school’s Board budget.

**Other Financial Resources and/or Grants Received by My School – Page 60 of the School Accounting Manual**

The funds received must be classified as a grant if one or more of the following five conditions exist:

- The amount is greater than $5,000,
- Will not be spent within the current school year,
- Require payment of a salary,
- Require a report to the grantor, or
- The amount is a state or federal award.

If none of the conditions are met, these funds can be deposited into the school’s Student Activity Fund (the school checking account) and spent by the school. Contact Paul Stawicki at 475-8857 if you have any questions. Many grants require monthly reports of expenditures. Any special reporting requirements must be given to Sherry Pearson when the budget and account codes for the grant are established.

Most grants have specific rules for the use of funds granted. It is the responsibility of the school leader to ensure all grant expenditures follow the specific rules and guidelines for each grant. These rules and guidelines can be found in the award letter from the funder. Be sure to charge expenditures to the correct function and cost category. The fifth character in an account code is the cost category, which uses an “I” for instruction and an “S” for support. Review **Understanding Account Codes** for more information.
POSITION CONTROL

Position control is the process of establishing and complying with limits on salary account code positions within the general ledger. It is getting the right employees in the right positions, in the correct budget codes and keeping them there. Positions are budgeted and employees are assigned to positions consistent with the work they perform. Position control helps school leaders to identify potential staffing problems.

Best Practice Position Control

Review staff assignments at the beginning of each school year, after 3rd Friday, at least once per month throughout the school year, and whenever you have made changes.

STAFF ASSIGNMENT REPORTING TOOLS

Ensuring staff are charged correctly impacts:

- The District’s ability to receive appropriate state revenue and grant funding.
- The ability of a school to fill vacant positions. Request to Fill papers may not be processed if people are in the wrong accounts.

A thorough review at the beginning of each school year and regularly throughout the year to ensure staff is charged to the correct location and to correct account codes is critical to being able to effectively manage school resources. The following reports will assist you with this and also with making other staffing and budget decisions. More detailed instructions for these reports can be found at the end of each report description below.

- **Data Warehouse – School Staff Report** - This report provides information comparing budgeted staff to actual staff assignments. See instructions below.
- **PeopleSoft Position Report Per Payroll** – Allows you to print a hard copy list of all your school employees with their account codes, job titles, FTE distribution, employee ID and salary amount. The shortcut to this item can be found on IFAS within the Budget tab under Budget Tools.

DATA WAREHOUSE – SCHOOL STAFF REPORT

This report will be a powerful tool to assist you in identifying staffing issues. The Data Warehouse School Staff report allows you to:

- Confirm the number of budgeted positions at your school,
- Identify positions over or under staffed,
- Confirm staff are coded correctly, and
- View the names of staff charged to each account code.

Best Practice Position Data Export

Use this report to match actual school personnel with their correct assignments.

Run the Position Control Report by following Position Control Instructions by going to the MPS APPS page>Dashboard/Login>Staff (on the left)>School Staff Report.

Hit *Refresh Values*—this may take several seconds. Schools will populate in the box on the left. Double click your school. Click *Run Query*. This may take several minutes.

The Position Detail report shows variances in each job family. The Position Detail by Project report shows the same information with the layout focusing on the project code.

**UNDERSTANDING THE VARIANCE**

If the variance shows a negative number, this indicates understaffing in the position. If the FTE column shows a positive number, this indicates too many staff in the position.

**Sample Position Detail**

In the example below, we are looking at the Para section. The variance in BKF is 0.06 (pink). The budgeted amount was 0; .06 people are listed in this position. Likewise, SSP is understaffed by -0.06 people (yellow). The comments on the side indicate this Para is to be moved from BKF to SSP.

**Sample Position Detail by Project**

Scrolling down to the bottom of this report, you can see the budget and actual for each project code. The screen shot below takes many project codes out so you can see the example more clearly.

Using the para from the first example, we see if we make the change, BKF will be reduced by the .06 to zero. BDK will be increased by 0.68 to 0.74. The overall overage is 0.56 still, but changing those assignments to their correct placement will help you narrow down areas you need to cut or add.
The PeopleSoft Position Report per Payroll lists all school employees with their account codes, job titles, employee ID and salary amount. This report allows you to ensure:

- Employees are charged to the correct account code,
- Only current employees are being charged to your school,
- There are no employees from other schools being charged to your school, and
- How many FTEs are charged to each account code.

Detailed instructions for running this report can be found on IFAS within the Budget tab under Budget Tools.

Sample PeopleSoft Position Report Per Payroll
1) This is the full account code for this section of teachers. This example shows 3 sections of teachers with separate budget codes.
2) The Limit Total is the number of budgeted FTEs for this budget code. The Actual Total is the actual number of FTEs assigned to this budget code.
3) This item shows the number of FTEs overstaffed by the negative number listed.
4) Employee number.
5) This shows what was actually charged to this account code. In this case, 0.70 of the position.
6) The teacher name as it pertains to the account code. This teacher may have 0.30 posted elsewhere.

VERIFICATION OF STAFF ASSIGNMENTS

The staff reporting tools above will assist you in your efforts to achieve 100% accuracy regarding your staffing assignments. The information below will guide you through the process of verification and correction of staff assignments. You may wish to discuss staff position changes with your Human Capital Staffing Specialist. Email your Staffing Specialist and cc: your budget analyst.

Best Practice Verification of Staff Assignments
Making sure your staff assignments are correct at the beginning of the school year. This allows for more of your time to be focused on managing Section 3 of your budget.

Verifying Staff Assignments

1) Print all Board and grant line item budgets. Review Viewing Line Item Budgets: Board and Grants if needed.
2) Print a copy of your PeopleSoft Position Report per Payroll (this contains the names and account code for each employee). Review PeopleSoft Position Report Per Payroll if needed.
3) Open the Data Warehouse Position Control report. Review Data Warehouse – School Staff Report if needed.
4) Use 2 above reports to compare the staff FTE budget codes from your line item budget with the names, budget codes and staff assignments on the People Soft and the Data Warehouse School Staff Report.
5) Identify and correct all staff assignments as explained below.
6) Keep a record of requested changes.

CORRECTION OF STAFFING AND ACCOUNT CODES: BOARD FUNDS

The staff correction process is different for Board funded and grant funded staff.

- **Board funded staff corrections**: Use eRoster and the eRoster instruction and user guide. If someone is assigned to multiple locations, contact your budget analyst.
- **Grant funded staff corrections**: Must be corrected through the Grant Employee Position form and submitted to the Office of Finance. This is true even if a staff person is only funded 0.1 FTE through a grant.

Best Practice Correcting Staffing and Account Codes
Receiving appropriate state revenue and grant funding depends on the accuracy of payroll records. Making a reminder to check these reports after each payroll can eliminate surprises.
CORRECTION OF STAFFING AND ACCOUNT CODES: GRANT FUNDS

The District’s ability to receive appropriate state revenue and grant funding depends on the accuracy of payroll records. It is critical grant staff is correctly assigned and coded. All corrections require the completion of the Grant Employee Position form. If any portion of an employee’s salary is charged to a grant, this form must be completed.

A shortcut to the Grant Employee Position Form is located on the IFAS Dashboard under the budget tab. To complete this form you will need:
- A Grant Budget Worksheet;

The Grant Budget Worksheet shows the total annual budgeted FTEs for each grant. The PeopleSoft Position Report per Payroll will list each employee and indicate the account code(s) to which they are charged.

If you have questions please contact Sarah Lueth (414-475-8124) or Kim Callies (414-475-8289).

GRANT EMPLOYEE POSITION FORM

Best Practice Grant Employee Position Form
If you keep the same staff in the same grant every year, you can avoid over or understaffing and notice oddities more quickly.

Tips for completing the Grant Employee Position Form:
- At the beginning of each school year all employees who will remain in, be assigned to or be removed from a grant must be listed on this form.
- All individual mid-year grant staffing changes must use this form.
- Each position listed on the Grant Budget Worksheet must be assigned to an employee. Vacancies should not be included on the form.
- If the staff member is assigned to more than one funding source, all funding sources must be indicated on the form including Board funds. This ensures the full employee is properly allocated.
- This means most employees entered on this form will total 1 FTE; however paraprofessionals and teaching assistants may be different such as .75. This allows us to ensure the full employee is properly allocated.
- Carefully review your PeopleSoft Position Report per Payroll to also identify each employee currently assigned to a grant in 2015 but will not be assigned to a grant in 2016.
- If a person is assigned 100% to Board, they should not be listed on this form.
- Please work directly with Human Capital Services on transfers. Transfers will not be processed through this form.

Email your completed electronic form to Sara Lueth at luethsm@milwaukee.k12.wi.us.

Note in the example below, the person entered with the last name “Doe” has a total equaling 1.0 FTE. This should be true for most of your employees.
Sample Grant Employee Position Form

![Image of Sample Grant Employee Position Form]

**ACTION ITEMS**

An action item is a documented event, task, activity, or action needing to take place. A list of action items, and in many cases deadlines have been identified below to assist school leaders in scheduling the timely completion of this work. Here is a list of action Items; they have been discussed in many parts of this form and will have a hyperlink to the information. This is not an all-encompassing list of items needed.

- Acceptance of Gifts and Donations
- Fundraising Forms
- Time and Effort Reporting
- Corrections and Changes to Expenditure Coding
- Expenditure Reclassifications
- Request to Fill

**ACCEPTANCE OF GIFTS AND DONATIONS**

MPS policy requires all gifts and donations to schools be reported on the Report of Gift to District/School Form. The Report of Gift to District/School Form is an electronic form that can be found on mConnect at: mConnect>Departments>Office of Finance>Financial Planning & Budget Services>Report of Gift to District/School

Only the Board of School Directors is authorized to receive gifts and scholarships on behalf of Milwaukee Public Schools. They may designate the superintendent or other individual to accept such donations and to report such acceptance to the board. The Board can and will refuse donations. No money or use of donated items should occur until after the Board votes to accept the donations. Following acceptance of the donation from the Milwaukee Board of School Directors, the School Leader/Department Director/Chief is responsible for sending a Thank You Letter to the donor on District letterhead. The Thank You Letter should include the fair value of the gift for the donors’ tax purposes.

If the gift is in the form of money, the following conditions must be met before the school can deposit the funds into their checking accounts.

- The amount must be less than $5,000
- The funds must be used within the fiscal year of acceptance

Any questions regarding this Financial Tools Handbook can be directed to the Financial Planning & Budget Services Department via email at budget@milwaukee.k12.wi.us or phone at 475-8141.
The funds cannot be used to pay any individuals

If any of these conditions are not met, the funds must be sent to the Office of Finance to the attention of their budget analyst. If a long-term scholarship or gift is involved, the funds will be deposited into an interest bearing fund and any interest earned on the investment will be added to the original amount.

If a gift is not in the form of money, the gift process must still be followed and the form filled out. As part of the process of documenting gifts and donations, the district also assesses donations of non-monetary items, such as equipment, furniture, textbooks, technology and miscellaneous goods, to determine whether acceptance of the donation or gift is consistent with the district’s curricular, financial and safety objectives. Gifts which involve items which may affect the District’s curriculum, property or technology network need approval from the appropriate department. Donations of physical items, such as equipment or electronics, should be catalogued into your schools physical assets inventory system following acceptance by the Milwaukee Board of School Directors.

Donations requiring departmental approval:

<table>
<thead>
<tr>
<th>Donation Type</th>
<th>Department Approval Needed</th>
</tr>
</thead>
<tbody>
<tr>
<td>Curriculum</td>
<td>Curriculum &amp; Instruction</td>
</tr>
<tr>
<td>Property/Equipment</td>
<td>Procurement &amp; Risk Management</td>
</tr>
<tr>
<td></td>
<td>Facilities &amp; Maintenance</td>
</tr>
<tr>
<td>Technology</td>
<td>Technology Services</td>
</tr>
</tbody>
</table>

No school leader, teacher, or other employee of the Board may accept money as a gift from any student. Gifts of appreciation given by a class to a school leader, teacher, or other employee of the Board should not exceed $10.00 in value. The school leader should periodically remind students of Board rules on gift limitations. Gifts of graduating classes are to be handled in the same manner.

The Report of Gift to District/School form should be completed and submitted on mConnect by the School Leader/Department Director. An email confirmation of the submission will be sent and is to be kept for the schools/departments records.

Please contact the Financial Planning and Budget Services at budget@milwaukee.k12.wi.us if you have any questions.
Report of Gift to School Form

The district’s Fundraising Request and Report and instructions in the School Accounting Manual have been updated for the 2015-16 school year. You can use the hyperlink to access the Fundraiser Request and Report or you can follow the path on mConnect at: mConnect>Departments>Financial Services.

School leaders are asked to remind their staff **all school fundraising efforts require pre-approval**. This includes any social media opportunities for fundraising through crowd funding websites such as Kickstarter or Donor’s Choose. Fundraising approval begins with the school leader. Before any fundraiser is initiated, the Fundraising Request and Report form must be completed; then approved and signed by the school leader. Before approving the fundraising form, the school leader should examine the reason for the fundraiser, the dates, and what type of product is being sold.

When any fundraiser is anticipated to generate revenue of $5,000 or greater, an additional signature/approval is required by the Regional Director of School Support. **This must be done prior to launching any fundraising efforts.** As a result of this change, Audit Services will be revising their Internal Controls document and questionnaire for the school audit activity.
Important things to remember:

- A fundraiser and its goals must be approved by the School leader — Note: If the fundraiser is expected to generate $5,000 or greater, it must also be approved by the Regional Director of School Support.
- Fundraising profits must be used only for their stated purpose.
- Fundraising efforts may only be conducted during non-class hours.
- No one is to derive any personal profit in the form of a salary or other remuneration from the fundraiser.
- All fundraising transactions must be conducted through the school’s checking account and reflected in the school’s general ledger. This includes every receipt and disbursement. No cash payments to vendors are allowed.
- Fundraised donations obtained from Donor’s Choose/Kickstarter require a copy of the fundraising form with the donation form as proof that the school staff obtained all of the required approvals prior to making their requests and being awarded.

Questions regarding fundraisers should be directed to your Regional Director of School Support.

Sample Fundraiser Request and Report Form

![Fundraiser Request Form]

Please contact your school bookkeeper or school accounting at blumenna@milwaukee.k2.wi.us if you have any questions.

CORRECTIONS AND CHANGES TO EXPENDITURE CODING

Change Section 3 Coding Errors in Board and Grant Budgets

To correct an expense coded to the wrong account code, do one the following:

- Fill out an Expenditure Reclassification Form found by going on mConnect at: mConnect>Departments>Financial Services.
- Enter the account code where expenditures were charged in error and the account code to which the expenditures should be charged. The form indicates an incorrect account code is a credit.
- Enter the reason for the transfer such as: “Charged to the wrong account code in error” or “Teacher works at Bruce not Bryant”.
- Attach documentation such as IFAS “drill downs” (See section on Monitoring Expenses through the LES Report for “drill down” instructions);
- If the transfer is between schools, both school leaders must sign the form.
- Forward the signed form to budget@milwaukee.k12.wi.us.
Expenditures can be moved between projects only if the expenditure is allowable for the receiving project. Also, review MPS Expenditure Guidelines on mConnect at: mConnect>Departments>Financial Planning and Budget Services.

Note: Only expenditures can be reclassified. Encumbrances cannot be moved until they become expenditures.

**Example Expenditure Reclassification Form**

1. This is the correct account where you would like your expenditure to go.
2. This is the account it should not have been assigned to.
3. A signature from the school or department leader is needed for the account it is going in to.
4. A signature from the school or department leader is needed for the account it is coming out of.
5. The date of the change.
6. A description of why you are making the change. Please be sure to include supporting documentation if it is not clear for the reason.
7. The amount of the reclassification.
8. For codes not appearing on your line item budget, the code must first be determined to be appropriate for school business. To request a code addition, email your Budget Analyst requesting the account code(s) to be added.

**Transferring Funds from One Budget Line to Another**

**Grant Funds**: Requests for transfers of grant funds from one budget line to another within a grant should be sent to your budget analyst. Grant funds transfers may require approval from the District Grant Coordinator.

**Board Funds**: Generally speaking, after Third Friday adjustments have been made, transfers of funds from one budget line to another are not necessary.
REQUEST-TO-FILL A POSITION

To fill school vacancies outside of the fall and spring budget adjustment cycles, school leaders must complete a “Request-To-Fill Vacant Position” form. This form is available on the Talent Management page on mConnect. This form can be emailed to budget@milwaukee.k12.wi.us. The form must be filled out completely and accurately. Please contact your budget analyst if you have questions about the form shown below. Only the top portion is outlined in this document.

The request to fill form must be approved by the Office of Finance before the Office of Human Capital can begin the staffing process. Sending forms to any location other than budget@milwaukee.k12.wi.us will delay the process.

1. Name of Department or School requesting a position.
2. Office or Region the Department or School is a part of.
3. Full title of the requested position.
4. Name of the individual who filled in the form.
5. Indicate the position type as either a 10 or 12 month position.
6. Date by which the position should be filled.
7. Number of vacancies to be filled for this position.
8. Type of Vacancy.
   a. How many hours per week this person will work.
   b. Vacancy Type; Administrative, Classified, Certificated, Other Certificated
9. Name and title of reporting Supervisor.
10. Name, title and phone number of person who should be contacted with questions about the vacant position.

11. The reason this position is vacant.
   a. Is the position a replacement, new position in the budget, or new position not in the budget?
   b. The date the position became vacant.
   c. Name and employee ID of the person leaving the position.
   d. Indicate the status of the position description.
   e. Signature, typed name, and date from the Department Head or School Leader.

If possible, please include the account code you wish to use for the vacant position. If you are unsure, please contact your budget analyst.

**ADDITIONAL SCHOOL MANAGEMENT INFORMATION**

ACCOUNTING INFORMATION

Below is a list of topics associated with school accounting; more specific information can be found in the School Accounting Manual on mConnect at: mConnect>Departments>Financial Services.

**Financial Systems Used**

IFAS (Integrated Financial Accounting System), which is where schools track transactions in the purchasing, accounts payable, budget, fixed asset areas and the Student Activity Module where schools document school-based cash receipts, checks written and other banking items.

Time and Labor (Payroll Entry and Authorization within Peoplesoft)

PeopleSoft (Human Capital Services Management System)

**Leader Accountability**

Leaders are held accountable for the financial condition of their department and are expected to follow Financial Standards established by the Milwaukee Board of School Directors. These standards cover the following areas:

1) Budget Management
2) Payroll Authorization
3) Conflicts of Interest
4) Contracts
5) Capital Cash
6) Separation of Duties
7) Bank Statement Reconciliation
8) Blank Checks/Signature Stamps
9) Student Activity Fund Records
10) Fixed Asset Tracking

If you have any questions on any of these items or would like additional training or technical assistance, please contact Nancy Blumenberg at 475-8107 or blumenna@milwaukee.k12.wi.us.

**MPS Fixed Asset Policy Overview**

Fixed assets are defined for external reporting purposes as furniture and equipment with a useful life greater than one year and an initial cost of $5,000 or more. Board policy also requires portable technology such as computers, printers,
televisions, fax machines, digital cameras, camcorders, etc. be recorded for internal tracking purposes regardless of cost. All fixed assets, whether for reporting or tracking purposes, must be recorded in the IFAS Fixed Asset Inventory within 30 days of receipt. Fixed Assets of $5,000 or more should be recorded by using object code EEQ5. Fixed assets under $5,000 should use object code ENCQ. All technology purchases must use the object code ECPU.

To run your schools fixed asset report, go to the IFAS>Fixed Assets>Fixed Asset Listing – By Room. Type in your location and hit submit. This will give you a good idea what you have listed for assets at your school.

All fixed assets must be recorded in IFAS within 30 days of receipt.

A physical inventory of all fixed assets must be completed prior to the end of each school year. Documents supporting the physical inventory (Addition, Disposal, Asset Listing reports and Fixed Asset Disposal Forms) should be dated and signed by the Principal/Administrator and retained at the school/department for audit purposes.

Fixed Asset Instructions can be found on the “Fixed Asset” tab on the Dashboard Homepage. For more information, please contact Nancy Blumenberg at 475-8107 or blumenna@milwaukee.k12.wi.us.

Additional Accounting Questions
If you have any questions, please contact the School Accounting team: Paul Stawicki at 475-8857, Felecia Jasper-Mitchell at 475-8627, or Nancy Blumenberg at 475-8107.

Best Practice Accounting Forms
Most of the Accounting forms can be found on mConnect at: mConnect>Departments>Office of Finance>Financial Services.

PROCUREMENT & RISK MANAGEMENT

The Department of Procurement and Risk Management is responsible for the District’s property/casualty insurance program, workers compensation, student and staff safety, liability issues, and drafting and negotiation of contracts. The Department of Procurement and Risk Management is located in Room 160, Central Office. Contact information for our department is found below. Please note any questions regarding employee benefits (health insurance, pension, etc.) must be directed to the Office of Human Capital Management, Department of Benefits and Compensation at 475-8554.

WORKERS COMPENSATION

The Department of Procurement & Risk Management is responsible for managing and coordinating the District’s legal obligations regarding worker’s compensation issues, and to manage the District’s losses due to employee injuries by promoting workplace safety. All documents relating to a workplace injury must be faxed to Procurement & Risk Management at 475-8885 as soon as the documents are received. Broadly, our response regarding Worker’s Compensation falls into the following categories:

- **Notification** – To properly claim a worker’s compensation injury, the employee must complete an EB-49 Accident Report form. The completed form must be faxed as soon as possible to 475-8104, attention Risk Management.

- **Lost Time** – If an employee is off of work due to their claimed work injury, they are entitled to be compensated for lost time. The Payroll Secretary at each site is authorized to use Code 60 – Injury Pay to cover an employee’s absences, but only if the injured employee has completed and submitted an EB-49 Accident Report form, and has submitted medical verification from their treating physician they are off of work due to their work injury.

- **Return to Work** – The Employee Handbook requires each injured employee to participate in our modified duty program when it is medically advisable to do so. Returning to work with modified duties when medically advisable reduces the District’s loss and increases efficiency and productivity.

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RISK MANAGEMENT

The Department of Procurement & Risk Management is also responsible for managing and coordinating the District’s risk management program. In general, this includes ensuring student and staff safety, managing personal injury claims and property losses, protecting the District from legal liability by mitigating risk, and advising administrators, school leaders, and staff on these issues. Broadly, our response regarding Risk Management falls into the following categories:

- **Field Trips** – see section below.
- **Theft** – see section below. This includes auto glass vandalism.
- **Safety and Liability Issues** – The Department of Procurement and Risk Management works to ensure the safety of all students, staff and visitors. If you have a concern about a safety issue, or an injury occurring in or outside your building, please contact our department. The Department of Procurement and Risk Management also handles legal claims against the District involving personal injury. If you have questions about an injury suffered at your school or are contacted by anyone regarding an injury suffered at your school, please contact us immediately.
- **Insurance Issues** – the Department of Procurement and Risk Management is responsible for the District’s property/casualty insurance program. This includes administering claims for injury (as stated above), and property losses (resulting from theft, weather related losses, etc). Our department also ensures individuals providing services or volunteering in our schools have the proper insurance coverage. If you have questions about the District’s insurance program, or about insurance carried by non-MPS individuals in your building, please contact our department at the number below.

Detailed information regarding Worker’s Compensation, field trips and auto-glass vandalism can be found on mConnect. All questions related to Workers Compensation can be directed to Safety Coordinator Rob Crouthamel at 475-8555, crouthrr@milwaukee.k12.k2i.us. Any questions regarding Insurance & Risk Management or Worker’s Compensation may be directed to Kris DeCato, Director - Procurement & Risk Management at 773-9950 or decatokd@milwaukee.k12.wi.us.

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FIELD TRIPS

Field trips should contain valuable educational learning experiences for the children of MPS.

Policy information on Field Trips and Excursions is located here: **Policy 7.30 Field Trips and Excursions**
Regulation information on Field Trips and Excursions is located here: **Regulation 7.30 Field Trips and Excursions**
Three Types of Field Trips

1) Local
The trip must be in Wisconsin. The trip cannot be overnight. The length of the trip is defined in writing as 1 day or less. Before planning the trip, the teacher or member in charge of planning must get approval from the Principal or School Administrator. Additional rules can be found in the Board Policy and the Board Regulation.

2) Extended
The extended trip does not have to be in Wisconsin. The trip can last more than one night. The length of the trip is defined in writing. Before planning the trip, the teacher or member in charge of planning must get approval from the Principal or School Administrator and the Director of School Support or the Regional Superintendent. Additional rules can be found in the Board Policy and the Board Regulation.

3) Foreign
The foreign trip is outside of the Continental United States. The length of the trip and locations visited are defined in writing. Before planning the trip, the teacher or member in charge of planning must get approval from the Principal or School Administrator and the Director of School Support or the Regional Superintendent and the Director of Risk Management. Additional rules can be found in the Board Policy and the Board Regulation.

Field Trip Notes
- Risk Management does not approve or review as a matter of course for local or extended travel. If you have a question specific to risk or compliance with policy, please call Risk Management. All other questions should be directed to your Principal and/or School Administrator.
- All students need to have a permission slip filled out by their parent. The general MPS Field Trip Permission Slip can be located in the Helpful Links section below.
- Please retain all receipts and documents for reimbursement.
- Note the guidelines for insurance needed for both individuals and the group; transportation, injury, etc.
- As everyone will be a representative of MPS, rules of conduct should be reviewed with all participants prior to the event. A copy of these rules will be given to each individual attending. If these rules are not followed, consequences are going to be the responsibility of the student’s guardian; consequences include the cost associated.
- Please review the Sequential Steps for Application listed in the Administrative Procedure 7.30 on page 10 of 11 for details about the application.

THEFT (POLICY 6.17)

Policy information on Personal Property Loss for Staff is located through either the MPS website or mConnect: District>Office of Board Governance>Clerk Services>Policies & Procedures.

Four Types of Theft

1) Loss of Personal Property
If an employee has something stolen from a school building other than cash (cash is not covered), the employee must fill out a Personal Property Loss Report. This completed form must be sent to the Finance Department;
directions are listed at the bottom of the report. This report can be found on mConnect at: mConnect>Departments>Financial Services.

Sample Report of Personal Property Loss

2) Theft of Property from Your Automobile
   If an employee has something stolen out of their car while working or attending an event for MPS, it is **not** covered under the theft policy.
   
   Be vigilant – do not leave valuable items out in the open. Valuable items include but are not limited to: Cell phones, digital radios, cameras, wallets, purses, laptops, gift wrapped packages, etc. Lock all of your valuables in the trunk **prior** to arriving at your destination. Also, make sure no identifying information is left out; including pieces of mail, ID badges, etc. Remember – none of these items are covered by the MPS theft policy.

3) Theft of MPS Property
   If the theft of an item has a value of ten thousand ($10,000.00) or less, please fill out a Loss of School Asset Report Form. This completed form must be sent to the Accounting Department; directions are listed on the bottom of the report. Any amount over ten thousand ($10,000.00+) must be reported to the Director of Procurement and Risk Management. Additional information or forms may be required. This report can be found on mConnect at: mConnect>Departments>Financial Services.

Sample Loss of School Asset Report Form

*If you have School Issued Computer Equipment stolen, please contact the Director of School Safety. Information sensitive to our students will need to be reported.

4) Vandalism to your Automobile
   If your vehicle is parked in a designated MPS parking area during work or an MPS sponsored event and your vehicle suffers malicious damage – MPS will only cover damage to glass.
Collisions, dents, car key marks, or other types of vandalism will not be covered. Mirrors are not considered glass. For information on reporting broken glass on your vehicle, please contact the Director of Procurement and Risk Management.

Some tips to avoid vandalism to your vehicle include: being mindful where you park (near lights, other people), install an alarm on your vehicle, or park near people you know who know you and your vehicle. If you are at your workplace late, move your car closer to the building during your lunch hour. Remember – only glass is covered by the MPS vandalism policy - mirrors are not considered glass.

**PROCUREMENT, CONTRACTING, AND ADMINISTRATIVE POLICY 3.09**

The District centralized all contracting for goods and services, including any contract for rental of goods or venues, field trips, bussing services, travel, or “zero dollars” (i.e. memoranda of understanding, donations etc.) in the Department of Procurement and Risk Management. This means school leaders no longer have the authority to sign any contract of any kind. The Department of Procurement and Risk Management will be responsible for the drafting, negotiation and general review of all contracts entered into by the District.

If you receive any document from anyone outside the District which requires or requests the signature of the school leader, please contact Kris DeCato in the Department of Procurement and Risk Management at (414) 773-9950 or decatokd@milwaukee.k12.wi.us.

All purchases of goods and services must be supported by purchase orders or contracts executed in accordance with this policy. Detailed information on contracting and purchasing can be found by logging on to IFAS. There are tabs for Contracting, Direct Payments and Purchasing Goods. School leaders are encouraged to review the highlighted contracting and purchasing tabs below. Select the “How to use this Page” link. School leaders should read and be familiar with Administrative Policy 3.09 which can be found on the Purchasing tab in the “Start Here Policy/Guidelines” group.

**SUMMARY OF ADMINISTRATIVE POLICY 3.09 – PURCHASING AND BIDDING REQUIREMENTS**

This policy applies to the purchase of all goods and all services, including leasing by any MPS school or department, including instrumentality charter schools. Nothing in the policy shall prevent MPS from complying with the terms and conditions of any donation, grant, gift or bequest.

The purpose of the 3.09 policy is to:

- provide a uniform and systematic method of purchasing goods and services which maximizes the purchasing value of the District;
- ensure fair, and equitable treatment of all persons who transact business with the District; and
- provide increased public confidence in the District’s public procurement process.

**Violations of Policy**

Any contract executed by an individual lacking the express delegated authority to bind the Milwaukee Board of School Directors is null and void and shall not bind MPS. Any MPS employee who purchases or causes to be purchased goods or services outside the provisions of this policy and its implementing regulations may be deemed personally liable for the cost thereof and may be subject to appropriate disciplinary action up to and including termination.
CONTRACTING

Any authorized administrator may begin the process of contracting by requisitioning services in IFAS.

Scope of Services, Statement of Work
This is a detailed description of the services which clearly describe the task so both the Contract Administrator and the Contractor agree as to the requested outcome of the contract.

Identifying Funds
The Contract Administrator shall review their approved budget to ensure funds are available for the services sought. The Contract Administrator shall work with Leadership and budget if necessary.

Vendor Selection
Policy 3.09 outlines the process for vendor selection. Generally speaking, total cost of the services in one fiscal year will determine whether a competitive procurement is required or whether the Contract Administrator may choose the Contractor.

- Informal bidding (no advertising required) - Quoting is a process whereby the services desired are sent to a minimum of three vendors for pricing. The vendor chosen is the lowest-cost responder to the informal quote.
- Formal bidding (advertising required) - Request for Proposals (RFP) Competitive procurement process used when it is impossible to define a clear specification for the services and price is not the only factor to be used in determining the award of a contract. A Scope of Services is used to define what services are needed by the District and additional evaluation criteria such as experience of firm, experience of personnel assigned to the project and approach to the project are established and weighted.

- Sole Source - A sole source exists when there are no other known sources of supply for a particular commodity or service. The Contract Administrator must demonstrate/justify one of the following conditions:
  - no competitive vendors exist
  - a vendor must return to complete or modify a previously begun project
  - a grant specifies the use of a particular vendor

Opportunities for Successful Contracting

- Avoid last minute Requisitioning: Requisition your services at least 30 days in advance. A minimum of 60 days in advance if Board approval is necessary. Allow more time if you will need assistance refining your statement of work/scope of service or if an RFP or bid must be issued.
- Do not sign a vendor’s contract, agreement, lease, or make any promises to pay for goods or services outside of an approved MPS contract.
- Do not begin services until a fully approved contract is in effect (this is to protect the District, the staff and most importantly, the students). Payments will not be made to vendors absent a contract.
- Schools must never pay a vendor directly with a school check.

Required Approvals
See Procurement and Contracting flowchart below.
Contract Administration
Contract Administration has the responsibility to monitor and approve work performed by a Contractor under the terms and conditions of a contract. This will ensure acceptable performance standards, established timelines are met and any deliverables required are received on time.

Contract Administrator’s Responsibilities
The Contract Administrator:
- understands the desired outcomes of the contract;
- understands the essential elements of the contract prior to beginning services;
- is the main point of contact with the Contractor;
- conducts an initial meeting with the Contractor to establish rapport and ensure all contract requirements are understood;
- monitors the invoicing by and payments to the Contractor to ensure accuracy and make sure the services stay within the budget of the contract;
- notifies the Contractor of any discrepancies and request revised invoice;
- documents and facilitates resolutions to any minor contract concerns and/or disputes.
- conducts a final meeting with the Contractor to ensure conclusion of services, receipt of required deliverables, and receipt of the final invoice.

Best Practice Contracting
Follow Administrative Policy 3.09. Violations of this policy may result in any MPS employee to be deemed personally liable for the cost and the subject of disciplinary action.

Reconciling the Contract
MPS does not pay in advance for services. No payment shall be made until the properly submitted invoice is approved. The contract will detail invoicing instructions. A properly submitted invoice must include a detailed description of the dates and times worked and the tasks performed. The invoice must include the contract number and the vendor number (ID). As a matter of practice MPS attempts to pay all invoices in 30 days.
- Do not guarantee a payment date to a vendor!
- Do not pay with a school check
- All payments are made centrally.
- Checks are sent directly to the contractor.

Closing the Contract
Absent an invoice marked final, the contract administrator can reconcile and close the contract (i.e. conclude services and clear any outstanding encumbrances on the ledger) per the terms of the contract. To close a contract, use the Request to Change Contract Form mentioned early in this document.
Procurement and Contracting Flow Chart

Purchase Orders and Direct Payment
Purchase Orders must be used for purchase of allowable goods over $500. A Direct Payment is the process used by the Accounts Payable Department to pay vendor invoices, reimburse employees or schools for allowable expenditures under $500. Instructions for creating purchase orders and direct pays can be found on “Purchasing Goods” and “Direct Payments” tabs on the IFAS dashboard.

The District has established a “No PO, No Pay” policy. Under this policy no payments will be made to a vendor unless a Purchase Order has been created. Exception to this policy includes purchases under $500.

TEXTBOOK MANAGEMENT

The Office of Academics is responsible for managing and coordinating the District’s Textbooks and Instructional Materials. The District annually budgets for textbook adoptions including a reserve for replacement copies of already adopted materials due to enrollment changes or normal wear and tear. New Textbooks and Instructional Materials will be made available for the start of the 2016-17 school year. Upon adoption, the District will begin the purchasing process based upon the information communicated to schools by the Department of Curriculum & Instruction.

To request board adopted educational resources the school Textbook Coordinator must complete the Instructional Materials Request Form. The Instructional Materials Request Form can be found on the Apps Page under Staff Development by selecting The Learning Community: The Learning Community> Central Services Communities>Instructional Materials Moodle.
TRAVEL

All requests for reimbursement of travel expenses shall be reasonable, customary and ordinary for the type of trip taken. The greatest possible economy shall be obtained by the avoidance of unnecessary travel and joint travel by authorized traveler in a single vehicle whenever possible.

The superintendent shall develop regulations providing the conditions and requirements under which payment of travel expenses shall be made to implement this rule, in accordance with Wisconsin Statutes, Internal Revenue Regulations and Board Rule provisions.

In all cases, requests for subsidized travel require substantial justification, prior notification, approval and documentation that will withstand any subsequent audit.

Eligible Personnel Include:

- Board Members
- MPS Employees
- Authorized Designees
- Title I Funded Employees

Eligible Travel Includes:

- Travel necessary for training required for staff in schools.
- Travel for training mandated by the state or federal government or program funders.
- Travel for training related to areas of responsibility.
- Travel to support the District’s legislative agenda and lobbying efforts.
- Travel to represent the District at state or national association meetings or conferences.
Any questions regarding this Financial Tools Handbook can be directed to the Financial Planning & Budget Services Department via email at budget@milwaukee.k12.wi.us or phone at 475-8141.

Funding for travel can come from three different places: categorical, trust accounts, or the school operations fund. See the Travel Policies and Procedures Manual for more information. The manual can be found in IFAS under the Travel tab. Transportation, reimbursement, lodging, and meals are also highlighted in the manual.

Two forms are available to request professional leave and travel; a School Form and a Central Services Form. These forms are located on IFAS under the Travel tab. Please make sure you are using the correct form. Below are copies showing the differences:

If you have any questions regarding travel, please contact Barb Corbine at 475-8297.

**PAYROLL**

School leaders, teachers-in-charge, and others authorized to approve payroll must approve bi-weekly payroll for all personnel under their authority. Chiefs, department and division heads are responsible for approving payroll for all personnel under their authority. All approvals are to be performed on the District’s Time and Labor system.

Approvers are required to review and sign a hard copy of the “Ready to Be Authorized” (RBAR) payroll to indicate their approval. Approvers must then compare the RBAR to the online payroll submitted for approval and, provided both payrolls
agree, approve the online payroll. If there are differences, they should be noted on the RBAR along with an explanation of the resolution. Finally, a hard copy of the “Approved” payroll with the typed school leader approval in the upper right hand corner should be printed, signed, and retained. These reports must be retained at each location for seven years to comply with records retention requirements.

Payment of other compensation including overtime, extra pay and other pay is at the discretion of the approver. A payment of “extraordinary” other compensation, such as overtime, requires a secondary level of approval. For school personnel a secondary approval is required by the school’s administrative specialist. For Central Services personnel a secondary approval is required by the department head, the Superintendent, or an appropriate designee. Extraordinary other compensation is defined as the point at which an employee’s other compensation, such as overtime pay for a biweekly period, exceeds 16 hours of their regular pay, or upon notification from the Payroll office.

Other compensation such as overtime and extra pay must be documented properly. An overtime/extra pay time sheet must be completed and approved for each pay period an employee works extra hours. The time sheet should list the employee’s name, pay period, dates worked, tasks completed, time worked, and number of hours worked. Work must be performed at an MPS work site. Work at home is not compensable. A separate time sheet should be maintained for each employee earning additional compensation and all time sheets should be reviewed, approved, and signed by the person designated. When the employee’s other compensation exceeds 16 hours of regular pay in a bi-weekly payroll period, the time sheet should also be sent to the secondary approver for signed approval and, upon approval, a copy should be forwarded to the Payroll Office. Payroll records should be filed in folders, with a separate folder for each payroll period. Payroll records should include the “Ready to Be Authorized” and “Authorized By” reports, and any supporting documents such as travel cards, substitute teacher forms, absence forms, and overtime and other compensatory time sheets.

CLOSING REMARKS

In closing, we thank you all for the hard work you and your staff put in to financial preparation, budgeting, and maintenance during every school year. We thank you for supporting the children of Milwaukee Public Schools and making their journey a success. Your efforts do not go unnoticed.

Sincerely,

The Office of Finance