

**WYOMING SCHOOL BUDGETING,  
ACCOUNTING AND REPORTING MANUAL**

**Finance Unit  
Wyoming Department of Education**

**Revised  
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## FOREWORD

Many advancements in financial reporting, management policies and procedures have been made in the context of the needs of school districts and those to who they are accountable. On June 30, 1999, the Governmental Accounting Standards Board (GASB) approved GASB Statement No. 34, *Basic Financial Statements – and Management’s Discussion and Analysis – for State and Local Governments*. Statement 34 is arguably the most significant change in the history of governmental accounting. It is a dramatic change in the way school districts report and present financial information. The new reporting model affects every public school organization that issues financial statements in conformity with generally accepted accounting principles (GAAP).

There are two separate and equally important aspects of accountability. The understanding of these two components is critical to understanding the rationale for the enhancements provided in Statement 34. First, fiscal accountability requires that districts demonstrate compliance with public decisions concerning the raising and spending of public monies in the short term, which is usually a single budgetary cycle, or one year. Second, operational accountability requires that a district demonstrate the extent to which it has met and can continue to meet its operating objectives in an efficient and effective manner into the future.

The traditional financial reporting model has a strong emphasis on legal compliance as a means to promote fiscal accountability with only minor attention to operational accountability. Statement 34 will improve operational accountability by highlighting the district-wide perspective that was frequently lost in the detail of fund accounting.

Specifically, Statement 34 establishes new requirements for school districts’ annual financial report. The most important features of the new model for the presentation of the annual financial report are:

- *Government-wide financial reporting* – Districts will be required to produce financial reports that provide a clear picture of the organization as a single, unified entity. These new “district-wide” financial statements complement traditional fund-based financial statements.
- *Additional long-term focus for school activities* – Traditional reporting for tax-supported activities has focused on short-term inflows, outflows, and balances of available financial resources. The new financial reporting model retains this short-term focus in the governmental fund financial statements while providing a long-term perspective for these same activities in the district-wide financial statements.
- *Narrative overview and analysis* – The new model provides financial report users with a simple narrative introduction, overview, and analysis of the basic financial statements in the form of management’s discussion and analysis (MD&A).

- *Information on major funds* – There is a general consensus that fund information is most useful when presented for individual funds rather than when funds are combined, such as the aggregation of special revenue funds. Accordingly, the new financial reporting model requires the presentation of individual fund data for each of the district’s major funds as defined by Statement 34.
- *Expanded budgetary reporting* – In the past, budgetary comparisons were based solely on the final amended budget. Under the new model, information on the original budget must also be presented. In addition, the new model eliminates aggregated budget presentations in favor of comparisons for the general fund and each major special revenue fund with an annual legally adopted budget.

Among the major innovations of Statement 34, districts will be required to:

- Provide information about the cost of delivering services to students.
- Include, for the first time, information about general infrastructure assets of the school district, if any.

The Finance Unit of the Wyoming Department of Education, developer of the *Wyoming School Budgeting, Accounting and Reporting Manual*, relies on input from the statutorily-mandated (W.S. 21-2-203(d)) advisory committee for necessary changes and updates to the manual. The School Finance Data Advisory Committee (SFDAC) consists of representatives from the school districts (business managers and superintendents), a CPA, and a representative from the Legislative Service Office and the State Department of Audit. Prior to making any changes to the manual, these changes are reviewed and approved by the SFDAC.

*Wyoming School Budgeting, Accounting and Reporting Manual, 2002*, has been designed as a state-wide standard for Wyoming school districts to use in reporting financial data and to use in preparing their annual financial reports that are submitted to the Wyoming Department of Education and to the Wyoming Department of Audit. The purpose of this manual is to ensure that school district fiscal data can be reported in a comprehensive and uniform manner. The accounting principles presented have been conformed to those generally accepted accounting principles established by the Governmental Accounting Standards Board in their publication, *Governmental Accounting and Financial Reporting Standards*.

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## INTRODUCTION

Accounting in the school district environment is important to district officials for two significant reasons. First, accounting can provide district officials with a high level of confidence that district resources are being properly used. Through sound accounting procedures and periodic, thorough audits of financial records and procedures, assurance is gained that the resources of the district are properly safeguarded. Second, and perhaps more important for the purposes of good management, accounting and financial reports can provide district officials with the information they need to evaluate schools and district performance and set a course of future action. Complete and timely financial reports, covering such matters as local financial condition, actual performance against budgeted expenditure and revenue targets, or an accounting report showing the cost of providing specific types of educational services are vital ingredients in successful management and policy making.

While a sound accounting system is a prerequisite to effective financial management, it is also essential that it enable the public, investors, and other interested parties to evaluate the school district's financial position and results of operations. To this end, the following pages contain information relating to the new requirements of GASB Statement No. 34 in the Governmental Accounting section and the Annual Financial Reporting section.

### **Desirable Accounting Practices**

1. Accounting records should be maintained on a basis consistent with Generally Accepted Accounting Principles (GAAP).
2. Accounting procedures should be designed to provide for routine internal checks on the disposition or treatment of all financial transactions.
3. Monthly reports should identify both expenditures and purchase commitments against each element of the budget structure.
4. Detailed accounting is performed in relation to all elements in the budget structure, including schools, departments, functions, and objects of expenditure.
5. Accounting reports should differentiate among the different types of funds maintained by the school district.
6. Regular monthly and annual financial reports should present a summary of financial activity by major types of funds.
7. Financial reports separately identify the income and expenses associated with each major operating unit.
8. Cost analyses include allowances for capital costs along with normal operating costs.
9. Accounting activities should be centralized under a single administrative official.
10. A periodic audit of all the financial affairs, including accounting records and procedures, should be performed by an independent certified public accountant.
11. Automated data processing should be used to assist the accounting process where transaction volumes warrant.

## Internal Control Structure

The school district's internal control structure comprises the policies and procedures established to provide reasonable assurance that specific district objectives will be achieved. Accounting responsibilities, procedures, and policies should be designed to help prevent:

- Misstatement of account balances because errors (both intentional and unintentional) go undetected
- Misappropriation of cash and other resources of the school district

These objectives are pursued through a sound internal control structure which is carefully established and meticulously followed by accounting personnel. Such an internal control structure can also tend to promote operational efficiency.

From a financial statement perspective, the school district's internal control structure is comprised of the control environment, the accounting system, and control procedures. These elements of the internal control structure are discussed on the following pages.

### **Control Environment**

The control environment encompasses the collective effect of various factors on establishing, enhancing, or mitigating the effectiveness of specific policies or procedures. The control environment includes such factors as:

- Management's philosophy and operating style
- The district's organizational structure
- The functioning of the Board of Trustees and its committees, particularly the audit committee
- Methods of assigning authority and responsibility
- Management's control methods for monitoring and following up on performance, including internal auditing
- Personnel policies and practices
- Various external influences that effect the district's operations and practices, such as examinations by regulatory agencies

The control environment reflects the overall attitude, awareness, and action of the Board of Trustees, management, and others concerning the importance of control and its emphasis in the district.

## **Accounting System**

The accounting system encompasses the methods and records established to identify, assemble, analyze, classify, record, and report the district's transactions and to maintain accountability for the related assets and liabilities. An effective accounting system gives appropriate consideration to establishing methods and records that will:

- Identify and record all valid transactions
- Describe on a timely basis the transactions in sufficient detail to permit proper classification of transactions for financial reporting
- Measure the value of transactions in a manner that permits recording their proper monetary value in the financial statements
- Determine the time period in which transactions occurred to permit recording of transactions in the proper accounting period
- Present properly the transactions and related disclosures in the financial statements

## **Control Procedures**

Control procedures encompass those policies and procedures, in addition to the control environment and the accounting system that management has established to provide reasonable assurance that specific district objectives will be achieved. Control procedures pertain to:

- Proper authorization of transactions and activities
- Segregation of duties to reduce the opportunities to allow any person to be in a position to both perpetrate and conceal errors or irregularities in the normal course of his or her duties. A sound segregation of duties entails assigning different people the responsibilities of authorizing transactions, recording and reconciling transactions, and maintaining custody of assets.
- Design and use of adequate documents and records to help ensure proper recording of transactions and events, such as monitoring the use of pre-numbered shipping documents
- Adequate safeguards over access to and use of assets and records, such as secured facilities and authorization for access to computer programs and data files
- Independent checks on performance and proper valuation of recorded amounts, such as clerical checks, reconciliations, comparisons of assets with recorded accountability, computer-programmed controls, management review of reports that summarize the detail of account balances, and user review of computer-generated reports

## Governmental Accounting

### Fund Accounting System

The need to account for separate operations differently, and the fact that many school district revenue sources carry legal restrictions regarding how they can be spent, have together resulted in the development of fund accounting for school districts. Fund accounting emphasizes separate detailed accounting and reporting for each of several subparts of a district, called funds, rather than accounting and reporting for the district as a whole. Significant importance is placed upon the need for the accounting system to assure that spending restrictions are met.

The Governmental Accounting Standards Board has defined the term “fund” as follows:

“A fund is a fiscal and accounting entity with a self-balancing set of accounts recording cash and other financial resources, together with all related liabilities and residual equities or balances, and changes therein, which are segregated for the purpose of carrying on specific activities or attaining certain objectives in accordance with special regulations, restrictions, or limitations.”

Funds are generally classified into three categories. The first category of funds is governmental funds. Governmental funds are often called “source and disposition”, “expendable”, or “government-type” funds. These are the funds through which most school district functions are typically financed. The acquisition, use, and balances of the district's expendable financial resources and the related current liabilities (except those accounted for in proprietary funds) are accounted for through this fund category (general, special revenue, capital projects, and debt service funds).

The governmental funds are in essence, accounting segregations of financial resources. Expendable assets are assigned to the various governmental funds according to the purposes for which they may or must be used. Current liabilities are assigned to the fund from which they are to be paid. The difference between governmental fund assets and liabilities, the fund equity, is referred to as “Fund Balance”.

The GASB Statement No. 34 creates, in addition to the four “traditional” governmental funds, a fifth governmental fund type, to be known as a “Permanent Fund”. The role of the permanent fund is “to report resources that are legally restricted to the extent that only earnings, and not principal, may be used for purposes that support the reporting government’s programs – that is, for the benefit of the government or its citizenry”. It is anticipated that this new fund type will be used to report a number of activities currently reported in nonexpendable trust funds, which will themselves be eliminated with the advent of GASB Statement No.34.

The second major fund category is proprietary funds. These funds are sometimes referred to as “income determination”, “nonexpendable”, or “commercial-type” funds. They are used to account for the district's ongoing organizations and activities that are similar to those often found in the private sector (enterprise and internal service funds). All assets, liabilities, equities, revenues, expenses, and transfers relating to the district's business and quasi-business activities

(i.e. where net income and capital maintenance are measured) are accounted for through proprietary funds.

The third major category of funds is the fiduciary funds. These are funds used to account for assets held by the district in a trustee capacity or as an agent for individuals, private organizations, other governmental units, and/or other funds. Under GASB Statement No. 34, significant changes have been made in the fiduciary funds. These are discussed later in detail under *Types of Funds*.

Generally accepted accounting principles have established a fourth category, the self-balancing accounts, to demonstrate accountability for and control of the district's general capital assets and general long-term liabilities. The district's general capital assets are comprised of all capital assets except those accounted for in proprietary or trust funds. They are not financial resources available for expenditure. The unmatured principal of the district's general long-term liabilities (long-term liabilities not accounted for in proprietary funds or trust funds) do not require an appropriation or expenditure (use of financial resources) during the current accounting period. Consequently, neither is accounted for in the governmental funds, but in the self-balancing accounts. These accounts are not funds since they do not reflect available financial resources and related liabilities. They are purely accounting records of the general capital assets and general long-term liabilities, respectively, and certain associated information.

### **Types of Funds**

The school district's accounting records should be maintained in a manner which permits the preparation of separate reports on the different types of funds. Districts should maintain the minimum number of funds consistent with legal and operating requirements, since too many funds can result in inflexibility, undue complexity, and inefficient financial management. Eleven major fund types and two self-balancing accounts should be used by the district, when applicable.

### **Governmental Funds**

- *The General Fund* - to account for all financial resources except those required to be accounted for in another fund.
- *Special Revenue Funds* - to account for the proceeds of specific revenue sources (other than major capital projects) that are legally restricted to expenditures for specified purposes.
- *Capital Projects Funds* - to account for financial resources to be used for the acquisition or construction of major capital facilities (other than those financed by proprietary funds or in trust funds for individuals, private organizations or other governments).
- *Debt Service Funds* - to account for the accumulation of resources for, and the payment of, general long-term debt principal and interest.

- *Permanent Funds* - to account for resources that are legally restricted to the extent that only earnings, and not principle, may be used for purposes that support the reporting government's programs – that is for the benefit of the government or its citizenry.

### **Proprietary Funds**

- *Enterprise Funds* - to account for operations (a) that are financed and operated in a manner similar to private business enterprises, where the intent of the governing body is that the costs (expenses, including depreciation) of providing goods and services to the general public on a continuing basis be financed or recovered primarily through user charges; or (b) where the governing body has decided that periodic determination of revenues earned, expenses incurred, and/or net income is appropriate for capital maintenance, public policy, management control, accountability, or other purposes.
- *Internal Service Funds* --to account for the financing of goods or services provided by one school, department or agency to other schools, departments or agencies of the school district, or to other governmental units, on a cost-reimbursement basis.

As a general rule, the assets and liabilities of internal service funds will be eliminated, for the most part, in the process of consolidation required by GASB 34. Any remaining balances that are not eliminated normally will be reported in the governmental activities column of the statement of net assets (rather than the business-type activities column), even though internal service funds are proprietary funds rather than governmental funds. The GASB reasons that this treatment is appropriate because the activities accounted for in internal service funds are usually more governmental than business-type in nature. Conversely, in situations where enterprise funds are, in fact, the predominant participants in internal service fund activities, residual balances should be reported in the business-type activities column of the government-wide statement of net assets.

A key goal of consolidating internal service funds is to eliminate duplication. The revenues and expenses between the internal service fund and the entity fund it serves should not double up on reporting the revenues and expenses. For example, the charge to a General Fund function for health insurance and the payment of a claim from the internal service fund would essentially double up on reporting the same expenditure.

For purposes of consolidation, it is presumed that an internal service fund operates on a strictly break-even basis with the primary government. Accordingly, any profit on internal activity is presumed to indicate that participating functions have been overcharged. Likewise, any loss on internal activity is presumed to indicate that participating functions have been undercharged. Therefore, consolidation is accomplished by reducing (if there is a profit) or increasing (if there is a loss) the amount of expense reported in the participating functions.

## Fiduciary Funds

The GASB Statement No.34 makes significant changes in the fiduciary funds – trust and agency funds.

The GASB feared that the inclusion of the fiduciary funds resources that are not available to support a government’s programs within a set of government-wide financial statements might be misunderstood by the financial statement users. Accordingly, fiduciary funds (and fiduciary-type component units) will be excluded from the new government-wide financial statements required by GASB 34. GASB 34 will allow fiduciary funds to be used only to report assets that “cannot be used to support the government’s own programs”. As a result of this change, many activities currently reported in fiduciary funds, particularly in expendable trust funds, now will be reported in some other fund type. In many cases, the new location of reporting such activities will be one of the governmental funds (general fund, special revenue funds).

GASB Statement No. 34 alters the existing fiduciary fund structure in four important ways: First, the new reporting model eliminates the trust and agency fund type, thereby elevating the various components of this fund-type status in their own right. Second, the new reporting model eliminates both the expendable and nonexpendable trust fund types. Third, GASB Statement No. 34 creates a new “private-purpose trust funds” fund type. Finally, the pension trust fund type is expanded to embrace other employee benefits as well as pensions.

Fiduciary fund types are used to account for assets held by a governmental unit in a trustee capacity or as an agent for individuals, private organizations, other governmental units, and/or other funds. These include:

- *Private Purpose Trust Funds* - to account for trust arrangements under which principle and income benefit individuals, private organizations, or other governments. (This type of fund is used to report escheat property).
- *Pension (and other employee benefit) Trust Funds* - to account for resources that are required to be held in trust for the members and beneficiaries of defined benefit pension plans, defined contribution plans, other post-employment benefit plans, or other employee benefit plans.
- *Agency Funds* - to account for resources held by the reporting government in purely custodial capacity (assets equal liabilities). Agency funds involve only the receipt, temporary investment, and remittance of fiduciary resources to individuals, private organizations, or other governments.
- *Investment Trust Funds* - to account for the external portion of investment pools reported by the sponsoring government, as required by GASB Statement 31, paragraph 18.

Under the current reporting model fiduciary funds do not all present the same basic financial statements. Under the new governmental financial reporting model, all fiduciary funds will

report the same two basic financial statements: a Statement of Fiduciary Net Assets and a Statement of Changes in Fiduciary Net Assets. This change is the natural result of the elimination of the expendable and nonexpendable trust fund categories.

### **Self-Balancing Accounts**

- *General Capital Assets* - capital assets of the government that are not specifically related to activities reported in proprietary or fiduciary funds. General capital assets are associated with and generally arise from governmental activities. Most often, they result from expenditures of governmental fund financial resources. They should not be reported as assets in governmental funds but should be reported in the governmental activities column in the government-wide financial statements.
- *General Long-term Liabilities* - accounts for the unmatured principal of bonds, warrants, notes, or other forms of non-current or long-term general obligation indebtedness. General long-term debt is not limited to liabilities arising from debt issuances, but may also include non-current liabilities on lease-purchase agreements and other commitments that are not current liabilities properly recorded in governmental funds. General long-term liabilities should not be reported as liabilities in governmental funds, but should be reported in the governmental activities column in the government-wide statement of net assets.

### **Measurement Focus Basis of Accounting (MFBA)**

Traditionally, governments have used essentially the same accounting as private-sector businesses for their proprietary funds (enterprise and internal service funds) and similar trust funds (nonexpendable and pension trust funds). In both cases, the measurement focus of the operating statement has been on the *changes in economic resources* (changes in total net assets). Such changes have been recognized as soon as the underlying event or transaction has occurred, regardless of the timing of the related cash flow – the accrual basis of accounting. Thus, under GASB 34, proprietary funds (enterprise and internal service funds) and fiduciary funds recognize revenues as soon as they are earned and expenses as soon as a liability is incurred, just like private-sector businesses.

Governments have always taken a very different approach, however, in accounting for their governmental funds and expendable trust funds. The measurement focus here has been on *changes in current financial resources*. Additionally, changes in current financial resources have only been recognized to the extent that they normally are expected to have an impact upon near-term cash flows (modified accrual basis of accounting). Therefore, in addition to being earned, the inflows of expendable financial resources must also be available to pay for current period liabilities before it can be recognized as revenue. Likewise, in several cases (interest payable, compensated absences) no expenditure is recognized in a governmental fund for future outflows of financial resources that does not represent a use of current financial resources. This unique measurement focus basis of accounting (MFBA) for governmental funds is reminiscent of fund accounting's historical link with checkbook accounting (funds originally developed out

of separate checking accounts) and is consistent with the near-term financing focus that typically characterizes a government's operating budget.

Private-sector businesses adopt budgets, as do state and local governments. However, the role of the budget in public sector is unique. In the private sector a budget is simply a financial plan, whereas in the public sector it plays a critical role in the system of checks and balances between the executive and legislative branches of government. So important is the budget in the world of public sector finance that demonstrating compliance with the appropriated budget has traditionally been an integral part of governmental financial reporting in the form of a mandated budget-to-actual comparison statement.

Governments, unlike businesses, do not ordinarily provide services as a means to an end (i.e., profit), but rather as an end in themselves. In principle, governments make their financial plans by first determining the types and levels of services they need or wish to provide, and then determining how these services are to be financed. Some services are partially financed from sources outside the government itself (i.e., charges for services, grants and contributions). In that case, a government will naturally wish to isolate and focus its attention on the portion of the cost of services that it will need to finance from its own resources. The "net program expense" format mandated by GASB 34 is designed to reflect this unique governmental perspective.

*Program Revenues* - under the net program cost format, program expenses are netted against program revenues. Program revenues include the following:

- Amounts received from those who purchase, use or directly benefit from a program
- Amounts received from parties outside the school's citizenry (e.g., grants and contributions) that are restricted to one or more specific programs
- Earnings on investments that are legally restricted for a specific program

Charges for services should be reported separately from grants and contributions. Operating grants and contributions should be reported separately from capital grants and contributions. A grant or contribution that may be used for either operating or capital purposes should be treated as an operating grant or contribution.

To qualify as program revenue, a grant or contribution must be restricted to one or more specific functions. In the case of multi-purpose grants, the amount associated with each particular function must be specified either in the grant contract or in the underlying application form. However, multi-purpose grants of the reimbursement variety will always meet the test of restriction because such a grant, for accounting and financial reporting purposes, is only considered to occur when all eligibility requirements have been met (including the incurrence of qualifying expenditures in a particular function).

*General Revenues* - all revenues that do not qualify as program revenues should be reported as general revenues. General revenues are to be presented immediately below the totals for "net (expense) revenue and changes in net assets."

All taxes, even those that are levied for a specific purpose, are general revenues and should be reported by type of tax (e.g., property taxes and sales taxes). All other non-tax revenues that do not meet the criteria to be reported as program revenues should also be reported as general revenues.

General revenues are not always discretionary revenues. For example, even though motor vehicle revenues cannot be used for other than “road” purposes, they are still general revenues. Program revenues derive directly from the program itself or from parties outside the school’s taxpayers or citizenry, as a whole; they reduce the net cost of the function to be financed from the government’s general revenues. Motor vehicle revenues do not derive directly from the public works program itself, but rather they are restricted general revenues provided by law to finance the cost of specific programs.

The gain or loss on the sale of a fixed asset should be netted into general revenues as miscellaneous revenue. Consideration should also be given to reporting the sale of a capital asset as a special or extraordinary item if it fits the relevant criteria.

GASB 31 provides us with a minor change in how interest earned is to be reported. GASB 31 states the following,

“If, however, the investment income is assigned to another fund for . . . management decision – the income should be recognized in the fund that reports the investments. The transfer of the income to the recipient fund should be reported as an operating transfer.”

So if the governing body decides that investment income should all go to the General Fund, the interest earned must be first placed into the fund that earned the income and then transferred to the General Fund by operating transfer to meet the board’s intent.

Interest earned by Agency Funds may be placed directly into the General Fund. This exception is allowed because Agency Funds do not record any revenues.

Contributions to permanent fund principal are to be reported as a separate revenue line in the general revenue section of the government-wide statement of activities. Contributions will be reported as revenues and should be reported separately, after non-operating revenues and expenses, on the statement of revenues, expenses and changes in fund net assets. As a result, capital contributions will no longer be displayed as a separate component of net assets.

*Reporting Expenses by Function* - GASB 34 mandates that governments report their activities at least by function. That is to say, in the case of governmental activities, the level of detail required is that currently found in the governmental fund operating statement (e.g., “general government”, “public safety”, and “public works”). For business-type activities, each segment (enterprise fund) is considered to be a function. Each function should report all expenses that are clearly identified with it (i.e., direct expenses). Direct expenses include depreciation related to capital assets that can be specifically identified with a given function. This means that

equipment should be sorted by function with the respective depreciation expense coded to each related function.

*Interest* on long-term debt is NOT a direct expense and should be reported as a separate function.

*Depreciation expense* that does not qualify as a direct cost (primarily buildings) should be reported as a separate line item in its own right. If a separate line is used, it should be made clear on the face of the statement that only unallocated amounts are included in that line.

*Depreciation on infrastructure assets* should be reported as a direct expense of the function normally associated with the acquisition and maintenance of infrastructure, or alternatively, as a separate line item.

Depreciation expense will play a key role in the new government-wide statement of activities, consistent with the GASB's adoption of the economic resources measurement focus and the accrual basis of accounting for government-wide reporting.

Along with the change in reporting of the general fixed assets account group comes another change required by GASB 34, that of capital asset depreciation and infrastructure reporting. Accountants have used the term "infrastructure" to refer to assets that are immovable and of value only to the government (e.g., roads, bridges, and dams). Under the current financial reporting model, state or local governments have not been required to report general infrastructure assets in their financial statements. However, the economic resources measurement focus and the accrual basis of accounting will be used in the future to report governmental activities in the government-wide financial statements. Under GASB 34, governments are to capitalize general infrastructure at their historical cost or estimated historical cost. Governments are required to capitalize all future infrastructure acquisitions, renovations, restorations, or improvements from the date of implementation of GASB 34 (prospective reporting).

Although state and local governments traditionally have reported general capital assets in their financial statements, they have not depreciated those assets. Once again, the move to the economic resources measurement focus and the accrual basis of accounting will substantially change traditional practice. Governments will be required under the new financial reporting model to report depreciation expense for all of their capital assets, including general infrastructure assets discussed above.

Capital assets now reported in the general fixed assets account group will in the future be reported in the governmental activities column of the government-wide statement of net assets. Governments also will be required to report general infrastructure assets in this same column, even though the reporting of general infrastructure assets is not required under current GAAP.

Just as the assets section for governmental activities of the new government-wide statement of net assets is to include items currently reported in the general fixed asset account group, so too, the liability section of the same statement will include all liabilities currently reported in the

general long-term debt account group. This means that bond issues, sick and annual leave and other long-term liabilities will be pulled in and reported with governmental activities.

Another change, which will take place, is the term “quasi-external transactions” will no longer be used. Rather, GASB 34 refers to this form of internal activity as “reciprocal interfund activity”. There are two types of reciprocal interfund activity – interfund loans and interfund services provided and used. Items previously reported as quasi-external transactions meet the definition of interfund services provided and used, and are reported as if they were external transactions (i.e., revenues and expenditures/expenses).

Previously, transfers were separately reported as either operating or residual equity. Under the provisions of GASB 34, there will be a single “transfers” category that will encompass both types of transfers.

## Annual Financial Reporting

### Annual Report – GASB 34

For more than 15 years, GASB has been working to create a new financial reporting model for state and local governments. In June 1999, the board finally completed its work with the release of GASB Statement No. 34 – Basic Financial Statements – and Management’s Discussion and Analysis (MD&A) – for State and Local Governments. GASB 34 represents the most important single change in the history of accounting and financial reporting for state and local governments.

The term “financial reporting model” has been used in recent years to describe the basic framework used for external financial reporting. Needless to say, the “financial reporting model” historically used by state and local governments differs substantially from that used by private-sector businesses. The principal differences between these two reporting models are fund accounting, MFBA, and budgetary reporting.

GASB felt that the current method in which state and local government handled its financial reporting was not meeting the needs of the users of the financial statements. Based on GASB research and analysis, it was determined that a new reporting model could be designed to assist the various classifications of the users of the financial statements. The new reporting model has various “sections” required which can be broken down into three broad categories:

- Management’s Discussion and Analysis (MD&A)
- Government-Wide Financial Statements
- Fund Financial Statements (including notes to the financial statements)

The three sections all have their purpose or focus group of readers of the financial statements.

The MD&A section appeals to that group of financial statement users that prefer a broad narrative, with summarized financial information, a summary of the financial picture of the entity. They prefer to read a description of what has happened during the fiscal year, rather than look at and analyze financial information.

The government-wide financial statements provide a more aggregated presentation of the financial information of the state or local government on changes in economic resource basis. This type of financial statement user is someone who wants a broad perspective of the overall financial picture of the state or local government.

The fund financial statements provide the detailed information of the state or local government’s major funds. This category of financial statements is very similar to the current reporting model used by state and local governments. This type of financial statement user is someone who wants or needs to analyze specific major areas of the state or local government. The basic financial records will require very little modification. The

manner in which the financial information is presented on the financial statements is what has changed.

The current reporting model consists of four basic parts: Governmental, Proprietary, Fiduciary, and the Notes to the Financial Statements.

Under the new GASB 34, the following components are added to the current reporting model: MD&A, Government-Wide Financial Statements, and the Required Supplemental Information – Budgetary Statement.

*Contents of the Annual Financial Report* of a governmental entity, at a minimum, should consist of the following:

1. Financial Section
  - a. MD&A
  - b. Basic Financial Statements
    - i. Government-wide financial statements
      - Statement of net assets
      - Statement of activities
    - ii. Fund financial statements
      - Governmental funds
        - 1) Balance sheet
        - 2) Statement of revenues, expenditures, and changes in fund balances
      - Proprietary funds
        - 1) Balance sheet
        - 2) Statement of revenues, expenses and changes in fund net assets
        - 3) Cash flows statement
      - Fiduciary funds (and component units that are fiduciary in nature)
        - 1) Balance sheet
        - 2) Statement of changes in fiduciary net assets
    - iii. Notes to the financial statements
2. Required Supplementary Information Other Than MD&A
  - a. Budgetary comparison schedule
  - b. Any other schedules, statistical data, or other information that GASB has determined is an essential part of financial reporting
  - c. Schedule of Expenditures of Federal Awards (if applicable)

### **Management's Discussion and Analysis (MD&A)**

The Management's Discussion and Analysis (MD&A) should introduce the basic financial statements and provide an analytical overview of the government's financial activities. The MD&A provides financial managers with the opportunity to present both a short term and long

term analysis of the government's activities. It is Required Supplementary Information (RSI) but it must be placed BEFORE the basic financial statements. The MD&A should provide basic financial information in a verbiage format for users of the financial statements that do not desire to go into great detail on the various transactions and balances.

The MD&A should provide an objective and easily read analysis of the government's financial activities based upon currently known facts, decisions or conditions. The MD&A should include comparisons of the current year to the prior year based on the government-wide information with emphasis being placed on the current year. The fact-based analysis should discuss both the positive and negative aspects of the comparison with the prior year. It should provide an analysis of the government's overall financial position and results of operations to assist users in assessing whether that financial position has improved or deteriorated as a result of the year's activities. In addition, it should provide an analysis of significant changes that occur in funds and significant budget variances. It should also describe capital asset and long-term debt activity during the year. The MD&A should conclude with a description of currently known facts, decisions, or conditions that are expected to have a significant effect on financial position or results of operation.

The MD&A should focus on the primary government. Comments in the MD&A should distinguish between information pertaining to the primary government and that of component units. The decision to discuss matters relating to a component unit should be based on the individual component unit's significance to the total of all discretely presented component units and that individual component unit's relationship with the primary government.

Contents of the MD&A -- At a minimum, contents of the MD&A should consist of the following:

1. A brief discussion of the basic financial statements. This should include the relationships of the statements to each other and the significant differences in the information they provide. This discussion should include analyses that assist readers in understanding why measurements and results reported in fund financial statements either reinforce information in government-wide statements or provide additional information.
2. Condensed financial information derived from government-wide financial statements comparing the current year to the prior year. At a minimum, the MD&A should present the information needed to support the analysis of financial position and results of operations as required in number 3 below. The MD&A should include the following elements:
  - a. Total assets, distinguishing between capital and other assets
  - b. Total liabilities, distinguishing between long-term liabilities and other liabilities
  - c. Total net assets, distinguishing amounts invested in capital assets, net of related debt, restricted amounts, and unrestricted amounts
  - d. Program revenues, by major source
  - e. General revenues, by major source
  - f. Total revenues

- g. Program expenses, at a minimum by function
  - h. Total expenses
  - i. Excess (deficiencies) before contributions to any term and permanent endowments or permanent fund principal, special and extraordinary items, and transfers
  - j. Contributions
  - k. Special and extraordinary items
  - l. Transfers
  - m. The change in net assets
  - n. The ending net assets
3. An analysis of the government's overall financial position and the results of operations. This should assist users in assessing whether the financial position has improved or deteriorated as a result of the year's operations. This analysis should:
- a. Address both governmental and business-type activities as reported in the government-wide financial statements
  - b. Further include reasons for significant changes from the prior year and not just the amounts or percentages of changes
- In addition, important economic factors, such as changes in the tax base, that significantly affected operating results for the year should be discussed.
4. An analysis of balances and transactions of individual funds. This analysis should address:
- a. The reasons for significant changes in fund balances or fund net assets
  - b. Whether restrictions, commitments, or other limitations significantly affect the availability of fund resources for future use
5. An analysis of significant variations between the original and final budget amounts and between final budget amounts and the actual budget results for the General Fund. This analysis should include any currently known reasons for these variations that are expected to have a significant effect on future services or liquidity.
6. A description of significant capital asset and long-term debt activity during the year. This should include a discussion of:
- a. Commitments made for capital expenditures
  - b. Any changes in credit ratings
  - c. Debt limitations that might affect the financing of planned facilities or services
7. A discussion of the modified approach of reporting some or all of the infrastructure assets, if applicable.
8. A description of currently known facts, decisions, or conditions that are expected to have a significant effect on financial position (the net assets) or the results of operations (meaning revenues, expenses and other changes in net assets). For the purposes of the MD&A, GASB 34 defines "currently known facts" as information that management is aware of as of the date of the independent auditor's report. Therefore, any matters

(known facts) that arise between the preparation of the MD&A by the government and the field work date of the actual audit report, must be analyzed for possible modification of the MD&A.

Government-Wide Reporting Versus Fund Financial Statements -- As noted previously, governments traditionally have prepared combined financial statements that focus on fund types rather than on the government as a whole. The new financial reporting model will by no means abandon traditional fund accounting for state or local governments. It will, for the first time, however, require that consolidated, government-wide financial statements accompany the more traditional fund based financial reports. Although the focus of the new government-wide financial statements will be on the government as a whole, those statements will still distinguish government activities (governmental funds) from business-type activities (enterprise funds).

The major differences between the government-wide financial statements and the fund financial statements will be discussed later. However, a summary of some of the major differences or requirements of each are summarized below.

- Government-Wide Financial Statements
  - Required Financial Statements: Statement of Net Assets & Statement of Activities
  - Changes in Economic Resources MFBA – Accrual Basis of Accounting
  - Exclusion or limitation on the use of fiduciary funds
  - Introduction of permanent funds
  - Introduction of private-purpose trust funds
  - Exclusion or elimination of the reporting of internal service funds
  - Expanded mandatory use of enterprise funds
  - Limitation on the voluntary use of enterprise funds
- Fund Financial Statements
  - GASB 34 has left the basic accounting and financial reporting substantially unchanged. Nevertheless, it does introduce a certain number of changes and clarifications to existing guidance
  - Required Financial Statements
    - ◆ Government Funds – Balance Sheet; Statement of Revenues, Expenditures and Changes in Fund Balances
    - ◆ Proprietary Funds – Balance Sheet; Statement of Revenues, Expenses and Changes in Fund Net Assets; Cash Flow Statement
    - ◆ Fiduciary Funds – Balance Sheet; Statement of Changes in Fiduciary Net Assets
- Focus of financial reporting will shift from a fund type reporting to major individual funds reporting
- Creation of a fifth governmental fund type to be known as permanent funds
- Elimination of “Account Groups”

- Elimination of capital maintenance focus (contributed capital) for proprietary funds

Changes in Budgetary Reporting -- In the past, all local governments have included a budget-to-actual comparison for the General Fund, special revenue funds, and capital projects funds as one of their basic financial statements. The primary purpose of such statements was to demonstrate legal compliance.

GASB 34 significantly modifies the manner in which budgetary data will be presented in the annual financial statements as follows:

- Budgetary schedules will now present the original budget adopted as well as all changes (contingent transfers and supplements to the budget) separately.
- Budgetary comparisons used to be required for all fund types adopting budgets but now will be required for the General Fund and major special revenue funds only. (In most cases, schools will report all funds; therefore, every fund will be a major fund.)
- Budgetary comparisons used to be reported in an aggregated form by fund type. If you had seven special revenue funds, you reported one budgetary statement for all special revenue funds combined. Under GASB 34, separate reporting of budgetary information will be required for the General Fund and for each major individual special revenue fund. No budgetary reporting will be required for non-major special revenue funds. In addition, no budgetary comparison reporting will be required for any capital projects funds.
- Under GASB 34, budgetary comparison schedules will be reported as required supplementary information instead as a basic financial statement as is done now. The budgetary comparison schedules will follow the notes to the financial statements.
- A separate column to report the variance between the final budget and actual amounts is no longer required by GASB but is encouraged.
- The notes to the financial statements must still disclose any material excess of expenditures over appropriations in individual funds.

A reconciliation of Budget to GAAP Basis should be prepared for those entities that report encumbrances.

GASB 34 defines special items as “Significant transactions or other events within the control of management that are either unusual in nature or infrequent in occurrence.” Extraordinary items are defined as “Transactions or other events that are both unusual in nature and infrequent in occurrence.” Special items should be reported separately in the statement of activities and the statement of revenues, expenditures, and changes in fund balances just before extraordinary items, if any. Extraordinary items are then reported separately following special items. These items are reported separately from, but in the same manner as, general revenues at the bottom of the statement of activities to arrive at the all-inclusive change in net assets for the period.

Significant transactions or other events that are either unusual or infrequent but that are not within the control of management should be separately identified with the appropriate revenue or expenditure category directly on the statement of revenues, expenditures, and changes in fund balances or they should be disclosed in the notes to the financial statements.

Classified Financial Statement Presentation -- Under the current financial reporting model, proprietary funds often do not report classified balance sheets (i.e., balance sheets that distinguish current assets and liabilities from non-current assets and liabilities). The new financial reporting model will require that proprietary funds always present a classified statement of net assets.

### **Government-Wide Financial Statements**

*Statements Required* - GASB 34 mandates the presentation of two basis government-wide financial statements:

1. The Statement of Net Assets
2. The Statement of Activities

The scope of the new government-wide financial statements is to include all governmental and business-type activities, but not fiduciary activities. That means that Trust and Agency Funds will not be included on the government-wide statements. Governmental activities and business-type activities are to be reported in separate columns, with a consolidated total column being presented for the primary government. To the right of the total column will be a column for reporting component units.

Statement of Net Assets -- Although GASB 34 allows for a variety of layouts, local governments will probably use the balance sheet format for the government-wide statement of net assets. The balance sheet format provides a “balancing effect” whereby total assets should equal total liabilities and net assets.

Although GASB 34 allows for alternative methods of presentation, most local governments report the balance sheet accounts on the statement of net assets in the order of their relative liquidity. For example, cash is more liquid than inventories; inventories are more liquid than capital assets, etc.

GASB 34 prescribes that net assets be classified into the following three categories:

1. Invested in capital assets, net of related debt
2. Restricted net assets
3. Unrestricted net assets

The first category should reflect the cost of capital assets, adjusted for any accumulated depreciation, as well as for any debt associated with their acquisition, construction or improvement.

The “restricted net assets” category is designed to reflect net assets that are subject to restrictions that are beyond the government’s control. Qualifying restrictions for this purpose include the following:

- Restrictions that are externally imposed (e.g., by creditors, grantors or contributors)
- Restrictions imposed by law through constitutional provisions or enabling legislation

Most of the net assets of special revenue funds would constitute “restricted net assets”.

The enabling legislation part of the definition covers situations when the government passes a law that gives them the ability to levy a tax or otherwise raise revenues, and in that law, the government commits to using those resources for a particular purpose. That arrangement is tantamount to a legally binding agreement between the government and the taxpayers establishing limitations on how those funds can be used. The government generally cannot unilaterally decide to do something else with those resources. This is different from situations when a government passes a law that says existing resources are restricted to a specific purpose or “earmarks” a portion of an existing revenue source. (Capital outlay accumulations) In that situation the government does not obtain funds under restrictive conditions; thus, the limitations imposed indicate designations, not restrictions.

Any remaining balance of net assets is to be reported as “unrestricted net assets.” GASB 34 does not permit the reporting of designations on the face of the government-wide statement of net assets.

*Policy For Use Of Restricted Resources* - Under the new governmental financial reporting model, net assets are broken into three categories. In practice, it is common for governments to have the option of using either restricted or unrestricted resources to liquidate a particular expense. Accordingly, governments must select a flow assumption to determine in such cases which assets (restricted or unrestricted) are being used first, when both restricted and unrestricted assets are available for the same purpose. GASB 34 requires that this flow assumption (policy) be disclosed in the notes to the financial statements.

For example, within a Capital Projects Fund there may be assets that are restricted because they derived from a bond issue and there may be unrestricted local dollars committed to the project. Each school district should adopt a policy to stipulate whether restricted or unrestricted dollars (or a percentage of each) will be used first to pay for the capital project.

*Internal Service Funds* - As a general rule, the assets and liabilities of internal service funds will be eliminated, for the most part, in the process of consolidation. Any remaining balances that are not eliminated normally will be reported in the governmental activities column of the statement of net assets (rather than the business-type activities column), even though internal

service funds are proprietary funds rather than governmental funds. The GASB reasons that this treatment is appropriate because the activities accounted for in internal service funds are usually more governmental than business-type in nature. (e.g., self insurance coverage for employees of governmental activities). Conversely, in situations where enterprise funds are, in fact, the predominate participants in internal service fund activities, residual balances should be reported in the business-type activities column of the government-wide statement of net assets.

A key goal to consolidating internal service funds is to eliminate duplication. The revenues and expenses between the internal service fund and the entity fund it serves should not double up on reporting the revenues and expenses. For example, the charge to a General Fund function for health insurance and the payment of a claim from the internal service fund would essentially double up on reporting the same expenditure.

For purposes of consolidation, it is presumed that an internal service fund operates on a strictly break-even basis within the primary government. Accordingly, any profit on internal activity is presumed to indicate that participating functions have been overcharged. Likewise, any loss on internal activity is presumed to indicate that participating functions have been undercharged. Therefore, consolidation is accomplished by reducing (if there is a profit) or increasing (if there is a loss) the amount of expense reported in the participating functions.

*Consolidation* - The new statement requires that the total column for the primary government presented on the government-wide statement of net assets be fully consolidated. This is to say, balances (of interfund loans, etc.) between governmental activities and business-typed activities are to be eliminated from the total column.

Rather than reporting “due to” and “due from” accounts, GASB suggests the use of an account called internal balances. The internal balances account will be reported as an asset account. Any “due from” amounts are to be reported as a positive internal balance amount. A “due to” amount would be reported as a negative internal balance amount. If you add across to arrive at the total internal balance for the primary government, the balance would be zero.

Bear in mind that the preceding internal balances approach should only be used for interfund activity between governmental and business-type activities. If there are interfund accounts solely within the governmental activities column, then those amounts should be eliminated. For example, an interfund loan from the Sales Tax Fund to the General Fund would be eliminated because both of those funds are reported with the government activities column.

Government-Wide Statement of Activities -- The other basic government-wide financial statement in the new financial reporting model is the statement of activities. The format of this new statement differs profoundly from the formats now used to report the activities of governmental, proprietary and fiduciary funds.

Governments, unlike businesses, do not ordinarily provide services as a means to an end (i.e., profit), but rather as an end in themselves. In principle then, governments make their financial plans by first determining the types and levels of services they need or wish to provide, and then determining how these services are to be financed. Some services are partially financed from

sources outside the government itself (i.e., charges for services, grants and contributions). In that case, a government will naturally wish to isolate and focus its attention on the portion of the cost of services that it will need to finance from its own resources. The “net program expense” format mandated by GASB 34 is designed precisely to reflect this unique governmental perspective.

*Program Revenues* - Under the net program cost format, program expenses are netted against program revenues. Program revenues include the following:

- Amounts received from those who purchase, use or directly benefit from a program. Charges for services should also include revenues from licenses and permits.
- Amounts received from parties outside the school district’s citizenry (e.g., grants and contributions) that are restricted to one or more specific programs.
- Earnings on investments that are legally restricted for a specific program.

Charges for services should be reported separately from grants and contributions. Likewise, operating grants and contributions should be reported separately from capital grants and contributions. A grant or contribution that may be used for either operating or capital purposes should be treated as an operating grant or contribution.

As a rule, charges for services should be reported as a program revenue of the function that generates them.

To qualify as program revenue, a grant or contribution must be restricted to one or more specific functions. In the case of multi-purpose grants, the amount associated with each particular function must be specified either in the grant contract or in the underlying application form. However, multi-purpose grants of the reimbursement variety always will meet the test of restriction because such a grant, for accounting and financial reporting purposes, is only considered to occur when all eligibility requirements have been met (including the incurrence of qualifying expenditures in a particular function).

*General Revenues* - All revenues that do not qualify as program revenues should be reported as general revenues. General revenues are to be presented immediately below the totals for “net (expense) revenue and changes in net assets.”

All taxes, even those that are levied for a specific purpose, are general revenues and should be reported by type of tax (e.g., property taxes, sales taxes). All other non-tax revenues that do not meet the criteria to be reported as program revenues should also be reported as general revenues.

General revenues are not always discretionary revenues. Program revenues derive directly from the program itself or from parties outside the school district’s taxpayers or citizenry, as a whole; they reduce the net cost of the function to be financed from the government’s general revenues.

The gain or loss on the sale of a capital asset should be netted into general revenues as miscellaneous revenue. Consideration should also be given to reporting the sale of a capital asset as a special or extraordinary item if it fits the relevant criteria.

*Reporting Expenses by Function* - GASB 34 mandates that governments report their activities at least by function. That is to say, in the case of governmental activities, the level of detail required is that currently found in the governmental fund operating statement (e.g., “general government”, “public safety”, “public works”). For business-type activities, each segment (enterprise fund) is considered to be a function.

Each function should report all expenses that are clearly identified with it (i.e., direct expenses). Direct expenses include depreciation related to capital assets that can be specifically identified with a given function. This means that equipment should be sorted by function with the respective depreciation expense coded to each related function.

*Interest* on long-term debt is not a direct expense and should be reported as a separate function.

*Depreciation expense* that does not qualify as a direct cost (primarily buildings) should be reported as a separate line item in its own right. If a separate line is used, it should be made clear on the face of the statement that only unallocated amounts are included in that line.

*Depreciation on infrastructure assets* should be reported as a direct expense of the function normally associated with the acquisition and maintenance of infrastructure, or alternatively, as a separate line item.

*Permanent Fund Contributions* – Contributions to permanent fund principal are to be reported as a separate revenue line in the general revenue section of the government-wide statement of activities.

*Government-Wide Conclusion* – Perhaps the most striking feature of the new financial reporting model is the introduction of government-wide reporting. The new government-wide statement of net assets will feature, among other things, the reporting of assets and liabilities previously reported in account groups, the reporting of infrastructure assets and a new classification structure for net assets. The government-wide statement of activities will focus readers’ attention on the net expense of a government’s various functions, with a new line item for “special items” and the elimination of the traditional distinction between types of transfer accounts.

Depreciation expense will play a key role in the new government-wide statement of activities, consistent with the GASB’s adoption of the economic resources measurement focus and the accrual basis of accounting for government –wide reporting.

## Fund Financial Statements

Governmental Fund Financial Statements -- Governmental funds, with their traditional measurement focus on current financial resources and their use of the modified accrual basis of accounting, continue to have an important role to play in ensuring and demonstrating fiscal (and sometimes legal) accountability. One interesting change is that under GASB Statement No. 34, a budgetary operating statement for governmental funds will not be required to be presented as a basic financial statement. Instead, the budgetary comparison statement will be presented as “Required Supplementary Information”.

Fund financial statements are the most familiar part of financial reporting. Yet, even this part has undergone some changes. A new fund type, Permanent Funds, has been added. The budgetary comparison statement has been removed. Conspicuously absent from the fund financial statements are the General Fixed Assets and General Long-term Debt Account Group columns, whose information will only appear in the government-wide financial statements from now on.

*Statements Required* - The required fund financial statements remain similar between the old and the new reporting models.

For Governmental Funds, the required financial statements are:

1. The Governmental Fund Balance Sheet; and
2. The Governmental Fund Statement of Revenues, Expenditures and Changes in Fund Balance.

*Major Fund Reporting* - While the basic fund financial statements remain relatively unchanged, there has been a significant shift from reporting combined financial information in separate columns by fund type, to reporting individual “major” funds in separate columns. The traditional combined financial statements presented aggregated information by fund type. Under the new reporting model, fund-based financial reporting will focus on “major individual funds” rather than on fund types. By definition, the General Fund will always be considered to be a “major fund”. Other major governmental funds will be those that meet the following criteria:

1. An individual fund that reports at least ten percent (10%) of any of the following:
  - a. Total governmental fund assets, or
  - b. Total governmental fund liabilities, or
  - c. Total governmental fund revenues, or
  - d. Total governmental fund expenditures, and
2. At least five percent (5%) of any of the following:
  - a. Total assets for governmental and enterprise funds, or
  - b. Total liabilities for governmental and enterprise funds, or
  - c. Total revenues for governmental and enterprise funds, or

- d. Total expenditures/expenses for governmental and enterprise funds.

Both the ten percent (10%) and five percent (5%) thresholds must be exceeded by the same preceding element in order to be a major fund.

Nonmajor funds may be reported singly, or combined into a “nonmajor governmental funds” column and a “nonmajor proprietary funds” column. If an entity has only a few governmental funds, each fund may be presented in its own column.

*Governmental Funds Balance Sheet* -- Governmental funds will continue to report a traditional balance sheet (assets = liabilities + fund equity) as their basic statement of position. Assets and liabilities will be presented in the order of liquidity, or nearness to cash. Some of the key features of the remodeled governmental balance sheet are as follows:

- Information will now be reported by major individual fund rather than by fund type, and the presentation of a total column is now mandatory.
- Governmental funds will continue to exclude capital assets and most long-term liabilities.
- The difference between assets and liabilities will continue to be reported as “fund balance”, which in turn is divided between reserved fund balance and unreserved fund balance. Unreserved fund balance may be further divided between designated and undesignated components. Special rules apply when a nonmajor funds column is used.
- A reconciliation to explain the difference between the numbers reported on the governmental fund balance sheet and the numbers reported for “governmental activities” in the government-wide statement of net assets must be presented in an accompanying schedule immediately following the balance sheet. Most of the differences result from differences in MFBA between the governmental fund financial statements and the government-wide financial statements. Another cause of difference is the fact that the residual balances of internal service funds normally are reported as part of governmental activities in the government-wide financial statements, even though internal service funds themselves are accounted for as proprietary funds rather than governmental funds.

*Governmental Funds Statement of Revenues, Expenditures and Changes in Fund Balance* -- Governmental funds will continue to report a statement of revenues, expenditures and changes in fund balances. This statement will be presented at the same level of detail currently found in revenues reported by major source and expenditures reported by sub-function/department. Some of the key features of this revised statement are as follows:

- The basic format used must be “revenues minus expenditures, plus or minus other financing sources and uses, plus beginning fund balance equals ending fund balance.”

- Again, information is reported by individual major fund rather than by fund type. The reporting of a total column is mandatory.
- Distinguishing between operating and residual equity transfers is no longer required; instead both will be treated simply as “transfers” and reported as other financing sources and uses, as appropriate.
- “Special items” (Transactions that are under management’s control; but that are either unusual in nature or infrequent in occurrence, but not both.) are reported as a separate line item following other financing sources and uses. Similar treatment is afforded “extraordinary items” (Transactions that are not under management’s control; and that are both unusual in nature and infrequent in occurrence.). A separate line item would follow any “special items”.
- A reconciliation to explain the difference between the numbers reported on the governmental fund statement of revenues, expenditures and changes in fund balance and the numbers reported for “governmental activities” in the government-wide statement of activities must be presented in an accompanying schedule immediately following the statement.

*Debt Proceeds* - Underwriter fees are frequently withheld from the amount of debt issue proceeds transmitted to the issuer. Under current GAAP, many governments simply report the net proceeds (cash received) as an “Other Financing Source” (usually in a capital projects fund). Under GASB Statement 34, an “Other Financing Source” equal to the face amount of the debt will be reported in the governmental fund receiving the debt proceeds (usually a capital projects fund) in a caption such as “Bonds Issued”, or “Long-term notes issued”. Any issuance costs paid out of debt proceeds, such as underwriter fees, should be reported as expenditures.

*Debt Refundings* - Under GASB Statement No. 34, all refundings that result in the defeasance or redemption of debt should be reported in the same way. Amounts of the new debt issued and placed into escrow, or used to retire debt should be reported as other financing sources or uses, as applicable.

*Sales of Capital Assets* - The receipt of proceeds from the sale of capital assets (i.e., General Capital Assets) should be reported as an “Other Financing Source – Proceeds from Sale of Assets”. The sale of a capital asset may be a “special item” if it meets those conditions.

Sales of capital assets accounted for in an Enterprise Fund will usually generate either a gain or loss on the sale that will be reported on the operating statement of the Enterprise Fund. If the governing board chooses to credit the proceeds from the sale of property recorded in an Enterprise Fund to the General Fund, the gain or loss from the sale of the property should be recognized in the Enterprise Fund that owned the property, and a transfer made to the General Fund for the amount of the proceeds from the sale.

*Conclusion – Governmental Funds* - GASB Statement No. 34 essentially retains the traditional accounting and financial reporting for governmental funds. The governmental fund financial statements are likely to be the most familiar piece of the new financial reporting model. However, some important changes have occurred, including the introduction of major fund reporting, the introduction of a new fund type (i.e., Permanent Funds) and the elimination of the requirement to include budgetary comparisons as part of the basic financial statements. In addition, GASB has clarified GAAP related to the proper treatment of current debt refundings, the receipt of debt proceeds, and the receipt of proceeds from the sale of capital assets.

Proprietary Fund Financial Statements -- Under GASB Statement No. 34, governments will continue to report two types of proprietary funds (i.e., Enterprise Fund and Internal Service Fund). Both types of proprietary funds will be reported, as they are today, using the economic resources measurement focus and the accrual basis of accounting. These are the same MFBA as will be applied in the preparation of the government-wide financial statements.

Under GASB Statement No. 34, the use of an enterprise fund normally is restricted to activities “for which a fee is charged to external users for goods or services”. Enterprise funds must be established whenever any of the following criteria are met:

- Debt backed solely by fees and charges. If debt has been issued that is backed solely by fees and charges, then an enterprise fund must be used to account for the activity.
- Legal requirement to recover cost. An enterprise fund must be used if the cost of providing services for an activity, including capital costs such as depreciation or debt service, must legally be recovered through fees or charges.
- Policy decision to recover cost. The use of an enterprise fund is necessary if it is the government’s policy to establish fees or charges for an activity that are designed to recover the cost of providing services including capital costs such as depreciation or debt service.

Under GASB Statement No. 34, the focus of the basic financial statements will shift from fund types to individual major funds. In other words, a separate column for each individual major enterprise fund will be presented in the proprietary fund financial statements. Internal service funds, though, will always be presented in the aggregate in the fund financial statements.

Major individual enterprise funds will be those that meet the following criteria:

1. An individual fund that reports at least ten percent (10%) of any of the following:
  - a. Total enterprise fund assets, or
  - b. Total enterprise fund liabilities, or
  - c. Total enterprise fund revenues, or
  - d. Total enterprise fund expenses, and

2. At least five percent (5%) of any of the following:
  - a. Total assets for governmental and enterprise funds, or
  - b. Total liabilities for governmental and enterprise funds, or
  - c. Total revenues for governmental and enterprise funds, or
  - d. Total expenditures/expenses for governmental and enterprise funds.

Nonmajor funds may be reported singly, or combined into a “nonmajor governmental funds” column, and a “nonmajor proprietary funds” column.

Traditionally, proprietary funds, like private-sector businesses, have taken a “capital maintenance” approach to preparing their financial statements. This approach carefully distinguished the portion of net assets provided by “investors” (i.e., “contributed capital”), from the portion of net assets generated from operations (i.e., retained earnings). Under the new reporting model, however, proprietary fund financial statements will focus on limitations on the use of assets rather than on their source. Accordingly, proprietary fund financial statements will no longer distinguish between contributed capital and retained earnings. Proprietary fund net assets will, instead, be classified as invested in capital assets, net of related debt, as restricted net assets, and as unrestricted net assets.

For Proprietary Funds, the required financial statements are:

1. The Balance Sheet,
2. The Statement of Revenues, Expenses and Changes in Fund Net Assets; and,
3. The Statement of Cash Flows.

*Proprietary Funds Balance Sheet* -- Under the new reporting model, proprietary funds will focus on net assets rather than on the degree to which they have preserved capital. The current balance sheet format will be retained, with the following terminology change: the appropriate “net assets” terminology and categories shall be used in place of “retained earnings” and “contributed capital”. Additionally, a “classified” presentation of assets and liabilities in the statement of position (balance sheet) is now required.

*Proprietary Funds Statement of Revenues, Expenses and Changes in Fund Net Assets* -- The key features of the proprietary fund operating statement are as follows:

- Each major enterprise fund will be presented in its own column with a total column for all enterprise funds.
- Internal service funds will be aggregated in a single column presenting all internal service funds separately from enterprise funds to underscore the connection between the enterprise funds and the business-type activities reported in the government-wide financial statements.

- Contributions of capital will be reported as a separate line item in the statement of activities following “non-operating revenues (expenses).”

*Proprietary Funds Statement of Cash Flows* -- Major individual enterprise funds will be presented in separate columns on this statement with all internal service funds aggregated into a single column. A total column for all enterprise funds must be included. Proprietary funds are currently required to present a statement of cash flows. GASB Statement No. 9 allows governments to use either the direct method or the indirect method to report cash flows from operating activities but recommends the direct method. The direct method presents information on individual types of cash flows (e.g., “receipts from customers”, “payments to suppliers”, “payments to employees”); whereas the indirect method simply furnishes a reconciliation of the differences that exist between “cash flows from operating activities” and “operating income”. GASB Statement No. 34 amends GASB Statement No. 9 to require the use of the direct method in all cases, with the appropriate reconciliation prepared using the indirect method. When the direct method is used, certain operating cash flows must be reported as separate line items.

The principal advantage of the direct method is that it shows operating cash receipts and payments. That is, it is more consistent with the objective of a statement of cash flows (i.e., to provide information about cash receipts and cash payments) than the indirect method, which does not report operating cash receipts and payments. Supporters of the direct method contend that knowledge of the specific sources of operating cash receipts and the purposes for which operating cash payments were made in past periods is useful in estimating future operating cash flows. Furthermore, information about the amounts of major classes of operating cash receipts and payments is more useful than information only about the arithmetic sum (i.e., the net cash flow from operating activities).

Under the new governmental financial reporting model, governments will continue to report two types of proprietary funds; enterprise funds and internal service funds.

The main purpose of the statement of cash flows is to provide relevant information about the cash received and cash disbursed by a proprietary fund during the fiscal year.

Corollary purposes are to aid the reader in:

1. Assessing the fund’s ability to generate positive net cash flows.
2. Assessing the fund’s ability to meet its obligations, its ability to support Governmental Funds’ operations, and its need for future financing.
3. Assessing the reasons for differences between net income and the associated cash receipts and disbursements.
4. Assessing the effects on a fund’s financial position of both its cash and non-cash investing and financing transactions during a period.

Cash not only includes cash on hand, demand deposits, and short-term time deposits (passbook savings), but also includes savings certificates and highly liquid investments with terms to maturity of three months (90 to 92 days) or less when acquired. However, a security reaching its final three months to maturity, but which was acquired more than three months before maturity does not get reclassified as a cash equivalent.

Restricted cash balances, usually classified as non-current assets, are included in the cash and cash equivalents definition regardless of the restrictions on their use.

The notes to the financial statements should include a definition of cash and cash equivalents applied to the statement of cash flows.

*Preparation* - In the preparation of the statement of cash flows, GASB requires four cash flow categories:

- Cash flows from operating activities
- Cash flows from noncapital financing activities
- Cash flows from capital and related financing activities
- Cash flows from investing activities

*Operating activities* - The proprietary fund cash flows from operating activities classification generally incorporates only the cash effects of transactions and events that enter into operating income rather than net income. Consequently, the cash effects associated with nonoperating revenues and expenses (e.g., interest revenue, interest expense) are not included in cash flows from operating activities. The GASB Codification states “Operating activities generally result from providing services and producing and delivering goods, and include all transactions and other events that are not defined as capital and related financing, noncapital financing, or investing activities...”.

Noncapital financing activities and capital and related financing activities are distinguished by whether the cash flow is clearly attributable to the financing of capital assets acquisition, construction, or improvement. Cash flows from issuing (or repaying) debt, interest payments, interfund transfers from other funds, and certain other transactions will be classified as capital and related financing activities if clearly attributable to capital asset financing. Otherwise, they are classified as noncapital financing activities.

Investing activities include: (a) making and collecting most loans; (b) making or disposing of investments in debt or equity instruments; and (c) the related interest and dividends received.

*Noncash Investing, Capital, and Related Financing Activities* - Information about all investing, capital, and financing activities of a governmental enterprise, during a period that affect recognized assets or liabilities but do not result in cash receipts or cash payments in the period, should be reported. This information should be presented on the same page as the statement of

cash flows. Examples of noncash transactions are acquiring assets by assuming directly related liabilities; obtaining an asset by entering into a capital lease; and exchanging noncash assets or liabilities for other noncash assets or liabilities.

*Indirectly Determining Direct-Method Cash Flows* - GASB Statement No. 9 states that under the direct method, governments should, at a minimum, separately report these classes of operating cash receipts and payments:

1. Cash receipts from customers
2. Cash receipts from quasi-external operating transactions with other funds
3. Other operating cash receipts, if any
4. Cash payments to other suppliers of goods or services
5. Cash payments to employees for services
6. Cash payments for quasi-external operating transactions with other funds, including payments in lieu of taxes
7. Other operating cash payments, if any

Items 1, 4, and 5 generally will account for the majority of cash flows from operating activities and, depending on the particular accounting system, may require substantial time and effort to accumulate actual amounts. As mentioned in footnote 82 to paragraph 440 in the *Basis for Conclusions of Statement 34*, however, acceptable approximations of these amounts may be determined indirectly.

- Essentially, the accrual-basis revenues and expenses are adjusted for changes in related accounts receivable and payable.
- Operating revenue is adjusted to determine “cash received from customers” by: (a) adding the beginning customer accounts receivable balance to account for cash collected on prior years’ sales; and (b) deducting the end-of-the-year customer accounts receivable balance to adjust for the cash not collected from this year’s sales.
- Salaries and benefits expense is adjusted to determine “cash paid to employees” by: (a) adding the beginning payroll-related accruals to recognize cash that was paid out this year for last year’s payroll expenses; and (b) deducting the ending payroll-related accruals to account for the cash that will be paid next year for payroll expenses this year.

- Total operating expenses, excluding salaries and employee benefits, and depreciation (an allocation) are adjusted to determine the “cash paid to suppliers” by adding the beginning accounts payable balance and deducting the ending accounts payable balance.

*Proprietary Funds Conclusion* - The MFBA for proprietary funds has remained basically unchanged. Total enterprise fund amounts appearing in the fund financial statements normally will require little, if any, adjusting when carried to the government-wide financial statements.

Fiduciary Fund Financial Statements -- Under GAAP, there is a single fiduciary fund type (i.e., trust and agency funds) that is subdivided as follows:

- Expendable trust funds;
- Nonexpendable trust funds;
- Pension trust funds;
- Investment trust funds (created by GASB Statement No. 31); and
- Agency funds.

Under GASB Statement No. 34, all fiduciary funds, except agency funds, will report the same two basic financial statements. The required financial statements are:

1. The Statement of Fiduciary Net Assets; and,
2. The Statement of Changes in Fiduciary Net Assets.

Agency funds will only report the statement of fiduciary net assets because of their purely custodial nature.

Fiduciary funds are never to be considered major funds. Instead, fiduciary fund financial statements will present aggregated information by fund type (i.e., pension trust funds, investment trust funds, private-purpose trust funds, agency funds).

### Basic Financial Statements - Notes to Financial Statements

*Notes Amended by GASB Statement No. 34* - The notes to the financial statements should communicate information essential for fair presentation of the financial statements that is not displayed on the face of the financial statements. As such, the notes are an integral part of the basic financial statements. The notes should focus on the primary government; specifically, its governmental activities, business-type activities, major funds, and nonmajor funds in the aggregate. Information about the government’s discrete component units should be presented as discussed in Statement 14, paragraph 63, as amended by this Statement. Guidance pertaining to

existing note disclosures is found in NCGA Interpretation 6, as amended. GASB has a project on its agenda to review the appropriateness of existing note disclosure requirements.

*Reporting Component Units* - Paragraph 42 of Statement 14 requires that “financial statements of the reporting entity should provide an overview of the entity based on financial accountability, yet allow users to distinguish between the primary government and its component units.” Paragraph 11 states that “...the reporting entity’s financial statements should ...provide an overview of the discretely presented component units.”

These financial reporting requirements are met by discrete presentation of component unit financial data in the statement of net assets and the statement of activities. Component units that are fiduciary in nature, however, should be included only in the fund financial statements with the primary government’s fiduciary funds. Blended component units should be reported in accordance with Statement 14, paragraph 52 through 54.

Paragraph 51 of Statement 14, as amended by this Statement, requires information about each major component unit to be provided in the basic financial statements of the reporting entity. Governments can satisfy that requirement by:

1. Presenting each major component unit in a separate column in the reporting entity’s statements of net assets and activities. (Major component unit information is not required for component units that are fiduciary in nature).
2. Including combining statements of major component units in the reporting entity’s basic statements after the fund financial statements. (Nonmajor component units should be aggregate in a single column. A combining statement for the nonmajor component units is not required, but may be presented as supplementary information.)
3. Presenting condensed financial statements in the notes to the reporting entity’s financial statements. If the combining statement approach is used, the “aggregated total” component unit information, as discussed in Statement 14, should be taken from the total columns in the component unit’s statements of net assets and activities so that the details support the totals reported in the reporting entity’s government-wide statement. (Because component units that are engaged only in business-type activities are not required to prepare a statement of activities, this disclosure should be taken from the information provided in the component unit’s statement of revenues, expenses, and changes in fund net assets.)

### Reconciling from Fund Statements to Entity-wide Financial Statements

*Converting from Modified Accrual Basis to Accrual Basis* - The accounting records for governmental funds are generally established by fund and are maintained on a day-to-day basis using the modified accrual basis of accounting. Adjustments are necessary to convert governmental fund financial statement totals prepared using the modified accrual basis of accounting to the government-wide financial statement amounts which must be presented on the accrual basis of accounting.

*Preparation and Placement of Reconciliation* - To convert the fund financial statements from the modified accrual basis of accounting to the accrual basis of accounting, a reconciliation must be prepared and presented with the basic financial statements.

The reconciliation explains adjustments made to total fund balance on the governmental funds balance sheet to arrive at total net assets on the government-wide statement of net assets. The reconciliation also explains adjustments made to the net change in fund balances on the statement of revenues, expenditures, and changes in fund balances of the governmental funds to arrive at the change in net assets on the government-wide statement of activities.

The reconciliation shall be included with the basic financial statements in an accompanying schedule. The schedule should be considered a continuation of the fund financial statement; therefore, the schedule should be on the page immediately following the statement it supports. Presenting the reconciliation on a separate page allows extra room for explanations.

*Reconciliation Worksheet* - A reconciliation worksheet should be prepared to help in converting governmental fund financial statement amounts reported on the modified accrual basis of accounting to government-wide financial statement amounts reported on the accrual basis of accounting. This worksheet will not only help in keeping the financial statements in balance but will provide adjustment explanations for audit purposes and help in preparing the reconciliation presented as part of the basic financial statements.

The worksheet should consist of four columns. The first column would represent the fund financial statement amounts by individual account. The next two columns would represent debit and credit columns. The adjustment amounts or reconciling items would be reflected in these columns. The fourth column would reflect government-wide statement amounts; the result of taking the fund statement amounts and either adding or subtracting debit and/or credit adjustments. Explanations for the debit and credit adjustments should be reflected on the worksheet. It is also recommended a notation be made, to the right of the worksheet, explaining how government-wide totals are reported on the statement of activities.

Annual Report Forms -- The following Statements are required under GASB 34:

- Government-Wide Financial Statements
- Fund Financial Statements
  - Governmental Funds
  - Proprietary Funds
  - Fiduciary Funds
  - Required Supplementary Information
- Fund Financial Statement Combining Worksheets
  - Combining Balance Sheet - Nonmajor Governmental Funds
  - Combining Statement of Revenues, Expenditures and Changes in Fund Balances

## WDE Required Fiscal Reports

### **WDE-100: School Funding Worksheet**

Serves as the School Foundation Program application and funding estimate worksheet.

**Requirements:** Due 30 business days after June 30 each year. Reports all data necessary to compute school districts' School Foundation Program Guarantees, local resources, and the resulting district entitlement or recapture. Subject to careful review and crosscheck with other WDE forms, including the WDE-601, WDE-600, WDE-103, and the WDE-401.

**Authority:** W.S. 21-2-203; W.S. 21-3-110(a)(v); W.S. 21-3-117(a)(i); W.S. 21-4-401 through W.S. 21-4-505; W.S. 21-13-101 through W.S. 21-13-331. WDE Rules and Regulations, Chapters 5, 8, and 20.

**Frequency:** Annually

### **WDE-103: Reimbursable Pupil Transportation Expenditures Report**

Reports qualified (i.e., reimbursable) pupil transportation expenditures as required for the School Foundation Program and a variety of other purposes.

**Requirements:** Due 30 business days after the end of the fiscal year. Reports all data necessary to compute the pupil transportation components of school districts' School Foundation Program Guarantees. Subject to careful review and crosscheck with the WDE-100 and WDE-601.

**Authority:** W.S. 21-2-203; W.S. 21-3-110(a)(v); W.S. 21-3-117(a)(i); W.S. 21-4-401 through W.S. 21-4-505; W.S. 21-13-101 through W.S. 21-13-331. WDE Rules and Regulations, Chapters 8 and 20.

**Frequency:** Annually

### **WDE-118: Cash on Hand/Estimated Cash Requirements for Federal Grants**

Recipients of federal grants estimate their cash requirements for the coming month.

**Requirements:** Must be filed by the 10<sup>th</sup> calendar day of the month to draw federal fund

**Authority:** EDGAR

**Frequency:** Monthly

### **WDE-170: Cooperative Services Incentive Application for Combined Service**

#### **Arrangements**

To measure savings by combining certain district services with another district for Special Ed and Transportation Services. One half of the amount saved by such combined arrangements is paid to the districts involved. Form is sent out to districts who request it on the basis of periodical approval by legislature to continue the Cooperative Services Incentive.

**Requirements:** Must contain all necessary information.

**Authority:** W.S. 21-13-331

**Frequency:** As needed.

**WDE-401: Annual Special Education Expenditure Report**

Reports the expenditures of qualified (i.e., reimbursable) special education costs as required for the School Foundation Program and a variety of other purposes.

**Requirements:** Due 30 business days after the end of the fiscal year. Reports all data necessary to compute the special education component of school district's School Foundation Program Guarantees. Subject to careful review and crosscheck with the WDE-100 and WDE-601.

**Authority:** W.S. 21-2-203; W.S. 21-3-110(a)(v); W.S. 21-3-117(a)(i); W.S. 21-13-101 through W.S. 21-13-331. WDE Rules and Regulations, Chapters 5 and 8.

**Frequency:** Annually

**WDE-600: Attendance and Membership**

District reports Average Daily Attendance and Average Daily Membership for the school term just ended for each school in the district.

**Requirements:** Due June 15 of each fiscal year for the school term just ended.

**Authority:** W.S. 21-2-203; W.S. 21-3-110(a)(v); W.S. 21-13-101 through W.S. 21-13-331. WDE Rules and Regulations, Chapter 8.

**Frequency:** Annually

**WDE-601: Annual District Report**

Reports most school district's revenue and expenditure activity for the fiscal year just ended, along with a variety of related fiscal and non-fiscal data.

**Requirements:** Due 30 business days after the end of the fiscal year. Used for a variety of fiscal and statistical purposes, and is the primary source for the Statistical Report Series published by WDE. Subject to careful review and crosscheck with the WDE-100, WDE-103, WDE-401, and a variety of other reports. Considered to be the master school district report, and the one with which all other applicable reports must agree or reconcile.

**Authority:** W.S. 21-2-203; W.S. 21-3-110(a)(v); W.S. 21-3-117(a)(i); W.S. 21-13-101 through W.S. 21-13-331. WDE Rules and Regulations, Chapters 5, 8, and 20.

**Frequency:** Annually

**WDE-804: Indirect Cost Allocation Plans for Local Education Agencies**

Establishes indirect cost rates used by school districts.

**Requirements:** Must be submitted every third year by school districts' requesting an indirect cost rate to be approved by WDE. Due on or before June 15<sup>th</sup> prior to the beginning of the first fiscal year of the three-year period for which application is being made.

**Authority:** OMB Circular A-87; EDGAR

**Frequency:** Every third year for participating districts

## Section 2: Budgeting

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## Good Budgeting Practices

1. An operating budget is prepared and presented to the governing board annually.
2. The annual operating budget presents expenditure requests and estimates of revenues for all school district funds including: general tax revenues, state and federal grants, fees and charges for services, and other miscellaneous revenues.
3. The annual operating budget balances approved expenditures with anticipated revenue and estimated surplus.
4. Separate budget requests are presented for each different school or function.
5. Budgets for each school are broken down into specific cost components such as instruction, instructional support, community support, and general support. Each component is further broken down into specific functions such as elementary instruction, middle school instruction, senior high instruction, special education, guidance services, health services, psychological services, speech pathology services, gifted and talented, general administration, school administration, business administration, general maintenance, and transportation. Each function is broken down further by object such as personnel costs, supplies, operating expenses, equipment, etc.
6. Revenue projections are prepared for each revenue source based on an analysis of past revenue trends and current fiscal conditions.
7. An assessment of revenue sources and potential is presented periodically with the school budget.
8. Expenditure analysis includes adjustments for inflation, workload increases and/or decreases, and other changes that might cause expenditures to rise rapidly.
9. The budget process includes a multi-year projection of equipment replacement requirements.
10. Reserves are created and supplemented each year to pay for especially large expenditures which are made on a multi-year cyclical basis.
11. Analyses are made to determine if current budget proposals are likely to create the need for more or expanded local funding in future years.
12. A reserve for contingencies is established each year to provide for emergencies or unforeseen needs.
13. Performance measures have been developed and performance standards based on those measures are established for each school or function.

14. Service objectives related to workload and performance measures are established to guide the budgeting process.
15. Regular reports are prepared identifying actual performance compared to service objectives established in the budget.
16. A budget message which summarizes school financial conditions and the principal budget issues the district must face is presented to the Board of Trustees along with the annual budget.
17. Public hearings are held on the operating budget.
18. Budget implementation is controlled centrally.
19. Quarterly (or monthly) expenditure plans for each school are used as a means for monitoring expenditures made by schools throughout the fiscal year.
20. Regular monthly reports of actual revenues and expenditures as compared to budgeted amounts are prepared and presented to the Board of Trustees by the 10th of each following month.
21. Centralized position control is maintained to assure that salary commitments do not exceed amounts budgeted for salaries

## Legal Foundation for the Budget Process

The basic legal requirements pertaining to the budget process for school districts is contained in the Wyoming Statutes. These laws establish the basic framework within which budgeting must be carried out. They generally address matters such as the following:

- What are the responsibilities of the District with regard to the budget?
- What legal actions are required to establish the official budget?
- How detailed must the budget enactment be?
- What general schedule must be followed in the budget enactment?
- How may the enacted budget be changed?
- Can an unbalanced budget be enacted?
- What should be done about actual budget deficits?

A thorough analysis of existing legal provisions with regard to the budget process should be made by school administrators. Assistance in performing such an analysis may be obtained from the Wyoming Department of Education or from the Wyoming Department of Audit.

A manual of school budget practices and procedures should be developed. Such a manual should identify:

- The legal foundation of the budget process;
- Overall organizational responsibilities;
- Procedures for preparing and implementing the budget;
- Specific policies regarding the treatment of various expense categories; and
- Standard forms for all budget actions (e.g., submitting budget requests, making requests to transfer funds, requesting new positions or changes in existing positions, gaining approval to apply for or accept federal grants).

The budget handbook should be maintained in loose-leaf form and updated when any procedural changes occur. The handbook should be provided to all officials with budget responsibility.

## **Responsibilities of School District Officials in the Budgetary Process**

### **Board of Trustee's Role**

The Board of Trustees (Board) should concern itself with overall budgetary and programmatic policy. Members can be most effective when they use the budgetary process to establish the scope and direction of the districts' educational services. In adopting a budget, the Board sets out the policy and direction the district takes in its efforts to deliver quality education to the students of the district. The Board has the responsibility to ensure that the needs of the students are met as far as possible with available resources. It is the Board's prerogative to set out a growth or no-growth budget, to increase taxes (when permitted by Statute) to afford higher expenditure levels, or to incur bond indebtedness to finance the capital construction needs of the district.

Of course, the Board will frequently take its actions based on proposals and recommendations presented by administrative personnel. In Wyoming where the Board is comprised of part-time officials, a close working relationship with administrative officials is highly desirable. At the same time, however, the Board must be careful not to give up its policymaking role entirely to the administration. Some general rules which the Board should follow in fulfilling its budgetary role are described below.

1. The Board should become involved in the development of budget policies and guidelines long before administrative officials begin to prepare specific budget requests. These policies and guidelines then serve to focus the efforts of administrative officials as they prepare budget requests and recommendations. Such guidelines might include:
  - a. Budget growth and tax policies;
  - b. Areas of education to receive emphasis or high priority considerations; and
  - c. Types of expenses and activities to be emphasized and de-emphasized.
2. The Board should be sure that it receives all the materials it needs to give full effective consideration to the budget proposals of the administration. For trustees to achieve the most effective policymaking role, the budgetary materials they are presented with should permit them to gain a comprehensive understanding of district financial conditions, revenue prospects, and alternative uses of district funds in the provision of educational services.
3. The Board should not concern itself extensively with administrative and financial details underlying the budget. While poring over the details of the budget, trustees can lose sight of important programmatic and financial issues embodied in the budget proposals. In particular, the trustees should avoid becoming overly involved in discussing or considering minor expense items. For example, trustees may spend extensive time and effort discussing a request for travel monies and totally ignore the issues underlying major expenditure requests. Such an approach is undesirable because:

- a. It may foster false economy. Small amounts of money may be saved but the fulfillment of service objectives may be impaired.
- b. It wastes the valuable time of trustees on insignificant aspects of the budget.

It is important, of course, for the Board to be confident that the details underlying the budget are based on sound analysis and consistent policy. However, this confidence is best achieved not by scrutinizing every detail, but by establishing a sound budgetary process under which the administration is encouraged to base its budgetary requests and actions on firm detailed support and analysis.

A technique which some Boards have used to enhance their involvement in the budget process is the selection of a finance committee to work closely with the administration to develop the budget. This committee also monitors budget implementation and reports progress back to the full Board.

### **The Administration's Role**

Administrations role in the budgetary process involves three major responsibilities:

1. Preparing budget proposals for consideration by the Board;
2. Explaining and clarifying current fiscal conditions, fiscal prospects, and budgetary proposals to the Board; and
3. Implementing the budget enacted by the Board and monitoring performance to ensure that programmatic and fiscal objectives are met.

Administrators must be involved in the details of budget development and implementation. They must also seek to summarize these details and present information in a way that complements the Board's policymaking function.

While the administration's role in budgeting should always encompass all the above responsibilities, the manner in which the function is organized may vary considerably. In some districts, principals and teachers may deal directly with the Board. This would be particularly true where each member of the Board is assigned responsibility for direct oversight of a particular school. It may also be found where there is no chief administrator to manage all the functions of the district.

In general, there is split responsibility and a lack of consistency in budget preparation and format if each school independently prepares and presents budget requests to the Board. This approach makes it very difficult for the members of the Board to fulfill their roles of comparing proposals, establishing priorities among proposals, and enforcing common standards.

To overcome this problem, it is recommended that all the administrative functions be overseen by a single official. This official is usually known as the budget officer. The budgetary process that follows will work best when a budget officer has full responsibility for managing the budget process.

### **The Budget Officer's Role**

The budget officer plays a key role in budget preparation by serving as a focal point for issuing guidelines, reviewing materials, and responding to questions. The budget officer's role may be one of three general types.

First, the budget officer may serve simply as a coordinator of budget materials. In this role, the budget officer would be responsible for:

- Developing the budget calendar or schedule;
- Designing budget worksheets and forms;
- Reviewing finished worksheets for accuracy and completeness;
- Preparing or assembling revenue estimates;
- Presenting budgetary materials to the Board for review; and
- Coordinating activities and scheduling meetings.

In this role, the budget officer does not evaluate school requests and make budgetary recommendations or seek to balance proposed expenditures with estimated revenues. The budget officer's role is to ensure that the budget time schedule is accomplished and that budget materials are accurate, complete, and presented in a common and understandable format.

In small districts, the budget officer may actually prepare detailed budget requests for the various schools. In these cases, the budget officer must consult with school personnel before preparing final requests for them.

Second, the budget officer may perform a significant policy guidance function in addition to the coordinative function. In this role, the budget officer not only performs all the coordinative tasks just identified, but also assumes analytical and guidance functions such as:

- Issuing guidelines to school officials regarding acceptable levels of increases or decreases in educational services and expected cost limitations;
- Evaluating school requests and adjusting them to policy guidelines;
- Balancing expenditure requests with available revenues; and,

- Making recommendations for budget action to the Board.

In other words, the budget officer becomes involved in all the programmatic and financial issues relating to the budget.

Third, the budget officer assumes responsibility for direct supervision over budget implementation. Specific tasks include:

- Ensuring that schools do not exceed budget limits by conducting periodic projections of expenditures and comparing them to available resources;
- Maintaining centralized position control to ensure that a person is hired only into an authorized position and at a salary no greater than the amount in the budget;
- Reviewing and approving all requests to transfer from one budget item to another;
- Maintaining and updating the manual of budget procedures;
- Preparing reports on budgetary performance for the use of the Board, administration, and the schools; and,
- Closely monitoring school performance to determine potential trouble spots.

A budget officer who performs these additional analytical and guidance tasks can be extremely valuable to the Board. This individual can provide the kind of analytical support and insight into day-to-day school operations which the Board may be unable to develop for itself because of limited time.

Specific advantages of this approach to budget administration include the following:

- Priorities for educational services can best be determined from a central vantage point;
- Budget preparation is facilitated through standardization of procedures and forms;
- Effective control of district resources can be achieved more easily since the in-and-out flow of these resources is handled through one official;
- Fiscal problems can be detected sooner because an official is designated to monitor budgetary performance; and,
- Budget implementation is facilitated by the use of standard forms for all budget actions (e.g., submitting requests for transfer of funds, new positions or changes in existing positions, gaining approval to apply for or accept federal grants).

**Who Should Be The Budget Officer?**

To achieve this level of centralized responsibility, it is necessary to name a central budget officer. This person should normally be the superintendent. The superintendent might in turn delegate this responsibility to an assistant.

## The Budget Calendar

The annual operating budget should be enacted prior to the beginning of each fiscal year. Since the budget is an operating financial plan for the school district, it is important that school officials know the terms of the budget early in the fiscal year; preferably before the fiscal year begins. This knowledge will permit them to adjust for any changes the budget may require in services and procedures well in advance of the time they must be implemented. It also permits the business office to make the necessary entries in the financial records to begin controlling expenditures when the fiscal year begins.

To ensure that the goal of enacting the budget prior to the beginning of the fiscal year is met, a budget calendar that establishes all key dates in the preparation of the budget should be developed. The budget officer will normally prepare the calendar after appropriate consultation with the Board of Trustees and the superintendent. Applicable Wyoming statutes should also be given due consideration. At a minimum, the calendar should indicate the periods during which:

- Budget worksheets, instructions, and guidelines will be distributed to each school and department;
- Revenue estimates will be prepared;
- Budget requests will be compiled into a single budget document and necessary summary schedules completed;
- The budget will be presented to the Board of Trustees;
- Budget hearings will be held (in accordance with applicable Wyoming statutes);
- The budget will be adopted (i.e., appropriations made in accordance with Wyoming statutes);
- The adopted budget is submitted to WDE in accordance with W.S. 16-4-111(d); and,
- The new fiscal year will begin (July 1st).

Other steps may be added, depending on how complex and formalized the process needs to be in each school district. In addition, those responsible for each step in the process should be identified by position title rather than by individuals' names. For example, the first step above could be stated as: "Budget Officer distributes budget worksheets, instructions and guidelines to each school principal and department head."

Two sample budget calendars which incorporate the applicable requirements of the Wyoming statutes are presented below and on the following page. Each presents a slightly different approach to the budget schedule. These sample calendars can be used as models to help districts develop their own calendar.

**Simple Budget Preparation Calendar**

<b>Dates</b>	<b>Activities</b>
March 1 - 31	Budget officer projects revenue collections.  School principals develop expenditure estimates after conferring with the budget officer on past expenditure levels.
April 1 - 15	Budget officer compiles nondepartmental expenses.  Budget officer consolidates expenditure estimates of all schools and the nondepartmental costs.
April 15 - May 15	The superintendent reviews the consolidated preliminary budget and makes necessary changes. The final product becomes the administration's proposal for operating the school district during the next fiscal year.
May 15 - June 1	Board of Trustees consideration and review of the tentative budget.
Third Wednesday in July	Public budget hearings.
On or the day after the public budget hearing	Budget adoption, followed by preparation, review and establishment of budget allotments.

**Complex Budget Preparation Calendar**

<b>Dates</b>	<b>Activities</b>
December 31	Budget estimate forms and instructions are distributed to each school and department.
January 1 - 31	Schools and departments prepare estimates of expenditures and revenues for next budget period.  Completed budget estimates are submitted to the budget officer.
February 1 - May 14	Superintendent and budget officer conduct school and department hearings. They make final determination of the amounts to be recommended to the Board of Trustees. The proposed budget and the superintendent's budget message are prepared and reproduced.
May 15	Budget document and budget message are presented to the Board of Trustees.
May 15 - June 1	Board of Trustees makes final determination of changes in budget.
Third Wednesday in July	Public budget hearings.
On or the day after the public budget hearing	Budget adoption, followed by preparation, review and establishment of budget allotments.

## Summary of Wyoming Statutory Budget Requirements

### **Budget Requirements**

§ 16-4-103(a) and (b) state:

- “(a) Municipal budgets are required each fiscal year ... for all expenditures and funds of the municipalities.
- (b) Intragovernmental and enterprise fund municipal budgets are required for adequate management control and for public information including financial statements of condition, work programs and any other costs as the municipal governing body may request. These fund accounts shall not be deemed to have spent amounts in excess of those budgeted when the funds available from all sources are sufficient to cover the additional operating expenditures which have been approved by the governing bodies.”

§ 16-4-102(xiv) defines “municipality” to mean: “(A) All incorporated first class cities, towns having a population in excess of four thousand (4000) inhabitants and all towns operating under the city manager form of government; (B) Counties; (C) School districts; (D) Community colleges.”

### **Preparation of Budgets**

§ 16-4-104(a) states that “All departments shall submit budget requests to the appropriate budget officer on or before May 1 ...” On or before May 15, the budget officer shall prepare a tentative budget for each fund and file the budget with the governing body.

### **Contents**

§16-4-104 (b), (c) and (d) state:

- “(b) ...The format of the proposed budget shall be prepared to best serve the municipality ... The proposed budget shall set forth:
  - (i) Actual revenues and expenditures in the last completed budget year;
  - (ii) Estimated total revenues and expenditures for the current budget year;
  - (iii) The estimated available revenues and expenditures for the ensuing budget year.
- (c) Each proposed and adopted budget shall contain the estimates of expenditures and revenues developed by the budget officer together with specific work programs and other supportive data as the governing body requests. ...

- (d) Each proposed and adopted budget shall be accompanied by a budget message in explanation of the budget. The budget message shall contain an outline of the proposed financial policies for the budget year and describe in connection therewith the important features of the budgetary plan. It shall also state the reasons for changes from the previous year in appropriation and revenue items and explain any major changes in financial policy.”

### **Budget Review**

§ 16-4-104 (e) and (f) state:

- “(e) The proposed budget shall be reviewed and considered by the governing body in a regular or special meeting called for this purpose. Following a public hearing ... the governing body shall adopt a budget.
- (f) This act does not prevent the municipality from undertaking any project authorized by vote of the people after adoption of the budget.”

### **Property Tax Levy**

§ 16-4-106 states that “The amount of estimated revenue from property tax required by the budget shall constitute the basis for determination of the property tax to be levied for the corresponding tax years subject to legal limitations. The amount of tax shrinkage allowed shall not exceed the actual percentage of uncollected taxes to the total taxes levied for the preceding fiscal year ...”

### **Budget Hearings**

§ 16-4-109 states:

- “(a) A summary of the proposed budget shall be entered into the minutes and the governing body shall publish the summary at least one (1) week before the hearing date in a newspaper having general circulation in which the municipality is located, if there is one, otherwise by posting the notice in three (3) conspicuous places within the municipality.
- (b) Hearings ... shall be held ... for school districts ... the third Wednesday in July ... The governing board of each municipality shall arrange for and hold the hearings and provide accommodations for interested persons. Copies of publications of hearings shall be furnished to the director of the state department of audit and school districts shall also furnish copies to the state department of education.”

### **Limitation on Appropriations**

§ 16-4-110 states that “The governing body of a municipality shall not make any appropriation in the final budget of any fund in excess of the estimated expendable revenue of the fund for the budget year.”

### **Adoption of Budget**

§ 16-4-111 (a) and (d) state:

- “(a) Within twenty-four (24) hours of the conclusion of the public hearing under W.S. 16-4-109(b), the governing body of each municipality shall, by resolution or ordinance, make the necessary appropriations and adopt the budget, which, subject to future amendment, shall be in effect for the next fiscal year ...
- (d) As provided by W.S. 39-13-104(k), a copy of the adopted budget, certified by the budget officer, shall be furnished the county commissioners for the necessary property tax levies. Certified copies of the adopted budget shall be on file in the office of the budget officer for public inspection. Copies of school district budgets shall be furnished to the state department of education ...”

### **Transfer of Unencumbered or Unexpended Appropriation Balances**

§ 16-4-112 states that “At the request of the budget officer or upon its own motion after publication of notice, the governing body may by resolution transfer any unencumbered or unexpended appropriation balance or part thereof from one (1) fund, department or account to another.”

According to W.S. 16-4-102(a)(vii) “department” means “a functional unit within a fund which carries on a specific activity, such as ... a major program category such as “instruction” in a school district fund.”

### **General Fund Budget Increase**

§ 16-4-113 states that “The budget of the general fund may be increased by resolution of the governing body. The source of the revenue shall be shown whether unanticipated, unappropriated surplus, donations, etc.”

### **Emergency Expenditures**

§ 16-4-114 states that “If the governing body determines an emergency exists and the expenditure of money in excess of the general fund budget is necessary, it may make the expenditures from revenues available under W.S. 16-4-105(a)(ii) as reasonably necessary to meet the emergency. Notice of the declaration of emergency shall be published in a newspaper of general circulation in the municipality.”

**Appropriations Lapse; Prior Claims**

§ 16-4-115 states that “All appropriations excluding appropriations for capital projects shall lapse following the close of the budget year to the extent they are not expended or encumbered. All claims incurred prior to the close of any fiscal year shall be treated as if properly encumbered.”

**Transfer of Special Fund Balances**

§ 16-4-116 states that “If the necessity to maintain any special revenue or assessment fund ceases and there is a balance in the fund, the governing body shall authorize the transfer of the balance to the fund balance account in the general fund. Any balance which remains in a capital improvements or capital projects fund shall be transferred to the appropriate debt service fund or other fund as the bond ordinance requires or to the general fund balance account.”

## The Budget Classification Structure

The budget classification structure forms the framework around which budget requests are prepared and presented. It also becomes the structure within which actual expenditure and revenue activity is classified and reported.

There are many possible ways to organize and present financial or budgetary information. It is important that the budget classification structure provide information in the format and level of detail which each school district official needs to analyze budget requests effectively, to monitor and control the provision of educational services in conjunction with the budget, and to evaluate performance. A budget classification structure may therefore be simple or complex, depending on the needs of the school district.

The budget classification structure for a school district may be built around the following eleven classification components:

1. *Fund* - an accounting related entity which exists to control and account for financial resources from various sources.
2. *Operational Unit* - responsibility units, that is, the school or department responsible for a particular expenditure.
3. *Function* - describes the activity being performed for which a service or material object is acquired.
4. *Program* - a plan of activities and procedures designed to accomplish a predetermined objective or set of objectives.
5. *Object of Expenditure* - a specific category of cost designed to provide detail on the types of commodities or services purchased by school district or the provision of services.
6. *Source of Revenue* - the type of revenue received, such as six (6) mill county taxes, twelve (12) mill state taxes, state foundation funds, investment earnings, etc.
7. *Project/Reporting* - identifies the funding source, authority, or expenditure purpose for which a special record or report of revenues, expenditures, or both is required.
8. *Level of Instruction* - permits expenditures to be segregated by instructional level.
9. *Subject Matter* - describes a group of related subjects.
10. *Job Classification* - normally used to segregate certified and non-certified salaries and to accumulate payroll costs by bargaining unit for labor negotiations.

11. *Special Cost Center* - special classifications that may be used by the district for managerial purposes such as term, course, work order, bus route or vehicle, state accounting number, or federal common accounting number

Some school districts may not need to use all of these components. The level of complexity in the structure will depend on the districts needs. Without regard to the complexity of the districts needs, the following two major steps should be taken in developing a budget classification structure.

1. Decide what components are needed and how they should be organized; and,
2. Develop a coding structure for the components which can be used in the accounting system.

The classifications which are essential to meet many of the important federal and state reporting requirements are listed below. At a minimum, the school district should be able to classify all budgeted and actual expenditures against these classification components:

- Fund;
- Program;
- Function;
- Object of Expenditure; and,
- Project/Reporting (formerly called Source of Funds).

### **Fund**

School districts obtain revenues to pay for its educational services from a variety of sources, including taxes, fines, and the state and federal government. Some of these revenues may be used for any purpose the school district may legally perform. Other revenues are restricted for legal or sound managerial reasons to specific services, projects, or programs. The budgeting and accounting system controlling the use of these restricted revenues must separate them from other financial activity of the school district.

A fund is the accounting concept used to separate or subdivide the financial activity of the district for these legal and managerial purposes. All financial activity of the district must be classified in relation to a fund. The use of the fund classification component is required to conform to sound accounting standards as well as certain legal requirements. It is also frequently needed to separate federal and state grant funds from other district revenues.

GASB Statement No. 34 sets forth eleven categories or classes of funds. Each class of funds is used to account for a particular type of district activity. Standard accounting procedures and techniques have been developed for each type of fund. The precise nature of each class of fund

is described in this manual in Section 1 – Accounting Concepts under Governmental Accounting, beginning on page 1-7. Fund classifications are discussed in a separate section of this manual.

A sound accounting system in a school district should be structured around the eleven standard fund classes. Their use is vital to maintaining clear, understandable, and auditable accounting records.

### **Operational Unit**

An operational classification should be established for each school and major department within the district. This component is needed to identify responsibility or operational structure of the school district. Usually each school and major department is represented in the budget.

This component has several common usages in school districts: (1) to identify attendance centers; (2) to designate a budgetary unit or cost center; (3) to segregate costs by building structure; and (4) to locate payroll check distribution.

As a general rule, operational breakdowns should be provided where significant managerial responsibility is delegated from the central district office to individual schools or departments. Since the school principals and department heads are responsible for managing specific functions and achieving results, then they should also have some budgetary responsibility and be held accountable not only for program performance, but also for budgetary performance. The only way to determine whether an operational breakdown is needed is to perform a careful analysis of the responsibilities of each principal and department head.

### **Function**

The function describes the activity being performed for which a service or material object is acquired. The functions of the school district are classified into five broad areas: Instruction, Instructional Support, General Support, Community Support, and Other Outlays. Functions and subfunctions consist of activities which have somewhat the same general operational objectives. Furthermore, categories of activities comprising each of these divisions and subdivisions are grouped according to the principle that the activities should be combinable, comparable, relatable and mutually exclusive. An example of a function classification component broken down into subfunctions follows:

- Instruction
  - Elementary Instruction
  - Middle School Instruction
  - Senior High Instruction
  - Remedial Reading
  - Special Education
  - Homebound Teaching

- Instructional Support
  - Guidance Services
  - Health Services
  - Psychological Services
  - Speech Pathology Services
  - Handicapped Tuition
  - Gifted and Talented
  - Staff Training
  - Library
- General Support
  - Central Administration
  - School Administration
  - Business Administration
  - General Maintenance
  - Transportation
- Community Support
- Other Outlays

### **Program**

A program is a plan of activities and procedures designed to accomplish a predetermined objective or set of objectives. This component provides the school district the framework to classify expenditures by program to determine cost. Using this component allows certain support service costs to be classified to both the function and the program. An example of the program classification component including sub-programs follows:

- Regular Programs--Elementary/Secondary
- Special Programs
  - Mentally Retarded
  - Physically Handicapped
  - Emotionally Disturbed
  - Learning Disabled
  - Culturally Deprived
  - Bilingual
  - Gifted and Talented
- Vocational Programs
  - Agriculture
  - Distributive Education
  - Health Occupations
  - Home Economics
  - Industrial Arts

- Office Occupations
- Technical Education
- Trades and Industrial Occupations
- Other Vocational Programs
  
- Other Instructional Programs - Elementary/Secondary
  - School-Sponsored Co-curricular Activities
  - School-Sponsored Athletics
  - Other
  
- Nonpublic School Programs
  
- Adult/Continuing Education Programs
  
- Community/Junior College Education Programs
  
- Community Services Programs
  - Community Recreation
  - Civic Services
  - Public Library Services
  - Custody and Child Care Services
  
- Enterprise Programs
  - Food Services

### **Object of Expenditure**

Object of expenditure is used to classify the types of goods and services the school district purchases in the course of providing educational services. As with the educational component, object of expenditure may be classified at different levels of detail. At the most general level, expenditures can be classified by major object. These would include:

- Personal Services (salaries)
- Personal Services (employees' benefits)
- Purchased Professional and Technical Services
- Purchased Property Services
- Other Purchased Services
- Supplies
- Property

- Other Objects
- Other Uses of Funds

If further refinement is desired, these major objects can be broken into their individual components called minor objects. For example, Personal Services (employees' benefits) might be broken down into the following minor object components:

- Group Insurance
- Social Security Contributions
- Retirement Contributions
- Tuition Reimbursement
- Unemployment Compensation
- Workmen's Compensation
- Other Employee Benefits

The object of expenditure component in the budget structure is necessary to enable the district to develop precise estimates and proposals. Cost estimates are made in terms of the object classifications. Object of expenditure is also used to monitor and control expenditures to ensure that funds are spent for the proper items.

### **Source of Revenue**

The source of revenue classification performs a similar function to that of the object of expenditure classification. It provides detailed information on revenues received. Again, major and minor revenue source classifications are frequently used. Examples include the following:

- Taxes
  - Special District Taxes
  - Motor Vehicle Taxes
  - Car Company Taxes
  - Delinquent Taxes
  - Other Local Taxes
- Inter-Governmental Revenues
  - 6-mill County Taxes
  - County Motor Vehicle Taxes
  - Car Company Taxes
  - Delinquent County Taxes
  - Fines and Forfeitures

- Forest Reserve Revenue
- Foundation Program
- Taylor Grazing Income
- State Land Income
- Other County Revenue
- Other State Revenue
- Other Federal Revenue
  
- Charges for Services
  - Pupil Activities
  - Adult Lunch Tickets
  - Student Lunch Tickets
  - Free or Reduced Meal Tickets
  - Milk Tickets
  
- Miscellaneous
  - Earnings on Investments
  - Rent
  - Sale of Fixed Assets
  - Miscellaneous

Revenue source classifications make it possible to subdivide historical revenue collection data and then use the information to predict future revenues. Without this level of detail, realistic projections would be impossible.

The level of detail the school district needs for object of expenditure and sources of revenue must be decided to some degree by the district. A compromise will have to be made between the need to have detailed information and the ability of budgeting and accounting personnel to accurately and efficiently record and report information. In smaller school districts, the major classifications, if properly constructed, will normally be sufficient. Larger districts will generally require both major and minor levels.

### **Project/Reporting**

The project/reporting component permits the school district to accumulate expenditures to meet a variety of specialized reporting requirements at local, state, and federal levels. This component is comprised of two elements. The first element identifies the funding source, authority, or expenditure purpose for which a special record or report of revenues, expenditures, or both, is required. The second element identifies particular projects and/or the fiscal year of the specific appropriation within a particular funding source. An example of this component follows:

- Local Projects
  
- State Projects

- Federal Projects
  - ESEA Title I - Compensatory (Part A)
  - ESEA Title I - Compensatory (Part B)
  - ESEA Title I - Handicapped
  - ESEA Title I - Migrant
  - ESEA Title IV - Part B - Learning Resources
  - ESEA Title IV - Part C - Innovative
  - ESEA Title VI - Handicapped
  - ESEA Title VII - Bilingual
  - Vocational Education
  - Child Nutrition Program
  
- Non-Categorical

### **Level of Instruction**

This component permits expenditures to be segregated by instructional level. The Wyoming Department of Education desires to differentiate costs for elementary, secondary, and post-secondary levels of instruction so inter-district tuition rates and general State aid can be calculated. Consequently, this level of classification is generally mandatory.

An example of a classification structure for this component, using school organization as its basis, is shown below.

- Elementary
  - Pre-kindergarten
  - Kindergarten
  - Other Elementary Grades
  
- Middle
  
- Secondary
  - Junior High
  - Senior High
  - Other Secondary
  
- District-wide

### **Subject Matter**

The subject matter component describes a group of related subjects. This component is provided in order to permit the accumulation of the costs of providing instruction in particular subject areas. An example of this classification follows; however, the district may choose to add more categories to provide more detailed classifications

Agriculture	Home Economics
Art	Industrial Arts
Business	Junior ROTC
Co-curricular Activities	Mathematics
Differentiated Curriculum for Handicapped Students	Music
Distributive Education	Natural Sciences
English Language Arts	Office Occupations
Foreign Languages	Physical Education and Recreation
General Elementary Ed.	Safety and Driver Education
General Secondary Ed.	Social Sciences
Health and Safety in Daily Living	Technical Education
Health Occupations Education	Trades and Industrial Occupations

### **Job Classification**

This component enables the school district to break down expenditures for salaries and employee benefits by the employee's job classification. It is commonly used in school accounting in at least three ways: (1) to classify payroll costs for personnel purposes in accordance with the classifications contained in *Standard Terminology for Curriculum and Instruction in Local and State School Systems*, published by the U.S. Department of Education (i.e. *Handbook IVR*); (2) to segregate certificated and non-certificated salaries and benefits; and (3) to accumulate payroll costs by bargaining unit for labor negotiations. An example of each method of establishing this component is shown below.

- Option 1 - Personnel Purposes
  - Official/Administrative
  - Professional - Educational
  - Professional - Other
  - Technical
  - Office/Clerical
  - Crafts and Trades
  - Operative
  - Laborer
  - Service Work
- Option 2 - Certificated/Non-certificated
  - Certificated
  - Non-certificated
- Option 3 - Bargaining Unit
  - American Federation of Teachers
  - National Education Association
  - Custodial Organization
  - Food Service Organization

- Craftsman Organization
- Transportation Drivers Organization

### **Special Cost Center**

Some school districts classify particular expenditures in many other ways. None of these methods are used with enough regularity to include here, but when used, they are important. These components may be added to the expenditure account classification at the discretion of the district. Some of the possible additional components are:

1. *Term* - some districts like to classify expenditures by time of year, time of day, or both.
2. *Course* - districts may desire to expand the subject matter component to include a breakdown of expenditures by course or course cluster.
3. *Work Order* - in some districts' accounting systems, charges to individual work orders are accumulated for maintenance and operational control.
4. *Bus Route or Vehicle* - it may be desirable to allocate transportation costs to individual bus routes or student transportation vehicles.
5. *Federal Common Accounting Number (CAN)* - some districts may desire to use the Common Accounting Number to trace selected Federal programs.

## Using the Basic Budget Classification Components

The basic budget classification components are put together to form a full budget picture. However, in using these classification components, district officials frequently make the mistake of over-emphasizing the importance of one element to the exclusion of others. For example, the fund component is sometimes used to break up school budgets into several pieces on the assumption that the fund component is more fundamental than the operational unit. Such an assumption is incorrect. The two components are equally important. Of course, in some circumstances fiscal data should be subdivided first by fund and then by operational unit. In many other circumstances, and especially in presenting budget requests, however, fiscal data should be subdivided first by operational unit and then by fund. This permits district officials to gain a comprehensive understanding of a school's fiscal requirements and operations. The fragmented view provided by always subdividing by fund first and operational unit second is inappropriate in such a situation.

District officials frequently over-emphasize the object of expenditure classification. Many times they focus their attention excessively on the amounts budgeted for a specific object of expenditure without considering the place of that expenditure in the full scheme of educational services. Objects are tools for planning and control, but they are not the end product of educational services. District officials should examine objects within the context of the broader purposes of educational spending.

## **The Budget Structure and the Accounting System**

The full benefit of the budget is not realized unless actual expenditures, revenues and performance can be monitored in relation to it. Therefore, it is essential that actual accounting transactions affecting the budget (e.g., issuing purchase orders, making expenditures, receiving revenues) be classified in a manner consistent with the budget structure. In other words, the budget classification structure should be a part of the school district's chart of accounts. Appropriate coding structures should be developed to facilitate this linkage.

## **Budget Implementation**

The beginning of a fiscal year sets into motion the implementation of the budget adopted by the Board of Trustees. Spending limits established through the appropriation resolution passed by the Board must be entered into the accounting records so that effective accounting control can be established. The budget officer should be responsible for monitoring the implementation of the budget which encompasses the following tasks:

- Establishing monthly or quarterly spending plans and monitoring progress against them;
- Reporting actual expenditures against detailed budgets;
- Reviewing and making recommendations to the Board of Trustees on school or department requests to transfer funds among appropriation items;
- Control over payroll expenditures;
- Monitoring progress toward the achievement of educational objectives; and
- Instituting procedures necessary to adjust budgets to reflect changes in revenue availability.

**Section 3: Account Structure**

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The accounting system is that combination of people, equipment, forms, methods and procedures organized to record financial activity and to display that activity in the financial reports. A primary purpose of the accounting system is to produce financial information organized in various ways for various uses. The accounting system is the means by which financial data are captured during actual operation of the school district, recorded in the books of account, and then analyzed to produce the various kinds of reports needed. Financial transactions can be classified to facilitate their accumulation in the categories needed on the required reports. The guidelines here provide a classification structure which will meet most of the accounting system's needs and will provide comparability of reported data when reports from different school districts are combined, compared, or both.

## Basic Philosophy

The account structure presented in this section is patterned after *Financial Accounting for Local and State School Systems 1990*, published by the U.S. Department of Education, Office of Educational Research and Improvement. Several criteria are inherent in the design of the account classification structure in this publication. They are as follows:

1. The chart of accounts encourages full disclosure of the financial position of the school district. Emphasis is placed on the accurate classification of financial transactions.
2. Comprehensiveness of financial reporting is encouraged. The school district should incorporate all financial activities into a single accounting and reporting system for full disclosure. The account classifications presented here encourage this procedure. Accounts for such activities as food services, student activities, community services and commercial-like enterprises should all be included in the financial reports of the school district.
3. Simplified reporting is encouraged. The Governmental Accounting Standards Board (GASB) encourages using the minimum number of funds necessary for legal and operational use. Only the minimum number of funds consistent with legal and operating requirements should be established, since unnecessary funds result in inflexibility, undue complexity, and inefficient financial administration.
4. Financial reporting emphasizes the results of school district operations more than the resources applied. The account code structure emphasizes program accounting and the application of supporting service costs to the "products" of the educational enterprise.
5. The account classification system is flexible; it meets the needs of both small and large school districts while retaining comparability of reported data. The guidelines presented here include a minimum list of accounts essential for state and federal reporting. They also provide a variety of optional classifications for school districts interested in a more comprehensive approach to financial accounting and reporting.
6. The classification of accounts and the recommended reporting structure remain in accordance with generally accepted accounting principles.

## Account Classification Structure

This manual provides for classifying three basic types of financial activity: revenues and other sources of funds; expenditures and other uses of funds; and transactions affecting the balance sheet only. For each type of transaction, the specific account code is made up of a combination of classifications called components. Each component describes one way of classifying financial activity. The components applicable to each type of transaction are:

### REVENUES

Fund  
Source of Revenue  
Project/Reporting

### EXPENDITURES

Fund  
Operational Unit  
Function  
Program  
Objects of Expenditure  
Project/Reporting  
Level of Instruction  
Subject Matter  
Job Classification  
Special Cost Center

### BALANCE SHEET

Fund  
Balance Sheet  
Account

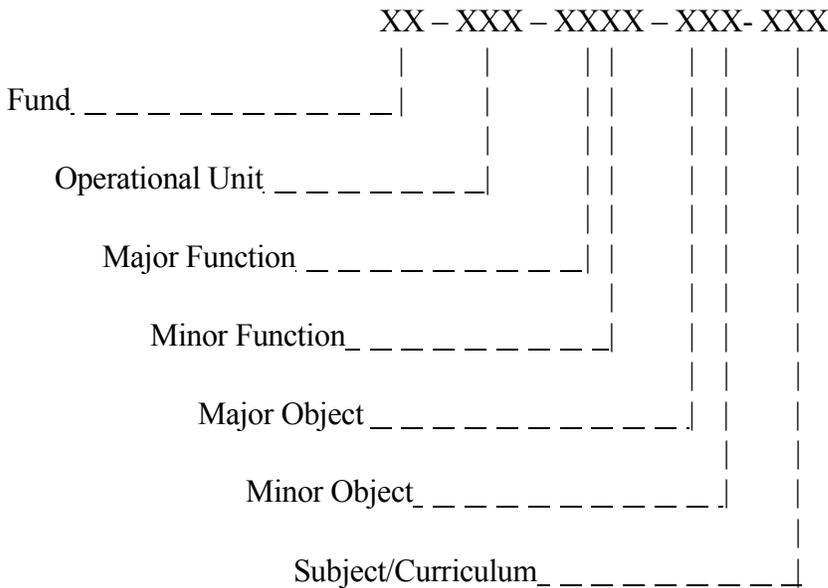
The purpose and uses of each of these components are described in the Budgeting Section of this manual under the heading "Budget Classification Structure".

### Chart of Accounts

The chart of accounts is the heart of the school district's accounting system because it provides the means by which all accounting events or transactions are classified and recorded. The chart of accounts also provides the framework within which information in accounting records is extracted, summarized and reported. Accordingly, the chart of accounts should permit the classification of accounting information in ways which, (1) facilitate control of district assets and liabilities, and (2) are useful to those who receive district financial reports, including management, school board members, investors, and the general public. To fulfill these objectives, the chart of accounts should classify information in at least the same format and level of detail as that used to prepare, review and adopt the school district budget.

A set of codes must be established to identify each element in the chart of accounts uniquely. The key in establishing a coding scheme for the chart of accounts is to make sure it provides unique codes for all elements currently in the structure and also makes reasonable provisions for adding new elements or adjusting existing elements in the future. The precise number of elements to be included in each classification described earlier depends on the size, complexity and control/reporting needs of the school district. Accordingly, the number of digits needed in the coding structure may vary. However, to facilitate comparability among the various Wyoming school districts and to simplify the gathering of relevant financial information for required reporting purposes, the use of the coding structure presented on the following page is strongly recommended.

#### SAMPLE ACCOUNT CODING STRUCTURE



EXAMPLE ACCOUNT CODING

	01	43	1130	111	013
General Fund _____					
East High School _____					
Instruction _____					
High School _____					
Salaries _____					
Salaries - Certified _____					
Natural Sciences _____					

## Section 4: Fund Classification

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*The following fund classifications are for reporting purposes only.*

## **Governmental Fund Types**

<u><b>Code</b></u>	<u><b>Description</b></u>
01	<b>General Fund.</b> Accounts for all financial resources of the school district except those required to be accounted for in another fund.
20	<p><b>Special Revenue Funds.</b> Account for the proceeds of specific revenue sources (other than major capital projects) that are legally restricted to expenditure for specified purposes. Some examples of the use of special revenue funds in Wyoming might include:</p> <ul style="list-style-type: none"> <li>a. Restricted State grants-in-aid such as Major Maintenance funds;</li> <li>b. Restricted Federal grants-in-aid; and</li> <li>c. Recreation districts over which the Board of Trustees exercise oversight responsibility.</li> </ul>

The fund classification of recreation districts and board of cooperative education services will be determined by applying the criteria of GASB Statement 14. Depending on the organizational structure of these boards and the district's ability to impose its will, the fund classification will primarily fall into one of the following classifications:

1. Special Revenue Fund - a board will generally fall into this classification when the composition of the board is essentially the same as the district's board. (Blended Component Unit under Statement 14)
2. Discretely Presented Component Unit - a board will generally fall into this classification when the composition of the board is substantially different than that of the district's board. Discretely presented component units may be either a governmental type or a proprietary type component unit.
3. Agency Fund - a board will generally fall into this classification when the district merely collects revenues on behalf of the board and passes that revenue on to the entity. (e.g., mill levy revenues collected by the County Treasurer; sent to the district; and in turn remitted to the board)

Districts should not merely rely on the simplified examples provided above to determine the proper fund classifications of these boards. Each potential component unit is unique, thus the district should carefully analyze all of the GASB Statement 14 criteria to ensure the proper classification of these boards.

<u>Code</u>	<u>Description</u>
30	<p><b>Capital Projects Funds.</b> Account for financial resources used to acquire or construct major capital facilities other than those of proprietary funds or in trust funds for individuals, private organizations or other governments. Capital outlays financed from general obligation bond proceeds should be accounted for through a capital projects fund.</p> <p><i>Capital Construction Funds provided by the School Facilities Commission should be classified into this fund, if such funds are received by the district. Major Maintenance Funds should <u>not</u> be classified in capital construction but in special revenue.</i></p>
40	<p><b>Debt Service Funds.</b> Account for the accumulation of resources for, and the payment of, general long-term debt principal and interest.</p> <p>For School District Bond issues, W.S. 21-13-715 requires the County Treasurers to account for the school district's bonded debt transactions. They collect the applicable tax revenues, temporarily invest funds idle between due dates of bond issues and act as the paying agent on the bonds (i.e., they pay the bond principal and interest coupons when they are presented). Even though these functions are carried out by the County Treasurers, the school district is ultimately responsible for all of the debt transactions. Consequently, the school district should make every attempt to monitor the activities of these funds and should incorporate the transactions into the routine accounting process of the district. At a minimum, the district must accumulate the information on these bond funds at year end and include the appropriate data in the year end audited financial statements of the district.</p>
45	<p><b>Permanent Funds.</b> To account for resources that are legally restricted to the extent that only earnings and not principal may be used for purposes that support the reporting government's programs; that is for the benefit of the government or its citizenry.</p>

## Proprietary Fund Types

<u>Code</u>	<u>Description</u>
50	<p><b>Enterprise Funds.</b> Account for operations (a) that are financed and operated in a manner similar to private business enterprises where the stated intent is that the costs (expenses, including depreciation and indirect costs) of providing goods and services to the students or general public on a continuing basis are financed or recovered primarily through user charges; or (b) where the governing body has decided that periodic determination of revenues earned, expenses incurred, and net income is appropriate for capital maintenance, public policy, management control, accountability or other purposes.</p> <p><i>The Wyoming Department of Education requires all school districts to account for their food service programs as an enterprise fund.</i></p>
60	<p><b>Internal Service Funds.</b> To account for the financing of goods or services provided by one department or agency to other departments or agencies of the governmental unit, or to other governmental units, on a cost-reimbursable basis. Some examples of internal service funds could include: self-insurance funds, central warehousing and purchasing, central data processing and central printing and duplicating.</p>

## Fiduciary Fund Types

Fiduciary Fund Types are used to account for assets held by a governmental unit in a trustee capacity or as an agent for individuals, private organizations, other governmental units, and/or other funds. These include:

<u>Code</u>	<u>Description</u>
70	<b>Private Purpose Trust Funds.</b> To account for trust arrangements under which principal and income benefit individuals, private organizations, or other governments. (This type of fund is used to report escheat property.)
80	<b>Agency Funds.</b> To account for resources held by the reporting government in a purely custodial capacity (assets equal liabilities). Agency funds involve only the receipt, temporary investment, and remittance of fiduciary resources to individuals, private organizations, or other governments. The primary Agency Fund in Wyoming school districts is the "Student Activity" fund; however, they could include BOCES mills, discretely presented recreation districts, a central payroll account, an insurance clearing account, early retirement fund or funds for a teacher or a parent-teacher organization. <i>See comments under Special Revenue Fund relative to recreation districts and BOCES boards.</i>
85	<b>Pension (and other employee benefit) Trust Funds.</b> To account for resources that are required to be held in trust for the members and beneficiaries of defined benefit pension plans, defined contribution plans, other post-employment benefit plans, or other employee benefit plans.
87	<b>Investment Trust Funds.</b> To account for the external portion of investment pools reported by the sponsoring government, as required by GASB Statement 31, paragraph 18.

## Self Balancing Accounts

GASB Statement 34 requires that districts issue district-wide financial statements using the economic resources measurement focus and accrual basis of accounting. This essentially means that the cost associated with the acquisition of capital assets will be replaced by the cost to use up the asset (i.e. depreciation). Consequently, both the self-balancing accounts described below have been eliminated by GASB Statement 34 because the acquisition costs, including related debt, must be reported within the related fund rather than in the self-balancing accounts. However, the WDE recognizes that many districts maintain their daily accounting records using a budgetary basis of accounting and record capital assets and related debt in the old self-balancing accounts or perhaps in separate asset accounting software programs. Consequently, even though the self-balancing accounts have been eliminated for external financial statement reporting purposes, their use will remain permissible for internal accounting purposes. The WDE, does, however, encourage districts to account for capital assets and related debt within the respective funds as purported by GASB Statement 34.

<u>Code</u>	<u>Description</u>
90	<p><b>General Capital Assets.</b> Capital assets of the government that are not specifically related to activities reported in proprietary or fiduciary funds. General capital assets are associated with and generally arise from governmental activities. Most often, they result from expenditures of governmental fund financial resources. They should not be reported as assets in governmental funds but should be reported in the governmental activities column in the government-wide financial statements.</p>
95	<p><b>General Long-Term Liabilities.</b> The unmatured principal of bonds, warrants, notes, or other forms of noncurrent or long-term general obligation indebtedness. General long-term debt is not limited to liabilities arising from debt issuances, but may also include noncurrent liabilities on lease-purchase agreements and other commitments that are not current liabilities properly recorded in governmental funds. General long-term liabilities should not be reported as liabilities in governmental funds, but should be reported in the governmental activities column in the government-wide statement of net assets.</p>

**Section 5: Revenues**

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## Classification of Revenue and Other Fund Sources

Please refer to the *Illustrative Classification of Revenues for Purposes of GASB No. 34* on pages 20 & 21 of this section.

<u>Code</u>	<u>Description</u>
81000	<b>Revenue from Local Sources.</b> The amount of money earned, raised and collected within the boundaries of the school district and available to the district for the conduct of the applicable fund activities. It includes money collected by another governmental entity (County Treasurer) as an agent of the school district. This classification will also include shared revenue which may be levied by another school district but is due to the district for services performed.
81100	<b>Taxes (Levied by the District).</b> Compulsory charges levied by the school district to finance services performed for the common benefit of the district. For purposes of GASB No. 34, should always be classified as a General Purpose Tax.
81111	<b>25 Special District Taxes.</b> Taxes levied by the county commissioners at the request of the school district on the assessed valuation of real and personal property located within the boundaries of the district. For unified or non-unified school districts, W.S. 21-13-102(a)(i)(A) requires the school district to levy 25 mills for combined elementary, junior high and high school purposes. For purposes of GASB No. 34, should always be classified as a General Purpose Tax.
81112	<b>1 Mill, Authorized by the Board of Trustees.</b> That portion of the additional 3 mills authorized by W.S. 21-13-102(a)(i)(B) or (ii)(B) that is at the discretion of the Board of Trustees. This tax levy requires the approval of the Board of Trustees at a regular or special meeting following a public hearing announced by the Board. The intent to levy all or a portion of the tax must be published in a newspaper of general circulation within the district at least ten (10) days prior to the hearing. <i>The statute referenced was repealed but has been temporarily included in the manual for the purpose of reporting delinquent taxes from this mill.</i>
81113	<b>2 Mills, Authorized by Voters.</b> That portion of the additional 3 mills authorized by W.S. 21-13-102(a)(i)(B) or (ii)(B) that is approved by a vote of the people within the district. This tax levy requires the approval of a majority of the voters voting on the tax proposition at either a special or regular election. The tax is effective for the period of time specified in the proposition; however, the time period may not exceed four (4) years in a unified school district or three (3) years in a nonunified school district. <i>The statute referenced was repealed but has been temporarily included in the manual for the purpose of reporting delinquent taxes from this mill.</i>

<u>Code</u>	<u>Description</u>
81115	<p><b>1 Mill Capital Maintenance Levy, Authorized by the Board of Trustees.</b> That portion of the additional 3 mills authorized by W.S. 21-13-102(a)(i)(C)(I) or (ii)(D)(I) that is at the discretion of the Board of Trustees. This tax must be levied for the sole purpose of capital outlay for district capital facility repair, maintenance and renovation needs. The tax requires the annual approval of the Board of Trustees at a regular or special meeting following a public hearing announced by the Board. The intent to levy all or a portion of the additional 1 mill for capital outlay must be advertised in a newspaper of general circulation within the district at least ten (10) days prior to the hearing. <i>The statute referenced was repealed but has been temporarily included in the manual for the purpose of reporting delinquent taxes from this mill.</i></p>
81116	<p><b>2 Mill Capital Maintenance Levy, Authorized by Voters.</b> That portion of the additional 3 mills authorized by W.S. 21-13-102(a)(i)(C)(II) or (ii)(D)(II) that is approved by a vote of the people within the district. This tax levy requires the approval of a majority of the voters voting on a proposition at either a special or regular election. The proposition must specify a period of time for which the levy is effective, however, the time period cannot exceed four (4) years. <i>The statute referenced was repealed but has been temporarily included in the manual for the purpose of reporting delinquent taxes from this mill.</i></p>
81120	<p><b>Motor Vehicle Taxes.</b> Revenue derived from the County motor vehicle license fee which is distributed to school districts within the County based on the ratio of the school district's special district tax levy (account no. 81111) to the total taxes levied within the County. For purposes of GASB No. 34, should always be classified as a General Purpose Tax.</p>
81130	<p><b>Car Company Taxes.</b> Revenue derived from the State taxes assessed on private railway cars. The tax is distributed to counties, school districts, and other taxing districts on the basis of the mileage of railways in the governments' jurisdiction. The tax is distributed to school districts based on the ratio of the school district's special district tax levy (account no. 81111) to the total taxes levied within the County. For purposes of GASB No. 34, should always be classified as a General Purpose Tax.</p>
81140	<p><b>Penalties and Interest on Delinquent Taxes.</b> Amounts received by the school district which were collected as penalties for the late payment of taxes and the interest charged on such delinquent taxes from the due date to the date of actual payment. For purposes of GASB No. 34, should always be classified as a General Purpose Tax.</p>

<u>Code</u>	<u>Description</u>
81160	<b>Vocational, Terminal Continuation and Adult Education Tax.</b> Taxes levied by the county commissioners, upon approval of a majority of the voters voting, to fund vocational programs. Tax cannot exceed two and one-half mills per W.S. 21-12-103. For purposes of GASB No. 34, should always be classified as a Special Purpose Tax.
81170	<b>Board of Cooperative Educational Services (BOCES) - 1/2 Mill Special School District Tax.</b> Revenue authorized by W.S. 21-20-109(a). School districts participating in a BOCES may levy a special school district tax not to exceed one-half (1/2) mill on the assessed value of the member districts. The vote of the electors within the member districts is not required to impose this tax. For purposes of GASB No. 34, should always be classified as a Special Purpose Tax.
81171	<b>Board of Cooperative Educational Services (BOCES) - 2 Mill Additional Special School District Tax.</b> Revenue authorized by W.S. 21-20-110(a). School districts comprising any BOCES and providing post secondary education services may impose an additional special school district levy not to exceed two (2) mills on the assessed value of the member districts. This tax is in addition to the tax levied under W.S. 21-20-109(a) and cannot be levied without the vote of the qualified electors of the member school districts comprising the BOCES and a majority of all votes cast within the member districts vote in favor of imposing the additional tax levy. For purposes of GASB No. 34, should always be classified as a Special Purpose Tax.
81180	<b>Parks and Recreation 1 Mill Tax.</b> Revenue authorized by W.S. 18-9-201. Cities, towns, counties or school districts either jointly or through any combination may establish a system of public recreation subject to provisions in W.S. 18-9-101. The mill is levied by the board of county commissioners. This tax must be used as specified in W.S. 18-9-101 and expended by the recreation board as specified in W.S. 18-9-102. For purposes of GASB No. 34, should always be classified as a Special Purpose Tax.
81190	<b>Other Local Tax.</b> Other forms of taxes the school district receives from local tax revenue sources. For purposes of GASB No. 34, should always be classified as a General Purpose Tax.
81200	<b>Bond and Interest Tax Revenue.</b> Taxes levied for the payment of principal and interest on school district bonds pursuant to W.S. 21-13-713. All taxes for the repayment of bonded indebtedness must be levied, assessed, and collected in the same manner as other taxes levied for school purposes. These taxes are in addition to all other taxes levied for school purposes. For purposes of GASB No. 34, should always be classified as a Debt Service Tax.

<u>Code</u>	<u>Description</u>
81300	<b>Tuition.</b> Money received from pupils, their parents, welfare agencies, adults, or other school districts for education provided in the various schools of the district. For purposes of GASB No. 34, should generally be classified as Program Revenues-Charges for Services, but could potentially be classified as General Purpose revenues.
81320	<b>Regular Day School (In-State Districts).</b> Revenue received for regular day school tuition from other school districts within Wyoming. This account may be subdivided into specific school districts if desired (e.g., 81321 School District No. A, 81322 School District No. B, 81323 School District No. C). For purposes of GASB No. 34, should generally be classified as Program Revenues-Charges for Services, but could potentially be classified as General Purpose revenues.
81330	<b>Regular Day School (Out-of-State Districts).</b> Revenue received for regular day school tuition from school districts outside of Wyoming. This account may also be subdivided to provide the district with greater detail if desired. For purposes of GASB No. 34, should generally be classified as Program Revenues-Charges for Services, but could potentially be classified as General Purpose revenues.
81340	<b>Adult Education (Patrons).</b> Revenue received as tuition for pupils attending adult continuing education programs offered by the school district. For purposes of GASB No. 34, should generally be classified as Program Revenues-Charges for Services, but could potentially be classified as General Purpose revenues.
81350	<b>Summer School (Pupils and Patrons).</b> Revenue received from pupils, parents, or welfare agencies as tuition for attending summer school. For purposes of GASB No. 34, should generally be classified as Program Revenues-Charges for Services, but could potentially be classified as General Purpose revenues.
81360	<b>Cooperative Programs.</b> Revenue received from other school districts, in or out of Wyoming, as their share of cooperative programs conducted by the school district. For purposes of GASB No. 34, should generally be classified as Program Revenues-Charges for Services, but could potentially be classified as General Purpose revenues.
81370	<b>Students with Disabilities (In-State Districts).</b> Revenue received from other Wyoming school districts as tuition for students with disabilities attending educational programs within the district. For purposes of GASB No. 34, should generally be classified as Program Revenues-Charges for Services, but could potentially be classified as General Purpose revenues.

<u>Code</u>	<u>Description</u>
81371	<b>Students with Disabilities (Out-of-State).</b> Revenue received from school districts outside of Wyoming as tuition for students with disabilities attending educational programs within the district. For purposes of GASB No. 34, should generally be classified as Program Revenues-Charges for Services, but could potentially be classified as General Purpose revenues.
81400	<b>Transportation Fees.</b> Revenue from individuals, welfare agencies, private sources or other school districts for transporting students to and from school and school activities. For purposes of GASB No. 34, should generally be classified as Program Revenues-Charges for Services, but could potentially be classified as General Purpose revenues.
81410	<b>Transportation Fees (Pupils).</b> Revenue received from pupils, parents or welfare agencies for transportation services to and from school and school activities. Transportation for field trips, athletics, and other student activities are to be classified in this account. For purposes of GASB No. 34, should generally be classified as Program Revenues-Charges for Services, but could potentially be classified as General Purpose revenues.
81420	<b>Transportation Fees (In-State Districts).</b> Revenue received from other Wyoming school districts for transportation services to and from school and school activities. For purposes of GASB No. 34, should generally be classified as Program Revenues-Charges for Services, but could potentially be classified as General Purpose revenues.
81430	<b>Transportation Fees (Out-of-State Districts).</b> Revenue received from school districts outside of Wyoming for transportation services to and from school and school activities. For purposes of GASB No. 34, should generally be classified as Program Revenues-Charges for Services, but could potentially be classified as General Purpose revenues.
81500	<b>Earnings on Investments.</b> Revenue from holdings invested for earning purposes. For purposes of GASB No. 34, should generally be classified as General Purpose Revenue, but could potentially be classified as Program Revenues-Charges for Services.
81510	<b>Interest on Investments.</b> Interest revenue on temporary or permanent investments in United States treasury bills, notes, savings accounts, time certificates of deposits, or other interest-bearing investments. All school district investments must be in compliance with W.S. 9-4-831 which permits only certain types of investments. No other investments are permitted. For purposes of GASB No. 34, should generally be classified as General Purpose Revenue, but could potentially be classified as Program Revenues-Charges for Services.

<u>Code</u>	<u>Description</u>
81520	<b>Interest on Investments Major Maintenance.</b> Interest revenue on temporary or permanent investments in United States treasury bills, notes, savings accounts, time certificates of deposits, or other interest-bearing investments. All school district investments must be in compliance with W.S. 9-4-831 which permits only certain types of investments. No other investments are permitted. For purposes of GASB No. 34, should generally be classified as General Purpose Revenue, but could potentially be classified as Program Revenues-Charges for Services.
81530	<b>Gains or Losses on Sale of Investments.</b> Gains or losses realized from the sale of bonds and other similar investments. Gains represent the excess of the sales proceeds over cost or any other basis as of the date of sale (cost less amortization of premium in the case of long-term bonds purchased at a premium over par value, or cost plus amortization of discount on long-term bonds purchased at a discount under par value). Gains realized from the sale of U.S. treasury bills represent interest income and should be credited to account 81510. Losses represent the excess of the cost or any other basis at date of sale (as described above) over the sales proceeds. For purposes of GASB No. 34, should generally be classified as General Purpose Revenue, but could potentially be classified as Program Revenues-Charges for Services.
81590	<b>Other Interest Earned on School District Funds.</b> Interest received on district funds other than earnings from investments made directly by the district. For example, interest received from the County Treasurer on motor vehicle fees which have been temporarily invested by the County until the revenue is disbursed to the various taxing districts within the County. For purposes of GASB No. 34, should generally be classified as General Purpose Revenue, but could potentially be classified as Program Revenues-Charges for Services.
816XX	<b>Food Service.</b> Revenue for dispensing food to students and adults. For purposes of GASB No. 34, should always be classified as Program Revenues-Charges for Services.  <i>School lunch activities are to be accounted for through the school lunch fund which is required to be reported as an Enterprise Fund.</i>
8161X	<b>Daily Sales - Reimbursable Programs.</b> Revenue from students for the sale of breakfasts, lunches and milk which are considered reimbursable by the United States Department of Agriculture. Federal reimbursements are not entered here. They should be recorded under Revenue Source 84200. For purposes of GASB No. 34, should always be classified as Program Revenues-Charges for Services.

<u>Code</u>	<u>Description</u>
81611	<b>Daily Sales - School Lunch Program.</b> Revenue from students for the sale of reimbursable lunches as part of the National School Lunch Program. For purposes of GASB No. 34, should always be classified as Program Revenues-Charges for Services.
81612	<b>Daily Sales - School Breakfast Program.</b> Revenue from students for the sale of reimbursable breakfasts as part of the School Breakfast Program. For purposes of GASB No. 34, should always be classified as Program Revenues-Charges for Services.
81613	<b>Daily Sales - Special Milk Program.</b> Revenue from students for the sale of reimbursable milk as part of the Special Milk Program. For purposes of GASB No. 34, should always be classified as Program Revenues-Charges for Services.
81614	<b>Daily Sales - Child and Adult Care Food Program.</b> Revenue from students for the sale of reimbursable meals as part of the Child and Adult Care Food Program. For purposes of GASB No. 34, should always be classified as Program Revenues-Charges for Services.
81615	<b>Daily Sales – Subsidized meals.</b> Subsidy for lunches or breakfasts when the rate per meal is under the average statewide meal rate. <i>For purposes of GASB No. 34, should always be classified as Other Financing Sources.</i>
8162X	<b>Daily Sales to Students - Non-reimbursable Programs.</b> Revenue from students for the sale of non-reimbursable breakfasts, lunches and milk. This category would include any second meals served to students, extra servings of food, or a la carte sales. For purposes of GASB No. 34, should always be classified as Program Revenues-Charges for Services.
81621	<b>Daily Sales - Non-reimbursable Lunches.</b> Revenue from students for the sale of non-reimbursable lunches. For purposes of GASB No. 34, should always be classified as Program Revenues-Charges for Services.
81622	<b>Daily Sales - Non-reimbursable Breakfast.</b> Revenue from students for the sale of non-reimbursable breakfasts. For purposes of GASB No. 34, should always be classified as Program Revenues-Charges for Services.
81623	<b>Daily Sales - Non-reimbursable Milk.</b> Revenue from students for the sale of non-reimbursable milk. For purposes of GASB No. 34, should always be classified as Program Revenues-Charges for Services.
81624	<b>Daily Sales - Non-reimbursable A la Carte.</b> Revenue from students for the sale of non-reimbursable a la carte meals. For purposes of GASB No. 34, should always be classified as Program Revenues-Charges for Services.

<u>Code</u>	<u>Description</u>
8163X	<b>Daily Sales to Adults - Non-reimbursable Programs.</b> Revenue from adults for the sale of non-reimbursable breakfasts, lunches and milk. For purposes of GASB No. 34, should always be classified as Program Revenues-Charges for Services.
81631	<b>Daily Sales - Non-reimbursable Lunch.</b> Revenue from adults for the sale of non-reimbursable lunches. For purposes of GASB No. 34, should always be classified as Program Revenues-Charges for Services.
81632	<b>Daily Sales - Non-reimbursable Breakfast.</b> Revenue from adults for the sale of non-reimbursable breakfasts. For purposes of GASB No. 34, should always be classified as Program Revenues-Charges for Services.
81633	<b>Daily Sales - Non-reimbursable Milk.</b> Revenue from adults for the sale of non-reimbursable milk. For purposes of GASB No. 34, should always be classified as Program Revenues-Charges for Services.
81634	<b>Daily Sales - Non-reimbursable A la Carte.</b> Revenue from adults for the sale of non-reimbursable a la carte meals. For purposes of GASB No. 34, should always be classified as Program Revenues-Charges for Services.
81640	<b>Special Functions.</b> Revenue from students, adults or organizations for the sale of food products and services considered special functions. Some examples would include PTA-sponsored functions, athletic banquets and lunches or dinners catered by the district's food service. For purposes of GASB No. 34, should always be classified as Program Revenues-Charges for Services.
81650	<b>Food Service Vending.</b> Revenues received from food and drink dispensing machines, operated by the food service program. For purposes of GASB No. 34, should always be classified as Program Revenues-Charges for Services.
81690	<b>Other Food Service Income.</b> Revenue received from recycling rebates, rentals, NET mini-grants and Team Nutrition grants used within the school food service. For purposes of GASB No. 34, should always be classified as Program Revenues-Charges for Services.
81700	<b>Student Activities.</b> Revenue received from school-sponsored activities. For purposes of GASB No. 34, should generally be classified as Program Revenues-Charges for Services, but could potentially be classified as General Purpose revenues.
81710	<b>Admissions.</b> Revenue received from patrons of a school-sponsored activity such as a concert or football game. For purposes of GASB No. 34, should generally be classified as Program Revenues-Charges for Services, but could potentially be classified as General Purpose revenues.

<u>Code</u>	<u>Description</u>
81720	<b>Bookstore Sales.</b> Revenue from sales resulting from the operation of a bookstore established to sell books and supplies to students. For purposes of GASB No. 34, should generally be classified as Program Revenues-Charges for Services, but could potentially be classified as General Purpose revenues.
81730	<b>Student Organization Membership Dues and Fees.</b> Revenue from students for memberships in school clubs or organizations. For purposes of GASB No. 34, should generally be classified as Program Revenues-Charges for Services, but could potentially be classified as General Purpose revenues.
81740	<b>Fees.</b> Revenue from students for fees such as locker fees, towel fees and equipment fees. Transportation fees are recorded under the appropriate account in the 81400 series. For purposes of GASB No. 34, should generally be classified as Program Revenues-Charges for Services, but could potentially be classified as General Purpose revenues.
81790	<b>Other Student Activity Income.</b> Other revenue from student activities not otherwise classified in another account. For purposes of GASB No. 34, should generally be classified as Program Revenues-Charges for Services, but could potentially be classified as General Purpose revenues.
81800	<b>Payments to the State Foundation Program.</b> Recapture payments to the State Foundation Program as authorized under W.S. 21-13-102(b). For purposes of GASB No. 34, should always be classified as General Purpose revenues.
81850	<b>Indirect costs.</b> Other revenue from federal funds under an approved indirect cost allocation plan. For purposes of GASB No. 34, should generally be classified as Program Revenues-Operating Grants and Contributions, but could potentially be classified as General Purpose revenues.
81900	<b>Other Local Revenue.</b> Other revenue from local sources not classified above. For purposes of GASB No. 34, should generally be classified as General Purpose revenues, but could potentially be classified as Program Revenues-Charges for Services.
81910	<b>Rental, School Facilities.</b> Revenue received from the rental of either real or personal property owned by the school. Income received for the rental of teacherage may be kept separate from periodic rental of school facilities. For purposes of GASB No. 34, should generally be classified as Program Revenues-Charges for Services, but could potentially be classified as General Purpose revenues.

<u>Code</u>	<u>Description</u>
81920	<b>Contributions and Donations from Private Sources.</b> Revenue from philanthropic foundation, private individuals or private organizations for which no repayment or special service to the contributor is expected. Special trust receipts would be accounted for in either expendable or nonexpendable trust funds depending on the nature of the trust agreement. For purposes of GASB No. 34, should generally be classified as General Purpose revenues, but could potentially be classified as Program Revenues-Operating Grants and Contributions or Capital Grants and Contributions.
81930	<b>Sale of Fixed Assets.</b> The amount of revenue over (under) the book value of fixed assets sold. <i>This account is used for Proprietary Funds such as Food Service or Internal Service.</i> Account 85300 is used for funds other than Proprietary. For purposes of GASB No. 34, should generally be classified as Special/Extraordinary Items revenues.
81950	<b>Refund of Prior Year's Expenditures.</b> Revenue received in refund of an expenditure charged to a prior fiscal year's budget. A refund of an expenditure made in the same fiscal year's budget may be recorded in the appropriate expenditure account as a reduction of the expenditure. For purposes of GASB No. 34, should generally be classified as General Purpose revenues.
81980	<b>Services Provided to Other Local Government Units.</b> Revenue from services provided other local governmental units. These services could include data processing, purchasing, maintenance, cleaning, cash management food services, and consulting. For purposes of GASB No. 34, should generally be classified as Program Revenues-Charges for Services, but could potentially be classified as General Purpose revenues.
81981	<b>Transportation Services Provided to Other Local Government Units.</b> Revenue from transportation services provided to other local governmental units. These services could include maintenance, repair, fuel and supplies. For purposes of GASB No. 34, should generally be classified as Program Revenues-Charges for Services, but could potentially be classified as General Purpose revenues.
81990	<b>Miscellaneous.</b> Revenue from local sources not provided for elsewhere. For purposes of GASB No. 34, should generally be classified as General Purpose revenues, but could potentially be classified as Program Revenues-Charges for Services or Operating Grants and Contributions or Capital Grants and Contributions.
82000	<b>Revenue from County Sources.</b> The amount of revenue earned, raised and collected by the County and available to the school district for the conduct of the applicable fund.

<u>Code</u>	<u>Description</u>
82100	<b>Unrestricted County Grants-In-Aid.</b> Revenue recorded as grants by the school district which can be used for any legal purpose desired by the school district without restriction. For purposes of GASB No. 34, could potentially be classified as Program Revenues-Operating Grants and Contributions or Capital Grants and Contributions or General Purpose revenues.
82110	<b>6 Mill County Equalization Tax.</b> Tax revenue received pursuant to W.S. 21-13-201. The county commissioners are required to levy a tax of six (6) mills on the dollar of assessed valuation of the property within the county for the support and maintenance of the public schools. On or before September 1 of each year, the State Department of Education notifies the County Treasurer of each county of the percentage proportion to be allocated from the county-wide six (6) mill school levy to each school district within the county. The computation of the distribution is made on the basis of the number of average daily membership for the previous year, as computed in W.S. 21-13-309. For purposes of GASB No. 34, should always be classified as General Purpose Tax.
82120	<b>Motor Vehicle Tax.</b> Revenue derived from the motor vehicle license fee which is based on a ratio of the motor vehicle county six mill tax to the total tax levy. For purposes of GASB No. 34, should always be classified as General Purpose Tax.
82130	<b>Car Company Tax.</b> Revenue received from the State tax on private railway cars. The distribution to school districts is based on the mileage of railways in each district. For purposes of GASB No. 34, should always be classified as General Purpose Tax.
82140	<b>Penalties and Interest on Delinquent Taxes.</b> Amounts received by the school district which were collected as penalties for the payment of county taxes after the due date and the interest charged on such delinquent taxes from the due date to the date of actual payment. For purposes of GASB No. 34, should always be classified as General Purpose Tax.
82150	<b>Fines and Forfeitures.</b> Revenue received from fines levied within the county or forfeiture of bonds received by the county. For purposes of GASB No. 34, should always be classified as General Purpose Tax.
82160	<b>Forest Reserve.</b> Revenue received from federal forest reserves. The distribution of this revenue to the school districts is based on the location of the forest reserves. For purposes of GASB No. 34, should always be classified as General Purpose Tax.

<u>Code</u>	<u>Description</u>
82190	<b>Other County Revenue.</b> Any other county revenue eligible to school districts which may not be identified to other classifications. For purposes of GASB No. 34, should generally be classified as General Purpose revenues, but could potentially be classified as Program Revenues-Charges for Services or Operating Grants and Contributions or Capital Grants and Contributions.
83000	<b>Revenue from State Sources.</b> The amount of money earned, appropriated, raised and collected by the State of Wyoming and eligible for distribution to the school districts of the State based on distribution formulas established by legislation and regulation.
83100	<b>Unrestricted State Grants-In-Aid.</b> Revenues received as grants by the school district which may be used for any legal purpose desired by the district without restriction. For purposes of GASB No. 34, should generally be classified as Program Revenues-Operating Grants and Contributions, but could potentially be classified as Program Revenues-Capital Grants and Contributions or General Purpose revenues.
83110	<b>Foundation Program.</b> All money received as the school district's share of entitlement from the State School Foundation Program. Entitlements are determined by the State Department of Education pursuant to applicable Wyoming statutes. For purposes of GASB No. 34, should always be classified as General Purpose Tax.
83111	<b>Audit Adjustments Foundation Program.</b> Foundation Revenue, either received from the Department of Education (positive) or paid back to the Department of Education (negative) as a result of an audit adjustment made after the foundation program has been finalized. For purposes of GASB No. 34, should always be classified as General Purpose Tax.
83130	<b>Taylor Grazing.</b> Revenue received under the provisions of the Federal Taylor Grazing Act. For purposes of GASB No. 34, should always be classified as General Purpose Tax.
83150	<b>Mill Levy Supplement.</b> Revenue received pursuant to W.S. 21-15-105. School districts are eligible to receive a mill levy supplement on bonded indebtedness for bonds with an original term of at least ten (10) years. If a bond issue has been refunded, the term of the refunded bonds may be for a period of less than or greater than ten years if the original term of the refunded bond issue was at least ten (10) years. The mill levy supplement does not apply to the first two mills levied by a district for payment of outstanding bonds, or to any mill levy in excess of ten (10) mills levied for outstanding bonds. For purposes of GASB No. 34, should always be classified as Debt Service Tax.

<u>Code</u>	<u>Description</u>
83160	<b>Tax Shortfall Grant.</b> W.S. 21-13-313(d) allows a school district to receive the difference between the 25 mill local taxes and 6 mill county taxes estimated for the foundation program and the 25 mill local taxes and 6 mill county taxes actually received in a fiscal year if the amount actually received is less than the estimate. For purposes of GASB No. 34, should always be classified as General Purpose Tax.
83170	<b>Major Building and Facility Maintenance.</b> Revenue received pursuant to W.S. 21-15-109. This revenue is distributed each September 30 and March 31 for major building facility repair and replacement. Payments are based upon eligible gross square footage of school buildings times a maintenance cost factor. For purposes of GASB No. 34, should always be classified as Specific Purpose Tax.
83190	<b>Other State Unrestricted Revenue.</b> Other revenues received from the State which may be used for any legal purpose without restriction. For purposes of GASB No. 34, should always be classified as General Purpose revenues.
83191	<b>Payments Made to Recapture Districts.</b> Payments made from the School Foundation Account to recapture districts constituting “loans” to be repaid at a later date.
83200	<b>Restricted State Grants-In-Aid.</b> Revenue recorded as grants by the school district from State funds which must be used for a categorical or specific purpose. As a general rule, restricted grants-in-aid are to be accounted for within special revenue funds rather than within the general fund. For purposes of GASB No. 34, should generally be classified as Program Revenues-Operating Grants and Contributions, but could potentially be classified as Program Revenues-Capital Grants and Contributions.
83250	<b>Capital Construction Grants – State.</b> Revenue received pursuant to W.S. 21-15-111 for state-funded capital construction assistance. For purposes of GASB No. 34, should generally be classified as Program Revenues-Capital Grants and Contributions, but could potentially be classified as Program Revenues-Operating Grants and Contributions.
83290	<b>Other State Restricted Revenue.</b> Revenue received by the school system from the State of a categorical or special purpose nature which may not be classified in other line items. For purposes of GASB No. 34, should generally be classified as Program Revenues-Operating Grants and Contributions, but could potentially be classified as Program Revenues-Capital Grants and Contributions.

<u>Code</u>	<u>Description</u>
83360	<b>Cooperative Services Incentive.</b> The Cooperative Services Incentive is authorized by W.S. 21-13-331 and is an incentive to districts where two or more districts enter into an arrangement to combine student transportation services or any program or service for children with disabilities. The combined service arrangement shall result in a reduction in the total expenditures of all participating districts for the portion of the total services included within the arrangement. The district shall receive an amount in addition to the guarantee under W.S. 21-13-309(p) during the succeeding school year, but this additional incentive shall be equal to 50% of the total savings and shall not exceed \$50,000 for any one combined service arrangement.
84000	<b>Revenue from Federal Sources.</b> The amount of money earned, appropriated, raised and collected by the federal government and distributed to the state and local school systems for the programs of public education.
84100	<b>Unrestricted Federal Grants-In-Aid.</b> Revenues received directly from the federal government or through the state as grants to the school district which can be used for any legal purpose desired by the district. For purposes of GASB No. 34, should generally be classified as Program Revenues-Operating Grants and Contributions, but could potentially be classified as Program Revenues-Capital Grants and Contributions.
84110	<b>Impact Aid.</b> Revenue received by the school district as determined by federal impact area legislation. For purposes of GASB No. 34, should always be classified as General Purpose revenues.
84190	<b>Other Federal Unrestricted Revenue.</b> Revenues received by the school district from the federal government or through a state agency for the conduct of general purpose educational programs. For purposes of GASB No. 34, should generally be classified as Program Revenues-Operating Grants and Contributions, but could potentially be classified as Program Revenues-Capital Grants and Contributions.
84200	<b>Restricted Federal Grants-In-Aid.</b> Revenues received directly from the federal government or through the state as grants to the school district which are to be utilized for a specified purpose. As a general rule, restricted grants-in-aid are to be accounted for within special revenue funds rather than within the general fund. For purposes of GASB No. 34, should generally be classified as Program Revenues-Operating Grants and Contributions, but could potentially be classified as Program Revenues-Capital Grants and Contributions.

<b><u>Code</u></b>	<b><u>Description</u></b>
84210	<b>USDA National School Lunch Program.</b> Revenues received directly from the federal government or through the state as grants to the school district which are to be utilized for the National School Lunch Program. For purposes of GASB No. 34, should always be classified as Program Revenues-Operating Grants and Contributions.
84220	<b>USDA School Breakfast Program.</b> Revenues received directly from the federal government or through the state as grants to the school district which are to be utilized for the School Breakfast Program. For purposes of GASB No. 34, should always be classified as Program Revenues-Operating Grants and Contributions.
84230	<b>USDA Special Milk Program.</b> Revenues received directly from the federal government or through the state as grants to the school district which are to be utilized for the Special Milk Program. For purposes of GASB No. 34, should always be classified as Program Revenues-Operating Grants and Contributions.
84240	<b>USDA Child and Adult Care Food Program.</b> Revenues received directly from the federal government or through the state as grants to the school district which are to be utilized for the Child and Adult Care Food Program. For purposes of GASB No. 34, should always be classified as Program Revenues-Operating Grants and Contributions.
84250	<b>USDA Commodities Program - Fair Market Value.</b> Revenues which result from recognizing the USDA value (fair market value) of commodities received from the federal government which are to be utilized in the USDA meal programs. For purposes of GASB No. 34, should always be classified as Program Revenues-Operating Grants and Contributions.
85000	<b>Other Sources.</b>
85100	<b>Proceeds from the Sale of Bonds.</b> Proceeds received from the sale of general obligation bonds.
85110	<b>Bond Principal.</b> Proceeds of principal from the sale of bonds.
85111	<b>Primary Bond Principal.</b> Proceeds of principal from sale of new bonds. This account should only be used in Capital Construction Funds.
85112	<b>Refunding Bond Principal.</b> Proceeds of principal from sale of refunding bonds. This account should only be used in Debt Service Funds.
85120	<b>Premium.</b> Proceeds from that portion of the sales price of bonds in excess of their par value. The premium represents an adjustment of the interest rate.

<u>Code</u>	<u>Description</u>
85130	<b>Accrued Interest.</b> Accrued interest realized from the sale of bonds. Used only when permitted by State law.
85200	<b>Transfers from Other Funds.</b> Revenue received unconditionally from another fund without expectation of repayment. For purposes of GASB No. 34, should be classified as General Purpose-Transfers.
85201	<b>Transfers from the General Fund.</b> Revenue received unconditionally from the General Fund of the school district without the expectation of repayment. For purposes of GASB No. 34, should be classified as General Purpose-Transfers.
85220	<b>Transfers from Special Revenue Funds.</b> Revenue received unconditionally from a Special Revenue Fund without the expectation of repayment. For purposes of GASB No. 34, should be classified as General Purpose-Transfers.
85230	<b>Transfers from Capital Projects Funds.</b> Revenue received unconditionally from a Capital Projects Fund without the expectation of repayment. For purposes of GASB No. 34, should be classified as General Purpose-Transfers.
85240	<b>Transfers from Debt Service Funds.</b> Revenue received unconditionally from a Debt Service Fund without the expectation of repayment. For purposes of GASB No. 34, should be classified as General Purpose-Transfers.
85245	<b>Transfers from Permanent Funds.</b> Revenue received unconditionally from a Permanent Fund without expectation of repayment. For purposes of GASB No. 34, should be classified as General Purpose-Transfers.
85250	<b>Transfers from Enterprise Funds.</b> Revenue received unconditionally from an Enterprise Fund without the expectation of repayment. For purposes of GASB No. 34, should be classified as General Purpose-Transfers.
85260	<b>Transfers from Internal Service Funds.</b> Revenue received unconditionally from an Internal Service Fund without the expectation of repayment. For purposes of GASB No. 34, should be classified as General Purpose-Transfers.
85270	<b>Transfers from Private Purpose Trust Funds.</b> Revenue received unconditionally from a Private Purpose Trust Fund without the expectation of repayment. For purposes of GASB No. 34, should be classified as General Purpose-Transfers.
85280	<b>Transfers from Agency Funds.</b> Revenue received unconditionally from an Agency fund without the expectation of repayment. For purposes of GASB No. 34, should be classified as General Purpose-Transfers.

<u>Code</u>	<u>Description</u>
85285	<b>Transfers from Pension (and other employee benefit) Trust Funds.</b> Revenue received unconditionally from a Pension (and other employee benefit) Trust Fund without the expectation of repayment. For purposes of GASB No. 34, should be classified as General Purpose Transfers.
85287	<b>Transfers from Investment Trust Funds.</b> Revenue received unconditionally from an Investment Trust Fund without the expectation of repayment. For purposes of GASB No. 34, should be classified as General Purpose-Transfers.  <i>When making transfers of special fund balances, the school district should pay particular attention to W.S. 16-4-116. This statute states that “if the necessity to maintain any special revenue or assessment fund ceases and there is a balance in the fund, the governing body shall authorize the transfer of the balance to the fund balance account in the general fund. Any balance which remains in a capital improvements or capital projects fund shall be transferred to the appropriate debt service fund or other fund as the bond ordinance requires or to the general fund balance account.” These types of transfers are referred to as “residual equity transfers” and should not be recorded to the accounts referenced above. Residual equity transfers should be recorded to the Unreserved-Undesignated Fund Balance on the balance sheet (account 37700).</i>
85300	<b>Sale or Compensation for Loss of Capital Assets.</b> Amounts available from the sale of school property or compensation for the loss of capital assets. Any gain on the sale of capital assets for the Proprietary Funds would be recorded in account 81930. For purposes of GASB No. 34, should generally be classified as Special/Extraordinary Items.
85310	<b>Sale of Capital Assets.</b> Amounts available from the sale of school property. For purposes of GASB No. 34, should generally be classified as Special/Extraordinary Items.
85311	<b>Sale of Capital Assets Purchased Prior to 7-1-97.</b> Amounts available from the sale of real or personal property acquired prior to July 1, 1997. Sale of school buses purchased prior to 7-1-97 should be recorded here. <i>These amounts do not count as a local resource.</i> For purposes of GASB No. 34, should generally be classified as Special/Extraordinary Items.
85312	<b>Sale of Capital Assets Purchased After 7-1-97.</b> Amounts available from the sale of real or personal property acquired after July 1, 1997. Sale of school buses purchased after 7-1-97 should be recorded here. <i>These amounts do count as a local resource.</i> For purposes of GASB No. 34, should generally be classified as Special/Extraordinary Items.

<u>Code</u>	<u>Description</u>
85320	<b>Compensation for Loss of Capital Assets.</b> Amounts available from compensation for the loss of capital assets. For purposes of GASB No. 34, should generally be classified as Special/Extraordinary Items.
85500	<b>Capital Lease.</b> Proceeds from leasing of properties.

*Note. Under the provisions of the Wyoming Constitution, it is unlawful for one Board of Trustees of the School District to bind a future Board of Trustees. Consequently, long-term lease obligations may be construed to be illegal. The Wyoming Department of Audit has determined that school districts can enter into such long-term commitments provided the terms of the lease agreement contain a “no funding” clause which allows a future Board to void the agreement in the event there is not enough future funding to continue the lease. Districts entering into this type of leasing arrangement must ensure that all such agreements contain the necessary “no funding” clause.*

## Illustrative Classification of Revenues for Purposes of GASB No. 34

### Wyoming Department of Education Illustrative Classification of Revenues for Purposes of GASB No. 34

Code	Description	Program Revenues			General Purpose	Special/ Extraordinary Items
		Charges for Services	Operating Grants and Contributions	Capital Grants and Contributions		
<b>81000</b>	<b>Revenues from Local Sources</b>					
81100	Taxes (Levied by the District)				Always	General Purpose Tax
81111	25 or 20 Mill Special District Taxes				Always	General Purpose Tax
81114	5 Mills, Tuition Tax				Always	Special Purpose Tax
81120	Motor Vehicle Tax				Always	General Purpose Tax
81130	Car Company Tax				Always	General Purpose Tax
81140	Penalties and Interest on Taxes				Always	General Purpose Tax
81160	Vocational, Terminal Continuation and Adult Education Tax				Always	General Purpose Tax
81170	BOCES 1/2 Mill Special District Tax				Always	Special Purpose Tax
81171	BOCES 2 Mill Additional Special District Tax				Always	Special Purpose Tax
81180	Parks and Recreation 1 Mill Tax				Always	Special Purpose Tax
81190	Other Local Taxes				Always	General Purpose Tax
81200	Bond and Interest Tax Revenue				Always	Debt Service Tax
81300	Tuition	Generally			Potentially	
81320	Regular Day School (In-State Districts)	Generally			Potentially	
81330	Regular Day School (Out-of-State Districts)	Generally			Potentially	
81340	Adult Education (Patrons)	Generally			Potentially	
81350	Summer School (Pupils and Patrons)	Generally			Potentially	
81360	Cooperative Programs	Generally			Potentially	
81370	Students with Disabilities (In-State Districts)	Generally			Potentially	
81371	Students with Disabilities (Out-of-State)	Generally			Potentially	
81400	Transportation Fees	Generally			Potentially	
81410	Transportation Fees (Pupils)	Generally			Potentially	
81420	Transportation Fees (In-State Districts)	Generally			Potentially	
81430	Transportation Fees (Out-of-State Districts)	Generally			Potentially	
81500	Earnings on Investments	Potentially			Generally	
81510	Interest on Investments	Potentially			Generally	
81520	Interest on Investments Major Maintenance	Potentially			Generally	
81530	Gains or Losses on Investments	Potentially			Generally	
81590	Other Interest Earned on School District Funds	Potentially			Generally	
816XX	Food Service	Always				
8161X	Daily Sales - Reimbursable Programs	Always				
81611	Daily Sales - School Lunch Program	Always				
81612	Daily Sales - School Breakfast Program	Always				
81613	Daily Sales - Special Milk Program	Always				
81614	Daily Sales - Child Care Food Program	Always				
8162X	Daily Sales to Students - Non-Reimbursable Programs	Always				
81621	Daily Sales - Non-reimbursable Lunches	Always				
81622	Daily Sales - Non-reimbursable Breakfast	Always				
81623	Daily Sales - Non-reimbursable Milk	Always				
81624	Daily Sales - Non-reimbursable A-la- Carte	Always				
8163X	Daily Sales to Adults - Non-reimbursable Programs	Always				
81631	Daily Sales - Non-reimbursable Lunches	Always				
81632	Daily Sales - Non-reimbursable Breakfast	Always				
81633	Daily Sales - Non-reimbursable Milk	Always				
81634	Daily Sales - Non-reimbursable A-la-Carte	Always				
81640	Special Functions	Always				
81650	Food Service Vending	Always				
81690	Other Food Service Income	Always				
81700	Student Activities	Generally			Potentially	
81710	Admissions	Generally			Potentially	
81720	Bookstore Sales	Generally			Potentially	
81730	Student Organization Membership Dues and Fees	Generally			Potentially	
81740	Fees	Generally			Potentially	
81790	Other Student Activity Income	Generally			Potentially	
81800	Payments to the State Foundation Program				Always	
81850	Indirect Costs		Generally		Potentially	
81900	Other Local Revenue	Potentially			Generally	
81910	Rental, School Facilities	Generally			Potentially	

**Wyoming Department of Education  
Illustrative Classification of Revenues for Purposes of GASB No. 34**

Code	Description	Program Revenues			General Purpose	Special/ Extraordinary Items	
		Charges for Services	Operating Grants and Contributions	Capital Grants and Contributions			
81920	Contributions and Donations from Private Sources		Potentially	Potentially	Generally		
81930	Sale of Fixed Assets					Generally	
81950	Refund of Prior Year's Expenditures				Generally		
81980	Services Provided to Other Local Government Units	Generally			Potentially		
81981	Transportation Services Provided to Other Local Government Units	Generally			Potentially		
81990	Miscellaneous	Potentially	Potentially	Potentially	Generally		
<b>82000</b>	<b>Revenue from County Sources</b>						
82100	Unrestricted County Grants-In-Aid		Potentially	Potentially	Potentially		
82110	6 Mill County Equalization Tax				Always		General Purpose Tax
82120	Motor Vehicle Tax				Always		General Purpose Tax
82130	Car Company Tax				Always		General Purpose Tax
82140	Penalties and Interest on Taxes				Always		General Purpose Tax
82150	Fines and Forfeitures				Always		
82160	Forest Reserve				Always		
82190	Other County Revenue	Potentially	Potentially	Potentially	Generally		
<b>83000</b>	<b>Revenue from State Sources</b>						
83100	Unrestricted State Grants-In-Aid		Generally	Potentially	Potentially		
83110	Foundation Program				Always		
83111	Audit Adjustments Foundation Program				Always		
83150	Mill Levy Supplement				Always		Debt Service Tax
83160	Tax Shortfall Grant				Always		
83170	Major Building and Facility Maintenance				Always		Specific Purpose Tax
83190	Other State Unrestricted Revenue				Always		
83200	Restricted State Grants-In-Aid	Generally		Potentially			
83240	Farm Loan Board			Always			
83290	Other State Restricted Revenue	Generally		Potentially			
<b>84000</b>	<b>Revenue from Federal Sources</b>						
84100	Unrestricted Federal Grants-In-Aid		Generally	Potentially			
84110	Impact Aid				Always		
84190	Other Federal Unrestricted Revenue		Generally	Potentially			
84200	Restricted Federal Grants-In-Aid	Generally		Potentially			
84210	USDA National School Lunch Program				Always		
84220	USDA School Breakfast Program				Always		
84230	USDA Special Milk Program				Always		
84240	USDA Child Care Food Program				Always		
84250	USDA Commodities Program - Fair Market Value		Always				
<b>85000</b>	<b>Other Sources</b>						
85100	Proceeds from the Sale of Bonds						
85110	Bond Principal						
85111	Primary Bond Principal						
85112	Refunding Bond Principal						
85120	Premium						
85130	Accrued Interest						
85200	Transfers from Other Funds				As Transfers		
85201	Transfers from the General Fund				As Transfers		
85202	Transfers from Special Revenue Funds				As Transfers		
85203	Transfers from Debt Service Funds				As Transfers		
85204	Transfers from Capital Projects Funds				As Transfers		
85205	Transfers from Enterprise Funds				As Transfers		
85206	Transfers from Internal Service Funds				As Transfers		
85207	Transfers from Trust Funds				As Transfers		
85208	Transfers from Agency Funds				As Transfers		
85300	Sale or Compensation for Loss of Fixed Assets					Generally	
85310	Sale of Fixed Assets					Generally	
85311	Sale of Fixed Assets Purchased Prior to 7-1-97					Generally	
85312	Sale of Fixed Assets Purchased After 7-1-97					Generally	
85320	Compensation for Loss of Fixed Assets					Generally	
85500	Capital Lease					Generally	

**Section 6: Functions**

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## Statement of Activities

The Wyoming Department of Education and school districts support GASB Statement No. 34, Implementation Recommendations for School Districts, published by the Association of School Business Officials (ASBO), International Accounting, Auditing and Budgeting Committee, Subcommittee on GASB Statement No. 34 Implementation. *The Statement of Activities shown on page 6-5 represents ASBO's recommended minimum reporting format.* The Statement of Activities is conceptually most closely related to an income statement, in that it reports revenues, expenses, and other changes in net assets. It reports gross expenses, offsetting program revenues and net cost information at the function or program level for the current year. General and other revenues are reported separately from program revenues. The significance of the Statement of Activities is that there is a presentation of the district's net cost, financed by general revenues, of each major activity.

### Expenses

The minimum requirement for presentation of expenses is by function, rather than by program. ASBO believes that reporting by function and remaining closely aligned with functions as distinguished in the Federal Accounting Handbook will provide the most easily understandable statement. Districts that choose to report at a level of detail greater than recommended are encouraged to provide sub-totals at the same level as shown on the Statement of Activities. Most of the function categories are self-explanatory. However, there are a few functions that can be interpreted in a variety of ways depending upon requirements. The following will be helpful in providing clarification for the following functions:

- Other instruction may include adult instruction that is not reported as part of community services, bilingual, gifted, summer school, extra and co-curricular programs, and instructional technology.
- Instructional staff services include improvement of instruction, learning media center, and student assessment and testing.
- General administration services include superintendent, board of education, and support services administration.
- Business services include fiscal services and data processing services.
- Central services include centrally provided services that are not charged back to individual functions, information services, and planning and research services.
- Depreciation (unallocated) includes the depreciation that has not been allocated to a specific expense function.

## **Depreciation**

The MFBA used in the Statement of Activities results in the need for depreciation of capital assets. As a result, items purchased and capitalized in the current year will not be reported as current expenses on the Statement of Activities. The depreciation of assets directly associated with a specific function or a small number of functions is required to be reported as a direct expense of that function(s). Consequently, staff will need to establish policies and procedures for identifying and classifying direct versus indirect assets at the time of purchase and whenever changes are made to its assignment.

Depreciation of assets that serve essentially all functions may be allocated among the functions, included in a “general” expenses function or reported as a separate cost. If an asset is at least 51% allocated to a function, show it entirely to that function. If the allocation is less than 50%, show it in “Depreciation (unallocated)”. ASBO recommends reporting depreciation expense not directly related to specific functions on a separate line titled “Depreciation (unallocated)”.

## **Program Revenues**

The columns to the right of gross expenses on the Statement of Activities present the district’s program revenues. These revenues are classified by the function identified to the left. These are of two types:

1. Charges for Services are fees and other charges to the users or recipients of the services the district provides. This could include items such as: food service sales and reimbursements, rental fees for school buses or facilities, athletic participant or spectator fees, tuition, or library fines.
2. Grants and Contributions are funds the district receives that are restricted for a particular purpose. This could include items such as title programs, special education, transportation, and food and nutrition aid. The statement separates these grants into two categories:
  - a. Operating – to finance the district’s annual operating activities.
  - b. Capital – to fund the acquisition, construction, and renovation of capital assets.

*Refer to the Illustrative Classification of Revenues for Purposes of GASB No. 34 on pages 5-20 and 5-21 in Revenues.*

## **Net Cost of Services**

The column on the Statement of Activities titled “Net (Expenses) Revenue and Changes in Net Assets” is significant because it shows the net cost or revenue of each function of the school district. These dollar amounts are calculated by subtracting total program revenues from the expenses of each function. If the expenses of the district’s functions surpass program revenues, negative numbers result in the statement, representing a net expense or net cost to the general public. These functions are generally dependent upon general-purpose revenues, including tax dollars. When program revenues exceed expenses, the resulting

number is positive, representing a net revenue to the general public, sometimes available to offset other program costs. The “positive” and “negative” numbers should not be construed as value judgments. They are merely indicative of whether a particular function relies on general revenues for financing or is a net contributor of resources to the district.

### **General Revenues**

On the Statement of Activities, general revenues are presented immediately below the total net expense of the functions. General revenues represent the revenues available to the school district to finance the net cost of services not funded by program revenues. These revenues should be presented as follows:

1. The first major source is “Property Taxes,” which ASBO recommends be segregated as follows:
  - Property taxes levied for general purposes include property taxes for education, special education, and building operations
  - Property taxes levied for debt services include property taxes for bonded debt that have resulted in a property tax levy schedule
  - Property taxes levied for specific purposes include property taxes for tort immunity, transportation, fire prevention and safety, state retirement programs, and any other specifically segregated levy
  - Other taxes include taxes that are not derived from the property tax levy process (e.g., sales taxes)
  
2. The second major source is federal, state, and county aid not restricted to specific purposes. The presentation of these revenues is separated between Federal Sources, State Foundation Program, Other State Sources, County Sources, and Other Sources. The remaining revenue sources are interest and investment earnings and miscellaneous. *Again, refer to the Illustrative Classification of Revenues for Purposes of GASB No. 34 on pages 5-20 and 5-21 in Revenues*

### **Transfers, Special Items, Extraordinary Items**

Immediately below the general revenues, the district reports several other transactions and financial events that affect net assets. Transfers reflect financial transactions between governmental and business-type activities that are not based on receiving anything in return. Transfers between governmental and business-type activities are eliminated at the district-wide statement level.

Special items and/or extraordinary items are financial events that are unusual in nature and infrequent in occurrence. They are shown separately from revenues and expenses specifically because they are not representative of the district’s usual annual financial transactions.

### **Net Assets**

The beginning and ending net assets are presented to reconcile the change in net assets.

## Illustrative District –Wide Statement of Activities

Illustrative District-wide Statement of Activities

ASBO International School District  
Statement of Activities  
For the Year ended June 30, 2002

Functions/Programs	Expenses	Program Revenues			Net (Expenses) Revenue and Changes in Net Assets		
		Charges for Services	Operating Grants and Contributions	Capital Grants and Contributions	Government Activities	Business Type Activities	Total
<b>Governmental activities:</b>							
Instruction:							
Regular Instruction	187,819,890	3,096,599	22,105,041		-162,618,250		-162,618,250
Special education instruction	35,216,229		4,144,695		-31,071,534		-31,071,534
Vocational education	10,564,869	1,956,842	1,243,408		-7,364,619		-7,364,619
Other instruction	1,173,874	456,278	138,157		-579,439		-579,439
Total Instruction	234,774,862	5,509,719	27,631,301		-201,633,842		-201,633,842
Support services:							
Pupil services	37,311,861	2,986,172	4,203,974		-30,121,715		-30,121,715
Instructional staff services	8,715,981		756,698		-7,959,283		-7,959,283
General administration services	9,365,149		3,026,792		-6,338,357		-6,338,357
School administration services	26,863,926		1,055,183		-25,808,743		-25,808,743
Business services	5,164,191		491,856		-4,672,335		-4,672,335
Operation & maintenance of plant services	30,411,349		2,896,485		-27,514,864		-27,514,864
Pupil transportation services	8,606,985		819,759		-7,787,226		-7,787,226
Central services							
Other support services	13,197,377		1,256,965		-11,940,412		-11,940,412
Community services	2,753,346		131,297		-2,622,049		-2,622,049
Interest on long-term debt	5,969,465				-5,969,465		-5,969,465
Depreciation - unallocated*	6,555,053				-6,555,053		-6,555,053
Total Support Services	154,914,683	2,986,172	14,639,009		-137,289,502		-137,289,502
<b>Total governmental activities</b>	<b>389,689,545</b>	<b>8,495,891</b>	<b>42,270,310</b>		<b>-338,923,344</b>		<b>-338,923,344</b>
<b>Business-type activities:</b>							
Food services	20,596,032	4,750,350	15,849,235	750,000		753,553	753,553
Adult education	1,837,753	936,150	1,102,491			200,888	200,888
Total business-typed activities	22,433,785	5,686,500	16,951,726	750,000		954,441	954,441
<b>Total school district</b>	<b>412,123,330</b>	<b>14,182,391</b>	<b>59,222,036</b>	<b>750,000</b>	<b>-338,923,344</b>	<b>954,441</b>	<b>-337,968,903</b>
<b>General revenues:</b>							
Taxes							
Property taxes, levied for general purposes					154,108,322		154,108,322
Property taxes, levied for debt services					16,860,557		16,860,557
Property taxes, levied for specific purposes (list each)							
Other taxes							
Federal, State, and County aid not restricted to specific purposes							
Federal Sources (84110)					55,987,145		55,987,145
State Foundation Program					101,765,450		101,765,450
Other State Sources					2,500,000		2,500,000
County Sources					16,012,616		16,012,616
Other Sources							
Interest and investment earnings					7,397,103	312,271	7,709,374
Miscellaneous							
<b>Subtotal, general revenues</b>					<b>354,631,193</b>	<b>312,271</b>	<b>354,943,464</b>
<b>Excess (deficiency) of revenues over expenses before special items</b>							
					<b>15,707,849</b>	<b>1,266,712</b>	<b>16,974,561</b>
Transfers							
Special items - gain on sale of unimproved land					1,367,341		1,367,341
Extraordinary items							
<b>Total general revenues, transfers, special, and extraordinary items</b>					<b>355,998,534</b>	<b>312,271</b>	<b>356,310,805</b>
<b>Changes in net assets</b>							
					<b>17,075,190</b>	<b>1,266,712</b>	<b>18,341,902</b>
Net assets - beginning							
					272,487,968	11,132,124	283,620,092
Net assets - ending							
					<b>289,563,158</b>	<b>12,398,836</b>	<b>301,961,994</b>

\*This amount excludes the depreciation that is the direct expenses of the various functions.

## Function Definitions

The function describes the activity for which a service or material object is acquired. The functions of a school district are classified into six broad areas: Instruction, Instructional Support, General Support, Operation of Non-Instructional Services, Capital Facilities Acquisition and Construction Services and Other Uses. Functions are further broken down into sub-functions and areas of responsibility.

Each of these levels consists of activities, which have somewhat the same general operational objectives. Furthermore, categories of activities comprising each of these divisions and subdivisions are grouped according to the principle that the activities can be combined, compared, related and mutually exclusive.

The function structure in this manual is not intended to dictate an organizational structure, i.e., how the administrative functions are organized. Rather, an effort has been made to group together functions in relation to the magnitude of expenditures typically found in a school district. This grouping corresponds to the categories most frequently requested in reporting to external authorities.

Operational Unit, the S, D, or B, refers to the type of code that should be used for this function. School codes must be used where the code type = S and district-wide codes should be used where the code type = D. While school codes must be used when code type = S, they may also be used in those instances where a district-wide code = D is called for and a school code is felt to be more appropriate. The S/D code recognizes the fact that there are some cost categories that can be coded with both a school code and a district-wide code. In those instances, report those costs that are identifiable to a school at that level and non-school costs at the district level. For example, non-school costs related to facilities or staff would be administration facility and staff, bus garage facility and staff, maintenance facility and staff, and warehouse facility and staff not directly related to school facilities or sites.

In some cases, costs must be split among schools. It is generally preferable to direct charge items readily identifiable with a particular school. For example, staff may track time spent in a school with time sheets or assignment records. Where those or similar records exist, use them to split charges among schools. If records are not available, use an appropriate allocation method, such as ADM, square footage, etc.

<u>Code</u>	<u>Unit</u>	<u>Description</u>
<b>1XXX</b>		<b>Instruction.</b> Instruction includes the activities dealing directly with the interaction between teachers and students. Teaching may be provided for students in a school classroom, in another location such as a home or hospital and in other learning situations such as those involving co-curricular activities. It may also be provided through some other approved medium such as television, radio, telephone and correspondence. Included here are the activities of aides or classroom assistants of any type (clerks, graders, teaching machines, technology at the school level needed to support instruction, staff transportation between schools, etc.) which assist in the instructional process. Students may be of pre-school age (5 years and under); school age (5 to 18 years); or adults (18 years and above) who enroll in public school programs.
<b>11XX</b>		<b>General Instruction.</b> Consists of individual, group or class instructional activities designed primarily to prepare students for the activities as citizens, family members and workers. The General Instruction programs include all curricular activities, subject matter, learning experiences and co-curricular activities provided by the school for students of the school district. <i>All activities under function codes 11XX would be considered Instruction – Regular Instruction for purposes of the Statement of Activities.</i> These programs include: Elementary (K-5 or K-6), Junior High or Middle School (6-8 or 7-8), Secondary School (7-12 or 9-12).
<b>1110</b>	<b>S</b>	<b>Elementary.</b> Consists of learning experiences which are concerned with knowledge, skills and appreciations needed by students which should be developed during the early school years. Activities of a curricular nature designed for this age level and sponsored by the school district with adult supervision should be identified to this program. Field trips which are financed by and through the General Fund should be also included. Elementary consists of those grades for which a school has been accredited.
<b>1120</b>	<b>S</b>	<b>Junior High or Middle Schools.</b> Consists of learning experiences which are concerned with knowledge, skills, appreciations, attitudes and behavioral characteristics considered to be needed by students and which should be developed during the middle school years. Activities of a curricular nature designed for this age level and sponsored by the school district with adult supervision should be identified to this program. Co-curricular activities would include field trips, which are financed by and through the General Fund. Junior High or Middle schools consist of those grades for which a school has been accredited.
<b>1130</b>	<b>S</b>	<b>Secondary School.</b> Consists of learning experiences which are concerned with knowledge, skills, appreciations, attitudes and behavioral characteristics considered to be needed by those students desiring immediate postsecondary employment or by those students desiring further education in postsecondary

<u>Code</u>	<u>Oper. Unit</u>	<u>Description</u>
		non-baccalaureate or baccalaureate programs. Activities of a curricular or co-curricular nature designed for this age level and sponsored by the school district with adult supervision should be identified to this program. Co-curricular activities would include field trips, which are financed by and through the General Fund. Secondary schools consist of those grades for which a school has been accredited.
1150	D	<b>Tuition.</b> Consists of expenditures to reimburse other school districts and other providers for services rendered to students residing in the legal boundaries of the paying school district. This does not include tuition for students with disabilities. Tuition for a student with a disability will be accounted for in function code 1250.
12XX		<b>Special Instruction.</b> Consists of individual, group or class instructional activities designed primarily to deal with exceptional students, home-hospital programs and experimental programs. These special programs will provide for the needs of students which cannot be adequately satisfied in the General Instructional Programs. Function Code 12xx is not limited to “Special Education” unless otherwise denoted in sub-code definition below. <i>All activities under function codes 12XX would be considered Instruction – Special Education instruction for purposes of the Statement of Activities.</i>
1210	D	<b>Programs for Students with Disabilities.</b> Consists of instructional activities and learning experiences for students with disabilities who are enrolled on a full-time or part-time basis in special classes.
1233	D	<b>Gifted and Talented.</b> Consists of learning experiences which are concerned with knowledge, skills, appreciations, attitudes, and behavioral characteristics considered to be needed by those students who are identified as gifted.
1250	D	<b>Tuition for Students with Disabilities.</b> Consists of expenditures to reimburse other school districts and other providers for services rendered to students with disabilities residing in the legal boundaries of the paying school district.
1260	D	<b>At-Risk Youth.</b> Consists of learning experiences which are concerned with knowledge, skills, appreciations, attitudes and behavioral characteristics considered to be needed by those students who are identified as at-risk.
1270	S	<b>Limited-English Proficient.</b> Consists of learning experiences which are concerned with knowledge, skills, appreciations, attitudes and behavioral characteristics considered to be needed by those students who are identified (and receiving services) with limited English proficiency through the Home Language Survey, standardized test scores, English language proficiency tests, and teacher observation and referral.

<u>Code</u>	<u>Oper. Unit</u>	<u>Description</u>
1280	D	<b>Homebound Programs.</b> Consists of instructional activities and learning experiences provided for students who are confined to their home or to a hospital due to an illness or injury which prevents them from attending the generally scheduled school programs.
1290	D	<b>Other Special Programs.</b> Consists of special learning experiences and experimental programs for students which cannot be classified in the preceding program areas. Such programs may include: summer school, migrant school activities, delinquent or drop out prevention, special tutorial and experimental programs not provided for in the General Instruction area. Non-reimbursable special education costs would be coded here. These programs would be under the supervision of the school district and funded by local and/or state resources. Such programs would be designed and organized for other than the regular classroom day or regular 180 day school year. Districts wishing to track more than one type of special program may expand function code 1290 for this purpose (e.g., Summer School (1291), Weekend (1292)). The Department of Education will continue to collect as function code 1290.
13XX		<b>Continuing Instruction.</b> Consists of learning experiences designed to develop knowledge and skills to meet immediate and long-range educational objectives <u>for adults who have completed or interrupted formal schooling</u> . The program includes activities to foster the development of the fundamental tools of learning, to prepare for a postsecondary career, to prepare for postsecondary education programs, to upgrade occupational competencies, to prepare for a new or different career, to develop skills and appreciations for special interest or to enrich the aesthetic qualities of life. <i>All activities under function codes 13XX would be considered Instruction – Other-Adult Instruction to the extent not reported elsewhere for purposes of the Statement of Activities.</i>
1310	D	<b>Adult Non-Occupational.</b> Consists of learning experiences concerned with providing the fundamental knowledge, skills, appreciations and attitudes for adults. These programs may be designed to meet: the basic educational needs of adults who never attended school or whose formal public schooling was interrupted; the needs of adults who wish to prepare themselves for further study in advance education; and the needs of adults who wish to satisfy personal interest through public school course offerings.
1330	D	<b>Adult Occupational.</b> Consists of learning experiences which are concerned with skills and knowledge designed primarily to prepare students for employment in an occupation or cluster of occupations. Programs designed primarily for extending or up-dating worker competencies for occupations in which they are employed would be classified in this function area.

<b>Code</b>	<b>Oper. Unit</b>	<b>Description</b>
<b>14XX</b>		<b>Student Activities.</b> Consists of co-curricular activities sponsored by the school district such as band, clubs, athletics, etc. with adult supervision and financed by or through the General Fund. Associated transportation costs using district vehicles are coded to function code 3520. Other associated supplies, travel, and equipment costs should be coded in function codes 1410 through 1430. <i>All activities under function codes 14XX would be considered Support Services – Pupil Services for purposes of the Statement of Activities.</i>
<b>1410</b>	<b>S</b>	<b>Student Activities / Elementary.</b> Consists of co-curricular activities sponsored by the school district such as band, clubs, athletics etc. with adult supervision and financed by or through the General Fund.
<b>1420</b>	<b>S</b>	<b>Student Activities / Junior High/Middle School.</b> Consists of co-curricular activities sponsored by the school district such as band, clubs, athletics, etc. with adult supervision and financed by or through the General Fund.
<b>1430</b>	<b>S</b>	<b>Student Activities / High School.</b> Consists of co-curricular activities sponsored by the school district such as band, clubs, athletics, etc. with adult supervision and financed by or through the General Fund.
<b>15XX</b>		<b>Vocational Education.</b> Educational programs offering a sequence of courses or a sequence or aggregation of occupational competencies that are directly related to the preparation of individuals in paid or unpaid employment in current or emerging occupations requiring other than a baccalaureate or advanced degree. These programs must include competency-based applied learning that contributes to an individual's academic knowledge, higher-order reasoning and problem-solving skills, work attitudes, general employability skills and the occupational-specific skills necessary for economic independence as a productive and contributing member of society. This term also includes applied technology education. <i>All activities under function codes 15XX would be considered Instruction – Vocational Education for purposes of the Statement of Activities.</i>
<b>1530</b>	<b>S</b>	<b>Vocational Instruction, Grades 9-12.</b> <u>Approved</u> Vocational Education programs in grades 9-12 designed to promote Vocational Education literacy and skills that lead to gainful employment through experience in and understanding of all aspects of the vocation the student is preparing to enter, including: planning, management, finance, technical and production skills, underlying principles of technology, labor and community issues, health, safety and environmental issues.
<b>1540</b>	<b>D</b>	<b>Vocational Instruction, Adult.</b> Vocational Education programs provided through community colleges. Community College has the meaning provided in Section 120 (a) of the Higher Education Act of 1964 for an institution which

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		provides not less than a 2-year program which is acceptable for full credit toward a bachelor's degree. This includes tribally controlled community colleges.
<b>16XX</b>		<b>Allocation, Basic Programs.</b>
<b>1610</b>	<b>D</b>	<b>Secondary Allocation Program Funds.</b> Legally constituted local school authority having administrative control and direction of public elementary or secondary schools in a city, county, township, school district, political subdivision of the State or any other public educational institution or agency having administrative control and direction of a vocational education program for the purpose of Sections 114, 115, 116, 227 and 240 of the Carl D. Perkins Act as amended in 1990. <i>Activities under function code 1610 would be considered Instruction – Vocational Education for purposes of the Statement of Activities.</i>
<b>1620</b>	<b>D</b>	<b>Post-Secondary Allocation Program Funds.</b> Distribution of funds to post-secondary and adult programs means that the state shall distribute funds available in any fiscal year for post-secondary and adult vocational education programs to eligible institutions as follows:  Each eligible institution shall receive an amount that bears the same relationship to the amount of funds available as the number of Pell Grant recipients and recipients of assistance from the Bureau of Indian Affairs enrolled in programs meeting the requirements of Section 235 (Uses of Funds) offered by the institution in the preceding fiscal year bears to the number of such recipients enrolled in such programs within the state in such year. <i>Activities under function code 1620 would be considered Instruction – Vocational Education for purposes of the Statement of Activities.</i>
<b>1630</b>	<b>D</b>	<b>Single Parents, Displaced Homemakers and Single Pregnant Women.</b> <u>Single parent</u> means an individual who (A) is unmarried or legally separated from a spouse; and (B) has a minor child or children for which the parent has either custody or joint custody; or (C) is pregnant. <u>Displaced homemaker</u> means an individual who (A) is an adult; and (B)(i) has worked as an adult primarily without remuneration to care for the home and family, and for that reason has diminished marketable skills; (ii) has been dependent on public assistance or on the income of a relative but is no longer supported by such income; (iii) is a parent whose youngest dependent child will become ineligible to receive assistance under the program for aid to families with dependent children under Part A of Title IV of the Social Security Act within 2 years of the parent's application for assistance under this Act; or (iv) is unemployed or underemployed and is experiencing difficulty in obtaining any employment or suitable employment, as appropriate, or (C) is described in subparagraph (A) or (B) and is a criminal offender. The Secretary may not prescribe the manner in

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		which the State will comply with the application of the definition contained in this paragraph. <i>Activities under function code 1630 would be considered Instruction – Other Instruction-Adult Education for purposes of the Statement of Activities.</i>
1640	D	<b>Correction Education.</b> State corrections educational agency means the State agency or agencies responsible for carrying out corrections education programs in the State. <i>Activities under function code 1640 would be considered Instruction – Other Instruction-Adult Education for purposes of the Statement of Activities.</i>
1650	D	<b>State Programs and State Leadership Professional Development Activities.</b> Activities under this provision include professional development, curriculum development and dissemination and assessment of programs receiving Federal assistance. <i>Activities under function code 1650 would be considered Support Services – Instructional Staff Services for purposes of the Statement of Activities.</i>
1660	D	<b>Sex Equity.</b> Instructional programs, services and activities, including dependent care and transportation, provided to individuals participating in vocational educational programs which address the following areas: <ul style="list-style-type: none"> <li>a. Programs, services, comprehensive career guidance and counseling, and activities to eliminate sex bias and stereotyping in secondary and post secondary vocational education</li> <li>b. Preparatory services and vocational education programs, services and activities for girls and women, aged 14 through 25, designed to enable the participants to support themselves and their families.</li> </ul> <i>Activities under function code 1660 would be considered Instruction – Vocational Education for purposes of the Statement of Activities.</i>
17XX		<b>Special Programs.</b> Wyoming receives support for four special programs under this title including: Community-Based Organizations, Consumer and Homemaking Education and Tech-Prep Education.
1710	D	<b>Community Based Organizations (CBO).</b> A private non-profit organization of demonstrated effectiveness which is representative of communities or significant segments of communities and which provide job training services. For example, organizations operating career intern programs, neighborhood groups and organizations, community action agencies, community development corporations, vocational rehabilitation organizations, rehabilitation facilities, agencies serving displaced homemakers, union related organizations and employer related non-profit organizations. <i>Activities under function code 1710 would be considered Support Services – Community Services for the purposes of the Statement of Activities.</i>

<u>Code</u>	<u>Oper. Unit</u>	<u>Description</u>
1720	D	<b>Consumer and Homemaking Education.</b> Instructional programs, services and activities that prepare youth and adults for the occupation of homemaking, and instruction in the areas of food and nutrition, consumer education, family living and parenthood, child development and guidance, housing, home management (including resource management) and clothing and textiles. <i>Activities under function code 1720 would be considered Instruction – Regular Instruction for the purposes of the Statement of Activities.</i>
1730	D	<b>Career Guidance and Counseling.</b> Programs which pertain to the body of subject matter and related techniques and methods organized for the development of individuals' skills which assist such individuals in making and implementing informed educational and occupational choices. Some examples of the pertinent knowledge and skills are: career awareness; career planning; career decision making; placement skills; knowledge and understanding of local, state and national occupational, education and labor market needs; trends and opportunities. <i>Activities under function code 1730 would be considered Support Services – Pupil Services for the purposes of the Statement of Activities.</i>
1740	D	<b>Business-Labor Partnerships.</b> Education partnerships that are authorized for funding apprenticeships, new equipment, cash contributions to programs, teacher internships and training and bringing representatives of business and organized labor into the classroom. Priority must be given to partnerships providing job training in areas of significant labor shortages. The Secretary of Education is required to provide a policy manual describing the policies and offering examples of allowable expenses under this program. <i>Activities under function code 1740 would be considered Support Services – Other Support Services for the purposes of the Statement of Activities.</i>
1750	D	<b>Tech-Prep Education.</b> A combined secondary and post-secondary program which includes <u>all</u> of the following: <ul style="list-style-type: none"> <li>a. Leads to an associate degree or 2-year certificate;</li> <li>b. Provides technical preparation in at least 1 field of engineering technology, applied science, a practical art or trade in the mechanical or industrial field, agriculture, health or business;</li> <li>c. Builds student competence in mathematics, science, and communications (including applied academics) through a sequential course of study; <u>and</u></li> <li>d. Leads to placement in employment.</li> </ul> <i>Activities under function code 1750 would be considered Instruction – Vocational Education for the purposes of the Statement of Activities.</i>
1760	D	<b>Supplementary State Grants for Facility and Equipment.</b> A program designed to provide funding to enable local school districts in economically depressed areas to improve facilities and acquire or lease equipment. The funds

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		will be distributed according to section 1006 of the Elementary and Secondary Education Act of 1965.
		<i>NOTE: Funds for this grant are not available, since the State of Wyoming did not qualify for this program.</i>
<b>18XX</b>		<b>Distance Learning.</b> Consists of learning experiences which are delivered through means other than direct instruction. Examples include compressed video, internet based classes, satellite feed classes, etc. <i>Activities under function code 18XX would be considered Instruction – Other Instruction for purposes of the Statement of Activities.</i>
<b>1810</b>	<b>D</b>	<b>Elementary Distance Learning.</b> Distance based learning activities for elementary programs K-5 or K-6.
<b>1820</b>	<b>D</b>	<b>Junior High or Middle Distance Learning.</b> Distance based learning activities for programs in grades 6-8 or 7-8.
<b>1830</b>	<b>D</b>	<b>Secondary Distance Learning.</b> Distance based learning activities for programs in grades 9-12 or any combination of those grades.
<b>2XXX</b>		<b>Instructional Support.</b> The activities and services of technical and specialist personnel to facilitate and enhance individual, group or class instruction and to assist the instructional staff of the school district. These supporting services provide administrative, technical (such as guidance and health) and logistical support to facilitate and enhance instruction. These services exist as adjuncts for fulfilling the objectives of instruction, community services and enterprise programs, rather than as entities within themselves.
<b>21XX</b>		<b>Support Services - Students.</b> Activities designed to assess and improve the well-being of students and to supplement the teaching process. These activities assist the teaching staff in understanding special student problems and provide staff and student services which enrich the school district. <i>Activities under function code 21XX would be considered Support Services – Pupil Services for purposes of the Statement of Activities.</i>
<b>2110</b>	<b>D</b>	<b>Guidance Services.</b> Activities involving counseling with students and parents; consulting with other staff members on learning problems; evaluating the abilities of students; assisting students as they make their own educational and career plans and choices; assisting students in personal and social development; providing referral assistance; and working with other staff members in planning and conducting guidance programs for students.

<u>Code</u>	<u>Oper. Unit</u>	<u>Description</u>
2111	D	<b>Supervision of Guidance Services.</b> Activities associated with directing, managing and supervising guidance services.
2112	D	<b>Counseling Services.</b> Activities concerned with the relationship between one or more counselors and one or more students as counselees, between students and students, and between counselors and other staff members. These activities are to help the student understand his or her educational, personal and occupational strengths and limitations; relate his or her abilities, emotions and aptitudes to educational and career opportunities; utilize his or her abilities in formulating realistic plans; and achieve satisfying personal and social development.
2113	D	<b>Appraisal Services.</b> Activities that assess student characteristics, are used in administration, instruction and guidance, and assist the student in assessing his or her purposes and progress in career and personality development.
2114	D	<b>Information Services.</b> Activities for disseminating educational, occupational and personal social information to help acquaint students with the curriculum and with educational and vocational opportunities and requirements. Such information might be provided directly to students through activities such as group or individual guidance; or it might be provided indirectly to students through staff members or parents.
2115	D	<b>Record Maintenance Services.</b> Activities for compiling, maintaining and interpreting cumulative records of individual students, including systematic consideration of such factors as: <ul style="list-style-type: none"> <li>a. Home and family background.</li> <li>b. Physical and medical status.</li> <li>c. Standardized test results.</li> <li>d. Personal and social development.</li> <li>e. School performance.</li> </ul>
2116	D	<b>Placement Services.</b> Activities that help place students in appropriate situations while they are in school. These could be educational situations, part-time employment while they are in school and appropriate educational and occupational situations after they leave school. These activities also help ease the student's transition from one educational experience to another. The transition may require, for example, admissions counseling, referral services, assistance with records and follow-up communications with employers.
2117	D	<b>Assessment Services.</b> Activities relating to formalized performance testing.
2119	D	<b>Other Guidance Services.</b> Guidance services which cannot be classified above.

<u>Code</u>	<u>Oper. Unit</u>	<u>Description</u>
2120	D	<b>Attendance and Social Work Services.</b> Activities designed to improve student attendance at school and which attempt to prevent or solve student problems involving the home, the school and the community. Registration activities for adult education programs are included here.
2121	D	<b>Supervision of Attendance and Social Work Services.</b> Activities associated with directing, managing and supervising guidance services.
2122	D	<b>Attendance Services.</b> Activities such as promptly identifying nonattendance patterns; promoting improved attitudes toward attendance; analyzing causes of nonattendance; acting early on nonattendance problems; and enforcing compulsory attendance laws.
2123	D	<b>Social Work Services.</b> Activities such as investigating and diagnosing student problems arising out of the home, school or community; casework and group work services for the child, parent or both; interpreting the problems of students for other staff members; and promoting modification of the circumstances surrounding the individual student which are related to his or her problem.
2124	D	<b>Student Accounting Services.</b> Activities of acquiring and maintaining records of school attendance, location of home, family characteristics and census data. Portions of these records become a part of the cumulative record which is sorted and stored for teacher and guidance information. Statistical reports are prepared under this function as well.
2129	D	<b>Other Attendance and Social Work Services.</b> Attendance and social work services other than those described above.
2130	S	<b>Health Services.</b> Physical and mental health services which are not direct instruction. Included are activities that provide students with appropriate medical, dental, and nursing services. Agencies outside the district that are contracted to assist with individual students would be considered a part of this program. Shared costs should be charged to individual schools using a supportable pattern of activities (e.g., assignment records, time sheets). If no records of activities are available, allocate to participating schools on an ADM basis.
2131	S/D	<b>Supervision of Health Services.</b> Activities associated with directing and managing health services. Shared costs should be charged to individual schools using a supportable pattern of activities (e.g., assignment records, time sheets). If no records of activities are available, allocate to participating schools on an ADM basis.

<u>Code</u>	<u>Oper. Unit</u>	<u>Description</u>
2132	S	<b>Medical Services.</b> Activities concerned with the physical and mental health of students, such as health appraisal, including screening for vision, communicable diseases and hearing deficiencies; screening for psychiatric services and periodic health examinations; emergency injury and illness care; and communications with parents and medical officials. Shared costs should be charged to individual schools using a supportable pattern of (e.g., assignment records, time sheets). If no records of activities are available, allocate to participating schools on an ADM basis.
2133	S	<b>Dental Services.</b> Activities associated with dental screening, dental care and orthodontic activities. Shared costs should be charged to individual schools using a supportable pattern of activities (e.g., assignment records, time sheets). If no records of activities are available, allocate to participating schools on an ADM basis.
2134	S	<b>Nursing Services.</b> Activities associated with nursing, such as health inspection, treatment of minor injuries and referrals for other health services. Shared costs should be charged to individual schools using a supportable pattern of activities (e.g., assignment records, time sheets). If no records of activities are available, allocate to participating schools on an ADM basis.
2139	S	<b>Other Health Services.</b> Health services not classified above. Shared costs should be charged to individual schools using a supportable pattern of activities (e.g., assignment records, time sheets). If no records of activities are available, allocate to participating schools on an ADM basis.
2140	D	<b>Psychological Services.</b> Activities concerned with administering psychological tests and interpreting the results; gathering and interpreting information about students behavior; working with other staff members in planning school programs to meet the special needs of students as indicated by psychological tests and behavioral evaluation; and planning and managing a program of psychological services, including psychological counseling for students, staff and parents.
2141	D	<b>Supervision of Psychological Services.</b> Directing, managing and supervising the activities associated with psychological services.
2142	D	<b>Psychological Testing Services.</b> Activities concerned with administering psychological tests, standardized tests and inventory assessments. These tests measure ability, aptitude, achievement, interests and personality. Activities also include the interpretation of these tests for students, school personnel and parents.

<u>Code</u>	<u>Oper. Unit</u>	<u>Description</u>
2143	D	<b>Psychological Counseling Services.</b> Activities that take place between a school psychologist or other qualified person as counselor and one or more students as counselees, in which the students are helped to perceive, clarify and solve problems of adjustment and interpersonal relationships.
2144	D	<b>Psychotherapy Services.</b> Activities that provide a therapeutic relationship between a qualified mental health professional and one or more students, in which the students are helped to perceive, clarify and solve emotional problems.
2149	D	<b>Other Psychological Services.</b> Other activities associated with psychological services not classified above.
2150	D	<b>Speech Pathology and Audiology Services.</b> Activities which identify, assess and treat children with speech, hearing and language impairments.
2151	D	<b>Supervision of Speech Pathology and Audiology Services.</b> Activities associated with directing, managing and supervising speech pathology and audiology services.
2152	D	<b>Speech Pathology Services.</b> Activities that identify children with speech and language disorders; diagnose and appraise specific speech and language disorders; refer problems for medical or other professional attention necessary to treat speech and language disorders; provide required speech treatment services; and counsel and guide children, parents and teachers, as appropriate.
2153	D	<b>Audiology Services.</b> Activities that identify children with hearing loss; determine the range, nature and degree of hearing function; refer problems for medical or other professional attention appropriate to treat impaired hearing; treat language impairment; involve auditory training, speech reading (lip-reading) and speech conversation; create and administer programs of hearing conservation; and counsel guidance of children, parents and teachers, as appropriate.
2159	D	<b>Other Speech Pathology and Audiology Services.</b> Other activities associated with speech pathology and audiology services not classified above.
2160	D	<b>Board of Cooperative Education Service (BOCES).</b> Consists of educational services provided by BOCES. All revenues derived pursuant to W.S. 21-20-109(a) and W.S. 21-20-110(a) must be distributed to the BOCES.
2170	D	<b>Therapy Services.</b> Activities concerned with providing occupational and physical therapy services to meet the special needs of students. These activities must be logged and allocated.

<u>Code</u>	<u>Oper. Unit</u>	<u>Description</u>
2171	D	<b>Occupational Therapy Services.</b>
2172	D	<b>Physical Therapy Services.</b>
2190	D	<b>Other Support Services - Student.</b> Other support services to students not classified elsewhere in the 2100 series.
22XX		<b>Support Services - Instructional Staff.</b> Activities associated with assisting the instructional staff with the content and process of providing learning experiences for students. This function series is sub-divided into two basic function areas: Improvement of Instruction Services and Educational Media Services. <i>Activities under function code 22XX would be considered Support Services – Instructional Staff Services for purposes of the Statement of Activities.</i>
2210	D	<b>Improvement of Instruction Services.</b> Activities primarily for assisting instructional staff in planning, developing and evaluating the process of providing learning experiences for students. These activities include curriculum development, techniques of instruction, child development and understanding, staff training, etc. Personnel outside the district who are contracted to assist or conduct a training program would be classified within this function.
2211	D	<b>Supervision of Improvement of Instruction Services.</b> Activities associated with directing, managing and supervising the improvement of instruction services.
2212	D	<b>Instruction and Curriculum Development Services.</b> Activities that aid teachers in developing the curriculum, preparing and utilizing special curriculum materials and understanding and appreciating the various techniques which stimulate and motivate students.
2213	S/D	<b>Staff Development Services.</b> Activities that contribute to the professional or occupational growth and competence of members of the staff during their service to the school district or school. Among these activities are workshops, demonstrations, school visits, courses for college credit, sabbatical and travel leaves. All staff development activities should be classified in this function. Possible expenditures include: staff salaries and benefits; purchased out-of-district trainers; materials and supplies for staff development; travel costs not covered elsewhere; and equipment. Substitute teacher costs should be charged to the same function as the service being provided. Charges should be allocated to the individual school or district in accord with how the staff development funds are expended. If funds are expended at the school level, charge to the school. If funds are expended at the district level, charge to the district.

<u>Code</u>	<u>Oper. Unit</u>	<u>Description</u>
2219	D	<b>Other Improvement of Instruction Services.</b> Activities for improving instruction other than those classified above.
2220	D	<b>Educational Media Services.</b> Activities concerned with the use of all teaching and learning resources, including hardware and content materials. Educational media are defined as any devices, content materials, methods, or experiences used for teaching and learning purposes. These include printed and non-printed sensory materials.
2221	D	<b>Supervision of Educational Media Services.</b> Activities concerned with directing, managing and supervising educational media services.
2222	S	<b>School Library Services.</b> Activities such as selecting, acquiring, preparing, cataloging, and circulating books and other printed materials; planning the use of the library by students, teachers and other members of the instructional staff; and guiding individuals in their use of library books and materials, whether maintained separately or as a part of an instructional materials center. Textbooks will not be charged to this function but rather to the instruction function. Shared costs should be charged to individual schools using a supportable pattern of activities (e.g., assignment records, time sheets). If no records of activities are available, allocate to participating schools on an ADM basis.
2223	D	<b>Audiovisual Services.</b> Activities such as selecting, preparing, caring for and making available to members of the instructional staff the equipment, films, filmstrips, transparencies, tapes, TV programs and similar materials, whether maintained separately or as part of an instructional materials center. Included are activities in the audiovisual center, TV studio and related work-study areas and the services provided by audiovisual personnel.
2224	D	<b>Educational Television Services.</b> Activities concerned with planning, programming, writing and presenting educational programs or segments of programs by closed-circuit or broadcast television.
2225	S/D	<b>Computer-Assisted Instruction Services.</b> Activities concerned with planning, programming, writing, and presenting educational projects which have been especially programmed for a computer to be used as the principal medium of instruction. Shared costs should be charged to individual schools using a supportable pattern of activities (e.g., assignment records, time sheets). If no records of activities are available, allocate to participating schools on an ADM basis.
2229	D	<b>Other Educational Media Services.</b> Educational media services other than those classified above.

<u>Code</u>	<u>Oper. Unit</u>	<u>Description</u>
2230	D	<b>Supervision of Special Education Services.</b> Activities associated with directing, managing and supervising special education instruction services.
2240	S/D	<b>Technology Integration.</b> Activities associated with integration of technology with instruction and learning. Examples include assisting instructional staff in the use of technology in curriculum, technology as a teaching tool, independent study using technological tools, etc. Shared costs should be charged to individual schools using a supportable pattern of activities (e.g., assignment records, time sheets). If no records of activities are available, allocate to participating schools on an ADM basis.
2290	D	<b>Other Support Services-Instructional Staff.</b> Services supporting the instructional staff not properly classified elsewhere in the 2200 series.
3XXX		<b>Support Services - General Support.</b> Activities concerned with establishing and administering the policy for operating the school district. Includes those activities concerned with establishing school policy, directing the school district, general supervision of school programs and providing for the necessary facilities and services to operate the district.
33XX		<b>Support Services - General Administration.</b> Activities concerned with establishing and administering policy for operating the school district.
3310	D	<b>Central Administration.</b> Activities of personnel and services associated with the administrative (superintendent) responsibility of the entire school district. Included in this function are legal services, negotiation services and total district planning, research and evaluation for the future of the school district. <i>Activities under function codes 3310 would be considered Support Services – Central Services for purposes of the Statement of Activities.</i>
3311	D	<b>Office of the Superintendent Services.</b> Activities performed by the superintendent and such assistants as deputy, associate and assistant superintendents in generally directing and managing all affairs of the school district. These include all personnel and materials in the office of the superintendent. Activities of the office of the assistant superintendent should be charged here, unless the activities can be placed properly into a service area. In this case, they would be charged to the service area. <i>Activities under functions 3311-3313 would be considered Support Services – General Administration Services for purposes of the Statement of Activities.</i>
3312	D	<b>Community Relations Services.</b> Activities and programs developed and operated system-wide for bettering school/community relations.

<u>Code</u>	<u>Oper. Unit</u>	<u>Description</u>
3313	D	<b>State and Federal Relations Service.</b> Activities associated with developing and maintaining good relationships with state and federal officials. The activities associated with grant procurement are included.
3319	D	<b>Other Executive Administration Services.</b> Other general administrative services which cannot be recorded under the preceding functions. <i>Activities under function 3319 would be considered Support Services – Central Services for purposes of the Statement of Activities.</i>
3320	S	<b>School Administration.</b> Activities concerned with the overall administrative responsibility for a school. <i>Activities under function codes 3320-3329 would be considered Support Services – School Administration Services for purposes of the Statement of Activities.</i>
3321	S	<b>Office of the Principal Services.</b> Activities concerned with directing and managing the operation of a particular school. They include the activities performed by the principal, assistant principals and other assistants while they supervise all operations of the school, evaluate the staff members of the school, assign duties to staff members, supervise and maintain the records of the school and coordinate school instructional activities with those of the school district. These activities also include the work of clerical staff in support of the teaching and administrative duties. Shared costs should be charged to individual schools using a supportable pattern of activities (e.g., assignment records, time sheets). If no records of activities are available, allocate to participating schools on an ADM basis. Copy costs and other supplies should be direct charged or allocated to the appropriate function code that benefit from those services (e.g., instruction, professional development, principal services).
3329	S	<b>Other Support Services - School Administration.</b> Other school administration services. This function includes graduation expenses and full-time department chairpersons.
3330	D	<b>Business Administration.</b> Activities concerned with paying, transporting, exchanging and maintaining goods and services for the school district. Included are the fiscal and internal services necessary for operating the school district. The Chief Business Official and the activities of the Chief Business Official are included in this function. <i>Activities under function codes 3330-3339 would be considered Support Services – Business Services for purposes of the Statement of Activities.</i>
3331	D	<b>Fiscal Services.</b> Activities concerned with the operations of the school district. This function includes budgeting, receiving and disbursing, financial and property accounting, payroll, inventory control and managing funds.

<u>Code</u>	<u>Oper. Unit</u>	<u>Description</u>
3332	D	<b>Purchasing Services.</b> Activities concerned with purchasing supplies, furniture, equipment and materials used in schools or the school district's operations.
3333	D	<b>Warehousing and Distributing Services.</b> The activities of receiving, storing and distributing supplies, furniture, equipment, materials and mail. They include picking up and transporting cash from school facilities to the central administration office or bank for control, deposit or both.
3334	D	<b>Printing, Publishing and Duplicating Services.</b> The activities of printing and publishing administrative publications such as annual reports, school directories and manuals. Activities here also include centralized services for duplicating school materials and instruments such as school bulletins, newsletters and notices.
3335	D	<b>Data Processing Services.</b> Activities concerned with preparing data for storage, storing data and retrieving them for reproduction as information for management and reporting. <i>ASBO recommends, under GASB Statement No. 34, that activities under function 3335 be considered Support Services – Business Services for purposes of the Statement of Activities.</i>
3339	D	<b>Other Support Services - Business.</b> Other support services to business not classified elsewhere in the 3330 series.
3350	D	<b>Board of Education Services.</b> Activities concerned with directing and managing the general operation of the board of education. These include all the activities of the members of the board. Also included are any activities of the district performed in support of the school district meeting. Legal activities in interpretation of the laws and statutes and general liability situations are charged here, as are activities of external auditors. <i>Activities under function codes 3350-3359 would be considered Support Services – General Administration Services for purposes of the Statement of Activities.</i>
3351	D	<b>Supervision of the Board of Education Services.</b> Activities concerned with directing and managing the general operation of the board of education. These include the activities of the members of the board of education, but does not include any special activities defined in the other areas of responsibility described below. Also included are any activities of the district performed in support of the school district meeting. Legal activities in interpretation of the laws and statutes and general liability situations are charged here, as are the activities of external auditors.
3352	D	<b>Board Secretary / Clerk Services.</b> The activities required to perform the duties of the secretary or clerk of the board of education.

<u>Code</u>	<u>Oper. Unit</u>	<u>Description</u>
3353	D	<b>Board Treasurer Services.</b> The activities required to perform the duties of treasurer of the board of education.
3354	D	<b>Election Services.</b> Services rendered in connection with any school system election, including elections of officers and bond elections.
3355	D	<b>Tax Assessment and Collection Services.</b> Services rendered in connection with tax assessment and collection.
3356	D	<b>Staff Relations and Negotiations Services.</b> Activities concerned with staff relations system-wide and the responsibilities for contractual negotiations with both instructional and non-instructional personnel.
3359	D	<b>Other Board of Education Services.</b> Board of education services which cannot be classified under the preceding areas of responsibility.
34XX		<b>Operation and Maintenance of Plant Services.</b> Activities concerned with keeping the physical plant open, comfortable and safe for use, and keeping the grounds, buildings and equipment in effective working condition and state of repair. These include the activities of maintaining safety in buildings, on the grounds and in the vicinity of schools. Also included is the general operation of the facility such as phone lines, utilities, etc. Only Major Maintenance costs should be shown at the building level. Other costs would be shown to the school or district level as appropriate. Central facilities such as a district-wide gym or pool would be charged to the district. <i>Activities under function 34XX would be considered Support Services – Operation &amp; Maintenance of Plant Services for purposes of the Statement of Activities.</i>
3410	D	<b>Supervision of Operation and Maintenance of Plant Services.</b> The activities involved in directing, managing and supervising the operation and maintenance of school plant facilities.
3420	S/D	<b>Operating Buildings Services.</b> Activities concerned with keeping the physical plant clean and ready for daily use. These activities include operating the heating, lighting and ventilating systems, phone lines and reoccurring charges, and repairing and replacing facilities and equipment. Also included are the costs of building rental and property insurance. <b>School costs must carry a school code. This is required by W.S. 21-13-318.</b>
3430	S/D	<b>Care and Upkeep of Grounds Services.</b> Activities involved in maintaining and improving the land (but not the buildings). These activities include snow removal, landscaping, grounds maintenance and the like. School costs must carry a school code. Other building costs can be coded to the district.

<u>Code</u>	<u>Oper. Unit</u>	<u>Description</u>
3440	D	<b>Care and Upkeep of Equipment Services.</b> Activities involved in maintaining equipment owned or used by the school district. These include such activities as servicing and repairing furniture, machines and movable equipment.
3450	D	<b>Vehicle Operation and Maintenance Services (Other Than Student Transportation Vehicles).</b> Activities involved in maintaining general purpose vehicles such as trucks, tractors, graders and staff vehicles. These include such activities as repairing vehicles, replacing vehicle parts, cleaning, painting, greasing, fueling and inspecting vehicles for safety (i.e., preventive maintenance).
3460	S/D	<b>Security Services.</b> Activities concerned with maintaining order and safety in school buildings, on the grounds and in the vicinity of schools at all times. These include police activities for school functions, traffic control on grounds and in the vicinity of schools, building alarm systems and hall monitoring services. School costs must carry a school code. Other building costs can be coded to the district.
3470	D	<b>Major Building and Facility Maintenance.</b> Activities involved in providing maintenance to buildings using funds generated by the funding for major maintenance. These funds can only be used for significant capital maintenance costs, not regular maintenance. Regular maintenance should be classified in function 3420 Operating Buildings Services.
3490	D	<b>Other Operation and Maintenance of Plant Services.</b> Operations and maintenance of plant services which cannot be classified elsewhere in the 3400 series.
35XX		<b>Transportation Services.</b> Activities concerned with conveying students to and from school, instructional field trips, trips to school activities and transportation expenses of district-owned vehicles. <i>Activities under function 35XX, with the exception of 3590, would be considered Support Services – Pupil Transportation Services for purposes of the Statement of Activities.</i>
3510	D	<b>Vehicle Operation - To and From School.</b> Activities involved in operating vehicles for student transportation to and from school. Examples would include maintenance costs, salaries and benefits, parts, repairs, etc. This code would also include instructional field trips.
3520	S/D	<b>Vehicle Operation - Activities.</b> Activities are athletic and non-athletic events that are sanctioned by the Wyoming High School Activities Association and school-sponsored athletic and non-athletic activities in grades preceding high school that directly correspond to those high school activities sanctioned by the Wyoming High School Activities Association. Expenses for trips in excess of

<u>Code</u>	<u>Oper. Unit</u>	<u>Description</u>
		one hundred fifty (150) miles from the Wyoming border are to be charged to 3590.
<b>3590</b>	<b>D</b>	<b>Non-Reimbursable Transportation Services.</b> Transporting personnel using other school district-owned vehicles for tasks that cannot be readily identified with another function code. Staff transportation necessary for administration, instruction, instructional support, professional development, etc. should be charged directly to those functions. This code should include all non-reimbursable transportation services. <i>Activities under function 3590 would be considered Support Services – Other Support Services for the purposes of the Statement of Activities.</i>
<b>38XX</b>		<b>Support Services - Central.</b> Activities, other than general administration, which support each of the other instructional and supporting services programs. These activities include planning, research, development, evaluation, information, staff and data processing services. <i>Activities under function 38XX would be considered Support Services – Central Services for purposes of the Statement of Activities.</i>
<b>3810</b>	<b>D</b>	<b>Planning, Research, Development and Evaluation Services.</b> Activities associated with conducting and managing programs of planning, research, development and evaluation for the school system on a system-wide basis.  <u>Planning Services</u> include activities concerned with selecting or identifying the overall, long-range goals and priorities of the organization or program. These activities also involve formulating various courses of action needed to achieve these goals. This is done by identifying needs and relative costs and benefits of each course of action.  <u>Research Services</u> include activities concerned with the systematic study and investigation of the various aspects of education, undertaken to establish facts and principles.  <u>Development Services</u> include activities in the deliberate evolving process of improving educational programs (e.g., using the products of research).  <u>Evaluation Services</u> include activities concerned with ascertaining or judging the value or amount of an action or an outcome. This is done through careful appraisal of previously specified data in light of the particular situation and the goals previously established.
<b>3820</b>	<b>D</b>	<b>Information Services.</b> Activities concerned with writing, editing and other preparation necessary to disseminate educational and administrative information

<u>Code</u>	<u>Oper. Unit</u>	<u>Description</u>
		to students, staff, managers and the general public through direct mailing, the various news media or personal contact.
<b>3830</b>	<b>D</b>	<b>Staff Services.</b> Activities concerned with maintaining an efficient staff for the school system. It includes such activities as recruiting and placement, staff transfers, in-service training for non-certified staff, health services, and staff accounting.
<b>3850</b>	<b>D</b>	<b>Technology Coordination.</b> Activities concerned with developing and maintaining a district-wide technology plan and system. It includes such activities as development and implementation of a district technology plan, coordination with the state technology plan, coordination with statewide connectivity, developing and implementing wide area and local area networks, etc. Equipment for individual schools should be coded to the appropriate function code and school. For example, if the equipment supports instruction, the costs should be coded to the appropriate instruction code.
<b>3900</b>	<b>D</b>	<b>Other Support Services.</b> All other support services not classified elsewhere in the 3000 series. <i>Activities under function 3900 would be considered Support Services – Other Support Services for purposes of the Statement of Activities.</i>
<b>4XXX</b>		<b>Operation of Non-Instructional Services.</b> Activities concerned with providing non-instructional services to students, staff or the community.
<b>4100</b>	<b>D</b>	<b>Food Service Operations.</b> The School Lunch Fund is to be accounted for as a separate Enterprise Fund of the school district. (Meals subsidized from the General Fund should be reported in the General Fund using this code and object 461.) <i>Activities under function 4100 would be considered Business-Type Activities – Food Services for purposes of the Statement of activities, except for the General Fund subsidies described above.</i>
<b>4190</b>	<b>D</b>	<b>Non-Allowable Food Service Operations.</b> Non-allowable activities accounted for separate of the School Lunch Fund in the Enterprise Fund of the school district. <i>Activities under 4190 would be considered Business-Type Activities – Food Services for purposes of the Statement of Activities.</i>
<b>4200</b>	<b>D</b>	<b>Enterprise Operations.</b> Activities that are financed and operated in a manner similar to private business enterprises where the stated intent is that the costs are financed or recovered primarily through user charges. Food services should not be charged here but rather to function 4100. One example could be the school district bookstore. <i>Activities under function 4200 would be considered Business-Type Activities – (by name, i. e. Bookstore).</i>

<u>Code</u>	<u>Oper. Unit</u>	<u>Description</u>
4300	D	<b>Community Support.</b> Consists of those activities or personnel and services that are not directly related to providing education for students in the school district. This includes services provided by the school district for the community recreation programs, civic activities, public libraries, programs of custody and care of children and community welfare activities. <i>Activities under function 4300 would be considered Support Services – Community Services for purposes of the Statement of Activities.</i>
5XXX		<b>Facilities Acquisition and Construction Services.</b> Activities concerned with acquiring land and buildings; remodeling buildings; constructing buildings and additions to buildings; initially installing or extending service systems and other built-in equipment; and improving sites. <i>Activities under function 5XXX should, to the extent possible, be recorded to the capital asset account for which the expenses were incurred and capitalized. However, in instances where this is not possible, the activities would be considered under Support Services – Central Services for purposes of the Statement of Activities.</i>
5100	D	<b>Site Acquisition Services.</b> Activities concerned with initially acquiring and improving new sites.
5200	S/D	<b>Site Improvement Services.</b> Activities concerned with improving existing sites. School costs must carry a school code. Other building costs can be coded to the district.
5300	D	<b>Architecture and Engineering Services.</b> The activities of architects and engineers related to acquiring and improving sites and improving buildings. Charges are made to this function only for those preliminary activities which may or may not result in additions to the school district's property. Otherwise, charge these services to 5100, 5200, 5500 or 5600, as appropriate.
5400	D	<b>Educational Specifications Development Services.</b> Activities concerned with preparing and interpreting descriptions of specific space requirements for the various learning experiences of students to be accommodated in a building. These specifications are interpreted to the architects and engineers in the early stages of blueprint development.
5500	D	<b>Building Acquisition and Construction Services.</b> Activities concerned with buying or constructing buildings.
5600	S/D	<b>Building Improvements Services.</b> Activities concerned with building additions and with installing or extending service systems and other built-in equipment. School costs must carry a school code. Other building costs can be coded to the district.

<u>Code</u>	<u>Oper. Unit</u>	<u>Description</u>
5900	S/D	<b>Other Facilities Acquisition and Construction Services.</b> Facilities acquisition and construction activities which cannot be classified above. School costs must carry a school code. Other building costs can be coded to the district.
6000		<b>Other Uses.</b> A number of outlays of governmental funds are not properly classified as expenditures, but still require budgetary or accounting control. These are normally classified under <i>Other Outlays</i> . These include certain transfers of monies from one fund to another. The function code 6000 can be used for this purpose in the Fund Groups 60 and above.
6100	D	<b>Debt Service.</b> Servicing the debt of the school district, including payments of both principal and interest. The only object of expenditure codes used in this function for bond issues are 620 and 710. All other debt payments are coded to objects 630 and 740. Function 6100 is not to be used in the general fund, or for leasing expenditures. Expenditures coded to this function in the general fund will be excluded from total expenditures for School Foundation funding purposes. Qualifying lease expenditures claimed on the WDE-103 will <u>not</u> be reimbursed if coded to function 6100. <i>For purposes of the Statement of Activities, only activities related to payment of interest on debt recorded under function 6100 would be shown under Support Services – Interest on Long-Term Debt.</i>
6200	D	<b>Fund Transfers.</b> Transactions which withdraw money from one fund and place it in another without recourse. Fund transfers budgeted to another functional activity, such as health insurance, early retirement, technology purchases, building costs supported by the general fund, and food service should be coded to the appropriate function and object code. <i>Activities under function 6200 would be considered General Revenues – Transfers for purposes of the Statement of Activities.</i>
6400	D	<b>Payments to Other Governmental Units.</b> Transactions involving authorized payments to other governmental units. <i>If it is not possible to recognize such payments under Governmental Activities – Instruction or Support Services or as Business-Type Activities as an expense, for purposes of the Statement of Activities, it should be considered under General Revenues – Extraordinary Items.</i>
7XXX	D	<b>Cash Reserve (designated for subsequent year expenditures).</b> The activities which segregate a portion of the fund balance to indicate that it is not appropriated for expenditure. <i>Activities under function 7XXX would not be considered for purposes of the Statement of Activities.</i>

<u>Code</u>	<u>Oper. Unit</u>	<u>Description</u>
7100	D	<b>June 30, 1997, Cash Reserve (Designated for subsequent year expenditures).</b> The activities which segregate a portion of the fund balance to indicate that it is not appropriated for expenditure.
7200	D	<b>Post June 30, 1997, Cash Reserve (Designated for subsequent year expenditures).</b> The activities which segregate a portion of the fund balance to indicate that it is not appropriated for expenditure.

**Section 7: Object of Expenditure**

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The object of expenditure component is used to describe the service or commodity obtained as the result of a specific expenditure. There are seven major object categories, each of which is further subdivided. Following are definitions of the object classes and selected sub-object categories that should be used to help satisfy the State budgeting, accounting and reporting requirements:

<u>Code</u>	<u>Description</u>
<b>1XX</b>	<b>Personal Services - Salaries.</b> Amounts paid to both permanent and temporary school district employees, including personnel substituting for those in permanent positions. This includes gross salary for personal services rendered while on the payroll of the school district.
<b>110</b>	<b>Salaries of Regular Employees.</b> Full-time, part-time, and prorated portions of the costs for work performed by permanent employees of the school district. The key is <u>permanent</u> in nature. Personnel considered to be on the payroll and contracted for a “period of time”.
<b>111</b>	<b>Regular Salaries for Certified Personnel.</b> Amounts paid to personnel certified by the Wyoming Department of Education (WDE).
<b>112</b>	<b>Regular Salaries for Professional Non-Certified Personnel.</b> Amounts paid to professional personnel not required to be certified by WDE. This includes personnel directors, data service directors, business managers, supervisors, etc.
<b>113</b>	<b>Regular Salaries for Other Non-Certified Personnel.</b> Amounts paid to non-certified personnel not included in 112 above. This includes clerical, secretarial, custodians, aides, food service, bus drivers etc.
<b>120</b>	<b>Salaries of Temporary Employees.</b> Full-time, part-time, and prorated portions of the costs for work performed by employees of the school district who are hired on a temporary or substitute basis. Examples might include personnel substituting for a regular school employee or personnel employed during periods to accomplish a particular task such as vacations, maintenance crews, ticket sellers, or special bus driving trips.
<b>121</b>	<b>Temporary Salaries for Certified Personnel.</b> Amounts paid to personnel certified by the WDE.
<b>122</b>	<b>Temporary Salaries for Professional Non-Certified Personnel.</b> Amounts paid to professional personnel not required to be certified by WDE. This includes personnel directors, data service directors, business managers, supervisors, etc.

<b><u>Code</u></b>	<b><u>Description</u></b>
<b>123</b>	<b>Temporary Salaries for Other Non-Certified Personnel.</b> Amounts paid to non-certified personnel not included in 122 above. This includes clerical, secretarial, custodians, aides, food service, bus drivers, etc.
<b>130</b>	<b>Salaries for Overtime.</b> Amounts paid to employees of the school district in either temporary or permanent positions for work performed in addition to the normal work period for which the employee is compensated under regular salaries and temporary salaries above. The terms of such payment for overtime is provided by the Wyoming Department of Labor and Statistics.
<b>131</b>	<b>Overtime Salaries for Certified Personnel.</b> Amounts paid to personnel certified by WDE.
<b>132</b>	<b>Overtime Salaries for Professional Non-Certified Personnel.</b> Amounts paid to professional personnel not required to be certified by WDE. This includes personnel directors, data service directors, business managers, supervisors, etc.
<b>133</b>	<b>Overtime Salaries for Other Non-Certified Personnel.</b> Amounts paid to non-certified personnel not included in 132 above. This includes clerical, secretarial, custodians, aides, food service, bus drivers, etc.
<b>140</b>	<b>Salaries for Sabbatical Leave.</b> Amounts paid by the school district to employees on sabbatical leave.
<b>2XX</b>	<b>Personal Services - Employee Benefits.</b> Amounts paid by the school district on behalf of employees; these amounts are not included in the gross salary, but are in addition to that amount. Such payments are fringe benefit payments and, while not paid directly to employees, nevertheless are part of the cost of personal services.
<b>210</b>	<b>Social Security Contributions (FICA).</b> Employer's share of social security and Medicare paid by the school district. <u>Note</u> - school districts may desire to split this object into two separate codes for social security and Medicare. Such a split would facilitate the preparation of quarterly 941 E payroll reports and W-2's which require that these two components of the FICA taxes be reported separately.
<b>211</b>	<b>FICA Contributions for Certified Personnel.</b> Amounts paid on behalf of school district personnel certified by WDE.
<b>212</b>	<b>FICA Contributions for Professional Non-Certified Personnel.</b> Amounts paid on behalf of professional personnel not required to be certified by WDE. This includes personnel directors, data service directors, business managers, supervisors, etc.

<u>Code</u>	<u>Description</u>
213	<b>FICA Contributions for Other Non-Certified Personnel.</b> Amounts paid on behalf of non-certified personnel not included in 212 above. This includes clerical, secretarial, custodians, aides, food service, bus drivers, etc.
220	<b>Retirement Contributions.</b> Employer's share of the Wyoming Retirement System paid by the school district, including the amount paid for employees assigned to Federal programs.
221	<b>Retirement Contributions for Certified Personnel.</b> Amounts paid on behalf of personnel certified by WDE.
222	<b>Retirement Contributions for Professional Non-Certified Personnel.</b> Amounts paid on behalf of professional personnel not required to be certified by WDE. This includes personnel directors, data service directors, business managers, supervisors, etc.
223	<b>Retirement Contributions for Other Non-Certified Personnel.</b> Amounts paid on behalf of non-certified personnel not included in 222 above. This includes clerical, secretarial, custodians, aides, food service, bus drivers, etc.
230	<b>Group Insurance.</b> Employer's share of any insurance plan.
231	<b>Group Insurance for Certified Personnel.</b> Amounts paid on behalf of personnel certified by WDE.
232	<b>Group Insurance for Professional Non-Certified Personnel.</b> Amounts paid on behalf of professional personnel not required to be certified by WDE. This includes personnel directors, data service directors, business managers, supervisors, etc.
233	<b>Group Insurance for Other Non-Certified Personnel.</b> Amounts paid on behalf of non-certified personnel not included in 232 above. This includes clerical, secretarial, custodians, aides, food service, bus drivers, etc.
240	<b>Workmen's Compensation.</b> Amounts paid by the school district to provide workmen's compensation insurance for its employees.
241	<b>Workmen's Compensation for Certified Personnel.</b> Amounts paid on behalf of personnel certified by WDE.
242	<b>Workmen's Compensation for Professional Non-Certified Personnel.</b> Amounts paid on behalf of professional personnel not required to be certified by WDE. This includes personnel directors, data service directors, business managers, supervisors, etc.

<u>Code</u>	<u>Description</u>
243	<b>Workmen's Compensation for Other Non-Certified Personnel.</b> Amounts paid on behalf of non-certified personnel not included in 242 above. This includes clerical, secretarial, custodians, aides, food service, bus drivers, etc.
250	<b>Unemployment Compensation.</b> Amounts paid by the school district to provide unemployment compensation for its employees.
251	<b>Unemployment Compensation for Certified Personnel.</b> Amounts paid on behalf of personnel certified by WDE.
252	<b>Unemployment Compensation for Professional Non-Certified Personnel.</b> Amounts paid on behalf of professional personnel not required to be certified by WDE. This includes personnel directors, data service directors, business managers, supervisors, etc.
253	<b>Unemployment Compensation for Other Non-Certified Personnel.</b> Amounts paid on behalf of non-certified personnel not included in 252 above. This includes clerical, secretarial, custodians, aides, food service, bus drivers, etc.
260	<b>Tuition Reimbursement.</b> Amounts reimbursed by the school district to any employee qualifying for tuition reimbursement based upon the district's policy.
261	<b>Tuition Reimbursement for Certified Personnel.</b> Amounts paid to personnel certified by WDE.
262	<b>Tuition Reimbursement for Professional Non-Certified Personnel.</b> Amounts paid to professional personnel not required to be certified by WDE. This includes personnel directors, data service directors, business managers, supervisors, etc.
263	<b>Tuition Reimbursement for Other Non-Certified Personnel.</b> Amounts paid to non-certified personnel not included in 262 above. This includes clerical, secretarial, custodians, aides, food service, bus drivers, etc.
270	<b>Health Benefits.</b> Amounts paid by the school district to provide health benefits for its current employees not covered under group insurance or employees now retired for whom benefits are paid.
271	<b>Health Benefits for Certified Personnel.</b> Amounts paid to/on behalf of personnel certified by WDE.

<b><u>Code</u></b>	<b><u>Description</u></b>
<b>272</b>	<b>Health Benefits for Professional Non-Certified Personnel.</b> Amounts paid to/on behalf of professional personnel not required to be certified by WDE. This includes personnel directors, data service directors, business managers, supervisors, etc.
<b>273</b>	<b>Health Benefits for Other Non-Certified Personnel.</b> Amounts paid to/on behalf of non-certified personnel not included in 272 above. This includes clerical, secretarial, custodians, aides, food service, bus drivers, etc.
<b>290</b>	<b>Other Employee Benefits.</b> Employee benefits other than those classified above. School districts may establish sub-codes for various accrued amounts, such as "unused sick leave".
<b>291</b>	<b>Other Benefits for Certified Personnel.</b> Amounts paid to/on behalf of personnel certified by WDE.
<b>292</b>	<b>Other Benefits for Professional Non-Certified Personnel.</b> Amounts paid to/on behalf of professional personnel not required to be certified by WDE. This includes personnel directors, data service directors, business managers, supervisors, etc.
<b>293</b>	<b>Other Benefits for Other Non-Certified Personnel.</b> Amounts paid to/on behalf of non-certified personnel not included in 292 above. This includes clerical, secretarial, custodians, aides, food service, bus drivers, etc.
<b>3XX</b>	<b>Purchased Services.</b> Amounts paid for personal services rendered by personnel <u>who are not on the payroll</u> of the school district and other services which the district may purchase. While a product may or may not result from the transaction, the primary reason for the purchase is the service provided in order to obtain the desired results.
<b>310</b>	<b>Purchased Professional and Technical Services.</b> Services which by their nature can be performed only by persons or firms with specialized skills and knowledge. While a product may or may not result from the transaction, the primary reason for the purchase is the service provided. Included are the services of architects, engineers, auditors, dentists, medical doctors, lawyers, consultants, teachers, accountants, etc. It is recommended that a separate account be established for each type of service provided to the school district.
<b>311</b>	<b>Instruction Services.</b> <u>Non-payroll</u> services performed by qualified persons directly engaged in providing learning experiences for students. Included are the services of teachers and paraprofessional personnel of "Performance Contract" activities.

<u>Code</u>	<u>Description</u>
312	<b>Instructional Program Improvement Services.</b> Services performed by persons qualified to assist teachers and supervisors to enhance the quality of the teaching process. This category includes curriculum consultants, in-service training specialists, etc., <u>who are not on the district payroll.</u>
313	<b>Staff Services.</b> Services performed by qualified personnel to assist in employing and assigning staff. This category includes specialists in personnel counseling and guidance, <u>who are not on the district payroll.</u>
314	<b>Management Services.</b> Services performed by persons qualified to assist management either in the broad policy area or in the general operation of the school district. This category includes consultants, individually or as a team, to assist the chief executive in conference or through systematic studies.
315	<b>Data Processing Services.</b> Services performed by persons, organizations, or another agency qualified to process data. This category includes those data processing services purchased from another agency or concern or specialists who are contracted to perform a special task.
316	<b>Statistical Services.</b> Services performed by persons or an organization qualified to assist in handling statistics. This category includes special services for analysis, tabulations, or similar work.
317	<b>Board of Education Services.</b> Services performed by qualified persons to assist the Board of Trustees in its particular affairs. This category includes those specialized services of legal counsel, counseling the body in employing a chief executive officer, counsel on tax policy, etc.
319	<b>Other Professional and Technical Services.</b> Services which are professional and technical in nature which have not been classified above. Examples would be legal fees, accounting fees, auditing fees, etc.
320	<b>Purchased Property Services.</b> Services purchased to operate, repair, maintain, and rent property owned or used by the school district. These services are performed by persons other than school district employees. While a product may or may not result from the transaction, the primary reason for the purchase is the service provided.
322	<b>Cleaning Services.</b> Services performed by individuals or organizations <u>who are not on the district payroll,</u> but operate under an agreement to perform housekeeping, custodial and general maintenance for school facilities.
323	<b>Repairs and Maintenance Services.</b> Expenditures for repairs and maintenance services not provided directly by school district personnel. This includes contracts and agreements covering the upkeep of grounds, buildings, and

<u>Code</u>	<u>Description</u>
	equipment (e.g., electrical, plumbing, thermostat control, master clock services). Costs of new construction, renovating and remodeling are not included here, but are considered under object category 500 - Capital Outlay. The replacement of any instructional or non-instructional equipment would be charged to object category 540 - Equipment.
325	<b>Rentals.</b> Expenditures for leasing or renting land, buildings, and equipment for both temporary and long range use of the school district. This includes vehicle (not school buses) rental when operated by school district personnel, lease of data processing equipment, and similar rental agreements.
329	<b>Other Property Services.</b> Purchased property services which are not classified above.
330	<b>Transportation Services.</b> Expenditures to persons or agencies for the purpose of transporting students to and from school, payments to reimburse for travel expenses, allowances for isolation expenses and insurance premiums for school district owned vehicles.
331	<b>Student Transportation.</b> Expenditures to persons or agencies for the purpose of transporting children to and from school. Private school bus contracts to individuals or agencies would be recorded to this object category. Salaries of school bus drivers employed by the district and carried on the district payroll would be charged to object category 100. School bus routes which are under private contract to provide student transportation would be charged to this object. The district purchase of gasoline, oil, parts and supplies for vehicles would be charged to object 400 - Supplies and Materials.
332	<b>Travel.</b> Costs for transportation, meals, lodging, and other expenses associated with traveling on school business for the district. Payments for per diem in lieu of reimbursements for subsistence also are charged here. Approved expenses for field trips, travel to student activities and athletic events should also be recorded to this object category.
333	<b>Isolation.</b> Payment to individuals to provide transportation or maintenance for isolated elementary or secondary students residing within the district. All applicable expenditures for isolation should be recorded to this object category.
340	<b>Communications.</b> Services provided by persons or businesses to assist in transmitting and receiving messages or information. This category includes telephone and telegraph services as well as postage machine rental and postage.
341	<b>Internet Services.</b> Expenditures to providers for Internet connection services.

<b><u>Code</u></b>	<b><u>Description</u></b>
<b>350</b>	<b>Advertising.</b> Expenditures for announcements in professional publications, newspapers or broadcasts over radio and television. These expenditures include advertising for such purposes as personnel recruitment, legal ads, new and used equipment, and sale of property.
<b>360</b>	<b>Printing and Binding.</b> Expenditures for job printing and binding, usually according to specifications of the school district. This includes designing and printing forms and posters as well as printing and binding district publications. Preprinted standard forms are not charged here but are recorded under object 410 - Supplies. Expenditures for binding used textbooks would be charged to 420 - Textbooks.
<b>37X</b>	<b>Tuition.</b>
<b>371</b>	<b>In-State Tuition.</b> Expenditures to reimburse other school districts and other providers for services rendered to students residing within the legal boundaries described for the paying school district. This includes payments to any school district or institution in-state that provides educational services for the district.
<b>372</b>	<b>Out-of-State Tuition.</b> Expenditures to reimburse other school districts and other providers for services rendered to students residing within the legal boundaries described for the paying school district. This includes payments to any school district or institution out-of-state that provides educational services for the district.
<b>373</b>	<b>On-line Tuition.</b> Expenditures for reimbursement of on-line instructional services, whether in-state or out-of-state, rendered to students residing within the legal boundaries described for the paying school district.
<b>38X</b>	<b>Insurance (other than employee benefits).</b> Expenditures for all types of insurance coverage. Insurance for group health is not charged here but is recorded under object 200.
<b>381</b>	<b>Property Insurance.</b> Expenditures for premiums to insure the district against the loss or damage of school facilities and equipment, theft of equipment and losses due to boiler failure.
<b>382</b>	<b>Vehicle Insurance.</b> Premium payments to insure the school system against loss or damage to school district owned vehicles.
<b>383</b>	<b>Liability Insurance.</b> Expenditures for premiums to insure the school district against damage or injury that may occur to students or adults while on school property.

<b><u>Code</u></b>	<b><u>Description</u></b>
<b>384</b>	<b>Fidelity Bond Premiums.</b> Expenditures for fidelity bond premiums to insure employees identified by the Board of Trustees.
<b>385</b>	<b>Student Accident Insurance.</b> Expenditures for premiums paid by the school district for student accident insurance. This will include Wyoming High School Activities Association catastrophic insurance premiums and premiums paid by the district to a student accident insurance carrier.
<b>390</b>	<b>Assessment Services.</b> All testing expenditures and associated costs. Costs may include assessment instruments, either purchased off the shelf or developed specifically for the district; associated training; and costs incurred for scoring and evaluating data from the test results.
<b>392</b>	<b>Driver Physical Exams.</b> Expenditures paid to drivers or medical associations for Wyoming Department of Transportation physical exams.
<b>4XX</b>	<b>Supplies and Materials.</b> Material items of an expendable nature that may be consumed, worn out or deteriorate with use, or items that lose their identity through fabrication or incorporation into different or more complex units or substances.
<b>410</b>	<p><b>Supplies.</b> Expenditures for all supplies for the operation of the programs of the school district, including freight and cartage. A supply item is an article or material which meets any <u>one</u> of the following conditions:</p> <ol style="list-style-type: none"> <li>a. It is consumed in use.</li> <li>b. It loses its original shape or appearance with use.</li> <li>c. It is expendable.</li> <li>d. It is an inexpensive item, having characteristics of equipment whose small unit cost makes it inadvisable to capitalize the item.</li> <li>e. It loses its identity through incorporation into a different or more complex unit of substance.</li> </ol>
<b>411</b>	<b>Computer Software.</b> Expenditures or software to operate computers and programs for instruction and office use. This category includes licensing fees for software.
<b>412</b>	<b>Computer Supplies.</b> Expenditures for supplies used to support the implementation and use of technology. Examples include: inexpensive furniture, diskettes, connectors, tools etc.
<b>413</b>	<b>Wiring for Technology.</b> <i>Moved to 543.</i>
<b>420</b>	<b>Textbooks.</b> Expenditures for prescribed books which are purchased for students or groups of students, and resold or furnished free to them. This category

<u>Code</u>	<u>Description</u>
	includes the costs of textbook binding or repairs to books. Workbooks and textbooks, hard-backed or paperbacked, purchased as basic, supplemental or enrichment for a subject matter area should be charged to this object category.
<b>430</b>	<b>Library Books.</b> Expenditures for regular or incidental purchases of library books available for general use by students, including any reference books. Also recorded here are binding or other repairs costs to school library books. Reference books, fiction and non-fiction books purchased for “classroom libraries” should be charged to this object category. The initial purchase of books for a new school library or any material accessions involving an expansion of a library should be recorded under object 560 – Library Books.
<b>440</b>	<b>Periodicals.</b> Expenditures for periodicals and newspapers for general use by the school library. A periodical is any publication appearing at regular intervals of less than a year and continuing for an indefinite period.
<b>450</b>	<b>Energy.</b> Expenditures for energy including electricity, gas, oil, coal, gasoline, and services received from public or private utility companies.
<b>451</b>	<b>Natural Gas.</b>
<b>452</b>	<b>Electricity.</b>
<b>453</b>	<b>Fuel Oil.</b>
<b>454</b>	<b>Gasoline.</b>
<b>455</b>	<b>Coal.</b>
<b>456</b>	<b>Propane.</b>
<b>457</b>	<b>Water.</b>
<b>458</b>	<b>Sewer.</b>
<b>459</b>	<b>Garbage Collection.</b>
<b>460</b>	<b>Direct Food Cost.</b> Expenditures for food and beverages served to students and adults through the school food service. This includes lunch, breakfast, milk, special functions, food service vending and a la carte items. Do not include the value of USDA donated commodities.
<b>461</b>	<b>Non-allowable Food Cost.</b> Non-allowable expenditures for food and beverages served to students through the school food service. This includes lunch, breakfast, milk special functions, food service vending, and a la carte

<b><u>Code</u></b>	<b><u>Description</u></b>
	items. Do not include the value of USDA donated commodities. <i>This object is for use only in the general fund.</i>
<b>470</b>	<b>USDA Commodities.</b> Expenditures for the warehousing and delivery of USDA commodities, paid to WDE.
<b>480</b>	<b>Fair-Market Value of Commodities.</b> Expenditures which result from recognizing the USDA value (fair-market value) of commodities received from the Federal government which are to be utilized in the USDA meal programs.
<b>490</b>	<b>Other Supplies and Materials.</b> Expenditures for all other supplies and materials not included above.
<b>5XX</b>	<b>Capital Outlay.</b> Expenditures for the acquisition of fixed assets or additions to fixed assets. These expenditures may be for land or existing buildings, additions to buildings, remodeling of buildings, initial equipment, additional equipment, and replacement of equipment.
<b>510</b>	<b>Land.</b> Expenditures for the purchase of land. Should not be used with function code 3470.
<b>520</b>	<b>Buildings.</b> Expenditures for acquiring buildings and additions, either existing or to be constructed. Included are expenditures for installment or lease purchase payments (except for the interest portion of the payment) which have a termination date and result in the acquisition of buildings. Expenditures for major permanent structural alterations and the initial or additional installation of heating and ventilating systems, electrical systems, plumbing systems, fire protection systems, and etc. are included in this object category.
<b>530</b>	<b>Improvements Other Than Buildings.</b> Expenditures for the initial and additional improvement of sites and adjacent ways after acquisition by the school district, consisting of shrubs and trees; constructing new sidewalks, roadways, retaining walls, sewers and storm drains; installing hydrants; initial surfacing and soil treatment of athletic fields and tennis courts; furnishing and installing for the first time, fixed playground apparatus, flagpoles, gateways, fences, and underground storage tanks which are not parts of building service systems; and demolition work. Special assessments against the school district for capital improvements such as streets, curbs, and drains are also recorded here.
<b>540</b>	<b>Equipment and Machinery.</b> Expenditures for the initial, additional and the replacement of equipment. Equipment is generally accepted as hardware type items which have a serviceable life of more than one year. An equipment item is a material unit which meets <u>all</u> of the following conditions:

<u>Code</u>	<u>Description</u>
	<ul style="list-style-type: none"> <li>a. It retains its original shape and appearance with use.</li> <li>b. It is nonexpendable; that is, if the article is damaged or some of its parts are lost or worn out, it is usually more feasible to repair it rather than replace it with an entirely new unit.</li> <li>c. It represents an investment of money which makes it reasonable and advisable to capitalize the item.</li> <li>d. It does not lose its identity through incorporation into a different or more complex unit of substance.</li> </ul>
<b>541</b>	<b>Computer Equipment for Students.</b> Expenditures for the initial, additional, and replacement of computer hardware primarily for the use of students.
<b>542</b>	<b>Computer Equipment for Staff.</b> Expenditures for the initial, additional, and replacement of computer hardware primarily for the use of staff.
<b>543</b>	<b>Wiring for Technology.</b> Expenditures for wire, cable, fiber optic lines to convey data in a network
<b>550</b>	<b>Vehicles.</b> Expenditures for the purchase of motor vehicles to transport students, adults and other objects. Vehicle replacements are also charged to this object category.
<b>551</b>	<b>Leased Vehicles.</b> Expenditures for the lease of motor vehicles to transport students, adults and other objects. Use to record current year lease payments only.
<b>560</b>	<b>Library Books.</b> Expenditures for the <u>initial purchase</u> of library reference books and fiction and nonfiction books for a newly constructed facility.
<b>570</b>	<p><b>Depreciation.</b> The portion of the cost of a fixed asset which is charged as an expense during a particular period. In accounting for depreciation, the cost of a fixed asset, less any salvage value, is apportioned over the estimated service life of such an asset, and each period is charged with a portion of such cost. Through this process, the cost of the asset is ultimately charged off as an expense.</p> <p>In accordance with GAAP, using depreciation is required in proprietary and internal service funds only. Computing depreciation is optional in the general fixed asset account group, but it would not be recorded there as an expense.</p>
<b>6XX</b>	<b>Other Objects.</b> Amounts paid for goods and services not otherwise classified above. This includes expenditures for the payment of interest on debt, payment of judgements, and the payment of dues and fees.
<b>620</b>	<b>Interest on Bonds.</b> Expenditures from current funds for interest on bonds.

<u>Code</u>	<u>Description</u>
630	<b>Interest Other.</b> Expenditures from current funds for interest on debt other than bonds.
640	<b>Dues and Fees.</b> Expenditures or assessments for membership in professional or other organizations or associations. For example, membership fees for the State or National School Board Association.
650	<b>Judgments Against the School District.</b> Expenditures for all judgments against the school district that are not covered by liability insurance, but are of a type that might have been covered by insurance. Only amounts paid as the result of court decisions are recorded here. Judgments against the school district resulting from failure to pay bills or debt service are recorded under the appropriate object category as though the bills or debt service had been paid when due.
660	<b>Indirect Costs.</b> Expenditures charged against Federal funds as per an approved indirect cost rate.
7XX	<b>Other Uses of Funds.</b> This series of codes is used to classify transactions which are not properly recorded as expenditures to the district but require budgetary or accounting control.
710	<b>Redemption of Principal on Bonds.</b> Expenditures which are from current funds to retire bonds.
72X	<b>Fund Transfers.</b> Includes all transactions conveying money from one fund to another without recourse. Generally, this takes the form of a transfer from the General Fund to some other fund.
	<i>Note: Object Codes 721-729 should only be used with function code 6200.</i>
721	<b>Transfers to the General Fund.</b> Expenditures unconditionally to the General Fund of the school district without the expectation of repayment.
722	<b>Transfers to Special Revenue Funds.</b> Expenditures unconditionally to a Special Revenue Fund of the school district without the expectation of repayment.
723	<b>Transfers to Capital Project Funds.</b> Expenditures unconditionally to a Capital Project Fund of the school district without the expectation of repayment.
724	<b>Transfers to Debt Service Funds.</b> Expenditures unconditionally to a Debt Service Fund of the school district without the expectation of repayment.

<u>Code</u>	<u>Description</u>
725	<b>Transfers to Enterprise Funds.</b> Expenditures unconditionally to an Enterprise Fund of the school district without the expectation of repayment.
726	<b>Transfers to Internal Service Funds.</b> Expenditures unconditionally to an Internal Service Fund of the school district without the expectation of repayment.
727	<b>Transfers to Trust Funds.</b> Expenditures unconditionally to a Trust Fund of the school district without the expectation of repayment.
728	<b>Transfers to Agency Funds.</b> Expenditures unconditionally to an Agency Fund of the school district without the expectation of repayment.
729	<b>Transfers to Any Other Fund.</b> Expenditures unconditionally to any fund of the school district not classified above without the expectation of repayment.
730	<b>Payments to Escrow Agents.</b> Transfers to escrow agents of funds derived from the proceeds of refunding bond issues.
740	<b>Redemption of Principal Other.</b> Expenditures which are from current funds to retire debt other than bonds.
790	<b>Miscellaneous Objects.</b> Expenditures that cannot be classified in any of the preceding object categories.

**Section 8: Subject Matter Classification**

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## Subject Matter Classification

The subject matter component describes a group of related subjects. It is offered to permit the accumulation of costs of providing instruction in particular subject areas. The classifications used here are consistent with the first two digits of the subject matter classification in *Standard Terminology for Curriculum and Instruction in Local and State School Systems* (Handbook VI), published by the U.S. Department of Education.

The school district may choose to add more categories to this list and increase the number of digits in the code to allow greater detail of classification.

<u>Code</u>	<u>Description</u>
<b>001</b>	<b>Agriculture.</b> Activities concerned with preparing for or upgrading in occupations requiring knowledge and skills in agricultural subjects. The instruction emphasizes the functions of agricultural production, agricultural supplies, agricultural mechanization, agricultural products (processing), ornamental horticulture, forestry, agricultural resources, and the services related thereto. The instruction is designed to provide opportunities for students to prepare for or improve their competency in agricultural occupations. An agricultural occupation may include one or any combination of the functions mentioned.
<b>002</b>	<b>Art.</b> Activities involving primarily visual, tactile and kinesthetic expression. Included in art instruction are the two-dimensional forms such as drawing, painting, or printmaking; the three-dimensional forms such as sculpture or pottery; other spatial concepts such as architecture and design for the performing arts; and the history and theory of art. Emphasis is placed upon the esthetic and creative factors of visual forms.
<b>003</b>	<b>Business.</b> Activities designed to develop in students the attitudes, knowledge, skills, and understanding concerned with business principles and practices. These could be used in personal life, in the business world, or both. Business also includes a wide variety of aspects of general education (e.g., subject matter from other areas such as English (language arts), social sciences/social studies, and mathematics).
<b>004</b>	<b>Marketing Education.</b> Activities concerned with directing the flow of goods and services, including their appropriate utilization, from the producer to the consumer. These activities include selling and such sales-supporting functions as buying, transporting, storing, promoting, financing, marketing research and management.
<b>005</b>	<b>English Language Arts.</b> Activities concerned with developing: a) an understanding of the language system; b) proficiency and control in the use of the English language; c) appreciation of a variety of literary forms; d)

<u>Code</u>	<u>Description</u>
	understanding and appreciation of various aspects of past and present cultures as expressed in literature; and e) interests which will motivate lifelong learning.
006	<b>Foreign Language.</b> Includes the body of subject matter in this area that is comprised of a variety of foreign languages, including English as a foreign language. Classified under this heading are the various classical and modern foreign languages.
007	<b>Health Occupations Education.</b> Activities designed to impart knowledge and develop understanding and skills required to support the health professions. Instruction is organized to prepare students for occupational objectives concerned with assisting qualified personnel in providing diagnostic, therapeutic, preventive, restorative, and rehabilitative services to people. Instruction also includes understanding and skills essential to provide care and health services to patients.
008	<b>Health and Safety in Daily Living, Physical Education, and Recreation.</b> Includes the body of related subject matter and activities in health and safety in daily living, physical education, and recreation. These areas are organized for carrying on learning experiences concerned with developing: a) knowledge, attitudes, appreciation, and conduct essential to individual and group health; b) awareness of, concern for, and knowledge, skills, and judgment necessary for practicing and promoting personal and public safety in the home, at school, on the job, and in traffic; and c) physical and mental growth and fitness through activities designed to improve the muscles, motor skills, attitudes and habits of conduct of individuals and groups.
009	<b>Home Economics.</b> Activities organized to enable students to acquire knowledge and develop understanding, attitudes, and skills relevant to: a) personal, home, and family life; and b) occupational preparation using the knowledge and skills of home economics. The subject matter of home economics includes, in addition to that which is unique to the area, concepts drawn from the natural and social sciences and the humanities.
010	<b>Industrial Arts.</b> Activities organized to develop understanding about the technical, consumer, occupational, recreational, organizational, managerial, social, historical, and cultural aspects of industry and technology. Learning experiences involve activities such as experimenting, designing, constructing, evaluating, and using tools, machines, materials, and processes that provide opportunities for creativity and problem solving.
011	<b>Mathematics.</b> Activities concerned with the science of relations existing between quantities (magnitude) and operations, and with the science of methods used for deducing from other quantities, known or supposed, the quantities sought.

<u>Code</u>	<u>Description</u>
012	<b>Music.</b> Includes the fine art that utilizes sounds in time in a meaningful and organized manner. Subject matter and activities in music are designed to impart the skills and knowledge necessary for understanding, appreciating, creating, performing, and enjoying music
013	<b>Natural Sciences.</b> Activities concerned with knowledge of the physical and biological world, and of the processes of discovering and validating this knowledge.
014	<b>Office Occupations.</b> Activities organized into programs of instruction to provide opportunities for students to prepare for and achieve career objectives in selected office occupations. In the instructional process, various aspects of subject matter frequently are drawn from other subject matter areas. Learning experiences are designed to lead to individual employment, advancement, or both, in occupations in public or private enterprises or organizations related to the facilitating function of the office. "Facilitating function", as used here refers to the expediting role played by office occupations as the connecting link between the production and distribution activities of an organization. Included is a variety of activities, such as recording and retrieving data, supervising and coordinating office activities, communicating internally and externally, and reporting information.
015	<b>Social Sciences.</b> Comprised of interrelated subject matter organized to impart knowledge, develop skills, and identify goals concerning elements and institutions of human society. This learning occurs through the disciplines of history, economics, political science, sociology, anthropology, psychology, geography and philosophy.
016	<b>Technical Education.</b> Concerned with that body of knowledge organized in a planned sequence of classroom and laboratory experiences, usually at the postsecondary level, to prepare students for a cluster of job opportunities in a specialized field of technology. The program of instruction normally includes the study of the underlying sciences and supporting mathematics inherent in a technology, as well as methods, skills, materials, and processes commonly used and services performed in the technology. A planned sequence of study and extensive knowledge in a field of specialization is required in technical education, including competency in the basic communication skills and related general education. Technical education prepares for the occupational area between the skilled craftsman and the professional person.
017	<b>Trades and Industrial Occupations.</b> Comprises the branch of vocational education which is concerned with preparing persons for initial employment, or for upgrading or retaining workers in a wide range of trade and industrial occupations. Such occupations are skilled or semi-skilled and are concerned with layout designing, producing, processing, assembling, testing, maintaining,

<u>Code</u>	<u>Description</u>
	servicing, or repairing any product or commodity. Instruction is provided: a) in basic manipulative skills, safety judgment, and related occupational information in mathematics, drafting, and science required to perform successfully in the occupation; and b) through a combination of shop or laboratory experiences simulating those found in industry and classroom learning. Included is instruction for apprentice occupations or for journeymen already engaged in a trade or industrial occupation. Also included is training for service and certain semi-professional occupations considered to be trade and industrial in nature
<b>018</b>	<b>General Elementary/Secondary Education.</b> Refers to instruction which takes place in a self-contained class. Learning experiences are concerned with the knowledge, skills, appreciation, attitudes, and behavioral characteristics considered to be needed by all students for the broad educational outcomes they should achieve to the limits of their capacities during the elementary and secondary school years.
<b>019</b>	<b>Differentiated Curriculum for Students with Disabilities.</b> For students whose disabilities are of such a nature and degree as to interfere with intellectual development and learning under regular class methods. These students, therefore, require differentiated curriculum for some part, and, frequently, for all of their education.
<b>020</b>	<b>Co-curricular Activities.</b> Comprised of the group of school-sponsored activities under the guidance of qualified adults. These activities are designed to provide opportunities for students to participate in such experiences on an individual basis, in small groups, or in large groups; at school events, public events, or a combination of these; for purposes such as motivation, enjoyment, and improvement of skills. In practice, participation usually is not required and credit usually is not given. When participation is required or credit is given, the activity generally is considered to be a course.
<b>021</b>	<b>Safety and Driver Education.</b> Activities in safety and driver education are organized to develop the ability to operate a motor vehicle and to respond appropriately when driving or walking in traffic. Subject matter and activities in safety education are primarily concerned with enhancing personal characteristics and values involved in preventing accidents and saving lives.
<b>022</b>	<b>Junior ROTC.</b> Activities organized into programs of instruction to provide opportunities for students to prepare for and achieve career objectives in selected branches of the military service. In the instructional process, various aspects of subject matter frequently are drawn from other subject matter areas.

## Operational Unit

The operational unit component has several common usages in school districts: a) to identify attendance centers; b) to designate a budgetary unit or cost center; c) to segregate costs by building structure; and d) to locate payroll check distribution.

These usages sometimes coincide, but more often conflict with each other. For example, the first two coding systems are most frequently used to financially manage the school district. However, it is possible to have more than one attendance center within a budgetary unit, or vice versa. Hence, a classification designed for financial management often represents a combination of the two uses. This combined classification may conflict, however, with the maintenance department's requirement to capture the costs associated with operating and maintaining the various physical structures.

Therefore, a school district wishing to use this component must first have its objectives clearly in mind; then design the actual classifications. If too many conflicting objectives exist, it may be necessary to create two components in the school district's chart of accounts to accommodate these needs.

The operational unit component is needed only at the local level. There is no State requirement to utilize this component. Should the district wish to use this component, the following simplified examples may be useful in customizing the district's coding system for this component.

- **Example A (Budgetary Units)**

- 01 Purchasing Department
- 02 Principal's Office
- 03 Health Department
- 04 Custodial Office
- 05 John Doe Elementary
- 06 Jane Doe School
- 07 Wyoming High School

- **Example B (Physical Facilities)**

- 01 Central Administrative Office
- 02 District Warehouse
- 03 District Bus Garage
- 11 Adams Elementary School
- 21 Churchville Middle School
- 31 York High School
- 32 Lincoln Vocation - Technical School

**Code****Description****• Example C (Combination of Examples A and B)**

04	Central Administrative Office - Purchasing Office
12	Adams Elementary School - Principal's Office
23	Churchville Middle School - Health Department
34	York High School - Custodial Office

**Section 9: Balance Sheet Accounts****Contents of this Section**

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## Assets and Other Debits

Assets and other debits include what is owned and what is not owned (as of the date of the balance sheet) but is expected to become fully owned at some future date. Also included are other budgeting and offsetting accounts which normally have debit balances.

### Current Assets

Current assets are Cash or anything that can be readily converted into cash.

<u>Code</u>	<u>Description</u>
11010	<b>Cash in Bank.</b> All funds on deposit with a bank or savings and loan institution. The account may be either interest bearing or non-interest bearing.
11020	<b>Cash on Hand.</b> Currency, coins, checks, postal and express money orders and banker's drafts on hand.
11030	<b>Petty Cash.</b> A sum of money set aside for the purpose of paying small obligations for which the issuance of a formal voucher and check would be too expensive and time-consuming.
11040	<b>Change Cash.</b> A sum of money set aside to provide change.
11050	<b>Cash with Fiscal Agents.</b> Deposits with fiscal agents, such as commercial banks, for paying matured bonds and interest.
11110	<b>Investments.</b> Securities and real estate held for producing income in the form of interest, dividends, and rentals or lease payments. The account does not include fixed assets used in school district operations. Separate accounts for each category of investments may be maintained to provide the district with greater detail and added accountability.
11120	<b>Unamortized Premiums on Investments.</b> The excess of the amount paid for securities over the face value, which has not yet been amortized. Use of this account is restricted to long-term investments.
11130	<b>Unamortized Discounts on Investments (Credit).</b> The excess of the face value of securities over the amount paid for them, which has not yet been written off. Use of this account is normally restricted to long-term investments.
11140	<b>Interest Receivable on Investments.</b> The amount of interest receivable on investments, excluding interest purchased. Interest purchased should be shown in a separate account.

<u>Code</u>	<u>Description</u>
11150	<b>Accrued Interest on Investments Purchased.</b> Interest accrued on investments between the last interest payment date and date of purchase. The account is carried as an asset until the first interest payment date after date of purchase. Upon receipt and deposit of the cash, an entry is made debiting the account Cash in Bank, and crediting the Accrued Interest on Investments Purchased account for the amount of interest purchased and an Interest Earning revenue account (81510) for the balance.
12210	<b>Taxes Receivable.</b> The uncollected portion of taxes which the school district has levied and which has become due, including any interest or penalties, which may be accrued. Separate accounts may be maintained on the basis of tax roll year, current and delinquent taxes, or both.
12220	<b>Estimated Uncollectible Taxes (credit).</b> That portion of taxes receivable that is estimated will not be collected. The account is shown on the balance sheet as a deduction from the Taxes Receivable account in order to arrive at the net taxes receivable. Separate accounts may be maintained on the basis of tax roll year, delinquent taxes, or both.
12310	<b>Interfund Loans Receivable.</b> An asset account used to record a loan by one fund to another fund in the same school district. It is recommended that separate accounts be maintained for each interfund receivable loan.
12320	<b>Interfund Accounts Receivable.</b> An asset account used to indicate amounts owed to a particular fund by another fund in the same school district for goods sold or services rendered. It is recommended that separate accounts be maintained for each interfund receivable.
12410	<b>Intergovernmental Accounts Receivable.</b> Amounts due to the school district from another governmental unit. These amounts may represent grants-in-aid, shared taxes, taxes collected for the school district by the County, loans and charges for services rendered by the school district for another government. It is recommended that separate accounts be maintained for each interagency receivable.
12530	<b>Other Accounts Receivable.</b> Amounts owing on open accounts from private persons, firms, or corporations for goods and services furnished by the school district; but not including amounts due from other funds or from other governmental units.
12540	<b>Estimated Uncollectible Accounts Receivable (credit).</b> A provision for that portion of accounts receivable which is estimated will not be collected. The account is shown on the balance sheet as a deduction from the Other Accounts Receivable account.

<u>Code</u>	<u>Description</u>
12610	<b>Bond Proceeds Receivable.</b> An account used to designate the amount receivable upon sale of bonds.
13710	<b>Inventories for Consumption.</b> The cost of supplies and equipment on hand not yet distributed to requisitioning units.
13720	<b>Inventories for Resale.</b> The value of goods held by the school district for resale rather than for use in its own operations.
14810	<b>Prepaid Expenses.</b> Expenses paid for benefits not yet received. Prepaid expenses differ from deferred charges in that they are spread over a shorter period of time than deferred charges and are regularly recurring costs of operation. Examples of prepaid expenses are prepaid rent, prepaid interest and unexpired insurance premiums. An example of a deferred charge is unamortized discounts on bonds sold.
14910	<b>Deposits.</b> Funds deposited by the school district as prerequisite to receiving services, goods, or both.
14990	<b>Other Current Assets.</b> Current assets not provided for elsewhere.

### Capital Assets (fixed assets)

Capital assets are assets which the school district intends to hold or continue in use over a long period of time. Capital Assets are accounted for in the General Capital Asset Account Group (8).

<u>Code</u>	<u>Description</u>
15110	<b>Sites.</b> A fixed asset account which reflects the acquisition value of land owned by the school district. If land is purchased, this account includes the purchase price and costs such as legal fees, filling and excavation costs and other associated improvement costs incurred to put the land in condition for its intended use. If land is acquired by gift, the account reflects its appraised value at the time of acquisition.
15210	<b>Site Improvements.</b> A fixed asset account which reflects the acquisition value of permanent improvements, other than buildings, which add value to land. Examples of such improvements are fences, retaining walls, sidewalks, pavements, gutters, tunnels and bridges. If the improvements are purchased or constructed, this account contains the purchase or contract price. If improvements are obtained by gift, it reflects the appraised value at the time of acquisition.

<u>Code</u>	<u>Description</u>
15220	<b>Accumulated Depreciation on Site Improvements.</b> Accumulated amounts for depreciation of land improvements. The recording of depreciation is optional in the general fixed asset account group, but required for enterprise and internal service funds.
15310	<b>Buildings and Building Improvements.</b> A fixed asset account which reflects the acquisition value of permanent structures used to house persons and property owned by the school district. If buildings are purchased or constructed, this account includes the purchase or contract price of all permanent buildings and the fixtures attached to and forming a permanent part of such buildings. This account includes all building improvements. If buildings are acquired by gift, the account reflects their appraised value at the time of acquisition.
15320	<b>Accumulated Depreciation on Buildings and Building Improvements.</b> Accumulated amounts for depreciation of buildings and building improvements. The recording of depreciation is optional in the general fixed asset account group, but is required for enterprise and internal service funds.
15410	<b>Machinery and Equipment.</b> Tangible property of a more or less permanent nature, other than land, buildings, or improvements thereto, which is useful in carrying on operations. Examples are machinery, tools, trucks, cars, buses, furniture and furnishings.
15420	<b>Accumulated Depreciation on Machinery and Equipment.</b> Accumulated amounts for depreciation of machinery and equipment. The recording of depreciation is optional in the general fixed asset account group, but is required in enterprise and internal service funds.
15510	<b>Construction in Progress.</b> The cost of construction work undertaken but not yet completed.

### Budgeting Accounts and Other Debits

Budgeting accounts and other debits are budgeted and actual amounts for revenues as well as offsetting accounts which normally have debit balances.

<u>Code</u>	<u>Description</u>
16010	<b>Estimated Revenues (budget account).</b> The amount of revenues estimated to be received or to become receivable during the fiscal period. At the end of the fiscal period, the account is closed out and does not appear in the balance sheet. This account would appear in interim financial statements.
16020	<b>Revenues.</b> The total of all revenues realized during a period. This represents the increase in fund balance during a designated period of time. The account

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<u>Code</u>	<u>Description</u>
	appears only in a balance sheet prepared during the fiscal period. At the end of the fiscal period, the account is closed out and does not appear in the balance sheet.
16030	<b>Amount Available in Debt Service Funds.</b> An account in the General Long-Term Debt Account Group which designates the amount of fund balance available in the Debt Service Fund for the retirement of long-term debt.
16040	<b>Amount To Be Provided for Retirement of General Long-Term Debt.</b> An account in the General Long-Term Debt Account Group which designates the amount to be provided from taxes or other revenue to retire long-term debt.

## **Liabilities, Reserves and Fund Balance**

Liabilities, reserves and fund balance are school district debts plus items which are not debts but which may become debts at some future time. Also included are other budgeting accounts which normally appear only on the interim financial statements.

*Note: School District bond issues are accounted for by the County Treasurer per W.S. 21-13-715.*

### **Current Liabilities**

Current liabilities are debts the school district expects to pay within a short period of time, usually within a year or less.

<b><u>Code</u></b>	<b><u>Description</u></b>
24010	<b>Interfund Loans Payable.</b> A liability account used to record a debt owed by one fund to another fund in the same school district. It is recommended that separate accounts be maintained for each interfund loan.
24020	<b>Interfund Accounts Payable.</b> A liability account used to indicate amounts owned by a particular fund to another fund in the same school district for goods and services rendered. It is recommended that separate accounts be maintained for each interfund payable.
24110	<b>Intergovernmental Accounts Payable.</b> Amounts owed by the school district to another governmental unit. It is recommended that separate accounts be maintained for each interagency payable.
24210	<b>Accounts Payable.</b> Liabilities on open accounts owing to private persons, firms or corporations for goods and services received by the school district, but not including amounts due to other funds of the same school district or to other governmental units.
24220	<b>Judgments Payable.</b> Amounts due to be paid by the school district as the result of court decisions including condemnation awards paid for private property taken for public use.
24230	<b>Warrants Payable.</b> Amounts due to designated payees in the form of a written order drawn by the school district directing the district treasurer to pay a specific amount.
24310	<b>Contracts Payable.</b> Amounts due on contracts for assets, goods and services received by the school district.

<u>Code</u>	<u>Description</u>
24320	<b>Construction Contracts Payable - Retained Percentage.</b> Liabilities on accounts of construction contracts for that portion of the work which has been completed but on which part of the liability has not been paid pending final inspection, or the lapse of a specified time period, or both. The unpaid amount is usually a stated percentage of the contract price.
24330	<b>Construction Contracts Payable.</b> Amounts due by the school district on contracts for constructing buildings and other structures, and other improvements.
24410	<b>Matured Bonds Payable.</b> Bonds which have reached or passed their maturity date but which remain unpaid.
24420	<b>Bonds Payable.</b> Bonds which have not reached or passed their maturity date but are due within one year or less.
24430	<b>Unamortized Premiums on Bonds Sold.</b> An account which represents that portion of the excess of bond proceeds over par value and which remains to be amortized over the remaining life of such bonds.
24510	<b>Loans Payable.</b> Short-term obligations representing amounts borrowed for short periods of time, usually evidenced by notes payable or warrants payable.
24550	<b>Interest Payable.</b> Interest due within one year.
24610	<b>Accrued Salaries and Benefits.</b> Salary and fringe benefit costs incurred during the current accounting period which are not payable until a subsequent accounting period.
24710	<b>Payroll Deductions and Withholdings.</b> Amounts deducted from employees salaries for withholding taxes and other purposes. District-paid benefit amounts payable also are included. A separate liability account may be used for each type of benefit.
24810	<b>Deferred Revenues.</b> A liability account which represents revenues collected before they become due.
24910	<b>Deposits Payable.</b> Liability for deposits received as a prerequisite to providing or receiving services and goods, or both.
24920	<b>Due to Fiscal Agent.</b> Amounts due to fiscal agents, such as commercial banks, for serving the district's matured indebtedness.
24990	<b>Other Current Liabilities.</b> Other current liabilities not provided for elsewhere.

**Long-Term Liabilities**

Long-term liabilities are debts with maturity of more than one year after the date of issuance.

<b><u>Code</u></b>	<b><u>Description</u></b>
25110	<b>Bonds Payable.</b> Bonds which have not reached or passed their maturity date and which are not due within one year.
25310	<b>Lease Obligations.</b> Amounts remaining to be paid on lease purchase agreements.
25410	<b>Unfunded Pension Liabilities.</b> The amount of the actuarial deficiency on a locally-operated pension plan to be contributed by the school district on behalf of present employees.
25900	<b>Other Long-Term Liabilities.</b> Other long-term liabilities not provided for elsewhere.

**Budgeting Accounts**

Budgeting accounts are categories representing accounts which reflect budgeted and actual amounts related to expenditures and encumbrances.

<b><u>Code</u></b>	<b><u>Description</u></b>
26010	<b>Appropriations (budget account).</b> This account records authorizations granted by the school board to make expenditures for specific purposes. This account appears in a balance sheet prepared during the fiscal period. It is closed out and does not appear in the balance sheet prepared at the close of the fiscal period.
26020	<b>Expenditures/Expenses.</b> This account appears in balance sheets prepared during the fiscal period and designates the total of expenditures (or operating expenses in proprietary funds) charged against appropriations during this period. The expenditure account is shown in each governmental fund balance sheet as a deduction from the Appropriations account to arrive at the unexpended balance of total appropriations.
26030	<b>Encumbrances.</b> This account designates obligations in the form of purchase orders, contract or salary commitments chargeable to an appropriation and for which part of the appropriation is reserved. In an interim balance sheet, encumbrances are deducted, along with the expenditures from the Appropriations account, to arrive at the unencumbered balance.

**Fund Equity**

Fund equity accounts are accounts showing the excess of a fund over its liabilities. Portions of that balance may be reserved for future use.

<b><u>Code</u></b>	<b><u>Description</u></b>
37110	<b>Investment in General Fixed Assets.</b> An account in the General Fixed Asset Account Group which represents the school district's equity in general fixed assets. The balance of this account is normally subdivided according to the source of funds that financed the asset acquisition, such as general fund revenues, bond issues and contributions.
37210	<b>Contributed Capital.</b> An equity account in the proprietary funds showing the amount of fund capital contributed by the school district from general government revenue and resources. Annual subsidies to cover operating deficits are not recorded here. These amounts are recorded as other sources (interfund transfers) and closed to the Unreserved Retained Earnings Account (37400).
37300	<b>Reserved - Net Assets.</b> The accumulated earnings of the proprietary funds which have been retained in the fund and which are reserved for a specific purpose. One example would be funds reserved for the future purchase of equipment.
37400	<b>Unreserved - Net Assets.</b> The accumulated earnings of the proprietary funds that have been retained in the fund and that are not reserved for any specific purpose.
37510	<b>Reserve for Inventories.</b> A reserve representing that portion of a fund balance segregated to indicate that assets equal to the amount of the reserve are tied up in inventories and are, therefore, not available for appropriation. The use of this account is optional.
37520	<b>Reserve for Prepaid Expenses.</b> A reserve representing that portion of a fund balance segregated to indicate that assets equal to the amount of the reserve are tied up in prepaid expenses and are, therefore, not available for appropriation. The use of this account is optional.
37530	<b>Reserve for Encumbrances.</b> A reserve representing that portion of a fund balance segregated to provide for unliquidated encumbrances. Separate accounts may be maintained for current encumbrances and prior year encumbrances.
37600	<b>Reserved - Fund Balance.</b> A reserve representing that portion of a fund balance segregated to indicate that assets equal to the amount of the reserve are tied up and are, therefore, not available for appropriation. It is recommended

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<u>Code</u>	<u>Description</u>
	that a separate reserve be established for each special purpose. One example of a special purpose would be restricted Federal programs.
37700	<b>Unreserved - Fund Balance.</b> The excess of the assets of a fund over its liabilities and reserves.

**Section 10: Minimum Classifications Essential  
for State and Federal Reporting**

**Contents of this Section**

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This section lists the components and categories that are essential to the school district in meeting most of the major State and Federal reporting requirements. Included here are codes needed to prepare the State and Federal reports. The codes, of course, will change as new reporting requirements are issued.

This minimum list of accounts includes only a few of the components available to describe expenditures, and also only a limited number of the categories provided within those components. All other categories and components described earlier are available for the optional use of the school district.

The components are listed in this section in the following order:

- Fund
- School/Building
- Expenditures
- Function
- Object
- Revenues
- Revenue Source
- Balance Sheet
- Balance Sheet Accounts
- Project/Reporting

## Fund

The minimum classifications the school district bookkeeping system must use to comply with current Federal and State reporting requirements are:

### Fund

<u>Code</u>	<u>Fund Type</u>
01	General Fund
20	Special Revenue Funds
30	Capital Project Funds
40	Debt Service Funds
45	Permanent Funds
50	Enterprise Funds
60	Internal Service Funds
70	Private Purpose Trust Funds
80	Agency Funds
85	Pension (and other employee benefit) Trust Funds
87	Investment Trust Funds

### Self –Balancing Accounts

90	General Capital Assets
95	General Long-Term Liabilities

## **School/Building Codes**

Each school district has unique school and building codes that are used to identify their operational units. WDE uses County/District/School (CDS) as the school/building identifier. These codes can be found in the Education directory following every school name. District codes will be cross-referenced to WDE's CDS code for annual district reporting purposes if necessary. This data will be contained in the download file that is submitted to WDE.

## Expenditures

<b><u>Code</u></b>	<b><u>Account Title</u></b>
<b>1000</b>	<b>Instruction</b>
1110	Elementary
1120	Junior High or Middle Schools
1130	Secondary School
1150	Tuition
1210	Programs for Students with Disabilities
1220	Educational Resource Centers (309e)
1233	Gifted and Talented
1250	Tuition for Students with Disabilities
1260	At-Risk Youth
1270	Limited English Proficient
1280	Homebound Programs
1290	Other Special Programs
1310	Adult Non-Occupational
1330	Adult Occupational
1410	Student Activities, Elementary
1420	Student Activities, Junior High/Middle
1430	Student Activities, High School
1520	Vocational Instruction, Junior High/Middle
1530	Vocational Instruction, High School
1540	Vocational Instruction, Adult
1610	Secondary Allocation Program Funds
1620	Post-Secondary Allocation Program Funds
1630	Single Parents, Displaced Homemaker & Single Pregnant Women
1640	Correction Education
1650	State Program & State Leadership Professional Development
1660	Sex Equity
1710	Community Based Organization
1720	Consumer & Homemaking Education
1730	Career Guidance & Counseling
1740	Business-Labor Partnerships
1750	Tech-Prep Education
1760	Supplementary State Grants for Facility & Equipment
1810	Elementary Distance Learning
1820	Junior High or Middle School Distance Learning
1830	Secondary Distance Learning
<b>2000</b>	<b>Instructional Support</b>
2110	Guidance Services
2120	Attendance and Social Services
2130	Health Services
2140	Psychological Services

<b><u>Code</u></b>	<b><u>Account Title</u></b>
2150	Speech Pathology and Audiology Services
2160	Board of Cooperative Education Services
2170	Therapy Services
2171	Occupational Therapy Services
2172	Physical Therapy Services
2190	Other Support Services-Student
2210	Improvement of Instruction Services
2211	Supervision of Improvement of Instruction Services
2212	Instruction and Curriculum Development Services
2213	Staff Development Services
2220	Educational Media Services
2230	Supervision of Special Education Services
2240	Technology Integration
2290	Other Support Services - Instructional Staff
<b>3000</b>	<b>General Support</b>
3310	Central Administration
3320	School Administration
3330	Business Administration
3350	Board of Education Services
3410	Supervision of Operation & Maintenance of Plant Services
3420	Operating Buildings Services
3430	Care and Upkeep of Grounds Services
3440	Care and Upkeep of Equipment Services
3450	Vehicle Operation & Maintenance/Other than Student Transportation
3460	Security Services
3470	Major Building Facility Repair & Maintenance
3490	Other Operation & Maintenance of Plant Services
3510	Vehicle Operation - To and From School
3520	Vehicle Operation - Activities
3590	Non-reimbursable Transportation Services (staff travel)
3810	Planning, Research, Development and Evaluation Services
3820	Information Services
3830	Staff Services
3850	Technology Coordination
3900	Other Support Services
<b>4100</b>	<b>Food Service Operation</b>
<b>4300</b>	<b>Community Support</b>
<b>5000</b>	<b>Facilities Acquisition &amp; Construction</b>
5100	Site Acquisition Services
5200	Site Improvement Services
5300	Architecture and Engineering Services

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<b><u>Code</u></b>	<b><u>Account Title</u></b>
5400	Educational Specifications Development
5500	Building Acquisition & Construction Services
5600	Building Improvements Services
5900	Other Facilities Acquisition & Construction
<b>6000</b>	<b>Other Uses</b>
6100	Debt Service
6200	Fund Transfers
6400	Payments to Other Governmental Units
<b>7000</b>	<b>Cash Reserve/Designated for Subsequent Year Expenses</b>
7100	6/30/97 Cash Reserve
7200	Post 6/30/97 Cash Reserve

## Objects

<u>Code</u>	<u>Account Title</u>
<b>100</b>	<b>Personal Services - Salaries</b>
111	Regular Salaries for Certified Personnel
112	Regular Salaries for Professional Non-certified Personnel
113	Regular Salaries for Other Non-certified Personnel
121	Temporary Salaries for Certified Personnel
122	Temporary Salaries for Professional Non-certified Personnel
123	Temporary Salaries for Other Non-certified Personnel
131	Overtime Salaries for Certified Personnel
132	Overtime Salaries for Professional Non-certified Personnel
133	Overtime Salaries for Other Non-certified Personnel
140	Salaries for Sabbatical Leave
<b>200</b>	<b>Personal Services - Employee Benefits</b>
210	Social Security Contributions
211	FICA Contributions for Certified Personnel
212	FICA Contributions for Professional Non-certified Personnel
213	FICA Contributions for Other Non-certified Personnel
221	Retirement Contributions for Certified Personnel
222	Retirement Contributions for Professional Non-certified Personnel
223	Retirement Contributions for Other Non-certified Personnel
231	Group Insurance for Certified Personnel
232	Group Insurance for Professional Non-certified Personnel
233	Group Insurance for Other Non-certified Personnel
241	Workmen's Compensation for Certified Personnel
242	Workmen's Compensation for Professional Non-certified Personnel
243	Workmen's Compensation for Other Non-certified Personnel
251	Unemployment Compensation for Certified Personnel
252	Unemployment Compensation for Professional Non-certified Personnel
253	Unemployment Compensation for Other Non-certified Personnel
261	Tuition Reimbursement for Certified Personnel
262	Tuition Reimbursement for Professional Non-certified Personnel
263	Tuition Reimbursement for Other Non-certified Personnel
271	Health Benefits for Certified Personnel
272	Health Benefits for Professional Non-certified Personnel
273	Health Benefits for Other Non-certified Personnel
291	Other Benefits for Certified Personnel
292	Other Benefits for Professional Non-certified Personnel
293	Other Benefits for Other Non-certified Personnel
<b>300</b>	<b>Purchased Services</b>
311	Instruction Services
312	Instructional Program Improvement Services

<b><u>Code</u></b>	<b><u>Account Title</u></b>
313	Staff Services
314	Management Services
315	Data Processing Services
316	Statistical Services
317	Board of Education Services
319	Other Professional & Technical Services
322	Cleaning Services
323	Repairs and Maintenance Services
325	Rentals
329	Other Property Services
331	Purchased Student Transportation
332	Travel
333	Isolation
340	Communications
341	Internet Service
350	Advertising
360	Printing and Binding
371	In-State Tuition
372	Out-of-State Tuition
381	Property Insurance
382	Vehicle Insurance
383	Liability Insurance
384	Fidelity Bond Premiums
390	Assessment Services
392	Driver Physical Exams
<b>400</b>	<b>Supplies and Materials</b>
410	Supplies
411	Computer Software
412	Computer Supplies
420	Textbooks
430	Library Books
440	Periodicals
450	Energy
451	Natural Gas
452	Electricity
453	Fuel Oil
454	Gasoline
455	Coal
456	Propane
457	Water
458	Sewer
459	Garbage Collection
460	Direct Food Cost
470	USDA Commodities

<b><u>Code</u></b>	<b><u>Account Title</u></b>
480	Fair Market Value of Commodities
490	Other Supplies and Materials
<b>500</b>	<b>Capital Outlay</b>
510	Land
520	Buildings
530	Improvements Other than Buildings
540	Equipment and Machinery
541	Computer Equipment for Students
542	Computer Equipment for Staff
543	Wiring for Technology
550	Vehicles
551	Leased Vehicles
552	Leased Vehicles Acquisition
560	Library Books
570	Depreciation
<b>600</b>	<b>Other Objects</b>
620	Interest on Bonds
630	Other Interest
640	Dues and Fees
650	Judgments Against School District
660	Indirect Costs
<b>700</b>	<b>Other Uses of Funds</b>
710	Redemption of Principal on Bonds
721	Transfers to the General Fund
722	Transfers to Special Revenue Funds
723	Transfers to Capital Project Funds
724	Transfers to Debt Service Funds
725	Transfers to Enterprise Funds
726	Transfers to Internal Service Funds
727	Transfers to Private Purpose Trust Funds
728	Transfers to Agency Funds
729	Transfers to Any Other Funds
730	Payments to Escrow Agents
740	Redemption of Principal Other
790	Miscellaneous Objects

## Revenues

<u>Code</u>	<u>Account Title</u>
<b>81000</b>	<b>Revenue from Local Sources</b>
81111	25 or 20 Mill Special District Taxes
81114	5 Mills, Tuition Tax
81120	Motor Vehicle Taxes
81130	Car Company Taxes
81140	Penalties and Interest on Taxes
81160	Vocational, Terminal Continuation and Adult Ed
81170	BOCES 1/2 Mill Special School District Tax
81171	BOCES 2 Mill Special School District Tax
81180	Parks and Recreation 1 Mill Tax
81190	Other Local Tax
<b>81200</b>	<b>Bond and Interest Tax Revenue</b>
<b>81300</b>	<b>Tuition</b>
81320	Regular Day School (In-State Districts)
81330	Regular Day School (Out-of-State Districts)
81340	Adult Education (Patrons)
81350	Summer School (Pupils and Patrons)
81360	Cooperative Programs
81370	Students with Disabilities (In-State Districts)
81371	Students with Disabilities (Out-of-State)
<b>81400</b>	<b>Transportation Fees</b>
81410	Transportation Fees (Pupils)
81420	Transportation Fees (In-State Districts)
81430	Transportation Fees (Out-of-State Districts)
<b>81500</b>	<b>Earnings on Investments</b>
81510	Interest on Investments
81520	Interest on Investments Major Maintenance
81530	Gains or Losses on Sale of Investment
81590	Other Interest Earned on School District Funds
<b>81600</b>	<b>Food Service</b>
81611	Daily Sales - School Lunch Program
81612	Daily Sales - School Breakfast Program
81613	Daily Sales - Special Milk Program
81614	Daily Sales - Child Care Food Program
81620	Daily Sales to Students - Non-reimbursable Programs
81621	Daily Sales - Non-reimbursable Lunches
81622	Daily Sales - Non-reimbursable Breakfasts

<b><u>Code</u></b>	<b><u>Account Title</u></b>
81623	Daily Sales - Non-reimbursable Milk
81624	Daily Sales - Non-reimbursable A la Carte
81630	Daily Sales to Adults - Non-reimbursable Programs
81631	Daily Sales - Non-reimbursable Lunch
81632	Daily Sales - Non-reimbursable Breakfast
81633	Daily Sales - Non-reimbursable Milk
61634	Daily Sales - Non-reimbursable A la Carte
81640	Special Functions
81650	Food Service Vending
81690	Other Food Service Income
<b>81700</b>	<b>Student Activities</b>
81710	Admissions
81720	Bookstore Sales
81730	Student Organization Membership Dues and Fees
81740	Fees
81790	Other Student Activity Income
<b>81800</b>	<b>Payments to the School Foundation Program (negative)</b>
81850	Indirect Costs
<b>81900</b>	<b>Other Local Revenue</b>
81910	Rental, School Facilities
81920	Contributions and Donations from Private Sources
81930	Sale of Fixed Assets
81950	Refund of Prior Year's Expenditure
81980	Services Provided to Other Local Governmental Units
81981	Transportation Services Provided to Other Local Governmental Units
81990	Miscellaneous
<b>82000</b>	<b>Revenue from County Sources</b>
82110	6 Mill County Equalization Tax
82120	Motor Vehicle Tax
82130	Car Company Tax
82140	Penalties and Interest on Taxes
82150	Fines and Forfeitures
82160	Forest Reserve
82190	Other County Revenue
<b>83000</b>	<b>Revenue from State Sources</b>
83110	Foundation Program
83111	Audit Adjustments Foundation Program
83120	State Land Income
83130	Taylor Grazing Income
83150	Mill Levy Supplement

<b><u>Code</u></b>	<b><u>Account Title</u></b>
83160	Tax Shortfall Grant
83170	Major Building Facility Repair and Maintenance
83190	Other State Unrestricted Revenue
83200	Restricted Grants-in-aid
83240	Farm Loan Board
83250	Capital Construction Grants - State
83290	Other State Restricted Revenue
<b>84000</b>	<b>Revenue from Federal Sources</b>
84110	Impact Aid
84190	Other Federal Unrestricted Revenue
84200	Restricted Grants-in-aid
84210	USDA National School Lunch Program
84220	USDA School Breakfast Program
84230	USDA Special Milk Program
84240	USDA Child Care Food Program
84250	USDA Commodities Program - Fair Market Value
<b>85000</b>	<b>Other Sources</b>
85110	Bond Principal
85111	Primary Bond Principal (New Bond Issues)
85112	Refunding Bond Principal (Refunding Issues)
85120	Premium
85130	Accrued Interest
85201	Transfer from General Fund
85220	Transfer from Special Revenue Fund
85230	Transfer from Capital Projects Fund
85240	Transfer from Debt Service Fund
84245	Transfer from Permanent Fund
85250	Transfer from Enterprise Fund
85260	Transfer from Internal Service Fund
85270	Transfer from Private Purpose Trust Fund
85280	Transfer from Agency Fund
85285	Transfer from Pension (and other employee benefit) Trust Fund
85287	Transfer from Investment Trust Fund
85310	Sale of Capital Assets
85311	Sale of Capital Assets Purchased Prior to 7-1-97
85312	Sale of Capital Assets Purchased After 7-1-97
85320	Compensation for Loss of Capital Assets
85500	Capital Lease

## Balance Sheet

### Balance Sheet Accounts

<u>Code</u>	<u>Account Title</u>
11010-11040	Cash
11110-11150	Investments
12410	Intergovernmental Accounts Receivable
12530	Other Accounts Receivable
13710	Inventories for Consumption
14810	Prepaid Expenses
15410	Machinery and Equipment
15420	Accumulated Depreciation
24210	Accounts Payable
24310-24330	Contracts Payable
24410	Matured Bonds Payable
24420	Bonds Payable
24510	Loans Payable
24550	Interest Payable
24610	Accrued Salaries and Benefits
24710	Payroll Deductions and Withholdings
24810	Deferred Revenues
25110	Bonds Payable

## **Project/Reporting Component**

No specific codes are prescribed within this component. However, there are a number of Federal programs specifically requiring reporting of expenditures. These include, but are not limited to:

**Section 11: Cash-Basis/Single-Entry Accounts****Contents of this Section**

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## Cash-Basis Accounts

For school districts using the cash basis of accounting, very few changes are required to the account classifications. Under cash-basis accounting, the school district would use all applicable revenue and expenditure classifications. The only difference from accrual accounting would be the timing of the recording of the revenue and expenditure transactions. Under cash-basis accounting, revenue is recorded when the cash is received and expenditures are recorded at the time cash is disbursed.

Many of the balance sheet accounts would be eliminated under cash-basis accounting. For simplicity, the most commonly used balance sheet accounts used in cash-basis accounting are listed below.

### **Cash-Basis Balance Sheet Accounts**

#### **Current Assets**

91101	Cash in Bank
91102	Cash on Hand
91103	Petty Cash
91104	Change Cash
91105	Cash with Fiscal Agents
91111	Investments
91231	Interfund Loans Receivable
91371	Inventories for Consumption
91372	Inventories for Resale
91499	Other Current Assets

#### **Fixed Assets**

91511	Sites
91521	Site Improvements
91531	Buildings and Building Improvements
91541	Machinery and Equipment
91551	Construction in Progress

#### **Budgeting Accounts (Interim Statements Only)**

91601	Estimated Revenues
91602	Revenues

#### **Current Liabilities**

92401	Interfund Loans Payable
92442	Bonds Payable
92471	Payroll Deductions and Withholding
92481	Deferred Revenues

#### **Long-Term Liabilities**

92511	Bonds Payable
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**Budgeting Accounts (Interim Statements Only)**

92601	Appropriations
92602	Expenditures
92603	Encumbrances

**Fund Equity**

93721	Contributed Capital
93730	Reserved - Retained Earnings
93740	Unreserved - Retained Earnings
93751	Reserve for Inventories
93753	Reserve for Encumbrances
93760	Reserved - Fund Balance
93770	Unreserved - Fund Balance

This list is not intended to be all inclusive; therefore, the school district may add or delete accounts as appropriate.

## Single-Entry Accounts

For those school districts utilizing a double-entry system, the revenue and expenditure classifications and balance sheet codes may be used as illustrated. Since no balance sheet accounts are used for single-entry systems, additional receipt and disbursement accounts may be added to the revenue and expenditure classifications. The additional accounts would include:

**Receipts**

Sale of Investments

Interfund Loans

Interfund Loan Repayments

**Disbursements**

Purchase of Investments

Interfund Loans

Interfund Loan Repayments

## Supplies and Equipment

*Handbook II, Revised*, provided a list of several hundred items commonly used by school districts, identifying each as supply or equipment. Rather than present a list, another National Center for Education Statistics (NCES) document, *Handbook III, Revised*, offers a set of guidelines for distinguishing between supplies and equipment. This section discusses the importance of distinguishing between supplies and equipment and suggests criteria for making that decision. The majority of this section is taken directly from *Handbook III, Revised*.

### **Reasons for Distinguishing Between Supplies and Equipment**

Education agencies have found it useful to distinguish between supplies and equipment for several reasons:

1. The distinction may assist in deciding how to control or keep track of an item. For example, some funding programs require that all equipment items be inventoried annually. At the same time, many school districts will inventory certain items, regardless of whether they are equipment or whether they are required by law to do so.
2. The distinction may bear on insurance decisions. Supplies and movable equipment are usually insured as part of the contents of buildings, while built-in equipment is usually insured as part of the structure.
3. The distinction is important in identifying the funds with which to purchase a given item. For example, some funds, such as bond funds, typically cannot be used to purchase supplies, while other funds might exclude the purchase of equipment.
4. The distinction can affect calculations of cost of operations and cost per student. While most school districts include expenditures for supplies in calculating current operating costs, many school districts treat equipment differently. Some include all expenditures for replacement equipment in the current operating cost total, excluding the cost of new and additional equipment. Others prorate the cost of all equipment over several years. In both cases, the incorrect classification of supplies or equipment items can affect the resulting cost calculations.
5. The distinction can affect the amount of State or Federal aid allocated to a school district. Several funding sources use per student costs as part of their funding formula. Most funding programs limit the ways in which their funds may be spent, sometimes excluding either supplies or equipment from the list of eligible purchases.

A school district can take two basic approaches to distinguish between supplies and equipment in the decision making situations just mentioned: a) adopt a predetermined list of items, classifying each entry as either a supply or an item of equipment; or b) adopt a set of criteria to be used in making its own classification of supply and equipment items. Each of these approaches is discussed in the sections which follow.

### **Disadvantages of a Supply/Equipment List**

Several NCES publications have provided detailed lists of material items used in school district operations, identifying each entry as either a supply or equipment item. These lists have been helpful to many users, but they have at least four inherent drawbacks:

1. Various State and Federal aid programs offer supply/equipment categorizations which conflict with one another.
2. Technological and philosophical changes in education continue to occur at an ever increasing pace. It is impractical to list and classify the thousands of materials and devices used in school districts today, particularly in the vocational education curricula. Therefore, without periodic updates, supply/equipment lists quickly become obsolete.
3. Classifications of certain items change, due to changes in price or technology. For example, most school districts classified hand-held, mini-calculators as equipment several years ago when they cost \$100. Now that the price of these items has dropped to the \$5 and \$25 range, some school districts are changing the classification of these items to supplies.
4. Users tend to treat the lists as comprehensive and up-to-date, even when warned otherwise.

For these reasons, developing a universally applicable and easily updatable supply/equipment list is impractical. Instead of presenting a list which might raise as many issues as it would propose to resolve, this section suggests that the distinction between supplies and equipment can better be made through consistent, statewide application of uniform criteria. If a school district wishes to supplement these criteria with a list, *Handbook II, Revised, 1973*, provides the most current one.

### **Criteria for Distinguishing Supply and Equipment Items**

Some Federal, State, and local laws and regulations, usually in the form of funding programs, present conflicting criteria for distinguishing between supplies and equipment. The criteria below are based on a combination of the most practical guidelines from these sources. Unless otherwise bound by Federal, State, or local law, school districts should use these criteria in their supply/equipment classification decisions. In cases where the distinction is unclear, the school district, as always, must apply reason and good judgment in making its decision.

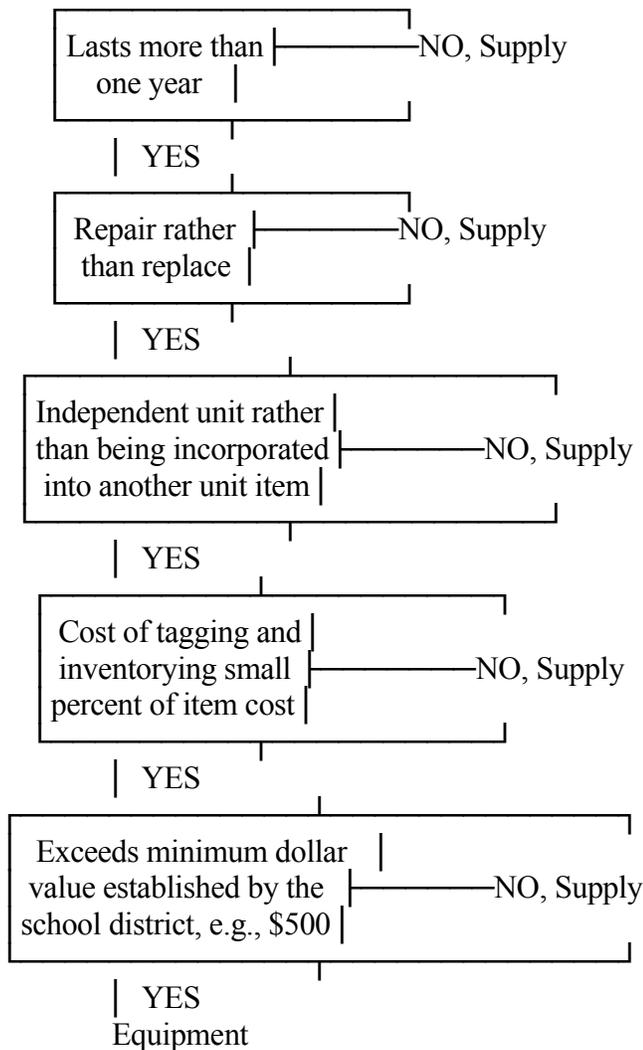
*Equipment Items* - An equipment item is any instrument, machine, apparatus, or set of articles which meets all of the following criteria:

1. It retains its original shape, appearance, and character with use;
2. It does not lose its identity through fabrication or incorporation into a different or more complex unit or substance;

3. It is nonexpendable; that is, if the item is damaged or some of its parts are lost or worn out, it is generally more feasible to repair the item than to replace it with an entirely new unit; and
4. Under normal conditions of use, including reasonable care and maintenance, it can be expected to serve its principal purpose for at least one year.

*Supply Items* - An item should be classified as a supply if it does not meet all the stated equipment criteria.

*Decision Tree* - In an effort to resolve the need to differentiate supplies and equipment without exhaustive lists, NCES has proposed a set of criteria for distinguishing equipment from supply items, listed in priority order. The following decision tree summarizes these criteria. At the first "No", the item is declared to be a supply, not equipment.



### **Selecting the Level of Control for Supplies and Equipment**

School district managers carry great responsibilities for stewardship of the funds and property of the school district. They are responsible for tracking and periodically reporting on the condition of these financial and physical resources. A major decision in devising methods for carrying out these responsibilities is selecting the level of control to be applied to various kinds of supplies and equipment.

The level of control applied to any supply or equipment item can be thought of as the amount of time and effort spent in keeping track of the item and the amount of information about the condition and whereabouts of the item. The level of control applied to a supply or equipment item usually falls into one of three broad categories:

1. *Little or no control after purchase.* Items in this category are of such little value that the cost of implementing procedures to safeguard them, monitor their use, or track their location and condition are not justifiable. Such items might include staplers and wastebaskets.
2. *Group control.* Items in this category are of little individual value, but taken as a group, are valuable enough to justify the cost of providing some type of control over their safety, use, location and condition. Such items might include chairs and school desks.
3. *Individual control.* Items in this category are of sufficient value to justify applying control measures to each individual item. Such items usually include all relatively expensive pieces of equipment, although the minimum value of such equipment may vary with the school district.

Selecting the level of control to apply to an item is a straightforward process. Often, certain kinds of control are required by law or standard practice. For example, a Federal funding program might require that all items purchased from these funds be inventoried and reported on periodically. Similarly, some funding programs require that all items of a certain minimum value must be inventoried and reported on periodically. On the other hand, the school district may decide on its own to inventory certain kinds of items, regardless of their funding source, simply because these items or the inventory information are valuable to the school district. The level of control can range from an annual inventory to daily check-out from and return to a central storage room or station. When applied to a given item the level should be based on the relative importance of the item to the overall operation of the school district, and is usually in direct proportion to the item's purchase, replacement, or repair cost.

It is important to note that deciding how to control an item is relevant not only to equipment but also to certain stocks of supplies. For example, any large stock of supplies, such as instruction supplies, food, or custodial supplies, should be periodically counted and checked for damage, deterioration, and pilferage. Thus the level of control issue applies to all tangible goods of any significant value to the school district.

**Section 12: Capital Assets and Depreciation Control****Contents of this Section**

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## Capital Assets and Depreciation Control

GASB Statement 34 requires that school districts issue district-wide financial statements using the economic resources measurement focus and accrual basis of accounting. In regard to capital assets, this requirement means that certain amounts reported in the fund financial statements will need to be restated for the district-wide statements. This restatement is necessary to adjust expenditures related to capital assets from the current financial resources measurement focus used in fund statements to the economic resources measurement focus used in the district-wide statements. In essence, the cost associated with the acquisition of capital assets will be replaced by the cost to use up the asset. The cost of usage, called depreciation, is reported in the current fiscal period in district-wide statements. This is contrasted with the cost of acquisition that is reported in the fund statements.

Statement 34 requires certain disclosures related to capital assets. Specifically, details by major classes should:

- Present governmental activities separately from business-type activities
- Report capital assets that are depreciated separately from those that are not
- Report historical cost separately from accumulated depreciation

For each class the following information, if applicable, should be reported:

- Beginning and end-of-year balances
- Acquisitions
- Sales or other dispositions
- Current depreciation expense

Additionally, the amount of depreciation expense for each of the functions reported in the statement of activities must be disclosed.

A capital asset is reported and depreciated in district-wide statements. In the district-wide statements, assets that are not capitalized are expensed in the year of acquisition.

## Capital Asset Inventory

School districts should develop strategies to ensure they have an accurate and up-to-date record of capital assets. School districts should have such an inventory beginning in 1980 when National Council on Government Accounting Statement #1 created the General Fixed Assets Account Group. School districts without an inventory will need to have one prepared as of the start of the year in which Statement 34 is implemented. The district will need to devise a method to determine historical costs or estimated historical cost of capital assets on hand. The district will further need to establish a system to perpetuate the capital asset inventory. Future asset acquisitions will be valued at the acquisition cost of purchased items. Donated items will be capitalized at fair-market value on the donation date and depreciated, if exhaustible, over their remaining estimated useful lives.

School districts need to have an inventory of all capital assets. Once capital assets have been acquired and properly recorded on the books of account, subsidiary records on each recorded asset should be set up with the following information: a) class code; b) sequence or payment voucher number; c) date of acquisition; d) name and address of vendor; e) abbreviated description; f) department, division, and unit charged with custody; g) location; h) cost; i) fund and account from which purchased; j) method of acquisition; k) estimated useful life; l) date placed in service; m) depreciation method; n) date, method, and authorization of disposition; o) salvage value; and, p) primary function code. All capital assets should be appropriately marked and numbered by metal plate, decal, or other permanent method of identification. Periodic inventories should be taken by authorized personnel as required

Capital assets include sites (land), site improvement, buildings, building improvements, furniture, fixtures and equipment, vehicles, and other items that meet criteria established by the school district. Districts will need to consider several criteria when deciding what assets to capitalize.

1. *Land* - Land is not a depreciable asset. It is recorded at historical cost and remains at that cost until disposal. If there is a gain or loss on the sale or disposal of land, it is reported as a special item in the statement of activities.
2. *Site Improvements* - Site improvements include items such as excavation, non-infrastructure utility installation, driveways, sidewalks, parking lots, flagpoles, retaining walls, fencing, outdoor lighting, and other non-building improvements intended to make the land ready for its intended purpose. Depreciation of site improvements is necessary if the improvement is exhaustible. Expenditures for improvements that do not require maintenance or replacement, expenditures to bring land into condition to commence erection of structures, expenditures for improvements not identified with structures, and expenditures for land improvements that do not deteriorate with use or passage of time are additions to the cost of land and are generally not exhaustible and therefore not depreciable. Other improvements that are part of a site, such as parking lots, landscaping and fencing, are usually exhaustible and are therefore depreciable.

3. *Buildings and Construction in Progress* - Buildings should be recorded at either their acquisition cost or construction cost. The cost of new construction should be carefully evaluated. Usually projects consist of major components such as land, land improvements, building construction (including professional fees and permits), furniture, fixtures and equipment. The value of each component needs to be determined because different useful lives and salvage values may apply. Further, interest paid during construction of assets subsequent to Statement 34 is added to the construction cost. Construction in progress should not be depreciated. It should be reported with land and other non-depreciating assets at the district-wide level. Unspent debt proceeds from capital assets-related debt should be reported in the net assets section of the statement of net assets as “restricted for capital projects”.
4. *Building Improvements* - Building improvements that extend the useful life should be capitalized. School districts should therefore review maintenance projects for the last several years to determine those that should become part of the restatement of assets for purposes of complying with Statement 34. Examples of building improvements include roofing projects, major energy conservation projects, or remodeling and replacing major building components. A district will need to determine the practicality of identification of these projects and prepare an inventory. The inventory will need to include a project description, the year completed, funding source and dollar amount. Only those projects that meet the capitalization threshold need to be included.
5. *Personal Property* - Assets such as vehicles, furniture and equipment that meet threshold levels set by the district should be identified and inventoried. Some assets, individually, may fall below the capitalization threshold but may be purchased in large quantities by the district. Examples include library books, textbooks, and computers. Districts may choose to capitalize these assets as groups.
6. *Infrastructure* - Generally, school districts will have few, if any, infrastructure assets. Infrastructure assets are long-lived capital assets that normally can be preserved for a significantly greater number of years than most capital assets and that are normally stationary in nature. Examples include roads, bridges, tunnels, drainage systems, water systems, and dams. Infrastructure assets do not include buildings, drives, and parking lots or any of the other examples given above that are incidental to a school’s property or access to the property. If a school district determines it has these assets, the district should refer to GASB publications for guidance.

## Criteria for Determination of Capital Assets

### Estimated Useful Life

The first criterion is useful life. An asset must have an estimated useful life greater than one reporting period to be considered for capitalization and depreciation. Assets that are consumed, used-up, habitually lost or worn-out in one year or less should not be capitalized.

Estimated useful life means the estimated number of months or years that an asset will be able to be used for the purposes for which it was purchased. In determining useful life, districts should consider the asset's present condition, use of the asset, construction type, maintenance policy, and how long it is expected to meet service demands. Useful lives should be based on the district's own experience and plans for the assets.

School districts may choose to depreciate assets individually or by grouping assets. If the district elects to group assets, the estimated life of the group may be based on the weighted average, the simple average of the useful life of individual items, or on assessment of the life of the group as a whole. Please see page 12-10 for the *WDE Example Estimated Useful Asset Lives*.

### Asset Cost

The second criterion for determining depreciable capital assets is cost. School districts do not need to capitalize every asset with a useful life greater than one year. To do so is an unnecessary burden and will not materially affect financial results.

Please see page 12-11 for the *WDE Example Capitalization Thresholds*. This shows the number of assets and total asset value for various capitalization thresholds for small (revenues less than \$10 million), midrange (revenues between \$10 million and \$100 million), and large school districts (revenues exceeding \$100 million). This example illustrates that the number of assets is reduced significantly as the threshold increases. However, the total dollar value of capitalized assets is reduced only slightly. As the example shows, the large districts can have a higher capitalization threshold to account for eighty percent (80%) of their assets, while the midrange and smaller districts must use a lower capitalization threshold to account for eighty percent (80%) of their assets.

The Government Finance Officers Association (GFOA) suggests a capitalization threshold of an amount that ensures that at least eighty percent (80%) of the value of assets are reported, but the threshold should not be greater than \$5,000. The federal government also uses a capitalization threshold of \$5,000 for federal grant management purposes. The capitalization threshold chosen by the district will depend on a number of factors. School districts need to consider State regulations and guidelines, auditor interpretations, and the amount of associated debt, if any. *Association of School Business Officials (ASBO) recommends that school districts establish a capitalization threshold that ensures that at least eighty percent (89%) of the value of assets is reported; however the threshold should not be greater than \$5,000.*

**Associated Debt**

The third criterion is associated debt. Districts should carefully consider the merits of capitalizing assets purchased with debt proceeds. Doing so may minimize the potential of negative net assets being reported in the statement of net assets.

## Depreciation

In accounting terms, depreciation is the process of allocating the cost of tangible property over a period of time, rather than deducting the cost as an expense in the year of acquisition. Generally, at the end of the asset's life, the sum of the amounts charged for depreciation in each accounting period (accumulated depreciation) will equal original cost less salvage value. Good accounting and financial management practices require that a district take both the cost expiration and the declining value of an asset into consideration. The cost expiration of a district's assets must be recognized if the cost of providing services is to be realistically reported. Also, the decline in the value of those assets must be considered if the district's net asset's are to be stated correctly.

To be depreciated, a capital asset must:

- Be in use in the district;
- Have an estimated useful life greater than one year;
- Be subject to wear, decay, or expiration; and
- Be fully installed and ready for use.

To calculate depreciation on a capital asset, the following five factors must be known:

- The date the asset was placed in service;
- The asset's cost or acquisition value;
- The asset's salvage value;
- The asset's estimated useful life; and
- The depreciation method.

For general capital assets, depreciation is reported only on district-wide financial statements. Depreciation expense is reported on the Statement of Activities. Statement 34 requires that depreciation for assets specifically identified with specific functions is to be included in the direct expenses of those functions. Capital assets that serve essentially all functions, such as a high school, are reported on a separate line or reported as part of the general administration (or its counterpart) function. If depreciation is reported as a separate line item, the face of the statement must clearly indicate that this line item excludes depreciation expense charged to functions.

Capital assets and the associated accumulated depreciation are reported in the Statement of Net Assets. Accumulated depreciation may be reported separately, or capital assets may be presented net of accumulated depreciation on the statement.

Statement 34 requires that districts expense an amount each year that represent the cost of the actual use of the capital asset. This amount is treated as an expense even though the district may not have purchased the asset in the current period.

## **Depreciable Cost**

An asset's depreciable cost is the amount of the asset's value for which a district will claim depreciation. A percentage of this basis is deducted each year. The depreciable cost is often (but not always) the asset's cost or acquisition value. Under some depreciation methods, salvage value is considered in the determination of the depreciable cost.

One measure of an asset's depreciable cost is its purchase price. If something other than cash is used to pay for the asset, then the fair-market value of the non-cash payment or consideration determines the depreciable cost. A non-cash consideration often takes the form of an account payable or an obligation to pay. When the value of the consideration paid can't be determined, the asset's fair-market value determines its depreciable cost.

With few exceptions, an asset's depreciable cost should also include necessary costs incurred to place the asset in service. These costs will be capitalized, not expensed. Costs that should be capitalized include the invoice price plus incidental costs (e.g., insurance during transit, freight, capitalized interest, duties, title search, registration fees, installation costs). Exceptions to this rule include interest expenses associated with deferred payments and real estate taxes paid, if any, in the acquisition of property.

The salvage value of an asset is the value it is expected to have when it is no longer useful. In other words, the salvage value is the amount for which the asset could be sold at the end of its useful life.

Straight-line, sum-of-the-year's-digits, and some other depreciation methods require that the salvage value be subtracted from an asset's acquired value to determine its depreciable basis. Other methods, such as declining-balance, do not subtract the salvage value to determine the basis. However, the asset will not be depreciated below its salvage value.

## **Depreciation Methods**

There are many different methods used to calculate depreciation. Some methods allow more depreciation in early years than in later years. Some apply the same percentage each year while the basis declines. Others apply different percentages each year while the basis remains the same.

The same depreciation method is not required for all capital assets. Further, depreciation may be calculated for a class of assets, a group of assets or individual assets. Once a method for a particular asset is chosen, it must generally be used for the life of the asset. While any established method of depreciation is acceptable by Statement 34, ASBO recommends school districts use the straight-line depreciation method.

The straight-line method is the simplest and most commonly used for calculating depreciation. It can be used for any depreciable property. Under the straight-line depreciation method, the basis of the asset is written off evenly over the useful life of the

asset. The same amount of depreciation is taken each year. In general, the amount of annual depreciation is determined by dividing an asset's depreciated cost by the estimated life.

The total amount depreciated can never exceed the asset's historical cost less salvage value. At the end of the asset's estimated life, the salvage value will remain.

One of the most significant changes a school district will encounter in implementing Statement 34 is depreciating its capital assets at the district-wide reporting level, as discussed earlier. School districts are required to spread the cost of the assets over the asset's estimated useful lives. Therefore, more detailed information about the district's capital assets must be explained in the notes to financial statements. Prior financial statements presented general fixed assets at cost or estimated historical cost until the assets were sold or destroyed. Under the new model, assets will be depreciated over their useful lives, and when an asset is sold, destroyed, or otherwise becomes unusable to the district, it will be removed from the capital asset and accumulated depreciation accounts. The depreciation expense amounts charged to each of the functions in the Statement of Activities should be disclosed.

### WDE Example Estimated Useful Asset Lives

Asset Class	Examples	Estimated Useful Life in Years
Land		No depreciation
Site Improvements	Paving, parking lots, flagpoles, retaining walls, sidewalks, fencing, outdoor lighting	20
School Buildings		50
Portable Classrooms		25
HVAC Systems	Heating, ventilation, and air conditioning systems	20
Roofing		20
Interior Construction		25
Carpet Replacement		7
Electrical/Plumbing		30
Sprinkler/Fire System	Fire suppression systems	25
Outdoor Equipment	Playground, radio towers, fuel tanks, pumps	15
Machinery and Tools	Shop and maintenance equipment, tools	15 to 20
Kitchen Equipment	Appliances	12
Custodial Equipment	Floor scrubbers, vacuums, other	5
Science and Engineering Equipment	Lab equipment, scientific apparatus	10
Furniture and Accessories	Classroom and office furniture (desks, tables, chairs)	5
Business Machines	Fax, duplicating and printing equipment	5
Copiers		5
Communication Equipment	Mobile, portable radios, non-computerized	5
Computer Hardware	PCs, printers, network hardware	5
Computer Software	Instructional, other short-term	3
Computer Software	Administrative or long-term	10 to 20
Audio Visual Equipment	Projectors, cameras (still and digital)	5
Athletic Equipment	Gymnastics, football, weight machines, wrestling mats	10
Musical Instruments	Pianos, string, brass, percussion	10
Library Books	Collections	5 to 7
Buses: Type A Type B Type C Type D Type D MPV	Under 30,000 lbs. GVWR Over 30,000 lbs. GVWR	8 or 120,000 mi 8 or 100,000 mi 10 or 150,000 mi 10 or 150,000 mi 12 or 175,000 mi 8 or 150,000 mi
Cars and Light Trucks		5
Contractors Equipment	Major off-road vehicles, front-end loaders, large tractors, mobile air compressor	10
Grounds Equipment	Mowers, tractors, attachments	15
Telephone Equipment		10

## WDE Example Capitalization Thresholds

### Small School Districts (e.g., revenues less than \$10 million)

	Tracking and Inventory	Capitalize and Depreciate
Land	\$ 1	Capitalize Only
Land Improvements	\$ 1	\$ 12,500
Buildings	\$ 1	\$ 25,000
Building Improvements	\$ 1	\$ 25,000
Construction in Progress	\$ 1	Capitalize Only
Machinery and Equipment	\$ 500	\$ 2,500
Vehicles	\$ 500	\$ 2,500
Infrastructure, if applicable	\$ 25,000	\$ 100,000

### Midrange School Districts (e.g., revenues between \$10 million and \$100 million)

	Tracking and Inventory	Capitalize and Depreciate
Land	\$ 1	Capitalize Only
Land Improvements	\$ 1	\$ 25,000
Buildings	\$ 1	\$ 50,000
Building Improvements	\$ 1	\$ 50,000
Construction in Progress	\$ 1	Capitalize Only
Machinery and Equipment	\$ 1,000	\$ 5,000
Vehicles	\$ 1,000	\$ 5,000
Infrastructure, if applicable	\$ 50,000	\$ 250,000

### Large School Districts (e.g., revenues exceeding \$ 100 million)

	Tracking and Inventory	Capitalize and Depreciate
Land	\$ 1	Capitalize Only
Land Improvements	\$ 1	\$ 50,000
Buildings	\$ 1	\$ 100,000
Building Improvements	\$ 1	\$ 100,000
Construction in Progress	\$ 1	Capitalize Only
Machinery and Equipment	\$ 1,000	\$ 5,000
Vehicles	\$ 1,000	\$ 5,000
Infrastructure, if applicable	\$ 100,000	\$ 3,000,000

## Development of Capital Asset Control Numbers

*Purpose:* The purpose of this procedure is to provide a numbering structure for assigning fixed asset control numbers.

*Procedure:*

1. Categorize the several classifications of general fixed assets and pre-assign blocks of numeric codes for the future development of fixed asset control numbers. A suggested method of accomplishing this is illustrated below.

<u>General Fixed Asset Categories</u>	<u>Block Assignment of Numeric Codes</u>
Equipment:	
Mobile equipment	0001-0999
Machinery and equipment	1000-3999
Other equipment	4000-5999
Buildings	7000-7999
Other improvements	8000-8999
Land	9000-9999

2. Prepare locally, or order from a supplier, an appropriate quantity of sequentially numbered fixed asset identification tags for each of the first four number series above. These fixed asset identification tags may be self-adhesive metal tags, embossed plastic tags, stencils, or other suitable tags that can be pre-numbered and affixed to the four categories of equipment discussed above.

Note: Only items of equipment are to be physically tagged with fixed asset control numbers. For internal control purposes, fixed assets such as buildings, other improvements and land are assigned sequentially numbered fixed asset control numbers in the accounting records. However, the asset is not physically tagged with this number.

3. When preparing instructions to the various school employees governing the initial fixed asset inventory, establish and maintain a separate record of the pre-numbered identification tags that are provided to each school or department.
4. Instruct each employee to physically attach the asset identification tag to the fixed asset at the time that asset is inventoried. The identification tag number then should be recorded on the fixed asset inventory record on the same line that the asset itself is recorded.

## Competitive Bidding Requirements

Competitive bidding requirements for Wyoming school districts are set forth in the statutes at W.S. 21-3-110(a)(viii). These requirements should be followed when acquiring fixed assets or when purchasing insurance, supplies or materials other than textbooks. It has been generally interpreted that these requirements do not apply to the procurement of professional services. However, for additional information on the procurement of professional services, refer to W.S. 15-1-113 which specifically excludes these services for cities and towns, and paragraph 36 subpart C of *Uniform Administrative Requirements for Grants and Cooperative Agreements with State and Local Governments -- Final Rule* (the “Common Rule”) which provides procurement guidance when Federal monies are involved.

*General Provision* - Competitive bids are required “when any school building is to be built or any repairs, additions or improvements costing more than ten thousand dollars (\$10,000) and less than twenty-five thousand dollars (\$25,000) are to be made to any school building, facility or other district property, or when any purchase of insurance, supplies or materials, other than textbooks costing more than ten thousand dollars (\$10,000) and less than twenty-five thousand dollars (\$25,000) is contemplated unless precluded by other regulation or statute.”

*Acquisitions Greater Than \$25,000:* The statute requires that, “If the amount exceeds twenty-five thousand dollars (\$25,000), a call for bids shall be published at least once in a newspaper of general circulation in the district.” The statute further states that, “Items for which bids must be obtained may be described in the published call for bids by stating general requirements, and making detailed specifications available to prospective bidders at the district's administrative headquarters.”

*Miscellaneous:* - Under the provisions of the statute, the district retains the right to reject any and all bids and to waive irregularities and informalities in the bidding. “No contract shall be divided for the purpose of avoiding” the provisions of this statute (i.e., Split bidding is prohibited!).

School districts should establish procedures that will ensure their compliance with these requirements. Adequate documentation should be developed and maintained in such a fashion that will demonstrate the district’s compliance with the statutes.

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## **Wage Withholding & Employment Tax**

An employer is required to withhold taxes from an employee's wage such as federal income tax, social security (old age, survivor and disability insurance portion) and Medicare (hospital insurance portion). The employer is also required to pay certain employment taxes which include the employer's portion of social security and Medicare taxes plus federal and state unemployment taxes. The following is a brief summary of the various taxes that a payroll manager needs to be familiar with.

### **Federal Income Tax Withholding (FITW)**

All employers who paid wages within the United States generally are subject to federal income tax withholding (FITW).

FITW is calculated upon an employee's gross wage with the liability being incurred when the wage is paid. The Internal Revenue Service (IRS) publishes an annual edition of the Employer's Tax Guide (Circular E), Publication 15, which contains FITW tables and rates. Circular E's use is self explanatory but payroll managers will need to have information from the current Employee's Withholding Allowance Certificate (Form W-4) such as marital status and number of claimed personal exemptions. Certain employees may qualify and thereby claim an exemption from FITW if they expect to owe no tax in the current year and owed no tax in the previous year. Employees who claim such exemptions must so designate on a Form W-4.

*Reporting Requirements* - A school district reports gross taxable wages and FITW to the IRS on the quarterly employer's federal compliance form entitled "Employer's QUARTERLY Federal Tax Return" (Form 941). The employee receives a reporting from the school district in the form of an annual Wage and Tax Statement (Form W-2). The Form W-2 reflects the employee's annual federal taxable wages and federal income tax withheld.

### **Social Security (OASDI) and Medicare Taxes(HI)**

FICA stands for the Federal Insurance Contribution Act. This Act requires workers who qualify must contribute to the cost of providing social security and Medicare coverage. The FICA tax is broken down into two portions. The first portion, social security, provides for old age, survivors and disability insurance (OASDI) coverage. The second portion, Medicare, provides for hospital insurance (HI) coverage.

The employee pays the FICA taxes based upon a percentage of his/her annual taxable social security and Medicare wages with the employer required to match any employee payments.

Congress has the responsibility for establishing the method for calculating the taxable wage bases and establishing applicable OASDI and HI rates which will apply. The Department of Health and Human Services (HHS) will determine the wage bases and announce such along with the social security and Medicare rates in October of each year prior to the calendar year in which the wage bases and rates are effective for.

*Reporting Requirements* - A school district reports gross FICA taxable wages and applicable OASDI and HI tax withheld on the quarterly employer's federal compliance form entitled "Employer's QUARTERLY Federal Tax Return" (Form 941). The employee receives a reporting from the school district in the form of an annual Wage and Tax Statement (Form W-2) which reflects the gross FICA taxable wages earned during the year and the withholding for OASDI and HI purposes.

### **Current Wage Base Information**

For 2007, the wage base used in calculating the employee and employer contributions along with the applicable rates are as follows:

	<u>Wage Base</u>	<u>Tax Rate</u>
Social security	\$ 97,500	6.200%
Medicare	No Limit	0.145%

### **Federal Unemployment Taxes (FUTA)**

Wyoming school district employees are classified as employees of State government and are therefore exempt from Federal Unemployment Taxes (FUTA).

## **Paying Taxes (Rules for Depositing)**

Use Federal Tax Deposit Coupon (Form 8109) to deposit employment taxes and all other types of taxes that are to be deposited with an authorized depository (i.e., commercial bank or other financial institution that is authorized to accept federal tax deposits) or with a Federal Reserve Bank (FRB) that serves your area.

### **Depositing Timely**

The timeliness of deposits will be determined by the date received by an authorized depository or FRB. However, a deposit received after the due date of the deposit will be considered timely if you show that it was mailed by the second day before the due date except in cases where the deposit is for \$20,000 or more, which are made by taxpayers required to deposit any taxes more than once a month, must then be received by the due date of the deposit to be considered timely.

### **Deposit Rules for Social Security, Medicare and Federal Withholding Taxes**

Please refer to IRS Publication 15, (Circular E), Employer's Tax Guide, Section 11, for deposit rules, deposit due dates, and penalties.

## Verification Procedures for Employment

The employer is required to verify that all persons (including part-time or temporary) hired are legally permitted to work unless hired prior to November 6, 1986 who are considered exempt due to a grandfather clause.

The employing entity must attest that the applicant's identity and employment authorization documentation are genuine on his/her face. The applicant must attest under penalty of perjury that he/she is a legal citizen, permanent resident alien or otherwise authorized to work in the United States of America.

### **Employment Eligibility Verification (Form I-9)**

The Department of Homeland Security (DHS), U.S. Citizenship and Immigration Services (USCIS) Employment Eligibility Verification (Form I-9) is to be used by the employee and employer in meeting the required verification procedures for hiring. Falsification of a Form I-9 carries a possible fine and/or imprisonment.

An employer will not be penalized for unknowingly hiring an illegal alien if they can prove that there was no actual knowledge of the illegal status and that the employer acted in good faith. There are five steps the employer must follow to establish that he has acted in "good faith".

1. Employees must complete and sign Section 1 of the Form I-9 when they start work.
2. The documents that employees furnish to employer must appear to be genuine and must clearly apply to the individual tendering them.
3. Employer must properly complete and sign Section 2 of the Form I-9.
4. Employer must retain the completed Form I-9 for the specified period of time as follows whichever is later:
  - Three years after the date of hiring; or
  - One year after the date the employment is terminated.
5. Form I-9 must be presented to a DHS officer upon request.

The employer has the responsibility to review employee documentation that will verify both the identity of the applicant and the employment eligibility of the applicant. To accomplish this two part verification the employer is able to accept documents from the following list: (either one document from List A or one document from each of List B and C).

**LIST A****Documents that Establish Both Identity and Employment Eligibility**

1. U.S. Passport (unexpired or expired)
2. Certificate of U.S. Citizenship (Form N-560 or N-561)
3. Certificate of Naturalization (Form N-550 or N-570)
4. Unexpired foreign passport, with I-551 stamp or attached Form I-94 indicating unexpired employment authorization
5. Permanent Resident Card or Alien Registration Receipt Card with photograph (Form I-151 or I-551)
6. Unexpired Temporary Resident Card. (Form I-688)
7. Unexpired Employment Authorization Card. (Form I-688A)
8. Unexpired Reentry Permit (Form I-327)
9. Unexpired Refugee Travel Document (Form I-571)
10. Unexpired Employment Authorization Document issued by DHS that contains a photograph (Form I-688B)

**LIST B****Documents that Establish Identity**

1. Driver's license or ID card issued by a state or outlying possession of the United States provided it contains a photograph or information such as name, date of birth, gender, height, eye color and address
2. ID card issued by federal, state or local government agencies or entities, provided it contains a photograph or information such as name, date of birth, gender, height, eye color and address
3. School ID card with a photograph
4. Voter's registration card
5. U.S. Military card or draft record
6. Military dependent's ID card
7. U.S. Coast Guard Merchant Mariner Card
8. Native American tribal document
9. Driver's license issued by a Canadian government authority

For persons under age 18 who are unable to present a document listed above:

10. School record or report card
11. Clinic, doctor or hospital record
12. Day-care or nursery school record

**LIST C****Documents that Establish Employment Eligibility**

1. U.S. social security card issued by the Social Security Administration (other than a card stating it is not valid for employment)
2. Certification of Birth Abroad issued by the Department of State (Form FS-545 or Form DS-1350)
3. Original or certified copy of a birth certificate issued by a state, county, municipal authority or outlying possession of the United States bearing an official seal
4. Native American tribal document
5. U.S. Citizen ID Card (Form I-197)
6. ID Card for use of Resident Citizen in the United States (Form I-179)
7. Unexpired employment authorization document issued by DHS (other than those listed under List A)

If you have questions regarding the validity of a document presented to you, do not refuse to hire the applicant based solely thereon. Contact your local USCIS office or its toll-free number at 1-800-357-2099.

## **Employer's Withholding Allowance Certificate (Form W-4)**

All employees must complete and submit a signed Form W-4 to their employer no later than the first day that they begin work for the employer. This obligation exists even if the employee believes that he or she will owe no tax. If a Form W-4 is not submitted to the employer by the first payday, the employer is to compute Federal Income Tax Withholding (FITW) as though the employee claimed a marital status of single with no allowances. This status will then continue until the employee submits a completed Form W-4. Payroll managers should not accept information other than on an original Form W-4. This would mean that for protection of the employer, payroll managers not accept FAX copies.

### **Change/Amend Form W-4**

Employees have the right to change or amend an originally filed Form W-4 by submitting a new Form W-4 which has been completed to the employer. The employer must then use the new Form W-4 information on the first payroll period on or after the 30th day from the date the employee submitted such to the employer.

### **Employees Claiming Exempt Status**

An employee can not claim exemption from FITW unless he or she owed no federal income taxes in the preceding year and expects to owe no taxes for the current year. Form W-4s that are filed by employees claiming exempt status expire at the end of each calendar year (December 31) and the employee is required to submit a new Form W-4 by February 15 of the next year.

### **Invalid Form W-4's**

Employers are required to reject a Form W-4 submitted by an employee if:

- The employee informs the employer that the information he or she is about to submit is false;
- The employee adds or deletes information from the form, especially when the perjury statement has been changed or otherwise altered; or
- The employee did not sign, date or otherwise complete the form.

### **Requirements for Submission of Form W-4 to IRS**

An employer must send to the IRS copies of certain Form W-4s received during the quarter from employees still employed by the employer at the end of the quarter in the following circumstances:

- Employee claims more than 10 withholding allowances; or

- Employee claims exemption from withholding and his or her wages would normally exceed \$200 per week.

If an employer submits a Form W-4 to the IRS, the employer is to complete boxes 8 and 10 before doing so. FITW will also be computed based upon the submitted Form W-4 unless satisfied by the IRS in writing that the Form W-4 is defective.

## Information Returns

There are a variety of Information Returns which a school district will need to know exist and what the filing requirements are for each form. The following table is a reprint from an IRS publication (Circular E) and presents a good summary for general use:

### Guide to 2002 Information Returns

<b>Form Number</b>	<b>Title</b>	<b>What to Report</b>	<b>Amounts to Report</b>	<b>Due Date to IRS</b>	<b>Due Date to Recipient</b>
1042S	Foreign Person's U.S. Source Income Subject to Withholding	Payments Subject to withholding under Chapter 3 of the code, including interest, dividends, royalties, pensions and annuities, and compensation for personal services	All amounts	March 15	March 15
1098	Mortgage Interest Statement	Mortgage interest you received in the course of your trade or business from individuals	\$600 or more	February 28	To Payer / Borrower January 31
1099-A	Information Return for Acquisition or Abandonment of Secured Property	Information about the acquisition or abandonment of property that is security for a debt for which you are the lender	All amounts	February 28	To Payer / Borrower January 31
1099-B	Statement for Recipients of Proceeds from Broker and Barter Exchange Transactions	Sales or redemptions of securities, futures transactions, commodities, and bartering exchange transactions	All amounts	February 28	January 31
1099-DIV	Statement for Recipients of Dividends and Distributions	Distributions such as dividends, capital gains distributions, or nontaxable distributions, that were paid on stock and distributions in liquidation	\$10 or more except \$600 or more for liquidations	February 28	January 31
1099-G	Statement for Recipients of Certain Government Payments	Unemployment compensation, state and local income tax refunds, agricultural payments, taxable grants, and discharge of indebtedness owed to the Federal Government	\$10 or more for unemployment & tax refunds; \$600 or more for all others	February 28	January 31
1099-INT	Statement for Recipients of Interest Income	Interest Payments, not including interest on an IRA	\$10 or more but \$600 or more in some cases	February 28	January 31

<b>Form Number</b>	<b>Title</b>	<b>What to Report</b>	<b>Amounts to Report</b>	<b>Due Date to IRS</b>	<b>Due Date to Recipient</b>
1099-MISC	Statement for Recipients of Miscellaneous income. Also use this form to report the occurrence of direct sales of \$5,000 or more of consumer goods for resale	Rent or Royalty payments: prizes and awards that are not for services, such as winnings on TV or radio shows. Payments to a physician, physician's corporation, or other supplier of health and medical services. Issued mainly by medical assistance programs or health and accident insurance plans. Payments for services performed for a trade or business by people not treated as its employees.	\$600 or more, except \$10 or more for royalties	February 28	January 31
1099-OID	Statement for Recipients of Original Issue Discount	Original Issue Discount	\$10 or more	February 28	January 31
1099-PATR	Statement for Recipients (Patrons) of Taxable Distributions Received from Cooperatives	Distributions from Cooperatives to their patrons	\$10 or more	February 28	January 31
1099-R	Statement for Recipients of Total Distributions From Profit-Sharing, Retirement Plans, Individual Retirement Arrangements, Insurance Contracts, etc.	Total distributions from retirement or profit-sharing plans, IRAs, SEPs or insurance contracts. Generally, use form 1099-R only if the distribution closed the payee's account.	All amounts	February 28	January 31
1099-S	Statement for Recipient of Proceeds from Real Estate Transactions	Gross proceeds from the sale or exchange of certain real estate	All amounts	February 28	January 31
4789	Currency Transaction Report	Each deposit, withdrawal, exchange of currency, or other payment or transfer by, through, or to financial institutions that involves a transaction in currency of more than \$10,000	Over \$10,000	Within 15 days after the date of the transaction	Not required

<b>Form Number</b>	<b>Title</b>	<b>What to Report</b>	<b>Amounts to Report</b>	<b>Due Date to IRS</b>	<b>Due Date to Recipient</b>
5498	Individual Retirement Information	Contributions including rollover contributions to an individual retirement arrangement (IRA), and the value of an IRA or simplified employee pension (SEP) account	All amounts	May 31	January 31 to participant for value of account May 31 for contributions
8027	Employer's Annual Information Return of Tip Income and Allocated Tips	Receipts from food or beverage operations, tips reported by employees, and allocated tips	See separate instructions	Last day of February	Allocated tips are shown on Form W-2, Due January 31
8300	Report of Cash Payments Over \$10,000 Received in a Trade or Business	Payments in cash or foreign currency received in one transaction, or two or more related transactions, in the course of a trade or business. Does not apply to banks and financial institutions filing form 4789, Currency Transaction Report	Over \$10,000	Within 15 days after the date of the trans-action	To payer January 31
W-2G	Statement of Recipients of Certain Gambling Winnings	Gambling winnings from horse racing, dog racing, lotteries, raffles, bingo drawings, etc.	Generally \$600 or more except \$1,200 or more from bingo or slot machines	February 28	January 31
W-2	Wage and Tax Statement	Wages, tips, other compensation, withheld income and social security taxes and advanced earned income credit (EIC) payments, include bonuses, vacation allowances, severance pay, moving expense payments, taxable fringe benefits, some kinds of travel allowances and third party payments of sick pay	See separate instructions	To Social Security Administration, Last day of February	January 31
W-2P	Statement for Recipients of Annuities, Pensions, Retired Pay or IRA Payments	Retirement payments other than total distributions	See separate instructions	Last day of February	January 31

### **Information Return Penalties**

A penalty may be assessed against a school district in either of the following situations:

1. Person fails to file an information return; or
2. Person files an information return with incorrect information.

The amount of the penalty is based upon when the correct information returns are filed. The penalty is calculated as follows:

- \$15 for each information return if the correct information is filed within 30 days after the due date (by March 30 if the due date is February 28) with a maximum penalty of \$75,000 per year (\$25,000 for small businesses, defined below).
- \$30 for each information return if the correct information is filed more than 30 days after the due date by August 1, with a maximum penalty of \$150,000 per year (\$50,000 for small businesses, defined below).
- \$50 for each information return that is not filed at all or is not filed correctly by August 1 with a maximum penalty of \$250,000 per year (\$100,000 for small businesses, defined below).

**Exceptions to the Penalty** -- In general, the penalty will not apply to any failure that was due to reasonable cause.

**Definition of Small Business** -- A small business is a firm with average annual gross receipts of \$5,000,000 or less for the 3 most recent taxable years.

**Deminimis Exception Rules for Penalty Assessment** (corrected before August 1, of each year).

The penalty will not apply to a deminimis number of failures. These failures are information returns that were filed timely but with incomplete or incorrect information and were corrected by August 1. The penalty will not apply to the greater of 10 information returns or 1/2 of 1% of the total number of information returns that are required to be filed for the year.

**Penalties for Intentional Disregard** -- Higher penalties of at least \$100 per document may be imposed for intentional disregard of the filing, providing payee statements, and correct information return requirements.

## **Independent Contractor vs. Employee Status** (An Issue of Control)

One of the hottest topics for the IRS in the next 5 years will be the issue of contract labor vs. employee status. All school districts are cautioned to evaluate and review all independent contractor arrangements they have to determine if they will withstand an IRS audit.

An employer generally withholds income and social security taxes along with paying unemployment taxes on wages paid to employees; but employers do not generally withhold or pay any taxes on payments made to independent contractors. This is where any conflict with the IRS will arise. Unless the school district can establish that a contractor is independent, the IRS will attempt to assess all payroll taxes against the employer. This issue revolves around employer "control" of the contractor/employer.

*Common Law Rules* - Under common law rules, each individual who performs services that are subject to the will and control of an employer as to both what must be done and how it must be done, will generally be considered an employee.

Each school district must therefore determine whether an individual is to be considered an employee (using Common Law Rules) or an independent contractor. To assist the employer in making that determination, the IRS has released a 20 factor list which helps identify whether sufficient control is present to establish an employer-employee relationship.

The degree of importance placed on each factor will vary depending upon the occupation and context in which the services are performed. It does not matter that the employer allows the employee freedom of action, so long as the employer has the right to control both the method and the result of the services. If an employer treats an employee as an independent contractor and the relief provisions discussed earlier do not apply, the person responsible for the collection and payment of withholding taxes may be held personally liable for an amount equal to the employee's income and social security taxes that should have been withheld.

The 20 factors indicating whether an individual is an employee or an independent contractor are:

1. *Instructions.* An employee must comply with instructions about when, where, and how to work. Even if no instructions are given, the control factor is present if the employer has the right to give instructions.
2. *Training.* An employee is trained to perform services in a particular manner. Independent contractors ordinarily use their own methods and receive no training from the purchasers of their services.
3. *Integration.* An employee's services are integrated into the business operations because the services are important to the success or continuation of the business. This shows that the employee is subject to direction and control.

4. *Services rendered personally.* An employee renders services personally. This shows that the employer is interested in the methods as well as the results.
5. *Hiring assistants.* An employee works for an employer who hires, supervises, and pays assistants. An independent contractor hires, supervises, and pays assistants under a contract that requires them to provide materials and labor and to be responsible only for the result.
6. *Continuing relationship.* An employee has a continuing relationship with an employer. A continuing relationship may exist where work is performed at frequently recurring although irregular intervals.
7. *Set hours of work.* An employee has set hours of work established by an employer. An independent contractor is the master of his or her own time.
8. *Full-time work.* An employee normally works full time for an employer. An independent contractor can work when and for whom he or she chooses.
9. *Work done on premises.* An employee works on the premises of an employer, or works on a route or at a location designated by an employer.
10. *Order or sequence set.* An employee must perform services in the order or sequence set by an employer. This shows that the employee is subject to direction and control.
11. *Reports.* An employee submits reports to an employer. This shows that the employee must account to the employer for his or her actions.
12. *Payments.* An employee is paid by the hour, week, or month. An independent contractor is paid by the job or on a straight commission.
13. *Expenses.* An employee's business and travel expenses are paid by an employer. This shows that the employee is subject to regulation and control.
14. *Tools and materials.* An employee is furnished significant tools, materials, and other equipment by an employer.
15. *Investment.* An independent contractor has a significant investment in the facilities he or she uses in performing services for someone else.
16. *Profit or loss.* An independent contractor can make a profit or suffer a loss.
17. *Works for more than one person or firm.* An independent contractor gives his or her service to two or more unrelated persons or firms at the same time.

18. *Offers services to general public.* An independent contractor makes his or her services available to the general public.
19. *Right to fire.* An employee can be fired by an employer. An independent contractor cannot be fired so long as he or she produces a result that meets the specifications of the contract.
20. *Right to quit.* An employee can quit his or her job at any time without incurring liability. An independent contractor usually agrees to complete a specific job and is responsible for its satisfactory completion, or is legally obligated to make good for failure to complete it.

Form SS-8. If you want the IRS to make the actual determination of whether there exists an employer-employee relationship, you may do so by filing a Form SS-8, Determination of Employee Work Status for Purposes of Federal Employment Taxes and Income Tax Withholding.

## Non-Cash Fringe Benefits

A non-cash fringe benefit is compensation (remuneration) received by an employee in a form other than cash. An employer generally does not include in the gross taxable income of an employee (and are therefore exempt from income and payroll taxes) fringe benefits that qualify as one of the following:

1. No Additional Cost Fringes
2. Qualified Employee Discount Fringes
3. Working Condition Fringes
4. Minimal Value Fringes

Any fringe benefit that does not fall into one of the above categories (exclusive) will generally be included in the gross taxable income of the employee and therefore subject to income taxes and payroll taxes and the fair-market value of the benefit received.

When non-cash fringes are deemed paid, the employer may elect to treat a non-cash fringe benefit as being paid each payroll period, or quarterly, semiannually, annually, or at any pay frequency so chosen as long as the benefit is recognized as taxable income by the end of each calendar year. There is no notification requirement to the IRS and is subject to change by the employer as often as desired. There is also no requirement to make the same reporting period for all employees.

*Special Accounting Rule Option* - Pursuant to a special accounting rule, any employer may treat the value of a fringe benefit actually provided during the last two months of a calendar year as having been paid during the first two months of the following year. There is no written or form election which needs to be filed with the IRS to take advantage of this option and the employer may use such for some, but not all, fringe benefits. However, when this rule is used for a particular fringe benefit, it mandates that all employees must be treated similarly.

### **Exempt Benefits**

The following is a brief summary of each category of fringe benefits which are exempt from income taxes and payroll taxes.

1. *No Additional Cost Fringes* - When employers offer services to employees at no cost to the employee and the employer incurs no substantial additional cost in offering such benefit, the employee will not have to include the fair-market value of these services in his or her taxable income.
2. *Qualified Employee Discount Fringe* - When the employer allows the employee to purchase goods and services at a reduced price, the benefit will be tax free to the employee if the following conditions are met:

- The discount offered the employee can't exceed the gross profit percentage of the employer (does not include real or personal property commonly held for investment purposes).
  - A discount for services can't exceed 20% of the price which is generally offered to customers.
3. *Working Condition Fringes* - Work related goods and services, which if the employee had paid for on his or her own would have qualified as business expenses on the employee's personal tax return, comprise a working condition fringe. To qualify as a working condition fringe, one of the following must exist.
- a. The use of the benefit by the employee must be related to the employer's business.
  - b. For cash reimbursements or advances, the amount received by the employee is used for expenses in connection with a specific or prearranged activity for which a business expense deduction would be allowed and the employer verifies that the employee used the payment for such expense. The employee is also required to return any unused portion of the advance.
  - c. Employer maintains records that substantiate the amount, time, place and business purpose of the expense.
4. *Minimal Value Fringes (Deminimis)* - Minimal value means any goods or services which are so small in value as to make accounting for them unreasonable or unpractical from an administrative view point.

Examples include:

- Employer provides employee with occasional meal money or local transportation fares
- Occasional typing of personal letters by company secretaries
- Occasional use of company photocopier, so long as the personal use is less than 15% of total use.
- Traditional holiday gifts (turkeys, hams) not paid in cash
- Occasional donuts or other meals furnished on the employer's premises
- Occasional personal use of telephone (for long distance purposes)

## Group-Term Life Insurance Benefits

Cost incurred by an employer to provide employees with group-term life insurance benefits will be tax free to the employee except for the benefit provided in excess of certain limits.

When coverage provided an employee exceeds \$50,000, the benefit is subject to FICA taxes but is exempt from federal unemployment tax (FUTA) and federal income tax withholding. The school district has the obligation to compute and collect the employee's share of FICA taxes.

The IRS has published the following table for use in calculating the taxable benefit to an employee for excess group-life insurance benefits:

IRS Table - *Uniform Premiums for \$1,000 of Group-Term Life Insurance Protection*

5-year age bracket	Cost per \$1,000 of protection for one month
Under 25 .....	\$ .05
25-29 .....	.06
30-34 .....	.08
35-39 .....	.09
40-44 .....	.10
45-49 .....	.15
50-54 .....	.23
55-59 .....	.43
60-64 .....	.66
65-69 .....	1.27
70 and over .....	2.06

*Note:* You figure the total cost to include in the employee's wages by multiplying the monthly cost by the number of full months coverage at that cost.

## Cafeteria Plan (Section 125 Plans)

A cafeteria plan is a written plan that allows employees to choose between receiving cash or taxable benefits instead of certain qualified benefits for which the law provides an exclusion from wages. If an employee chooses to receive a qualified benefit under the plan, the fact that the employee could have received cash or a taxable benefit instead will not make the qualified benefit taxable.

Generally, a cafeteria plan does not include any plan that offers a benefit that defers pay. However, a cafeteria plan can include a qualified 401(k) plan as a benefit. Also, certain life insurance plans maintained by educational institutions can be offered as a benefit even though they defer pay.

Qualified benefits include the following benefits:

- Accident and health benefits
- Vision and dental benefits
- Disability coverage
- Adoption assistance
- Dependent care assistance
- Group-term life insurance coverage (including costs that cannot be excluded from wages)

A cafeteria plan cannot include the following benefits:

- Archer medical savings accounts
- Athletic facilities
- De minimis (minimal) benefits
- Educational assistance
- Employee discounts
- Lodging on your business premises
- Meals
- Moving expense reimbursements
- No-additional-cost services
- Scholarships and fellowships
- Transportation (commuting) benefits
- Tuition reduction
- Working condition benefits

For more information concerning Cafeteria Plans consult the Internal Revenue Code, Section 125.

*Salary Reduction Option* -A Section 123 Plan may include a salary reduction arrangement where the employee elects to reduce his or her normal salary and have the amount of the reduction applied by the employer toward one or more nontaxable benefits.

## Tax-Sheltered Annuity

Tax-Sheltered Annuities (TSA) are treated as defined contribution plans. Contribution to a TSA will be excludable from the gross taxable income of an employee under IRC Section 403(b) only if made by an employer for a present, former or retired employee.

A common variety of TSA used today is coupled with a Salary Reduction Agreement. Employees can take advantage of the tax deferral by reducing their salary under a legally binding agreement. An employee is not permitted to make more than one agreement with the same employer during any taxable year but the entire agreement can be terminated at any time with respect to amounts not yet earned.

The IRS Code nor the regulations specify the manner in which an employer is to pay for the contract purchased for an employee under a salary reduction agreement. The annuity contract purchase arrangement may coincide with an employee's contract year rather than to his or her taxable year.

The employer may purchase annuity contracts, under a salary reduction agreement for an employee, under arrangements where contributions are based on a prescribed percentage of the employee's compensation each year rather than the usual fixed dollar amount. This allows the employee to take into account any increases or decreases in compensation during a tax year. A change in the amount of salary reduction under the percentage formula is not considered as the establishment of a new salary reduction agreement.

A change in the name of the Insurer during the tax year in which the salary reduction agreement is made will not be considered as a new agreement.

*Contribution Limitations* - Employees who elect deferral into a TSA pursuant to a salary reduction agreement, effective 1/1/2002, cannot exceed \$11,000 per year unless they have contributed to the same plan for a period of 15 years in which case the amount increases to \$13,500.

FICA taxes are still calculated on gross wage before salary reduction but they are not subject to federal income tax withholding.

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## Federal Revenue Sources

The purpose of this listing of Federal revenue sources is to provide the School District with a quick reference to some of the Federal grant programs available to the District. Federal revenue sources are constantly changing. Therefore, the School District is urged to become familiar with the annual publication by the Office of Management and Budget (OMB), *20XX Catalog of Federal Domestic Assistance*, which contains program descriptions of every Federal aid program, including those by the U.S. Department of Education, and contains uniform code numbers for each program. The extensive nature of the catalog has been recognized as an obstacle to its use. To assist those who wish to utilize the catalog, a computerized system exists to obtain specific queries regarding domestic assistance programs. For information on how to access the Federal Assistance Programs Retrieval System (FAPRS), call (202) 453-4126, or write to Federal Domestic Assistance Catalog Staff, General Services Administration, 300 7th Street, S.W., Washington, D.C. 20407.

The listing that follows is not intended to be all inclusive. The alphabet(s) in parentheses following the program title shows the type(s) of assistance available through that program. The alphabet codes with accompanying types of assistance are as follows: A-formula grants; B-project grants; C-direct payments for specified use; D-direct payments with unrestricted use; E-direct loans; F-guaranteed/insured loans; G-insurance; H-sale, exchange, or donation of property and goods; I-use of property, facilities, and equipment; J-provision of specialized services; K-advisory services and counseling; L-dissemination of technical information; M-training; N-investigation of complaints; and, O-Federal employment.

### Department of Education

<b><u>CFDA No.</u></b>	<b><u>Program Description</u></b>
84.002	Adult Education - State-Administered Basic Program (A)
84.004	Desegregation Assistance, Civil Rights Training, and Advisory Services (B)
84.007	Supplemental Educational Opportunity Grants (C)
84.010	Title I - Grants to Local Educational Agencies (A)
84.011	Title I - Migrant Education - Basic State Formula Grant Program (A)
84.013	Title I - Neglected and Delinquent Children (A)
84.015	National Resource Centers and Fellowships Program for Language and Area or Language and International Studies (B)
84.016	Undergraduate International Studies and Foreign Language Programs (B)
84.017	International Research and Studies (B)
84.018	Overseas - Seminars Abroad - Bilateral Projects (B)
84.019	Overseas - Faculty Research Abroad (B)
84.021	Overseas - Group Projects Abroad (B)
84.022	Overseas - Doctoral Dissertation Research Abroad (B)
84.027	Special Education Grants to States (A)
84.031	Higher Education - Institutional Aid (B)
84.032	Federal Family Education Loans (F)

<u>CFDA No.</u>	<u>Program Description</u>
84.033	Federal Work - Study Program (C)
84.037	Loan Cancellations (C, D)
84.038	Perkins Loan Program (C)
84.040	Impact Aid - Facilities Maintenance (B)
84.041	Impact Aid (D)
84.042	TRIO - Student Support Services (B)
84.044	TRIO - Talent Search (B)
84.047	TRIO - Upward Bound (B)
84.048	Vocational Education - Basic Grants to States (A)
84.051	Vocational Education - National Centers for Career & Technical Education (B)
84.060	Indian Education - Formula Grants to Local Educational Agencies (B)
84.063	Pell Grant Program (C)
84.066	TRIO - Educational Opportunity Centers (B)
84.069	Leveraging Educational Assistance Partnership (A)
84.083	Women's Educational Equity (B)
84.101	Vocational Education - Indian and Hawaiian Natives (B)
84.103	TRIO – Staff Training for Programs (B)
84.116	Fund for the Improvement of Postsecondary Education (B)
84.120	Minority Science Improvement (B)
84.126	Rehabilitation Services - Vocational Rehabilitation Grants to States (A)
84.128	Rehabilitation Services - Service Projects (B)
84.129	Rehabilitation Long-Term Training (B)
84.132	Centers for Independent Living (B)
84.133	National Institute on Disability and Rehabilitation Research (B)
84.141	Migrant Education - High School Equivalency Program (B)
84.144	Migrant Education - Coordination Program (B)
84.145	Federal Real Property Assistance Program (H)
84.149	Migrant Education - College Assistance Migrant Program (B)
84.153	Business and International Education (B)
84.160	Training Interpreters for Deaf Individuals (B)
84.161	Rehabilitation Services - Client Assistance for Handicapped Individuals (A)
84.162	Emergency Immigrant Education (A)
84.165	Magnet Schools Assistance (B)
84.168	Eisenhower Professional Development - Federal Activities (B)
84.169	Independent Living (A)
84.170	Jacob K. Javits Fellowships (B)
84.173	Special Education-Preschool Grants (A)
84.177	Rehabilitation Services - Independent Living Services for Older Blind Individuals (B)
84.181	Special Education - Infants and Families with Disabilities (B)
84.184	National Programs for Drug - Free Schools and Communities (B)
84.185	Robert C. Byrd Honors Scholarships (A)
84.186	Drug-Free Schools and Communities - State Grants (A)
84.187	Supported Employment Services for Individuals with Severe Handicaps (A)
84.191	Adult Education - National Leadership Activities (B)

<u>CFDA No.</u>	<u>Program Description</u>
84.195	Bilingual Education - Professional Development (B)
84.196	Education for Homeless Children and Youth (A)
84.200	Graduate Assistance in Areas of National Need (B)
84.203	Star Schools Program (B)
84.206	Jacob K. Javits Gifted and Talented Students (B)
84.209	Native Hawaiian Family Based Education Centers (C)
84.210	Native Hawaiian Gifted and Talented (C)
84.213	Title I - Even Start - Local Education Agencies (B)
84.214	Even Start - Migrant Education (B)
84.215	The Secretary's Fund for Innovation in Education (B)
84.216	Title I - Capital Expenses (A)
84.217	TRIO - McNair Post-Baccalaureate Achievement (B)
84.220	Centers for International Business Education (B)
84.221	Native Hawaiian Special Education (B)
84.224	Assistive Technology (B, L)
84.229	Language Resource Centers (B)
84.234	Projects with Industry
84.235	Rehabilitation Services Demonstration and Training - Special Demonstration Programs
84.240	Program of Protection and Advocacy of Individual Rights
84.243	Vocational Education - Technology Preparation (A)
84.245	Tribally Controlled Postsecondary Vocational and Technical Institutions
84.246	Rehabilitation Short-Term Training
84.250	Rehabilitation Services - American Indians with Disabilities
84.255	Literacy Programs for Prisoners
84.256	Freely Associated States - Education Grant Program
84.257	National Institute for Literacy
84.258	Even Start - Indian Tribes and Tribal Organizations
84.259	Native Hawaiian Vocational Education
84.263	Rehabilitation Training - Experimental and Innovative Training
84.264	Rehabilitation Training - Continuing Education
84.265	Rehabilitation Training - State Vocational Rehabilitation Unit In-Service Training
84.268	Federal Direct Student Loans
84.269	Institute for International Public Policy
84.274	American Overseas Research Centers
84.275	Rehabilitation Training - General Training
84.281	Eisenhower Professional Development State Grants (A)
84.282	Charter Schools
84.283	Comprehensive Regional Assistance Centers
84.286	Ready to Change
84.287	21 <sup>st</sup> Century Community Learning Centers
84.293	Foreign Language Assistance
84.294	Foreign Language Incentive Program
84.295	Ready-To-Learn Television

<u>CFDA No.</u>	<u>Program Description</u>
84.296	Native Hawaiian Community-Based Education Learning Centers
84.297	Native Hawaiian Curriculum Development, Teacher Training and Recruitment
84.298	Innovative Education Program Strategies
84.302	Regional Technology in Education Consortia
84.304	Cooperative Education Exchange Program
84.305	National Institute on Student Achievement, Curriculum, and Assessment
84.306	National Institute on the Education of At-Risk Students
84.307	National Institute on Early Childhood Development and Education
84.308	National Institute on Educational Governance, Finance, Policymaking, and Management
84.309	National Institute on Postsecondary Education, Libraries, and Lifelong Learning
84.310	Parental Assistance Centers
84.314	Even Start - Statewide Family Literacy Program
84.315	Capacity Building for Traditionally Underserved Populations
84.316	Native Hawaiian Higher Education Program
84.318	Technology Literacy Challenge Grants (A)
84.319	Eisenhower Regional Math & Science Education Consortia
84.320	Alaska Native Educational Planning, Curriculum Development, Teacher Training, and Recruitment Program
84.321	Alaska Native Home Based Education for Preschool Children
84.322	Alaska Native Student Enrichment Program
84.323	Special Education - State Improvement Grants for Children with Disabilities (B)
84.324	Special Education - Research and Innovation to Improve Services and Results for Children with Disabilities
84.325	Special Education - Personnel Preparation to Improve Services and Results for Children with Disabilities
84.326	Special Education - Technical Assistance and Dissemination to Improve Services and Results for Children with Disabilities
84.327	Special Education - Technology and Media Services for Individuals with Disabilities
84.328	Special Education - Parent Information Centers
84.329	Special Education - Studies and Evaluations
84.330	Advanced Placement Program
84.331	Grants to States for Incarcerated Youth Offenders
84.332	Title I - Comprehensive School Reform (A)
84.333	Demonstration Projects to Ensure Students with Disabilities Receive a Higher Education
84.334	Gaining Early Awareness and Readiness for Undergraduate Program
84.335	Child Care Access Means Parents in School
84.336	Teacher Quality Enhancement
84.337	Technological Innovation and Cooperation for Foreign Information Access
84.338	Reading Excellence Act
84.339	Learning Anytime Anywhere Partnerships
84.340	Class Size Reduction (A)
84.341	Community Technology Centers

<u>CFDA No.</u>	<u>Program Description</u>
84.342	Preparing Tomorrow's Teachers to Use Technology
84.343	Assistive Technology - State Grants for Protection and Advocacy
84.344	TRIO - Dissemination Partnership Grants
84.345	Underground Railroad Educational and Cultural Program
84.346	Occupational and Employment Information State Grants
84.348	Title I - Accountability Grants
84.349	Early Childhood Educator Professional Development
84.350	Transition to Teaching
84.351	Arts in Education
84.352	School Renovation Grants
84.353	Tech-Prep Demonstration Grants
84.354	Charter Schools Facilities Financing Demonstration
84.355	Child Care Provider Loan Forgiveness Demonstration
84.356	Alaska Native Educational Programs
84.357	Reading First State Grants
84.358	Rural Education Achievement Program
84.359	Early Reading First
84.360	Dropout Prevention Programs
84.361	Voluntary Public School Choice
84.362	Native Hawaiian Education
84.363	School Leadership
84.364	Literacy through School Libraries
84.365	English Language Acquisition Grants
84.366	Mathematics and Science Partnerships
84.367	Improving Teacher Quality State Grants
84.368	Grants for Enhanced Assessment Instruments
84.369	Grants for State Assessments and Related Activities
93.938	Comprehensive School Health (B)
94.004	Learn & Serve America (B)

### **Department of Agriculture - Food and Nutrition Service**

10.550	Food Distribution (H)
10.551	Food Stamps (C)
10.553	School Breakfast Program (A)
10.555	National School Lunch Program (A)
10.556	Special Milk Program for Children (A)
10.557	Special Supplemental Food Program for Women, Infants, and Children (A)
10.558	Child and Adult Care Food Program (A, H)
10.559	Summer Food Service Program for Children (A)
10.560	State Administrative Expenses for Child Nutrition (A)
10.561	State Administrative Matching Grants for Food Stamp Program (A)
10.565	Commodity Supplemental Food Program (A, H)
10.566	Nutrition Assistance for Puerto Rico (C)

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<u>CFDA No.</u>	<u>Program Description</u>
10.567	Food Distribution Program on Indian Reservations (B, H)
10.568	Temporary Emergency Food Assistance (Administrative Costs) (A)
10.569	Temporary Emergency Food Assistance (Food Commodities) (A)
10.570	Nutrition Program for the Elderly (Commodities) (A)

### **Department of Health and Human Services**

93.118	Acquired Immunodeficiency Syndrome (AIDS) Activity (B)
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### **Department of the Interior**

15.130	Indian Education - Assistance to Schools (Education Contracts under Johnson-O'Malley Act) (C)
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### **Department of Transportation**

20.600	State and Community Highway Safety (School Bus Training) (A)
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## Catalog of Federal Domestic Assistance

The Catalog of Federal Domestic Assistance (CFDA) is a government-wide compendium of Federal programs, projects, services, and activities which provide assistance or benefits to the American public. It contains financial and non-financial assistance programs administered by departments and establishments of the Federal government.

As the basic reference source of Federal programs, the primary purpose of the catalog is to assist users in identifying programs which meet specific objectives of the potential applicant, and to obtain general information on Federal assistance programs. In addition, the intent of the catalog is to improve coordination and communication between the Federal government and State and local governments.

The catalog provides the user with access to programs administered by Federal departments and agencies in a single publication. Program information is cross referenced by functional classification (Functional Index), subject (Subject Index), applicant (Applicant Index), deadline(s) for program application submission (Deadlines Index), and authorizing legislation (Authorization Index). These are valuable resource tools which, if used carefully, can make it easier to identify specific areas of program interest more efficiently.

Other sections of the catalog provide users with information on programs added and deleted since the last edition of the catalog, a crosswalk of program numbers and title changes, regional and local offices, intergovernmental review requirements, definitions of the types of assistance under which programs are administered, proposal writing, grant application procedures, and additional sources of information on Federal programs and services. Also included is a chart on how to use the catalog to locate programs of interest.

School districts are encouraged to maintain a current copy of the catalog in their reference library. Use of the catalog will enhance the school officials understanding of the various Federal programs and will help ensure that the district remains in compliance with all of the applicable program laws and regulations relative to those programs administered by the district.

The Catalog of Federal Domestic Assistance can be accessed online at [www.cfda.gov](http://www.cfda.gov)

### Cross Reference to Common Program Titles

<b><u>CFDA No.</u></b>	<b><u>Common Title</u></b>	<b><u>Federal Program Title</u></b>
13.118	AIDS Education	Acquired Immunodeficiency Syndrome (AIDS) Activity
13.184	Refugee Assistance	Refugee Assistance
15.130	Johnson O'Malley	Indian Education Assistance to Schools
84.002	Adult Basic Education	Adult Education State Administered Basic Program
84.002	Adult Basic Special	Adult Education State Administered Basic Program
84.002	ABE/Homeless Adult Basic Education	Adult Education State Administered Basic Program
84.003	Title VII Bilingual	Bilingual Education
84.009	Chapter I Handicapped	Education of Handicapped Children in State Operated or Supported Schools
84.010	Chapter I Flow Through	Educationally Deprived Children Local Education Agencies
84.011	Chapter I Migrant	Migrant Education - Basic State Formula Grant Program
84.012	Chapter I Administration	Educationally Deprived Children State Administration (Title I ESEA State Administration)
84.013	Chapter I Delinquent	Neglected and Delinquent Children (Title I ESEA Neglected and Delinquent)
84.025	Federal Deaf-Blind Chapter II	Handicapped Education Deaf-Blind Centers
84.027	Title VI-B Discretionary	Handicapped-State Grants (Handicapped Pre-school and School Program)
84.027	Title VI-B	Handicapped-State Grants (Handicapped Pre-school and School Program)

<u>CFDA No.</u>	<u>Common Title</u>	<u>Federal Program Title</u>
84.029	Training Personnel Title VI-B	Handicapped Education Special Education Personnel Development
84.029	Personnel Training Expansion Title VI-B	Handicapped Education-Special Education Personnel Development
84.048	Vocational Education Administration Services Sex Bias	Vocational Education Basic Grants to States
84.049	Vocational Education Consumer and Homemaking Education	Vocational Education Consumer and Homemaking Education
84.073	WINS	National Diffusion Network
84.151	Chapter II At Risk	Federal, State and Local Partnerships for Educational Improvement
84.151	Chapter II Super Schools	Federal, State and Local Partnerships for Educational Improvement
84.151	Chapter II Technology	Federal, State and Local Partnerships for Educational Improvement
84.151	Chapter II Certification	Federal, State and Local Partnerships for Educational Improvement
84.151	Chapter II	Federal, State and Local Partnerships for Educational Improvement
84.164	Math/Science Higher Education	Mathematics and Science Education (Title II, Math, Science, Foreign Language, Computer Grants)
84.164	Math/Science Public Education	Mathematics and Science Education (Title II, Math, Science, Foreign Language, Computer Grants)
84.173	Preschool Incentive	Handicapped-Preschool Grants
84.174	Vocational Education Community Based Organizations	Vocational Education Community Based Organizations

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<u>CFDA No.</u>	<u>Common Title</u>	<u>Federal Program Title</u>
84.185	Byrd Scholarship	Robert C. Byrd Honors Scholarships (Higher Education Act, Title IV)
84.186	Drug-Free Schools Administration	Drug-Free Schools and Communities - State Grants
84.196	K-12 Homeless, Title VI-B	State Activities Education for Homeless Children and Youth
84.216	Chapter I Expansion Private School	Capital Expenses
84.218	Chapter I Program Improvement Grant	State Program Improvement Grants