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**Fiscal Year 2008 Edition**

Minnesota Department of Education

Financial Management Section

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# TABLE OF CONTENTS

## FISCAL YEAR 2008 EDITION

### **PART I - UFARS ACCOUNT CODES**

INTRODUCTION .....	Introduction	1 - 4
OVERVIEW OF DIMENSIONS.....	Overview	1 - 16
1. FUND DIMENSION .....	Fund	1 - 10
2. ORGANIZATION/SITE DIMENSION .....	Organization	1 - 4
3. PROGRAM DIMENSION .....	Program	1 - 24
4. FINANCE DIMENSION.....	Finance	1 - 32
5. OBJECT DIMENSION.....	Object	1 - 24
6. SOURCE DIMENSION .....	Source	1 - 16
7. COURSE DIMENSION .....	Course	1 - 4
8. BALANCE SHEET .....	Balance Sheet	1 - 20
9. SUMMARY LIST OF CODES .....	Summary List of Codes	1 - 18
10. PERMITTED CODE COMBINATIONS .....	Permitted Codes	1 - 28

### **PART II - FINANCIAL MANAGEMENT PROCEDURES**

11. REVENUE SOURCE REFERENCE (STATE, FEDERAL AND LOCAL).....		1 - 8
12. AUTHORIZED BORROWING .....		1 - 8
13. FINANCIAL ACCOUNTING AND REPORTING		
SECTION 1 – COST ALLOCATION STANDARDS .....		1 - 32
SECTION 2 – STUDENT TRANSPORTATION SERVICES .....		33 - 94
SECTION 3 – GASB STATEMENT 34 .....		95 - 102
SECTION 4 – GASB STATEMENT 45 .....		103 - 121
14. MANUAL ON ACTIVITY FUND ACCOUNTING (MAFA) STUDENT ACCOUNTS.....		1 - 63
15. EFFECTIVE PRACTICES AND MANAGEMENT OPINIONS .....		1 - 6
16. GLOSSARY .....		1 - 26

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## INTRODUCTION – Fiscal Year 2008 UFARS MANUAL

This Uniform Financial Accounting and Reporting Standards (UFARS) Manual is the edition for Fiscal Year 2008. It contains changes reflecting legislation passed in the 2007 Legislative Session (ending May 21, 2007).

### Background

In 1976 the UFARS Advisory Council was established by the Minnesota Legislature. The 1976 Legislature also mandated that the local education agencies begin using the UFARS system for reporting Fiscal Year 1977 financial activity. The UFARS Advisory Council was charged with making recommendations to the State Board of Education for accounting standards consistent with Minnesota Statute 123B.75 through 123B.83, and with Generally Accepted Accounting Principles (GAAP).

In December of 1991, the UFARS Advisory Council passed a resolution for the revision of the UFARS Manual. The resolution directed that the revision provide simplification of the UFARS accounting structure, including a lesser number of accounting codes, to bring greater accuracy and uniformity in the use of the system by the local education agencies. The Council directed that a report be provided recommending such changes to the account structure within present legislative requirements, as well as suggesting changes to the statutes which would permit elimination of unproductive accounting and reporting.

The Council created a special task force on March 13, 1992. The Special Task Force adopted as its mission statement:

"The UFARS and related reporting systems will be reviewed so as to increase the simplicity and accuracy of reporting and to improve the efficiency and effectiveness of local education agency (LEA) business operations."

During 1992 the Special Task Force conducted an extensive review of the UFARS system. It concluded that the multi-dimensional account code structure and the crosswalk system were strengths of the system. In addition the Task Force developed several recommendations which were implemented to increase the efficiency and effectiveness of the system:

- A. That the UFARS concepts be refined to better focus the design and use of the account codes within the system.
- B. That over 200 existing dimension codes is deleted from the system.
- C. That criteria be developed for approval of new code requests, including (when possible) at least six months of notice to LEAs prior to the use of changes.

The Department is committed to maintaining a GAAP-based accounting system that provides accurate and comparable data to the lawmakers and public, while remaining an effective tool for LEA operations.

During the summer of 2002 a subcommittee was formed to review the requirements of *GASB Statement 34*. The Governmental Accounting Standards Board's purpose is to develop and improve financial reporting rules for state and local governments in the United States. GASB Statement 34 makes sweeping changes in the way public school districts report their financial information. A special section (Chapter 13, Section 2) was written to address implementation issues common to Minnesota public schools.

## **Revisions to the UFARS Manual**

Each year the Department's goal will be to revise the manual prior to the beginning of the next fiscal year. However, many changes to the manual are a result of legislative activity. In the case that an extended session or special session is needed, the actual publication of the manual will be somewhat later. Also, during the year accounting changes necessitated by various developments (e.g., federal legislation) will be provided to districts through the School Business Bulletin (published quarterly) Website: Accountability Programs, Program Finance, Financial Management;

[http://education.state.mn.us/mde/Accountability\\_Programs/Program\\_Finance/Financial\\_Management/index.html](http://education.state.mn.us/mde/Accountability_Programs/Program_Finance/Financial_Management/index.html)

## **Recent Revisions**

In the 2004 session the legislature repealed the statute requiring school districts to allocate general education revenue amount buildings (M.S. 126C.23 – AGER), and replaced it with new requirements for school districts to report expenditures by building and for the Department to post financial information by building on its Website. Under this new law, districts are no longer required to track revenues by building; however, additional expenditure allocations to building sites are required. The legislation was effective for the fiscal year 2004 year-end reporting and thereafter.

## **Implementation Plans for General Fund Reporting**

### **Website Reporting by Minnesota Department of Education**

1. The Department will annually report information showing school district general fund expenditures per pupil by program category for each building.

Expenditures that districts are not required to report by building site shall be allocated to sites on a uniform per pupil basis by the Department (see district-wide reporting above).

2. The Department will annually report estimated school district general fund revenue generated by pupils attending each building.
  - a. Basic skills revenue, secondary sparsity revenue and elementary sparsity revenue shall be allocated based on the amounts generated under the statutory formulas by students attending each building.

- b. Other general education revenue shall be allocated in a uniform per pupil unit basis.
- c. First Grade Preparedness aid shall be allocated to the buildings generating this aid under the statutory formula.
- d. State and federal special education aid and Title I aid shall be allocated in proportion to district expenditures for these programs by building (including district-wide coordination expenditures for these programs allocated to buildings in proportion to direct program expenditures by building).
- e. Other general fund revenues shall be allocated on a uniform per pupil basis, except that the Department may allocate other revenues attributable to specific buildings directly to those buildings (e.g., fees and other revenues not included in a – d above that are reported by districts at the building level).

Site based revenue and expenditure reports can be review at the Department Website:

<http://education.state.mn.us/mde/index.html>;

**[Home](#) - [Accountability Programs](#) - [Program Finance](#) - [Minnesota Funding Reports \(MFR\) System-Building Level Financial Reports](#)**

“Financial Data” by district and school is part of the Minnesota Report Card:

<http://education.state.mn.us/mde/index.html>;

**Home: Academic Excellence: School Report Card: “selected site”:** Report to Taxpayers

## **District Consolidated Financial Statements**

The 2006 Legislature (M.S. 123B.77, Subd. 1a) required the Department, in consultation with the Advisory Committee on Financial Management, Accounting and Reporting, to develop and maintain a school district consolidated financial statement format that converts UFARS data into a more understandable format. The consolidated financial statement must be published on the Department’s Website by January 15 of the next fiscal year (M.S. 123B.77, Subd. 3).

The consolidated financial statement is available on the Department’s Website by clicking on the following link: <http://education.state.mn.us/ConsolidatedFinancialReport/>  
This link also provides a definition of terms for the consolidated financial statement and a link to School District Financial Profiles Data.

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## OVERVIEW OF UFARS

The first UFARS Manual was completed in 1974 for implementation by school districts in Fiscal Year 1977. UFARS is an acronym for the Uniform Financial Accounting and Reporting Standards which became law in 1976. Minn. Stat. § 123B.77. These standards were related to other new legislation for Fiscal Year 1977 requiring districts to use modified accrual accounting for revenues and expenditures. Minn. Stat. §§ 123B.75-76. Computer information system requirements also became law in 1980. Minn. Stat. § 125B.05. These changes were made to help ensure the submission of timely, accurate and uniform financial data from all reporting units.

The Advisory Committee on Financial Management, Accounting and Reporting was organized in 2003 to advise the Department on matters of school accounting, reporting, budgeting and financial management. It is composed of representatives from school districts, charter schools, independent accounting firms, state agencies, and professional organizations to continually review the standards and make recommendations for improvements. The committee meets bi-monthly. Minutes are published on the Departments Website:

[http://education.state.mn.us/mde/Accountability\\_Programs/Program\\_Finance/General\\_Information/Advisory\\_Committee\\_on\\_Financial\\_Management/index.html](http://education.state.mn.us/mde/Accountability_Programs/Program_Finance/General_Information/Advisory_Committee_on_Financial_Management/index.html)

Minnesota school districts, charter schools, cooperative districts, area learning centers, private alternative schools and non-public schools are required by law to prepare financial reports and annual budgets. The need for the accounting and reporting of financial data pertaining to school districts and the increasing number of charter schools has expanded in recent years and is expected to grow in the future. For all public entities these financial reports include the detailed tracking of revenues and expenditures within UFARS fund classifications in order to meet legislative requirements for school districts and provide financial accountability for public fund allocations. This is due to the increasing demand for accurate financial reporting data and the growing need for legislative accountability, including:

- Providing better financial information for public review and evaluation,
- Demonstrating financial accountability for program implementation,
- Enabling compliance with state and federal financial reporting requirements, and
- Improving decision-making capabilities for state and local agencies.

The Uniform Financial Accounting and Reporting Standards is an integral part of the accounting and reporting process for school districts. The accuracy of the school district financial reports to be used in funding opportunities and decision-making activities is the responsibility of the governing boards of Minnesota school districts, charter schools and education cooperatives. The accuracy of the UFARS recording, reporting and classification procedures is the responsibility of the superintendent or director and the business manager.

The need for the accounting and reporting of financial data pertaining to local school districts has expanded in recent years and is expected to grow in the future. This is due to the increasing demand for an effective use of school district resources and an increasing interest in equalizing educational opportunities for all pupils regardless of background or locale.

This overview of UFARS includes the following parts:

Part A:	Chart of Accounts
Part B:	UFARS System Uses
Part C:	Dimension Descriptions
Part D:	Legislative Requirements

## A. Chart of Accounts

UFARS requires the revenue and expenditure account code structure to be multi-dimensional. Expenditure and revenue accounting and reporting is based on individual accounts. An account in a multi-dimensional system requires the use of codes in six dimensions, each of which has a distinct purpose as described in Chapters 1 – 7 in this manual. The same dimensions are used in both revenue and expenditure accounts with the exception that the Object Dimension is used with expenditure accounts and the Source Dimension is used with revenue accounts. Five of these dimensions are represented by codes of three digits and one (the fund dimension) by a code of two digits. These dimensions are used in the following sequence:

FUND – ORG/SITE – PROGRAM – FINANCE - OBJECT/SOURCE - COURSE  
XX    XXX    XXX    XXX    XXX    XXX

Each dimension identifies one aspect of a revenue or expenditure account. No single dimension alone could provide enough information for local and state reporting of financial information. Expenditures such as salaries, purchased services, supplies and materials need to be related to at least a program or site (organization). Revenue accounts may or may not be dedicated for specific purposes. The fund and possibly the program, site (organization) or finance dimension may be necessary to describe the specific activities for which the revenue is to be used. Therefore, the total account structure is required to provide a meaningful account description.

Districts have been required to report “site based data” since Fiscal Year 1999. The organization dimension must relate to “District-Wide” – 005, “Home School Sites” – 799, or “Budgeted Learning Sites” – 001 to 004, 006 to 798, 800 to 997 and 999, and “Tuition Billing Sites” - 998. An appropriate way to define the “Organization Dimension” would be to simply call it the “Organization/Site Dimension.” Starting with Fiscal Year 2002 the Organization Dimension is referred to as the Organization/Site Dimension (Org/Site). Since it will take a certain amount of time for users to re-entitle the Organization Dimension to Organization/Site Dimension, the terms may be used interchangeably. The UFARS Manual uses the terminology “Organization/Site Dimension.”

Since each code within a dimension could be associated with every code in every other dimension, a vast number of individual accounts can be defined. However, only a fraction of the possibilities are useful or would be legitimate accounts. For example, salary objects should not be associated with the Debt Redemption Fund (see Permitted Code Combinations – Chapter 10).

In defining accounts, districts need to consider two factors. First, is the information required for state and/or other reporting? Second, does the district need the information for management decisions? Each dimension of the UFARS system contains a catalog of state-defined codes that are required for state reporting purposes. All codes for which the state will request information

are included in this manual. From this catalog, districts can select the codes from each dimension that pertain to their operations. For example, a district can use this structure to define a salary expense for custodians at a secondary school site by selection of codes from each dimension as follows:

<b>FUND</b>	<b>ORG/SITE</b>	<b>PROGRAM</b>	<b>FINANCE</b>	<b>OBJECT</b>	<b>COURSE</b>
01	325	810	000	170	000
General	Bradbury High School	Operation and Maintenance	N/A	Non-Instructional Support Salary	N/A

Each district has somewhat different accounting and reporting requirements for local control and management. Additional accounts may be required in its day-to-day operations. The UFARS reporting structure does **not** control or constrain local operations but rather provides flexibility for accounting structure. Districts may add codes in any dimension to accommodate local accounting needs. However, for state reporting these codes must be cross-walked to codes existing in the UFARS manual. For example, a district can use a local code structure to define a salary expense for custodian overtime by the selection of locally defined codes in certain dimensions. Then, using the crosswalk feature, local codes can be reclassified to the appropriate UFARS codes as follows:

**EXAMPLE: DISTRICT-DEFINED CODES**

<b>FUND</b>	<b>ORG/SITE</b>	<b>PROGRAM</b>	<b>FINANCE</b>	<b>OBJECT</b>	<b>COURSE</b>
01	325	810	000	175	010
General	Bradbury High School	Operation and Maintenance	N/A	Custodian Overtime	Cleaning

**EXAMPLE: DISTRICT DEFINED CODES CROSS-WALKED TO UFARS CODES**

<b>FUND</b>	<b>ORG/SITE</b>	<b>PROGRAM</b>	<b>FINANCE</b>	<b>OBJECT</b>	<b>COURSE</b>
01	325	810	000	175	010
>	>	>	>	>	>
01	325	810	000	170	000

The sequence or arrangement of the dimensions as presented in this manual is for state reporting purposes only. In the automated multi-dimensional statewide finance system, the arrangement of dimensions varies from district to district. Input documents may have dimensions arranged in one sequence, be manipulated internally by the computer software in a different sequence and be rearranged for reporting purposes in a third sequence. Detailed explanations of each dimension may be found preceding the list of codes in the chapter devoted to each dimension. Figures 1 and 2 on the following pages illustrate the type and content of the six dimensions for revenue and expenditure accounts. Part C of this overview provides a more extensive description of each dimension.

## **B. UFARS System Uses**

UFARS is used at the district level for (1) budgeting and budget projections, (2) financial management, and (3) for reporting to district administrators, the school board and the public. At the state level, the Department of Education requires information on a uniform basis from all the school districts and charter schools for the following purposes:

- a. for state funding programs that provide state aid or levy authority based on expenditure data.
- b. for federal programs (such as Title I, Adult Basic Education and National School Lunch) which are administered through the Minnesota Department of Education and require financial information for entitlement.
- c. for the preparation by the Department of the “Profiles” report, an annual financial condition report, and general data regarding the finances of each district.
- d. to provide the Governor and the Legislature with financial and statistical data relating to proposed aid formulas, past payments made, and other research regarding historical and projected costs.
- e. to provide financial information to the National Center for Education Statistics (NCES) and the Bureau of the Census. This information includes financial data for federal programs that are administered outside the Minnesota Department of Education.
- f. The 2007 Legislature made changes to the publication of financial information (M.S. 123B.10, Subd. 1). Every board must publish revenue and expenditure budgets for the current year and the actual revenues, expenditures, fund balances for the prior year and projected fund balances for the current year within one week of the acceptance of the final audit or November 30, whichever is earlier. The statute states that a district must include its budget information in the district’s truth in taxation materials; posted on the district’s website with a link to the school report card information on the department of education website; and published in a qualified newspaper of general circulation within the district. These changes are to ensure that the budget publication reflects final audited data for the previous fiscal year.

**Figure 1  
EXPENDITURE ACCOUNTS**

	FD	ORG	PRO	FIN	OBJ	CRS
X = Number of digits in UFARS dimension.	XX	XXX	XXX	XXX	XXX	XXX
FUND - Provides for a segregation of expenditures which are generally established in accordance with statutory requirements and GAAP. Included are the General, Food Service, Community Services, Construction, Debt Service, Trust, Agency and Internal Service Funds.						
ORG/SITE – Provides separation of expenditures by budgeted learning site or district-wide. The learning sites have the same numbers as in the student reporting system (MARSS).						
PROGRAM – Provides separation of expenditures for all aspects of school district operations, including direct instructional, administrative and various support activities. Examples include School Administration, Mathematics, Staff Development, Instruction for the Physically Impaired, and Facilities.						
FINANCE – Provides detailed information of expenditures for which funding is restricted and also identifies expenditures which relate to a reserved fund balance. In some cases, this dimension is used to link expenditures to revenue. Examples include Title I, Basic Skills Education, and the National School Lunch Program. If the Finance Dimension is not needed, Code "000" is used.						
OBJECT – Provides expenditure detail as to the service or commodity purchased. Examples include teacher salaries, food, bond interest, and technology equipment.						
COURSE – This dimension has not been used for its original purpose in state reporting. An optional use of this dimension is to classify expenditures by locally defined relationships.						

**Figure 2  
REVENUE ACCOUNTS**

	FD	ORG	PRO	FIN	SRC	CRS
X = Number of digits in UFARS dimension.	XX	XXX	XXX	XXX	XXX	XXX
FUND – Provides for a segregation of revenues which are generally established in accordance with statutory requirements and GAAP. Included are the General, Food Service, Community Services, Trust, Agency, Debt Service, Construction, and Internal Service Funds.						
ORG/SITE – May provide separation of revenues by budgeted learning site or district-wide. The learning sites have the same numbers as in the student reporting system.						
PROGRAM – May provide separation of revenues for all aspects of school district operations, including direct instructional, administrative and various support activities. Examples include School Administration, Mathematics, Staff Development, Instruction for the Physically Impaired, and Facilities.						
FINANCE – May provide detailed information on revenues for which funding is restricted and also identifies expenditures which relate to a reserved fund balance. In some cases, this dimension is used to link expenditures to revenue. Examples include Title I, Basic Skills Education, and the National School Lunch Program. If the Finance Dimension is not needed, Code "000" is used.						
SOURCE - Provides for a separation of revenues by source of funding. Identifies revenues of a general nature such as property tax levies or General Education Aid, or for specific categorical programs. Serves as a means of summarizing by major revenue classifications; e.g., local, state, or federal. Required for all revenues received and thus Code "000", "Not Applicable", may not be used.						
COURSE – This dimension has not been used for its original purpose in state reporting. An optional use of this dimension is to classify expenditures by locally defined relationships.						

## **C. Dimension Descriptions**

### **Fund Dimension**

A fund is a fiscal entity with a set of accounts that record financial resources, liabilities and equities. Each fund is segregated for the purpose of carrying on specific activities or attaining certain objectives in accordance with special regulations, restrictions, or limitations. The Fund Dimension has the largest aggregation of transactions.

Transfers between funds are allowed only when authorized in statute. Minn. Stat. § 123B.79. Such transfers require school board action.

There are generally two different methods to classify the various funds depending on to whom the district is reporting:

1. audited financial statements must use Generally Accepted Accounting Principles (GAAP)
2. UFARS is the classification method used to report to the Department of Education.

For accounting and reporting in accordance with GAAP, and as presented in the audited financial statements, the funds described in this manual consist of Governmental Funds, Proprietary Funds, Fiduciary Funds and Account Groups in accordance with standards established by the Governmental Accounting Standards Board (GASB). The Governmental Funds are further divided into General (01), Special Revenue (02 and 04), Building Construction (06), and Debt Service (07). The Fiduciary Funds are Trust (08) and Agency (09). The Proprietary Fund is Internal Service (20). The Account Groups are General Fixed Assets (designated in the Fund Dimension as 98) and General Long-Term Debt (designated in the Fund Dimension as 99). For UFARS reporting to the State of Minnesota, funds are divided into Operating Funds (Funds 01-04), Non-Operating (Funds 06-09), Proprietary (20) and Account Groups (98 & 99).

### **Organization/Site Dimension**

The Organization/Site Dimension is the portion of the total account code that makes it possible to identify expenditures and revenues as district-wide or by budgeted learning site.

For state reporting purposes, revenues and expenditures must be coded either to a budgeted learning site or as district-wide. All revenues or expenditures which cannot be directly related to a learning site are reported to the Department of Education as district-wide. The local district may also use separate site codes for local needs such as administration buildings, bus garages, distribution centers or warehouses, etc. These must be crosswalked for state UFARS reporting.

Individual site codes are not used for departments, sections, or other cost centers within the district, budgeted learning site, or instructional level. This subdivision is accomplished by use of the appropriate program category code. Individual site codes are also not used for defining geographic areas, administrative projects, or intra-district reporting hierarchies.

## **Program Dimension**

This dimension is used to separate sets of activities within a fund. The Program Dimension describes all instructional and support service activities associated with public schools. For example, Program Code 810, Operations and Maintenance, is used to report all expenditures associated with operating and maintaining a district's facilities. By combining the Organization/Site with Program Code 810, it is possible for the district to report on operations and maintenance costs on a site-by-site basis.

Each program code describes the complete set of activities pertaining to that program except for those activities for which another program code exists. Thus, the program "Office of the Superintendent" is used for all expenditures for that office including the salary of all staff (the superintendent and his/her staff), benefits, supplies and any other expenses incurred directly by that office. However, maintenance costs are not allocated to this activity, since Program Code 810 exists.

The codes in this dimension are divided into ten categories: Administration (000 Series Codes); District Support Services (100 Series Codes); Elementary and Secondary Regular Instruction (200 Series Codes); Vocational Education (300 Series Codes); Special Education Instruction (400 Series Codes); Community Education and Services (500 Series Codes); Instructional Support Services (600 Series Codes); Pupil Support Services (700 Series Codes); Sites, Buildings and Equipment (800 Series Codes); and Fiscal and Other Fixed Costs Programs (900 Series Codes).

## **Finance Dimension**

The Finance Dimension is used to establish the revenue and expenditure relationship for financial accounting and reporting. This linkage is maintained for accounting and reporting by establishing unique finance codes and using them in conjunction with the other dimensions in both revenue and expenditure accounts. Detailed or summary reports of revenues and expenditures for reporting financial information for aids or grants may be obtained through use of the finance dimension.

The series in this dimension are State (300 Series Codes), Federal (400 and 500 Series Codes), Child Nutrition (701-710 Series Codes), Transportation (711-739 Series Codes), Special Education (740-760 Series Codes), State Placement (761-770), Levy Supported Programs (771-798 Series Codes) and Secondary Vocational (800 Series).

The term in the description for federal programs "CFDA No. XX.XXX" requires special notice. This refers to a federal identification number listed in the Catalog of Federal Domestic Assistance. For projects funded by the Department of Education, each finance code definition includes the warrant description for aid or grant payments.



## **Object Dimension**

The Object Dimension identifies the generic service or commodity obtained as the result of an expenditure. This is the most detailed level of expenditure reporting. A specific object code is required for each expenditure account. Therefore, "000" may not be used in the Object Dimension. The descriptions in the Object Dimension chapter define the type and nature of the expenditures appropriate for each object code.

The Object Dimension is subdivided into eight series: Salaries and Wages (100 Series Codes); Employee Benefits (200 Series Codes); Purchased Services (300 Series Codes); Supplies and Materials (400 Series Codes); Capital Expenditures (500 Series Codes); Debt Service (700 Series Codes); Other Expense (800 Series Codes); and Other Financing Uses including Transfers (900 Series Codes).

## **Source Dimension**

The Source Dimension identifies the origin of revenues. A specific source code is required in each revenue account. Therefore, "000" may not be used in the Source Dimension.

The descriptions in the Source chapter identify the sources of revenue in the following series: Local Sources (001-099 series codes); State Sources (200-399 series codes); Federal Sources (400-599 series codes); and Sales/Other Conversions (600-699 series codes).

## **Course Dimension**

For state reporting purposes, use of the Course Dimension is to report revenues and expenditures for projects that overlap school district fiscal years.

Beginning with FY 2007, the Course Dimension Code will be used to track Alternative Facility project expenditures authorized under M.S. 123B.59 Subd. 1, (a) (large schools) and Subd. 1, (b) (Health & Safety). The district and agency will be able to track the changing costs of a project through multiple fiscal years and application years by means of the Alternative Facilities (revised) website.

For local management purposes, the Course Dimension is that segment of the total UFARS account code that makes it possible to further describe or identify an activity within another dimension to achieve more detailed information.

Chapter 14 of the manual contains a 900 series of course code numbers. These codes may be used by local districts for the recording of student activity accounts, with or without the Manual for Activity Fund Accounting (MAFA).

## **GAAP and UFARS Fund Structures**

Figure 3 on the following page illustrates the two methods of classifying school district funds. For audit reports, independent auditors must use GAAP. When districts report their financial data to the state, the UFARS classification for funds is used.

**Figure 3**  
**FUND CLASSIFICATION**  
**GAAP REPORTING**

Fund Name & No.	FUND TYPE						
	Governmental				Fiduciary	Proprietary	Account Groups
	General	Special Revenue	Capital Projects	Debt Service			
General (01)	X						
Food Service (02)		X					
Community Service (04)		X					
Building Construction (06)			X				
Debt Service (07)				X			
Trust (08)					X		
Agency (09)					X		
Internal Service (20)						X	
General Fixed Assets (98)							X
General Long-Term Debt (99)							X

**UFARS FUND CLASSIFICATION**  
**STATE REPORTING**

Fund Name & No.	FUND TYPE			
	Operating	Non-Operating	Proprietary	Account Groups
General (01)	X			
Food Service (02)	X			
Community Service (04)	X			
Building Construction (06)		X		
Debt Service (07)		X		
Trust (08)		X		
Agency (09)		X		
Internal Service (20)			X	
General Fixed Assets (98)				X
General Long-Term Debt (99)				X

## **D. Legislative Requirements**

### **Authorized Computer Information Systems**

Minn Stat. § 125B.05 requires the Department of Education to develop and maintain a computerized information system for state information needs. Another purpose of the computerized information system is to meet the management needs of school districts. The Department maintains a list of certified service providers for administrative data processing software and support. To be certified, a service provider must provide the Department with a written statement identifying software products and support functions that will be provided to school districts and state its intent to meet state standards for software, data elements, edits, and support services. The standards ensure the quality of the data reported to the state. Refer to Figure 4 for the required data format for UFARS data submission and Figure 5 for the current list of certified service providers.

### **Audit Requirements**

According to Minn. Stat. § 123B.77, each district and charter school shall submit to the Department by September 15 of each year UFARS unaudited financial data for the preceding fiscal year, and its audited UFARS data by November 30. The audited printed financial statement is due December 31. The UFARS data should pass the Chapter 10 requirements before submission to the Department. If the UFARS data does not pass any of the additional edit checks at the Department, an error report is printed to the Department's webpage where the district personnel can view the errors and make necessary corrections to the data. Turnaround reports are placed on the Department's webpage after every data upload by a reporting unit.

Charter Schools: According to Minn. Stat. § 124D.10, subdivision 6a, each charter school must submit an audit report to the commissioner by December 31 of each year. Components of the audit and reporting procedures are specified. If an audit report includes a management letter indicating a material weakness in the financial reporting system of the school, the charter school must submit a written report explaining how the weakness will be resolved. Upon request, a charter school must make available in a timely fashion, the minutes of meetings, the names of the board of directors, the committees having authority of the board, as well as specified financial information.

### **Compliance Table**

At the conclusion of a reporting entity's audit, after the financial statements have been completed, a report is generated by the reporting entity or the auditor. This report provides a comparison between the UFARS data and the audited financial statements. See Figure 6 - Compliance Table for a list of the UFARS data that is compared with the financial statement in the audit report. This attachment is a prototype of the Compliance Table on form ED-02207-06E. This form must be completed electronically and a copy of the report must be included with the reporting entity's audited financial statements. The UFARS Compliance Table can be found at: [http://education.state.mn.us/mde/Data/Data\\_Submissions/index.html](http://education.state.mn.us/mde/Data/Data_Submissions/index.html). This site is best viewed using either Microsoft Internet Explorer 5.5 or above, or Netscape Navigator version 6.0 or above.

Effective for Fiscal Year 2008 (FY08) only, legislation allows reporting entities a one time transfer from the General Fund - 424 Reserve for Operating Capital to the General Fund - 422 Unreserved/Undesignated Reserve. In response to a legislative request the FY08 compliance table will have three new data elements: Per Pupil Amount, Adjusted Marginal Cost Pupil Units (AMCPU), and Total Transfer. These three data elements will result in a mathematical equation, (Per Pupil Amount x AMCPU = Total Transfer). These three data elements must be filled with zeros if no transfer was made. The reporting entity or the auditor will enter these data elements for FY08 only.

Since this is an online active database, each time entries are made, the numbers will change at the department level. The reporting entity or the auditor will be responsible for entering data to the Compliance Table. Once you have made the connection to the Minnesota Department of Education Compliance Table, follow the steps below to enter the audited financial statement data.

At the time of this publication the Compliance Table and Figure 6 are under construction. New detail instructions will be distributed after the Compliance Table and Figure 6 has been completed. Thank you for your patience.

Please contact Mary Weigel (651)582-8770 or e-mail [mary.weigel@state.mn.us](mailto:mary.weigel@state.mn.us) with questions about the form, process or deadlines.

**Figure 4  
Required UFARS Data Format**

	Unaudited	District	District		Fiscal	Submission	Submission	Users	Accounting	Total	Total Exp.	Total Rev.
	Audited	Number	Type	Region	Year	Date	Time	Blank	Period	GNL	Records	Records
Header Record	U or A	9999	99	9	06-07	091507	1057	Empty	99	999999	999999	999999
Number of Characters	1	4	2	1	5	6	4	17	2	6	6	6

**Example:** UXXXXxxX05-060915061057 01000001000001000001

	General	District	District	Fund	GNL	Plus or	Beginning	Plus	Year-to-Date	Plus	Year-to-Date
	Ledger	Number	Type	Number	Number	Minus	Balance	Sign	Debit	Sign	Credit
General Ledger	G	9999	99	99	999	Sign	999999999999	+	999999999999	+	999999999999
Records											
Number of Characters	1	4	2	2	3	1	11	1	11	1	11

**Example:** GXXXXxx01101+12345678999+12345678999+12345678999

	Revenue	District	District	GNL	Fund	Org/Site	Program	Finance	Source	Course	Plus	Adopted	Plus	Revised	Plus	Next Year	Plus	Year-to-Date
		Number	Type	Sum.	Number	Number	Number	Number	Number	Number	Sign	Budget	Sign	Budget	Sign	Budget	Sign	Amount
Revenue Records	R	9999	99	999	99	999	999	999	999	999	+	999999999999	+	999999999999	+	999999999999	+	999999999999
Number of Characters	1	4	2	3	2	3	3	3	3	3	1	11	1	11	1	11	1	11

**Example:** RXXXXxx51901005000000060000+12345678999+12345678999+12345678999+12345678999

	Expenditur	District	District	GNL	Fund	Org/Site	Program	Finance	Object	Course	Plus	Adopted	Plus	Revised	Plus	Next Year	Plus	Year-to-Date
	e	Number	Type	Sum.	Number	Number	Number	Number	Number	Number	Sign	Budget	Sign	Budget	Sign	Budget	Sign	Amount
Expenditure Records	E	9999	99	999	99	999	999	999	999	999	+	999999999999	+	999999999999	+	999999999999	+	999999999999
Number of Characters	1	4	2	3	2	3	3	3	3	3	1	11	1	11	1	11	1	11

**Example:** EXXXXxx53901005110000110000+12345678999+12345678999+12345678999+12345678999

**Figure 5**  
**Approved Finance Systems Certified for UFARS Reporting**  
**July 2007**

The following software service providers/vendors are approved for the reporting of school district financial information in accordance with Minn. Stat. § 125B.05, subd. 3.

<b>Service Providers/Vendors</b>	<b>Contact</b>	<b>Phone # &amp; E-Mail Address</b>
Regional Management Information Center (RMIC) 1 SMART SOFTWARE	Wayne Miller Region 1 810 4th Ave. So., P.O. Box 1178 Moorhead, MN 56560	(218) 284-3104 (218) 236-2368 (fax) <a href="mailto:wmiller@Region1.k12.mn.us">wmiller@Region1.k12.mn.us</a>
Regional Management Information Center (RMIC) 2 SMART SOFTWARE	Jeff Yeager A.R.C.C. Region 2 5 West First Street, Suite 300 Duluth, MN 55802-2070	(218) 723-1700, ext. 110 (218) 723-1923 (fax) <a href="mailto:jyeager@arcc.org">jyeager@arcc.org</a>
Regional Management Information Center (RMIC) 3 SMART SOFTWARE	Nancy Ramler CMERDC- Region 3 570 1st Street S.E. St. Cloud, MN 56304	(320) 257-1923 (320) 252-8569 (fax) <a href="mailto:nramler@erdc.k12.mn.us">nramler@erdc.k12.mn.us</a>
Regional Management Information Center (RMIC) 4 SMART SOFTWARE	Darin Jensen Region 4 S.W./W.C. Service Coop 1420 East College Drive Marshall, MN 56258	(507) 537-2280 (507) 537-6985 (fax) <a href="mailto:djensen@swsc.org">djensen@swsc.org</a>
Regional Management Information Center (RMIC) 5 SMART SOFTWARE	Roger Heiden RMIC Region 5 P.O. Box 2248 Mankato, MN 56002-2248	(507) 386-4804 (507) 388-5978 (fax) <a href="mailto:rogerh@regionv.k12.mn.us">rogerh@regionv.k12.mn.us</a>
Regional Management Information Center (RMIC) 7	Michelle Knutson Jolene Kroschel TIES 1667 Snelling Ave. No. St. Paul, MN 55108	(651) 999-6405 (651) 999-6401 (651) 999-6099 (fax) <a href="mailto:torgirms@ties.k12.mn.us">torgirms@ties.k12.mn.us</a> <a href="mailto:kroschel@ties.k12.mn.us">kroschel@ties.k12.mn.us</a>
Skyward Software Inc.	Lori Mohs Skyward Software Inc. 868 3 <sup>rd</sup> Street South Suite 101 Waite Park, MN 56387	(320) 259-6115 (320) 259-5256 (fax) <a href="mailto:lorim@skyward.com">lorim@skyward.com</a>
Computer Management Technologies	Stephanie Bowman Computer Management Technologies 731 Gratiot Avenue Saginaw, MI 48602	1-800-222-9124, ext.119 <a href="mailto:sbowman@cmtonline.com">sbowman@cmtonline.com</a>
Escape Technology	Robert Towery Escape Technology 3017 Douglas Boulevard-Suite 140 Roseville, CA 95661-3848	(916) 773-6363, ext. 114 <a href="mailto:bobt@escapetech.com">bobt@escapetech.com</a>

<b>Service Providers/Vendors</b>	<b>Contact</b>	<b>Phone # &amp; E-Mail Address</b>
ORACLE	Gary Sugar Strategic Information Solutions, Inc. 200 North LaSalle, Suite 900 Chicago, IL 60601	(312) 422-1552 <a href="mailto:gsugar@sisus.com">gsugar@sisus.com</a>
IFAS	Christian Meyer Regional Sales Manager SunGard Bi-Tech Inc. 890 Fortress Street Chico, CA 95973	(530) 879-2847 <a href="mailto:christian@bi-tech.com">christian@bi-tech.com</a>
Microsoft Dynamics Great Plains	Jodie Zesbaugh Sunergi, Inc. 900 Long Lake Road Suite 220 St. Paul, MN 55112	(651) 259-1420 1-866-786-3744 (651) 633-2229 (fax) <a href="mailto:jzesbaugh@sunergi.com">jzesbaugh@sunergi.com</a>
Lawson	Guy Henson Lawson Software Plaza Ridge II 2250 Corporate Park Drive Suite 400 Herndon, VA 20171	(571) 203-7970 ext: 2916 (571) 203-7981 (fax) <a href="mailto:guy.henson@lawson.com">guy.henson@lawson.com</a> www.lawson.com
SAP	Robbi Laak Consulting Engagement Manager State & Local Government SAP Public Service, Inc 4 Van De Graff Drive Burlington, MA 01803	<a href="mailto:robbi.laak@sap.com">robbi.laak@sap.com</a>
	Carol Gibson SAP Public Services, Inc. 13724 463 <sup>rd</sup> Ave. SE North Bend, WA 98045	<a href="mailto:carol.gibson@sap.com">carol.gibson@sap.com</a>

**Figure 6**  
**UNIFORM FINANCIAL ACCOUNTING AND REPORTING STANDARDS**  
**COMPLIANCE TABLE**  
**As of JUNE 30, 2008**

**Under construction**



# 1. FUND DIMENSION

## General Description

The Governmental Accounting Standards Boards' (GASB) *Codification of Governmental Accounting and Financial Reporting Standards*, Section 1300, defines a fund as:

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 established in the Uniform Financial Accounting and Reporting Standards (UFARS) in accordance with statutory requirements and Generally Accepted Accounting Principles (GAAP). Transfers between funds are allowed only as specified by statute. In general, revenues may be transferred from the General Fund to any operating fund only to eliminate a deficit. Such a transfer requires school board action. For state UFARS accounting and reporting, the funds and account groups are divided into categories and numbered as listed below. The appropriate reclassification, chargeback or allocation of expenditures are not considered to be fund transfers.

Beginning with Fiscal Year 1997, the Capital Expenditure and Transportation Funds were folded into the General Fund. There was created a Reserve for Operating Capital Expenditure (Balance Sheet Code 424), but not one for transportation, except for previously accumulated amounts for bus purchase (Balance Sheet Code 412).

## List of UFARS Funds and Account Groups

### Operating Funds

- 01 General Fund
- 02 Food Service Fund
- 04 Community Service Fund

### Non-Operating Funds

- 06 Building Construction Fund
- 07 Debt Service Fund

### Fiduciary Funds

- 08 Trust Fund
- 09 Agency Fund

## Proprietary Funds

20 Internal Service Fund

## Account Groups

98 General Fixed Assets Group  
99 General Long-Term Debt Group

## Code Title and Definition

### 01 General Fund

#### Overview

The General Fund is used to account for all revenues and expenditures of the school district not accounted for elsewhere. The General Fund is used to account for educational activities, district instructional and student support programs, expenditures for the superintendent, district administration, normal operations and maintenance, pupil transportation, capital expenditures, and legal school district expenditures not specifically designated to be accounted for in any other fund. A district may use General Fund balances for capital purposes except when the requirements for a specific categorical revenue state that it may not be used for capital purchases.

The General Fund is used to show the financial activities of a school district's pupil transportation program; however, chargebacks must be made against other operating funds when appropriate.

Revenue for Operating Capital and revenue from Bonds for Certain Capital Facilities must be recorded in the Reserve for Operating Capital in the General Fund. Revenue for Health and Safety and for Disabled Accessibility must be recorded in the Reserves for these purposes in the General Fund.

Capital expenditures may be made from either the Unreserved General Fund, or from one of the appropriate reserves in the General Fund. To indicate that the expenditure is made from the Unreserved General Fund, Finance Code 000, District-Wide, should be used. To indicate that the expenditure is made from the Reserve for Operating Capital, use Finance Code 302, Operating Capital. To indicate that the expenditure is made from the Reserve for Health and Safety, use these Finance Codes: 347, Physical Hazards; 349, Other Hazardous Materials; 352, Environmental Health & Safety Management; 358, Asbestos Removal; 363, Fire Safety; or 366, Indoor Air Quality. To indicate that the expenditure is made from the Reserve for Disabled Accessibility, use Finance Code 794, Disabled Accessibility.

When the sale of bonds is consummated with the proceeds to be used for school building construction, a Building Construction Fund must be established. (See Building Construction Fund 06.)

If the unreserved fund balance in the Food Service or Community Service Fund is in deficit, the deficit may be eliminated by a transfer from the General Fund. Minn. Stat. § 123B.79. See the following description of each fund to determine when a fund transfer is required. Such a transfer requires school board action.

When providing services for other funds, the General Fund must credit a chargeback account to reflect expenditures for the benefit of the other funds and debit the chargeback account in the other funds using the proper finance code. Examples of this situation would be transportation services provided for Community Education or for Food Service.

Extra-curricular activities under the control of the school board must be recorded in the General Fund. Minn. Stat. § 123B.49, subd. 2. If the extra-curricular activities are not under school board control, only the direct salary costs and indirect costs for use of school facilities are to be recorded in this fund. Other revenues and expenditures for extra-curricular activities not under board control should not be reported as part of UFARS reporting. Minn. Stat. § 123B.49, subd. 4.

## **02 Food Service Fund**

The Food Service Fund is used to record financial activities of a school district's food service program. Food service includes activities for the purpose of preparation and service of milk, meals, and snacks in connection with school and community service activities.

All expenditures relating to meal preparation must be recorded in the Food Service Fund. Eligible expenditures include application processing, meal accountability, food preparation, meal service, and kitchen custodial service. Minn. Stat. § 124D.111, subd. 3.

Generally excluded from the Food Service Fund are the costs of lunchroom supervision, lunchroom custodial services, lunchroom utilities, or any other administrative costs that are the responsibility of the General Fund. These costs may only be included if a surplus exists in the Food Service Fund at the end of a fiscal year for three successive years. The district may then reclassify these costs for the third fiscal year, not to exceed the amount of the surplus in the Food Service Fund. Minn. Stat. § 124D.111, subd. 3.

Capital expenditures may be made from the Food Service Fund only if (1) the Food Service Fund's year-end unreserved fund balance is greater than the cost of the equipment to be purchased, and (2) prior approval has been obtained from the Minnesota Education's Nutrition Section. If these conditions are not met, then the capital expenditure may only be purchased from the General Fund. Minn. Stat. § 124D.111, subd. 3.

If a deficit in the Food Service Fund exists on June 30, and if that deficit is not eliminated by operations during the following year, it must then be eliminated by a permanent fund transfer from the General Fund. However, if a district had contracted with a food service

management company during the period in which the deficit accrued, the deficit must be eliminated by a payment from the food service management company.

Minn. Stat. § 124D.111, subd. 3. As an alternative to a fund transfer, a district may incur a deficit for up to three years without making the permanent transfer if the district submits to the Minnesota Education's Nutrition Section, by January 1 of the second fiscal year, a plan for eliminating the deficit at the end of the third fiscal year. Minn. Stat. § 124D.111, subd. 3.

### **Federal Food Service Excess**

**Net cash resources.** The school food authority shall limit its net cash resources to an amount that does not exceed 3 months average expenditures for its nonprofit school food service or such other amount as may be approved by the State agency in accordance with U.S.C. §210.19(a). This amount is calculated using 10 months as a service year.

## **04 Community Service Fund**

The Community Service Fund is used to record all financial activities of the Community Service program. The Community Service Fund is comprised of five components, each with its own fund balance. The five components and the fund balance for each are:

Community Service, Unreserved/Undesignated Fund Balance 422

Community Education, Reserve Fund Balance 431

Early Childhood Family Education (ECFE), Reserve Fund Balance 432

School Readiness, Reserve Fund Balance 444

Adult Basic Education (ABE), Reserve Fund Balance 447

Community Education includes only those activities authorized in Minnesota Statute 124D.19. The focus of these activities is enrichment programs for any age level that are not part of the K-12 education program. This section may also be used for K-12 summer school enrichment activities which, although educational in nature, are not for credit and are not required for graduation. A district may spend up to 10% of its community education revenue (levy, aids, and fees) to purchase or lease computers and related items, equipment for instructional programs, and library books used exclusively for community education. Minn. Stat. § 124D.20, subd. 8.

Early Childhood Family Education includes only activities authorized in Minnesota Statute 124D.13. The focus of these activities is to improve parenting skills of new and expectant parents, and to provide learning experiences for parents and children. The fund balance for Early Childhood Family Education is limited by Minn. Stat. § 124D.135, subd. 8.

School Readiness includes activities authorized in Minnesota Statute 124D.15. Activities in this reserve fund should be based on the needs of children, identified through a screening process. These activities will include social services, a development and learning plan, health referral services, a nutrition component and parental involvement. The fund balance for School Readiness is limited by Minn. Stat. § 124D.16, subd. 6.

The Adult Basic Education reserve will include all activities in the Adult Basic Education (Minn. Stat. § 124D.55) and Adult High School Graduation programs (Minn. Stat. § 124D.54).

The Community Service Fund includes all other community programs not described above; such as Preschool Screening, Adult Farm Management, and Nonpublic Pupil Aid programs. The fund balance for these community programs is recorded in Fund Balance Account Code 422, Unreserved Undesignated.

When federal monies are expended for community service purposes as a part of a program primarily for elementary/secondary children, the General Fund is used. Federal programs, such as Adult Basic Education, which are predominately or totally directed toward adult groups, are recorded in the appropriate account of the Community Service Fund.

Funds may be transferred from the General Fund to the Community Service Fund for the employer contributions for TRA and FICA-Medicare for members of TRA who are paid from the Community Service Fund and who are not paid for by a fully funded grant or special project. The funds transferred must be recorded in the specific program areas from which the employer contribution expenditures were incurred. Minn. Stat. § 123B.79, subd. 3. If a deficit exists in the unreserved portion of the Community Service Fund, a transfer may be made from the General Fund. Such transfer requires school board action.

## **06 Building Construction Fund**

The Building Construction Fund is used to record all operations of a district's building construction program that are funded by the sale of bonds, capital loans, or the Alternative Bonding Program (including levies).

Construction costs for buildings and additions consist of the following: expenditures for general construction; advertisement for contracts; payments on contracts of construction; installations of plumbing, heating, lighting, ventilating and electrical systems; expenditures for lockers, elevators, and other equipment; architectural and engineering services; travel expenses; paint and decorating expenses; and any other related costs. Include the costs of floating the bond issue in this fund by reclassification from the General Fund.

All revenues and expenditures for projects being funded under the Capital Loan Program and the Alternative Bonding Program must be reported in this fund. If levy dollars are received for capital loan projects by the "pay-as-you-go" method, instead of bonds, then a transfer must be made from the General Fund to the Building Construction Fund for the amount of the levy received in the General Fund.

Where a balance from a bond issue remains in the Building Construction Fund after the project has been completed and all claims against the Building Construction Fund have been paid, the balance must be permanently transferred (residual equity transfer) by official board resolution to the Debt Service Fund and used to pay the bonded indebtedness incurred in the project. Minn. Stat. § 475.61.

There can be no borrowing from the Building Construction Fund. Any cash balance or investment in a Building Construction Fund is held in trust for authorized building projects for which the bonds were sold and must not be used to support cash deficits in other funds. Minn. Stat. § 123B.78, subd. 4.

If Health and Safety dollars are spent in the Building Construction Fund then a transfer must be made from the Health and Safety Reserve Account in the General Fund. The transfer must equal the amount of the total dollars spent in the Building Construction Fund on Health and Safety projects.

## **07 Debt Service Fund**

The Debt Service Fund is used to record revenues and expenditures for a school district's outstanding bonded indebtedness, whether for building construction or operating capital, and whether for initial or refunding bonds.

When a bond issue is sold, the school board must levy a direct general tax upon the property of the district for the payment of principal and interest on such bonds as due. The revenue from such a tax and related state aid must be separately accounted for in the Debt Service Fund. Minn. Stat. § 475.61.

When an excess is accumulated in a Debt Service Fund due to interest earnings, lower than anticipated tax delinquency, or excess building funds, the levy for debt service may be reduced in whole or in part as dictated by fund balances and debt retirement requirements. When there are accumulations in the fund as the process of debt repayment nears an end, the accumulations should be used to reduce debt levies. When there is any balance left in the Debt Service Fund after all obligations have been discharged, such balance shall be permanently transferred to the General Fund, with an equal levy reduction to the General Education Levy. Minn. Stat. § 475.61.

Net revenue is included in this fund (revenue minus operating expenditures) from rental or lease of property not currently being used for school purposes when there is outstanding debt on the property. The net revenue should be used to reduce the Debt Service Levy in accordance with Minn. Stat. § 123B.51, subd. 4. Revenue from sale or reimbursement from loss of property shall be deposited in this fund if the property has outstanding bonds. Amounts in excess of the amount required to retire the bonds may remain in the Debt Service Fund or be deposited in the Balance Sheet Code 424, Reserve For Operating Capital, in the General Fund according to Minn. Stat. § 123B.51, subdivision 6. There can be no borrowing from the Debt Service Fund. Any cash balance or investment in the Debt Service Fund is held in trust for the bondholders and must not be used to support cash deficits in other funds. Minn. Stat. § 123B.78, subd. 4.

## **08 Trust Fund**

The Trust Fund is used to record the revenues and expenditures for trust agreements where the school board has accepted the responsibility to serve as trustee. The property in the trust agreement typically comes to the district by gift. For example, a community member may create a scholarship trust to be awarded to an outstanding student every year or the local parent group may establish a trust to purchase computer equipment.

Trust funds are composed of two types: expendable and nonexpendable. Expendable trust funds are used where both principal and earnings may be spent. Nonexpendable trust funds are used to account for trusts which require that only earnings and not principal be spent.

To be in accordance with GAAP, expendable trust funds must use the modified accrual basis of accounting used by governmental funds. Nonexpendable trust funds use the full accrual basis of accounting, the same as proprietary funds.

## **09 Agency Fund**

The Agency Fund is used to account for assets where the school district has a formal agency agreement with other governmental units, employees, students or others. As an agent, the district holds property for others and performs duties as directed. Therefore, this fund does not report operations, only asset and liability account balances. Examples of the use of an Agency Fund: (1) deferred compensation and (2) activity fund accounting.

*The Agency Fund is currently under study by MDE and others. There is a recent opinion from the Office of the State Auditor that reiterates that there appears to be no statutory authority given to a school district that would permit a school district to account for funds of an outside party. It is inappropriate for school districts to maintain accounts in their general ledger for boosters, foundations, or other third parties.*

## **20 Internal Service Fund**

An internal service fund is used to account for the financing of goods or services provided by one department to another within the school district or to other governmental units on a cost-reimbursement basis. School districts are not required to use internal service funds. The most common use of an internal service fund by school districts is for self-insurance programs.

An internal service fund is designed to provide cost-reimbursement; thus, the fund must not maintain a material surplus or deficit. The definition of "cost" includes depreciation expense on equipment purchased; therefore, the fund uses the full accrual method of accounting. This concept of full cost reimbursement requires that the Internal Service Fund only be used when the school district intends to recover the full cost of providing the service (including depreciation expense) through user charges. If the fund has a material deficit or surplus without demonstrable intent and ability to eliminate the balance through user fees over a reasonable period of time, the amount of deficit or surplus must be charged back to the participating funds. Internal service funds may charge for asset use in excess of historical cost depreciation to ensure that adequate funds (historical cost plus inflation) are available for

replacement of assets. This method of providing for replacement cost is allowed because the surpluses in the fund are only temporary. Districts should be aware of potential overcharges from internal service funds and their impact on federal grants and fund balances. If the Internal Service Fund retained earnings are excessive by federal standards, some costs may be disallowed on federal grants.

The use of an internal service fund does result in duplication of expenses within the school district. The expense is first reported in the Internal Service Fund to recognize the cost of providing goods and services. This same expense is then duplicated in the form of user charges to other funds. The advantage in using the Internal Service Fund is the isolation of expenses in the fund where the character of the transactions is clearer to the users of financial statements.

If a school district uses an internal service fund for self-insurance purposes, the expenses or claims are charged as expenditures in the other funds and recognized as revenue in the Internal Service Fund. Also, any excess of premiums over actual losses must represent a reasonable provision for anticipated catastrophic losses or be the result of a systematic funding method designed to match revenues and expenses over a reasonable period of time.

#### **25 Post-Employment Benefits Revocable Trust Fund**

This trust fund is used for reporting resources set aside and held in a revocable trust arrangement for post-employment benefits. District contributions to this fund must be expensed to an operating fund.

#### **45 Post-Employment Benefits Irrevocable Trust Fund**

This trust fund is used for reporting resources set aside and held in an irrevocable trust arrangement for post-employment benefits. District contributions to this fund must be expensed to an operating fund.

#### **47 Post-Employment Benefits Debt Service Fund**

Activity to record levy proceeds and the repayment of the OPEB bonds will be accounted for in this fund.

### **Account Groups**

Two different account groups are defined in this section of the manual. Account group classifications are established to account for the district's general fixed assets and general long-term indebtedness. An account group is not a fund, but rather comprises a self-balancing group of accounts. The account groups are numbered as follows:



**Code Title and Definition**

**98 General Fixed Assets Group**

The General Fixed Assets account group is comprised of the accounts (Balance Sheet Accounts 140-149 and 171-174) maintained for a district's investment in land, buildings, equipment, and construction work in progress. These assets are recorded in this account group at historical cost, including all costs to ready the asset for its intended use. However, where the items have been received as gifts, the fixed asset should be recorded at the appraised value at the date of receipt.

**99 General Long-Term Debt Group**

The General Long-Term Debt account group is comprised of the accounts (Balance Sheet Accounts 150 through 162) maintained for outstanding bonds, state loans payable, separation pay, and severance payables.

# FUND DIMENSION CHANGES – F.Y. 2008

## ***ADDITIONS*** **ACCOUNT**

	<b>DESCRIPTION</b>
25	Post-Employment Benefits Revocable Trust Fund ( <b>May 2008</b> )
45	Post-Employment Benefits Irrevocable Trust Fund ( <b>May 2008</b> )
47	Post-Employment Benefits Debt Service Fund ( <b>May 2008</b> )

## ***DELETIONS*** **ACCOUNT**

## ***CHANGES*** **ACCOUNT**

## **DESCRIPTION**

## **DESCRIPTION**

## 2. ORGANIZATION/SITE DIMENSION

### General Description

UFARS Manual 2007 will use the terminology “Organization/Site Dimension.” The reason for the change from “Organization Dimension” to “Organization/Site Dimension” is based on the reporting of both organization (district wide) and site data and is explained in the Overview Chapter of this Manual. The Organization/Site Dimension is a three-digit number that is the portion of the total account code which makes it possible, at the local level, to identify expenditures and revenues by a specific budgeted learning site or district-wide. A budgeted learning site is an organizational unit where students attend. It is established for a specific purpose and registered with the Department. A typical budgeted learning site is an elementary, middle or secondary school (whether or not it is in a separate building) or a budgeted learning site that is located in several buildings and is identified in the MARSS and STAR systems.

Each school district must use the same numbers in the UFARS reporting system as they use in the Minnesota Automated Reporting Student System (MARSS) and the Staff Automated Reporting System (STAR). In MARSS, the school number is used to link school file records with student file records for the purpose of calculating ADM and assigning fall enrollment counts to a school. The three-digit numbers registered with the Department are the official identification of the learning sites within a district. For state reporting purposes, the K-12 learning sites used for MARSS and STAR reporting must be used in the Organization/Site Dimension. However, MARSS and STAR learning sites may be grouped into “budgeted learning sites.”

### Revenue Accounting

District-wide revenues should be coded to Organization/Site Code 000 or 005. Revenues earned at specific learning sites should be coded to the Organization/Site Code using the designated number for the respective learning site.

### Expenditure Accounting

Expenditures are identified by either budgeted learning sites (cost centers) or as district-wide.

### Code Title and Definition

#### **005 District-Wide or Not Otherwise Identified By Budgeted Learning Site**

This code is used for all activities that cannot be related to an individual learning site. Program codes which should be coded district-wide are 010, 020, 030, the 100 Series (District Support Services), the 500 Series (Community Education and Services) and the 900 Series (Fiscal and Other Fixed Costs). The Community Service Fund should be charged to district-wide with the exception of nonpublic schools that have their own unique Organization/Site code number. In accordance with instructions provided for MARSS and STAR, expenditures that occur at more than three sites may be designated as District-Wide. This code cannot be used as a budgeted learning site number.

Record transactions that relate to budgeted learning sites. This must include, but not be limited to, expenditures for Basic Skills Education, expenditures pursuant to a site-based management agreement, and area learning center expenditures.

The following UFARS program codes should have a budgeted learning site number as the Organization/Site Code: 050, and the 200 and 300 series. Exceptions may exist depending on the district organization; however, every effort should be made to allocate expenditures in these series to budgeted learning sites. The following program series should be coded with the Organization/Site Dimension as either district-wide (005) or budgeted learning site (001-004, 006-999) depending on the district organization: 400 Series (Special Education), 600 Series (Instructional Support), 700 Series (Pupil Support) and 800 Series (Site, Buildings and Equipment). Every effort should be made to allocate expenditures to budgeted learning sites when this accords with actual site association.

Do not use the same number for a public school as designated for a non-public school. Record expenditures made by the school district for pupils attending a non-public school using the same school number as in MARSS. If any budgeted learning site number is the same as a non-public school number, it is recommended that the nonpublic school number be changed to a unique number by contacting the Data Management Team of the Department.

#### 799 Home School Sites

Record expenditures made by all home school sites. This Organization/Site code cannot be used as a budgeted learning site number.

#### 998 Tuition Billing Sites

*Only* record expenditures for *individual tuition payments for students served outside of the district* (e.g., academic pairing, care and treatment and special education) using the organization site code 998. The serving district reports the Average Daily Membership (ADM) of these students through the Minnesota Automated Reporting Student System (MARSS). Only the following MARSS state aid category (SAC) codes are used to identify a student chargeable to the 998 organization site - **05, 06, 10, 14, 19, 27, and 28**. In all these cases, the serving district reports the students with the General Education revenue going to the resident district.

#### MARSS SAC CODES:

- 05 Inter-district Cooperative Agreement
- 06 Cooperative Facilities
- 10 Joint Powers Agreement
- 14 Enrollment in another state (Resident District Reports MARSS)
- 19 Tuition Agreement / District Placement
- 27 Care & Treatment
- 28 Non Public Placed IEP/IFSP/IIIP Care & Treatment

Include SAC **01, 03, 04, 11 or 12** when the student has an IEP and the resident district is responsible for paying unreimbursed special education cost. Use **03** when an Alternative Learning Center (ALC) is in a Cooperative without a fiscal host.

**MARRS SAC CODES:**

- 01 Enrollment Options / Open Enrolled - excess special-ed costs only
- 03 Graduation Incentive
- 04 Enrollment choice- 11 & 12 graders
- 11 Non-tuition Parent Initiated Agreement
- 12 Grandfather / 40 Acre

**DO NOT REPORT THE FOLLOWING EXPENDITURES IN THIS CODE**

**PSEO STUDENTS:**

1. If the tuition is paid by the district, the expenditures will be charged to the district/high school site where the student is enrolled. This is true no matter where the instruction takes place, at the high school or on the college campus.
2. Student tuition paid directly to the college by the State of Minnesota is not a cost of the district and is not reflected in the district expenditures.

**COST SHARING AGREEMENTS**

When the expenditures are shared amongst districts/coops based on a percentage of program costs and not on individual tuition billings. This is for those arrangements that are of a part-time nature...An example would be where four students attend Chemistry class in another district. They are considered full time students in their resident district. The resident district would pay a pro-rated share of the expenditures of the class to the serving district.

## **ORGANIZATION/SITE DIMENSION CHANGES – F.Y. 2008**

***ADDITIONS***  
**ACCOUNT            DESCRIPTION**

***DELETIONS***  
**ACCOUNT            DESCRIPTION**

***CHANGES***  
**ACCOUNT            DESCRIPTION**

### 3. PROGRAM DIMENSION

The program dimension is basically used to designate the programmatic use for which financial activity is taking place. In Minnesota the program dimension encompasses all aspects of school district operations, including instructional, administrative and various support activities.

The program dimension codes are separated into a series of ten categories. Further definition of each category is found at the beginning of each listing. The ten categories of the program series are:

- |   |           |
|---|-----------|
| 1. Administration                               | (000-099) |
| 2. District Support Services                    | (100-199) |
| 3. Elementary and Secondary Regular Instruction | (200-299) |
| 4. Vocational Education Instruction             | (300-399) |
| 5. Special Education Instruction                | (400-499) |
| 6. Community Education and Services             | (500-599) |
| 7. Instructional Support Services               | (600-699) |
| 8. Pupil Support Services                       | (700-799) |
| 9. Sites and Buildings                          | (800-899) |
| 10. Fiscal and Other Fixed Costs Programs       | (900-999) |

Several aspects of accounting procedures should be noted:

1. All expenditures must have a program code. However, revenues often do not relate to a specific program and are therefore coded to Program Code 000, District-Wide. (The finance dimension is usually used to tie together revenues and their allowed expenditures. Districts may choose to use a program code to further identify various categorical revenues.)
2. Codes in this manual represent the minimum set of codes which are necessary for state reporting. For management purposes, districts may also construct and use many other program codes and crosswalk them to the set of state reporting codes.
3. The Program Dimension has historically not been used to identify expenditures for pupil transportation cost reporting. Instead, the Finance Dimension has been used to report the components of transportation expenditures.
4. Expenditures made for capital items may use any appropriate program code. However, expenditures from the Operating Capital Reserve (Fund Balance Account 424) must also use Finance Code 302, Operating Capital.
5. Occasionally an expenditure will have several possible program dimension codes; for example, legal expenses (110) for special education (400 Series). In these circumstances the rule is to always use the non-instructional code (000 through 199) if it applies. Thus, in this example, use Program Dimension Code 110, Business Support Services. Another example would be a Director of Vocational Education whose primary tasks are administrative, use Program Dimension Code 030, Instructional Administration rather than Program Dimension Code Series 300 to 399, Vocational Instruction.

6. All employee benefits at year-end are to be allocated to the program that generated the benefit. Program Code 930 is a "clearing account" that may be used during the year for employee benefit expenditures before the end-of-year allocation to appropriate programs.

**Code Title and Definition**

**000 District-Wide Revenue**

Code 000 is not a valid code for expenditure accounts. Code 000 may be used as a revenue program code when it is desired to not associate the revenue with a specific program. (A "filler" for filling out the 17-digit code when program is not relevant for coding a revenue.)

**ADMINISTRATION (010 to 099 Series)**

These programs include all costs for general administration, instructional administration and school site administration for the school district. Administrative services are defined as those provided by head administrators who are in charge of instructional or instruction-related units. This includes the school board, superintendent, principals, assistant superintendents, and directors of instructional areas. Included are the costs of their immediate offices, including those individuals in direct support of the administrator. This series does not include administrators of non-instructional activities such as the business manager, food service manager, or director of buildings and grounds. Include these individuals in their respective programs.

**Code Title and Definition**

**010 Board of Education**

Includes all activities related to the board of education, its members, and professional and support staff reporting directly to the board. Includes travel, conventions and memberships in school board organizations, and other expenses related to the board's official duties. Also, use this code for boards of Regional Management Information Center (RMIC), service cooperatives, education districts, charter schools, and joint powers entities.

**020 Office of the Superintendent**

Activities performed by the superintendent and immediate staff in the general management of affairs of the chief executive officer.

**030 Instructional Administration**

Activities of administrators, and their offices, responsible for a group of schools or an instructional area. For example: director of elementary education, assistant superintendent for secondary, area directors, and directors of special or vocational education. Also include federal program administrators. Do not include administrators of offices which deal with the non-instructional aspects of operations, or for which another program series exists. Include these individuals with their respective programs.



## **050 School Administration**

Activities relating to the administration of local schools, including the cost of one licensed principal or a pro-rated amount if the principal is shared between sites and his/her immediate office. Do not include personnel for whom a separate series is provided. Also, do not include assistant principals (see Program Code 605). Include expenditures for administrative site councils.

### **DISTRICT SUPPORT SERVICES (100-199 Series)**

#### **Code Title and Definition**

#### **105 General Administrative Support**

Consists of activities related to general administrative support not included in the offices of the superintendent, assistant superintendent, principals, instructional administrators, or business services. Include activities associated with:

- Federal Program Administration Support.
- Miscellaneous District Administration not otherwise classified.
- Human Resources - Acquiring and maintaining staff. Includes recruiting, employing, assigning, maintenance of personnel records, and management of benefit programs.
- Government Relations - Providing Coordination and liaison with governmental agencies at all levels, and with citizen's groups.
- School Elections - Preparation, conducting, and reporting of elections for bonding, local levies, reorganization, and school board membership.
- Credit entry for the Federal Indirect Cost allocation using Object Code 895, Federal Indirect Cost Chargeback. Debit entries should be charged to the appropriate federal program.

#### **107 Other Administrative Support**

Consists of activities related to assistant superintendents (not in Program Code 030 - Instructional Administration) and activities associated with:

- Community Relations - Writing, editing and other preparations necessary to disseminate educational and administrative information to the public through various news media or personal contact.
- Census - Enumeration and collection of data to determine the number of children of certain ages resident in the district and to secure other information pertinent to education.
- Research and Evaluation - Conducting and managing programs for research, evaluation, planning and development.
- Membership and attendance recording and reporting.

## **110 Business Support Services**

Consists of activities included in the fiscal operation and business management aspects of the school district including finance, budgeting, accounting and other related areas. Include payments made to RMIC's (Regional Management Information Center) and service cooperatives for business services provided.

- Finance - Budgeting, accounting, auditing, payroll, purchasing, property management, warehousing, inventory distribution, and other fiscal services.
- Data Processing - Internal data processing activities which include collecting and organizing data, converting data to machine usable form, and the preparation of financial, property, pupil, personnel, program, community, and statistical reports. Data processing expenditures which are an integral part of the student learning process are recorded in the appropriate instructional program.
- Legal Services - Counseling services relative to existing laws and statutes research of legal questions, and defense of the district in legal proceedings. Also, include the purchase of these same activities.
- Printing - Printing, publishing and duplicating administrative materials, such as annual reports, school directories, school bulletins, and notices. Printing done for a specific educational program should be charged to that program.
- Credit entry for the Federal Indirect Cost allocation using Object Code 895, Federal Indirect Cost Chargeback. Debit entries should be charged to the appropriate federal program.
- Record interest expense on short term borrowing using Object Code 740.

## **120 Cooperative Purchasing and Services (Service Cooperatives Only)**

All costs and activities associated with cooperative purchasing and services rendered in a service cooperative.

## **ELEMENTARY AND SECONDARY REGULAR INSTRUCTION (200-299 Series)**

Regular Instruction includes all activities dealing directly with the teaching of pupils, the interaction between teachers and pupils in the classroom and co-curricular activities at the kindergarten, elementary and secondary levels. Do not include special education instruction. The instructional subject areas are included under regular instruction and are not included under Vocational Education (300 series), Special Education Instruction (400 series), or Community Education (500 series). It includes activities of aides or assistants of any type (paraprofessionals, clerks, graders, etc.) who assist in the educational process, except special education aides.

Subjects should be recorded under their primary purpose. Thus, if an English course is taught on the subject of business writing, the course is properly recorded as Program Code 220 - English. However, if a business course in business communications is taught where the emphasis is on business communication skills, the course is properly recorded in Program Code 215 - Business.

When coding expenditures at the secondary level, every effort should be made to identify the subject area rather than using Program Code 211, Education - Secondary General.

**Code Title and Definition**

**201 Education – Kindergarten**

Consists of all aspects of mainstream kindergarten education (i.e., except special education instruction). This account is to include Object Code 145, Substitute Teacher Salaries, and Object Codes 430 or 433, Instructional Supplies.

**202 Education – Prekindergarten (Fund 01)**

Record the costs of prekindergarten classes, excluding early childhood special education, serving children who turn age four by September 1 and who will enter kindergarten the following year. This program code may only be used in combination with Finance codes 345-Transition for Prekindergarten or 331-First Grade Preparedness. All costs for prekindergarten classes not paid from either of these two revenue sources must be recorded in Fund 04 (see Program codes 581-Prekindergarten and 582-School Readiness).

**203 Education - Elementary General**

Consists of all aspects of mainstream elementary education, grades one through six. This category is not required to be divided by either subject matter or grade level for state reporting purposes. However, subject program codes beginning with 212 may be used if more detail is preferred in any elementary program. This account is to include Object Code 145, Substitute Teacher Salaries, and Object Code 430 or 433, Instructional Supplies.

**204 Title II, Part A - Teacher & Principal Training and Recruiting Fund**

Federal education program is to increase the academic achievement of all students by helping schools and districts improve teacher and principal quality through professional development and support mechanisms. Combines the Eisenhower and Federal Class Size Reduction of PL 103-182. (CFDA 84.367, Title II, Part A Elementary and Secondary Education Act (ESEA), P.L. 107-110)

**205 Title III, Part A - English Language Acquisition, Language Enhancement and Academic Achievement (Fund 01)**

Federal education program designed to help ensure that children who are limited English proficient, including immigrant children and youth, attain English proficiency. (Title III Elementary and Secondary Education Act ESEA), P.L. 107-110)

**206 Title IV, Part A - Safe and Drug-Free Schools and Communities**

Federal programs of formula grants based on approved applications to provide drug and violence prevention activities that meet the “Principles of Effectiveness” required by law. (CFDA 84.186, Title IV, Part A, Elementary and Secondary Education Act (ESEA), P.L. 107-110)

**207 Title V, Part A - Innovative Programs**

Federal education program designed to support local education reform efforts that are consistent with and support statewide education reform efforts. (Title V, Part A, Elementary and Secondary Education Act (ESEA), P.L. 107-110)

**209 Title IV, Part B - 21<sup>st</sup> Century Community Learning Centers**

Federal education program that is competitively awarded to public and private organizations to provide school and/or community-based before and after school activities that advance student academic achievement. (CFDA 84.287C, Title IV, Part B, 21<sup>st</sup> Century Community Living Centers, P.L. 107-110)

**210 Title II, Part D – Enhancing Education through Technology**

The focus of these funds is to promote local and state initiatives for using technology to increase academic achievement, increase access to technology, and expand teacher professional development in technology. Funds allocated to Minnesota by the federal government will be distributed to school districts on a 50/50 scenario, with 50 percent of the allocation to be distributed based on formula determined by Title I shares and 50 percent to be disbursed based on competitive grant competitions. Competitive grant processes must give priority to schools that meet federal definitions of high need and high poverty and schools that do not generate sufficient funds from the formula distribution to effectively implement technology. Districts must spend at least 25 percent of funds from either the formula allocation or a competitive grant competition on professional development (CFDA No. 84.318, Title II, Part D, Sections 2401-2404, Elementary and Secondary Education Act (ESEA), P.L. 107-110).

**211 Education - Secondary General**

Consists of educational activities not identified as kindergarten or elementary, and which cannot be otherwise identified by subject matter areas. This account is to include Object Code 145, Substitute Teacher Salaries unless the salaries are reimbursed by categorical programs. In this instance, the appropriate program code of the categorical program would be used.

**212 Visual Art**

Courses involving visual expression. Included are drawing, painting or printmaking, sculpture or pottery, other spatial disciplines such as architecture, and the history and theory of art.

**215 Business**

Courses designed to develop the pupil's perspectives, knowledge and skills concerned with the principles and practices of business, both personal and professional.

**216 Title I Improving the Academic Achievement of the Disadvantaged**

Record revenue and expenditures to expand and improve educational programs to meet the needs of educationally disadvantaged children in low-income areas. Elementary and Secondary Education Act (ESEA), P.L. 107-110. Use in conjunction with Federal Finance Codes 401, 404, 406 and 458. Also, Finance code 317, Basic Skills can be used with this program.

**217 Assurance of Mastery**

Record expenditures for activities conducted under the Assurance Of Mastery Program. This program is a subset of the Basic Skills Revenue Component of General Education Revenue. Minn. Stat. § 126C.10, subd. 4; 124D.66.

**218 Gifted and Talented**

Special learning experiences for individuals, who, by virtue of outstanding abilities, are capable of high performance. The high performance may be in general intellectual ability, specific academic aptitude; creative or productive thinking, leadership ability, psychomotor abilities, visual or performing arts, and others that require differentiated educational programs and/or services beyond those normally required by the regular school programs.

**219 Limited English Proficiency**

Record expenditures for English as a Second Language and/or Bilingual Education Programs. LEP is a subset of the Basic Skills Revenue Component of General Education Revenue. Minn. Stat. § 124D.58, 124D.65 and 126C.10, subd. 4.

**220 English (Language Arts)**

Courses which assists the pupil in acquiring proficiency in listening, speaking, reading, writing, the conducting of structural analysis of the English language, appreciating a variety of literary forms, and understanding and appreciating various aspects of past and present cultures as expressed in literature.

**230 Foreign Language/Native Language**

Courses for a variety of foreign and native languages, including English as a Second Language. The courses are organized to assist the pupil in acquiring proficiency in listening, speaking, reading, writing, structural analysis, and in having a knowledge of the culture, history and attitudes of the people whose language is being learned.

**240 Health, Physical Education and Recreation**

Courses in health, physical education and recreation concerned with developing knowledge, attitudes, appreciation, and conduct essential to individual and group health. Includes physical and mental growth and fitness by means of activities designed to improve the muscles, coordination, attitudes and behaviors of students.

**250 Family Living Science**

Courses relevant to personal, home, and family life. The subject matter includes concepts drawn from the humanities and the natural and social sciences.

**255 Industrial Education**

Courses for the development of understanding the occupational, recreational, organizational, social, historical, and cultural aspects of industry and technology.

**256 Mathematics**

Courses pertaining to carrying on learning experiences concerned with the science of numbers and their operations, interrelations, combinations and abstractions.

**257 Computer Science/Technology Education**

Courses for the purpose of enabling pupils to acquire knowledge, understanding and skills relevant to the use and development of computer hardware and software.

**258 Music**

Courses to impart the skills and knowledge necessary for the creation, understanding, and performance of music.

**260 Natural Sciences**

Courses concerned with knowledge of the physical and biological world, and the process of discovering and validating this knowledge.

**270 Social Sciences/Social Studies**

Courses organized to impart knowledge, develop skills, and identify goals concerning elements and institutions of society in the disciplines of history, economics, political science, sociology, anthropology, geography, psychology, and philosophy.

**291 Co-Curricular Activities (Non-Athletics)**

School-sponsored and directed activities designed to provide opportunities for pupils to participate in school and public events for the improvement of skills. An example could be Student Council or Yearbook (local determination). Co-curricular activities are offered for school credit, help meet a standard(s), or count toward graduation and have one or more of the following characteristics:

- a) they are conducted at regular and uniform times during school hours, or at times established by school authorities;

- b) they are directed or supervised by instructional staff in a learning environment similar to that found in courses offered for credit or are themselves offered for credit or standard; and
- c) they are fully or partially funded by public moneys for general instructional purposes under the direction and control of the board.

**292 Boys/Girls Athletics**

Co-educational physical sports or contests. Athletics differs from physical education (see Program 240) in that:

- a) the majority of time is other than regular school hours;
- b) teachers, coaches, or supervisors normally receive remuneration beyond base salary for these activities; and
- c) physical sports events or contests occur outside of the usual instructional class environment.

Boys/Girls Athletics includes that part of the total athletic program that is shared by male and female participants or cannot be easily separated for either boys or girls athletic activities (see Boys Athletics - Program 294, and Girls Athletics - Program 296).

**294 Boys Athletics**

Athletic activities (see Program 292) in which 90 percent or more of the participants are male.

**296 Girls Athletics**

Athletic activities (see Program 292) in which 90 percent or more of the participants are female.

**297 Community Service Projects**

Activities relating to community service projects done by pupils as part of instruction for credit coursework.

**298 Extra-Curricular Activities**

All activities under board control for public school pupils that are managed and operated under the guidance of an adult or staff member. Extra-curricular activities have the following characteristics:

- a) they are not offered for school credit, do not go to a standard, nor are they required for graduation;
- b) are generally conducted outside school hours, or if partly during school hours at times agreed by the participants and approved by school authorities; and
- c) the content of the activities is determined primarily by the pupil participants under the guidance of a staff member and other adult.

## **CAREER AND TECHNICAL EDUCATION INSTRUCTION (300-399 Series)**

Courses and activities which develop knowledge, skills, attitudes and behavioral characteristics for students seeking career exploration and employability. This series pertains only to courses which are approved by the Department and operated in accordance with Minnesota Rules Chapter 3505. State Vocational Education Aid expired in F.Y. 2001 and was replaced by permissive local levy under Minn. Stat. § 124D.4531.

### **Code Title and Definition**

#### **301 Agriculture Education**

Courses providing learning experiences concerned with developing knowledge, understanding, and skills in agricultural, agribusiness and agricultural science subjects.

#### **311 Distributive Education**

Courses and learning experiences pertaining to employment that directs the flow of goods and services from the producer to the consumer. Emphasis is on the development of attitudes, skills and understanding related to marketing, merchandising and management.

#### **321 Health Science Technology Education**

Courses and learning experiences designed to develop knowledge and skills required in the supportive services to the health professions. Instruction is organized to prepare pupils for assisting qualified personnel in providing diagnostic, therapeutic, preventative, restorative and rehabilitative services. Includes care and health services to patients.

#### **331 Personal Family Life Science (In-Home)**

Courses of instruction concerned with work in a home environment. Includes relationships among family members and the managing of family resources.

#### **341 Business and Office Education**

Courses of instruction in selected office or business occupations in public and private enterprises or organizations.

#### **351 Technical Education**

The study of the underlying sciences and mathematics inherent in a technology, and the methods, skills, materials and processes commonly used in a technology. A planned sequence of study leading to extensive knowledge in a field of specialization is typical.

#### **361 Trade and Industrial Education**

This program is involved in a wide range of trades and industrial occupations, both skilled and semiskilled, and may involve apprenticeships.



### **365 Service Occupations**

Courses of instruction in child care/guidance and education occupations, fashion and apparel, foods, grooming, housing, public safety, and tourism occupations. Programs include instruction in safety, decisions in the use of energy, self-concept, work attitudes and behaviors.

### **371 Related Subjects/Diversified and Interrelated Occupations**

Related subjects include those which cannot be assigned to any of the above programs, as they serve all programs (e.g., industrial communications). Diversified and Interrelated Occupations include combinations of subject matter and learning experiences related to the performance of various skills in a variety of career objectives. Emphasis is on the development of attitudes, skills, and understanding related to the career objectives of the pupils.

### **380 Special Needs**

Activities which serve disabled pupils in career and technical education. Activities include both special programs and support services for pupils enrolled in a regular career and technical education program.

### **385 Special Needs Non-Disabled**

Activities which serve students who are non-disabled, but are economically or academically disadvantaged in career and technical education. Activities include both special programs and support services for pupils enrolled in a regular career and technical education program.

### **399 Career and Technical - General**

Consists of all learning experiences related to career and technical education unable to be classified to the specific programs defined above.

## **SPECIAL EDUCATION INSTRUCTION (400-499 Series)**

Activities providing learning experiences for pupils of any age who, because of certain atypical characteristics or conditions, have been identified as requiring, or who would benefit by, educational programs differentiated from those provided pupils in regular or vocational instruction.

**Code Title and Definition**

**400 General Special Education**

This program code is to be used only for the following two purposes.

Revenue: Use this code to receipt all Special Ed revenue. When this code is used to record local special education tuition revenue do not use in combination with Finance Code 740. Expenditures: Use this code for expenditure activities that are associated with special education but that are not reimbursable for aid and cannot be included in the tuition billing purposes (e.g. special education litigation costs). For coding special education expenditures this program code must be used with finance code 000. Do not use finance code 740 with this program.

**401 Speech/Language Impaired**

Specialized instruction and services for pupils with a communication disorder, such as stuttering, impaired articulation, language impairment, or voice impairment which adversely affects an individual's educational performance; includes speech-impaired, speech-disabled, and communicatively impaired (field usage). This program corresponds to the special education disability code "01" used in MARSS reporting.

**402 Developmental Cognitive Disabilities: Mild-Moderate**

Consists of special instruction and services for the mild to moderate disabled individual whose development rate is two-thirds to one-half of the average rate in the intellectual and adaptive behavior domains. Formerly known as educable mentally handicapped. Includes the terms educable mentally retarded, mentally handicapped, and mildly mentally handicapped. This program corresponds to the special education disability code "02" used in MARSS reporting.

**403 Developmental Cognitive Disabilities: Severe-Profound**

Special instruction and services for the individual whose development rate is one-half to one-third of the average rate in the intellectual and adaptive behavior domains. Formerly known as trainable mentally handicapped. Includes trainable mentally retarded, mentally retarded, mentally handicapped, moderately mentally handicapped and sometimes severely multiply impaired. This program corresponds to the special education disability code "03" used in MARSS reporting.

#### **404 Physically Impaired**

Specialized instruction and services for pupils with a severe physical impairment which adversely affects an individual's educational performance. The term includes impairments caused by congenital anomaly (e.g., clubfoot, absence of some member, etc.), and impairments caused by disease or injury (e.g., cerebral palsy, amputations, fractures or burns which cause contractures). Includes physically handicapped, orthopedically handicapped, and orthopedically impaired. This program corresponds to the special education disability code "04" used in MARSS reporting.

#### **405 Deaf-Hard-of-Hearing**

Hearing loss ranging from so severe that the child is impaired in processing linguistic information through hearing, with or without amplification, to hearing impairment, whether permanent or fluctuating, that adversely affects a child's education performance but which is not included under the definition of deafness. This program corresponds to the special education disability code "05" used in MARSS reporting.

#### **406 Visually Impaired**

Specialized instruction and services for a partially sighted individual having a visual condition with a best correction in the better eye of 20/70 or less which adversely affects an individual's educational performance. Includes blind individuals and individuals who exhibit a limited visual field of twenty degrees or less. Includes the terms blind, visually impaired, visually disabled, and partially sighted. This program corresponds to the special education disability code "06" used in MARSS reporting.

#### **407 Specific Learning Disability**

Special instruction and services to pupils with disorders in the basic psychological processes involved in understanding or using spoken or written language which may impair their ability to listen, think, speak, read, write, spell or to do mathematical calculations. Includes such conditions as perceptual disabilities, brain injury, minimal brain dysfunction, dyslexia, and development aphasia. Does not include individuals who have learning problems that are primarily the result of visual, hearing or motor disabilities, or due to environmental, cultural, or economic disadvantage. Includes the terms special learning disabilities, learning disabled, exceptional learning disabilities and specific learning disabilities. This program corresponds to the special education disability code "07" used in MARSS reporting.

#### **408 Emotional/Behavioral Disorder**

Special instruction and services for a condition exhibiting the following characteristics over a period of time and to a marked degree that adversely affects educational performance: an inability to learn which cannot be explained by intellectual, sensory or health factors; an inability to build or maintain satisfactory interpersonal relationships with peers and teachers; a general pervasive mood of unhappiness or depression; or a tendency to develop physical symptoms or fears associated with personal or school problems. Does not include individuals who are socially maladjusted, unless it is determined that they are seriously emotionally disturbed. This program corresponds to the special education disability code "08" used in MARSS reporting.

#### **409 Deaf-Blind**

Concomitant hearing and visual impairments, the combination of which causes such severe communication and other developmental and educational problems that they cannot be accommodated in special education programs solely for children with deafness or children with blindness. This program corresponds to the special education disability code "09" used in MARSS reporting.

#### **410 Other Health Disabilities**

Special instruction and services which address limited strength, vitality, or alertness, due to chronic or acute health problems which adversely affects educational performance. Such conditions include: heart condition, tuberculosis, rheumatic fever, nephritis, asthma, sickle cell anemia, hemophilia, epilepsy, lead poisoning, leukemia, or diabetes. This program corresponds to the special education disability code "10" used in MARSS reporting.

#### **411 Autistic Spectrum Disorders**

Special instruction and services to individuals diagnosed with the disorder of autism. This program corresponds to the special education disability code "11" used in MARSS reporting.

#### **412 Developmentally Delayed**

Developmentally Delayed education includes activities for children from birth through age six. Includes special education instruction or services for individuals who are hearing impaired; physically, neurologically or other health impaired; seriously emotionally disturbed; have an identifiable syndrome known to hinder normal growth or development; have significant delay or impairment in cognitive speech or language development. This program corresponds to the special education disability code "12" used in MARSS reporting.

#### **414 Traumatic Brain Injury**

Special learning experiences for children with brain injuries caused by external physical force, or by internal occurrence such as stroke or aneurysm, resulting in impairments that adversely affect educational performance. Does not include children with brain injuries that are congenital or degenerative or caused by birth trauma. This program corresponds to the special education disability code "14" used in MARSS reporting.

#### **416 Severely Multiply Impaired**

Special instruction and services for a pupil who has severe learning and developmental problems resulting from two or more disability conditions determined by assessment. The assessment team shall determine that a pupil is eligible as being severely multiple impaired if the pupil meets the entrance criteria for two or more of the following disabilities: hearing impaired, physically impaired, moderate-severe mentally impaired, visually impaired, emotional or behavioral disorders or autism. This program corresponds to the special education disability code "16" used in MARSS reporting.

#### **420 Special Education – Aggregate (three or more disabilities)**

Use this program for personnel or contracted services, excluding teachers, who provide or coordinate special education or related services when three or more disability categories are served and the disability categories cannot be disaggregated. Also use this program for materials that are purchased for specialized instruction or related services for three or more disability areas when the disability categories cannot be easily disaggregated. Excludes the educationally disadvantaged (program 216) and gifted and talented (program 218). Activities of directors and assistant directors, supervisors are coded to this program.

#### **422 Special Education – Students without Disabilities**

Enter revenue and expenditure activity for special education services provided to students without disabilities under the following situations:

Minn. Stat. § 125A.75, Subd. 3. Full state payment for students without a disability whose district of residence has been determined by Minn. Stat. §§ 125A.17 or 125A.51 (b) and who is temporarily placed in a state institution, a licensed residential facility or foster facility for care and treatment. The regular education program at the facility must be an approved program according to Minn. Stat. § 125A.515. **Use with Finance Code 761.**

Minn. Stat. § 125A.50 Alternative delivery of specialized Instructional services to serve low-performing pupils who have not been identified with a disability but, who without intervention, may be expected to qualify for special education service in the future. **Use with Finance Code 740.**

Early Intervening Services 34 CFR Sec. 300.226 (proposed rules) to develop and implement coordinated, early intervening services for students in kindergarten through grade 12 (with a particular emphasis on students in kindergarten through grade three) who have not been identified as needing special education or related services, but who need additional academic and behavioral support to succeed in a general education environment. **Use with Finance Code 419.**

## **COMMUNITY EDUCATION AND SERVICES (500-599 Series) – Fund 04 ONLY**

Programs, activities, and events beyond the scope of regular K-12 schooling that enable people of all ages to develop skills and abilities, to find and use local resources and services, and to work toward improvements in their lives and their communities. Includes jointly planned and developed programs under terms of a cooperative agreement with a city council, park board, recreation department, or similar agency.

### **Code Title and Definition**

#### **505 General Community Education**

Courses, activities, and other learning events that enable individuals of any age to develop skills and abilities to enhance their own or their family's life. Included in this category are general enrichment, cultural, and skill development programs intended for individuals and not accounted for below.

#### **510 Adults with Disabilities**

Programs operated through Community Education that enables adults with physical and developmental disabilities to participate fully in the mainstream of community life. Included in this program are: activities specifically for adults with disabilities; services to assist adults with disabilities to join already existing activities; outreach activities to identify and communicate with adults needing services, and activities to increase public awareness of the roles of people with disabilities.

#### **520 Adult Basic and Continuing Education**

K-12 level basic skills learning opportunities for functionally illiterate people 16 years of age or older who are not enrolled in elementary or secondary school. Enables participants, according to their individual needs, to: identify, plan for, and achieve their individual goals; master basic academic problem solving; learn interpersonal skills needed to function in society; find and use community resources that address their needs; continue education to the level of high school completion, further education or training that will make them more employable and productive citizens.

## **570 School Age Care**

Consists of childcare cooperatives, regular day care, and latchkey programs that provide educational, recreational, or custodial experiences for children from kindergarten through grade six that are beyond the scope of regular school programming. Minn Stat. § 124D.19, Subd. 11.

## **580 Early Childhood and Family Education**

Activities, classes, and events in schools, community centers and homes for children, aged birth to kindergarten, and their parents. Participants may have been referred to resolve potential barriers to learning. Includes programs that aid parents (and prospective parents) so they may understand and enhance their child's development. Other services include providing resource materials, lending libraries, parenthood education in secondary schools and outreach work. The state-funded Community Education Early Childhood and Family Education program is included in this category. The district must use Program 580 for all revenues when Finance Code 325 is not used. It may also use the program code with Finance 325 if the district wishes. Program Code 580 must be used for all ECFE expenditures.

Note: The use of the program dimension in both revenue and expenditure codes is necessary because of the legislative mandate that imposed a maximum on the ECFE fund balance at the end of F.Y. 02. Other sources of revenue need to retain their finance code identity plus be counted in the ECFE program as part of the total resources.

## **581 Prekindergarten (Fund 04)**

Record all costs of prekindergarten classes, excluding early childhood special education, serving children who turn age four by September 1 that prepare them to enter kindergarten the following school year. Do not include costs recorded in the General Fund (01) under Program 202 Education-Prekindergarten or in the Community Service Fund (04) under Program 582 School Readiness.

*Note: When general education revenue is reallocated for a school readiness program for four-year olds, use both Program 581 and Finance 344 for reporting revenue and expenditures.*

## **582 School Readiness (Fund 04)**

Record all costs of providing a School Readiness program to prepare children to enter kindergarten, serving children 3 years of age to kindergarten entry. Program activities include assessment of children's cognitive skills at program entry and exit, provision of research-based early childhood educational programming focused on children's cognitive skills and development and transition to kindergarten, arrangement for early childhood screening, involvement of parents in program planning and decision-making coordination with relevant community-based services, and cooperation with adult basic education and other adult literacy programs. Minn. Stat. § 124D.15

Except where General Education revenue is reallocated for a School Readiness prekindergarten program serving four-year olds, Program 582 must be used for all School Readiness expenditures and revenue activity.

Note: Because of the statute limiting School Readiness reserve account fund balances, other sources of revenue need to retain their finance code identity plus be counted in the School Readiness total program resources used to calculate the fund balance limit. Any General Education revenue reallocated for a School Readiness four-year old prekindergarten program, and all associated expenditures, must be reported under both Program 581 and Finance 344.

### **583 Preschool Screening**

Report expenditures incurred by the district for providing a mandatory early childhood developmental screening program per Minn. Stat. § 121A.17. The district is entitled to state aid of \$50 for each child it screens at age three, \$40.00 for each child it screens at age four, and \$30 for each child screened by the district at age five prior to kindergarten. If this amount of aid is insufficient, the district may make a permanent transfer from the general fund. Minn.Stat. 121A.19. See Finance Code 354.

### **585 Youth Development/Youth Services/After School Enrichment**

A process for involving youth and adults in planning and implementing programs that meet the needs of youth in their local communities. These programs provide services within the school (e.g., tutoring, peer helper programs), and services to meet needs in the larger community (e.g., services for younger children or the elderly, environmental projects). See Finance Codes 332 and 362 for sources of revenue.

### **590 Other Community Programs**

Includes activities, events, and other services provided through the school system that identify, plan, and address community problems and are not coded elsewhere. (Program 590 should not be used with Finance 344). Includes Crime-Watch, food shelves, community counseling, chemical abuse and family violence prevention programs, public forums, community welfare activities, job skills training, services to nonpublic schools, non-tuition payments to other districts for community services, parent-teacher association activities, and other community uses for school facilities.

Program 590 is also used to record the costs of child care programs for preschool children and for any preschool programs serving children younger than four years of age that are operated separate from the district's Early Childhood Family Education Program 580 and School Readiness Program 582. Use Program 581 to record activity for prekindergarten programs separate from School Readiness that prepare children age four by September 1 to enter kindergarten the following year



## **INSTRUCTIONAL SUPPORT SERVICES (600-699 Series)**

Activities for assisting the instructional staff with the content and process of providing learning experiences for pupils in the kindergarten through twelfth grade.

### **Code Title and Definition**

#### **605 General Instructional Support**

Activities associated with general instructional support including the activities of assistant principals and other intermediate professional and administrative staff. Not included are offices reported elsewhere, including those of superintendent, principal, and instructional administrators; and more specialized supportive activities (e.g., curriculum development, educational media, human relations and staff development).

#### **610 Curriculum Consultant and Development**

Professional and/or technical assistance in curriculum consultation and development. This includes preparing and utilizing curriculum materials, training in the various techniques of stimulating and motivating pupils, and instruction-related research and evaluation done by consultants.

#### **620 Library Media Center**

An organized collection of printed and/or audiovisual and/or computer resources which is administered as a unit, is located in a designated place or places, and makes resources and services available to students, teachers and administrators. A library media center may also be called a library, media center, resource center, information center, instructional materials center, learning resource center or some other name.

#### **640 Staff Development**

Activities designed to contribute to professional growth of instructional staff members during their service to the school district. Includes costs associated with workshops, in-service training, site visits, courses for college credit, and sabbatical and travel leaves.

## **PUPIL SUPPORT SERVICES (700-799 Series)**

This includes all services provided to pupils which do not qualify to be classified as instructional services.

### **Code Title and Definition**

#### **710 Secondary Counseling and Guidance Services**

Activities involved in counseling secondary (7-12) pupils, parents and staff members on learning problems, career planning, and behavioral problems. Includes the evaluation of the abilities of pupils, assistance to pupils in personal and social development, provision of referral assistance, and work with other staff members in planning and conducting guidance programs for pupils.

## **712 Elementary Counseling and Guidance Services**

Activities involved in counseling elementary (1-6) pupils, parents and staff members on learning problems, career planning, and behavioral problems. Includes the evaluation of the abilities of pupils, assistance to pupils in personal and social development, provision of referral assistance, and work with other staff members in planning and using guidance programs for pupils.

## **720 Health Services**

Physical and mental health services which are not involved with direct instruction. Included are: health appraisal, vision screening, communicable disease control, appraisal of speech and hearing, periodic health exams, emergency health care, appropriate medical, dental and nursing services, and communication with parents and medical officials.

## **730 Psychological and Psychiatric Services**

Consists of those activities related to administering psychological and psychotherapeutic services, including those services necessary to perceive, clarify, solve and resolve interpersonal relationships, emotional problems, and disorders.

## **740 Social Work Services**

Social work activities include investigating and diagnosing pupil problems arising out of the home, school or community; casework and group work services for pupils and parents, interpreting the problems of pupils for other staff members, and promoting change in the circumstances surrounding the individual pupil. Includes activities promoting attendance and preventing dropping out.

## **760 Pupil Transportation**

Activities concerned with the transporting, by public or private carrier, of pupils to and from school or between schools for instructional purposes. Expenditures related to instructional programs and not authorized for transportation aid reimbursement should be charged to the appropriate instructional program. This code includes transportation safety coordination, training and information activities. **The Finance Dimension is used to detail the categories of transportation expenditures.** Despite transportation formula changes, this detailing will continue to be needed for the calculation of targeted needs transportation allowances.

## **770 Food Services**

Activities concerned with providing, preparing and serving regular and incidental meals, milk, or snacks in conjunction with school activities.

## **790 Other Pupil Support Services**

Activities related to pupil support services that cannot be classified above.

## **SITES, BUILDINGS AND EQUIPMENT (800-899 Series)**

Activities related to the acquisition (including leasing), operation, maintenance, repair, and remodeling of all physical plant, facilities, and grounds of the school district. Equipment purchases should be charged to the program area utilizing the equipment.

### **Code Title and Definition**

#### **805 Equipment Repair Services for other Clients**

Repair services offered to clients (e.g., typewriter repair and computer repair). Includes provision of service to other districts or organizations..

#### **810 Operations and Maintenance**

Activities related to maintaining and sustaining the utility, economic and aesthetic value of existing real property. For buildings, this includes custodial care and ordinary upkeep. For equipment, it consists of repairs and maintenance of equipment that sustains the original condition of completeness and efficiency.

#### **850 Capital Facilities**

Expenditures incurred under the school district's capital expenditure facilities program. The school district should annually adopt a capital expenditure program which would include plans for repair and restoration of existing district-owned facilities and plans for new construction.

Charter schools must include lease aid expenditures using this code along with Finance Dimension Code 348 and Object Dimension Code 370. If the lease includes custodial care, utilities and ordinary upkeep costs, then these expenditures should be included under Program Dimension Code 810 with Finance Dimension Code 000 and the appropriate Object Dimension Code(s).

#### **855 Alternative Facilities (Health and Safety Criteria Related) (Fund 06 only)**

This program code **must** be used for revenue and expenditures when the cost of the project is based on criteria of the Health and Safety program and the total amount is over \$500,000. (Minn. Stat. § 123B.59, subd. 1b.) Health and Safety finance codes must be used with this program to accurately reflect the costs of the Alternative Facilities Program. All activity related to this code with the proper Health and Safety finance codes must be used in Fund 6 (Building Construction) and applied to Balance sheet Code 409, Reserved for Alternative Facilities Programs. Districts that are approved for funding under Minnesota Statute 123B.59, subd. **1a** must use Program 850 or 870 with Finance code 386, Alternative Facility Program, for the proper coding of the cost of these projects.

**870 Building Construction (Fund 06 Only)**

All activities related to the acquisition, addition or improvement of real property, including grounds, buildings and equipment. To be used only in conjunction with Fund 06 and funded by the sale of bonds. Districts with alternative facilities funding may track the expenditures of the pay-as-you-go levy with this program.

**FISCAL AND OTHER FIXED COSTS PROGRAMS (900-999 Series)**

Fiscal and fixed cost activities that are not recorded elsewhere.

**Code Title and Definition**

**910 Retirement of Long-Term Obligations**

All payments of interest and principal to retire properly approved bond issues.

**920 Retirement of Nonbonded Obligations**

All payments of interest and principal for current nonbonded obligations.

**930 Employee Benefits (CLEARING ACCOUNT ONLY)**

Activities relating to employer costs of maintaining employee insurance programs (including Reemployment Compensation) and retirement plans for employees. At year-end all costs associated with benefits, Re-employment Compensation, and Workers Compensation are to be allocated to the program which generated the benefit. This Program Code must not be used in Fund 20.

**935 Post-Employment Benefits**

Expenditures in this program are for post-employment benefits paid from the district's trust funds. This code should be used only in Fund 25-Revocable Post-Employment Trust Fund or Fund 45-Irrevocable Post-Employment Trust Fund. Please refer to Chapter 13 of the UFARS Manual for additional OPEB accounting instructions.

**940 Insurance**

Consists of all insurance activities relating to property and liability (excluding transportation), surety, and fidelity bond insurance programs.

**950 Transfers**

All recurring expenditure transfers between funds to supplement resources of another fund. Also consists of expenditures that reflect a loss of assets to the district excluding payments for tuition and maintenance payments to other districts. Program 855 Alternative Facilities for Health and Safety, may be used to transfer levy revenue from Fund 01 to fund 06.

**960 Other Nonrecurring Items**

All nonrecurring costs such as judgments or liens levied against the district not covered by insurance with a provision for contingent liabilities and miscellaneous charges. Use in Trust Fund (8) with Object code 898 for scholarships expenditures.

# PROGRAM DIMENSION CHANGES – F.Y. 2008

## *ADDITIONS*

<b>ACCOUNT</b>	<b>DESCRIPTION</b>
385	Special Needs-Non Disabled
400	General Special Education
581	Pre Kindergarten Programs
935	Post-Employment Benefits ( <b>May 2008</b> )

## *DELETIONS*

<b>ACCOUNT</b>	<b>DESCRIPTION</b>
750	Transportation Safety

## *CHANGES*

<b>ACCOUNT</b>	<b>DESCRIPTION</b>
202	Education-Pre Kindergarten
301-399	Career and Technical Programs
420	Special Education-Aggregate ( <b>May 2008</b> )
570	School Age Care
582	School Readiness
590	Other Community Programs
620	Library Media Center ( <b>January 2008</b> )
855	Alternative Facilities (Health and Safety Related)
870	Building Construction
950	Transfers

## 4. FINANCE DIMENSION

### General Description

The Finance Dimension is generally used to record revenues and expenditures that relate to an activity funded with a categorical aid or levy, or relates to a reserved fund balance.

The Finance Dimension is also that segment of the total UFARS account structure used to define specific local, federal, or state projects (e.g., food service meal programs and transportation categories).

### General Accounting Information

At the district's discretion for local purposes, finance codes may be used for both revenues and expenditures. However, each finance code explanation states whether or not the finance code needs to be used for UFARS revenue reporting.

The following are standards for using a finance code for revenue reporting.

1. If the program is entirely state funded, federally funded, or relates to a reserve fund balance, use the appropriate finance code, if established, for both revenues and expenditures.
2. If state aid payments for a program are combined with state aid for other purposes, and/or revenue for a program consists in whole or in part from property tax levy revenue, the finance dimension need not be used to identify these revenues. In this case, only expenditures will be identified using the finance code. However, a finance code needs to be used in all cases for revenues and expenditures which related to a reserved fund balance.
3. Individual reserve codes are listed in the description of a finance code when the activities of that code necessitated the need for separation of the balance amount in that account. If no reserve is listed the activities should be summarized in unreserved/undesignated balance sheet account code 422.

### General Information

Included in the narrative of state and federal finance dimension codes is a payment description. The payment description defines the payment being made by check or by electronic transfer and consists of three components: the fund and dimension to be credited; the description; and the fiscal year of payment. For example, "01F314 INTEG PROG 07" indicates that the payment should be credited to the General Fund (01), Finance Dimension (F314), and Fiscal Year 2007(07). In this text, when an "XX" is used in either the fund or the description it denotes that the information may vary.

The Finance Dimension has ten categories. These are:

1. District-Wide	000
2. State Supported Programs	302-399
3. Federal Program Aid Received Through Department Of Education	401-499
4. Federal Aid Received Directly From Federal Sources	501-599
5. Child Nutrition	701-710
6. Transportation	711-739
7. Special Education	740-760
8. State Placement	761-770
9. Levy Supported Programs	771-799
10. Career and Technical Education and School-To-Work	830-835

**Code Title and Definition**

**000 District-Wide**

Record revenue and expenditures when a specific finance dimension code is not required. This fills out the 17 digit code needed for each transaction.

**STATE SUPPORTED PROGRAMS (300 Series)**

**Code Title and Definition**

**302 Operating Capital (Fund 01)**

Record revenues and expenditures using Total Operating Capital Revenue (a component of General Education Revenue). Total Operating Capital Revenue may be used only for the purposes specified in statute. These purposes are the same as those provided for in the former facilities and equipment capital revenue, along with the following: vehicles for which a bus purchase levy was authorized, personnel costs directly related to the acquisition, operation and maintenance of telecommunications systems, computers, related equipment, and network and applications software. This code is used to record all revenue and expenditures for Balance Sheet Code 424, Reserved for Operating Capital Fund Balance. Minn. Stat. § 126C.10, subd. 13 & 14. Expenditures for capital items not associated with Total Operating Capital Revenue should be recorded in Finance Code 000, District-Wide, or the appropriate finance code.

*Payment Description – 01S211 GEN ED AID FY*

***Note: For FY08 and FY09, all districts will receive a one time technology and operating capital aid equal to \$40 for fiscal year 2008 and \$55 for fiscal year 2009 per adjusted marginal cost pupil unit. The aid must be used only for the purposes authorized for operating capital revenue in Minn. Stat. § 126C.10, subd. 14.***



### **303 Area Learning Center (Fund 01)**

School districts that send students to an area learning center must reserve revenue for expenditures at the area learning center in an amount equal to at least 90 percent of the district's average General Education Revenue minus .0485 times the formula allowance (without the Basic skills, transportation sparsity or transportation transition portions) per pupil unit times the number of pupil units attending an area learning center program. This finance code is used to identify expenditures against Balance Sheet Code 434, Reserved for Area Learning Center. Minn. Stat. § 123A.05, subd. 2 [amended 1999].

*Payment Description - N/A*

### **304 Contracted Alternative Programs (Fund 01)**

School districts must reserve at least 95 percent of the district's average General Education Revenue, less Basic Skills Revenue, per pupil unit times the number of pupil units for pupils attending this program. This finance code is used to identify expenditures against Balance Sheet Code 435, Reserved for Contracted Alternative Programs. Minn. Stat. § 124D.69.

*Payment Description - N/A*

### **305 State-Approved Public Alternative Programs (Fund 01)**

School districts must reserve revenue equal to at least 90 percent of the district's average General Education Revenue per pupil unit, less Basic Skills Revenue per pupil unit, times the number of pupil units generated by students attending a state-approved public alternative program. This finance code is used to identify expenditures against Balance Sheet Code 436, Reserved For State-Approved Public Alternative Programs. Minn. Stat. § 126C.05, subd. 15, clause (b) and (c).

*Payment Description - N/A*

***Note: Finance Codes 306, 307, and 308 are to be used for all staff development programs as stipulated in Minn. Stat. § 122A.61, subd. 1. 1999 Laws (Chapter 241, Article 5, Section 4) provides that districts may annually waive the requirement to reserve their basic revenue for this purpose, and that a district in statutory operating debt does not need to allocate additional funds for this purpose while they are in this status. The revenue in source code 211 attributable to staff development must be coded to Balance Sheet Code 403, Reserved for Staff Development.***

### **306 Staff Development - Fifty Percent Site (Fund 01)**

Fifty percent of total staff development expenditures must be spent by the educational site. Minn. Stat. §§ 122A.61, 122A.60, and 120B.22, (Balance Sheet Code 403, Reserved for Staff Development).

*Payment Description - N/A*

**307 Staff Development - Twenty-Five Percent Exemplary Site Grants (Fund 01)**

Twenty-five percent of total staff development expenditures must be spent for exemplary grants to the educational sites. Minn. Stat. §§ 122A.61, 122A.60, and 120B.22, (Balance Sheet Code 403, Reserved for Staff Development).

*Payment Description - N/A*

**308 Staff Development – Twenty-Five Percent District-Wide (Fund 01)**

Twenty-five percent of total staff development expenditures may be spent district-wide. Minn. Stat. §§ 122A.61, 122A.60, and 120B.22, (Balance Sheet Code 403, Reserved for Staff Development).

*Payment Description - N/A*

**310 Interdistrict Cooperative Activities (Fund 01)**

Record revenue and expenditures for purchasing of services for cooperative purposes, or to provide educational services in a cooperative manner. The activities in this code apply to Balance Sheet Code 408, Reserved for Cooperative Revenue. Districts should refer to Minn. Stat. § 123A.27. Since F.Y. 2001, the revenue is included in General Education Revenue.

*Payment Description – N/A*

**311 Telecommunications Access Costs (Funds 01 and/or 04)**

This code is used to record eligible expenditures pertaining to Telecommunications/Internet Access Equity Aid.

Record expenditures for approved costs **exceeding** \$15 times the prior year's AMCPU, unless the district is a member of an organized telecommunications access cluster. For districts that are cluster members, **all** approved costs are to be recorded. Schools are required to submit eligible cost data for the prior fiscal year on an annual basis, at a time determined by MDE. Revenues must be used for ongoing or recurring telecommunication access costs, including access to data lines, video lines and/or Internet access, and ongoing cooperative costs associated with the delivery of telecommunications access.

This aid is available to all school districts, charter schools and non-public schools (Fund 04 for non-public). All Public and charter schools are required to have a technology plan on file with the Minnesota Department of Education and file an e-rate application either separately or through their telecommunications grant cluster to be eligible for aid under Minn. Stat. §125B.26. Revenue received from another school district or host cooperative should be recorded as source 021 with a 000 finance code.

### **312 Alternative Attendance (Fund 01)**

Record expenditures (see **Finance code 315 for proper revenue coding**) for Integration Alternative Attendance Aid generated on behalf of Minneapolis, St. Paul and Duluth residents, who open enroll to an eligible district and who are eligible for the free or reduced price meal program. Districts must qualify for Integration Revenue and have an approved budget on file at MDE. This finance code has an aid component only, no levy. Refer to Minn. Stat. § 124D.86.

### **315 Integration Aid and Levy (Fund 01)**

Record revenues from Integration Aid and Levy (Finance 315) and Alternative Attendance Aid (Finance 312) received according to Minn. Stat. § 124D.86, and expenditures for Integration Aid and Levy (**See Finance 312 for coding expenditures for Alternative Attendance**) to implement the integration plan on file at MDE and as required under Minnesota Rules, part 3535.0199 to 3535.0180. This applies to all districts identified under the rule and joint power districts implementing multi-district plans. (Cooperatives should record related expenditures under Finance code 000 and Course code 315 to prevent duplication)

*Payment Description - 01F315 INTEG GRT FY*

### **317 Basic Skills (Fund 01)**

Record revenue and expenditures pertaining to the Basic Skills Revenue of Minnesota Statute 126C.10, subdivision 4. This includes LEP program expenditures and Compensatory Education expenditures as defined by Minn. Stat. § 126C.15, subdivision 1. Expenditures using this code must be in the list of permitted expenditures contained in the above statute. The activities in this code apply to Balance Sheet 441, Reserved for Basic Skills.

*Test Scores Pilot Program Districts (5) should use this code to also track the additional revenue receive and the expenditures by site for reporting purposes. This project will be for FY06 and FY07, and later if approved by legislation.*

*Payment Description – 01S211 GEN ED AID FY*

*Note: American Indian Education revenues and expenditures are coded to Finance Codes 320 and 375.*

### **320 Success for the Future (Fund 01)**

Record revenues and expenditures designed to enhance American Indian cultural education programs. Minn. Stat. § 124D.83.

*Payment Description – 01F320 SUCC FOR FUT FY*

### **321 Community Education (Fund 04)**

Record community education revenues and expenditures of the Community Service Fund. Community Education activity is defined in Minn. Stat. § 124D.20, subd. 8. Check this chapter for more than 30 other finance codes that must be used to record community service/education activities properly in the Community Service Fund (04). These other finance codes include activities for Adult Basic Education, Non-Public Education, Early Childhood Family Education, School Readiness, Youth Services and federal programs including some food service revenues. The activities in this code apply to Balance Sheet Code 431, Reserved for Community Education. Minn. Stat. § 124D. 20.

*Payment Description - 04F321 COMMUN ED FY*

### **322 State Adult Basic Education (Fund 04)**

Record revenues and expenditures for Adult Basic Education programming funded with Adult Basic Education **formula** revenue provided under Minn. Stat. § 124D.531 (Adult Basic Education). Up to 20% of the prior year allocation may be carried over to the current year and spent in the first three months of the year. Prior year **course codes** must be used in all expenditures to correspond to the prior year carry over amount. Current year expenditures may use course 000. Do not include expenditures properly recorded in Finance Codes 324, 438 or 439. The activity in this code applies to Balance Sheet Code 447, Reserved for Adult Basic Education.

*Payment Description - 04F322 CONTING ED FY*

### **324 GED Testing and Adult Basic Education Supplemental Services (Fund 04)**

Record revenues and expenditures related to Adult Basic Education or GED testing, including GED reimbursement (Minn. Stat. § 124D.55) and Adult Basic Education Supplemental Service Grants (Minn. Stat. § 124D.522) Do not include formula revenue recorded in Finance Code 322, or other activity that should be properly recorded in Finance 438 or 439. The activity in this code for Fund 04 applies to Balance Sheet Code 447, Reserved for Adult Basic Education.

*Payment Description - 04F324 GED/SUPPLEMENTAL FY*

### **325 Early Childhood and Family Education (Fund 04)**

Record revenues and all expenditures for the ECFE programs offered by the school district. The proceeds of the ECFE aid and levy may be coded only for ECFE programs. See program 580 for proper coding of all revenues. The revenues and expenditures in this code apply to Balance Sheet Code 432, Reserved for Early Childhood Family Education Fund Balance. Minn. Stat. §§ 124D.13 and 124D.135.

**Note:** If a district wishes to use Community Education Revenue for ECFE expenditures, use Finance Code 321, Community Education with Program 580.

*Payment Description - 04F325 ECFE FY*

**326 Adults with Disabilities (Fund 04)**

Record expenditures for approved programs for handicapped adults. The expenditures in this code apply to Balance Sheet Code 431, Reserved for Community Education Fund Balance. Minn. Stat. § 124D.56.

*Payment Description - 04F326 ADULT DIS FY*

**327 Certain Teacher Programs (Fund 01)**

Record revenues and expenditures to develop Family Connections and Teacher Mentoring Programs. Used in conjunction with Balance Sheet Account 423, Reserved for Certain Teacher Programs. Minn. Stat. §§ 124D.25 to 124D.31.

*Payment Description - 01F327 TCHR PROGS FY*

**328 Home Visiting (Fund 04)**

Record the revenue from the optional home visiting levy of \$1.60 per residents 0 – 4 years of age, and all expenditures for the home visiting program offered by the school district as part of its Early Childhood Family Education program. The proceeds of the home visiting levy may only be coded for ECFE home visiting programs, which provide parent education to isolated or at-risk families. The revenues and expenditures in this code apply to Balance Sheet Code 432, Reserved for Early Childhood Family Education. Minn. Stat. §§ 124D.13 Subd. 4 and 124D.135 Subd. 6.

*Payment Description N/A*

**329 Raised Academic Achievement-International Baccalaureate**

This code should be used to track the revenue and expenditures for a program established to raise kindergarten through 12 academic achievement through increased student participation in International Baccalaureate programs. Minn. Stat. §120B.132, subd.7 and subd. 46.

*Payment Description – 01F329 INTER BACCAL*

**330 Learning and Development (Fund 01)**

Record revenue and expenditures intended to reduce and maintain the district's instructor-to-learner ratio. This code is used to record all expenditures for Balance Sheet Code 428, Reserved for Learning and Development Fund Balance. Revenue for this purpose is included in General Education Revenue. Minn. Stat. § 126C.12.

*Payment Description – N/A*

**331 First Grade Preparedness (Fund 01)**

Record revenue and expenditures for the First Grade Preparedness Program related to the approved budget. This program provides eligible schools with state aid to be used to provide a full day, every day kindergarten program (reported under Program code 201) or a kindergarten preparation program for four-year-olds (reported under program code 202). Districts with eligible school sites are notified of their eligibility; the district must

submit an annual budget. Minn. Stat. § 124D.081. Activity in this account relates to Balance Sheet Code 446, Reserve for First Grade Preparedness  
*Payment Description – 01F331 FIRST GRADE PREP FY*

**332 After School Enrichment Program (Fund 04)**

Record expenditures to support after-school enrichment programs to maintain and expand participation by school-age youth in supervised activities during non-school hours. Use Program Code 585, Youth Development/Youth Services. The activity in this code applies to Balance Sheet Code 431, Reserved for Community Education. Minn. Stat. § 124D.2211,  
*Payment Description - N/A*

**335 Quality Compensation – Alternative Teacher Professional Pay System (Fund 01)**

Record revenues and expenditures for the Quality Compensation – Alternative Teacher Professional Pay System, (Old Alternative Compensation Program included). The revenue for this program will be paid to commissioner approved districts, who have developed an education improvement plan and an alternative teacher pay system, as part of regular General Education aid. Minn. Stat. § 122A. 413-415.  
*Payment Description – 01S211GEN ED AID FY*

**336 Raised Academic Achievement-Advanced Placement Programs**

This code should be used to track the revenue and expenditures for a program established to raise kindergarten through 12 academic achievement through increased student participation in pre-advanced placement and advance placement programs through a one year, one time appropriation. Minn Stat. §120B.132.  
*Payment Description – 01F336 RAISED ACAD ACH*

**338 Violence Prevention (Funds 01 and/or 04)**

Record revenues and expenditures incurred to help students learn how to resolve conflicts within their families, schools, and communities in non-violent, effective ways. Minn. Stat. §§ 120B.22 and 120B.23.  
*Payment Description - 01F338 VIOLENCE PV FY*

**340 Site Decision-Making Program Grant (Fund 01)**

Record revenue and expenditures for the Site Decision-Making Program Grant which was approved under Minn. Stat. § 123B.04 for FY06 and FY07. The activity for this code must be by site as approved in the grant application.  
*Payment Description- 01F340 SITE DECISION FY*

### **341 Regional Mathematics and Science Teacher Centers**

Expenditures in a teacher center shall be used for quality professional development and technical assistance to assist teachers in learning about effective pedagogical approaches to implement Minnesota's content standards, experiment with the use of multiple instructional approaches to differentiate instruction and improve skills to diagnose student learning needs using assessment of student performances. Minn. Stat. § 122A.72, subd 5.

*Payment Description – 01F341 TEACHER CTR*

### **342 Safe Schools – Crime Levy (Fund 01)**

Record levy revenue and expenditures for directly funding the following purposes **or** for reimbursing the cities and counties who contract with the district for the following purposes: to pay for salaries, benefits and transportation of peace officers and sheriffs for liaison services; drug abuse prevention program as defined in section 609.101 subd. 3 para (e), in the elementary schools; gang resistance education training curriculum; security in the district's schools and on school property; or other crime prevention, drug abuse, student and staff safety; voluntary opt-in suicide prevention, violence prevention measures taken by the school district; or the costs for license school counselors, school nurses, social workers, psychologists and alcohol and chemical dependency counselors to help provide early responses to problems. See Minn. Stat 126C. § 44 for language about supplementing versus supplanting of staff costs.

The activity in this code relates to Balance Sheet Code 449 Reserved for Safe Schools Levy. Minn. Stat. § 126C.44.

*Payment Description – NA*

### **343 Systemic Science, Technology, Engineering and Mathematics (STEM) School Redesign**

This code should be used to track revenue and expenditures for a program established to integrate the states revised mathematics standards into new or existing comprehensive STEM initiatives and will serve as models to other schools and/or districts by sharing information and providing technical assistance. This is a National Governor's Association Grant identified as NGA Center Project 110-200-2921.

*Payment Description- 01F343 NGA STEM GRANT*

### **344 School (Learning) Readiness (Fund 04)**

Record revenues and expenditures for the purpose of providing comprehensive early childhood education to prepare children to enter kindergarten. Program must assess children's cognitive skills at program entry and exit, provide research-based early childhood educational programming focused on children's cognitive skills and development and prepare children for transition to kindergarten, arrange for early childhood screening involve parents in program planning and decision making, coordinate with relevant community-based services, and cooperation with adult basic education and other adult literacy programs See Program codes 582 and 581 for proper

activity coding. The revenue and expenditures in this code apply to Balance Sheet Code 444, Reserved for School Readiness Fund Balance. Minn. Stat. §§ 124D.15 and 124D.16.  
*Payment Description - 04F344 LEARN READ FY*

### **345 Transition for Prekindergarten (Fund 01)**

Record transition for prekindergarten revenues calculated under Minn. Stat. § 126C.10 subd. 31a and all associated expenditures. Expenditures must be for prekindergarten programs serving children who turn age four by September 1 and who will enter kindergarten the following year. All activities for this code apply to Balance Sheet Code 450 Reserved for Transition for Prekindergarten.

*Note: except for Transition for Prekindergarten and First Grade Preparedness (Finance 331) revenue all revenue and expenditures associated with prekindergarten programs must be recorded in Fund 04 (see Programs codes 581, 582, and 590).*

*Payment Description - NA*

### **346 Iron Range Resources and Rehabilitation Board Taconite Grants**

Enter all grant revenue received from IRRRB for the purpose of health, safety and maintenance improvements for the district. This code will be used to track expenditures of IRRRB grant projects separately from regular health and safety projects funded by state aid and levy. The total expenditures of this code should equal source code 015 IRRRB Taconite Grants. If grant dollars remain unspent at years end the balance should be deferred to next year.

*Payment Description - N/A*

## **HEALTH AND SAFETY FINANCE CODES**

*Note: The Health and Safety Program uses Finance Codes 347, 349, 352, 358, 363, and 366. All projects funded by the Health and Safety Aid and Levy must be reserved in Balance Sheet Code 406 and expensed in the General Fund (01). See Source Code 307 Health and Safety Aid for revenue recording. A revenue transfer, equal to the total expenditure, would be needed for all expenditure activity in the Construction Fund (06).*

### **347 Physical Hazards (Funds 01 and/or 06)**

Record Health and Safety expenditures made to correct appropriate physical hazards that are not defined by other health and safety finance codes, for example: playground resurfacing, bleacher repair or rebuilding, boiler control circuit, mechanical and power equipment-safety modification, OSHA physical or electrical hazard violations and indoor air quality. Also includes costs to support MDH Food Code Requirements (see application materials). General Fund expenditures in this code apply to Balance Sheet Code 406, Reserved for Health and Safety. Minn. Stat. § 123B.57.

*Payment Description - N/A*

*Note: Districts should use this finance code when making payments to reimburse Intermediate School Districts for Health and Safety levies collected on their behalf.*



**348 Charter School Building Lease Aid (Fund 01)**

Record revenue and expenditures for Charter School Building Lease Aid. When a charter school finds it economically advantageous to rent or lease a building or land for any instructional purpose and it determines that the total Operating Capital Revenue per Minn. Stat. § 126C.10, subd. 13, is insufficient for this purpose; it may apply to the Commissioner for Building Lease Aid per Minn. Stat. § 124D.11, subd. 4.

**This finance code must be used only with Program Code 850.**

*Payment Description - 01F348 BLDGLEASE AID FY*

**349 Other Hazardous Materials (Funds 01 and/or 06)**

Record expenditures according to an approved Health and Safety Plan to clean up and dispose of polychlorinated biphenyl found in school buildings or property; wood boiler hazards, fuel tank removal/replacement, and cleanup, hazardous/infectious waste management and disposal, lead in water; testing and mitigation, local exhaust ventilation systems, radon; detection and mitigation, well capping and boiler-main supply back flow preventor, and transportation fuel. General Fund expenditures in this code apply to Balance Sheet Code 406, Reserved for Health and Safety. Minn. Stat. § 123B.57.

*Payment Description - N/A*

*Note: For Aid to Nonpublic Pupils, Finance Codes 350, 351, and 353 are used to record expenditures. See Source Code 301 Nonpublic Aid for revenue recording.*

**350 Aid to Nonpublic Pupils - Health Services (Fund 04)**

Record expenditures for nonpublic pupils for health services provided. The expenditures in this code apply to Balance Sheet Code 422, Unreserved/Undesignated Fund Balance. Minn. Stat. §§ 123B.40 to 123B.445 and Minn. Stat. § 123B.41, subd. 15.

*Payment Description - N/A*

**351 Aid to Nonpublic Pupils - Textbooks and Tests (Fund 04)**

Record expenditures for textbooks and standardized tests for nonpublic school pupils. The expenditures in this code apply to Balance Sheet Code 422, Unreserved/Undesignated Fund Balance. Minn. Stat. §§ 123B.40 – 123B.42.

*Payment Description - N/A*

**352 Environmental Health and Safety Management (Funds 01 and/or 06)**

Record expenditures made for Environmental Health & Safety Management. Health, safety, and environmental management means school district activities necessary for a district's compliance with state statutes and rules of the Departments of Health, Labor and Industry, Public Safety, and Pollution Control as well as any related federal standards. These activities include hazards assessment, required training, record keeping, right-to-know, and program management. General Fund expenditures in this code apply to Balance Sheet Code 406, Reserved for Health and Safety. Minn. Stat. §§ 123B.56 -57. *Note: Districts must be aware of the reimbursable cap used in this program and that the total expenditure activity in this code may not be fully reimbursed.*

*Payment Description - N/A*

**353 Aid to Nonpublic Pupils - Guidance and Counseling (Fund 04)**

Record expenditures for guidance and counseling services for nonpublic school pupils. The expenditures in this code apply to Balance Sheet Code 422, Unreserved/Undesignated Fund Balance. Minn. Stat. §§ 123B.40 to 123B.445.

*Payment Description - N/A*

**354 Early Childhood Screening Program (Fund 04)**

Record revenues and expenditures for health and developmental screening of preschool children. The expenditures in this code apply to Balance Sheet Code 422, Unreserved/Undesignated Fund Balance. Minn. Stat. §§ 121A.16 to 121A.19.

*Payment Description - 04F354 PRESCH SCR FY*

**358 Asbestos Removal and Encapsulation (Funds 01 and/or 06)**

Record expenditures necessary for the removal or encapsulation of asbestos from school buildings or property, related repairs, staff training, and asbestos worker required health physicals in accordance with an approved Health and Safety Plan. General Fund expenditures in this code apply to Balance Sheet Code 406, Reserved for Health and Safety. Minn. Stat. § 123B.57.

*Payment Description - N/A*

**362 Youth Development Service (Fund 04)**

Record expenditures to support the district youth development plan and programs. (Existing statute of \$1/per capita). Use Program Code 585, Youth Development/Youth Services. The activity in this code applies to Balance Sheet Code 431, Reserved for Community Education. Minn. Stat. § 124D.19, subd. 9 and 10.

*Payment Description - N/A*

**363 Fire Safety (Funds 01 and/or 06)**

Record expenditures to correct fire code violations in school buildings, in accordance with an approved Health and Safety Plan. General Fund expenditures in this code apply to Balance Sheet Code 406, Reserved for Health and Safety. Minn. Stat. § 123B.57, subd. 6.

*Payment Description - N/A*

**364 Hearing Impaired Support Services (Funds 01 and/or 04)**

Record revenues and expenditures for interpreter or note taker services for adult education or vocational programs. If expenditures in this code are in the General Fund, apply to Balance Sheet Code 422, Unreserved/Undesignated Fund Balance. If expenditures are in the Community Service Fund the program in which the expenditures are incurred will determine which reserve account will be charged. Minn. Stat. § 124D.57.

*Payment Description - XXF364 HEAR SUPPT FY*

**366 Indoor Air Quality (Funds 01 and/or 06)**

Record health/safety expenditures to correct indoor air quality code violations in school buildings, in accordance with an approved Indoor Air Quality Management Plan. General Fund expenditures in this code apply to Balance Sheet Code 406, Reserved for Health and Safety. Minn. Stat. § 123B.57, subd. 6.

*Payment Description – NA*

**371 Taconite \$25 Reserve (Funds 01 and/or 04)**

Record revenues and expenditures for outcome-based learning programs and early childhood programs. This finance dimension code is used to record expenditures with Program Code 605, General Instructional Support in Fund 01, and Program Code 580, Early Childhood and Family Education in Fund 04. Source Code 018, Taconite Referendum Payment, should be used to record revenues in Fund 01 and Fund 04. The expenditures in this code apply to Balance Sheet Code 426, Reserved for \$25 Taconite. Minn. Stat. § 298.28, subd. 4(d).

*Payment Description - N/A*

**372 Medical Assistance/Third Party Revenue (Fund 01)**

Record expenditures with this finance code related to additional special education activities funded **only** from the revenue recorded in source 071 and/or source 072. The expenditures of this money must follow the guidelines of Minn. Stat. § 125A.21, subd. 3, which states a district can (a) retain a sufficient amount of third party/medical assistance revenue to pay for the cost of obtaining the revenue; (b) regularly get training and technical assistance to obtain or increase third party/medical assistance revenue and (c) reallocate the revenue for the benefit of students with special needs in the district. Use the finance code in all charge back entries to achieve the conditions of the statute.

*Payment Description – N/A*

**375 Grants to Prepare Indian Teachers (Fund 01)**

Record revenues and expenditures for Indian teacher grants to assist American Indians to become teachers and to provide additional education to American Indian teachers. Minn. Stat. § 122A.63.

*Payment Description – 01F375 IND TCHRS GRTS FY*

**377 Family Services and Mental Health Initiative (Funds 01 and/or 04)**

Record revenue and expenditures for the purpose of fostering local collaboration in working together to meet the needs of children and families. Minn. Stat. §§ 124D.23 and Minn. Stat. § 245.491.

*Payment Description - XXF377 FS/MENTAL HTH FY*

**385 Deferred Maintenance Program (Fund 01)**

Beginning in FY08 (06 pay 07 levy) a new funding source will be available for most districts. An independent or special school district that does not qualify to participate in the alternative facilities bonding and levy program under Minn. Stat. § 123B.59, subd. 1a, is eligible to receive deferred maintenance revenue.

Deferred Maintenance aid and levy can be used for those activities having a useful life of five (5) years or more. Examples of approved activities are painting, carpet replacement, tuck pointing, replacement/repair of plumbing, electrical systems, HVAC, roofing, etc. Purchases not approved are computers, networking activities, instructional equipment and other non-maintenance equipment or materials. The revenue and expenditures in this code apply to Balance Sheet Code 405 Reserved for Deferred Maintenance (Fund 01). Minn. Stat. § 123B.591.

**386 Alternative Facilities Program (Fund 06)**

Record revenue and expenditures for the alternative facilities bonding and levy program if your district qualifies under Minn. Stat. §123B.59, subd. 1a. This statute contains class size and square footage requirements, along with an insufficient funds clause to cover major facilities costs and a ten year facility plan. Districts must have approval from the commissioner to use this program. The activity in this code apply to Balance Sheet Code 409, Reserved for Alternative Facilities in the Construction Fund (06).

**388 Gifted and Talented (Fund 01)**

Record the revenue and expenditures of this General Education Aid component for a program which identifies gifted and talented students, provides educational programs for these students and /or provides staff development for teachers to best meet the unique needs of gifted and talented students. Minn. Stat. § 120B.15. The activities in this code apply to Balance Sheet Code 438 Reserved for Gifted and Talented Fund Balance.

*Payment Description - 01S211 GEN ED AID FY*

**FEDERAL PROGRAM AID RECEIVED THROUGH MINNESOTA DEPARTMENT OF EDUCATION (400 SERIES)**

**Code Title and Definition**

**401/601 Title I, Part A – Improving the Academic Achievement of the Disadvantaged (Fund 01)**

Record revenues and expenditures to expand and improve educational programs to meet the needs of educationally disadvantaged children in low-income areas (CFDA No. 84.010, Title I, Part A: Elementary and Secondary Education Act (ESEA), P.L. 107-110). Use only with Program Code 216.

*Payment Description - 01F401 TITLE 1 FY*

**404/604 Title I, Part C – Education of Migrant Children (Fund 01)**

Part C Discretionary Grant to expand and improve programs to meet the special educational needs of children of migratory agricultural workers or migratory fishers (CFDA No. 84.011, Title I, Part C: Elementary and Secondary Education Act (ESEA), P.L. 107-110). Use only with Program Code 216.

*Payment Description - 01F404 MIGRANT ED FY*

**406/606 Title I, Part D – Prevention and Intervention Programs for Children and Youth who are Neglected, Delinquent or At-Risk (Fund 01)**

Formula grants to expand and improve educational programs to meet the special needs of children under 21 years of age who have been placed in a correctional/treatment institution for the delinquent (CFDA No. 84.013, Title I, Part D: Elementary and Secondary Education Act (ESEA), P.L. 107-110). Use only with Program 216.

*Payment Description - 01F406 COMP DELO FY*

**410/610 Reading First (Fund 01 and/or 04)**

Record revenue and expenditures used in establishing reading programs for students in kindergarten through grade 3 that are based on scientifically based reading research, to ensure that every student can read at grade level or above not later than the end of grade 3 (CFDA No. 84.357, Title I, Part B Elementary and Secondary Education Act (ESEA), P.L. 107-110). Expenditures must be recorded at the site code that was awarded the funds.

*Payment Description – 01F410 RF FY*

**411/611 Title I, Part F – Comprehensive School Reform (Fund 01)**

Record revenues and expenditures for the competitive Comprehensive School Reform Grants. This program is intended to stimulate school-wide change covering virtually all aspects of the school's operations to enable all children to meet challenging state content and student performance standards (CFDA No. 84.332, Title I, Part F: Elementary and Secondary Education Act (ESEA), P.L. 107-110). Expenditures must be recorded at the site code that was awarded the funds.

*Payment Description – 01F411 COM SCH REF FY*

**414/614 Title II, Part A – Teacher and Principal Training and Recruiting (Fund 01)**

Record revenues and expenditures from grants for the improvement of teaching skills and in the instruction of core curricula areas, specifically mathematics and science (CFDA No. 84.367, Title II, Part A: Elementary and Secondary Education Act (ESEA), P.L. 107-110). Use with Program Code 204. See Chapter 10, Permitted Code Combinations, for additional programs that can be used in the flexibility provision for this finance code.

*Payment Description - 01F414 TITLE II PRO DEVEL FY*

**415/615 Title V, Part A – Innovative Programs (Fund 01)**

Record revenues and expenditures of grants for the purpose of educational reform efforts in the identified targeted instructional areas (CFDA No. 84.298, Title V, Part A: Elementary and Secondary Education Act (ESEA), P.L. 107-110). Use with Program Code 207. See Chapter 10, Permitted Code Combinations, for additional programs that can be used in the flexibility provision for this finance code.

*Payment Description - 01F415 TITLE V*

**417/617 Title III, Part A – English Language Acquisition, Language Enhancement and Academic Achievement (Fund 01)**

Federal education program designed to help ensure that children who are limited English proficient, including immigrant children and youth, attain English proficiency. (CFDA 84.365, Title III, Part A: Elementary and Secondary Education Act (ESEA), P.L. 107-110). These funds **cannot** be redirected. Use only with Program 205.

*Payment Description – 01F417 TITLE III FY*

**419/619 Federal - Special Education General (Fund 01)**

Record revenues and expenditures for Individuals with Disabilities Act (IDEA) (P.L. 108-446; CFDA No. 84.027). These expenditures include those which are not specifically defined under finance codes 420, 422 and 426.

*Payment Description - 01F419 SPED PRTB 611 FY 84027  
01F419 SPED 50% RULE FY 84027  
01F419 SPED EIS FY 84027*

#### **420/620 Disabled Early Education - Preschool Incentive Grants (Fund 01)**

Record revenues and expenditures for Early Childhood Special Education. These grants are to assist states in providing a free appropriate education to children with disabilities between the ages of 3-5 years (P.L. 108-446; CFDA No. 84.173, Individuals with Disabilities Act, Part B, Section 619).

*Payment Description – 01F420 SPED PRTB 619 FY 84173  
01F420 SPED SUPPL 3-5 FY 84173  
01F420 SPED 3-5 CSPD FY 84173  
01F420 SPED ECSE AUT FY 84173*

#### **421/621 Special Education Discretionary Programs and Grants – State Initiated (Fund 01)**

Record revenues and expenditures for discretionary grants to assist in providing a free appropriate public education to all children with disabilities. Use this code for discretionary grants only (P.L. 108-446; CFDA No. 84.027).

*Payment Description – 01F421 SPED CIMP FY 84027  
01F421 SPED REG LOW I FY 84027  
01F421 SPED CSPD FY 84027*

#### **422/622 Infants and Toddlers Programs - Ages Birth through Two (Fund 01)**

Record revenues and expenditures for grants to assist in planning development and expansion of interagency special education service activities for children from birth through two years of age (CFDA No.84.181, Individuals with Disabilities Act, Part C).

*Payment Description - 01F422 EC 0-2 FY 84181*

#### **424/624 Title VI, Part B, Subpart 2 – Rural and Low-Income Schools (Fund 01)**

Federal education program designed to help ensure that children who are limited English proficient, including immigrant children and youth, attain English proficiency (CFDA 84.358, Title VI, Part B, Subpart 2: Elementary and Secondary Education Act (ESEA), P.L. 107-110). See Chapter 10, Permitted Code Combinations, for additional programs that can be used in the flexibility provision for this finance code.

*Payment Description – 01F424 RURAL FY*

#### **426/626 Transition for Disabled Youth (Fund 01)**

Record revenues and expenditures to coordinate services for students with disabilities as they make the transition from school to adult life as outlined in Minnesota Statute 120.17 (P.L. 105-17, CFDA No. 84.158).

*Payment Description - 01F426 TRN/DIS YOUTH FY*

#### **428/628 Carl Perkins Vocational and Applied Technology (Fund 01)**

Record all revenue and expenditures related to the activities identified in the local applications submitted under the Carl D. Perkins Vocational and Applied Technology Education Act of 1990 (P.L. 105-332; CFDA No. 84.048A).

*Payment Description - 01F428 VOC ED BASIC FY*

#### **433/633 Title IV, Part A - Safe and Drug-Free Schools and Communities (Fund 01/04)**

Record revenues and expenditures for formula grants based on approved applications to provide drug and violence prevention activities that meet the “Principles of Effectiveness” required by law (CFDA 84.186; Title IV, Part A, Subpart I: Safe and Drug Free Schools and Communities). Use with Program Code 206. See Chapter 10, Permitted Code Combinations, for additional programs that can be used in the flexibility provision for this finance code. See information below for Project Reconnect.

*Payment Description - 01F433 DRUG FREE SCH GRTS FY*

The use of this code for *Project Reconnect*, which is supporting community-based drug and violence prevention programs serving children and youth not normally served by state and local agencies, must be coded to Fund 04. (U.S. Department of Education NCLB Act of 2001, Title IV, Part A, Section 4112).

*Payment Description - 04F433 DRUG FREE GOV DISC FY*

#### **434/634 Title I, Part H – School Dropout Prevention, Retention & Graduation Initiative (Fund 01)**

Record revenue and expenditures for contracts to selected pilot districts to plan and implement a Dropout Prevention, Retention and Graduation Initiative. Elementary and Secondary Education Act of 1965, as amended. (P.L. 107-110; CFDA No. 84.360A Title I Part H).

*Payment Description – 01F434 DROPOUT CONTRACT FY*

#### **438/638 Federal Adult Basic Education Formula Revenue (Fund 04)**

Record revenues and expenditures for Adult Basic Education programming funded with formula revenues provided under P.L. 105-220: CFDA 84.002. Do not include activity properly recorded in Finance Code 322, 324 or 439. The activity in this code applies to Balance Sheet Code 447, Reserved for Adult Basic Education.

*Payment Description - 04F438 ADULT BASIC ED FY*

#### **439/639 Federal Adult Basic Education Grants (Fund 04)**

Record revenue and expenditures related to Federal Adult Basic Education Grants, including English Language Civics Grants. Do not include activity related to the formula aid recorded in Finance 438. The activity in this code applies to Balance sheet 447, Reserved for Adult Basic Education.

*Payment Description – 04F439 FED ADULT BASIC GRT FY*



**442/642 Title III, Part A – Immigrant Grant (Fund 01)**

Federal Education Program, which is a subpart of Title III, Part A, designed to help ensure that immigrant children gain access to the regular school curriculum. (CFDA 84.365, Title III, Part A: Elementary and Secondary Education Act (ESEA), P.L. 107-110). These funds **cannot** be redirected. Use only with Program 205.

*Payment Description – 01F442 IMMIGRANT GRANT*

**444/644 Tech Prep (Fund 01)**

Record revenues and expenditures for grants received to develop and operate Tech Prep education programs leading to a two year associate degree or a two year certificate (P.L. 98-524; CFDA No. 84.048).

*Payment Description - 01F444 TECH PREP FY*

**447/647 Federal Charter School Facilities Incentive Grant (Fund 01)**

Record all activity for the Federal Discretionary Facilities Incentive Grant Program for Charter Schools. The revenue is available under the provisions of the NCLB Act of 2001 Title V, Part B Public Charter Schools Sub grant 1; section 5205 (b), CFDA 84.28D.

*Payment Description – 01F447 FED CHR FAC FY*

**449/649 Title I, Part C, Subpart 3 – Even Start Family Literacy (Funds 01 and/or 04)**

Record revenue and expenditures for Even Start Programs. Even Start is a family literacy program for adults in need of adult basic skills and their children aged 0-7. There are four components: adult education, early childhood education, parenting skills education and parent-child activities. These components are integrated to create a comprehensive education program for families (P.L. 107-110; CFDA No. 84.213, Title I, Part B, Subpart 3, Elementary and Secondary Education Act (ESEA)).

*Payment Description - XXF449 CHPT I EVEN START FY*

**450/650 Public Charter School Program (PCSP) Dissemination Grant (Fund 01)**

Record revenue and expenditures for the activities of funding a dissemination grant for best practices of high quality given to a charter school. The charter school must have been in operation for at least three years. (P.L. 107-110; CFDA No. 84.282. Elementary and Secondary Education Act of 1965 as amended by No Child Left Behind-2001, Title V, Part B, Subpart I. 20 U.S.C. 8061-8067).

*Payment Description – 01F450 DISSEMEN GRT FY*

#### **451/651 Title V, Part B - Charter School Federal Grant (Fund 01)**

Record revenue and expenditures for the total amount received in Charter School Federal Title V Start Up Grant. Grants are to provide financial assistance for the designing, planning and initial implementation of charter schools; and to evaluate the effects of such schools, including the effects on students, student achievement, staff and parents (P.L. 107-110; CFDA 84.282. Elementary and Secondary Education Act of 1965 as amended by No Child Left Behind-2001, Title V, Part B, Subpart I. 20 U.S.C. 8061-8067).

*Payment Description – 01F451 CHARTER FED GRT FY*

#### **452/652 Title II, Part D - Enhancing Education through Technology (Fund 01) – Competitive Grant (See Finance Code 453 Below)**

Record revenues and expenditures for the Enhancing Education Through Technology funds. The focus of these funds is to promote local and state initiatives for using technology to increase academic achievement, increase access to technology, and expand teacher professional development in technology. Funds allocated to Minnesota by the federal government will be distributed to school districts on a 50/50 scenario, with 50 percent of the allocation to be distributed based on formula determined by Title I shares and **50 percent to be disbursed based on competitive grant competitions.**

**Competitive grant processes must give priority to schools that meet federal definitions of high need and high poverty and schools that do not generate sufficient funds from the formula distribution to effectively implement technology. Districts must spend at least 25 percent of funds from either the formula allocation or a competitive grant competition on professional development.** (CFDA 84.318, Elementary and Secondary Education Act (ESEA), Title II, Part D, Sections 2401-2404, P.L. 107-110).

*Payment Description - 01F452 TECH LIT GRTS FY*

#### **453/653 Title II, Part D - Enhancing Education through Technology (Fund 01) – Formula Allocation (see Finance Code 452 above)**

Record revenues and expenditures for the Enhancing Education Through Technology funds. The focus of these funds is to promote local and state initiatives for using technology to increase academic achievement, increase access to technology and expand teacher professional development in technology. Funds allocated to Minnesota by the federal government will be distributed to school districts on a 50/50 scenario, with 50 percent of the allocation to be distributed based on formula determined by Title I shares and 50 percent to be disbursed based on grant competitions. Competitive grant processes must give priority to schools that meet federal definitions of high need and high poverty and schools that do not generate sufficient funds from the formula distribution to effectively implement technology. **Districts must spend at least 25 percent of funds from either the formula allocation or a competitive grant competition on professional development.** (CFDA 84.318, Elementary and Secondary Education Act (ESEA), Title II, Part D, Sections 2401-2404, P.L. 107-110). Use with Program 210. See Chapter 10, Permitted Code Combinations, for additional programs

that can be used in the flexibility provision for this finance code.

*Payment Description - 01F453 TECH LIT GRTS FY*

*Note: This code will be inactive for FY08 and perhaps after depending on the level of federal funding. There is no revenue for FY08, see Finance Code 452.*

**456/656 Refugee Children School Impact Grant (Fund 01)**

Record revenue and expenditures for the federal program of the Office of Refugee Resettlement. Revenue funds are received through a grant application for the purpose of assisting refugee children. (CFDA No. 93.576). Note: A BCL expenditure report will be requested prior to the end of the fiscal year.

*Payment Description – 01F456 REFUGEE IMP GRT*

**457/657 Title II, Part B – Mathematics and Science Partnerships (Fund 01)**

Record revenues and expenditures used in establishing Mathematic and Science Partnership Programs that increase the subject matter knowledge and teaching skills of Mathematics and Science Teachers. (CFDA 84.366, Title II, Part B: Elementary and Secondary Education Act (ESEA). P.L.107-110).

*Payment Description 01F457 MATH/SCI PART PROG*

**459/659 Title X, Part C – Sub B: Education for Homeless Children and Youths (Fund 01)**

Record revenues and expenditures to provide education and support services to homeless children through funding under the authority of the McKinney-Vento Homelessness Assistance Act (CFDA No. 84.196, Title X, Part C: Elementary and Secondary Education Act (ESEA), P.L. 107-110).

*Payment Description – 01F459 HOMELESS GRANT*

**460/660 Title IV, Part B - 21st Century Community Learning Centers (Fund 01 and/or 04)**

Record revenues and expenditures from competitively awarded grants to public or private organizations to provide school and/or community-based before and after school activities that advance student academic achievement. (CFDA 84.287, Title IV, Part B: 21<sup>st</sup> Century Community Living Centers; P.L. 107-110). These funds **cannot** be redirected. Use only with Program Code 209.

*Payment Description – XXF460 21<sup>ST</sup> CENT FY*

**461/661 Community Service for Expelled or Suspended Students (Fund 04)**

Record revenues and expenditures from Dept. of Education grants to carry out programs under which students expelled or suspended from school are required to perform community service. Funds may not be "redirected." (CFDA 84.184C, Title IV, Part A, Subpart 2, Sec. 4126; P.L. 107-110).

*Payment Description – 04F461 EX/SUSPEND FY*

**462/662 No Child Left Behind (NCLB) – Adequate Yearly Progress (AYP) Improvement Grant (Fund 01)**

Record revenues and expenditures for Title I, NCLB-AYP Improvement Grants. (CFDA 84.010, Title I, Elementary and Secondary Education (ESEA) P.L. 107-110. This finance code is to be used only with Program 216. THIS CODE IS IDENTICAL TO FIN CODE 458.

*Payment Description 01F462 AYP IMP GRT*

**466/666 Teacher Advancement Program Grant (Fund 01)**

Record revenues and expenditures for purposes of supporting piloting activities and implementation of effective mechanisms to ensure teacher recruitment and retention in high need areas. CFDA No. 84.336A

*Payment Description – 01F466 TEACHER ADV GRT*

**467/667 Title I-School Improvement Grants**

This competitive grant is for the purpose of improving student achievement in low-performing Title I schools and charter schools of any size and districts (with a student population of 1000 or less) identified in the corrective action or preparing for restructuring phase of Adequate Yearly Progress (AYP). The Minnesota Title I School Improvement Grants are intended to leverage change through high-quality professional development and increase achievement in the area(s) of reading and/or mathematics. (CFDA 84.377A, Title I, Elementary and Secondary Education (ESEA) P.L. 107-110).

*Payment Description 01F467 SCHOOL IMP GRT*

**469/669 Child Care Food Program (Funds 02 and/or 04)**

Record revenues and expenditures for grants to initiate, maintain, or expand food services programs for institutions providing child care. Programs may receive reimbursement for three meals a day, one of which must be a snack (P.L. 105-336; CFDA No. 10.558, National School Lunch Act, Section 17).

*Payment Description - 02, 04F469 CACFP AFTER SCH SNACKS FY (Source Code 499)*  
*02, 04F469 CACFP CASH FY (Source Code 499)*  
*02, 04F469 CASH IN LIEU COMM (Source Code 477)*

## FEDERAL AID RECEIVED DIRECTLY FROM FEDERAL SOURCES (500 Series)

### Code Title and Definition

#### **507 Disabled Impact Aid (Fund 01)**

Record revenues and expenditures received in addition to the basic section 3 payments for the special education programs designated to meet the special educational needs of the federally connected children (CFDA No. 84.041, Title VIII of the Elementary and Secondary Education Act, Section 8003).

*Payment Description - 01F507 DIS IMP AID FY*

#### **508 National Science Foundation Grant (Fund 01)**

Record revenue and expenditures for grants associated with the National Science Foundation.

*Payment Description – N/A*

#### **510 Indian Elementary and Secondary School Assistance (Fund 01)**

Record revenues and expenditures for grants to develop and implement programs designed to meet the special needs of Indian children in reaching the national education goals (P.L. 103-387, CFDA No. 84.060, Elementary and Secondary Education Act of 1965, Title VII, Part A, Subd. 1).

*Payment Description - N/A*

#### **513 Indian Education Assistance to Schools – Johnson O'Malley (Fund 01)**

Record revenues and expenditures for special educational related needs of Indian students to assure adequate educational opportunities (Johnson O'Malley Act of 1984 as amended by P.L. 93-638; CFDA No. 15.130).

*Payment Description - N/A*

#### **514 Title VI, Part B - Small, Rural Education Achievement Program Grants (Fund 01)**

Record revenue and expenditures for the Small, Rural Education Achievement Grant that districts may receive directly from the Federal Government. This grant is made available to conduct education programs and services that will meet the unique needs of students in small, rural schools. (CFDA 84.358, Title VI, Part B section 6211, Elementary and Secondary Education Act (ESEA) P.L.107-110)

*Payment Description – NA*

## 600-669 Sub-Awards

The use of any 600 series finance code would be for the tracking of a federal sub-award grant from another district or agency where the receiving district has continual responsibility for the federal revenue. Corresponding numbers must be used between the 400 and 600 series codes. Example:

419-Federal Special Education = 619 Federal Special Education or

428-Carl Perkins = 628 Carl Perkins

The 600 series codes will not be used in the calculation of indirect cost rates. This accounting procedure will eliminate double accounting of federal revenue and expenditures.

## CHILD NUTRITION (701-710 Series)

### Code Title and Definition

#### 701 National School Lunch Program - NSLP (Fund 02)

Record revenues and expenditures for the National School Lunch Program. Reimbursements provided to schools for lunches that meet the NSLP meal pattern requirements for specified age groups of children (P.L. 105-336; CFDA No. 10.555, National School Lunch Act of 1946).

*Payment Description - 02F701 FREE-RED LUNCH FY (Source Code 472)  
02F701 FED REG LUNCH FY (Source Code 471)  
02S300 STSCHLUNCH FY*

#### 702 After-School Snack Program (Funds 02 and/or 04)

Record revenues and expenditures for the After-School Snack Program. This program is a part of the National School Lunch Program (P.L. 105-336; CFDA No. 10.555).

*Payment Description - 02, 04F702 AFT SCH SNACK FY (Source Code 471)*

#### 703 Special Milk Program - SMP/MN Kindergarten Milk Program - MKMP (Funds 02 and/or 04)

Record revenues and expenditures for Special Milk Program or Minnesota Kindergarten Milk Program. Federal reimbursement provided to school sites for milk served to students who **do not** have access to a meal program (i.e., lunch or breakfast). Usually, the SMP is for a group of split session (i.e., "half day") kindergarten or pre-kindergarten students only. In some cases, an entire school building is eligible if it does not have a lunch or breakfast program (P.L. 105-336; CFDA No. 10.556, Child Nutrition Act of 1966). State reimbursement is provided for milk served to kindergarten students only participating in the MKMP, and is limited to one half pint of milk per child per day (Laws of 1988, Chapter 688, Article 16, Section 1). Milk sold to students and adults as an a la carte item for lunches brought from home or as additional milk to the first half-pint

included with the school pattern lunch, should be reported in Finance Code 707, A La Carte/Other.

*Payment Description - XXF703 SPEC MILK FY (Source Code 475)  
XXF703 STSPECMILK FY (Source Code 300)*

**705 School Breakfast Program - SBP (Fund 02)**

Record revenues and expenditures for the School Breakfast Program. Reimbursement provided to schools for breakfasts which meet the SBP meal pattern requirements for specified age groups of children (P.L. 105-336; CFDA No. 10.553, Child Nutrition Act of 1966).

*Payment Description - 02F705 BREAKFAST FY (Source Code 476)  
02F705 SBREAKFAST FY (Source 300)*

**707 A La Carte/Other (Fund 02)**

Record revenues and expenditures for the A La Carte/Other Program. This includes food items and milk served a la carte, nonexpendable equipment with a useful life of more than one year and a purchase price of \$500 or more, and other items not otherwise listed.

*Payment Description - N/A*

**709 Summer Food Service Program for Children (Fund 02)**

Record revenues and expenditures for the Summer Food Service Programs for Children. To initiate, maintain and expand food service programs for children in public and nonprofit service institutions and summer camps in areas in which poor economic conditions exist (P.L. 105-336; CFDA No. 10.559, National School Lunch Act, Section 13).

*Payment Description - 02F709 SFSP FY (Source Code 479)  
02F709 SFSP ADMIN FY (Source Code 479)*

**TRANSPORTATION (711-739 Series)**

The following codes are to be used to segregate all expenditures incurred for the various transportation categories. These codes are authorized principally by Minn. Stat. §§ 123B.92 and 124D.87. If other statutes are applicable, they are included with the definition.

**Code Title and Definition**

**711 Learning Year - Summer (Fund 01)**

Record expenditures for transportation provided during the summer in conjunction with an approved learning year program. Minn. Stat. § 123B.92, subd. 5.

*Payment Description - N/A*

**713 Open Enrollment Transportation - Outside the District (Fund 01)**

Record expenditures for district provided transportation of nonresident open enrollment students between the students' residences and the district or attendance area border. Only report expenditures for the part of the trip outside the district or attendance area border. Minn. Stat. § 124D.03, subd. 8 & Minn. Stat. § 123B.92, subd. 3.

*Payment Description - N/A*

**714 Transportation to Multi-District Integration/Desegregation Programs (Fund 01)**

Record revenue and expenditures for the transportation of pupils to and from approved multi-district integration/desegregation schools or programs. The pupils could be transported to and from school or between schools to attend a program or event. Minn. Stat. § 124D.87.

*Payment Description - NA*

**715 Integration/Desegregation Transportation (Fund 01)**

Record expenditures for the transportation of pupils under the provisions of a school district's approved integration/desegregation plan. The pupils must be attending a school or program located outside the pupils' normal attendance areas, but within the boundaries of the school district. The pupils could be transported to and from school or between schools to attend a program or event. Minn. Stat. § 123B.92, subd. 1.

**NOTE:** Districts should be using Finance 315-(Integration Aid and Levy) with Program 760-(Pupil Transportation) to record all expenditures for integration/desegregation revenue. Districts should make the conversion in FY08 to properly record these expenditures. This code will be eliminated in FY09.

*Payment Description - N/A*

**716 Noon Kindergarten Transportation (Fund 01)**

Record expenditures for noon transportation to and from school for kindergarten pupils enrolled in half-day programs. Minn. Stat. § 123B.92, subd. 5.

*Payment Description - N/A*

**717 Late Activities Bus for Public School Pupils (Funds 01 and/or 04)**

Record revenue from fees and expenditures for late bus transportation services for public school pupils involved in after-school activities. Transportation service could be: home from school, between schools within a district, or between schools in one or more districts which have an agreement under Minn. Stats. § 123A.30, 123A.32, 123A.35 to 123A.43, 123A.445, and 123B.92, subd. 9.

*Payment Description - N/A*



**718 Student Transportation Safety (Fund 01)**

Record expenditures incurred for training and salaries of bus monitors, training of volunteer bus monitors, program coordinators, purchase or lease of school-bus-installed public address system or video recording camera system, or other activities or equipment reviewed and approved by the Commissioner of Public Safety. Use with Program 760.

*Payment Description - N/A*

**719 Traffic Hazards - Walkers (Fund 01)**

Record expenditures for crossing guards who are hired to assist pupils who cross at hazardous intersections during their walk to and from school and between school buildings. Districts may also include expenditures for tuition and transportation to and from the Legionville school safety patrol training camp on the shores of North Long Lake near Brainerd, Minnesota. Minn. Stat. § 123B.92, subd. 5.

*Payment Description - N/A*

**720 Regular to-and-From School (Fund 01)**

Record expenditures for "to and from" school transportation of public and nonpublic pupils who are offered regular transportation services (elementary pupils who live one mile or more from school and secondary pupils who live two miles or more from school). Also, include the cost of transporting pupils because of traffic, drug and crime hazards (live less than one mile from school) and secondary pupils who live one mile or more but less than two miles from school.

Also, include the cost of transporting a pupil who is a custodial parent and the parent's child between the pupil's home and a childcare provider and/or the childcare site and the school. The cost of transporting pupils to language immersion magnet programs are also included. Minn. Stat. § 123B.92, subd. 1 and 9.

*Payment Description - N/A*

**721 Regular Summer School (Fund 01)**

Record expenditures for transportation to and from approved nondisabled summer school programs. Minn. Stat. § 123B.92, subd. 5.

*Payment Description - N/A*

**723 Transportation of Pupils Attending Special Education Programs (Fund 01)**

Include only the expenditures for providing transportation when the pupil's transportation has been identified and approved as a related service by the pupil's IEP team. Transportation as a related special education service must address a transportation need of the student that is different from the general student population and is necessary for the student to make progress towards goals established in the pupil's IEP. Also, include the cost of board and lodging for pupils with disabilities. Beginning in 2005-06 districts may include the cost of staff travel between a public and nonpublic school so that special education services may be provided at the nonpublic school.

*Payment Description – 01S360 SPEC EDUC 01*

**725 Between Schools - Public (Fund 01)**

Record expenditures for transporting public school pupils between school buildings within the district for regular instructional classes, to Commissioner-approved vocational centers, to service learning programs, and to jointly offered academic or vocational classes offered in two or more districts. Also, record expenditures for district-provided transportation of secondary students to a postsecondary institution under an agreement between the district and the postsecondary institution. Report low-income PSEO students under Finance Dimension 739. Minn. Stat. § 123B.92, subd. 5.

*Payment Description - N/A*

**726 Nonpublic Nonregular (Fund 01)**

Record expenditures for transporting nonpublic school pupils to regular education shared time programs, and transporting nonpublic school pupils to health, guidance and counseling services when the programs and services are at a public school or neutral site. In addition, include the cost of transporting nonpublic school pupils on late activity bus routes. Minn. Stat. § 123B.92, subd. 9.

*Payment Description – 01F720 NONPUBLIC PUPIL TRANS*

**728 Special Transportation of Selected Pupils (Fund 01)**

Record expenditures for the special transportation or special accommodations of pupils who do **not** have special education transportation identified in their IEP or do not have an IEP but require special transportation because they are homeless, attend care and treatment programs, or have a 504 Accommodation Plan where special transportation is included as an accommodation. The transportation services could be to and from school or between school buildings during the regular or summer terms.

*Payment Description – 01S360 SPEC EDUC 01*

**733 Non-authorized Transportation (Funds 01, 02 and/or 04)**

Record expenditures for extracurricular activities and curricular activities that are part of a learning situation (e.g., field trips, tours, concerts, plays, orientations and competitions, shuttle buses, lunch buses, and nondisabled preschool pupils, community education, summer recreation, staff travel, and federally funded migrant summer school).

*Payment Description - N/A*

**737 Ineligible/Nonresident Pupils (Fund 01)**

Record expenditures for transportation of resident pupils living less than one mile from the school and where no traffic, drug or crime hazards were present. These students may or may not be charged a fee for this transportation service. Also, record expenditures for transportation of pupils residing in other districts (e.g., tuition paying pupils and nonresidents attending nonpublic). If a school district's policy is to only provide free transportation to and from school for pupils living two miles or more from school, the district's cost for providing fee-based transportation for nondisabled pupils living less than two miles from school must be recorded in this finance dimension. Also record expenditures for transporting non-mandated transportation services for which the district is charging a fee. Do not include the cost of transporting nonresident pupils enrolled in your district under an enrollment options program. Minn. Stat. §§ 123B.92, subd. 1 and 123B.36.

*Payment Description - N/A*

**739 Low Income Families Enrollment Options Transportation Reimbursement (Fund 01)**

Record mileage reimbursement made to low income families for transporting their child/children under the provisions of the open enrollment, charter schools, and postsecondary enrollment option programs. In the open enrollment and charter school programs, mileage reimbursement is available between the pupil's residence and the attendance area boundary or the district boundary for qualifying families. In the postsecondary enrollment options program, mileage reimbursement is available between the pupil's residence or secondary school and the postsecondary institution for qualifying families. Minn. Stat. §§ 124D.03, subd. 8; 124D.10, subd. 16; and 124D.09, subd. 22.

*Payment Descriptions - 01F739 OPENRTRANS FY  
01F739 POSTSECTRAN FY*

**SPECIAL EDUCATION (740-760)**

Use the following codes to segregate all expenditures incurred for state funded Special Education programs. In the General Fund (01), use finance code 740 with the Program code category 030, 401-420. Use finance code 756 with Program code 010-030, 105-120 and other programs except 770. In the Community Service Fund (04), use Finance Code 798, Children with Disabilities in School Age Care, with the Program Code 570, School Age Care.

**Code Title and Definition**

**740 State - Special Education General (Fund 01)**

Record revenues and expenditures for state funded special education programs. Minn. Stat. § 125A.76.

*Payment Description – 01S360 SPEC EDUC FY*

**756 State - Special Student Aid (Fund 01)**

Record revenues and expenditures for special education students defined under Minn. Stat. § 125A.75, subd. 3., which is a special appropriation for the education costs of special education students whose districts of residence is defined under Minn. Stat. § 125A.17. Often these students are referred to as “special pupils” or wards of the state. Contact the Special Education Funding and Data Team at MDE for assistance in determining if an expense or revenue qualifies for this code.

*Payment Description – 01F756 SPEC PUPIL FY*

**STATE PLACEMENT (761-770)**

**761 Non-Special Education State Placement**

Record revenues and expenditures for non-special education student programs for students who are temporarily placed by the state. Minn. Stat. § 125A.75, subd. 3.

*Payment Description – 01F761 NON-SPEC PUPIL FY*

**LEVY SUPPORTED PROGRAMS (771-798)**

**Code Title and Definition**

**794 Disabled Accessibility (Fund 01)**

Record revenue and expenditures related to the removal of architectural barriers and for fire safety modifications. The activity in this finance code apply to Balance Sheet Code 427, Reserved for Disabled Accessibility. Minn. Stat. § 123B.58.

*Payment Description - N/A*

**795 Capital Projects Levy (Funds 01 and/or 06)**

Record proceeds of the Capital Projects Levy in the General Fund. Use Program Code 850, Facilities. If the project activity is in Fund 6 then the proceeds equaling that amount must be transferred to the Building Construction Fund. All expenditures and revenues related to this capital projects account in the Building Construction Fund must carry the Finance Code 795. Interest income attributable to the capital projects account must be credited to the capital projects account. All activity in this finance code relates to Balance Sheet code 407, Reserved for Capital Projects levy. Minn. Stat. § 123B.63.

*Payment Description - XXF795 CAP PROJ FY*

**796 Health Benefits (Funds 01, 02 and/or 04)**

Record expenditures **only** for providing health insurance and unreimbursed medical expenditures required by the collective bargaining agreement in effect on March 30, 1992, for employees who retired before July 1, 1992. The health benefits levy authority will be adjusted for this actual expenditure data. Minn. Stat. § 126C.41.

*Payment Description - N/A*

**798 Children with Disabilities in School Age Care (Fund 04)**

Record revenue and expenditures incurred for additional costs of providing services to children with disabilities who participate in the extended day program. Minn. Stat. § 124D.22. This code should be used to record activity in Balance Sheet Code 431, Reserved for Community Education.

*Payment Description - 04F798 DIS EXT DAY FY*

**799 Collaboration – Expansion of Early Intervention and Prevention Services (Funds 01 and/or 04)**

Record revenues and expenditures to expand early intervention, prevention and mental health services for children and families. These are Local Collaborative Time Study (LCTS) dollars that flow from the federal level through the Department of Human Services to the county and on to the integrated fund of the collaborative. Individual school districts that receive LCTS funds from the county through the collaborative integrated fund are to consider these funds as being received from a local source and not as federal dollars.

*Payment Description – N/A*

**SECONDARY CAREER AND TECHNICAL (800 Series)**

**Code Title and Definition**

**830 Career and Technical Education Levy (Fund 01)**

Record revenue and expenditures eligible for secondary vocational levy. Revenue from this levy must be recognized early. The levy is limited to the greater of the lesser of:

\$80.00/pupil in grades 10-12 OR 25% of approved expenditures in career and technical education programs

OR

the lesser of:

the district's prior year career and technical education levy authority OR 100% of approved expenditures in career and technical education programs

The activity in this code applies to Balance Sheet 445, Reserved for Career and Technical Programs. Minn. Stat. § 124D.4531

*Payment Description - 01F830 ST SCHWOK FY*

**835 Career and Technical Programs – Children with Disabilities (Fund 01)**

Record expenditures eligible to be included in the formula for state funded Transition Disabled Revenue. Minn. Stat. § 124D.454. The revenue generated by this formula is a component of State Special Education Aid and is sent to districts as part of State Aid for Special Education, Source 360 (see Source 360 for more information).

*Payment Description – 01S360 STATE SPECIAL ED AID*

## FINANCE DIMENSION CHANGES – F.Y. 2008

### *ADDITIONS*

ACCOUNT	DESCRIPTION
329	Raised Academic Achievement-International Baccalaureate ( <b>January 2008</b> )
341	Regional Mathematics and Science Teacher Centers ( <b>January 2008</b> )
343	Systemic Science, Technology, Engineering and Mathematics (STEM) School Redesign ( <b>January 2008</b> )
385	Deferred Maintenance
467	Title I-School Improvement Grants ( <b>May 2008</b> )
600-669	Federal Sub Award and Sub Grants equal to 400 series Finance code ( <b>May 2008</b> )

### *DELETIONS*

ACCOUNT	DESCRIPTION
314	Multicultural Education Programs
323	Adult High School Graduation Aid
334	Class Size, All Day Kindergarten, and Special Education Instructor Ratio
389	Graduation Standards
445	Hurricanes Katrina and Rita Emergency Impact Aid for Displaced Students
458	NCLB – AYP Improvement Grant

### *CHANGES*

ACCOUNT	DESCRIPTION
302	Operating Capital
311	Telecommunications Access costs
322	State Adult Basic Education
331	First Grade Preparedness
332	After School Enrichment
342	Safe Schools-Crime levy
344	School (Learning) Readiness
345	Transition for Prekindergarten
347	Physical Hazards ( <b>January 2008</b> )
386	Alternative Facilities
453	Title II, Part D-Enhancing Education through Technology ( <b>January 2008</b> )
462	NCLB-AYP Improvement Grants ( <b>May 2008</b> )
715	Integration/Desegregation Transportation ( <b>May 2008</b> )
718	Student Transportation Safety
728	Special Transportation of Selected Pupils
733	Non-Authorized Transportation
794	Disabled Accessibility
798	Children with Disabilities in School Age Care
830	Career and Technical Education Levy
835	Career and Technical Programs-Children with Disabilities ( <b>May 2008</b> )

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## 5. OBJECT DIMENSION

The Object Dimension identifies the service or commodity obtained as the result of an expenditure. This is the most detailed level of expenditure reporting. A specific object code is required and thus "000" may not be used for expenditure accounts. The Object Dimension has eight major series. These are as follows:

1.	Salaries and Wages	110-199
2.	Employee Benefits	210-299
3.	Purchased Services	305-398
4.	Supplies and Materials	401-499
5.	Capital Expenditures	510-590
6.	Debt Service	710-790
7.	Other Expenditures	810-899
8.	Other Financing Uses	910-920

### **SALARIES AND WAGES (100 Series)**

Object Codes 110-199 record the salary costs of personnel. These object codes account for approximately 75% of all general Fund expenditures.

#### **Code Title and Definition**

#### **110 Administration/Supervision**

Includes salaries of all personnel who have administrative and managerial duties. Include all administrative staff not directly and primarily involved in daily individual student contact necessary in the teacher-student learning situation.

This category includes school board members, superintendents, directors, principals, business managers, buildings and grounds directors/supervisors, community education directors, purchasing supervisors, transportation supervisors, food service supervisors, accounting supervisors, area supervisors, etc. (Do **not** include personnel whose primary duties are instructional or non-instructional support.)

The salary of an administrator/supervisor should be prorated between two or more classifications if from the job description you can clearly see that the salary should not all be administrative.

The use of this object code for Early Childhood Family Education and/or School Readiness is limited to 5% of the current revenue of those programs.

**120 Early Childhood/School Readiness/Adult Basic Education Administration/Supervision**

Includes salaries of the Early Childhood Family Education and School Readiness Program Coordinators and Adult Basic Education Program Managers, whose direct duties are program administration, management, supervision of program staff, and coordination with other relevant programs related to young children or adults. Early Childhood Family Education and School Readiness personnel in this object code must be licensed in Early Childhood Education/Pre K, Parenting Education or Early Childhood Family Education. For Superintendents, community education directors, principals, business directors, accounting supervisors, etc, use Object Code 110, Administrative Salaries. This code does not include any Early Childhood Special Education expenditures.

**140 Licensed Classroom Teacher**

Includes salaries of licensed teaching personnel whose duties include direct student instruction on a regular and systematic basis. For substitute teacher salaries, refer to Object Code 145, Substitute Teacher Salaries. Salary amounts in addition to the basic classroom teaching salary should be recorded in Object Code 185, Other Salaries.

**141 Non-Licensed Classroom Personnel**

Includes salaries of non-licensed personnel who, under the direct supervision of a licensed classroom teacher, assist in the instruction of students on a regular and systematic basis. These assistants may possess a teacher's license but are not required to be licensed in their present positions. For non-licensed personnel involved in instructional support but not under the direct supervision of a classroom teacher, refer to Object Code 144, Non-Licensed Instructional Support Personnel.

**143 Licensed Instructional Support Personnel**

Includes salaries of all licensed auxiliary personnel supporting the teacher/student learning relationship or assisting individual students. Examples of licensed auxiliary personnel are as follows: instructional assistance for elementary education, teachers involved with resource-curricular and in-service of staff, coordinators (see Object Code 120), media and resource center coordinators, librarians, counselors, psychologists, licensed nurses, licensed social workers, interpreters, and certified occupational therapists. This object code will mainly be used with the 600 and/or 700 Program series.

**144 Non-Licensed Instructional Support Personnel**

Includes salaries of all non-licensed auxiliary personnel supporting the teacher/student learning relationship or assisting individual students. Examples of non-licensed instructional support personnel include assistants to licensed employees defined in Object Code 143.

## **145 Substitute Teacher Salaries**

Includes salaries of substitute teachers replacing regular classroom instructors (140) or licensed instructional support personnel (143) due to **short-term** absences. Includes, but not limited to, staff development and illness. If the substitute is replacing a teacher on leave and that regular teacher's salary is paid from another object code or no longer on the payroll, the substitute's salary should be recorded using the regular teacher's salary object code (Object Code 140, Licensed Classroom Teacher or 143 Licensed Instructional Support Personnel.)

This object code should be used with Program Codes 201, 203, 211, and 640 unless substitute salaries are reimbursed by categorical programs. In those instances, the appropriate program code of the categorical program should be used.

## **146 Substitute Non-Licensed Classroom/Instructional Salaries**

Include the salaries of substitutes due to short term absences of the regular staff person coded to non-licensed classroom (Object Code 141) or instructional support (Object Code 144). Use this object code with the Program Codes 201, 203, 211, and 640 unless the substitute salaries need to be tracked by a categorical program (Special Education, Program 400's).

## **170 Non-Instructional Support**

Includes salaries of non-instructional support personnel. For example, include accountants, bookkeepers, secretaries, clerks, custodians, bus drivers, food service cooks, Personal Care Assistants (non-instructional), etc. Does not include administrators and supervisors.

## **185 Other Salary Payments**

Includes all stipend compensation which is hourly based or event based not described above. Include all compensation for employees which is **beyond** the basic contract. For example, department head pay, tutoring, non-classroom substitutes, student activity advisor pay, coaching assignments, extended year special education assignments, lunchroom supervision, non-licensed community education instructors, lifeguards and referees.

## **190 Sabbatical Leave**

Record expenditures for any salary payments made to any person on sabbatical leave.

## **191 Severance**

Record direct payments to or for all terminated and retired employees for severance pay, compensated absences, service awards and conversion of unused sick leave to health reimbursement accounts (HRA's). Examples include severance under Minn. Stat. §§ 465.72 to 465.722 and Teacher Early Retirement Incentive Program under Minn. Stat. § 122A.48.

*Note: This code cannot be used as a direct charge to any federal program.*

## **195 Interdepartmental Employee Salaries and Wages (Chargeback)**

Use this code to reclassify the costs recorded in one program code to another program code. A debit entry using this object code charges the prorated expenditures to the specific program code receiving the salaries and wages. A credit entry using this object code with the program code originally charged the salaries and wages creates a contra-expenditure account (credit amount) to "zero out" expenditures. The total for this object code must be zero.

## **199 Salary Adjustments - Full Cafeteria Plans/Cash in Lieu of Benefits**

Includes the adjustment necessary to align contracts to payments when an employee in a qualified cafeteria plan elects to receive cash amounts different than what their contract specifies. The amount recorded is the difference between the amount that the employee elects to receive as monetary compensation and the contracted amount that the district must report as salary in the appropriate object codes.

Districts should use this code for expenditures for personal days and unused sick days (when sick days are not part of a severance or retirement plan-see Object Code 191-Severance and Early Retirement). These expenditures will be considered benefits (not salaries) by the Special Education Department and will not be reimbursed with state aid.

## **EMPLOYEE BENEFITS (200 Series)**

Expenditures incurred by the school district for the personal benefit of employees, not included in their gross salary.

### **Code Title and Definition**

#### **210 FICA/Medicare**

Includes the school district's portion of taxes required by the Federal Insurance Contributions Act.

#### **214 PERA (Public Employees Retirement Association)**

Includes the school district's portion of contributions to the Public Employees Retirement Association.

**218 TRA (Teachers Retirement Association)**

Includes the school district's portion of contributions to the teachers' retirement associations. Include district's TRA portion for extended leaves of absence.

**220 Health Insurance**

Include expenditures incurred by the school district for employer sponsored health insurance premiums for all employees. See Object Codes 230, 235 and 240 for other district insurance costs.

**230 Life Insurance**

Include expenditures for life insurance costs incurred by the district for employees.

**235 Dental Insurance**

Include expenditures for dental insurance costs incurred by the district for employees.

**240 Long Term Disability Insurance**

Include expenditures for long term disability insurance costs incurred by the district for employees.

**250 Tax Sheltered Annuities/Minnesota Deferred Compensation Plan**

Includes expenditures by the school district for the school district's portion of tax-sheltered annuities purchased under IRS Code 403(B) or Minnesota deferred compensation contributions under IRS Code 457 as a benefit for employees. Minn. Stat. § 356.24.

**251 Employer-Sponsored Health Reimbursement Arrangements (HRA)**

Record expenditures made to a trust account that includes the costs for employer-sponsored health reimbursement arrangements authorized under Internal Revenue Code Section 501 (c) (9).

**252 Other Post-Employment Benefits (Up to or equal to the Annual Required Contribution (ARC))**

Record the amount of the Annual Required Contribution (ARC) to a trust for health insurance or other post-employment benefits for employees. Only Other Post-Employment Benefits (OPEB) costs calculated using an actuarial cost method recognized by generally accepted accounting principles (GAAP) are allowable under federal programs. Office of Management and Budget (OMB) Circular A-87, attachment B. Minn. Stat. § 471.6175. See Object Codes 290 and 291 for other OPEB funding options and requirements. Please refer to Chapter 13 of the UFARS Manual for additional OPEB accounting instructions.

## **270 Workers Compensation**

Include premiums payable to the State Compensation Fund for Workers Compensation Insurance.

## **280 Unemployment Compensation**

Include expenditures incurred for Unemployment Compensation. This expenditure account closes to Unreserved/Undesignated Reserve Balance Code 422. Minn. Stat. § 126C.43 subd. 2. The unemployment levy is collected in Fund 1 only and must be transferred to other funds if the expenditures had previously been recorded in these funds.

## **290 Other Post-Employment Benefits (In excess of the ARC)**

Record the amount in excess of the Annual Required Contributions (ARC) to a trust for health insurance or other post-employment benefits for employees. Only OPEB costs calculated using an actuarial cost method recognized by GAAP are allowable under federal programs. OMB Circular A-87, attachment B. Minn. Stat. § 471.6175. See Object Codes 252 and 291 for other OPEB funding options and requirements. Please refer to Chapter 13 of the UFARS Manual for additional OPEB accounting instructions.  
*Note: This code cannot be used as a direct charge to any federal program.*

## **291 Other Post-Employment Benefits (Pay-as-you-go)**

Record expenditures for health insurance or other post-employment benefits paid to retired employees on a pay-as-you-go basis. For contributions to a trust fund use Object Code 252 or 290. Minn. Stat. § 471.611. Please refer to Chapter 13 of the UFARS Manual for additional OPEB accounting instructions.  
*Note: This code cannot be used as a direct charge to any federal program.*

## **295 Interdepartmental Employee Benefits (Chargeback)**

Use this code to reclassify the costs recorded in the employee benefit program (Program Code 930, Employee Benefits) as costs to other program categories. A debit entry using this object code charges the prorated expenditures to the specific program code receiving the benefits. A credit entry using this object code with Program Code 930 creates a contra-expenditure account (credit amount) to “zero out” expenditure(s).

Note: Federal program reporting requires the use of actual employee benefit object codes. Chargeback Object Code 295 cannot be used.

## **299 Other Employee Benefits**

Includes expenditures incurred by the school district for all employee benefits not properly accounted for in another 200 Object Code.

## **PURCHASED SERVICES (300 Series)**

Includes expenditures for services rendered by personnel who are not on the payroll of the school district and other services the district may purchase. The purpose or use of the service is further defined by other dimension codes. Payments are coded using the same dimension codes as if the expenditures were made within the district.

### **Code Title and Definition**

#### **303 Federal Sub Awards and Sub Contracts-Under \$25,000**

When a district receives a federal grant (400 and 500 Finance Code Series) and has expenditures in that grant for a sub award or sub contract; the cost of the grant may have to be expensed in two different object codes. The first \$25,000 of contract expenditures must use this code. Any amount in excess over \$25,000 must use Object Code 304- Federal Sub Awards and Sub Contracts-Over \$25,000. This combination of codes should be used in lieu of the 390 object series when expenditures for a sub award or contract are from a federal grant. The reason for this coding is that only the first \$25,000 in expenditures of any federal grant may be allowed in the calculation and application of indirect cost rates. Please refer to Chapter 13 of the UFARS Manual for a description of Indirect Cost Rate Calculation and the OMB Circular A-133 for references to Federal Sub Awards or Contracts.

#### **304 Federal Sub Awards and Sub Contracts-Over \$25,000**

When a district receives a federal grant (400 and 500 Finance Code Series) and has expenditures in that grant for a sub award or sub contract; the cost of the grant may have to be expensed in two different object codes. The first \$25,000 of contract expenditures must use Object Code 303- Federal Sub Awards and Sub Contracts-under \$25,000. Any excess amount over \$25,000 must use this code. This combination of codes should be used in lieu of the 390 object series when expenditures for a sub award or contract are from a federal grant. The reason for this coding is that only the first \$25,000 in expenditures of any federal grant may be allowed in the calculation and application of indirect cost rates. Please refer to Chapter 13 of the UFARS Manual for a description of Indirect Cost Rate Calculation and the OMB Circular A-133 for references to Federal Sub Awards or Contracts.

#### **305 Consulting Fees/Fees for Services**

Include expenditures for purchased services if not enumerated by other object codes in this series. Include payments for professional services, data processing services not from other educational agencies, advertising and laundry, etc. This code is used by districts in the Special Education programs, for contracted service costs provided to staff.

*Note: See Object Codes 303 and 304 for description of federal sub awards/contracts under and over \$25,000.*

### **306 Special Education Litigation Cost**

Include all Special Education expenditures incurred for time spent by legal counsel in consideration of litigation, during litigation and in post-litigation work, including appeals and discussions regarding potential appeals. Costs should include the legal fees associated with a request for a due process hearing whether or not it settles the issue, and any expense incurred when seeking counsel in consideration of filing. Districts using this code for Special Education cases must use Program Code 400 with Finance Code 000 for these expenditures.

DO NOT USE WITH FINANCE CODE 740. Minn. Stat. § 125A. 75, subd. 9.

### **307 Contracted Substitutes for Special Education Programs**

Record the expenditures for personnel, certified and non-certified, hired through a private personnel employment agency for the purpose of substitute employment in the districts special education program. The costs are not reimbursable from State Special Education aids but will be added to the cost of non-reimbursable expenditures for tuition billing rates.

### **316 Data Processing Services (Other Educational Agencies)**

Expenditures for data processing services performed by any Minnesota educational agency or joint service arrangement.

### **320 Communication Services**

Expenditures for services provided by a person or businesses to assist in transmitting messages or information. Includes telephone, Internet, InforMns, CompuServ, and America Online.

### **329 Postage and Parcel Services**

Includes expenditures incurred for all postage and parcel services. Includes messenger services. Do not include freight and shipping charges that were included in other expenditures.

### **330 Utility Services**

Includes expenditures incurred for services provided by utility companies such as electricity, water, natural gas, steam, sewage, and garbage collection. Charter schools should record the portion of the lease that represents the cost of utility services.

### **340 Insurance**

Includes expenditures incurred for all forms of insurance, except employee benefits in the 200 Object Series.



### **350 Repairs and Maintenance Services**

Includes expenditures incurred for repair and maintenance services provided through a contract with an outside vendor. Include contracts and agreements for the upkeep of grounds, buildings and equipment. Excludes costs for new construction, renovation and remodeling (betterments). Charter schools should record the portion of the lease that represents the cost of repair and maintenance services.

For library media center (Program Code 620) expenditures, this section includes repairs and maintenance for computers and associated technology (such as but not limited to printers and scanners), automated library cataloging and circulation systems, and digital equipment such as but not limited to camcorders, cameras and electronic book viewers.

### **360 Transportation Contracts With Private or Public Carriers**

Include expenditures incurred contracting for the transportation of pupils. Contracts could be with privately-owned school bus companies, parents or guardians who transport their children in the family vehicle, other public entities (e.g., school districts, transit services) or privately-owned charter carriers. Also, include the purchase of bus passes for pupils who use public transit services.

### **365 Interdepartmental Transportation (Chargeback)**

Include expenditures incurred to reclassify the costs incurred by the district's transportation department in providing transportation services to the programs receiving their service. A debit entry using this object code charges the prorated expenditure to the specific program that used the service. The credit side of the entry using this object code with Program Code 760, Pupil Transportation, creates a contra-expenditure amount that reduces the total expenditures in the pupil transportation program.

Reclassified costs should represent a fair allocation of the total costs. Total costs include labor, material, contracted services, and other direct and indirect costs.

Note: See Object Code 366 for travel information for staff in Transition Programs for Children with a Disabilities Usage.

### **366 Travel, Conventions and Conferences**

Include expenditures incurred for the cost of transportation, meals, hotel, registration fees, and other expenditures associated with travel and attendance at conventions and conferences by staff, or anyone else performing an assignment for the district (e.g., parents in district committees). This includes both in-state and out-of-state travel. (See Object Code 368, Out-of-State Travel, Federal Reimbursed). Include per diem payments.

Transition Programs for Children with Disabilities Usage. Expenditures for necessary travel between instructional sites (including employment sites of students in work-based learning programs) by transition program teachers of children with a disability. This

does **not** include travel to and from local, regional, district, state or national career and technical student organization meetings, **or** student transportation. If the travel between sites by staff is in district owned vehicles, Object Code 365, Interdepartmental Transportation (Chargeback), could be used to record the expenditures.

**368 Out-Of-State Travel, Federal Reimbursed**

This code is to be used **only** for federal programs that require segregation of out-of-state expenses. Includes expenditures for transportation, meals, hotel, registration fees, and other expenses incurred while traveling out-of-state. Include all Title I in-service expenditures incurred out-of-state.

**369 Entry Fees/Student Travel Allowances**

Record as expenditures the costs of entry fees so students can participate in athletic, scholastic, or other competitive events. Additional student travel costs, including meals and lodging should be coded here. Transportation costs should be coded to the appropriate transportation code. See Object Code 394 for field trip expenditures.

**370 Operating Leases or Rentals**

Record expenditures for the lease or rental of land, buildings, vehicles, and equipment; for temporary or long-term usage that does not result in the ownership of the asset.

**381 Medicaid Reimbursed Equipment**

Include expenditures for assistive technology equipment purchased for Medicaid eligible students when MA/Minnesota Care will be billed for part or all of the costs. An assistive technology device means any item, piece of equipment, or product system, whether acquired commercially, modified, or customized that is used to increase, maintain, or improve functional capabilities of individuals with disabilities.

**382 Medicaid Reimbursed Services**

Include expenditures for Medicaid eligible services to students when MA/Minnesota Care will be billed for part or all of the costs.

**384 Third Party Reimbursed Equipment, not Medicaid**

Include expenditures for assistive technology equipment purchased for eligible students when a third party insurer will be billed for part or all of the costs. An assistive technology device means any item, piece of equipment, or product system, whether acquired commercially, modified, or customized that is used to increase, maintain, or improve functional capabilities of individuals with disabilities

**385 Third Party Reimbursed Services, not Medicaid**

Include expenditures for eligible services to students when a third party insurer will be billed for part or all of the costs.

### **389 Staff Tuition Reimbursement**

Record all expenditures associated with course work for Teacher Quality training. Costs included are tuition, books and materials.

**NOTE: See Object Codes 304 and 305 for a description of Expenditures for Purchase Services in a district that involve Federal sub awards/contracts. Do not use the Object 390 series for federal sub awards/contracts that may exceed \$25,000.**

### **390 Payments for Educational Purposes to other Minnesota School Districts**

Includes payments to other Minnesota school districts for tuition, transportation, community service, and capital expenditures for resident pupils and learners attending another district. Districts who are recipients of these payments must use Source Code 021 to recognize this revenue. Refer to Object Code 391 for payments to other Minnesota school districts where there is a cost sharing agreement.

Transition Programs for Children with a Disability Usage: Expenditures for a contract approved by the commissioner with another Minnesota school district or cooperative center for vocational evaluation services for children with a disability that are not yet enrolled in grade 12.

### **391 Payments to Minnesota School Districts (Cost Sharing Agreements)**

Includes reimbursements to other Minnesota school districts (primarily joint powers agreements, education districts, and paired districts) for the provision of teachers, staff, equipment, material, etc. This code should be used for payments made under various cost-sharing agreements. Districts who are recipients of these payments must use Source Code 021 to recognize this revenue.

Special Education Program Usage: See Object Codes 396 and 397 for coding of Special Education teacher costs between districts.

### **392 Payments for Educational Purposes to out-of-State School Districts/Other Agencies**

Include payments to out-of-state school districts/other agencies for tuition, transportation, community service, and capital expenditures for resident pupils and learners who are attending out-of-state districts.

Special Education Program Usage: Include the cost of students placed out of state.

### **393 Special Education & Transition Programs for Children with a Disability Contracted Services**

For special instruction and services provided to a pupil or parent on the pupils behalf, by contracting with public, private or voluntary agencies other than school districts.

Special Education Program Usage: Includes payments for special education students placed in state. (See Object Code 394.)

Transition Programs for Children with a Disability Usage: Expenditures for transition programs for children with disabilities provided by a contract approved by the commissioner with public, private or voluntary agencies other than a Minnesota school district or cooperative center, in place of programs provided by the district.

### **394 Payments for Educational Purposes to other Agencies (Non-School Districts)**

Includes payments made for students to any other public or private agencies (other than school districts) for tuition, community services, and capital expenditures. Includes fees and admissions for field trips.

Special Education Program Usage: Costs for contractual services for students performed in the district buildings. (See Object Code 393.)

Federal Program Usage: Includes costs for supplemental services for needs improvement schools.

Transition Programs for Children with a Disability Usage: Expenditures for transition programs for children with disabilities provided by a contract approved by the commissioner with public, private or voluntary agencies other than an Minnesota school district or cooperative center, that are supplementary to a full educational program provided by the district.

### **395 Shared Costs for Paired Districts only**

Includes the expenditures and revenues for districts that are involved in pairing and sharing agreements, where program expenditures initially appear in more than one district. The district having the educational program (site) must report the total program costs. Therefore, if more than one of the pairing districts has expenditures related to the program, then the serving district site must record additional journal entries in order to report all expenditures at the educational site.

The serving district site should use Object Code 395 to record additional expenditures (debit) incurred by the paired (non-site) district in conjunction with the site and program series and an equal amount (credit) in conjunction with the district-wide organizational series using this same object code. These entries will balance to zero in the serving district site. The serving district would receive the details for these entries from the other paired (non-site) district(s). The non-site district(s) will make no journal entries. All districts (**site and non-site**) will also use Object Code 395 in conjunction with their district-wide organizational series (000 or 005) to reflect cost adjustments with its paired district(s).

### **396 Special Education Salary Purchased from another District**

Include payments made to other Minnesota school districts for the salary of licensed special education teachers or related service providers who are working in your district but employed by another district. The special education salary expenditure will be used to calculate the special education base revenue, which in turn will be used to calculate the district's special education regular revenue in two years. The special education salary expenditure will also be included in calculating the district's current year special education excess cost aid. Purchasing districts must use the appropriate Special Education finance code for the salary costs.

### **397 Special Education Benefits Purchased from another District**

Include payments made to other Minnesota school districts for the benefits of licensed special education teachers or related service providers who are working in your district but employed by another district. Purchasing districts must use the appropriate special education finance code for benefit costs.

### **398 Interdepartmental Services (Chargeback)**

Use this code to reclassify the costs incurred by a service department, other than transportation, in providing services to the program dimension codes receiving the services. A debit entry using this object code charges the allocated expenditures for services provided by a service department to the appropriate program code. A credit entry using this object code, with the program code for the department providing the service, represents a contra-expenditure amount that reduces the total program expenditures of that program. Examples of service departments include a warehouse, reprographic center, and computer/video repair centers. Reclassified costs should represent a fair allocation of the total costs. Costs include labor, materials, contracted services, and other direct and indirect costs of providing services. The total debits and credits using this code must equal zero.

Federal Cost Usage: Allows for the chargeback of communications and printing costs to federal programs per approved application.

### **399 Purchase of Special Education Contracted Services from another District/Cooperative**

The activity in this code represents the costs to a district which has purchased contracted special education services from another district/cooperative that had initially purchased the services from a public, private or voluntary agency other than a school district. See Object Codes 396 and 397 when the district is purchasing services that are provided by staff employed in another district.

## **SUPPLIES AND MATERIALS (400 Series)**

A supply item (as opposed to an equipment item) is any article of material that meets one or more of the following conditions:

- a. it is consumed in use;
- b. it loses its original shape or appearance with use;
- c. it is expendable; that is, if the article is damaged or some of its parts are lost or worn out, it is usually more feasible to replace it with an entirely new unit rather than repair it;
- d. it is an inexpensive item, having characteristics of equipment whose small unit cost makes it inadvisable to capitalize the item; (usually costing less than \$500; however, the threshold may vary if the expenditure is made within a categorical program with different criteria); or
- e. it loses its identity through incorporation into a different or more complex unit or substance.

### **Code Title and Definition**

#### **401 Supplies and Materials - Non Instructional**

Expenditures for all supplies and computer software programs other than those to be included in Object Codes 430, Supplies and Materials-Non-Individualized Instructional and 433, Supplies And Materials-Individualized Instructional. Includes, for example, maintenance supplies, office supplies or computer software not used in instruction, and instructional materials purchased for resale. Also includes freight and cartage for supplies purchased.

#### **430 Supplies and Materials - Non-Individualized Instructional**

The instructions for this code must be read in conjunction with Object Code 433, Individualized Instructional Materials. Expenditures to be included here are instructional supplies and computer software that do not fit the criteria set forth for expenditures in Object Code 433.

Include non-individualized expenditures for classroom supplies consumed in the instructional process, including instructional computer software, periodicals, audio-visual aids and computer supplies. This code is used in conjunction with any instructional Program Code, 200 through 699, plus Program Code 790, Other Pupil Support.

Note: Expenditures for the Library Media Center (Program Code 620) are to be listed in Object Code 470.

#### **433 Supplies and Materials - Individualized Instruction**

This code is used by the Department to compute the rates for textbooks, individualized instructional materials, and standardized tests that are used in determining Educational Aids for Nonpublic School Children. Minn. Stat. § 123B.40 to 43. The rates of reimbursement for nonpublic students are based on these expenditures plus textbook and workbook expenditures recorded in Object Code 460 for public school students.

When recording expenditures for public school students, use the appropriate codes in the other dimensions. When recording expenditures for nonpublic students, use this code in conjunction with Finance Code 351, Aid to Nonpublic Pupils - Textbooks and Tests.

The definition of individualized instructional materials, as opposed to non-individualized instructional materials to be recorded in Object Code 430, is contained in Minn. Stat. 123B.41, subd. 5:

Subd. 1(e). "Individualized instructional materials" means educational materials that:

- (a) are designed primarily for individual pupil use in a particular class or program in the school the pupil regularly attends;
- (b) are secular, neutral, nonideological and not capable of diversion for religious use; and
- (c) are available and of benefit to Minnesota public school pupils.

Subject to the requirements in clauses (a), (b) and (c), "individualized instructional materials" include the following if they do not fall within the definition of "textbook" in Minn. Stat. 123B.41, subd. 2: public materials; periodicals; documents; pamphlets; photographs, reproductions; pictorial or graph works; film strips; prepared slides; prerecorded video programs; prerecorded tapes, cassettes and other sound recordings; manipulative materials; desk charts; games; study prints and pictures; desk maps; models; learning kits; blocks or cubes; flash cards; individual multimedia systems; prepared instructional computer software programs; and prerecorded film cartridges.

"Individualized instructional materials" do not include the following: chemicals; wall maps; wall charts; pencils, pens or crayons; notebooks; blackboards; chalk and erasers; duplicating fluids; paper; 16mm films; unexposed films; blank tapes, cassettes or videotape; and instructional equipment.

This code is used in conjunction with any instructional program code, 200 through 699.

#### **440 Fuels**

Include expenditures incurred for the purchase of fuels, including gasoline, propane gas, coal, fuel oil, wood, diesel oil, etc. Include the transportation costs involved in securing and delivering the fuel.

#### **460 Textbooks and Workbooks**

Expenditures for books or books on VCR tapes or CD-ROM that a pupil uses as a text or text substitute in a particular class or program. This includes books and books on VCR tapes or CD-ROM, workbooks or manuals, whether bound or loose-leaf, intended for use as a principle source of study material for a given class or group of students, a copy of which is expected to be available for the individual use of each pupil. Materials prepared and/or copied at the school qualify as textbook substitutes if such materials are basic (not supplementary) to a unit of study. See Minn. Stat. § 123B.41, subd. 2 for definition.

To qualify for textbook aid to nonpublic pupils, these materials must be secular, neutral and nonideological.

Include freight and cartage. Exclude costs of teacher's workbooks, costs of binding, and textbook repairs (Object Code 401).

#### **461 Standardized Tests**

Expenditures for the purchase of standardized tests and the contracted scoring of these tests as used in the teaching learning process. Include expenditures for Title I evaluation materials and expense not recorded under Fees for Service code (Object Code 305). See Minn. Stat. § 123B.41, subd. 3 for definition.

#### **470 Media Resources**

Expenditures for library books and books on VCR tapes or CD-ROM, dictionaries, reference sets and pamphlets (including freight and cartage) for general use (not certain classes, grades or student groups). Also used for binding and repair of existing library books.

#### **490 Food**

Expenditures for all purchases of food for all uses excluding milk not used in preparation of food. Purchases of food for the Food Service Program must be associated with Program Code 770, Food Services. Purchases of food for instructional use should be associated with the appropriate Regular Instruction or Vocational Instruction program category.

#### **491 Commodities**

Record the value of U.S. Department of Agriculture commodities consumed in food service programs, plus the value of food consumed that was purchased with "Cash in Lieu of Commodities" money. The value of USDA commodities consumed should be calculated from the latest revision of the **Standardized Commodity Costs** list. Include delivery costs in Object Code 490, Food (CFDA No. 10.550). The total expenditures in this code must equal Source Code 474.

#### **495 Milk**

Expenditures for all purchases of milk not used in the preparation of food, including delivery costs. Purchases of milk for the Food Service Program will be associated with Program Code 770, Food Services. Purchases of milk for instructional use will be associated with the Regular or Vocational Instruction program category.

#### **499 Warehouse Inventory Adjustment**



Charge this account with any inventory shrinkage determined by an audit or count of items held in a stores or warehouse inventory. Only a loss should be charged to this account. If the physical inventory reflects an overage, the excess is debited to the appropriate asset account.

### **CAPITAL EXPENDITURES (500 Series)**

Capital expenditures consist of expenditures for acquisition, additions or improvement of sites, building, and equipment.

An item qualifies as equipment if all of the following criteria are met:

- a. It retains its original shape and appearance with use. It has a normal useful life of at least four years.
- 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.
- c. It represents an investment of at least \$500. (However, the threshold may vary if the expenditure is made within a categorical program with different criteria.)
- d. It does not lose its identity through incorporation into a different or more complex unit or substance.

Under a property control system, each item or group of like items will be separately inventoried and controlled.

Capital improvements consist of initial or additional site or building expenditures that may involve changes of partitions, roof structure or walls, or replacement of built-in equipment. Repairs may be considered capital projects if they clearly increase the value or extend the useful life of a site or building. All capital improvements or repairs must meet the following criteria:

- a. The project must be of such magnitude (generally at least \$500-\$1000) as to be properly recorded as capital expenditures.
- b. It has a useful life of at least ten years.

**All expenditures that meet the above criteria should be charged to one of the following codes:**

<b>Code</b>	<b>Title and Definition</b>
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<b>510</b>	<b>Site or Grounds Acquisition</b>
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	Expenditure for the initial acquisition and improvement of real property exclusive of buildings.
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## **520 Building Acquisition or Construction**

Expenditures made for the acquisition, lease, or construction of buildings, installation of heating and ventilating systems, electrical, plumbing, fire protection and other service systems, lockers, elevators and other equipment built into the building, paint, and other interior or exterior decoration.

## **530 Other Equipment Purchased**

Include expenditures incurred for the purchase of furniture and any other equipment not classified in another object code of this series. Technology equipment should be coded to Object Code 555. Include only equipment which meets the criteria for capital expenditures cited at the beginning of this series.

Note: For Library Media Center (Program Code 620) expenditures include shelving, service desks and display cases.

## **531 Depreciation Expense**

Record the depreciation expense on buildings and equipment purchased.

## **532 Bus Equipment - Purchased (Updating Bus Equipment)**

Record expenditures for equipment that updates pupil transportation vehicles currently in service. Include in this code expenditures for two-way communication systems, wheelchair securement devices, ramps and lifts for handicapped access, and conversion of gasoline fueled engines to alternative fuels. This type of equipment purchase was formerly funded by the bus levy, but was not eligible for depreciation aid.

## **535 Capital Leases**

Expenditures under installment or lease contracts which have a terminal date and which result in the acquisition of equipment, vehicles, or technology equipment. This code must be used only with Object Code 589 (contra account) and the activity must equal zero. (Debit must equal credit) (Reinstated code due to federal reporting.)

## **545 Interdepartmental Operating Capital (Chargeback)**

Use this code to reclassify the costs of making a capital improvement or creating a capital asset from departments within the district. Reclassification of costs is necessary to utilize revenues reserved for Operating Capital when the costs were originally incurred in other departments. The total debits and credits using this code must equal zero.

Examples include any major repair project, creation of built-in storage or equipment by district personnel or students in program categories such as, Operations and Maintenance or vocational instruction.

Costs such as labor, materials, contracted services, and other direct and indirect costs of the capital project are accumulated in the program incurring the costs. These capital project costs may be kept separate from other program expenditures by use of a unique locally defined project code in the Finance dimension. The same finance code should also appear in the reclassification entries described above to provide further identification and an audit trail.

This object code may also be used to reclassify expenditures for capital equipment between Finance Code 302, Operating Capital and Finance Code 000, District-Wide.

#### **548 Pupil Transportation Vehicles**

Record expenditures for the purchase of school buses including mobile units which are recorded in the bus inventory. Include excise tax, fees, license plate fees, delivery charges and additional add-on equipment installed at time of purchase as part of the purchase price. If a vehicle is traded in on a replacement vehicle, only the net cost is recorded in this object code. Finance code 000 or 302 may be used to purchase pupil transportation vehicles.

When a district discontinues operation of a district-owned bus fleet or a substantial portion of a fleet, the balance shall cancel to the district's general fund. Minn. Stat. § 123B.79, subd. 1.

Districts are reminded that Type III school buses must be used more than 50 percent of the time for transporting pupils before a district can add the vehicle to the eligible inventory. Refer to Minn. Stat. § 123B.92, subd. 1 for a definition of authorized uses.

#### **550 Other Vehicles Purchased**

Record expenditures for the purchase of all other vehicles not included in Object Code 548, Pupil Transportation Vehicles. Other types of vehicles include the superintendent's car, staff cars, maintenance vehicles, food service vehicles, etc. Include excise taxes, fees, license plate fees, delivery charges, additional add-on equipment and other expenditures incurred at the time of purchase. If a vehicle is traded in at the time of purchase, only the net cost is recorded in this object code.

#### **555 Technology Equipment**

Record expenditures to purchase technology equipment. Includes computers and peripheral equipment, interactive telecommunications equipment, cameras, monitors, and microphones. Also, include telecommunication transmission equipment such as fiberoptic cables, repeaters, transmitters, receivers, and antennas. Classroom management technological equipment should be coded to an instructional program.

**580 Principal on Capital Lease/Installment Sales Contracts**

Record expenditures to reduce principal on outstanding capital lease agreements and installment sales contracts.

**581 Interest on Capital Lease/Installment Sales Contracts**

Record expenditures related to payment of interest on capital lease agreements and installment sales contracts.

**589 Lease Transactions/Installment Sales (Fund 01-Other Financing Source)**

Used in conjunction with Object Code 535, Capital Leases, this entry represents a contra-expenditure amount (credit amount) so that the General Fund balance is not affected by the recording of a capital lease transaction or an installment sales contract. This expenditure is recorded as *other financing source* in the financial statements. The expenditure activity in Object Code 535 and Object Code 589 must equal zero.

**590 Other Capital Expenditures**

Expenditures for all other capital expenditures not classified above.

**DEBT SERVICE (700 Series)**

Expenditures for the reduction of principal, interest, and service costs for the following:

- a. Bonds.
- b. Long-term loans - term of more than five years.
- c. Short-term loans - term of five years or less, but it does not mature before the end of the current fiscal year including Guaranteed Energy Saving Contracts.
- d. Current loans - payable in the same fiscal year in which the money was borrowed.

**Code Title and Definition**

**710 Bond, Redemption of Principal**

Expenditures to reduce principal on outstanding bonds. Include payments on bonds acquired from discontinued school districts.

**720 Bond, Interest**

Expenditures related to payment of interest charges on outstanding bonds. Include interest payments on bonds acquired from discontinued school districts.

**730 Loans, Redemption of Principal**

Expenditures made to reduce or eliminate principal of outstanding loans. Exclude loans of discontinued school districts.

**740 Loans, Interest**

Expenditures related to payment of interest charges on outstanding loans. Exclude interest on loans for discontinued school districts. Include warrant interest expense and interest expense for funds in deficit.

**750 Indebtedness of Discontinued School Districts**

Expenditures for accounts payable, contracts payable, or payment of floating indebtedness acquired from discontinued school districts by process of reorganization, consolidation, annexation, or dissolution.

**790 Other Debt Service Expenditures**

Expenditures for any expense incurred in connection with debt service, such as fiscal agent charges.

**OTHER EXPENDITURES (800 Series)**

Amounts paid for goods and services not otherwise classified.

**Code Title and Definition**

**810 Judgments against the School District**

Expenditures made from current funds for all judgments (except as indicated) against the school district that are not covered by liability insurance. Only amounts paid as a result of court decisions are recorded here. Judgements against the school district resulting from failure to pay bills or debt service are recorded under the appropriate expenditure accounts as though the bills or debt service had been paid when due. Minn. Stat. 126C.43 Subd. 3.

**820 Dues, Membership, Licenses and Certain Fees**

Expenditures or assessments for membership in professional or other organizations or associations. Memberships in economic development community and civic organizations may be included. (Minn. Stat. § 123B.02) Also include fees for licensing software or accessing databases, and special fees for bus licenses, postage meter permits, boiler licenses, kitchen inspections or other fees. Include all expenditures made to the Regional Management Information Centers (RMICs), other accounting software vendors and service centers for membership costs (not including services).

For Library Media Center (Program Code 620) expenditures include only online databases. Online, licensed databases are supplied by commercial vendors via the

Internet. They may include indexes, abstracts, full-text article databases or full-text reference sources such as encyclopedias, almanacs, biographical sources and other quick fact-finding sources

#### **895 Federal and Nonpublic Indirect Cost (Chargeback)**

Use this code to reclassify the indirect costs allowed in federal grants using the indirect cost rate calculated by the Minnesota Department of Education. This code allows federal revenue and federal expenditures to balance. This code must be included on reports sent to the state for reimbursement. This code can also be used to report the administrative portion of nonpublic expenditures. Finance Code 000 should be used to record the nonpublic administrative percentage allotment.

#### **896 Taxes and Special Assessments**

Use this code to record all expenditures incurred by the district for any local, state, or federal tax. This would include all property tax and special assessment expenditures. Use Balance Sheet code 212 to pay the sales tax collected on the sale of materials.

#### **898 Scholarships**

Expenditures for the dollar amount given to students in the form of scholarships should use this code. Whenever possible these monies should be sent to the Educational Institution and not given to the student. When the monies will be paid the following year, a payable should be recorded at years end to show the expenditure and the liability. This code will be used primarily in the Trust Fund (08) with Program 960.

#### **899 Miscellaneous Expenditures**

Expenditures made for items not otherwise classified.

#### **OTHER FINANCING USES (900 Series)**

The purpose of the 900 Series is to facilitate reconciliation of UFARS and audited financial statements. Other financing uses are classified separately on the financial statement and include governmental operating transfers out, the amount of refunding bond proceeds deposited with the escrow agent and bond reclassifications from the general long term debt account group to a fund liability.

#### **Code Title and Definition**

#### **910 Permanent Transfers to other Funds**

Transfers from one fund to another, usually from the General Fund to another fund. These transfers between funds are recorded as expenditures. These expenditures are recorded as *other financing use* in the financial statements.

## **920 Bond Refunding Payments**

Amount paid to bondholders or placed in escrow in connection with refunding resulting in the redemption or defeasance of debt. These expenditures are recorded as *other financing use* in the financial statements.

## OBJECT DIMENSION CHANGES – F.Y. 2008

### *ADDITIONS*

#### **ACCOUNT DESCRIPTION**

252	Other Post-Employment Benefits (Up to and equal to the ARC) ( <b>May 2008</b> )
290	Other Post-Employment Benefits (In excess of the ARC) ( <b>May 2008</b> )
303	Federal Sub Awards and Sub Contracts-Under \$25,000 ( <b>May 2008</b> )
304	Federal Sub Awards and Sub Contracts-Over \$25,000 ( <b>January 2008</b> ) ( <b>May 2008</b> )
306	Special Education Litigation Costs
399	Purchase of Spec. Ed. Contracted Services from another District/Cooperative

### *DELETIONS*

#### **ACCOUNT DESCRIPTION**

930	Internal Service Fund or Post-Employment Fund Disbursements ( <b>January 2008</b> )
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### *CHANGES*

#### **ACCOUNT DESCRIPTION**

143	Licensed Instructional Support Personnel
145	Substitute Teacher-Licensed Personnel Salaries
191	Severance ( <b>January 2008</b> )
251	Employer-Sponsored Health Reimbursement Arrangements (HRA)
280	Unemployment Compensation
291	Other Post-Employment Benefits (Pay-as-you-go) ( <b>January 2008</b> ) ( <b>May 2008</b> )
305	Consulting Fees/Fees for Services ( <b>January 2008</b> )
306	Special Education Litigation Costs ( <b>January 2008</b> ) ( <b>May 2008</b> )
350	Repairs and Maintenance Services ( <b>January 2008</b> )
365	Interdepartmental Transportation (Chargeback)
430	Supplies and Materials – Non Individualized Instructional ( <b>January 2008</b> )
530	Other Equipment Purchased ( <b>January 2008</b> )
531	Depreciation Expense ( <b>May 2008</b> )
548	Pupil Transportation Vehicles
810	Judgments against the School District
820	Dues, Memberships, Licenses and Certain Fees ( <b>January 2008</b> )



## 6. SOURCE DIMENSION

The Source Dimension identifies the origin of revenues received. A specific source code is required for all revenues received and thus "000" may not be used. The Finance Dimension is used to further classify revenues when their uses are restricted. The Source Dimension is subdivided into the following series:

- a. Local Revenues 001-099
- b. State Revenues 200-399
- c. Federal Revenues Received Through The Minnesota Department  
Of Children And Other State Agencies 400-499
- d. Federal Revenues Received Directly From Federal Sources 500-599
- e. Local Sales, Insurance Recovery and Judgments 601-628
- f. Sale of Bonds and Loans 631-640
- g. Incoming Transfers from Other Funds 649-699

When source account codes are used only with specific funds, the funds are noted in the title of the account. Otherwise, any appropriate fund is to be used.

### OTHER FINANCING SOURCES

"Other Financing Sources" are classified separately on the financial statements and include proceeds from the sale of general fixed assets, operating transfers, general long term debt proceeds, and the present value of minimum lease payments arising from capital leases. Different treatment of these transactions necessitates reconciliation between the UFARS system and the annual financial statement. The following codes are included in this category:

Source Code	Description
623	Sale of Real Property
624	Sale of Equipment
631	Sale of Bonds
636	Capital Loans
637	Debt Service Loans
639	Proceeds from Other State and Nonstate Loans Received
649	Permanent Transfers from Other Funds

Object Code	Description
589	Lease Transactions/Installment Sales (credit/contra expenditure)

## LOCAL SOURCES (001-099 Series)

### Code Title and Definition

#### **001 Property Tax Levy – General Funds 01, 04, & 07)**

Record the revenue from the property tax levies described below. Note: **Exclude any levies described in other source codes.** The levy breakdown by fund may be obtained by review of the Levy Certification Report.

##### **General Fund Levy (Fund 01)**

Record revenue from the General Fund Levy. Include the Mobile Home Tax Revenue applicable to the General Fund. Note that capital expenditure levies are now a component of the General Fund Levy.

##### **Community Service Fund Levy (Fund 04)**

Record revenues from the Community Service Fund Levy. Include all components of Community Service Levy and the Mobile Home Tax Levy applicable to the Community Service Fund. Minn. Stat. § 124D.20.

##### **Debt Service Levy (Fund 07)**

Record revenue from the Debt Service levy. Include the Mobile Home Tax applicable to the Debt Service Fund. Minn. Stat. § 475.61.

#### **004 Revenue from Municipalities for Tax Increment Finance (Fund 01)**

Record all revenues received from cities or counties for tax increment financing district payments made for referendums, distribution of excess tax increments, and for Neighborhood Revitalization Program tax increments. Minn. Stat. §§ 469.176, subd. 2; and 469.1831, subd. 4; and 469.177, subd. 1a.

#### **009 Fiscal Disparities Revenue (Funds 01, 04, & 07)**

Record the revenue from the Fiscal Disparities Adjustment. This revenue must be identified with the source code and apportioned to the several funds on the county report. Minn. Stat. § 473F.08.

#### **010 County Apportionment (Fund 01)**

Record revenue that the county auditor apportions to school districts at the time of the March and November settlements. State aid is reduced by the total amount received. For districts off the formula, the General Fund Levy limitation may also be reduced. Minn. Stat. § 127A.34.

**014 Taconite Homestead Credit Revenue**

Record revenue from the county for Taconite Homestead Property Tax Relief. This revenue is to be allocated to all funds having this levy. Minn. Stat. § 273.1391.

**015 Iron Range Resource & Rehabilitation Board Grants**

Record grant revenue received from bonds sold by the IRRRB for the benefit of school districts in the Taconite tax relief area. See Finance Code 346 for the proper accounting of the revenue and expenditures of these funds.

**016 Taconite Levy Replacement Revenue**

Record revenue from the county that is to replace the levy limitation reduction for the year. This revenue is to be allocated to all funds that have a levy limitation reduction for taconite. Districts receiving bond replacement funds should also use this code to identify these amounts in Fund 7. Minn. Stat. §§ 298.28 and 126C.48.

**017 Taconite General Education Aid Replacement Revenue (Fund 01)**

Record taconite revenue from the county that is to replace state General Education Aid for the current year in the General Fund. Unmined Taconite Revenue is also included in this amount. Minn. Stat. §§ 298.26, 298.28, and 298.37.

**018 Taconite Referendum Revenue (Fund 01)**

Record revenue from the county for the Taconite Referendum payment on July 15. Minn. Stat. § 298.28.

**019 Miscellaneous County Tax Revenues**

Record miscellaneous county tax revenues. This account includes the following revenues pertaining to: confession judgments, Green Acres, public property rental, open space, air space interest, timber interest, mineral interest, state forest land, federal forest land, auxiliary forest, excess transmission lines, mineral royalties, tax forfeited sales, conservation land fund, interest on levy payments, and special levies not recorded elsewhere.

**020 Property Tax Shift Recognition Revenue (Computed)**

Record by fund the revenue from the property tax levy that is the net shift (the difference between the amount of property tax revenues recognized in accordance with statutory tax shift provisions in the current fiscal year and the amount recognized in the prior fiscal year). If the net shift is negative, the entry will be a debit. The amount recorded with this code should equal, with opposite sign, the amount recorded with Source Code 299, State Aid Adjustments for Property Tax Shift. Minn. Stat. § 123B.75.

## TUITION, FEES, AND ADMISSIONS

### **021 Tuition and Reimbursements from Minnesota School Districts**

Districts should record revenue for tuition costs received from other districts for educational purposes for pupils. Also, record revenue received for reimbursements of costs from Minnesota school districts. Revenues must be coded to the proper fund and, when appropriate, coded to other dimensions (Organization, Program and Finance). Reimbursement received for transportation services should be coded with Program Code 760, Pupil Transportation. Tuition for Special Education students should use Program 400 General Special Education with this code. See source code 405 for proper coding of federal dollars received from other Minnesota School District.

### **022 Reimbursement Revenue for Special Education Purchased Services from another District (Fund 01)**

Record reimbursement revenue from a Minnesota school district for all the costs of licensed special education teachers including; salaries and benefits, supplies and equipment, travel, or contracted purchase services that have been sold to another district. The district selling the services must use a Special Ed program (401-420) with finance code 000 to show the expenditures as being Special Ed in nature but not reimbursable (no Fin 740) costs to their district. The receiving district must also use Source Code 022 with Program 400 General Special Education to record the revenue reimbursement. The purchasing district must use Finance Code 740 and the proper object code to qualify the purchase costs for inclusion in the special education base revenue and excess cost aid calculations when the object code dictates such inclusion.

### **031 Tuition from Out-Of-State School Districts**

Record revenue for educational purposes received for pupils from out-of-state school districts which are paying for these services. Revenues must be coded to the proper fund and, when appropriate, coded to other dimensions (Organization, Program and Finance). Tuition received for transportation services should be coded with Program Code 760, Pupil Transportation.

### **035 Out-Of-State Non-school Revenues**

Record in the proper funds and programs revenue from out-of-state non-school institutions and nonprofit organizations for various educational purposes. Use other dimensions where appropriate.

### **040 Tuition from Patrons (Funds 01 and 04)**

Record revenue from students, parents, or guardians received for tuition for instructional programs. Revenue must be coded to the fund and program for which the tuition was charged. **For example, 01 fund for tuition from foreign exchange students or 04 fund for community education programs, including Driver's Education.**

**050 Fees from Patrons**

Record revenue for various charges made to students, parents, or guardians for rental or user fees for items such as musical instruments, physical education equipment, and all other charges permitted by law including transportation **and activity or athletic fees**. See Minn. Stat. §§ 123B.34 to 123B.37. Exclude all tuition, admission fees, and revenue from sales. Revenues must be coded to the proper fund and, when appropriate, coded to other dimensions (Organization, Program and Finance).

**060 Admission and Student Activity Revenue (Funds 01 and 04)**

Record revenue for admissions, gate receipts, and voluntary donations relating to attendance at any event or activity sponsored by and under the control of the school board. This includes athletic events, fine arts performances, and exhibitions. Exclude revenue for any extra-curricular activities not under the control of the school board. Minn. Stat. § 123B.49. Revenues must be coded to the proper fund and, when appropriate, coded to other dimensions (Organization, Program and Finance). See source code 620 for fund raising activities.

**071 Medical Assistance Revenue Received from Minnesota Department of Human Services (Fund 01)**

Record revenue received from billing medical assistance for the provisions of IEP services. This revenue is generated from medical assistance billings as special education revenue at the school district level. This revenue will be included in cross-subsidy reports. Exclude this revenue from the calculation of excess cost aid. Minn. Stat. §§ 125A.08 and 125A.76.

**072 Third Party Revenue Received from Private Insurance Providers (Fund 01)**

Record revenue received from billing private insurance providers for the provisions of IEP services. This revenue is generated from third-part billings as special education revenue at the school district level. This revenue will be included in cross-subsidy reports. Exclude this revenue from the calculation of excess cost aid. Minn. Stat. §§ 125A.08 and 125A.76.

**092 Interest Earnings**

Record interest earned from investments in government bonds, treasury certificates, or any other investments authorized by statute. These earnings shall be allocated proportionally to the funds from which the resources were invested.

### **093 Rent**

Record revenue for the rent or lease of school property for any purpose, including the rental of entire buildings or portions thereof. Also, include rent from property being held for future construction.

In districts with outstanding bonds on the rental property, the rent, net of expenses, shall be recorded pursuant to Minn. Stat. §123B.51, subd. 4.

## **OTHER LOCAL REVENUE**

### **096 Gifts and Bequests**

Record revenue from philanthropic foundations, private individuals, private organizations, and other organizations for which no repayment or special service to the contributor is expected. Board acceptance of gifts and bequests is required.

### **099 Miscellaneous Revenue from Local Sources**

Record revenue received from the fines, special assessments, refunds of prior year's expenditures, and any other miscellaneous revenue items not classified elsewhere. Minn. Stat. § 471.15 to 19. The proceeds from the sale of equipment should be recorded in Source Code 624, Sale of Equipment. Include miscellaneous monies received from the county not record elsewhere. See Source Code 019, Miscellaneous County Tax Revenue.

## **STATE SOURCES (200-399 Series)**

State sources are payments made by the Minnesota Department of Education, and other state agencies, to local educational agencies. Payment descriptions in italics denote the fund to which the payment should be credited, the source code number, the payment description, and the fiscal year for which the payment is made.

### **Code Title and Definition**

#### **201 Endowment Fund Apportionment (Fund 01)**

Record the September and March apportionment of the School Endowment Fund. These payments are subtracted from the district's General Education Revenue. Minn. Stat. § 127A.33.

*Payment Description - 01S201 ENDOWMENT FY*

#### **211 General Education Aid (Fund 01)**

Enter General Education Aid, which includes the sum of Basic, Extended Time, Training and Experience, Elementary and Secondary Sparsity, Transportation Sparsity, Transition, Equalized Referendum Aid and Supplemental Aids. Minn. Stat. § 126C.10. Additional revenue is included in this code for which the Legislature has restricted for specific

purposes and these must be identified using a Finance Code. These revenues are:

Basic Skills	Finance Code 317
Operating Capital	Finance Code 302
Telecommunications Access	Finance Code 311
Staff Development - Fifty Percent Site	Finance Code 306
Staff Development - Twenty-Five Percent Exemplary Site Grants	Finance Code 307
Staff Development - Twenty-Five Percent District-Wide	Finance Code 308
Learning and Development	Finance Code 330
Quality Compensation-Alternative Teacher Professional Pay	Finance Code 335
Gifted and Talented	Finance Code 388
Pre-Kindergarten Transition	Finance Code 345

*Payment Description - 01S211 GEN ED AID FY*

**213 Shared Time Aid (Fund 01)**

Record Shared Time General Education Aid. Shared Time represents state revenue received for students who attend both public and nonpublic school. State aid is based on the percentage of student time while attending the public school. Minn. Stat. § 126C.19.

*Payment Description - 01S213 SHARE TIME FY*

**227 Abatement Aid**

Record the amount of Abatement Aid. This aid is to be recognized in the fiscal year in which it is received. Minn. Stat. § 127A.49.

*Payment Description - XXS227 ABATEMENT FY*

**229 Disparity Reduction Aid**

Record state payments for Disparity Reduction Aid. Minn. Stat. § 273.1398, subd. 3.

*Payment Description - XXS229 DSPRED AID FY*

**234 Homestead Market Value Credit  
Agricultural Market Value Credit**

Record revenue payments from the state for Homestead Market Value Credit and Agricultural Market Value Credit. This revenue is allocated to all funds having a levy. Minn. Stat. § 273.1384.

*Payment Description - XXS234 ED AGRICULT CR FY*

**235 Private Alternative Programs Aid (Fund 01)**

Record aid for private alternative programs. Districts receive separate Basic General Education Revenue for students enrolled in contracted private alternative programs. Minn. Stat. § 124D.69.

*Payment Description - 01S235 PRIV ALT FY*

## **258 Other State Credits and Exempt Property Reimbursements**

Record in the proper fund other aids received for the replacement of local taxes. These credits currently include those for Agricultural Preserve, Enterprise Zone, Disaster Credit, Attached Machinery Aid, Border City Disparity Credit, Prior Year Rent Property, and Mobile Home Credits.

*Payment Description - XXS258 FY*

## **296 Property Tax Shift Offset Adjustment**

When tax receipts are not adequate to cover the property tax shift and unearned General Education revenue needs to be recognized (Balance Sheet Code 214), an entry to source code 296 may be necessary to keep the general education revenue recognized early (using source code 211) equal to the balance sheet code 214.

## **298 Levy Equity Adjustment**

Record by fund the amount by which district state aid payments have been reduced for school districts "off-the-formula." If additional payments to the state are required to fulfill the total amount of levy equity, these amounts will also be debited to this source code. The gross payment of General Education Aid is to be recorded in Source Code 211, General Education Aid. Minn. Stat. § 126C.14.

*Payment Description - N/A*

## **299 State Aid Adjustments for Property Tax Shift**

Record the adjustments to state aid resulting from the property tax shift. The state aid adjustment amounts may represent either an increase or decrease to state aid payments. If a payment is made, the amount is recorded in the General Fund. If there is a negative adjustment, the amounts are recorded in the appropriate fund. The amounts in this code should equal, with opposite sign, Source Code 20, Property Tax Shift Recognition. Minn. Stat. § 123B.75.

*Payment or Adjustment Description - XXS299 TX SHF AID FY*

## **300 State Aids Received from Minnesota Department of Education for which a Finance Code is Specified**

Record state aid revenues, which have only the Finance Dimension, identified on the payment description. This source code is used only when a state finance code is required. See Source Code 370 when a Finance Code has not been assigned to the revenue.

*Payment Description - XXFXXX XXX FY*



**301 Nonpublic Aid (Fund 04)**

Record revenue for Nonpublic Aid in the Community Service Fund. Minn. Stat § 123B.44, subd. 2. These funds are for restricted purposes and expenditures must be coded to one of the following Finance Codes:

Aid to Nonpublic Pupils – Health Services	Finance Code 350
Aid to Nonpublic Pupils – Textbooks and Tests	Finance Code 351
Aid to Nonpublic Pupils – Guidance and Counseling	Finance Code 353
<i>Payment Description - 04S301 NONPUBLIC FY</i>	

**307 Health and Safety Aid (Fund 01)**

Enter revenue for Health and Safety Aid in the General Fund. Minn. Stat. § 123B.57. These funds are for restricted purposes and expenditures must be coded to one of the following Finance Codes:

Physical Hazards	Finance Code 347
Other Hazardous Materials	Finance Code 349
Environmental Health & Safety Management	Finance Code 352
Asbestos Removal and Encapsulation	Finance Code 358
Fire Safety	Finance Code 363
Indoor Air Quality	Finance Code 366
<i>Payment Description - 01S307 HTH &amp; SAF FY</i>	

**308 Interactive Telecommunications Aid (ITV) (Fund 01)**

Record revenue for ITV in the General Fund. Minn. Stat. § 126C.40, subd. 4.  
*Payment Description - 01S308 CAP ITV AID FY*

**309 Debt Service Equalization Aid (Fund 07)**

Record the amount of Debt Service Aid in the Debt Service Fund. Minn. Stat. § 123B.53, subd. 6.  
*Payment Description - 07S309 DEBT SERV FY*

**360 State Aid for Special Education (Fund 01)**

Record revenue received as State Aid for Special Education programs and activities. State Special Education Aid includes calculations for:

- Special Education Aid Formula Minn. Stat. § 125A.76,
  - Excess Cost Formula Minn. Stat. §125A.79,
  - Transition-Disabled Formula Minn. Stat. §124D.454,
  - Special Education Bus Depreciation Initial Aid Minn. Stat. §123B.92.
- Special Ed Tuition adjustments are also included in State Special Ed Aid

Consult your district's Special Education Aid Entitlement Report for the correct revenue calculated by the various formulas and the Net Prorated Special Education Aid Entitlement due to you district.

*Payment Description - 01S360 XXX FY*

**369 Other Revenue from other State Agencies**

Record state revenue received from state agencies other than the Department not defined above.

**370 Other Aid from Minnesota Department of Education**

Record state revenue received from the Department of Education not defined above. This source code should be used only when a state finance code is not required. If a state finance code is required, Source Code 300 should be used.

*Payment Description - XXS370 XXX FY*

**FEDERAL AIDS RECEIVED THROUGH MINNESOTA DEPARTMENT OF EDUCATION, AND OTHER AGENCIES (400-499 Series)**

**Code Title and Definition**

**400 Federal Aids Received through Minnesota Department of Education for which a Finance Code is Specified (Except as Noted for Food and Nutrition)**

Record revenue from federal aids received through the Department of Education for programs defined in the 400 Series of the Finance Dimension (Finance Codes 401-470, 480-499). Nutrition programs in Finance Codes 701 through 709 are to use the appropriate Source Codes 471-476 and 479.

*Payment Description - XXFXXX XXX FY*

**405 Federal Aid Received through other State, Local or Fiscal Agencies**

Record federal revenues received through other state, local or fiscal agencies other than the Minnesota Department of Education. Districts must be knowledgeable as to whether they are sub-award grantees or a subcontractor of all federal funds received from another agency. The determination of sub-award or subcontractor will determine responsibility for the funds and how expenditures incurred for these funds will be coded. If your district is not responsible for the tracking of the federal funds then see Source Code 021.

*Payment Description - N/A*

**471 School Lunch Program (Fund 02)**

Record revenue from federal School Lunch Program Aid pursuant to the National School Lunch Act and the Child Nutrition Act. Use with Finance Code 701, National School Lunch Program (P.L. 105-336; CFDA No. 10.555) or Finance 702 After School Snack.

*Payment Description - N/A*

**472 Special Assistance - Needy Child Program (Fund 02)**

Record revenue from the Federal Free and Reduced Lunch Program, which is paid in addition to the basic aid of Source Code 471. Use with Finance Code 701, National School Lunch Program (P.L. 105-336; CFDA No. 10.555).

*Payment Description - N/A*

**473 Commodity Cash Rebate Program (Fund 02)**

Record the cash rebate payment received from the Food and Nutrition Service of the Minnesota Department of Education for the value of the USDA commodities contained in approved commercial products purchased by the district.

*Payment Description - 02S473 Commodity Cash FY*

**474 Commodity Distribution Program (Fund 02)**

Record as revenue the value of USDA donated commodities established by the latest revision of the "Standardized Commodity Costs" provided by the Child Nutrition Section of the Minnesota Department of Education. Use with Finance Codes 701-709 and the appropriate balance sheet code (P.L. 105-336; CFDA No. 10.550).

*Payment Description - N/A*

**475 Special Milk Program (Funds 02 and/or 04)**

Record federal revenue earned from the Special Milk Program. Use with Finance Code 703, Special Milk (P.L. 105-336; CFDA No. 10.556).

*Payment Description - N/A*

**476 School Breakfast Program (Fund 02)**

Record federal revenue from the School Breakfast Program. Use with Finance Code 705, Breakfast (P.L. 105-336; CFDA No. 10.553).

*Payment Description – N/A*

**477 Cash In Lieu of Commodities (Funds 02 and/or 04)**

Record revenue received in lieu of commodities distributed through the Commodity Distribution Program. Use with Finance Codes 469 (P.L. 105-336; CFDA No. 10.558).

*Payment Description – N/A*

**479 Summer Food Service Program (Funds 02 and/or 04)**

Record federal revenue earned from the Summer Food Service Program. Use with Finance Code 709, Summer Food Service Program for Children (P.L. 105-336; CFDA No. 10.559).

*Payment Description – N/A*

**499 Miscellaneous Federal Revenue through Department of Education**

Record revenue from federal sources paid through the Department of Education not defined above. This source code is used only when a federal non-direct finance code is not required. If a federal nondirect finance code is required, Source Code 400 should be used (except Child Nutrition).

*Payment Description - XXS499 XXX FY*

**FEDERAL AID RECEIVED DIRECTLY FROM FEDERAL SOURCES (500-599 Series)**

**Code Title and Definition**

**500 Federal Aid Received Directly from Federal Sources for which a Finance Code is Specified**

Record revenue from federal aids received directly. This source code is used only when a federal direct finance code is required. When a federal direct finance code is not required, use Source Codes 506 or 599.

**506 Impact Aid (Fund 01)**

Record revenue from Federal Impact Aid received directly from federal sources to provide revenue to substitute for lost property tax revenues (CFDA No. 84.041, Elementary and Secondary Education Act, Title VIII, Section 8003).

**599 Miscellaneous Federal Direct Aid**

Record revenue from federal sources paid directly from federal sources not defined above. This Source Code is used only when a federal direct Finance Code is not required. If a federal direct Finance Code is required, Source Code 500 should be used.

**SALES AND INSURANCE RECOVERY (601-630 Series)**

**Code Title and Definition**

**601 Food Service Sales to Pupils (Fund 02)**

Record revenue generated from sales of food, milk, etc., to pupils. Use with Finance Codes 701-709.

**606 Food Service Sales to Adults (Fund 02)**

Record revenue related to the school lunch program generated from sales of food, milk, etc., to adults. Use with Finance Codes 701-709.

**608 Special Function Food Sales (Funds 02 and/or 04)**

**(Fund 02)**

Record revenue generated from food services provided for school-related meetings and lunch functions not related to the National School Lunch Program.

**(Fund 04)**

Record revenue generated from all Food Service sales of breakfasts, lunches, dinners, and snacks for senior citizens and other social service programs not related to school lunch programs.

**614 Contributions to Post-Employment Benefits Trust**

Record contributions made by the district to the post-employment benefits trust fund. Contributions can be made to either Fund 25-Revocable Post-Employment Trust Fund or Fund 45-Irrevocable Post-Employment Trust Fund.

**616 Retiree Contributions to Post-Employment Benefits Trust**

Record retiree's share of post-employment benefits costs. Use only with the district's established trust funds-Fund 25-Revocable Post-Employment Trust Fund or Fund 45-Irrevocable Post-Employment Trust Fund.

**619 Cost of Materials for Revenue Producing Activities (Contra Revenue)**

Record the cost of the materials that were purchased for the purpose of (a) producing an object for sale or (b) for reselling of the material at a profit.

Example (a) building a house, an art work, or a storage shed

Example (b) fundraising by selling candy  
concession stands  
school stores  
vending machines

**620 Sales of Materials from Revenue Producing Activities**

Record the revenue generated from the sale of goods and services (see examples of sales in Source Code 619 above) under the control of the Board of Education. Exclude as revenue any sales taxes collected applicable to such sales. Sales taxes are held until paid in the Balance Sheet Account 212, Due to Other Governmental Units.

**621 Sale of Materials Purchased for Resale (Net of Tax) (Funds 01 and/or 04)**

Record net revenue from sales of materials and supplies to pupils including lumber sold to industrial arts classes, supplies sold to family living classes, and any other materials sold which were originally purchased for resale to pupils. Exclude as revenue any sales taxes collected applicable to such sales. Sales taxes are held until paid in the Balance Sheet Account 212, Due to Other Governmental Units.

**622 Sale of Materials (Net of Tax)**

Record net revenue from sales of materials and supplies from inventories not purchased for resale. Exclude sales of materials purchased for resale and any sales taxes collected applicable to such sales (see Source Code 621).

**623 Sale of Real Property (Funds 01 and/or 07)**

Record proceeds from the sale or exchange of school buildings or real property of a school. This amount is recorded as an *other financing source* in the financial statements. Minn. Stat. § 123B.51, subd. 6.

**624 Sale of Equipment**

Record proceeds from the sale of equipment. This amount is recorded as an *other financing source* in the financial statements.

## **625 Insurance Recovery**

Record revenue from insurance recoveries for losses of school property. These revenues must be recorded in the fund that incurred the loss. Districts must identify insurance receipts for the repair of school buses involved in accidents or to replace stolen garage supplies with Finance Code 720, Regular To-and-From School. School buses declared total losses should use Finance Code 000, District-Wide.

*(Include former Source Code 626, Insurance Recovery on Pupil Transportation Vehicles)*

## **628 Judgments for the School District**

Record non-recurring funds received as a result of class action suits/litigation settlements.

## **SALE OF BONDS AND LOANS (631-640 Series)**

### **Code Title and Definition**

#### **631 Sale of Bonds (Funds 06 and/or 07)**

Record proceeds received from the sale of bonds for capital projects in the Building Construction Fund and from the sale of bonds for the purpose of refunding debt in the Debt Service Fund. Minn. Stat. § 475.60. This amount is recorded as *other financing source* in the financial statements.

#### **636 Capital Loans (Fund 06)**

Record proceeds received from Capital Loans. Minn. Stat. § 126C.69. This amount is recorded as an *other financing source* in the financial statements.

#### **637 Debt Service Loans (Fund 07)**

Record proceeds received from Debt Service Loans. Minn. Stat. § 126C.68. This amount is recorded as an *other financing source* in the financial statements.

#### **639 Proceeds from other State and Non-state Loans Received (Fund 01)**

Record proceeds received from other loans not classified in the above codes. This amount is recorded as an *other financing source* in the financial statements.

## **INCOMING TRANSFERS**

#### **649 Permanent Transfers from other Funds**

Record board-approved operating transfers pursuant to Minn. Stat. § 123B.79 for amounts received by one fund from another fund. This amount is recorded as an *other financing source* in the financial statements.

## SOURCE DIMENSION CHANGES – F.Y. 2008

### *ADDITIONS*

#### **ACCOUNT DESCRIPTION**

614 Contributions to Post-Employment Benefits Trust (**May 2008**)  
616 Retiree Contributions to Post-Employment Benefits Trust (**May 2008**)

### *DELETIONS*

#### **ACCOUNT DESCRIPTION**

005 Unemployment Compensation Levy  
023 Reimbursement Revenue for Special Education Benefits from another District  
315 Fast Break to Learning Grant Program (**May 2008**)

### *CHANGES*

#### **ACCOUNT DESCRIPTION**

021 Tuition and Reimbursements from Minnesota School Districts  
022 Reimbursement Revenue for Special Education Services from another District  
211 General Education Aid  
360 State Aid for Special Education (**May 2008**)  
405 Federal aid Received through other State, Local or Fiscal Agencies (**May 2008**)  
471 School Lunch Program (**January 2008**)  
631 Sale of Bonds



## 7. COURSE DIMENSION

The course dimension is that segment of the UFARS account code which makes it possible to further describe or identify an activity within another dimension to achieve more detailed information. Its most important use has been to designate course, but has been used by districts for a variety of purposes. In most cases, local codes are to be crosswalked to 000. For example, a district may wish to modify Program Codes 294 and 296 - Boy's Athletics and Girl's Athletics - to designate various sports.

Exceptions to the crosswalk procedure are:

The designation of revenues and expenditures that are carryovers from previous years (with the exception of Course Code 640). The table below shows how a code is used to specify a fiscal year other than the current one. The Department will advise districts when this system is to be used.

### COURSE DIMENSION CODES FOR DESIGNATED YEARS

#### Code Title and Definition

<b>000</b>	<b>Projects That End During</b>	<b>Current Year</b>
<b>001</b>	<b>Projects That End During</b>	<b>FY 2001 or 2011</b>
<b>002</b>	<b>Projects That End During</b>	<b>FY 2002 or 2012</b>
<b>003</b>	<b>Projects That End During</b>	<b>FY 2003 or 2013</b>
<b>004</b>	<b>Projects That End During</b>	<b>FY 2004 or 2014</b>
<b>005</b>	<b>Projects That End During</b>	<b>FY 2005 or 2015</b>
<b>006</b>	<b>Projects That End During</b>	<b>FY 2006 or 2016</b>
<b>007</b>	<b>Projects That End During</b>	<b>FY 2007 or 2017</b>
<b>008</b>	<b>Projects That End During</b>	<b>FY 2008 or 2018</b>
<b>009</b>	<b>Projects That End During</b>	<b>FY 2009 or 2019</b>
<b>010</b>	<b>Projects That End During</b>	<b>FY 2010 or 2020</b>

#### **640 Staff Development – SPED and Federal Programs**

Record staff development expenditures with the proper program, finance and object code to accurately reflect the expenditures of the individual program and finance dimension. For example: Federal Monies (Finance 419, 420) are spent in various Special Education programs (Program 401, 403, etc.) for staff development expenditures (Object 140, 218, 366, etc.). The Department's Special Education Section needs to track Staff Development expenditures by **Program** and **Finance** dimension for federal reporting purposes. Staff Development **Program** Dimension Code 640 will not work in this reporting requirement. This code can also be used with federal programs (Finance codes 401-460) where the program, finance and object codes are all defined and there is a need to separate staff development.

## 011-639, 641-999

### Alternative Facilities Projects

Beginning with FY 2007, the Course Dimension Code will be used to track Alternative Facility project expenditures authorized under Minn. Stat. § 123B.59, Subd. 1, (a) (large schools) and Subd. 1(b) (Health & Safety).

The process will involve identification by the district of a course code when the project is entered for approval. Since many projects are not completed within a fiscal year, this course code will continue to identify the project across fiscal years. The district and agency will be able to track the changing costs of a project through multiple fiscal years and application years by means of the Alternative Facilities (revised) website, in a unit record format.

As part of the annual plan update in Minn. Stat. § 123B.59, Subd. 2, districts will revise costs of each project and report annual costs in each reporting cycle using the district assigned UFARS course dimension code assigned for the project along with finance code 386.

Program Code Dimension 855 is used for revenue and expenditures when the cost of the project is based on criteria of the Health and Safety program and the total amount is over \$500,000 (Minn. Stat. § 123B.59, subd. 1 b.) Health and Safety finance codes must be used with this program to accurately reflect the costs of the Alternative Facilities Program.

Thus, for purposes of reporting, the project number is not cross-walked to 000.

## 900 Series of Course Codes

During the Fiscal Year 2003, the *Manual on Activity Accounting (MAFA)* was implemented. It contained a suggestion on the use of the 900 series of course codes for student activities. See Chapter 14. **The use of these codes (900's) is not a requirement for districts. It was only a sample of a UFARS-based tracking mechanism for student activities.**

# **COURSE DIMENSION CHANGES – F.Y. 2008**

## ***ADDITIONS***

**ACCOUNT DESCRIPTION**

## ***DELETIONS***

**ACCOUNT DESCRIPTION**

## ***CHANGES***

**ACCOUNT DESCRIPTION**

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## 8. BALANCE SHEET ACCOUNTS

### Introduction

A balance sheet is a financial statement that reports the assets, liabilities, and fund balances of a district. It exhibits the financial position of the district at a specified date. This differs from revenue and expenditure reporting that describes the flow of resources during a period of time which impact the net worth of the district.

Balance sheet accounts are meaningful in understanding the financial status of each fund and the resources of the district as a whole. Some of the accounts may be used in any fund. Any fund may have cash, receivables (money owed to the fund), or payables (money owed by the fund) that together provide a means by which a fund balance may be calculated. However, not all of the accounts are appropriate to all of the funds because of the specific nature of the activity allowed in each fund.

Generally Accepted Accounting Principles (GAAP) are used in the application of UFARS unless they conflict with state law. A basic rule of GAAP is that assets equal liabilities plus fund balance. Governmental funds are termed self-balancing, since each fund's assets minus its liabilities must equal its fund balance. To accomplish this, each entry that increases or decreases an asset, liability, or fund balance account will be offset by a corresponding entry to another account within the same fund. This is known as double entry accounting.

The amounts stated in the current asset, current liability and fund balance accounts are required to show the net worth of the LEA. For a full depiction of the financial condition of the LEA, two additional account groups are used. The General Fixed Asset Account Group represents historical dollars spent for land, buildings and equipment. The General Long Term Debt Account Group represents the long-term liabilities of the district, such as bonds payable, severance pay, or vacation pay.

When balance sheet accounts may be used with only specific funds, the funds are noted in the title. Otherwise, any appropriate fund is to be used.

Due to its use of the full accrual method of accounting, an internal service fund may use all of the balance sheet codes listed. Included are codes previously reserved for the General Fixed Asset Account Group (98) and the General Long Term Debt Account Group (99).

The Balance Sheet Dimension has the following categories:

1. Asset Accounts
  - Current Asset Accounts (Funds 01-09 and 20) (101-139)
  - General Fixed Asset Account Group (Fund 20 and Account Group 98) (140-149,171-174)
  - General Long-Term Debt Account Group (Fund 20 and Acct. Grp. 99) (150-162)
2. Liability Accounts
  - Current Liability Accounts (Funds 01-09, and 20) (201-235)
  - Long-Term Liabilities (Fund 20 and Account Group 99) (250-262)
3. Fund Balance Accounts/Reserved and Unreserved
  - General Fixed Asset Account Group (Funds 20 and Account Group 98) (403-445)
  - (430)

## ASSET ACCOUNTS (100 Series)

### Definition

Assets are defined as the resources owned or held by a school district. Since each fund has its own asset accounts, every account must include a fund number to identify which fund is to be affected.

## CURRENT ASSET ACCOUNTS (101-139)

### Code Title and Definition

#### 101 Cash and Cash Equivalents

Cash includes currency on hand and demand deposits (checking accounts and liquid savings accounts) deposited with board-approved banks or other financial institutions. Petty cash, change funds and travel advance funds are to be included as cash on hand. An investment which, when acquired, matures in 3 months or less may be considered to be a cash equivalent. *Depository institutions must be selected in compliance with Minnesota Statute 124.05, subdivision 1, Repealed 1996.*

#### 103 Cash with Fiscal Agent

Represents deposits with fiscal agents, such as commercial banks, for the payment of bond principal and interest. An example that would utilize this account would be an advance repurchase agreement.

#### 104 Investments

Represents purchases of securities held for the production of revenues. The value of investments in this account should be the purchase price when the investment is purchased. For securities that have been sold, this account should be reduced by only the amount of the initial investment. Districts may invest only in authorized securities that include commercial certificates of deposit or obligations of governmental units. Minn. Stat. § 136F.91.

#### 110 Current Property Taxes Receivable

Represents current real and personal property tax levies which were certified the previous October and are payable in the current calendar year. Current taxes receivable equals the current spread tax levy that is the net of state or county adjustments. The spread tax levy is calculated according to the School Tax Report (ED-00119-XX):

	The certified levy (positive)
+	County auditor adjustments (negative or positive)
+	Fiscal disparity adjustments (negative)
+	HACA adjustments (negative)
+	Disparity aid adjustments (negative)
=	<b>Current Property Taxes Receivable</b>

The current property taxes receivable account should be reduced for current property taxes received prior to year-end for county auditor tax settlements received in May and June. The net amount in this account will be carried on the year-end books for current property taxes receivable.

**111 Delinquent Property Taxes Receivable**

Represents taxes payable in the prior six calendar years that have not been received by the school district. A district should verify its records of delinquent taxes receivable by fund against the information supplied by the local county auditor.

**115 Other Accounts Receivable**

Represents amounts received from individuals, firms or corporations for goods and services furnished by the district. Exclude any receivables listed in a separate account in this series.

**116 Interest Receivable**

Represents the amount of interest earned but not received from outstanding investments or interest-bearing cash deposits.

**118 Due from other Funds**

Represents amounts due from one fund to another fund in the district for goods sold, services rendered or short-term borrowing. This account includes only short-term obligations and not long-term loans. For a reporting unit, the sum total of all 118 Due from other Funds accounts equals the sum total in all funds of Balance Sheet Code 205, Due to other Funds.

**120 Due from other Minnesota School Districts**

Represents amounts due from other school districts and joint power organizations. This includes tuition, transportation costs, reimbursable expenditures and other interdistrict agreements earned but not received.

**121 Due from Minnesota Department of Education**

Represents amounts due and unpaid from the Department of Education. At fiscal year end, this account would include any estimated final aid payments. It is recommended that subaccounts be maintained locally for the individual aid categories.

**122 Due from Federal Government through the Minnesota Department of Education**

Represents amounts due from federal sources and unpaid by the Department of Education. Includes only aids where the district has incurred eligible expenditures but has not yet been reimbursed.

**123 Due from Federal Government Received Directly**

Represents amounts due from federal sources and unpaid by the federal government. Includes aids where the district has incurred eligible expenditures but has not yet been reimbursed.

**125 Due from other Governmental Units**

Represents amounts due and unpaid from other governmental units. Includes uncollected revenues from all governmental units (e.g., county, another state) except those specifically listed above.

**129 Commodities (Fund 02)**

Represents the value of commodities donated by the U.S. Department of Agriculture and food purchased with cash-in-lieu-of commodities. The value of USDA donated commodities is computed from the "standardized commodities costs" provided by the Child Nutrition Section, Minnesota Department of Education. The inventory value must be supported by an annual physical count. Commodities are not recognized as revenue until they are used; see Balance Sheet Code 230, Deferred Revenue.

**130 Inventory**

Represents amounts of supplies, textbooks, food and other items being stored for future use. The district shall use the consumption method for inventory reporting. The costs of land, buildings, and equipment are not included in the inventory account but rather are included in the General Fixed Asset Group of Accounts.



### **131 Prepaid Expenditures and Deposits**

Represents advanced payment amounts for goods and services not yet received. This account represents the unexpired value of prepaid and deposit items. This account includes prepaid items such as rent, insurance, and fuel oil. It also includes deposits of items such as funds deposited by districts as a prerequisite to receiving goods or services.

If a district does not maintain central stores and expends supply items as purchased, this account may include purchases paid for at fiscal year end and clearly identified to next year's budget.

### **139 Lease Receivable**

Represents the amount to be received from a direct financing lease in succeeding fiscal years. This amount should also be accounted for in the Fund Balance Liability Code 230, Deferred Revenue.

## **GENERAL FIXED ASSET ACCOUNT GROUP - (140-149)**

### **Definition**

This account group comprises a self-balancing group of accounts set up to account for the general fixed assets of a school district. It is not associated with any particular fund, except for Fund 20, Internal Service Fund. To comply with generally accepted accounting principles (GAAP), fixed assets (e.g., land or buildings) are recorded at historical cost (i.e., the original price). In instances where reliable historical cost figures are not available, a district may use an alternative method to approximate the historical cost. Donated assets are recorded at estimated fair value at the date of donation.

### **Code Title and Definition**

#### **140 Land**

Represents the cost of land owned by the district. This account includes the purchase price and costs such as legal fees, filling and excavation costs or any other costs that put the land in condition for its intended use. This account also includes land acquired by gift. Use the appraised value of the donated property at time of acquisition.

#### **141 Land Improvements**

Represents the cost of permanent improvements, other than buildings, which add value to land. This account includes improvements as landscaping, fences, retaining walls, parking lots, sidewalks and pavements. It also includes special assessment charges for permanent improvements.

## **142 Buildings**

Represents the cost of permanent structures used to house staff, students and property that is owned by the district. This account includes the purchase or contract price of all permanent buildings and fixtures forming a permanent part of such buildings. It also includes the appraised value of buildings acquired by gift. This account also includes the cost of heating systems and related fuel storage tanks, air conditioning, ventilation, electrical, plumbing, fire protection, and other building service systems, built-in equipment, carpeting and draperies.

## **143 Equipment**

Represents the cost of tangible property of a durable nature other than land, land improvements and buildings. Equipment includes machinery, tools, fully depreciated or noneligible pupil transportation vehicles, trucks, cars, furniture and fixtures. A distinction should be made between supplies and equipment in accordance with Generally Accepted Accounting Principles. Supplies are defined as those items that have a lesser value and are expendable or are consumed in use. Equipment items are tangible units of a nonexpendable character; are not consumed in use; have an extended useful life; and, are of material value.

## **148 Property and Equipment under Capital Lease**

The amount reported is generally the lesser of: (1) the present value of the minimum lease payments at the beginning of the lease term, excluding executory costs (e.g., insurance or maintenance) or (2) the fair value of the leased property at the inception of the lease.

For more detailed information on the accounting requirement for leases, refer to the Statement of Financial Accounting Standards (SFAS) 13 issued by the Financial Accounting Standards Board.

## **149 Construction Work In Progress**

Represents the cost of construction work undertaken but not yet completed.

## **GENERAL LONG-TERM DEBT ACCOUNT GROUP – BUDGETING ACCOUNT (150-162)**

### **Definition**

This account group is not associated with the Debt Service Fund or any other fund except for Fund 20, Internal Service Fund. It comprises a self-balancing group of accounts set up to account for the assets necessary to meet the general long-term liabilities of a district including bonds, loans and severance pay.

**Code Title and Definition**

**150 Amount Available for Retirement of Bonds and State Loans**

Represents the fund balance that is available in the Debt Service Fund to retire bonds and state loans.

**151 Amount to be provided from Property Taxes for Long-Term Debt Payments**

Represents the amounts needed from property taxes in the future to retire the principal of all long-term debt other than severance pay and compensated absences. It equals the sum of Long Term Liabilities less amounts in Balance Sheet Account Codes 150, 152, 160, 161 and 162. Charter schools are to use this Balance Sheet code for long-term bank loans.

**152 Amount to be provided for Capital Lease Agreements**

Represents the amount needed to meet capital lease agreements.

**160 Amount Available for Severance Pay**

Represents the reserved fund balances in the operating funds for Balance Sheet Account Code 411, Reserved for Severance Pay, and the designated fund balances in the operating funds for Balance Sheet Code 418, Designated for Severance-Insurance Premium.

**161 Amount to be provided for Separation and Severance Pay**

Represents the amounts needed to meet future separation and severance pay commitments. The balance of this account equals the amount shown in Balance Sheet Account Code 260, Separation and Severance Payable, less the amount recorded in Balance Sheet Account Code 160, Amount Available For Severance Pay.

**162 Amount to be provided - Compensated Absences**

Represents the amount needed to meet future commitments for compensated absences as recorded in Balance Sheet Account Code 262, Compensated Absences Payable.

**GENERAL FIXED ASSET ACCOUNT GROUP - DEPRECIATION (171-174)**

**171 Accumulated Depreciation on Land Improvements (Contra Asset)**

Represents the amount of accumulated depreciation to date on land improvements included in Balance Sheet Account Code 141, Land Improvements.

**172 Accumulated Depreciation on Buildings (Contra Asset)**

Represents the amount of accumulated depreciation to date on buildings included in Balance Sheet Account Code 142, Buildings.

**173 Accumulated Depreciation on Equipment (Contra Asset)**

Represents the amount of accumulated depreciation to date on equipment in use included in Balance Sheet Account Code 143, Equipment.

**174 Accumulated Depreciation on Property and Equipment under Capital Lease (Contra Asset)**

Represents the amount of accumulated depreciation to date on property and equipment under capital lease included in Balance Sheet Account Code 148, Property And Equipment Under Capital Lease.

**LIABILITY ACCOUNTS (200)**

**Definition**

Liabilities are defined as the amounts owed by the school district. Reporting to the State is for the amount at the end of the fiscal year.

**CURRENT LIABILITIES ACCOUNTS (201-235)**

**Code Title and Definition**

**201 Salaries and Wages Payable (Any Fund Except 07)**

Represents salaries and wages for personal services performed but not yet paid.

**202 Short-Term Indebtedness**

Represents the principal due on short-term certificates issued in anticipation of tax collections and state aids (Minn. Stat. § 126C.50-56), warrants (Minn. Stat. § 123B.12), reverse repurchase agreements (Minn. Stat. § 475.76, repealed in 1996), and lines of credits (Minn. Stat. § 123B.12). See Balance Sheet Code 208 for interest payable.

**205 Due to other Funds**

Represents the amount due to one fund from another fund in the district for goods sold, services rendered, or short-term borrowing. This account includes only short-term obligations and not long-term loans. For a reporting unit, the sum total in all funds of all Due To Other Fund accounts equals the sum total in all funds of all Balance Sheet Accounts 118, Due from other Funds.

**206 Other Accounts Payable**

Represents amounts owed to individuals, firms or corporations (not school districts or other governmental districts) for goods and services received by the district. Excluded from this account are other separately listed types of liabilities listed in other accounts in this series.

**207 Judgments Payable**

Represents amounts to be paid by the district as the result of court decisions, including condemnation awards for private property taken for public use.

**208 Interest Payable**

Represents the amount of interest accrued but unpaid. Includes interest due on the Balance Sheet Account 202, Short-Term Indebtedness. Do not include interest on long-term debt that is accounted for in the Debt Service Fund and is recorded on its due date.

**209 Other Current Liabilities**

Represents the current portion of liabilities not recorded elsewhere in this series and not owed for goods and services (see Balance Sheet Code 206). Current liabilities are those that will be liquidated using current spendable resources.

**210 Due to other Minnesota School Districts**

Represents amounts owed to other school districts and joint power organizations. This includes tuition, transportation costs, reimbursable expenditures and other interdistrict agreements.

**212 Due to other Governmental Units**

Represents amounts owed by the district to other governmental units excluding amounts owed as defined in Balance Sheet Code 210, Due To Other Minnesota School Districts. Include overpayments made to the district by the federal or state governments, and sales taxes collected on the sale of materials.

**213 Property Tax Shift Adjustment (Fund 01)**

Represents an (over/under) payment of state aid due to the property tax shift process. The balance in this account equals the difference between property tax shift revenue and actual state aid payment reductions. It is recommended that districts maintain subaccounts for each year's property tax shift adjustment.

**214 Advance of Unearned General Education Aid**

For districts that have statutory early recognition amounts in excess of spring tax settlements, this account represents the difference between cash receipts from spring tax settlements and the early recognition amount in Minn. Stat. § 123B.75, Subd 5b. The difference is the amount of general education aid that is recognized early.

**215 Payroll Deductions and Employer Contributions (Any Fund except Fund 07)**

Represents amounts that have been deducted from employees' salaries but have not been paid to the designated agencies. This account also includes the employer's share of payroll liabilities and fringe benefits that are due or earned but unpaid. Include items such as withholding taxes, insurance, annuities, pensions, and union deductions.

**218 Claims Payable**

Represents liabilities for losses incurred but for which claims have not been paid. Include estimates of expenditures relating to self-insurance programs whereby a loss has occurred in the current period but the payment has not yet been made.

**220 Construction Contracts Payable (Any Fund except Fund 07)**

Represents amounts due but unpaid by a district for work completed on contracts for the construction of buildings, structures, and improvements.

**230 Deferred Revenue (Appropriate Fund)**

Represents all payments of revenue received that will not be earned until a future period. Do not include property tax amounts recorded in Balance Sheet Code 235, Property Taxes Levied for Subsequent Year's Expenditures.

**231 Deferred Revenue - Delinquent Taxes**

Represents an amount equal to the Balance Sheet Code 111, Delinquent Property Taxes Receivable, less any delinquent taxes that are to be received within 60 days.

**235 Deferred Revenue - Property Taxes Levied For Subsequent Year's Expenditures**

Represents all current levies of local taxes (including state adjustments) that are not to be recognized as revenue until the following fiscal year. On June 30th, the balance in this account equals the spread tax levy less the amount recognized in the current period as property tax shift revenue (Source Code 020, Property Tax Shift Recognition). The calculation of the spread tax levy, according to the School Tax Report ED-00119-is represented in the Balance Sheet Code 110, Current Taxes Receivable.

## **LONG TERM LIABILITIES (250-262)**

### **Code Title and Definition**

#### **250 Bonds Payable**

Represents the face value of general obligation bonds issued and unpaid.

#### **251 Equipment Notes Payable**

Represents the capital notes and long-term certificates of indebtedness for equipment purchases. The principal and interest from notes payable will be repaid from the Debt Service Fund. Minn. Stat. § 123B.61.

#### **252 Capital Improvement Loans Payable**

Represents the amount equal to the outstanding principal on loans received for the purpose of financing capital improvement.

#### **253 Energy Loans Payable**

Represents the outstanding principal of loans received from the Minnesota Department of Energy and Economic Development for the purpose of energy conservation investment. Minn. Stat. § 126C.40, subd. 5.

#### **254 Capital Lease Payable**

Represents the principal of capital leases that are outstanding and unpaid. These are capital leases which have a terminal date and which result in the acquisition of equipment, vehicles, or technology equipment.

#### **255 Capital Loans Payable**

Represents the principal of capital loans that are outstanding and unpaid. Capital loans shall be used only for sites for school buildings and for acquiring, bettering, furnishing or equipping school buildings under contract to be entered into within 12 months from and after the date on which each loan is granted. Minn. Stat. § 126C.69.

#### **256 Debt Service Loans Payable**

Represents the principal of debt service loans that are outstanding and unpaid. The proceeds of the loan are to be used only for the payment of principal and interest on outstanding bonds. Minn. Stat. § 126C.68. Charter schools are to use this Balance Sheet code for long-term bank loans.

**257 Construction Loans (Bonds) Payable (I.S.D. #12, 14, 279)**

Represents the outstanding principal of school districts' bonds issued to the State Board of Education under authority of Laws 1957, Chapter 804. This law was repealed in 1959. These bonds are to be used by a district to purchase sites and to erect and equip school buildings. Interest (paid semi-annually) and principal shall be paid to the Department.

**260 Separation and Severance Payable**

Represents the total liability related to separation and severance pay commitments to employees who are vested. The amount recorded in this account equals the total of Balance Sheet Account Code 160, Amount Available for Severance Pay, and 161, Amount to be provided for Separation and Severance Pay.

**261 Special Assessments and Long-Term Lease Payables**

Represents two types of long-term debt; debt for special assessment charges (see GASB 6) and debt for long-term lease commitments (present value of minimum lease payments).

**262 Compensated Absences Payable**

Represents the liability related to future vacation, sick leave and other leave benefits, excluding severance pay that is recorded in Balance Sheet Account Code 260, Separation and Severance Payable.

**FUND BALANCE ACCOUNTS (400s)**

**Definition**

Fund balances in this category are either reserved or unreserved. Reserved fund balances represent the available resources dedicated for specific purposes (e.g., Staff Development, Reemployment Compensation, or Severance Pay). Unreserved fund balances represent resources available to meet any current and future years' expenditures. Designated accounts may also be established by a district in the unreserved account to indicate plans for financial resource utilization in a future period.

Reserved fund balances are created by the Legislature to ensure that revenues are used only for specified purposes. If all of the revenues are not used within a fiscal year, they are held separate from other balances to be expended in future fiscal years. Generally, a reserved fund balance may not go into deficit without specific legislative authority. However, some reserved balances expenditure amounts may exceed the available fund balance and create a deficit fund balance until future funding is received. Also, the Reserved for Operating Capital account (424) may be overspent only when there is prior approval from the Commissioner on a deficit removal plan. A notation is included with each of the reserved fund balance account descriptions indicating whether a deficit balance is allowed. If disallowed, a district must reclassify expenditures at year-end to avoid having a negative fund balance account.



**Code Title and Definition**

**403 Reserved for Staff Development**

Represents unspent staff development revenues set aside from General Education Revenue that were reserved for staff development related to Finance Codes 306, 307, and 308. Minn. Stat. § 122A.61. Expenditures for staff development must equal at least two percent of the basic General Education Revenue, including expenditures from Balance Sheet Codes 403 and 437 unless legal stipulations are met. *This reserve account is not allowed to go into deficit.*

**405 Reserved for Deferred Maintenance (Fund 01)**

Districts that qualified for deferred maintenance revenue (aid and levy) but have not spent the proceeds must reserve the balance in this code. An independent or special school district that does not qualify to participate in the alternative facilities bonding and levy program under Minn. Stat § 123B.59, subd. 1. para. (a) is eligible to receive deferred maintenance revenue per Minn. Stat § 123B.591. See Finance Code 385 Deferred Maintenance for a description of the uses of this revenue. *This reserve account in Fund 01 may have a deficit balance in anticipation of aid/levy receipts.*

**406 Reserved for Health & Safety (Fund 01)**

Represents available resources to be used for Health & Safety projects in accordance with an approved Health & Safety plan. Related to Finance Codes 347, 349, 352, 358, 363 and 366. Minn. Stat. § 123B.57. *This reserve account may go into deficit to the extent of future revenue authority.*

**407 Reserved for Capital Projects Levy (Funds 01 and 06)**

Represents available resources from the capital projects levy to be used for building construction. All interest income attributable to the capital projects levy must be credited to this account. Related to Finance Code 795, Capital Projects Levy. Minn. Stat. § 123B.63. *This reserve account may go into deficit to the extent of future levy authority.*

**408 Reserved for Cooperative Programs (Fund 01)**

Represents the resources available to purchase services from entities for cooperative purposes or to provide educational services in a cooperative manner. Related to Finance Code 310, Cooperative Revenue. Minn. Stat. § 123A.27. *This reserve account is not allowed to go into deficit.*

**409 Reserved for Alternative Facilities Program (Fund 06)**

Represents the resources available for approved expenditures based on the ten-year plan for capital projects for districts qualifying under Minn. Stat. § 123B.59, subd. 1a. See Finance Code 386 for a description of the expenditure possibilities. *This reserve account in Fund 06 may go into deficit to the extent of future levy and/or bonding authority.*

**411 Reserved for Severance Pay (Funds 01, 02 and 04)**

Reserved for Severance Pay is for payments for insurance for accumulated sick leave as limited by statute, early retirement incentive payments, and continuing health insurance payments to retired employees. For all districts with severance pay plans, an amount to be recorded in the Reserved for Severance Pay account is equal to the portion of the long-term debt (Balance Sheet Account 260) at the end of the current fiscal year that is scheduled for payment in the second ensuing year. In no case shall the Reserved for Severance Pay amount exceed the amount in Balance Sheet Account 260. Any expenditure after the end of the fiscal year is not to be charged against this reserve, but rather is charged against Unappropriated Fund Balance Code 422. Such severance payments are, therefore, financed from current resources and not from this reserve account. Minn. Stat. § 126C.43 and 124D.05 and 123A.30 and 465.72 and 465.721. *This reserve account is not allowed to go into deficit.*

**414 Reserved for Operating Debt (Fund 01)**

Represents the amount of remaining operating debt for districts under legislative authority given to them. This authority includes laws of 1986 through 2001. The Operating Debt Levy is posted directly to this account and is not reflected in the district's revenue accounts. *This reserve account is a deficit to the extent of future levy authority.*

**416 Reserved for Levy Reduction (Fund 01)**

Represents resources in the General Fund that are transferred from the Debt Service Fund. This reserved fund balance becomes an available resource in the fiscal year in which the related tax levy adjustment is recognized as revenue. Minn. Stat. § 475.61, subd. 4. *This reserve account is not allowed to go into deficit.*

**418 Designated for Severance - Insurance Premium (Funds 01, 02 and/or 04)**

Represents resources segregated from the Unreserved/Undesignated Fund Balance for expenditures of not more than 50 percent of the amount necessary to meet obligations for the portion of severance pay that constitutes compensation for accumulated sick leave to be used for payment of premiums for group insurance provided for former employees Minn. Stat. § 123B.79, subd. 7. *This designated account is not allowed to go into deficit.*

**419 Reserved for Encumbrances**

Represents resources segregated from the Unreserved/Undesignated Fund Balance for outstanding purchase orders and contracts for which the goods and services have not yet been received. Encumbrances must comply with GAAP restrictions. *This reserve account is not allowed to go into deficit.*

**422 Unreserved/Undesignated Fund Balance (Appropriate Fund)**

Represents resources available to meet current and future years' expenditures. This account is used in all funds. For Fund 04, see Balance Sheet Code 431, Reserved For Community Service, for fund balance limits in this account.

**Statutory Operating Debt (SOD) is calculated by using the yearly activity and ending balances of the following three accounts in the general fund (01) only: 418 Designated for Severance – Insurance Premium, 419 Reserved for Encumbrances, and 422 Unreserved/Undesignated Fund Balance. See the Compliance Table for the SOD percentage that is calculated from these accounts.**

**423 Reserved for Certain Teacher Programs (Fund 01)**

Represents available resources for the Family Connections Programs (Minn. Stat. §§ 124D.25 to 124D.29), and the Teacher Mentoring Program. This reserve may be used by the district for the district's share of the portion of the teaching contract that is in addition to the standard teaching contract of the district (Minn. Stat. § 124D.31). *This reserve account is not allowed to go into deficit.*

**424 Reserved for Operating Capital (Fund 01)**

Beginning in Fiscal Year 1997, represents available resources in the General Fund to be used to purchase equipment and facilities. Related to Finance Code 302, Operating Capital. Minn. Stat. § 126C.10, subd. 14. *This reserve account may go into deficit for a period of up to three years with prior approval of a plan submitted to the Commissioner of the Department of Education. Minn. Stat. § 123B.78, subd 5.*

**425 Reserved for Bond Refunding (Fund 07)**

Represents resources set aside from the proceeds of refunded obligations that have not met the criteria of defeasance (crossover bonds). These resources will be used to pay off future bonded obligations. *This reserve account is not allowed to go into deficit.*

**426 Reserved for \$25 Taconite (Funds 01 and 04)**

Represents available resources for outcome-based learning programs or early childhood learning programs from taconite referendum revenue. Related to Finance Code 371, \$25 Taconite. Minn. Stat. § 298.28, subd. 4 (d). *This reserve account is not allowed to go into deficit.*

**427 Reserved for Disabled Accessibility (Fund 01)**

Represents resources reserved for Disabled Accessibility. Related to Finance Code 794, Disabled Accessibility. Minn. Stat. § 123B.58. *This reserve account may go into deficit to the extent of future levy authority.*

**428 Reserved for Learning and Development (Fund 01)**

Learning and Development is funded by General Education Revenue. This reserve represents available general education revenues for learning and development, which is mainly for reducing the pupil-to-staff ratio. Related to Finance Code 330. Minn. Stat. § 126C.12. This revenue is generated by extra weightings on the pupil units. *This reserve account is not allowed to go into deficit.*

**430 Investment in General Fixed Assets (General Fixed Asset Account Group 98 Only)**

Represents the district's equity in the general fixed asset accounts. Equals the sum of all assets minus their accumulated depreciation.

**431 Reserved for Community Education (Fund 04)**

Represents the resources available to provide programming such as: nonvocational, recreational and leisure time activities, programs for adults with disabilities, non-credit summer programs, adult basic education programs, youth development and youth service programming, early childhood family education, and extended day programs. Includes aids, levies, fees, grants, and all other revenues received by the school district for community education programs. Activities associated with Finance code 321 Community Education must be reserved in this code. Minn. Stat. § 124D.20.

The sum of the average balances during the most recent three-year period in a district's community education reserve account and the unreserved/undesignated community service fund account (Balance Sheet code 422) on June 30 of each year, adjusted for any prior reductions, must not be greater than 25 percent of the sum of the district's maximum total community education revenue, (subdivision 1) excluding adjustments, plus any fees, grants, or other revenue received by the district for community education programs for the prior year. Minn. Stat. § 124D.20 Subd 11

*This reserve account may go into deficit. However, if future revenues cannot eliminate the deficit, a transfer from the general fund should be made to eliminate the deficit.*

**432 Reserved for Early Childhood and Family Education (Fund 04)**

Represents the resources available to provide for services for Early Childhood Family Education programming. Related to Finance Code 325, Early Childhood And Family Education. Minn. Stat. § 124D.135. Includes aids, levies, fees, grants and all other revenues received by the school district for Early Childhood Education programs. Minnesota Statute 124D.135, Subd. 8 limits the average yearend balance amount, effective F.Y. 2003. *This reserve account is allowed to go into deficit.*

**434 Reserved for Area Learning Center (Fund 01)**

Represents amounts reserved for students attending area learning centers. Each district that sends students to an area learning center must reserve an amount equal to at least 90% of the district average General Education Revenue, minus .0485 times the formula allowance (without the Basic Skills, Transportation Sparsity or Transportation Transition portions) per pupil unit, times the number of pupil units attending area learning centers. The amount reserved may only be spent on program costs associated with the area learning center. Minn. Stat. § 123A.05, subd. 2. Finance Code 303, Area Learning Center, is used to identify expenditures against this fund balance account. *This reserve account is not allowed to go into deficit.*

**435 Reserved for Contracted Alternative Programs (Fund 01)**

Pursuant to Minn. Stat. §§ 124D.68, subd. 9 and 124D.69, subd. 2 school districts must reserve at least 95% of the average General Education Revenue, less Basic Skills Revenue, per pupil unit times the number of pupil units for pupils attending this program. Finance Code 304, Contracted Alternative Program, is used to identify expenditures against this fund balance account. *This reserve account is not allowed to go into deficit.*

**436 Reserved for State-Approved Alternative Programs (Fund 01)**

Pursuant to Minn. Stat. § 126C.05, subdivision 15, school districts must reserve revenue equal to at least 90% of district's average General Education Revenue per pupil unit, less Compensatory Revenue per pupil unit, times the number of pupil units generated by students attending a state-approved public alternative program. Finance Code 305, State-Approved Public Alternative Programs is used to identify expenditures against this fund balance account. *This reserve account is not allowed to go into deficit.*

**438 Reserved for Gifted and Talented (Fund 01)**

The part of General Education aid revenue for the gifted and talented program that is unspent at years end must be reserved in this balance sheet account. See Finance code 388 for the proper accounting of revenue and expenditures for this program. Refer to Minn. Stat. § 126C.10, Subd. 2b. *This reserve account is not allowed to go into deficit.*

**441 Reserved for Basic Skills Programs (Fund 01)**

Represents resources available for the Basic Skills uses listed in Minn. Stat. § 126C.15, subd. 1. Related to Finance Code 317, Basic Skills. Minn. Stat. § 126C.10, subd. 4. *This reserve account is not allowed to go into deficit.*

**444 Reserved for School Readiness (Fund 04)**

Represents the resources available to provide for services for School Readiness Programs. Related to Finance Code 344, School Readiness. Minn. Stat. § 124D.16. This includes aids, fees, grants and all other revenues received by the school district. Minn. Stat. 124D.16, Subd. 6. limits the average yearend balance amount, effective F.Y. 2002. *This reserve account is allowed to go into deficit.*

**445 Reserved for Career and Technical Programs (Fund 01)**

Represents the balance a district must reserve from the career and technical levy. See Finance code 830 for levy description. Minn. Stat. § 124D.4531. The district must recognize the full amount of this levy as revenue for the fiscal year in which it is certified. Revenue received under this section must be reserved and used only for career and technical programs. *This reserve is not allowed to go into deficit*

**446 Reserved for First Grade Preparedness (Fund 01)**

A district receiving state aid for a full day, every day kindergarten program or a kindergarten preparation program for four-year-olds must reserve the unspent monies in this code. Refer to Minn. Stat. § 124D.081. Expenditure and revenue activity for this code should be using Finance Code 331. *This reserve account is not allowed to go into deficit.*

**447 Reserved for Adult Basic Education (Fund 04)**

This account will represent the balance of carryover monies for all activity involving Adult Basic Education. This would include all state aid and any grants or local funding used in support of ABE. The activity in code will come from finance codes 322, 323, 324, 438 and 439 plus any local funding (Fin 000) received by the district. *This reserve account is not allowed to go into deficit.*

**449 Reserved for Safe Schools – Crime Levy**

The unspent resources available from the levy must be reserved in this account for future use. All activity in this account must be related to Finance Code 342. Refer to Minn. Stat. § 126C. 44. *This reserve account is allowed to go into deficit.*

**450 Reserved for Transition for Pre-Kindergarten**

All remaining funds from the activities for Transition for Pre-Kindergarten must be reserved in this account. All activity in this account is related to Finance Code 345. Minn. Stat. § 126C.10, subd 31b. *This reserve account is not allowed to go into deficit.*

**451 Reserved for QZAB Payments (Fund 01 and 07)**

Represents resources required by agreement to be segregated for future payments of Qualified Zone Academy Bond (QZAB) debt instruments. These resources are held by the district and will pay off the debt at maturity. Districts segregate operating capital funds for lease purchase instruments (Fund 01). Districts segregate levy proceeds for bond instruments (Fund 07).

# BALANCE SHEET CODE CHANGES – F.Y. 2008

## *ADDITIONS*

### **ACCOUNT DESCRIPTION**

405 Reserved for Deferred Maintenance  
451 Reserved for QZAB Payments (**May 2008**)

## *DELETIONS*

### **ACCOUNT DESCRIPTION**

410 Reserved for Unemployment Compensation  
412 Reserved for Bus Purchases  
429 Reserved for Parental Involvement (**February 2007**)  
433 Reserved for Student Transportation Safety  
437 Reserved for Graduation Standards Staff Development (**February 2007**)  
439 Reserved for Graduation Standards  
442 Reserved for Class Size, All-Day Kindergarten & Special Ed Student Instructor Ratio  
443 Telecommunications Access Costs

## *CHANGES*

### **ACCOUNT DESCRIPTION**

409 Reserved for Alternative Facilities  
435 Reserved for Contracted Alternative Programs  
438 Reserved for Gifted and Talented  
445 Reserved for Career and Technical Programs  
449 Reserved for Safe Schools-Crime Levy  
450 Reserved for Transition for Pre-Kindergarten



## 9. LIST OF CODES

### FUND DIMENSION

01	General Fund
02	Food Service Fund
04	Community Service Fund
06	Building Construction Fund
07	Debt Service Fund
08	Trust Fund
09	Agency Fund
20	Internal Service Fund
25	Post Employment Benefits Revocable Trust Fund
45	Post Employment Benefits Irrevocable Trust Fund
47	Post Employment Benefits Debt Service Fund

### ACCOUNT GROUPS

98	General Fixed Assets Group
99	General Long-Term Debt Group

### ORGANIZATION/SITE DIMENSION

001-004	Budgeted Learning Sites (also MARSS and STAR Number)
005	District-Wide or Not Otherwise Identified By Budgeted Learning Site
006-798	Budgeted Learning Sites (also MARSS and STAR Number)
799	Home School Sites
800-997, 999	Budgeted Learning Sites (also MARSS and STAR Number)
998	Tuition Billing Site

### PROGRAM DIMENSION

000	District-Wide (Revenue Use Only)
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### ADMINISTRATION

010	Board of Education
020	Office of the Superintendent
030	Instructional Administration
050	School Administration

### DISTRICT SUPPORT SERVICES

105	General Administrative Support
107	Other Administrative Support
110	Business Support Services
120	Cooperative Purchasing and Services (Service Cooperatives Only)

## ELEMENTARY AND SECONDARY REGULAR INSTRUCTION

- 201 Education - Kindergarten
- 202 Education - Pre-Kindergarten
- 203 Education - Elementary General
- 204 Title II, Part A, Teacher & Principal Training and Recruiting Fund
- 205 Title III, Part A, English Language Acquisition, Language Enhancement and Academic Achievement
- 206 Title IV, Part A - Safe And Drug Free Schools And Communities
- 207 Title V, Part A - Innovative Programs
- 209 Title IV, Part B - 21st Century Community Learning Centers
- 210 Title II, Part D – Enhancing Education through Technology
- 211 Education - Secondary General
- 212 Visual Art
- 215 Business
- 216 Title I, Improving the Academic Achievement of the Disadvantaged
- 217 Assurance of Mastery
- 218 Gifted and Talented
- 219 Limited English Proficiency
- 220 English (Language Arts)
- 230 Foreign Language/Native Language
- 240 Health, Physical Education and Recreation
- 250 Family Living Science
- 255 Industrial Education
- 256 Mathematics
- 257 Computer Science/Technology Education
- 258 Music
- 260 Natural Sciences
- 270 Social Sciences/Social Studies
- 291 Co-Curricular Activities (Non-Athletics)
- 292 Boys/Girls Athletics
- 294 Boys Athletics
- 296 Girls Athletics
- 297 Community Service Projects
- 298 Extra-Curricular Activities

## VOCATIONAL EDUCATION INSTRUCTION

- 301 Agricultural Education
- 311 Distributive Education
- 321 Health Science Technology Education
- 331 Personal Family Life Science (In Home)
- 341 Business and Office Education
- 351 Technical Education
- 361 Trade and Industrial Education
- 365 Service Occupations
- 371 Related Subjects/Diversified and Interrelated Occupations

- 380 Special Needs
- 385 Special Needs-Non Disabled
- 399 Career and Technical-General

#### SPECIAL EDUCATION INSTRUCTION

- 400 General Special Education
- 401 Speech/Language Impaired
- 402 Developmental Cognitive Disabilities: Mild-Moderate
- 403 Developmental Cognitive Disabilities: Severe Profound
- 404 Physically Impaired
- 405 Deaf-Hard-Of-Hearing
- 406 Visually Impaired
- 407 Specific Learning Disability
- 408 Emotional/Behavioral Disorder
- 409 Deaf-Blind
- 410 Other Health Disabilities
- 411 Autistic Spectrum Disorders
- 412 Developmentally Delayed Education
- 414 Traumatic Brain Injury
- 416 Severely Multiply Impaired
- 420 Special Education – Aggregate (three or more disabilities)
- 422 Early Intervening Services

#### COMMUNITY EDUCATION AND SERVICES

- 505 General Community Education
- 510 Adults with Disabilities
- 520 Adult Basic and Continuing Education
- 570 School Age Care
- 580 Early Childhood and Family Education
- 581 Prekindergarten Programs
- 582 School Readiness
- 583 Preschool Screening
- 585 Youth Development/Youth Services/After School Enrichment
- 590 Other Community Programs

#### INSTRUCTIONAL SUPPORT SERVICES

- 605 General Instructional Support
- 610 Curriculum Consultant and Development
- 620 Library Media Center
- 640 Staff Development

## PUPIL SUPPORT SERVICES

- 710 Secondary Counseling and Guidance Services
- 712 Elementary Counseling and Guidance Services
- 720 Health Services
- 730 Psychological and Psychiatric Services
- 740 Social Work Services
- 760 Pupil Transportation
- 770 Food Services
- 790 Other Pupil Support Services

## SITES, BUILDINGS AND EQUIPMENT

- 805 Equipment Repair Services for Other Clients
- 810 Operations and Maintenance
- 850 Capital Expenditures
- 855 Alternative Facilities (Health and Safety Related)
- 870 Building Construction

## FISCAL AND OTHER FIXED COSTS PROGRAMS

- 910 Retirement of Long-Term Obligations
- 920 Retirement of Non-bonded Obligations
- 930 Employee Benefits (CLEARING ACCOUNT ONLY)
- 935 Post Employment Benefits
- 940 Insurance
- 950 Transfers
- 960 Other Nonrecurring Items

## FINANCE DIMENSION

- 000 District-Wide

## STATE SUPPORTED PROGRAMS

- 302 Operating Capital
- 303 Area Learning Center
- 304 Contracted Alternative Programs
- 305 State-Approved Public Alternative Programs
- 306 Staff Development – Fifty Percent Site
- 307 Staff Development – Twenty-Five Percent Exemplary Site Grants
- 308 Staff Development – Twenty-Five Percent District-Wide
- 310 Interdistrict Cooperative Activities
- 311 Telecommunications Access Costs
- 312 Alternative Attendance
- 315 Integration Aid and Levy
- 317 Basic Skills

- 320 Success for the Future
- 321 Community Education
- 322 State Adult Basic Education
- 324 GED Testing & Adult Basic Education Supplemental Services
- 325 Early Childhood and Family Education
- 326 Adults with Disabilities
- 327 Certain Teacher Programs
- 328 Home Visiting
- 329 Raised Academic Achievement-International Baccalaureate
- 330 Learning and Development
- 331 First Grade Preparedness
- 332 After School Enrichment Program
- 335 Quality Compensation - Alternative Teacher Professional Pay System
- 336 Raised Academic Achievement-Advanced Placement Programs
- 338 Violence Prevention
- 340 Site Decision - Making Program Grant
- 341 Regional Mathematics and Science Teacher Centers
- 342 Safe Schools - Crime Levy
- 343 Systemic Science, Technology, Engineering and Mathematics (STEM) School Redesign
- 344 School (Learning) Readiness
- 345 Transition for Prekindergarten
- 347 Physical Hazards
- 348 Charter School Building Lease Aid
- 349 Other Hazardous Materials
- 350 Aid to Nonpublic Pupils - Health Services
- 351 Aid to Nonpublic Pupils - Textbooks and Tests
- 352 Environmental Health and Safety Management
- 353 Aid to Nonpublic Pupils - Guidance and Counseling
- 354 Early Childhood Screening Program
- 358 Asbestos Removal and Encapsulation
- 362 Youth Development Service
- 363 Fire Safety
- 364 Hearing Impaired Support Services
- 366 Indoor Air Quality
- 371 Taconite \$25 Reserve
- 372 Medical Assistance/Third Party Revenue
- 375 Grants to Prepare Indian Teachers
- 377 Family Services and Mental Health Initiative
- 385 Deferred Maintenance
- 386 Alternative Facilities
- 388 Gifted & Talented

FEDERAL PROGRAM AID RECEIVED THROUGH  
MINNESOTA DEPARTMENT OF EDUCATION

- 401 Title I, Part A – Improving the Academic Achievement of the Disadvantaged
- 404 Title I - Part C – Education of Migrant Children
- 406 Title I - Part D – Prevention and Intervention Programs for Children and Youth  
Who Are Neglected, Delinquent or At-Risk
- 410 Reading First
- 411 Title I, Part F – Comprehensive School Reform
- 414 Title II, Part A – Teacher and Principal Training and Recruiting
- 415 Title V, Part A – Innovative Programs
- 417 Title III, Part A - English Language Acquisition, Language Enhancement And  
Academic Achievement
- 419 Federal - Special Education General
- 420 Handicapped Early Education - Preschool Incentive Grants
- 421 Special Education Discretionary Programs and Grants – State Initiated
- 422 Infants and Toddlers Program - Ages Birth through Two
- 424 Title VI, Part B, Subpart 2 - Rural and Low-Income Schools
- 426 Transition for Disabled Youth
- 428 Carl Perkins Vocational and Applied Technology
- 433 Title IV, Part A - Safe and Drug-Free Schools and Communities
- 434 Title I, Part H – School Dropout Prevention, Retention & Graduation Initiative
- 438 Federal Adult Basic Education Formula Revenue
- 439 Federal Adult Basic Education Grants
- 442 Title III, Part A- Immigrant Program
- 444 Tech Prep
- 447 Federal Charter School Facilities Incentive Grant
- 449 Title I, Part C, Subpart 3 – Even Start Family Literacy
- 450 Public Charter School Program (PCSP) Dissemination Grant
- 451 Title V, Part B - Charter School Federal Grant
- 452 Title II, Part D - Enhancing Education through Technology – Competitive Grant
- 453 Title II, Part D - Enhancing Education through Technology – Formula Allocation
- 456 Refugee Children School Impact Grant
- 457 Title II, Part B – Mathematics and Science Partnerships
- 459 Title X, Part C-Subtitle B; Education for Homeless Children and Youths
- 460 Title IV, Part B - 21st Century Community Learning Centers
- 461 Community Service for Expelled or Suspended Students
- 462 NCLB – AYP Improvement Grant
- 466 Teacher Advancement Program
- 467 Title I – School Improvement Grant
- 469 Child Care Food Program

## FEDERAL AID RECEIVED DIRECTLY FROM FEDERAL SOURCES

- 507 Disabled Impact Aid
- 508 National Science Foundation Grant
- 510 Indian Elementary and Secondary School Assistance
- 513 Indian Education Assistance to Schools – Johnson O'Malley
- 514 Title VI, Part B - Small, Rural Education Achievement Program

## FEDERAL SUBAWARD OR SUBGRANTS FROM OTHER DISTRICTS/AGENCIES

600-669 SAME ACCOUNT NUMBER AS IN THE 400 FINANCE SERIES OF  
FEDERAL CODES

### CHILD NUTRITION

- 701 National School Lunch Program – NSLP
- 702 After-School Snack Program
- 703 Special Milk Program - SMP/MN Kindergarten Milk Program - MKMP
- 705 School Breakfast Program - SBP
- 707 A La Carte/Other
- 709 Summer Food Service Program for Children

### TRANSPORTATION

- 711 Learning Year - Summer
- 713 Open Enrollment Transportation - Outside the District
- 714 Transportation to Multi-District Integration/Desegregation Programs
- 715 Integration/Desegregation Transportation
- 716 Noon Kindergarten Transportation
- 717 Late Activities Bus for Public School Pupils
- 718 Student Transportation Safety
- 719 Traffic Hazards - Walkers
- 720 Regular To-And-From School
- 721 Regular Summer School
- 723 Special Transportation of Pupils Attending Special Education Programs
- 725 Between Schools - Public
- 726 Nonpublic Nonregular
- 728 Special Transportation of Selected Pupils
- 733 Non-Authorized Transportation
- 737 Ineligible/Nonresident Pupils
- 739 Low Income Families Enrollment Options Transportation Reimbursement

### SPECIAL EDUCATION

- 740 State - Special Education General
- 756 State - Special Student Aid

## STATE PLACEMENT

761 Non-Special Education State Placement

## LEVY SUPPORTED PROGRAMS

794 Disabled Accessibility  
795 Capital Projects Levy  
796 Health Benefits  
798 Children with Disabilities in School Age Care  
799 Collaboration-Expansion of Early Intervention and Prevention Services

## SECONDARY CAREER AND TECHNICAL

830 Career and Technical Education Levy  
835 Career and Technical Programs – Children with Disabilities

## OBJECT DIMENSION

### SALARIES AND WAGES

110 Administration/Supervision  
120 Early Childhood/School Readiness Administration/Supervision  
140 Licensed Classroom Teacher  
141 Non-Licensed Classroom Personnel  
143 Licensed Instructional Support Personnel  
144 Non-licensed Instructional Support Personnel  
145 Substitute Teacher-Licensed Personnel Salaries  
146 Substitute Non-Licensed Classroom/Instructional Salaries  
170 Non-Instructional Support  
185 Other Salary Payments  
190 Sabbatical Leave  
191 Severance  
195 Interdepartmental Employee Salaries and Wages (Chargeback)  
199 Salary Adjustments - Full Cafeteria Plans/Cash In Lieu of Benefits

### EMPLOYEE BENEFITS

210 FICA/Medicare  
214 PERA (Public Employees Retirement Association)  
218 TRA (Teacher Retirement Association)  
220 Health Insurance  
230 Life Insurance  
235 Dental Insurance  
240 Long Term Disability Insurance  
250 Tax Sheltered Annuities/Minnesota Deferred Compensation Plan  
251 Employer-Sponsored Health Reimbursement Arrangements (HRA)  
252 Other Post Employment Benefits (Up to and equal to ARC)



- 270 Workers Compensation
- 280 Unemployment Compensation
- 290 Other Post Employment Benefits (In excess of the ARC)
- 291 Other Post Employment Benefits (Pay-as-you-go)
- 295 Interdepartmental Employee Benefits (Chargeback)
- 299 Other Employee Benefits

#### PURCHASED SERVICES

- 303 Federal Sub Awards and Sub Contracts-Under \$25,000
- 304 Federal Sub Awards and Sub Contracts-Over \$25,000
- 305 Consulting Fees/Fees for Services
- 306 Special Education Litigation Costs
- 316 Data Processing Services (Other Educational Agencies)
- 320 Communication Services
- 329 Postage and Parcel Services
- 330 Utility Services
- 340 Insurance
- 350 Repairs and Maintenance Services
- 360 Transportation Contracts With Private or Public Carriers
- 365 Interdepartmental Transportation (Chargeback)
- 366 Travel, Conventions and Conferences
- 368 Federal Reimbursed Out-Of-State Travel
- 369 Entry Fees/Student Travel Allowances
- 370 Operating Leases or Rentals
- 381 Medicaid Reimbursed Equipment
- 382 Medicaid Reimbursed Services
- 384 Third Party Reimbursed Equipment, Not Medicaid
- 385 Third Party Reimbursed Services, Not Medicaid
- 389 Staff Tuition Reimbursement
- 390 Payments for Educational Purposes to Other Minnesota School Districts
- 391 Payments to Minnesota School Districts (Cost Sharing Agreements)
- 392 Payments for Educational Purposes to Out-Of-State School Districts and Other Agencies
- 393 Special Education & Transition Programs for Children with a Disability Contracted Services
- 394 Payments for Educational Purposes to other Agencies (Non-school Districts)
- 395 Shared Costs for Paired Districts Only
- 396 Special Education Salary Purchased from another District
- 397 Special Education Benefits Purchased from another District
- 398 Interdepartmental Miscellaneous Services (Chargeback)
- 399 Purchase of Special Ed. Contacted Services from another District/Cooperative

## SUPPLIES AND MATERIALS

- 401 Supplies and Materials - Non-Instructional
- 430 Supplies and Materials - Non-Individualized Instructional
- 433 Supplies and Materials - Individualized Instruction
- 440 Fuels
- 460 Textbooks and Workbooks
- 461 Standardized Tests
- 470 Media Resources
- 490 Food
- 491 Commodities
- 495 Milk
- 499 Warehouse Inventory Adjustment

## CAPITAL EXPENDITURES

- 510 Site or Grounds Acquisition
- 520 Building Acquisition or Construction
- 530 Other Equipment Purchased
- 531 Depreciation Expense
- 532 Bus Equipment - Purchased (Updating Bus Equipment)
- 535 Capital Leases
- 545 Interdepartmental Operating Capital (Chargeback)
- 548 Pupil Transportation Vehicles
- 550 Other Vehicles Purchased
- 555 Technology Equipment
- 580 Principal on Capital Lease/Installment Sales Contracts
- 581 Interest on Capital Lease/Installment Sales Contracts
- 589 Lease Transactions/Installment Sales (Fund 01-Other Financing Source)
- 590 Other Capital Expenditures

## DEBT SERVICE

- 710 Bond, Redemption of Principal
- 720 Bond, Interest
- 730 Loans, Redemption of Principal
- 740 Loans, Interest
- 750 Indebtedness of Discontinued School Districts
- 790 Other Debt Service Expenditures

## OTHER EXPENDITURES

- 810 Judgments against the School District
- 820 Dues, Membership, Licenses and Certain Fees
- 895 Federal and Nonpublic Indirect Cost (Chargeback)
- 896 Taxes and Special Assessments
- 898 Scholarships
- 899 Miscellaneous Expenditures

## OTHER FINANCING USES

- 910 Permanent Transfers to other Funds
- 920 Bond Refunding Payment

## SOURCE DIMENSION

### LOCAL SOURCES

- 001 Property Tax Levy - General
- 004 Revenue from Municipalities for Tax Increment Finance
- 009 Fiscal Disparities Revenue
- 010 County Apportionment
- 015 Iron Range Resources and Rehabilitation Board Grant
- 014 Taconite Homestead Credit Revenue
- 016 Taconite Levy Replacement Revenue
- 017 Taconite General Education Aid Replacement Revenue
- 018 Taconite Referendum Revenue
- 019 Miscellaneous County Tax Revenues
- 020 Property Tax Shift Recognition Revenue (Computed)

### TUITION, FEES, AND ADMISSIONS

- 021 Tuition and Reimbursements from Minnesota School Districts
- 022 Reimbursement Revenue for Special Education Services from another District
- 031 Tuition from Out-Of-State School Districts
- 035 Out-Of-State Nonschool Revenues
- 040 Tuition from Patrons
- 050 Fees from Patrons
- 060 Admissions
- 071 Medical Assistance Revenue Received from Minnesota Department of Human Services
- 072 Third Party Revenue Received from Private Insurance Providers
- 092 Interest Earnings
- 093 Rent

## OTHER LOCAL REVENUE

- 096 Gifts and Bequests
- 099 Miscellaneous Revenues from Local Sources

## STATE SOURCES

- 201 Endowment Fund Apportionment
- 211 General Education Aid
- 213 Shared Time Aid
- 227 Abatement Aid
- 229 Disparity Reduction Aid
- 234 Homestead Market Value Credit  
Agricultural Market Value Credit
- 235 Private Alternative Programs Aid
- 258 Other State Credits and Exempt Property Reimbursements
- 296 Property Tax Shift Offset Adjustment
- 298 Levy Equity Adjustment
- 299 State Aid Adjustment for Property Tax Shift
- 300 State Aids Received From Minnesota Department of Education for Which a Finance  
Code Is Specified
- 301 Nonpublic Aid
- 307 Health and Safety Aid
- 308 Interactive Telecommunications Aid (ITV)
- 309 Debt Service Equalization Aid
- 360 State Aid for Special Education
- 369 Other Revenue from Other State Agencies
- 370 Other Aid from Minnesota Department of Education

## FEDERAL AIDS RECEIVED THROUGH MINNESOTA DEPARTMENT OF EDUCATION, AND OTHER AGENCIES

- 400 Federal Aids Received through Minnesota Department of Education for which a  
Finance Code is Specified (Except Food And Nutrition)
- 405 Federal Aid Received through Other State, Local and Fiscal Agencies
- 471 School Lunch Program
- 472 Special Assistance - Needy Child Program
- 473 Commodity Cash Rebate Program
- 474 Commodity Distribution Program
- 475 Special Milk Program
- 476 School Breakfast Program
- 477 Cash In Lieu of Commodities
- 479 Summer Food Service Program
- 499 Miscellaneous Federal Revenue through Department of Education

FEDERAL AID RECEIVED DIRECTLY  
FROM FEDERAL SOURCES

- 500 Federal Aid Received Directly from Federal Sources for which a Finance Code is Specified
- 506 Impact Aid
- 599 Miscellaneous Federal Direct Aid

LOCAL SALES AND INSURANCE RECOVERY

- 601 Food Service Sales to Pupils
- 606 Food Service Sales to Adults
- 608 Special Function Food Sales
- 614 Contributions to Post Employment Benefits Trust
- 616 Retiree Contributions to Post Employment Benefits Trust
- 619 Cost of Materials for Revenue Producing Activities (Contra Revenue)
- 620 Sale of Materials from Revenue Producing Activities
- 621 Sale of Materials Purchased for Resale (Net of Tax)
- 622 Sale of Materials (Net of Tax)
- 623 Sale of Real Property
- 624 Sale of Equipment
- 625 Insurance Recovery
- 628 Judgments for the School District

SALE OF BONDS AND LOANS

- 631 Sale of Bonds
- 636 Capital Loans
- 637 Debt Service Loans
- 639 Proceeds from Other State and Non-state Loans Received

INCOMING TRANSFERS

- 649 Permanent Transfers from Other Funds

**COURSE DIMENSION**

COURSE DIMENSION CODES FOR DESIGNATED YEARS

- 000 Projects That End During Current Year
- 001 Projects That End During FY '91 or '01
- 002 Projects That End During FY '92 or '02
- 003 Projects That End During FY '93 or '03
- 004 Projects That End During FY '94 or '04
- 005 Projects That End During FY '95 or '05
- 006 Projects That End During FY '96 or '06
- 007 Projects That End During FY '97 or '07

- 008 Projects That End During FY '98 or '08
- 009 Projects That End During FY '99 or '09
- 010 Projects That End During FY '00 or '10
- 640 Staff Development

**BALANCE SHEET ACCOUNTS**

**ASSET ACCOUNTS**

**Current Asset Accounts**

- 101 Cash and Cash Equivalents
- 103 Cash with Fiscal Agent
- 104 Investments
- 110 Current Property Taxes Receivable
- 111 Delinquent Property Taxes Receivable
- 115 Other Accounts Receivable
- 116 Interest Receivable
- 118 Due from Other Funds
- 120 Due from Other Minnesota School Districts
- 121 Due from Minnesota Department of Education
- 122 Due from Federal Government through the Minnesota Department of Education
- 123 Due from Federal Government Received Directly
- 125 Due from Other Governmental Units
- 129 Commodities
- 130 Inventory
- 131 Prepaid Expenditures and Deposits
- 139 Lease Receivable

**General Fixed Asset Account Group (Fund 20 and 98)**

- 140 Land
- 141 Land Improvements
- 142 Buildings
- 143 Equipment
- 148 Property and Equipment under Capital Lease
- 149 Construction Work In Progress

**General Long-Term Debt Account Group - Budgeting Account**

- 150 Amount Available for Retirement of Bonds and State Loans
- 151 Amount to be provided From Property Taxes for Long-Term Debt Payments
- 152 Amount to be provided for Capital Lease Agreements
- 160 Amount Available For Severance Pay
- 161 Amount to be provided for Separation and Severance Pay
- 162 Amount to be provided - Compensated Absences

**General Fixed Asset Account Group – Depreciation**

- 171 Accumulated Depreciation on Land Improvements (Contra Asset)
- 172 Accumulated Depreciation on Buildings (Contra Asset)
- 173 Accumulated Depreciation on Equipment (Contra Asset)
- 174 Accumulated Depreciation on Property and Equipment under Capital Lease (Contra Asset)

**LIABILITY ACCOUNTS****Current Liabilities Accounts (Funds 01-09, and 20)**

- 201 Salaries and Wages Payable
- 202 Short-Term Indebtedness
- 205 Due to Other Funds
- 206 Other Accounts Payable
- 207 Judgments Payable
- 208 Interest Payable
- 209 Other Current Liabilities
- 210 Due to Other Minnesota School Districts
- 212 Due to Other Governmental Units
- 213 Property Tax Shift Adjustment
- 214 Advance of Unearned General Education Aid
- 215 Payroll Deductions and Employer Contributions
- 218 Claims Payable
- 220 Construction Contracts Payable
- 230 Deferred Revenue
- 231 Deferred Revenue - Delinquent Taxes
- 235 Deferred Revenue - Property Taxes Levied For Subsequent Year's Expenditures

**Long Term Liabilities**

- 250 Bonds Payable
- 251 Equipment Notes Payable
- 252 Capital Improvement Loans Payable
- 253 Energy Loans Payable
- 254 Capital Lease Payable
- 255 Capital Loans Payable
- 256 Debt Service Loans Payable
- 257 Construction Loans (Bonds) Payable (ISD #12, 14, 279)
- 260 Separation and Severance Payable
- 261 Special Assessments and Long Term Lease Payables
- 262 Compensated Absences Payable

**FUND BALANCE ACCOUNTS/RESERVED AND UNRESERVED**

- 403 Reserved For Staff Development
- 405 Reserved For Deferred Maintenance
- 406 Reserved For Health and Safety
- 407 Reserved For Capital Projects Levy

- 408 Reserved For Cooperative Programs
- 409 Reserved For Alternative Facilities Program
- 411 Reserved For Severance Pay
- 414 Reserved For Operating Debt
- 416 Reserved For Levy Reduction
- 418 Designated For Severance - Insurance Premium
- 419 Reserved For Encumbrances (Appropriate Fund)
- 422 Unreserved/Undesignated Fund Balance
- 423 Reserved For Certain Teacher Programs
- 424 Reserved For Operating Capital
- 425 Reserved For Bond Refundings
- 426 Reserved For \$25 Taconite
- 427 Reserved For Disabled Accessibility
- 428 Reserved For Learning and Development
- 430 Investment in General Fixed Assets
- 431 Reserved For Community Education
- 432 Reserved For Early Childhood and Family Education
- 434 Reserved For Area Learning Center
- 435 Reserved For Contracted Alternative Programs
- 436 Reserved For State-Approved Alternative Programs
- 438 Reserved For Gifted & Talented
- 441 Reserved For Basic Skills Programs
- 444 Reserved For School Readiness
- 445 Reserved For Career and Technical Programs
- 446 Reserved For First Grade Preparedness
- 447 Reserved For Adult Basic Education
- 449 Reserved For Safe Schools Levy
- 450 Reserved For Transition for Pre-Kindergarten
- 451 Reserved For Qualified Zone Academy Bond (QZAB)

**General Fixed Asset Account Group**

- 430 Investment In General Fixed Assets (Fund 20 And Account Group 98)

**(DISTRICT USE ONLY)**

- 301 Open Encumbrances (Use is Optional-Not used for State Reporting)

**REVENUE SUMMARY ACCOUNTS**

- 501 Revenue Summary - Community Education
- 502 Revenue Summary - Early Childhood And Family Education
- 503 Revenue Summary - Student Transportation Safety
- 504 Revenue Summary - Operating Capital
- 505 Revenue Summary - School Readiness
- 510 Revenue Summary - Reemployment Insurance
- 515 Revenue Summary - Health and Safety
- 516 Revenue Summary - Disabled Accessibility



519 Revenue Summary - Unreserved/Undesignated

**EXPENDITURE SUMMARY ACCOUNTS**

530 Expenditure Summary - Reemployment Insurance  
532 Expenditure Summary - Bus Purchases  
535 Expenditure Summary - Health and Safety  
536 Expenditure Summary - Disabled Accessibility  
539 Expenditure Summary - Unreserved/Undesignated  
541 Expenditure Summary - Community Education  
542 Expenditure Summary - Early Childhood and Family Education  
543 Expenditure Summary - Student Transportation Safety  
544 Expenditure Summary - Operating Capital  
545 Expenditure Summary - School Readiness

**ENCUMBRANCE SUMMARY ACCOUNTS**

550 Encumbrance Summary - Reemployment Insurance  
552 Encumbrance Summary - Bus Purchases  
559 Encumbrance Summary - Unreserved/Undesignated

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## **10. PERMITTED CODE COMBINATIONS FOR F.Y. 2008 & THEREAFTER**

### **INTRODUCTION**

The main objective of UFARS is to uniformly collect district financial data from all reporting units. The purpose of this chapter is to provide guidance as to the permitted combinations of dimension codes to ensure compliance with state, federal and other external reporting requirements.

Expenditure codes are divided into two basic categories, unrestricted and restricted. Unrestricted codes are used to record expenditures of a Local Educational Agency (LEA) that spends unreserved revenues of the district. Restricted codes are used to record expenditures of an LEA that spends reserved revenues or are otherwise restricted. These expenditure accounts utilize a finance code other than 000.

As an assurance that all expenditures are reported in compliance with these formats, each approved financial system must include edit programs that prevent an LEA from reporting data in accounts that do not contain approved combinations of dimension codes. The Department of Education also performs the same edits to double check each account before the data is entered into the State's database. If, for any reason, data is reported that does not comply with the State's edit program, the entire submission is rejected. An LEA must then make the appropriate corrections and resubmit its data.

Revenue accounts have the same classification as expenditures. Unrestricted revenues are recorded to the unreserved fund balance accounts; restricted revenues are recorded to the appropriate reserved or unreserved fund balance accounts. Again, restricted revenues can be identified through the use of a finance code other than 000. However, there currently are no grids contained in this manual to aid in revenue coding, nor are there edit programs to ensure the compliance of revenue account code combinations. Using the combination of the Finance and Source chapters of this manual, along with the payment information indicated either on the warrant or the IDEAS report, an LEA will be able to determine the permitted revenue code combinations.

The following pages of this chapter contain tables to aid in the selection of proper code combinations for expenditures.

## Unrestricted Expenditure Grid

### Unrestricted Expenditures - Permitted Coding Grids

Unrestricted expenditure account codes must conform to the reporting standards outlined in this section. The unrestricted grids contain the allowable combinations, by fund, organization, program and object.

To use these grids, a determination must first be made regarding the appropriate fund and program. Once these two determinations are made and located on the grids, the allowable organization(s) and object(s) can be located on the horizontal axis of the grids.

A complete and correct determination for unrestricted expenditure codes can be made following those steps.

**Example:** Salary for the superintendent.

	<b>Dimension</b>	<b>Account Code</b>	
Determine	Fund:	01	General
Determine	Program:	020	Office of the Superintendent
Grid	Organization:	005	District-Wide
Grid	Object:	110	Administration/Supervision

**Unrestricted – General Fund 01  
Permitted Expenditure Code Grid**

PROGRAM No.	PROGRAM	ORGANIZATION SERIES				OBJECT SERIES						
		005	001-004	006-999	100	200	300	400	500	700	800	900
010	Board Of Education	X			X	X	X	X	X		X	
020	Office Of The Superintendent	X			X	X	X	X	X		X	
030	Instructional Administration	X			X	X	X	X	X		X	
050	School Administration	X	X	X	X	X	X	X	X		X	
105-120	District Support Services	X			X	X	X	X	X		X	
201	Kindergarten	X	X	X	X	X	X	X	X		X	
203	Elementary Education	X	X	X	X	X	X	X	X		X	
211	Secondary Education	X	X	X	X	X	X	X	X		X	
212-270	Instructional Education	X	X	X	X	X	X	X	X		X	
291-298	Cocurricular & Extracurricular	X	X	X	X	X	X	X	X		X	
301-399	Career & Technical Education	X	X	X	X	X	X	X	X		X	
401-499	Special Education Instruction	X	X	X	X	X	X	X	X		X	
605-640	Instructional Support Services	X	X	X	X	X	X	X	X		X	
710-760	Pupil Support Services	X	X	X	X	X	X	X	X		X	
790	Pupil Support Services	X	X	X	X	X	X	X	X		X	
805-850	Sites, Buildings And Equipment	X	X	X	X	X	X	X	X		X	
855	Alternative Facilities (Health & Safety Related)											
920	Retirement Of Nonbonded Obligations	X								X		
930	Employee Benefits	X	X	X		200-289, 292-299						
940	Property And Other Insurance	X	X	X			X					
950	Transfers	X										X
960	Other Nonrecurring Items	X									X	

Expenses in Program Code 930, Employee Benefits must be allocated out at year end.

**Unrestricted – Community Service Fund 04  
Permitted Expenditure Code Grid**

PROGRAM No.	PROGRAM	ORGANIZATION SERIES				OBJECT SERIES							
		005	001-004	006-999	100	200	300	400	500	700	800	900	
301-380	Adult Career & Technical Instruction	X	X	X	X	X	X	X	X	X		X	
505-585	Community Service	X	X	X	X	X	X	X	X		X	X	
590	Other Community Service	X	X	X	X	X	X	X	X	X	X	X	

**Unrestricted – Building Construction Fund 06  
Permitted Expenditure Codes Grid**

PROGRAM No.	PROGRAM	ORGANIZATION SERIES			OBJECT SERIES								
		005	001-004	006-999	100	200	300	400	500	700	800	900	
810-910	Building Construction	X	X	X	X	X	X	X	X	X	X	X	
870	Retirement of Long-Term Obligations	X	X	X	X	X	X	X	X	X	X	X	910

**Unrestricted – Debt Service Fund 07  
Permitted Expenditure Codes Grid**

PROGRAM No.	PROGRAM	ORGANIZATION SERIES			OBJECT SERIES								
		005	001-004	006-999	100	200	300	400	500	700	800	900	
910-920	Fiscal & Other Fixed Costs Programs	X					390		580 590	X			910 920

Note: Transfers are not made through expenditure accounts.

**Unrestricted – Internal Service Fund 20  
Permitted Expenditure Codes Grid**

PROGRAM No.	PROGRAM	ORGANIZATION SERIES			OBJECT SERIES								
		005	001-004	006-999	100	200	300	400	500	700	800	900	
010-030, 105-120	All Programs as Enumerated	X			X	X	X	X	X	X	X	X	X
050, 201-929, 931-960	All Programs as Enumerated	X	X	X	X	X	X	X	X	X	X	X	X

**Unrestricted – Post Employment Benefits Revocable Trust Fund 25  
Permitted Expenditure Codes Grid**

PROGRAM No.	PROGRAM	ORGANIZATION SERIES			OBJECT SERIES								
		005	001-004	006-999	100	200	300	400	500	700	800	900	
935	Post Employment Benefits	X				X							

**Unrestricted – Post Employment Benefits Irrevocable Trust Fund 45  
Permitted Expenditure Codes Grid**

PROGRAM No.	PROGRAM	ORGANIZATION SERIES			OBJECT SERIES								
		005	001-004	006-999	100	200	300	400	500	700	800	900	
935	Post Employment Benefits	X				X							

**Unrestricted – Post Employment Benefits Debt Service Fund 47**  
**Permitted Expenditure Codes Grid**

PROGRAM No.	PROGRAM	ORGANIZATION SERIES					OBJECT SERIES						
		005	001-004	006-999	100	200	300	400	500	700	800	900	
910-920	Fiscal & Other Fixed Costs Programs	X									710-720, 790		X

**Unrestricted – General Fixed Assets Group Fund 98**  
**Permitted Expenditure Codes Grid**

PROGRAM No.	PROGRAM	ORGANIZATION SERIES					OBJECT SERIES						
		005	001-004	006-999	100	200	300	400	500	700	800	900	
010-999	All Programs	X	X	X	X	X	X	X	X	X	X	X	X

## Restricted Finance Grid

### Restricted Expenditures – Detailed Accounting and Reporting Requirements.

School district expenditures that require a finance code because they are funded by federal grants, state statute or rule, or entitlements must be classified in accordance with the UFARS Chapter 10 Restricted Finance Grid that is described below.

The first section of the grid, Restricted Operating Capital Expenditure, is used for capital expenditures that use facilities, equipment, or disabled accessibility revenues. The second section, Restricted Finance Grid, is used for all other restricted expenditures.

The Grid layout is:

FIN DESCRIPTION FUNDS ORGANIZATION PROGRAMS OBJECT

FIN and DESCRIPTION refer to the Finance Dimension as described in the Finance Chapter of this manual. The Finance Dimension is the key dimension of this grid. Finance codes are listed in ascending numerical order.

Please note that the restricted grid requirements do not change the UFARS code layout. Restricted expenditure codes must follow the usual UFARS coding sequence as follows:

FUND	ORG	PRO	FIN	OBJ	CRS
XX	XXX	XXX	XXX	XXX	XXX

Once a requirement for a finance dimension is determined and the finance number has been located in the Restricted Finance Grid, the remaining possible expenditure code dimensions can be determined.

Further questions on the use of the Restricted Finance Grid can be addressed to a Regional Accounting Coordinator (RAC) or the Department of Education (Financial Management Team). Both of these resources are listed in the appendix of this manual.

**The use of this Restricted Finance Grid does not supersede state and federal grant regulations. Individual grants may be more restrictive. Be sure to refer to the grant applications for greater detail.**



**Permitted Code Combinations for Expenditures from the Reserved for  
Operating Capital (Fund Balance Sheet No. 424), Using Finance  
Code No. 302 (Operating Capital), in the General Fund**

ACTIVITY	EQUIPMENT FINANCE #302	FACILITIES FINANCE #302 Pro 850 only
1. Acquire Land		OBJ 510
2. Acquire, Construct Buildings		OBJ 520
3. Rent or Lease Buildings		OBJ 370 and 520
4. Equip/Re-Equip Sites or Buildings	PRO 010-810 OBJ 390, 499, 530	OBJ 530
5. Improve/Repair Sites, Buildings, & Permanent Attached Fixtures		OBJ 510 and 520
6. Improve Building Leased According to M.S. 123B.51 Subd. 4		OBJ 520
7. Capital Project to Surplus School Used for Public Non-school Purpose		OBJ 520
8. Eliminate Barriers or Increase Access for Handicapped		OBJ 510 and 520
9. Energy Audits and Modifications (if cost can be recovered within 10 years)		OBJ 305 and 520
10. Special Assessments Against School Property		OBJ 896
11. Pay Principal and Interest		OBJ 730, 740, 790
12. Purchase and Lease Interactive Telecommunications Equipment	PRO 010-810 OBJ 110, 370, 530, 535, 555, 580 581, 589, 590	OBJ 370, 530, 535, 555, 580, 581, 589, 590
13. To pay Capital Expenditure Equipment Related Assessment of any Entity Formed Under a Cooperative Agreement	PRO 010-799 OBJ 316, 390, 391, 820	
14. Purchase or Lease Computers and Related Materials, Copying Machines and Other Non-Instructional Equipment	PRO 010-120, 610-850 OBJ 350, 370, 530 535, 555, 580, 581, 589, 590	OBJ 350, 370, 530, 555 580, 581, 589, 590
15. Purchase or Lease Equipment for Instructional Programs	PRO 201-499 OBJ 370, 530, 535, 555 580 581, 589, 590	OBJ 370, 530, 555, 580, 581, 589, 590
16. Purchase Textbooks	PRO 201-499 OBJ 460	
17. Purchase Library Books	PRO 620 OBJ 470	OBJ 470
18. Purchase Vehicles	PRO 010-810 OBJ 532, 548 and 550	

ACTIVITY	EQUIPMENT FINANCE #302	FACILITIES FINANCE #302 Pro 850 only
19. Technology Coordinator	PRO 010-810 OBJ 100-299	

**RESERVED FOR DISABLED ACCESSIBILITY NO. 427**

All activities related to removal of architectural barriers and fire safety improvements in accordance with Minnesota Statute 123B.58

PRO 850  
OBJ 300-399, 500-599

**RESTRICTED FINANCE GRID**

<b>FIN</b>	<b>DESCRIPTION</b>	<b>FUNDS</b>	<b>ORGANIZATION</b>	<b>PROGRAM</b>	<b>OBJECT</b>
302	OPERATING CAPITAL	01	005	010-030 Administration 105-120 District Support Service	110-299, 305, 316, 350, 370, 395-398, 499-599, 820, 896
			001-999	050 Administration 201-299 Kndgtn/El/Sec. Instr. 301-399 Career & Technical Educ. 401-420 Special Education Instr. 605-640 Instructional Support 710-760, 790 Pupil Support Serv. 805-850 Sites, Building, Equip.	110-299, 305, 316, 350, 370, 390-398, 460, 470, 499-599, 820, 896
				505-590 Community Education	530 & 555 ONLY
				770 Food Service	530 ONLY
				920 Retirement of Non-bonded Obligations	580-581, 730-740, 790, 896, 910
				005	010-030 Administration 105-120 District Support Service
001-999	All Other Programs except 770	110-599, 810-899			
304	CONTRACTED ALTERNATIVE PROGRAMS	01	005	010-030 Administration 105-120 District Support Service	305-399
			001-999	050 Administration 201-299 Kndgtn/El/Sec. Instr	305-399
305	STATE APPROVED PUBLIC ALTERNATIVE PROGRAMS	01	005	010-030 Administration 105-120 District Support Service	110-599, 810-899
			001-999	All Other Programs except 770	110-599, 810-899
306	STAFF DEVELOPMENT-50% SITE	01	001-004, 006-999	030-050 Administration 201-298 Kndgtn./Elem./Sec. Instr. 301-399 Career & Technical Instr. 401-420 Special Education Instr. 605-640 Instructional Support 710-760, 790 Pupil Support Serv.	110-599, 810-899
307	STAFF DEVELOPMENT-25% EXEMPLARY	01	001-999	010-050 Administration 105-110 District Support 201-298 Kndgtn./Elem./Sec. Instr. 301-399 Career & Technical Instr. 401-420 Special Education Instr. 605-640 Instructional Support 710-760, 790 Pupil Support Serv.	110-599, 810-899

**RESTRICTED FINANCE GRID**

<b>FIN</b>	<b>DESCRIPTION</b>	<b>FUNDS</b>	<b>ORGANIZATION</b>	<b>PROGRAM</b>	<b>OBJECT</b>
308	STAFF DEVELOPMENT-25% DISTRICT-WIDE	01	001-999	010-050 Administration 105-110 Dist. Support 201-298 Kndgtn./Elem./Sec. Instr. 301-399 Career & Technical Instr. 401-420 Special Education Instr. 605-640 Instructional Support 710-760, 790 Pupil Support Serv	110-599, 810-899
310	COOPERATIVE REVENUE	01	005	010-030 Administration 105-120 District Support Service	110-599, 810-899
			001-999	All Other Programs except 770	110-599, 810-899
311	TELECOMMUNICATIONS ACCESS COSTS	01	001-999	001-999	110-599
		04	005	505-590	110-599
312	ALTERNATIVE ATTENDANCE	01, 09	005	010-030 Administration 105-120 District Support Service	110-599, 810-899
			001-999	050 School Administration 201-298 Kndgtn/El/Sec. Instr. 301-399 Career & Technical Instr. 401-420 Special Education Instr. 605-640 Instructional Support 710-760, 790 Pupil Support Serv. 810 Operation & Maintenance 850 Facilities	110-599, 810-899
315	INTEGRATION AID & LEVY	01, 09	005	010-030 Administration 105-120 District Support Service	110-599, 810-899
			001-999	050 School Administration 201-298 Kndgtn/El/Sec. Instr. 301-399 Career & Technical Instr. 401-420 Special Education Instr. 605-640 Instructional Support 710-760, 790 Pupil Support Serv. 810 Operation & Maintenance 850 Facilities	110-599, 810-899
		09	001-999	590 Other Community Programs	110-499

**RESTRICTED FINANCE GRID**

<b>FIN</b>	<b>DESCRIPTION</b>	<b>FUNDS</b>	<b>ORGANIZATION</b>	<b>PROGRAM</b>	<b>OBJECT</b>
317	BASIC SKILLS	01	005	030 Instructional Admin. 105 General Admin. Support	110-599, 810 –899
			001-999	050 School Administration 201-213,215-298 Kndgtn/El/Sec. 301-399 Career & Technical Instr. 401-420 Special Education Instr. 605-640 Instructional Support 710-760, 790 Pupil Support Serv.	110-599, 810 –899
320	SUCCESS FOR THE FUTURE	01	001-999	105 General Admin. Support 201-270 Kndgtn/El/Sec. Instr. 401-420 Special Education Instr. 605-640 Instructional Support 710-760, 790 Pupil Support Serv.	110-599, 810-899
321	COMMUNITY EDUCATION	04, 09	001-999	505-590 Community Education	110-599, 740, 810-899
322	STATE ADULT BASIC EDUCATION	04, 09	001-999	520 Adult Basic & Continuing Education	110-499, 530, 555, 580-581, 820
324	GED TESTING & ADULT BASIC EDUCATION SUPPLEMENTAL SERVICES	04	001-999	520 Adult Basic & Continuing Education	110-390, 392-393, 395-499, 530, 555, 820
325	EARLY CHILDHOOD & FAMILY EDUCATION	04, 09	001-999	580 Early Childhood & Family Education	110-305, 320-330, 350-366, 370, 390-391, 394-395, 398-430, 470, 490, 530, 555, 580-581, 820
326	ADULTS WITH DISABILITIES	04	001-999	510 Adults with Disabilities	110-599, 810-899
327	CERTAIN TEACHER PROGRAMS	01	001-999	640 Staff Development	110-599, 810-899
328	HOME VISITING	04	000-999	580 Community Education and Services	100-143, 145-305, 320-329, 365-366, 390-391, 394-395, 398-430, 470, 555, 820
329	RAISED ACADEMIC ACHIEVEMENT-INTERNATIONAL BACCALAUREATE	01	001-999	001-999 All Programs	110-499, 810-899
330	LEARNING & DEVELOPMENT	01	001-999	201-270 Kndgtn/El/Sec. Instr. 605-640 Instructional Support 740 Attend./Social Work Serv.	140-145, 195-316, 329-499, 530, 555, 810-899
331	FIRST GRADE PREPAREDNESS	01	001-004, 006-999	201 Kindergarten Education	110-185, 195-305, 329, 350-366, 430-433, 460, 470-490, 530, 555

**RESTRICTED FINANCE GRID**

<b>FIN</b>	<b>DESCRIPTION</b>	<b>FUNDS</b>	<b>ORGANIZATION</b>	<b>PROGRAM</b>	<b>OBJECT</b>
332	AFTER SCHOOL ENRICHMENT PROGRAM	04	001-999	585 Youth Development/Youth Services	110-599, 810-895, 898
335	ALTERNATIVE COMPENSATION PROGRAM	01	001-999	010-099 Administration 100-199 District Support Serv. 200-299 Elem./Sec. Reg. Inst. 300-399 Career & Technical Instr. 401-499 Special Education Inst. 505-599 Comm. Ed. & Serv. 600-699 Inst. Support Serv. 700-740 Pupil Support Serv. 790 Other Pupil Support Serv.	110-499, 530, 555, 820-899
336	RAISED ACADEMIC ACHIEVEMENT – ADVANCED PLACEMENT	01	001-999	001-999 All Programs	110-499, 810-899
338	VIOLENCE PREVENTION	01	001-999	640 Staff Development 790 Other Pupil Support Serv.	110-499, 810-899
		04	005	640 Staff Development 790 Other Pupil Support Serv.	110-499, 810-899
340	SITE DECISION-MAKING PROGRAM GRANT	01	001-999	010-099 Administration 200-299 Elem/Sec Reg. Inst. 300-399 Career & Technical Instr. 401-499 Special Ed Inst. 600-699 Inst. Support Serv. 700-740 Pupil Support Serv. 790 Other Pupil Support Serv.	110-599, 810-898
341	REGIONAL MATHEMATICS & SCIENCE TEACHER CENTERS	01	001-999	001-999 All Programs	110-499, 810-899
342	SAFE SCHOOLS (CRIME LEVY)	01	001-999	001-499 All Programs 600-999 All Programs	110-599, 810-895
343	SYSTEMIC S.T.E.M. SCHOOL REDISIGN	01	001-999	001-999 All Programs	110-499, 810-899
344	SCHOOL READINESS	04, 09	001-999	582 School Readiness	110-305, 320-330, 350-366, 370, 390-391, 394-395, 398-430, 470, 490, 520-530, 555, 820
345	TRANSITIONS FOR PRE-KINDERGARTEN	01	001-999	202 Pre-Kindergarten	110-599, 810-898

**RESTRICTED FINANCE GRID**

<b>FIN</b>	<b>DESCRIPTION</b>	<b>FUNDS</b>	<b>ORGANIZATION</b>	<b>PROGRAM</b>	<b>OBJECT</b>
346	IRON RANGE RESOURCES, REHABILITATION BOARD GRANTS	01	001-999	810 Operations & Maintenance 850 Facilities	110-599, 810-898
347	PHYSICAL HAZARDS	01	001-999	850 Facilities	110-599, 910
		06	001-999	855 Alternative Facilities	110-599, 910
				870 Building Construction	110-599
348	CHARTER SCHOOL BUILDING LEASE AID	01	001-999	850 Facilities	370
349	OTHER HAZARDOUS MATERIALS	01	001-999	850 Facilities	110-599, 910
		06	001-999	855 Alternative Facilities	110-599, 910
				870 Building Construction	110-599
350	AID TO NONPUBLIC PUPILS- HEALTH SERVICES	04	001-999	590 Other Community Programs 720 Health Services	143-146, 170, 185, 191-299, 305, 320, 330, 350, 366, 370, 398, 401, 530, 535, 555, 895
351	AID TO NONPUBLIC PUPILS- TEXTBOOKS & TESTS	04	001-004, 006-999	590 Other Community Programs	398, 430-433, 460-461, 895
352	ENVIRONMENTAL HEALTH & SAFETY MANAGEMENT	01	001-999	850 Facilities	110-599, 810-899, 910
		06	001-999	870 Building Construction	110-599, 810-899
353	AID TO NONPUBLIC PUPILS- GUIDANCE & COUNSELING	04	001-999	590 Other Community Programs 710-712 Counseling & Guidance	110, 143-144, 146, 170, 185, 195-299, 305, 320, 330, 350, 366, 370, 398, 401, 530, 535, 555, 895
354	EARLY CHILDHOOD SCREENING PROGRAM	04	001-999	583 Preschool Screening 590 Other Community Programs	110-185, 195, 199-305, 320- 329, 350-360, 365-366, 370, 390-391, 394, 398-430, 490, 530, 555
358	ASBESTOS REMOVAL & ENCAPSULATION	01	001-999	850 Facilities	110-599, 820, 910
		06	001-999	855 Alternative Facilities	110-599, 820, 910
				870 Building Construction	300-599, 820
362	YOUTH DEVELOPMENT SERVICES	04	005	585-Youth Development	110-599, 810-895
363	FIRE SAFETY	01	001-999	810 Operation & Maintenance	110-599, 910
				850 Facilities	110-599, 910
		06	001-999	855 Alternative Facilities 870 Building Construction	110-599, 910 300-599

**RESTRICTED FINANCE GRID**

<b>FIN</b>	<b>DESCRIPTION</b>	<b>FUNDS</b>	<b>ORGANIZATION</b>	<b>PROGRAM</b>	<b>OBJECT</b>
364	HEARING IMPAIRED SUPPORT SERVICES	01	001-999	301-399 Career & Technical Instr.	110-599, 810-899
		04	001-999	505-590 Community Ed. & Serv.	110-599, 810-899
366	INDOOR AIR QUALITY	01	001-999	850 Facilities	110-599, 810-899, 910
		06	001-999	855 Alternative Facilities	110-599, 810-899, 910
				870 Building Construction	300-599, 810-899
371	TACONITE \$25 RESERVE	01	001-999	605 General Instr. Support	110-599, 810-899
		04	001-999	580 Early Childhood	110-599, 810-899
372	THIRD PARTY-MEDICAL ASST	01	001-999	001-999 All Programs	110-305, 307-898
375	GRANTS TO PREPARE INDIAN TEACHERS	01	001-999	640 Staff Development	110-599, 810-899
377	FAMILY SERVICE AND MENTAL HEALTH INITIATIVES	01	005	105-110 District Support Serv.	110-499, 810-899
			001-999	201-211 Kndgtn/El/Sec. Instr. 710-760, 790 Pupil Support Serv.	110-499, 810-899
		04	005	505 & 590 Community Educ.	110-499, 810-899
385	DEFERRED MAINTENANCE	01	001-999	850 Facilities	110-898
386	ALTERNATIVE FACILITIES PROGRAM	01	005	950 Transfer	910
		06	001-999	850 Capital Facilities 870 Building Construction	110-898
388	GIFTED & TALENTED	01	001-999	218 Gifted & Talented	110-599, 810-899
401/ 601	IMPROVING THE ACADEMIC ACHIEVEMENT OF THE DISADVANTAGED (TITLE 1, PART A)	01	001-999	216 Title I, Part A of ESEA	110, 140-185, 199-289, 292-305, 329, 350-368, 389-391, 394, 398-433, 460-490, 530, 555, 820-895
404/ 604	EDUCATION OF MIGRANT CHILDREN (TITLE 1, PART C)	01	001-999	216 Title I, Part A of ESEA	120-185, 210-289, 292-305, 329, 350-368, 394, 398-433, 460-490, 530, 555, 820-895
406/ 606	PREVENTION AND INTERVENTION PROGRAMS FOR CHILDREN AND YOUTH WHO ARE NEGLECTED, DELINQUENT OR AT-RISK (TITLE 1, PART D)	01	001-999	216 Title I, Part A of ESEA	110, 140-185, 210-289, 292-305, 329, 350, 366-368, 398-433, 461-490, 530, 555, 820-895



**RESTRICTED FINANCE GRID**

<b>FIN</b>	<b>DESCRIPTION</b>	<b>FUNDS</b>	<b>ORGANIZATION</b>	<b>PROGRAM</b>	<b>OBJECT</b>
410/ 610	READING FIRST	01	001-999	201-203 Kndgtn/El Instr.	110-120, 143, 145, 170-185, 210-289, 292-305, 365-368, 398-433, 460-461, 555, 895
		04	005	505-590 Community Educ.	110-120, 143, 145, 170-185, 210-289, 292-305, 365-368, 398-433, 460-461, 555, 895
411/ 611	COMPREHENSIVE SCHOOL REFORM (TITLE 1, PART F)	01	001-999	201-270 Kndgtn/El/Sec. Instr. 301-399 Career & Technical Instr. 605-640 Instr. Support Serv.	110, 140-190, 192-195, 210-289, 292-305, 329, 350-368, 389, 391, 394-395, 398-433, 460-490, 530, 555, 820-895
414/ 614	TEACHER AND PRINCIPAL TRAINING AND RECRUITING (TITLE II, PART A)  * Program 205 & 209 for use by REAP DISTRICTS ONLY	01	001-999	204 Improve Teacher Quality	110, 140-185, 199-289, 292-305, 329, 350, 365-368, 389-390, 401-433, 470-490, 530, 820, 895
				205 Language Instruction/ESL *	110, 140-185, 199-289, 292-305, 329, 350-368, 389-391, 394, 398-433, 460-490, 530, 555, 820-895
				207 Innovative Programs	110, 140-185, 199-289, 292-305, 329, 350-368, 389-390, 394, 398-433, 460-490, 530, 555, 820-895
				206 Safe and Drug Free Schools	110, 140-185, 199-289, 292-305, 329, 350-368, 389, 394, 398-433, 460, 470-490, 530, 555, 820-895
				209 21 <sup>st</sup> . Century Schools *	110-190, 192-289, 292-599, 810-895
				210 Enhancing Ed. Thru Tech	110, 140-185, 199-289, 292-305, 329, 350-368, 389, 394, 398-433, 460-490, 530, 555, 820-895
				216 Title I, Part A of ESEA	110, 140-185, 199-289, 292-305, 329, 350-368, 389-391, 394, 398-433, 460-490, 530, 555, 820-895

**RESTRICTED FINANCE GRID**

<b>FIN</b>	<b>DESCRIPTION</b>	<b>FUNDS</b>	<b>ORGANIZATION</b>	<b>PROGRAM</b>	<b>OBJECT</b>
415/ 615	INNOVATIVE PROGRAMS (TITLE V)  * Program 205 & 209 for use by REAP DISTRICTS ONLY	01	001-999	207 Innovative Programs	110, 140-185, 199-289, 292-305, 329, 350-368, 389-390, 394, 398-433, 460-490, 530, 555, 820-895
				204 Improve Teacher Quality	110, 140-185, 199-289, 292-305, 329, 350, 365-368, 389-390, 401-433, 470-490, 530, 820, 895
				205 Language Instruction/ESL *	110, 140-185, 199-289, 292-305, 329, 350-368, 389-391, 394, 398-433, 460-490, 530, 555, 820-895
				206 Safe and Drug Free Schools	110, 140-185, 199-289, 292-305, 329, 350-368, 389, 394, 398-433, 460, 470-490, 530, 555, 820-895
				209 21 <sup>st</sup> . Century Schools *	110-190, 192-289, 292-599, 810-895
				210 Enhancing Ed. Thru Tech.	110, 140-185, 199-289, 292-305, 329, 350-368, 389, 394, 398-433, 460-490, 530, 555, 820-895
				216 Title I, Part A of ESEA	110, 140-185, 199-289, 292-305, 329, 350-368, 389-391, 394, 398-433, 460-490, 530, 555, 820-895
417/ 617	LANGUAGE INSTRUCTION FOR LEP AND IMMIGRANT CHILDREN (TITLE III)	01	001-999	205 Language Instruction/ESL	110, 140-185, 199-289, 292-305, 329, 350-368, 389-391, 394, 398-433, 460-490, 530, 555, 820-895
419/ 619	FEDERAL-SPECIAL EDUCATION GENERAL Note: Capital Expenditures require prior Department approval	01, 09	005	010, 030 Administration	110-190, 192-289, 292-305, 307-599, 810-898
			001-999	401-420 Special Education Instr. 422 Early Intervening Services	110-190, 192-289, 292-305, 307-599, 810-898

**RESTRICTED FINANCE GRID**

<b>FIN</b>	<b>DESCRIPTION</b>	<b>FUNDS</b>	<b>ORGANIZATION</b>	<b>PROGRAM</b>	<b>OBJECT</b>
420/ 620	HANDICAPPED EARLY EDUCATION-PRESCHOOL INCENTIVE GRANTS	01, 09	005	030 Instructional Admin.	110-190, 192-289, 292-305, 307-599, 810-898
	<b>Note:</b> Capital Expenditures require prior Minnesota Department approval.		001-999	401-420 Special Education Instr	110-190, 192-289, 292-305, 307-599, 810-898
421/ 621	SPECIAL EDUCATION	01	005	030 Instructional Administration	110-190, 192-289, 292-305, 307-599, 810-898
	DISCRETIONARY PROGRAMS AND GRANTS		001-999	401-420 Special Education Instr.	110-190, 192-289, 292-305, 307-599, 810-898
422/ 622	INFANTS & TODDLERS PROGRAM (Age Birth to Two)	01, 09	005	030 Instructional Admin.	110-190, 192-289, 292-305, 307-599, 810-898
			001-999	401-420 Special Education Instr.	110-190, 192-289, 292-305, 307-599, 810-898

**RESTRICTED FINANCE GRID**

<b>FIN</b>	<b>DESCRIPTION</b>	<b>FUNDS</b>	<b>ORGANIZATION</b>	<b>PROGRAM</b>	<b>OBJECT</b>
424/ 624	RURAL & LOW INCOME GRANT PROGRAM (REAP) (TITLE VI)	01	001-999	204 Improve Teacher Quality	110, 140-185, 199-289, 292-305, 329, 350, 365-368, 389-390, 401-433, 470-490, 530, 820, 895
				205 Language Instruction/ESL	110, 140-185, 199-289, 292-305, 329, 350-368, 389-391, 394, 398-433, 460-490, 530, 555, 820-895
				207 Innovative Programs	110, 140-185, 199-289, 292-305, 329, 350-368, 389-390, 394, 398-433, 460-490, 530, 555, 820-895
				206 Safe and Drug Free Schools	110, 140-185, 199-289, 292-305, 329, 350-368, 389, 394, 398-433, 460, 470-490, 530, 555, 820-895
				209 21 <sup>st</sup> . Century Schools	110-190, 192-289, 292-599, 810-895
				210 Enhancing Ed. Thru Tech.	110, 140-185, 199-289, 292-305, 329, 350-368, 389, 394, 398-433, 460-490, 530, 555, 820-895
				216 Title I, Part A of ESEA	110, 140-185, 199-289, 292-305, 329, 350-368, 389-391, 394, 398-433, 460-490, 530, 555, 820-895
426/ 626	TRANSITION FOR DISABLED YOUTH	01	001-999	401-420 Special Education Instr.	110-190, 192-289, 292-499, 810-899
428/ 628	CARL PERKINS VOCATIONAL & APPLIED TECHNOLOGY	01, 09	005	105-120 District Support Service	110-190, 192-289, 292-599, 810-899
			001-999	301-399 Career & Technical Instr. 605-640 Instructional Support 710-760, 790 Pupil Support Serv.	110-190, 192-289, 292-599, 810-899

**RESTRICTED FINANCE GRID**

<b>FIN</b>	<b>DESCRIPTION</b>	<b>FUNDS</b>	<b>ORGANIZATION</b>	<b>PROGRAM</b>	<b>OBJECT</b>
433/ 633	SAFE AND DRUG FREE SCHOOLS & COMMUNITIES TITLE IV, PART A  * Program 205 & 209 for use by REAP DISTRICTS ONLY	01	001-999	206 Safe and Drug Free Schools	110, 140-185, 199-289, 292-305, 329, 350-368, 389, 394, 398-433, 460, 470-490, 530, 555, 820-895
				204 Improve Teacher Quality	110, 140-185, 199-289, 292-305, 329, 350, 365-368, 389-390, 401-433, 470-490, 530, 820, 895
				205 Language Instruction/ESL *	110, 140-185, 199-289, 292-305, 329, 350-368, 389-391, 394, 398-433, 460-490, 530, 555, 820-895
				207 Innovative Programs	110, 140-185, 199-289, 292-305, 329, 350-368, 389-390, 394, 398-433, 460-490, 530, 555, 820-895
				209 21 <sup>st</sup> . Century Schools *	110-190, 192-289, 292-599, 810-895
				210 Enhancing Ed. Thru Tech.	110, 140-185, 199-289, 292-305, 329, 350-368, 389, 394, 398-433, 460-490, 530, 555, 820-895
				216 Title I, Part A of ESEA	110, 140-185, 199-289, 292-305, 329, 350-368, 389-391, 394, 398-433, 460-490, 530, 555, 820-895
		04	001-999	505 General Community Educ.	110-190, 192-289, 292-599, 810-895
434/ 634	TITLE I, PART H, SCHOOL DROPOUT PREVENTION, RETENTION, GRADUATION INITIATIVE	01	001-999	605-640 Instructional Support 710-760, 790 Pupil Support Serv.	110-190, 192-289, 292-599, 810-899
438/ 638	FEDERAL ADULT BASIC EDUCATION FORMULA REVENUE	04, 09	005	520 Adult Basic/Continuing Ed.	110-190, 192-289, 292-499, 530, 555, 895
439/ 639	FEDERAL ADULT BASIC EDUCATION GRANTS	04	005	520 Adult Basic/Continuing Ed.	110-190, 192-289, 292-499, 530, 555, 895

**RESTRICTED FINANCE GRID**

<b>FIN</b>	<b>DESCRIPTION</b>	<b>FUNDS</b>	<b>ORGANIZATION</b>	<b>PROGRAM</b>	<b>OBJECT</b>
442/ 642	TITLE III, PART A, IMMIGRANT GRANT	01	001-999	205 Language Instruction/ESL	110-185, 199-289, 292-305, 329, 350-368, 389-391, 394, 398-433, 460-490, 530, 555, 820-895
444/ 644	TECH PREP	01, 09	005	030 Instructional Administration 105-120 District Support Service	110-190, 192-289, 292-599, 810-899
			001-999	050 School Administration 301-399 Career & Technical Instr. 605-640 Instructional Support 710-760,790 Pupil Support Serv.	110-190, 192-289, 292-599, 810-899
447/ 647	FEDERAL CHARTER SCHOOL FACILITIES INCENTIVE GRANT	01	001-999	850 Facilities	001-190, 192-289, 292-599, 810-898
449/ 649	EVEN START	01	001-999	203 Elem Education General	110-190, 192-289, 292-599, 810-899
		04	005	505 General Community Educ. 580 Early Childhood 590 Other Community Programs	110-190, 192-289, 292-599, 810-899
450/ 650	CHARTER SCHOOL DISSEMINATION GRANT (TITLE V, PART B)	01	001-999	001-999 All Programs	110-190, 192-289, 292-898
451/ 651	CHARTER SCHOOL START UP Title V, Part B	01	001-999	001-199 Administration 605-640 Instructional Support 810 Operations & Maintenance 930 Employee Benefits 940 Insurance	110, 140-185, 195-289, 292-305, 320-329, 340-350, 366-368, 370, 389, 398, 401-430, 470, 490, 530, 535, 555, 580-589, 820
				200-298 Kndgtn/El/Sec. Instr. 301-399 Career & Technical Instr. 710-740 Pupil Support	370, 398-433, 460-470, 530, 535, 555, 580-589
				770 Food Service	401, 530
452/ 652	TITLE II, PART D – ENHANCING EDUCATION THROUGH TECHNOLOGY	01, 09	001-999	001-999 All Programs	110-190, 192-289, 292-599, 895

**RESTRICTED FINANCE GRID**

<b>FIN</b>	<b>DESCRIPTION</b>	<b>FUNDS</b>	<b>ORGANIZATION</b>	<b>PROGRAM</b>	<b>OBJECT</b>
453/ 653	ENHANCING EDUCATION THRU TECHNOLOGY TITLE II, PART D  * Program 205 & 209 for use by REAP DISTRICTS ONLY	01	001-999	210 Enhancing Ed. Thru Tech.	110, 140-185, 199-289, 292-305, 329, 350-368, 389, 394, 398-433, 460-490, 530, 555, 820-895
				204 Improve Teacher Quality	110, 140-185, 199-289, 292-305, 329, 350, 365-368, 389-390, 401-433, 470-490, 530, 820, 895
				205 Language Instruction/ESL *	110, 140-185, 199-289, 292-305, 329, 350-368, 389-391, 394, 398-433, 460-490, 530, 555, 820-895
				207 Innovative Programs	110, 140-185, 199-289, 292-305, 329, 350-368, 389-390, 394, 398-433, 460-490, 530, 555, 820-895
				206 Safe and Drug Free Schools	110, 140-185, 199-289, 292-305, 329, 350-368, 389, 394, 398-433, 460, 470-490, 530, 555, 820-895
				209 21 <sup>st</sup> Century Schools *	110-190, 192-289, 292-599, 810-895
				216 Title I, Part A of ESEA	110, 140-185, 199-289, 292-305, 329, 350-368, 389-391, 394, 398-433, 460-490, 530, 555, 820-895
456/ 656	REFUGEE CHILDREN SCHOOL IMPACT GRANT	01	001-999	001-999 All Programs	110-190, 192-289, 292-599, 810-895
457/ 657	TITLE II, PART B – MATHEMATICS & SCIENCE PARTNERSHIPS	01	001-999	203 Elementary 211 Secondary 256 Mathematics 260 Natural Sciences	110-185, 199-289, 292-305, 329, 350, 365-368, 389, 401-433, 470-490, 530, 895
459/ 659	TITLE X, PART C; SUB B; EDUCATION FOR HOMELESS CHILDREN & YOUTH	01	001-999	201 Kindergarten 203 Elementary 211 Secondary	110, 140-190, 192-195, 210-289, 292-305, 329, 350-368, 394-395, 398-433, 461-490, 530, 555, 820

**RESTRICTED FINANCE GRID**

<b>FIN</b>	<b>DESCRIPTION</b>	<b>FUNDS</b>	<b>ORGANIZATION</b>	<b>PROGRAM</b>	<b>OBJECT</b>
460/ 660	21 ST. CENTURY SCHOOLS TITLE IV, PART B	01	001-999	209 21 <sup>st</sup> Century Schools	110-190, 192-289, 292-599, 810-895
		04	001-999	209 21 <sup>st</sup> Century Schools	110-190, 192-289, 292-599, 810-895
461/ 661	STATE GRANT FOR EXPELLED OR SUSPENDED STUDENTS	04	005	505-590 Comm. Ed. and Services	110-190, 192-289, 292-599, 810-895
462/ 662	NCLB – AYP IMPROVEMENT GRANT (NO EDRS)	01	001-999	216 Title I, Part A of ESEA	110, 140-146, 170, 185, 210- 289, 292-305, 329, 350-366, 389, 394, 398-433, 460, 470- 490, 530, 555, 820-895
466/ 666	TEACHER ADVANCEMENT PROGRAM	01	001-999	203 Elementary 211 Secondary	110-190, 192-289, 292-599, 810-895
467/ 667	TITLE I-SCHOOL IMPROVEMENT GRANTS	01	001-999	216 Title I, Part A of ESEA	110, 140, 145, 185, 210-289, 292-305, 366, 430, 895
469/ 669	CHILD CARE FOOD PROGRAM	02	001-999	770 Food Services	110-190, 192-289, 292-499, 810-899
		04	005	570 Extended Day 580 Early Childhood Family Ed.	110-190, 192-289, 292-499, 810-899
507	DISABLED IMPACT AID	01	001-999	401-420 Special Education Instr.	110-190, 192-289, 292-599, 810-899
508	NATIONAL SCIENCE FOUNDATION GRANT	01	001-999	203-270 El/Sec. Instr.	110-190, 192-289, 292-599
510	INDIAN ELEMENTARY & SECONDARY SCHOOL ASSISTANCE	01	001-999	201-270 Kndgtn/El/Sec. Instr. 605-640 Instructional Support 710-760, 790 Pupil Support Serv.	110-190, 192-289, 292-599, 810-899
513	JOHNSON O'MALLEY	01	001-999	201-270 Kndgtn/El/Sec. Instr. 401-420 Special Education Inst. 605-640 Instructional Support 710-760, 790 Pupil Support Serv.	110-190, 192-289, 292-599, 810-899



**RESTRICTED FINANCE GRID**

<b>FIN</b>	<b>DESCRIPTION</b>	<b>FUNDS</b>	<b>ORGANIZATION</b>	<b>PROGRAM</b>	<b>OBJECT</b>
514	SMALL RURAL EDUCATION ACHIEVEMENT PROGRAM	01	001-999	204 Improve Teacher Quality	110-185, 199-289, 292-305, 329, 350, 365-368, 389, 401-433, 470-490, 530, 820, 895
				205 Language Instruction/ESL	110-185, 199-289, 292-305, 329, 350-369, 389, 391, 398-433, 460-490, 530, 555, 820-895
				207 Innovative Programs	110-185, 199-289, 292-305, 329, 350-369, 389, 394, 398-433, 460-490, 530, 555, 820-895
				206 Safe and Drug Free Schools	110-185, 199-289, 292-305, 320-329, 350-369, 389, 398-433, 460, 470-490, 530, 555, 820-895
				209 21 <sup>st</sup> . Century Schools	110-190, 192-289, 292-599, 810-895
				210 Enhancing Ed. Thru Tech.	110-185, 199-289, 292-305, 320-329, 350-369, 389, 398-433, 460-490, 530, 555, 820-895
				216 School Improvement	110-185, 199-289, 292-305, 329, 350-369, 389, 394, 398-433, 460-490, 530, 555, 820-895
701	NATIONAL SCHOOL LUNCH PROGRAM-NSLP	02	001-999	770 Food Service	110, 170-350, 365-370, 391, 395, 398-401, 440, 490-499, 520-531, 535-545, 550-590, 820-899
702	AFTER-SCHOOL SNACK PROGRAM	02	001-999	770 Food Service	110, 170-350, 365-370, 391, 395, 398-401, 440, 490-499, 520-531, 535-545, 550-590, 820-899
		04	001-999	505-590 Community Services	110, 170-350, 365-370, 391, 395, 398-401, 440, 490-499, 520-531, 535-545, 550-590, 820-899

**RESTRICTED FINANCE GRID**

<b>FIN</b>	<b>DESCRIPTION</b>	<b>FUNDS</b>	<b>ORGANIZATION</b>	<b>PROGRAM</b>	<b>OBJECT</b>
703	SPECIAL MILK & MINNESOTA KINDERGARTEN MILK PROGRAMS	02	001-999	770 Food Service	110, 170-350, 365-370, 391, 395, 398-401, 440, 490-499, 520-531, 535-545, 550-590, 820-899
		04	005	570 Extended Day 580 Early Childhood Family Ed.	495
705	SCHOOL BREAKFAST PROGRAM-SBP	02	001-999	770 Food Service	110, 170-350, 365-370, 391, 395, 398-401, 440, 490-499, 520-531, 535-545, 550-590, 820-899
707	A LA CARTE/OTHER	02	001-999	640 Staff Development	366
				770 Food Service	110, 170-350, 365-370, 391, 395, 398-401, 440, 490-499, 520-531, 535-545, 550-590, 740, 820-910
709	SUMMER FOOD SERVICE PROGRAM FOR CHILDREN	02	001-999	770 Food Service	110, 170-350, 365-370, 391, 395, 398-401, 440, 490-499, 520-531, 535-545, 550-590, 820-899
711	LEARNING YEAR-SUMMER	01	001-999	760 Pupil Transportation	110-499, 810-899
713	OPEN ENROLLMENT TRANSPORTATION-OUTSIDE THE DISTRICT	01	001-999	760 Pupil Transportation	110-499, 810-899
714	TRANSPORTATION TO MULTIDISTRICT INTEGRATION/DESEGREGATION PROGRAMS	01, 09	001-999	760 Pupil Transportation	110-499, 810-899
715	INTEGRATION TRANSPORTATION	01	001-999	760 Pupil Transportation	110-499, 810-899
716	NOON KINDERGARTEN TRANSPORTATION	01	001-999	760 Pupil Transportation	110-499, 810-899
717	LATE ACTIVITIES BUS PUBLIC SCHOOL PUPILS	01	001-999	291-298 Extra/Co-Curr Activities 760 Pupil Transportation	110-499, 810-899
		04	005	505-590 Comm. Ed. & Services	110-499, 810-899
718	STUDENT TRANSPORTATION SAFETY	01	001-999	760 Pupil Transportation	110-599, 810-899
719	TRAFFIC HAZARDS-WALKER	01	001-999	760 Pupil Transportation	110-499, 810-899

**RESTRICTED FINANCE GRID**

<b>FIN</b>	<b>DESCRIPTION</b>	<b>FUNDS</b>	<b>ORGANIZATION</b>	<b>PROGRAM</b>	<b>OBJECT</b>	
720	REGULAR TO AND FROM SCHOOL	01	001-999	760 Pupil Transportation	110-499, 810-899	
721	REGULAR SUMMER SCHOOL TRANSPORTATION	01	001-999	201-298 Kndgtn/El/Sec. Instr. 301-399 Career & Technical Instr. 401-420 Special Ed. Instruction 760 Pupil Transportation	110-499, 810-899	
723	SPECIAL TRANSPORTATION OF PUPILS ATTENDING SPECIAL EDUCATION PROGRAMS	01	001-999	201-298 Kndgtn/El/Sec. Instr. 301-399 Career & Technical Instr. 401-420 Special Ed. Instruction 760 Pupil Transportation	110-499, 810-899	
725	BETWEEN SCHOOLS-PUBLIC	01	001-999	760 Pupil Transportation	110-499, 810-899	
726	NONPUBLIC NONREGULAR	01	001-999	291-298 Extra/Cocurr Activities 760 Pupil Transportation	110-499, 810-899	
728	SPECIAL TRANSPORTATION OF SELECTED PUPILS	01	001-999	760 Pupil Transportation	110-499, 810-899	
733	NONAUTHORIZED TRANSPORTATION	01	005	010-030 Administration 105-110 Admin/Business Sup	110-599, 810-899	
				910-920 Retirement of Long-Term/Nonbonded Obligations	730-740	
		001-999	050 School Administration 201-298 Kndgtn/El/Sec. Instr. 301-399 Career & Technical Instr. 401-420 Special Education Instr. 605-640 Instr. Support Services 710-760, 790 Pupil Support Serv. 800-899 Sites, Building, Equip	110-599, 810-899		
			02	001-999	770 Pupil Support Services	110-599, 810-899
			04	001-999	505-590 Comm. Ed. & Services	110-599, 810-899
737	INELIGIBLE/NONRESIDENT PUPILS	01	001-999	760 Pupil Transportation	110-499, 810-899	
739	LOW INCOME FAMILIES ENROLLMENT OPTIONS TRANSPORTATION REIMBURSEMENT	01	001-999	760 Pupil Transportation	305-399	
740	STATE SPECIAL EDUCATION, GENERAL	01, 09	001-999	401-420 Special Ed. Instr. 422 Early Intervening Services	110-305, 307-599, 810-898	
756	STATE-SPECIAL STUDENT AID	01	005	010-030 Administration 105-120 Admin/Business Sup.	110-599, 810-899	

**RESTRICTED FINANCE GRID**

<b>FIN</b>	<b>DESCRIPTION</b>	<b>FUNDS</b>	<b>ORGANIZATION</b>	<b>PROGRAM</b>	<b>OBJECT</b>
			001-999	All Other Programs except 770	110-599, 810-899
761	STATE-NONSPECIAL ED PLACEMENT AID	01	005	010-030 Administration 105-120 District Support Service	110-599, 810-899
			001-999	201, 203, 211 Instr. Programs 422 Early Intervening Services	390, 392, 394 390,392,394
794	DISABLED ACCESSIBILITY	01	001-999	850 Facilities	110-599, 810-899
795	CAPITAL PROJECTS	01	001-999	850 Facilities	110-305, 366, 370, 401-430, 520, 530, 555-581, 820
		01	005	010-030 Administration 105-120 District Support Service 950 Transfer	910
		06	001-999	870 Building Construction	110-305, 350, 366, 370, 401-430, 520, 530, 555-581, 820
796	HEALTH BENEFITS	01	005	010-030 Administration 105-120 Admin/Business Sup.	220, 291 and 295
			001-999	All Other Programs except 770	220, 291 and 295
		02	001-999	770 Food Service	220, 291 and 295
		04	005	505-590 Comm. Ed. & Services	220, 291 and 295
798	CHILDREN WITH DISABILITIES IN SCHOOL AGE CARE	04	005	570 School Age Care	110-599, 810-899
799	COLLABORATION-EXPANSION OF EARLY INTERVENTION & PREVENTION SERVICES	01, 09	001-999	All Programs except 500-599, 770	110-899
		04	005	505-590 Comm. Ed. & Services	110-899
830	CAREER AND TECHNICAL LEVY* *Check Secondary Vocational Education Manual for reimbursed Object Codes.	01	005	030 Instructional Administration	110-599, 810-899
				920 Retirement of Non-bonded Obligations	740
			001-999	301-399 Vocational Educ. 610 Curriculum Consultant/Dev.	110-599, 810-899
				920 Retirement of Non-bonded Obligations	740
835	CAREER AND TECHNICAL AID-DISABLED	01	001-999	380 Special Needs	100-599, 810-899

## Appendix A

### AID TO NONPUBLIC PUPILS

#### Expenditures Recognized for Reimbursement (by UFARS Code)

TEXT	FUND	ORG	PRO	FIN	OBJ	
Text	04	001-004,006-999	590	351	460	Textbooks And Workbooks
Ind. Inst. Mat'ls.	04	001-004,006-999	590	351	398	Interdepartmental Misc. Services
					433	Instructional Supplies And Materials-Individualized
Standardized Tests	04	001-004,006-999	590	351	461	Standardized Tests
<b>HEALTH SERVICES</b>						
Physical and Mental	04	001-004,006-999	720*	350	143	Licensed Instructional Support Personnel
				590	170	Non-Instructional Support
					210-280	Employee Benefits
					295	Interdepartmental Employee Benefits (Chargeback)
					305	Consultant Fees/Fees For Services
					320	Communication Services
					350	Repairs and Maintenance Service
					366	Travel, Conventions, And Conferences
					370	Operating Leases or Rentals
					398	Interdepartmental Misc. Services (Chargeback)
					401	Supplies And Materials-Non Instructional
					530	Equipment - Purchased
					535,555	Capital Leases
					895	Federal Indirect Cost (Chargeback)

\*Note: Use of Program Code 720 is Preferred.

**AID TO NONPUBLIC PUPILS**

**Expenditures Recognized for Reimbursement (by UFARS Code)**

	FUND	ORG	PRO	FIN	OBJ
<b>GUIDANCE/COUNSELING SERVICES</b>					
Secondary Level	04	001-004,006-999	710*	353	143 Licensed Instructional Support Personnel
			590		170 Non-Instructional Support
					210-280 Employee Benefits
					295 Interdepartmental Employee Benefits (Chargeback)
					305 Consultant Fees/Fees For Services
					320 Communication Services
					350 Repairs and Maintenance Service
					366 Travel, Conventions, And Conferences
					370 Operating Leases And Rentals
					401 Supplies And Materials-Non Instructional
					530 Equipment - Purchased
					535 Capital Leases
					548-550 Vehicles Purchased
<b>ADMINISTRATIVE COSTS</b>					
	04	001-004,006-999	590	350**	895 Federal Indirect Cost (Chargeback)
				351**	Providing nonpublic services
				353**	

\* Note: Use of Program Code 710 is Preferred.

\*\*Note Districts may use one, or combination of the three Finance codes to account for nonpublic administrative cost.

# 11. REVENUE SOURCE REFERENCES

## FISCAL YEAR 2008 STATE REVENUE

REVENUE SOURCE	FY	INTRA DEPARTMENT COST CODES				PAYMENT DESCRIPTION ON WARRANTS TO SCHOOLS	CONTACT	REFERENCE	UFARS REVENUE			UFARS EXPENDITURES	UFARS BALANCE SHEET CODE
		AGENCY	FUND	ORGN	APPR				FU	FIN	SRC		
ABATEMENT AID	08	E37	100	1118/1119	A62/B62	XXS227 ABATEMENT FY	COLLEEN LEEMON	M.S. 127A.49, SUBD. 2, 126C.46	XX	000	227	FUXX	FUXX/BS422
ABE SUPPLMNTL SVC. GRANTS	08	E37	100	4516/4517	A25/B25	04F324 GED/ABE SUPPLEMENTAL	BARRY SHAFFER/JIM COLWELL	M. S. 124D.522	04	324	300	FU04/FIN324	FU04/BS447
ADULT BASIC EDUCATION AID	08	E37	100	4127/4128	A25/B25	04F322 CONTING ED FY	BARRY SHAFFER	M.S. 124D.52, 124D.53	04	322	300	FU04/FIN322	FU04/BS447
ADULT WITH DISABILITIES AID	08	E37	100	4132/4143	A26/B26	04F326 ADULT DIS FY	DAN SMITH	M.S. 124D.56	04	326	300	FU04/PROG510/FIN326	FU04/BS431
ADV PLACE/INTERNATL BACCAL	08	E37	100	2216/2217	A49/834	01S370 AP/IB EXAMS FY	MARLYS PETERS-MELIUS	M.S. 120B.13, SUBD. 3	01	000	370	FU01	FU01/BS422
ADV PLACE/INTERNATL TEACHER TRAINING	08	E37	100	2233	A49/834/836	01S370 AP/IB TEACHER TRAINING FY	MARLYS PETERS-MELIUS	M.S. 120B.13 SUBD 3	01	000	370	FU01	FU01/BS422
ADV PLACE/RAISEACADEMIC ACHIVEMENT	08	E37	100	2218	886	01F336 RAISED ACAD ACH FY	DEB ROSE	M.S.120B.132, SUBD 7 & 46	01	336	300	FU01	FU01/BS422
ADV PLACE/RAISEACADEMIC ACHIVE IB	08	E37	100	2218	886	01F329 INTER BACCAL FY	DEB ROSE	M.S.120B.132, SUBD 7 & 46	01	329	300	FU01	FU01/BS422
AFTER SCHOOL COMMUNITY LEARNING	08	E37	100	4153	C18	04F332 AFTERSCHOOLCOMMLEARN	PAM FIELD	M.S. 124D.2211	04	332	300	FU04/PROG585/FIN332	FU04/BS431
AG PRESERVE CREDIT	08	E37	200	1131	206	XXS258 AG PSRV CR FY	JUDY KUCK/COLLEEN LEEMON	M.S. 40A.151	XX	000	258	FUXX	FUXX/BS422
AGRIC HOMESTEAD MARKET VALUE CREDIT	08	E37	100	1149	A56	XXS234 AHMVC FY	JUDY KUCK/COLLEEN LEEMON	M.S. 273.1384 SUBD 2	XX	000	234	FUXX	FUXX/BS422
AID FOR CHILDREN WITH A DISABILITY	08	E37	100	2427	A08	01F756 SPEC PUPIL FY	GEORGE HOLT	M.S. 125A.75, SUBD. 3	01	756	360	FU01/FIN756	FU01/BS422
AID FOR CHILDREN WITH A NON-DISABILITY	08	E37	100	2427	A08	01F761 NON-SPEC PUPIL FY	GEORGE HOLT	M.S. 125A.75, SUBD. 3	01	761	300	FU01/FIN761	FU01/BS422
ALT FACILITIES DEBT EQUALZATION AID	08					XXS309 ALT FAC DEBT EQUAL FY	CHRIS KUBESH	M.S. 123B.53, SUBD. 6	01,08	000	309	FU01,08	FU01,08/BS422
ALTERNATIVE FACILITIES AID	08	E37	100	1171/1175	895/995	XXF386 ALT FACILITIES FY	CHRIS KUBESH	M.S. 123B.59	06	386	300	FU06/FIN386	FU01,08/BS409
BASIC SKILLS	08	E37	100	1109/1108	A01/B01	01S211 GEN ED AID FY	BOB PORTER/TERRI YETTER	M.S. 126C.10 S.4	01	317	211	FU01/FIN317	FU01/BS441
BASIC SKILLS-COMPENSATORY	08	E37	100	1109/1108	A01/B01	01S211 GEN ED AID FY	COLLEEN LEEMON/B PORTER	M.S. 126C.15, SUBD. 1	01	317	211	FU01/FIN317	FU01/BS441
BASIC SKILLS-LEP	08	E37	100	1109/1108	A01/B01	01S211 GEN ED AID FY	TERRI YETTER/BOB PORTER	M.S. 124D.58, 124D.64, 124D.65 126C.110 S.4	01	317	211	FU01/FIN317	FU01/BS441
CERTAIN TEACHER PROGRAMS	08	E37				01F327 TCHR PROGS FY		M.S. 124D.25 TO M.S. 124D.31	01	327	300	FU01/FIN327	FU01/BS423
CHARTER SCH BLDG LEASE	08	E37	100	2584/2589	824/924	01F348 BLDGLEASE AID FY	JOHN BULGER	M.S. 124D.11, SUBD. 4	01	348	300	FU01/PROG850/FIN348	FU01/BS422
CHARTER SCH START UP	08	E37	100	2585/2591	825/925	01S370 CHARTER SCH STATRTUP FY	COLLEEN LEEMON/B PORTER	M.S. 124D.11, SUBD. 8	01	000	370	FU01	FU01/BS422
COLLABORATIVE URBAN EDUCATOR	08	E37	100	1701	823	01S370 COLL URBAN ED FY	BONDO NYEMBWE	LAWS 1999, CHAP 241, ART 9, SEC 53,S3	01	000	370	FU01	FU01/BS422
COMMUNITY ED STATE AID	08	E37	100	4130/4131	A28/B28	04F321 COMMUN ED FY	DAN SMITH/L DEREMEE	M.S. 124D.20	04	321	300	FU04/FIN321	FU04/BS431
COMPENSATORY PILOT PROGRAM	08	E37	100	3116	807	01S211 GEN ED AID FY	PAM FIELD	LAWS 2005, CH 5, ART 1, SEC 50	01	317	211	FU01/FIN317	FU01/BS441
CONCURRENT ENROLLMENT PROGRAM AIDE	08	E37	100	2219	839	01S370 CONCURNT ENR FY	MARLYS PETERS-MELIUS/S ETHRIDGE	M.S. 124d.091	01	000	370	FU01	FU01/BS422
CONSOLIDATION TRANSITION AID	08	E37	100	1510/1526	A73/B73	01S370 CONSOL AID FY	BILL KIESOW	M.S. 123A.485	01	000	370	FU01	FU01/BS422
COUNTY APPORTIONMENT	08	E37	100	1109/1108	A01/B01	NO PAYMT-DEDUCT	JUDY KUCK	M.S. 127A.34, SUBD. 2	01	000	010	FU01	FU01/BS422
COURT PLACED SPECIAL EDUC	08	E37	100	2451	877	01F740 COURT PLACED SP ED-M FY	GEORGE HOLT	M.S. 125A.79, SUBD. 4	01	740	360	FU01/FIN740	FU01/BS422
DEBT SERVICE AID	08	E37	100	1121/1160	A43/B43	08S309 DEBT SERV FY	CHRIS KUBESH	M.S. 123B.53, SUBD. 6	07	000	309	FU08/PROG910	FU08/BS422
DECLINING PUPIL-BROWNS VALLEY	08	E37	100	1101	A61	01S370 DECL PUP BR VALLEY FY	SHARON PECK	LAWS 2007, CH 146, ART 1, SEC 24, SUBD 11	01	000	370	FU01	FU01/BS422
DECLINING PUPIL-MCGREGOR	08	E37	100	1102	A69	01S370 DECL PUP MCGREGOR FY	SHARON PECK	LAWS 2007, CH 146, ART 1, SEC 24, SUBD 14	01	000	370	FU01	FU01/BS422
DECLINING PUPIL-RED LAKE	08	E37	100	1103	A67	01S370 RED LAKE DECL PUP FY	SHARON PECK	LAWS 2007, CH 146, ART 1, SEC 24, SUBD 13	01	000	370	FU01	FU01/BS422
DEFERRED MAINTENANCE	08	E37	100	1130	C05	01F385 DEF MAINTENANCE FY	CHRIS KUBESH	M.S. 123B.591	01	385	300	FU01/FIN385	FU01/BS405
DISASTER CREDIT	08	E37	100	1123	A92	XXS258 DISASTER CR FY	JUDY KUCK/COLLEEN LEEMON	M.S. 273.123, SUBD. 6	XX	000	258	FUXX	FUXX/BS422
DISP RED CREDIT - BORDER CITY	08	E37	100	1126	A95	XXS258 BDCY DSP CR FY	JUDY KUCK/COLLEEN LEEMON	M.S.273.1398 SUBD. 4	XX	000	258	FUXX	FUXX/BS422
DISPARITY REDUCTION AID	08	E37	100	1125	A94	XXS229 DSPRED AID FY	JUDY KUCK/COLLEEN LEEMON	M.S. 273.1398, SUBD. 3	XX	000	229	FUXX	FUXX/BS422
EARLY CHILD FAMILY EDUC	08	E37	100	4133/4134	A35/B35	04F325 ECFE FY	LISA DEREMEE	M.S. 124D.135	04	325	300	FU04/PROG580/FIN325	FU04/BS432
HEADSTART LITERACY PROGRAM	08	E37	100			04F	MARY VANDERWERT	M.S. 119A.50, SUBD 3	04				
EARLY CHILDHOOD SCREENING	08	E37	100	4125/4126	A30/B30	04F354 PRESCH SCR FY	DEBBYKAY PETERSON/LDEREMEE	M.S. 121A.17-121A.19	04	354	300	FU04/FIN354/PROG583	FU04/BS422
EARLY CHILDHOOD TRIBAL SCH	08	E37	100	1216	A22	04F325 ECFE-TRIBAL SCH FY	REBECCA GARAY-HEELAN	LAWS 2003, CHAP 9, ART 2, SEC 55,S13	04	325	300	FU04/FIN325	FU04/BS432
ECFE PARTNERSHIP-UCARE	08	E37	200	4188	205	04F325 ECFE -UCARE FY	EILEEN NELSON/MICHELLE WEBER	M.S. 127A.08, SUBD. 4	04	325	099	FU04/PROG580/FIN325	FU04/BS432
EDEN VALLEY-WATKINS GRANT	08	E37	100	1128	C04	01S370 EDEN VAL FY	BILL KIESOW	LAWS 2007, CH 146, ART 4, SEC 16, SUBD 9	01	000	370	FU01	FU01/BS422

## 11. REVENUE SOURCE REFERENCES

### FISCAL YEAR 2008 STATE REVENUE

REVENUE SOURCE	FY	INTRA DEPARTMENT COST CODES				PAYMENT DESCRIPTION ON WARRANTS TO SCHOOLS	CONTACT	REFERENCE	UFARS REVENUE			UFARS EXPENDITURES	UFARS BALANCE SHEET CODE
		AGENCY	FUND	ORGN	APPR				FU	FIN	SRC		
ENDOWMENT SCH APPORTIONMENT	08	E37	210	1110	205	01S201 ENDOWMENT FY	JUDY KUCK	M.S. 127A.33	01	000	201	FU01	FU01/BS422
EQUITY IN TELECOMMUNICATIONS	08	E37	100	3117	A46	01F311 EQ TELECOM FY	CHRIS KUBESH	LAWS 2007, CH 146, ART 4, SEC 16, SUBD 5	01	311	300	FUXX/FIN311	FUXX/BS422
FAMILY SERVICES AND MENTAL HEALTH INITIATI	08	E37				XXF377 FS/MENTAL HTH FY	DHS	M.S.124D.23 AND M.S. 245.491	01	377	300	FUXX/FIN377	FUXX/BS422
FIRST GRADE PREPAREDNESS	08	E37	100	2228	A16	01F331 1ST GRD PREP FY	JOHN BULGER/DEBKAY PETERSON	M.S. 124D.081	01	331	300	FU01/FIN331	FU01/BS422
FLOOD DISASTER RELIEF FACILITIES	08	E37	100	1132	029	01S370 DISASTER GRTS FY	BILL KIESOW	LAWS 2007, CH 2, ART 1, SEC 11	01	000	370	FU01	FU01/BS422
FLOOD ENR IMPACT ISD 239	08	E37	100	1132	023	01S370 DECL FLOOD RUSHFORDP FY	SHARON PECK	LAWS 2007, CH 2, ART 1, SEC 11	01	000	370	FU01	FU01/BS422
FLOOD PUPIL TRANSPORT ISD 239	08	E37	100	1132	025	01S370 TRANSP RUSHFORDP FY	KELLY WOSIKA	LAWS 2007, CH 2, ART 1, SEC 11	01	000	370	FU01	FU01/BS422
FLOOD PUPIL TRANSPORT ISD 857	08	E37	100	1132	028	01S370 TRANSP LEWISTON FY	KELLY WOSIKA	LAWS 2007, CH 2, ART 1, SEC 11	01	000	370	FU01	FU01/BS422
FOOD & NUTR SCH BREAKFAST	08	E37	100	1612	A66	02F705 SBREAKFAST FY	BECKY LESCHNER	M.S. 124D.115 & 124D.117	02	705	300	FU02/PROG770/FIN705	FU02/BS422
FOOD & NUTR STATE LUNCH	08	E37	100	1608	A65	02S300 STSCHLUNCH FY	BECKY LESCHNER	M.S. 124D.111	02	701	300	FU02/PROG770/FIN701	FU02/BS422
FOOD & NUTR-SCH MLK KINDERGRTN	08	E37	100	1610	A66	02F703 STSPECMLK FY	BECKY LESCHNER	M.S. 124D.118	XX	703	300	FUXX/FIN703	FU04/BS432
GED TESTNG	08	E37	100	4136	A32	04F324 GED/ABE SUPPLEMENTAL	BARRY SHAFFER/JIM COLWELL	M.S. 124D.55	04	324	300	FU04/FIN324	FU04/BS447
GEN ED SHARED TIME	08	E37	100	1109/1108	A01/B01	01S213 SHARED TIME FY	BOB PORTER	M.S. 126C.19	01	000	213	FU01	FU01/BS422
GENERAL EDUCATION AID	08	E37	100	1109/1108	A01/B01	01S211 GEN ED AID FY	BOB PORTER/TERRI YETTER	M.S. 126C.10	01	000	211	FU01	FU01/BS422
GENERAL EDUC-CHARTER SCHOOLS	08	E37	100	1109/1108	A01/B01	01S211 GEN ED AID FY	COLLEEN LEEMON/B PORTER	M.S. 124.11	01	000	211	FU01	FU01/BS422
GIFTED AND TALENTED	08	E37	100	1109/1108	A01/B01	01S211 GEN ED AID FY	TERRI YETTER	M.S. 120B.15	01	388	300	FU01/FIN388	FU01/BS438
HEAD START PROGRAM	08	E37	100	4304	081	04F370 HEADSTART FY	LISA BOEHMER	M.S. 119A52	04	000	370	FU04	FU04/BS422
HEALTH & SAFETY AID	08	E37	100	1516/1517	A42/B42	01S308 HLTH&SAF FY	AUDREY BOMSTAD/CHRIS KUBESH	M.S. 123B.57, SUBD. 5	01	000	308	FU01FIN347,349, 352,358,363,366	FU01BS406
HEARING IMPAIRED ADULT	08	E37	100	4164	A31	XXF364 HEAR SUPPT FY	DAN SMITH	M.S. 124D.57	01,04	364	300	FU01,04/FIN364	FU01,04/BS422
INDIAN TEACHER PREP GRANTS	08	E37	100	1214	A20	01F375 IND TCHRS GRTS FY	REBECCA GARAY-HEELAN	LAWS 1999, CH 241, ART 2, SEC 60, SUB 6	01	375	300	FU01/FIN375	FU01/BS422
INTEGRATION AID/ALTERNATIVE ATTENDANCE	08	E37	100	1173/1174	866/966	01F315 INTEG GRT FY	JOHN BULGER	M.S. 124D.86	01	315	300	FU01/FIN312&315	FU01/BS422
INTERDISTRICT DESEG TRANSPORT	08	E37	100	1137	A59	01F714 INTER/DESEG TRANSP FY	KELLY WOSIKA	M.S. 124D.87	01	714	300	FU01/FIN714	FU01/BS422
IRON RANGE RESOURCES AND REHABILITATION B	08					NO STATE PAYMT			01	346	300	FU01/FIN346	FU01/BS422
LEARNING DEVELOPMENT	08	E37	100	1109/1108	A01/B01	01S211 GEN ED AID FY	BOB PORTER	M.S. 126C.12	01	330	211	FU01/FIN330	FU01/BS428
LOAN REPAYMENT; DEBT & CAPITAL	08					NO STATE PAYMT	CHRIS KUBESH	M.S. 126C. 65	07	000	637	FU08	FU08/BS422
MAGNET SCH & PROGRAM GRANTS	08	E37	100	1416	A80	01S370 MAG SCH PROG GRTS FY	SHARON ISLER/BONDO NYEMBWE	M.S. 124D.88 SUBD. 4	01	000	370	FU01	FU01/BS422
MAGNET SCHOOL START-UP AID	08	E37	100	1310	A81	01S370 MAG SCH START-UP FY	BONDO NYEMBWE/SHARON PECK	M.S. 124D.88	01	000	370	FU01	FU01/BS422
MEDICAL ASSISTANCE/THIRD PARTY REVENUE	08					NO STATE PAYMT		M.S. 125A.21 SUBD.3	01	372	300	FU01/FIN372	FU01/BS422
MN FOUNDATION FOR STUDENT ORGANIZAT	08	E37	100	3199	804	04S370 MN FDN STUDENTORGAN FY	DAN SMITH	M.S. 124D.34	04	000	370	FU01	FU01/BS422
MN NEW TEACHER PROJECT	08	E37	100	2555	889	01S370 MN NEW TEACH PROJ FY		LAWS 2000, CH 489, ART 6, SEC 42, SUB 3	01	000	370	FU01	FU01/BS422
NONPUBLIC PUPIL AID	08	E37	100	1112/1111	A64/B64	04S301 NONPUBLIC FY	GREG SOGAARD	M.S. 123B.40, 123B.43	04	000	301	FU04/PG700S/F350,351,353	FU04/BS422
NONPUBLIC PUPIL TRANS	08	E37	100	1138/1159	106/906	01F720 NONPUBLIC TRANS FY	GREG SOGAARD	M.S. 123B.92, SUBD. 9 -10	01	720	300	FU01/PROG760/FIN720	FU01/BS422
ONE ROOM SCHOOLHOUSE	08	E37	100	1144	125	01S370 ONEROMSCHOUSE FY	JUDY KUCK	LAWS 2003, CHAP 9 ART 1, SEC 53 SUBD 13	01	000	370	FU01	FU01/BS422
ON-LINE LEARNING	08	E37	100	1109/1108	A01/B01	01S211 ONLINE LEARNG FY	SHARON PECK/KAREN JOHNSON	M.S. 124D.095	01	000	211	FU01	FU01/BS422
OPERATING CAPITAL	08	E37	100	1109/1108	A01/B01	01S211 GEN ED AID FY	TERRI YETTER/BOB PORTER	M.S. 126C.10, SUBD. 13-15	01	303	211	FU01/FIN303	FU01/BS424
OUT-OF-STATE TUITION	08	E37	100	2458	A04	01F740 OUTFSTRESICARETREAT FY	GEORGE HOLT	M.S. 125A.79, SUBD. 8	01	740	360	FU01/FIN740	FU01/BS422
PLAINVIEW ELGIN GRANT	08	E37	100	1601	C08	04S370 PL ELG MIL FY	COLLEEN LEEMON	LAWS 2007, CH 146, ART 5, SEC 13, SUBD 5					
PRIVATE ALT PROGRAM AID	08	E37	100	1109/1108	A01/B01	01S235 PRIV ALT FY	BOB PORTER	M.S. 124D.69	01	000	235	FU01	FU01/BS422
QUALITY COMPENSATION -ALTERNATIVE TEACHE	08	E37	100	1109/1108	A01/B01	01S211 GEN ED AID FY	TERRI YETTER	M.S. 122A.413-415	01	335	300	FU01/FIN335	FU01/BS422
REFERENDUM AID	08	E37	100	1109/1108	A01/B01	01S211 GEN ED AID FY	TERRI YETTER/BOB PORTER	M.S. 126C.17, SUBD. 7	01	000	211	FU01	FU01/BS422
REGIONAL MATH & SCIENCE TEACHER CTRS	08	E37	100	1048	876	01F342 TEACHER CTR	DEB ROSE	LAWS 2007, CH 146, ART 2, SEC 46, SUBD 23					
RESIDENTIAL HOMESTEAD MARKET VALUE CREDI	08	E37	100	1147	A55	XXS234 HMVC FY	JUDY KUCK/COLLEEN LEEMON	M.S. 273.1384 SUBD 1	XX	000	234	FUXX	FUXX/BS422



## 11. REVENUE SOURCE REFERENCES

### FISCAL YEAR 2008 STATE REVENUE

REVENUE SOURCE	FY	INTRA DEPARTMENT COST CODES				PAYMENT DESCRIPTION ON WARRANTS TO SCHOOLS	CONTACT	REFERENCE	UFARS REVENUE			UFARS EXPENDITURES	UFARS BALANCE SHEET CODE
		AGENCY	FUND	ORGN	APPR				FU	FIN	SRC		
ROCORI ISD 750 GRANT	08	E37	100	3147	892	01S370 ROCORI RECOVERY FY		LAWS 2007, CH 146, ART 4, SEC 16, SUBD 7					
ST. CROIX RIVER EDUCATION DISTRICT	08	E37	100	4159	850	01S370 ST CROIX ED DIST FY		LAWS 2007, CH 146, ART 2, SEC 46, SUBD 17					
SCHOOL AGE CARE AID	08	E37	100	4140	A39	04F798 DIS EXT DAY FY	L DEREMEE / G SOGAARD	M.S. 124D.22	04	798	300	FU04/FIN798/PROG570	FU04/BS431
SCHOOL READINESS (LEARNING)	08	E37	100	4137/4138	A36/B36	04F344 LEARN READ FY	EILEEN NELSON/L DEREMEE	M.S. 124D.15 & M.S. 124D.16	04	344	300	FU04/FIN344PROG582	FU04/BS444
SECONDARY/ELEMENTARY SPARSITY	08	E37	100	1109/1108	A01/B01	01S211 GEN ED AID FY	COLLEEN LEEMON/B PORTER	M.S. 126C.10, SUBD. 7-8	01	000	211	FU01	FU01/BS422
SPECIAL ED REVENUE	08	E37	100	2465	456	01S360 SP ED FY	MIKE LANDERS	125A.76	01	740	360	FU01/PROG400-420/FIN740	FU01/BS422
SPECIAL ED EXCESS COST	08	E37	100	2431/2433	A10/B10	01S360 EXCESS CST FY	MIKE LANDERS	M.S. 125A.79	01	740&756	360	FU01/FIN740, 756	FU01/BS422
SPECIAL EDUC STATE AIDS	08	E37	100	2421/2422	A06/B06	01F740 SPEC EDUC FY	MIKE LANDERS	M.S. 125A.75	01	740	360	FU01/PROG400-420/FIN740	FU01/BS422
STAFF DEVELOPMENT -FIFTY PERCENT SITE	08	E37	100	1109/1108	A01/B01	01S211 GEN ED AID FY	BOB PORTER	M.S. 126C.10	01	306	300	FU01/FIN306	FU01/BS403
STAFF DEVELOPMENT -TWENTY FIVE PERCENT EX	08	E37	100	1109/1108	A01/B01	01S211 GEN ED AID FY	BOB PORTER	M.S.126C.10	01	308	300	FU01/FIN308	FU01/BS403
STAFF DEVELOPMENT TWENTY-FIVE PERCENT DIS	08	E37	100	1109/1108	A01/B01	01S211GEN ED AID FY	BOB PORTER	M.S. 126C.10	01	308	300	FU01/FIN308	FU01/BS403
STEM SCHOOL DESIGN	08	E37	100	1049/1050	879/880	01F343 NGA STEM GRANT FY	DEB ROSE	LAWS 2007, CH 146, ART 2, SEC 46, SUBD 25					
SUCCESS FOR THE FUTURE	08	E37	100	1223/1224	A40/B40	01F320 SUCS FOR FUTURE FY	REBECCA GARAY-HEELAN	M.S. 124D.83	01	320	300	FU01/FIN320	FU01/BS422
SUMMER FOOD SERV REPLACEMENT	08	E37	100	2230	833	02S370 SUMMER FOOD REPLACE FY	BECKY LESCHNER	M.S. 124D.119	02	000	370	FU02	FU02/BS422
TACONITE RECEIPTS	08	E37	100	1109/1108	A01/B01	NO STATE PAYMT	BILL KIESOW	M.S. 298.28, SUBD. 4 (D)	XX	371	300	FUXX/FIN371	FUXX/BS426
TECHNOLOGY & OPERATING CAPITAL	08	E37	100	1127	C06	01F302 TECH&OPERATING CAPT	BOB PORTER	LAWS 2007, CH 146, ART 4, SEC 16, SUBD 8	01	302	300	FU01/FIN302	FU01/BS424
TELECOMMUNICATION ACCESS COSTS	08	E37	100	1109/1108	A01/B01	01S211 GEN ED AID FY	PAT KING	M.S. 123B.26	XX	311	300	FUXXFIN311	FUXX/BS422
TRANSITION FOR PRE-KINDERGARTEN	08	E37				NO STATE PAYMT	TERRI YETTER	M.S 126C.10 SUBD. 31.A	01	345	300	FU01/FIN345	FU01/BS450
TRANSITION PROGRAM-CHILW/DSBLTY	08	E37	100	2542/2543	A14/B14	01S360 TRANSITION CHILD W/DIS FY	DAN SMITH/MIKE LANDERS	M.S. 124D.454	01	835	300	FU01/FIN835	FU01/BS422
TRANSPORT ENROLLMENT OPTION	08	E37	100	1106	A05	01F739 ENR OPT TRANS FY	KELLY WOSIKA	M.S. 124D.09, 124D.03, 124D.10	01	739	300	FU01/PROG760/FIN739	FU01/BS422
TRANSPORTATION	08	E37	100	1109/1108	A01/B01	01S211 GEN ED AID FY	TERRI YETTER/BOB PORTER	M.S. 126C.10, SUBD. 18-19	01	711-739	211	FU01/PROG760/FIN711-739	FU01/BS422
TRAVEL HOME-BASED	08	E37	100	2426/2425	A09/B09	01F740 HMBASD TVL FY	MONA REGAN	M.S. 125A.75, SUBD. 1	01	740	360	FU01/PROG400s/FIN740	FU01/BS422
TRIBAL CONTRACT SCHOOLS	08	E37	100	1215/1217	A21/B21	01S370 TRIBAL SCHOOLS FY	REBECCA GARAY/G SOGAARD	M.S. 124D.83	01	000	370	FU01	FU01/BS422
VIOLENCE PREVENTION	08	E37	100	1109/1108	A01/B01	01S211 GEN ED AID FY		M.S. 122A.413-415	XX	338	300	FUXX/FIN338	FUXX/BS422
WORLD LANGUAGE	08	E37	100	3148	887	01S370 WORLD LANG FY		LAWS 2007, CH 146, ART 2, SEC 46, SUBD 22					
YOUTH WORKS PROGRAMS	08	E37	100	3108	A88	04S370 YOUTHWORKS FY	DAN SMITH	M.S. 124D.36	04	000	370	FU04	FU04/BS422

## 11. REVENUE SOURCE REFERENCES

### FISCAL YEAR 2008 FEDERAL REVENUE

REVENUE SOURCE	FY	INTRA DEPARTMENT COST CODES				PAYMENT DESCRIPTION ON CHECKS TO SCHOOLS	CONTACT	REFERENCE	UFARS REVENUE			UFARS EXPENDITURES	UFARS BALANCE SHEET CODE
		AGENCY	FUND	ORGN	APPR				FU	FIN	SCR		
21st CENTURY LEARNING CENTERS	08	E37	300	4717	461	XXF460 21st CENT FY	NANCY BROWN/GLENN	CFDA #84.287	01,04	460	400	FU01,04/FIN460	FU01,04/BS422
ABE FEDERAL LEADERSHIP	08	E37	300	2122	421	04F439 ABE FED LEADERSHIP	BARRY SHAFFER	CFDA #84.002	04	439	400	FU04/FIN439	FU04/BS447
ABE REFUGEE GRANT	08	E37	200	2134/2190	P05	04F439 ABE REFUGEE GRANT	BARRY SHAFFER 2200	CFDA #93.566	04	439	400	FU04/FIN439	FU04/BS447
ABE WIA GRANT	08	E37	200	2111	230	04F439 ABE WIA GRANT	BARRY SHAFFER 2200	CFDA #17.267	04	439	400	FU04/FIN439	FU04/BS447
SPED ADJ TO LOCAL FISCAL EFFORTS	08	E37	300	2415	451	01F419 SPED 50% RULE FY 84027	MONA REGAN	CFDA #84.027A	01	419	400	FU01/FIN419	FU01/BS422
ADULT BASIC EDUCATION AID	08	E37	300	4120	421	04F438 ADULT BASIC ED FY	BARRY SHAFFER	CFDA #84.002	04	438	400	FU04/FIN438	FU04/BS431
CASH IN LIEU OF COMMODITIES	08	E37	300	1614	405	XXS477 CASH IN LIEU COMM FY	BECKY LESCHNER	CFDA #10.558	02,04	469	477	FU02,04/FIN469	FU02,04/BS422
COMMODITY CASH PROGRAM	08	E37	200	1626	229	02S473 COMMODITY CASH PRG	BECKY LESCHNER	COMMODITY DONATED FOOD REV	02	000	473	FU02	FU02/BS422
SPED CONTINUOUS IMPROVEMENT MONITORING	08	E37	300	2468	451	01F421 SPED CIMP FY 84027	MARTHA CORN/MICHELLE JONES	CFDA #84027	01	421	400	FU01/FIN421	FU01/BS422
COORDINATED SCH HLTH BASIC	08	E48	300	2241	481/501	XXS499 CSH BASIC FY	PAM FIELD	CFDA #93.118	01	000	499	FU01	FUXX/BS422
SPED EARLY INTERVENING SRV	08	E37	300	2415	451	01F419 SPED EIS FY 84027	MONA REGAN	CFDA #84.027A	01	419	400	FU01/FIN419	FU01/BS422
EDUC FOR HOMELESS CHILDREN & YOUTH	08	E37	300	2531	440	01F459 HOMELESS GRANT FY	PAUL KLINGE	CFDA #84.196A	01	459	400	FU01/FIN459	FU01/BS422
EDUCATION & HUMAN RESOURCES						NO STATE PAYMT	DIRECT FEDERAL AID	CFDA #47.076	XX	000	599	FUXX	FUXX/BS422
ENGLISH LANGUAGE/CIVICS APPROP	08	E37	300	4106	421	04F439 FED ADULT BASIC GR T FY	BARRY SHAFFER	CFDA #84.002	04	439	400	FU04/FIN439	FU04/BS447
FEDERAL CHARTER SCHOOL FACILITIES INCENTIV	08	E37	300	1316	354	01F447 FED CJR FAC FY	JULIE HENDERSON	CFDA #84.28D	01	447	400	FU01/FIN447	FU01/BS422
FOOD & NUTR AFTER-SCHOOL SNACK	08	E37	300	1619	X07	2F469 CACFP AFTER SCH SNACKS FY	BECKY LESCHNER	CFDA #10.558	02,04	469	499	FU02,04/FIN469	FU02,04/BS422
FOOD & NUTR AFTER-SCHOOL SNACK	08	E37	300	1623	X03	02, 04F702 AFT SCH SNACK FY	BECKY LESCHNER	CFDA #10.555	02,04	702	471	FU02,04/FIN702	FU02,04/BS422
FOOD & NUTR BREAKFAST	08	E37	300	1616	X00	02F705 BREAKFAST FY	BECKY LESCHNER	CFDA #10.553	02	705	476	FU02/PROG770/FIN705	FU02/BS422
FOOD & NUTR CACFP CHILD CARE	08	E37	300	1619	X07	02, 04F469 CACFP CASH FY	BECKY LESCHNER	CFDA #10.558	02,04	469	499	FU02,04/FIN469	FU02,04/BS422
FOOD & NUTR FEDERAL LUNCH	08	E37	300	1623	X03	02F701 FED REG LUNCH FY	BECKY LESCHNER	CFDA #10.555	02	701	471	FU02/PROG770/FIN701	FU02/BS422
FOOD & NUTR FEDERAL LUNCH	08	E37	300	1623	X03	02F701 FREE-RED LUNCH FY	BECKY LESCHNER	CFDA #10.555	02	701	472	FU02/PROG770/FIN701	FU02/BS422
FOOD & NUTR SFSP OPERATING	08	E37	300	1620	X16	02F709 SFSP FY	BECKY LESCHNER	CFDA #10.559	02	709	479	FU02/PROG770/FIN709	FU02/BS422
FOOD & NUTR SFSP SPONSOR ADM	08	E37	300	1617	X15	02F709 SFSP ADMIN FY	BECKY LESCHNER	CFDA #10.559	02	709	479	FU02/PROG770/FIN709	FU02/BS422
FOOD & NUTR SPECIAL MILK	08	E37	300	1618	X04	02,04F703 SPEC MILK FY	BECKY LESCHNER	CFDA #10.556	02,04	703	475	FU02,04/PROG770/FIN703	FU02,04/BS422
HEALTHY SCHOOLS GRT						NO STATE PAYMT	DIRECT FEDERAL AID	CFDA #93.151	XX	000	599	FUXX	FUXX/BS422
IMPACT AID						NO STATE PAYMT	DIRECT FEDERAL AID	CFDA #84.041	XX	000	506	FU01	FU01/BS422
IMPACT AID DISABLED						NO STATE PAYMT	DIRECT FEDERAL AID	CFDA #84.041	01	507	500	FU01/FIN507	FU01/BS422
INDIAN EDUCATION-ASSIST. TO SCHOOLS						NO STATE PAYMT	DIRECT FEDERAL AID	CFDA #15.130	01	513	500	FU01/FIN513	FU01/BS422
INDIAN ELEM./SEC. SCHOOL ASSISTANCE						NO STATE PAYMT	DIRECT FEDERAL AID	CFDA #84.060	01	510	500	FU01/FIN510	FU01/BS422
MEDICAL ASSISTANCE						NO STATE PAYMT	DIRECT FEDERAL AID	CFDA #93.778	XX	000	599	FUXX	FUXX/BS422
NATIONAL DIFFUSION NETWORK						NO STATE PAYMT	DIRECT FEDERAL AID	CFDA #84.073	01	000	599	FU01	FU01/BS422
NATIONAL INSTITUTE FOR LITERACY						NO STATE PAYMT	DIRECT FEDERAL AID	CFDA #84.257	01	000	599	FU01	FU01/BS422
NATIONAL SCIENCE FOUNDATION GRANT						NO STATE PAYMT	DIRECT FEDERAL AID	CFDA #	01	508	500	FU01/FIN508	FU01/BS422
NCLB-AYP IMPROVEMENT GRANT	08	E37	300	2161	450	01F458 AYP IMP GRANT	PAM FIELD	CFDA #84.010	01	458	400	FU01/FIN458	FU01/BS422
NETWORK MENTOR GRANTS						NO STATE PAYMT	DIRECT FEDERAL AID	CFDA #93.575	XX	000	599	FUXX	FUXX/BS422
SPED PART B SEC 619 CSPD	08	E37	300	4122	434	01F420 SPED 3-5 CSPD FY 84173	MONA REGAN	CFDA #84.173A	01	420	400	FU01/FIN420	FU01/BS422
SPED PART B SECTION 611 3-21	08	E37	300	2415	451	01F419 SPED PR TB 611 FY 84027	MONA REGAN	CFDA #84.027A	01	419	400	FU01/FIN419	FU01/BS422
SPED PART B SECTION 619 EC 3-5	08	E37	300	4121	434	01F420 SPED PR TB 619 FY 84173	MICHELLE WEBER/MONA REGAN	CFDA #84.173A	01	420	400	FU01/FIN420	FU01/BS422
SPED PART C AGES 0-2	08	E37	300	4146	435	01F422 EC 0-2 FY 84181	MARTYSMITH/M JONES	CFDA #84.181A	01	422	400	FU01/FIN422	FU01/BS422
PARTNERS WITH PACER						NO STATE PAYMT	DIRECT FEDERAL AID	CFDA #93.631	XX	000	599	FUXX	FU01/BS422
PLANNING & IMPLMNTN PUBLIC CHARTER SCH	08	E37	300	1532	355	01F451 CHARTER FY	CINDY MURPHY	CFDA #84.282A	01	451	400	FU01/FIN451	FU01/BS422

## 11. REVENUE SOURCE REFERENCES

### FISCAL YEAR 2008 FEDERAL REVENUE

REVENUE SOURCE	FY	INTRA DEPARTMENT COST CODES				PAYMENT DESCRIPTION ON CHECKS TO SCHOOLS	CONTACT	REFERENCE	UFARS REVENUE			UFARS EXPENDITURES	UFARS BALANCE SHEET CODE
		AGENCY	FUND	ORGN	APPR				FU	FIN	SCR		
PUBLIC CHARTER SCHOOL DISEMINATION GRANT	08	E37	300	1532	355	01F450 DISSEMEN GRT FY	CINDY MURPHY	CFDA #84.282	01	450	500	FU01/FIN450	FU01/BS422
REFUGEE CHILDREN SCHOOL IMPACT GRTS	08	E37	200	2134	P05	01F456 REFUGEE IMP GRTS FY	PAM FIELD	CFDA #93.576	01	456	400	FU01/FIN456	FU01/BS422
SPED REGIONAL CSPD	08	E39	300	2416	451	01F421 SPED CSPD FY 84027	JOAN BRESLIN/M JONES	CFDA #84.027A	01	421	400	FU01/FIN421	FU01/BS422
SPED REGIONAL LOW INCIDENCE	08	E37	300	2417	451	01F421 6B SPED REG LOW I FY 84027	JOAN BRESLIN/M JONES	CFDA #84.027A	01	421	400	FU01/FIN421	FU01/BS422
SEC. EDUCATION & TRANSITION SVCS.						NO STATE PAYMT	DIRECT FEDERAL AID	CFDA #84.151	01	000	599	FU01	FU01/BS422
SERV AMERICA SCHOOL GRANTS	08	E37	300	1064/1066	497	01S499 SERV AMER SCH BASED FY	MICHELLE KAMENOV	CFDA #94.004	01	000	499	FU01	FU01/BS422
SPED ECSE AUTISM	08	E37	300	4129	434	01F420 SPED ECSE AUT FY 84173	JOAN BRESLIN/M JONES	CFDA #84.173A	01	420	400	FU01/FIN420	FU01/BS422
SPED SUPPLEMENT 3-5	08	E37	300	4124	434	01F420 SPED SUPPL 3-5 FY 84173	MICHELLE JONES	CFDA #84.173A	01	420	400	FU01/FIN420	FU01/BS422
STATE PROGRAM IMPROVEMENT GRTS	08	E37	300	2210	457	01S499 STATE PROG IMP GRTS FY	MARTHA CORN/M JONES	CFDA #84.323A	01	000	499	FU01	FU01/BS422
STEP						NO STATE PAYMT	DIRECT FEDERAL AID	CFDA #14.861	XX	000	599	FUXX	FUXX/BS422
STEP-APPRENTICEABLE YOUTH						NO STATE PAYMT	DIRECT FEDERAL AID	CFDA #14.253	XX	000	599	FUXX	FUXX/BS422
STEP-GATEWAY GRANT						NO STATE PAYMT	DIRECT FEDERAL AID	CFDA #14.854	XX	000	599	FUXX	FUXX/BS422
STEP-GATEWAY II						NO STATE PAYMT	DIRECT FEDERAL AID	CFDA #93.578	XX	000	599	FUXX	FUXX/BS422
STEP-TENANT OPPRTUNITY GRANT						NO STATE PAYMT	DIRECT FEDERAL AID	CFDA #14.853	XX	000	599	FUXX	FUXX/BS422
STRIDE						NO STATE PAYMT	DIRECT FEDERAL AID	CFDA #93.561	XX	000	599	FUXX	FUXX/BS422
TEACHER ADVANCEMENT PROGRAM GRANT	08	E37	300	2159	469	01F466 TEACHER ADV GRT	PAM FIELD	CFDA #84.336A	01	466	400	FU01/FIN466	FU01/BS422
TECH PREP	08	E37	300			01F444 TECH PREP FY	DAN SMITH	CFDA #84.048	01	444	400	FU01/FIN444	FU01/BS422
TITLE I PART B EVEN START	08	E37	300	2530	441	XXF449 TITLE IPART BEVEN START FY	MICHELLE WEBER	CFDA #84.213C	XX	449	400	FUXX/FIN449	FUXX/BS422
TITLE I PART D DELINQUENT	08	E37	300	2534	450	01F406 TITLE I, PARTD ( DEL) FY	MICHELLE WEBER	CFDA #84.010A	01	406	400	FU01/FIN406	FU01/BS422
TITLE I PARTA	08	E37	300	2533	450	01F401 TITLE IPART A FY	MICHELLE WEBER	CFDA #84.010A	01	401	400	FU01/FIN401	FU01/BS422
TITLE I, PART C (MIGRANT ED)	08	E37	300	2527/2526	422	01F404 TITLE I PARTC MIGRANT ED FY	PAUL KLINGE	CFDA #84.011A	01	404	400	FU01/FIN404	FU01/BS422
TITLE I SCHOOL IMPROVEMENT GRANTS						01F467 SCHOOL IMP GRANT	PAT KING	CFDA #84.377A	01	467	400	FU01/FIN467	FU01/BS422
TITLE II PART D (TECHNOLOGY)GRANT	08	E37	300	3450	452	01F452 TITLE IIPARTD(TECH)GRANTFY	KATHY HARTMAN	CFDA#84.318	01	452	400	FU01/FIN452	FU01/BS422
TITLE I AYP GRANTS	08	E37	300	2161	450	01F462 AYP GRANT	PAM FIELD	CFDA # 84.010	01	462	400	FU01/FIN462	FU01/BS422
TITLE I PART H SCHOOL DROPOUT PREVENTION	08	E37	300	2110	431	01F434DROPOUT CONTRACT FY	PAUL KLINGE	CFDA #84.360A	01	434	400	FU01/FIN434	FU01/BS422
TITLE II PART B MATH AND SCIENCE PARTNERSHIP	08	E37	300	2170	498	01F457 MATH/SCI PART PROG FY	PAUL KLINGE	CFDA #84.366	01	457	400	FU01/FIN457	FU01/BS422
TITLE II PARTA TRAINING/RECRUITING	08	E37	300	2545	465	01F414 TITLE II FY	MICHELLE WEBER	CFDA #84.367	01	414	400	FU01/FIN414	FU01/BS422
TITLE IV,PARTA SAFE AND DRUG FREE SCHOOLS A	08	E37	300	4145	438	04F433 DRUG FREE GOV DISC FY	NANCY GLENN	CFDA #84.186B	01	433	400	FU01,04/FIN433	FU01,04/BS422
TITLE IV,PARTA SAFE AND DRUG FREE SCHOOLS A	08	E37	300	4144	437	01F433 DRUG FREE SCHO GRTS FY	CAROL THOMAS	CFDA #84.186B	01	433	400	FU01,04/FIN433	FU01,04/BS422
TITLE III, LEP	08	E37	300	2546	464	01F417 TITLEIII, (LEP) FY	JOHNMOORSE	CFDA #84.365	01	417	400	FU01/FIN417	FU01/BS422
TITLE III, PART A IMMIGRANT	08	E37	300	2547	464	01F442 IMMIGRANT GRANT	JOHNMOORSE	CDF A #84.365	01	442	400	FU01/FIN442	FU01/BS422
TITLE V, PARTA	08	E37	300	2558	449	01F415 TITLE V, PARTA FY	MICHELLE WEBER	CFDA #84.298A	01	415	400	FU01/FIN415	FU01/BS422
TITLE VI PART B SMALL RURAL ED ACHIEVEMENT	08	E37	300			DIRECT FEDERAL	BARB LEMMONS	CFDA #84.358	01	514	500	FU01/FIN514	FU01/BS422
TITLEI PART B READING FIRST	08	E37	300	2112	468	01F410 TITLEI PARTB (RF) FY	PAUL KLINGE	CFDA #84.357	01	410	400	FU01/FIN410	FU01/BS422
TITLEVI RURAL&LOWINCOME	08	E37	300	2505	428	01F424 TITLEVI RURAL-LOWINCOME FY	BARB LEMMONS	CFDA #84.358	01	424	400	FU01/FIN424	FU01/BS422
TRANSITION FOR DISABLED YOUTH	08	E37	300			01F426 TRN/DIS YOUTH FY		CFDA #84.158	01	426	400	FU01/FIN426	FU01/BS422
VEA 2C FEDL BASIC-CARL PERKINS	08	E49	300	2538	482	01F428 VOC ED BASIC FY	MARLYS BUCHER	CFDA #84.048	01	428	400	FU01/FIN428	FU01/BS422

**11. REVENUE SOURCE REFERENCES**  
**FISCAL YEAR 2008 LOCAL REVENUE, SALES AND OTHER**

REVENUE SOURCE	FY	INTRA DEPARTMENT COST CODES				PAYMENT DESCRIPTION ON CHECKS TO SCHOOLS	CONTACT	REFERENCE	UFARS REVENUE			UFARS EXPENDITURES	UFARS BALANCE SHEET CODE
		AGENCY	FUND	ORGN	APPR				FU	FIN	SCR		
**GENERAL EDUCATION LEVY	08					N/A	BOB PORTER/TERRI YETTER	PAYXX LL & CERT. REPORT	01	000	001	FU01	FU01/BS422
*ABATEMENT LEVY, DEL. LEVY, PY ADJ. LEVY	08					N/A	COLLEEN LEEMON	PAYXX LL & CERT. REPORT	XX	000	001	FUXX	FUXX/BS422
ADMINISTRATIVE DISTRICT LEVY	08					N/A	COLLEEN LEEMON	PAYXX LL & CERT. REPORT	01	000	001	FU01	FU01/BS422
ADMISSION FEES	08					N/A	FINANCIAL MGMT TEAM		01	000	060	FU01	FU01/BS422
ALTERNATIVE FACILITY LEVY	08					N/A	CHRIS KUBESH	M.S. 134.339	06	000	001	FU06	FU06/409
CAPITAL PROJECTS LEVY	08					N/A	CHRIS KUBESH	PAYXX LL & CERT. REPORT	01.06	795	001	FU01,06/FIN795	FU01,06/BS422
CAREER AND TECHNICAL LEVY	08					N/A	DAN SMITH/JOHNBULGER	PAYXX LL & CERT.REPORT	01	830	001	FU01/FIN830	FU01/BS445
CARPENTER BUS LEVY	08					N/A	COLLEEN LEEMON/KELLY WOSIKA	PAYXX LL & CERT. REPORT	01	000	001	FU01	FU01/BS422
COMMUNITY EDUCATION BASIC LEVY	08					N/A	GREG SOGAARD/L DEREMEE	PAYXX LL & CERT. REPORT	04	321	001	FU04/FIN321	FU04/BS431
CONSOLIDATION LEVY	08					N/A	BILL KIESOW	PAYXX LL & CERT. REPORT	01	000	001	FU01	FU01/BS422
DEBT SERVICE REQUIRED LEVY	08					N/A	CHRIS KUBESH	PAYXX LL & CERT. REPORT	07	000	001	FU07	FU07/422
DEFERRED MAINTENANCE	08					N/A	CHRIS KUBESH	PAYXX LL & CERT. REPORT	01	385	001	FU01/FIN385	FU01/405
DISABLED ACCESS LEVY	08					N/A	CHRIS KUBESH	PAYXX LL & CERT. REPORT	01	794	001	FU01/PROG850/FIN794	FU01/BS427
DISABLED ADULTS LEVY	08					N/A	GREG SOGAARD	PAYXX LL & CERT. REPORT	04	326	001	FU04/FIN326	FU04/BS431
E.C.F.E. LEVY	08					N/A	LISA DEREMEE	PAYXX LL & CERT. REPORT	04	325	001	FU04/FIN325/PRG582	FU04/BS432
ECONOMIC DEVELOPMENT ABATEMENT LEVY	08					N/A	COLLEEN LEEMON	PAYXXLL & CERT.REPORT	01	000	001	FU01	FU01/BS422
ENERGY LOAN LEVY	08					N/A	CHRIS KUBESH	PAYXX LL & CERT. REPORT	01.07	000	001	FU01,07	FU01,07/BS422
FEES	08					N/A	FINANCIAL MGMT TEAM		01.04	000	050	FU01,04/FINXX	FU01,04/BSXX
GIFTS	08					N/A	FINANCIAL MGMT TEAM		XX	000	096	FUXX	FUXX/BS422
HEALTH & SAFETY LEVY	08					N/A	CHRIS KUBESH	PAYXX LL & CERT. REPORT	01	000	307	FU01/FIN347,349,353,358	FU01/BS406
HEALTH BENEFITS LEVY	08					N/A	COLLEEN LEEMON	PAYXX LL & CERT. REPORT	01	796	001	FU01/FIN796	FU01/BS422
HOME VISITING LEVY	08					N/A	LISA DEREMEE	PAYXX LL & CERT. REPORT	04	328	001	FU04/FIN328/PRG582	FU04/BS432
ICE ARENA LEVY	08					N/A	BILL KIESOW	PAYXX LL & CERT. REPORT	01	000	001	FU01	FU01/BS422
INTEGRATION LEVY	08					N/A	JOHN BULGER	PAYXX LL & CERT. REPORT	01	315	001	FU01/FIN315	FU01/BS422
INTEREST EARNED	08					N/A	FINANCIAL MGMT TEAM		XX	000	093	FUXX	FUXX/BS422
JUDGMENT LEVY	08					N/A	COLLEEN LEEMON	PAYXX LL & CERT. REPORT	01	001	001	FU01	FU01/BS422
LEASE LEVY	08					N/A	BILL KIESOW	PAYXX LL & CERT. REPORT	01	000	001	FU01	FU01/BS424
LEASE PURCHASE LEVY	08					N/A	BILL KIESOW	PAYXX LL & CERT. REPORT	07	000	001	FU07	FU07/BS422
OPERATING DEBT LEVY	08					N/A	COLLEEN LEEMON	PAYXX LL & CERT. REPORT	01	000	001	FU01	FU01/BS414
OTHER CAPITAL LEVY	08					N/A	CHRIS KUBESH	PAYXX LL & CERT. REPORT	01	000	001	FU01/	FU01/BS424
REEMPLOYMENT LEVY	08					N/A	COLLEEN LEEMON	PAYXX LL & CERT. REPORT	XX	000	005	FU01/OBJ380	FU01/BS410
RENT	08					N/A	FINANCIAL MGMT TEAM		01.04	000	093	FU01,04/FINXX	FU01,04/BSXX
REORGANIZATION LEVY/IES	08					N/A	BILL KIESOW	PAYXX LL & CERT. REPORT	01	000	001	FU01	FU01/BS422
SAFE SCHOOLS LEVY	08					N/A	COLLEEN LEEMON	CONTRACT CITY/COUNTY	01	342	001	FU01/FIN342	FU01/BS449
SALES PROCEEDS	08					N/A	FINANCIAL MGMT TEAM		XX	000	601-634	FUXX	FUXX/BS422
SCHOOL AGE CARE LEVY	08					N/A	LISA DEREMEE	PAYXX LL & CERT. REPORT	04	798	001	FU04/FIN798/PRG570	FU04/BS431
SCHOOL DISTRICT COOPERATION LEVY	08					N/A	BILL KIESOW	PAYXX LL & CERT. REPORT	01	310	001	FU01/FIN310	FU01/BS408
SEVERANCE LEVY	08					N/A	COLLEEN LEEMON	PAYXX LL & CERT. REPORT	01	000	001	FU01/OBJ191	FU01/BS422
TACONITE ADJUSTMENT LEVY	08					N/A	BILL KIESOW	PAYXX LL & CERT. REPORT	XX	000	016	FUXX	FUXX/BS422
TAX FORFEITED SALES	08					N/A	FINANCIAL MGMT TEAM		01	000	019	FU01	FU01/BS422
TECHNOLOGY LEVY	08					N/A	BILL KIESOW	PAYXX LL & CERT. REPORT	01	000	001	FU01	FU01/BS424
TUITION FEES	08					N/A	FINANCIAL MGMT TEAM		XX	000	031-040	FUXX	FUXX/BS422

## 11. REVENUE SOURCE REFERENCES

**\*All designated levies should be recognized at the full amount certified. For each of the funds, use the following levy revenue accounts to recognize all routine delinquencies, abatements or other reductions/additions:**

### FINANCIAL MGMT TEAM

General Fund			08			N/A	FU01/SRC001	Debt Service Fund	FU07/SRC001
Community Service Fund			08			N/A	FU04/SRC001		

**Only if the levy revenue reductions/additions are judged material, the district may affect all designated levy revenue proportionately to the undesignated levy revenue. Except for prior year levy adjustments that effect reserved reveue, all other prior year levy adjustments should be recorded to undesignated levy accounts listed above.**

**\*\*Use General Education Aid to record 100% of the revenue designed for the following which includes all reserved revenues and compensatory education:**

Basic Skills			08				FU01/FIN317/SRC211	Operating Capital	FU01/FIN302/SRC211
Learning and Development			08				FU01/FIN330/SRC211		

**If there is insufficient General Education Aid for the above programs, first record Learning and Development with Source Code 001, Property Tax Levies, General and Finance Code 330, Learning and Development, and secondly Operating Capital (FIN302/SRC001) if necessary.**

\*\*\*FY = the current year example 08 for 2008

**11. REVENUE SOURCE REFERENCES**

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## 12. AUTHORIZED BORROWING FOR SCHOOL DISTRICTS

### Introduction

This chapter can assist district personnel in an understanding of the legal requirements related to borrowing funds. It does not contain all the legal and financial information a school district may need to borrow funds nor does it replace the possible need for legal assistance or the services of a financial advisor. Section One provides a description of the various types and conditions of borrowing. Section Two provides detail on the Credit Enhancement Program.

### Section One: Authorized Borrowing Conditions and Types

School districts do not have the authority to borrow funds unless that authority is specifically provided in statute. Minnesota Statutes provide for two types of borrowing: (1) Cash Management and Short Term Debt, and (2) Long Term Debt. School districts are not allowed to enter into any other forms of borrowing including common private sector forms such as mortgages, cash advances, and commercial paper.

School districts are also limited to an amount of net long-term debt of fifteen percent of actual market value of all taxable property situated within its corporate limits (Minnesota Statutes, section 475.53, subd. 4). Net debt generally means the amount remaining after deducting from its gross debt the amount of current revenues which are applicable within the current fiscal year to the payment of any debt and also after deducting any other debt which authorizing legislation has specified to not be included as part of net debt. Certain exceptions to the above debt limits exist for districts located within a city of the first class. (Minnesota Statutes, section 475.51, subd. 4.) Finally, there is no limit on the rate of interest that a school district obligation can carry. (Minnesota Statutes, section 475.55, subd. 2 (2006)).

#### Cash Management and Short Term Debt

Each fiscal year, a school district should analyze its cash flow by estimating cash receipts and disbursements to determine if a cash flow deficit is projected at any time during any month of the year. There are five authorized methods to eliminate a cash flow deficit.

1. **Borrowing to cover insufficient funds to pay orders** – In the event that a district has insufficient funds to pay its usual lawful current obligations, the board may enter into agreements with banks or any person to take its orders (warrants). (Minnesota Statutes, section 123B.12a). A district may also enter into a line of credit agreement with a financial institution. (Minnesota Statutes, section 123B.12b)

Proceeds from either of the above are not revenue but would increase the amount of cash (General Ledger Asset Account Number 101) and increase the amount recorded in short-term indebtedness (General Ledger Liability Account Number 202). Warrants can only be issued to pay for current lawful obligations. They cannot be used to circumvent the restrictions on borrowing. For example, a district cannot issue warrants for the sole purpose of investing the proceeds.

2. **Tax Settlement Advance** – A district, upon written request to the county treasurer, may possibly receive advances from tax collections prior to the next settlement and distribution. (Minnesota Statutes, section 276.11)
3. **Emergency State Aid** – A district may appeal to the commissioner to revise the state aid payment dates and percentages prescribed in statute if there is an emergency or there are serious cash flow problems that cannot be resolved by issuing warrants or other forms of indebtedness. (Minnesota Statutes, section 127A.45, subd. 4) A cash flow waiver to minimize a district's need for short-term borrowing may be negotiated with the commissioner if the district is exceeding its expenditure limitations. (Minnesota Statutes, section 127A.45, subd. 6)
4. **Certificates of Indebtedness** – A school district may issue certificates of indebtedness. These certificates are intended to provide cash needed in the short-term by borrowing against either property taxes or state aids receivable. (Minnesota Statutes, sections 126C.50 to 126C.56)

a.) **Tax Anticipation Certificates** are issued in the calendar year in which the taxes are due and payable. They must mature by the earlier of the anticipated date of payment in full of the taxes anticipated, or three months after the end of the calendar year in which the certificates are issued. The aggregate borrowing must not exceed 75% of the current taxes that are due and payable in the calendar year when the certificates are issued.

b.) **Aid Anticipation Certificates** are issued in the fiscal year (July 1 to June 30) in which the aids are receivable. They must mature not later than 13 months after issuance, but in no event later than three months after the end of the school year (June 30). The Minnesota Department of Education (MDE) supplies a certificate of aids receivable through June 30th. They are limited to 75% of aids that are receivable in the fiscal year issued.

These two certificates can be in the Credit Enhancement Program which was established to allow Minnesota school districts (with levy authority) to borrow funds at a lower interest rate by extending the state's credit rating to the districts. See Section Two for details.

5. **Reverse Repurchase Agreements** help a district to receive additional cash when it sells a security it have purchased with an agreement to repurchase at a fixed future date and price. (Minnesota Statutes, section 475.51, subd. 12) This reverse repurchase agreement allows a school district to borrow money over an extended period of time at tax-exempt interest rates. In this respect, the reverse repurchase agreement is similar to a general obligation bond. However, payments are based upon an annual expenditure appropriation and the school district is not obligated to payments for more than one year at a time. In addition, the reverse repurchase agreement does not require voter approval and does not affect any general obligation debt limitations. Default on lease payments results in asset repossession by the Lessor.



## Long Term Debt

A school district may issue bonds for the **acquisition or betterment of school facilities**, including gymnasiums, athletic fields, stadia, teacherages, school garages, school buses, and all other facilities for administration, academic instruction, and physical and vocational education according to Minnesota Statutes, section 475.52, subd. 5. In general, voter approval is required prior to any bond issue. However, statutes do authorize certain bonds to be issued without an election. Refer to Minnesota Statutes, sections 123B.59 to 123B.62 for special authorities that do not require an election (Facility Bonds, Calamity Bonds, and Alternative Facility Bonds). Because of the election requirements and other complexities, general obligation bonds should only be undertaken with the assistance of a qualified financial advisor and proper legal advice.

School districts are also permitted by Minnesota Statutes, section 123B.63 to establish a **capital project referendum account** funded by an annual tax levy to finance capital projects. As with a bond issue, establishment of the annual levy must be approved by voters. However, this type of election does not result in the issuance of bonds and does not create long-term debt. This statute is intended to give districts the ability to save funds for a building project over a period of years which reduces the amount a district would need to borrow and the interest costs it would pay. A capital project referendum can also be used when there is no issuance of bonds at a future date.

The only other authorized debt is to **purchase certain capital equipment**. The board of a school district may issue certificates of indebtedness or capital notes, subject to the school district debt limits, to purchase vehicles, computers, telephone systems, cable equipment, photocopy and office equipment, technological equipment for instruction, and other capital equipment having an expected useful life at least as long as the terms of the certificates or notes. The certificates or notes must be payable in not more than five years. (Minnesota Statutes, section 123B.61)

## Alternative to Long-Term

Some lending institutions have set up **Tax-Exempt Lease-Purchase Programs** for school districts as an alternative to issuing long-term indebtedness. A lease-purchase may be arranged for a wide variety of essential equipment such as energy improvements, vehicles, food service equipment, computers, gym and playground equipment, and modular classrooms. These obligations are not included in net debt since the district must have the right to terminate a lease purchase agreement at the end of any fiscal year during its term. (Minnesota Statutes, section 465.71)

## Section Two: Credit Enhancement Program

The Credit Enhancement Program (CEP) was established to allow Minnesota school districts (with levy authority) to borrow funds at a lower interest rate than the current rate of an individual district by extending the State's credit rating to districts. This program was authorized in Minnesota Statutes, sections 126C.50 to 126C.56. A school district must covenant and obligate itself to be bound by this statute prior to the issuance of debt obligations in order to ensure participation in this program.

The State promises to pay from available cash balances on any obligation (both short and long-term) of the debt service when a district is unable to pay. Payments may be available from the State for debt issued prior to the beginning of the program or otherwise not included in the program. The availability of payments for debt not included in the program will be dependent on the determined effect on the State's credit rating.

### General Instructions for Inclusion in the Program

The **School District Credit Enhancement Application for Program Participation (ED-02110-05)** form comprises the application, paying agent acknowledgment, record of financial advisor (or attorney) and certification of participation from MDE. This form must be completed and signed by all parties before a district is included in the program. A separate form is required for each new debt obligation to be included in the program. An application to participate in the Credit Enhancement Program is available from the local financial advisor or by going to the MDE website at: <http://education.state.mn.us/mde/index.html>. Then, go to Accountability Programs, Program Finance, Financial Management, and finally, Forms and Files. At this point, the word file will be visible at the middle of the page.

The general steps to complete an application are:

1. The school district contacts its financial advisor with a potential need to participate in the program. The financial advisor will provide the district with borrowing limits and assist it in moving the issue through the bidding and/or quoting procedures.
2. The Board of Education will pass a required resolution that covenants and obligates itself to the conditions of the program. The minutes of the meeting at which the resolution was passed and the resolution itself are retained in the files at the school district. **These items are not sent to the State.**
3. The school district completes its portion of the application form and forwards it to the paying agent.
4. When the application is forwarded to the paying agent, the paying agent affixes proper signatures to acknowledge its responsibility in the process. The rating agencies have requested the requirement that the paying agent be separate and independent of the school district. They also requested that MDE have the documentation (application with all signatures) on file by the paying agent prior to issuance of the certificate.

5. The application is forwarded to the district's financial advisor (or attorney) who completes the financial advisor portion of the application prior to forwarding the application to MDE for certification of participation.
6. A copy of the application will be retained at MDE and also copied for the Department of Finance. The original will be returned to the financial advisors for inclusion in their documentation. The financial advisors may file the original with the district or at least provide the district with a copy of the application that has all signatures affixed.
7. For general obligation bonds, the financial advisor sends the **final** maturity and interest schedule to MDE, which in turn sends those items on to the Department of Finance.
8. For refunding bonds:
  - a. The financial advisor sends the final maturity schedule and interest to MDE, which in turn forwards that information on to the Department of Finance.
  - b. There is an indication of when payment on new refunding bonds will change from escrow to tax levies.
  - c. There is an indication as to whether the bond that is being refunded was part of the CEP.
  - d. There is an indication of the amount of debt service from the original bond issue that the school district will remain responsible to pay each six months after the refunding.
  - e. There is an indication where the money for the refunding is held in an escrow account.
9. The expected savings by using the CEP is calculated on each issue by the financial advisor and sent to MDE with the debt service schedule.

Financial advisors have been requested to send 3 copies of the certificate with all signatures affixed to the MDE for processing. The advisors enclose a self addressed stamped envelope to facilitate the return of the original to them.

Financial advisors have also been requested to send copies of the payment schedules, ratings and savings to MDE and the Department of Finance in electronic format.

### **General Instruction in the Event of a Default**

The **Notification of Potential Default(ED-02111-08)** is the form used to notify MDE of potential default on a debt obligation. This form is available from MDE or from the financial advisor of record. This form may be submitted to request payment in the event of a default, whether or not the issue is included in the program. Essential steps and conditions of the notification include:

- The district will notify the Commissioner of Education not less than 15 working days before payment is due if the district believes it may be unable to make payment of principal or interest on any debt obligation.

- If the State has paid all or part of a school district's debt obligation, the pledge of full faith and credit and unlimited taxing powers of the school district to repay the principal and interest due on the debt obligations shall also, without an election, become a pledge of the full faith and credit and unlimited taxing powers of the school district to repay to the State the amount paid, plus interest.
- The amount paid by the State, plus interest, shall be reduced from state aid payable to the district, except that if a total reduction of the aids would cause an undue hardship, the Commissioner may establish a different schedule for reduction of aids.
- With approval of the Commissioner, a school district may levy in the year the State makes a payment an amount up to the amount necessary to repay the State.
- If the State is not repaid in full by November 30<sup>th</sup> of the calendar year following the year in which the State makes the payment, the Commissioner will require the school district to certify a property tax in the amount necessary to repay the State. To prevent undue hardship, the Commissioner may allow the district to certify the levy over a five-year period.
- The district will include a provision in its agreement with the paying agent that requires the paying agent to inform the commissioner if it becomes aware of a potential default on the day three business days prior to the date a payment is due on the issue.

A separate and detailed set of instructions is available for use by the Minnesota Department of Education (MDE), Department of Finance and financial advisors in the potential or actual event of default. Those instructions and the default form can be obtained by contacting the financial advisor or Charles Speiker at 651-582-8737 or at [charles.speiker@state.mn.us](mailto:charles.speiker@state.mn.us).

### **Credit Enhancement Program Activity**

The Credit Enhancement Program continues to be utilized by the majority of districts in the State of Minnesota. See **Table One: Credit Enhancement Summary Report-FY07**. Short-term borrowing (Aid Anticipation Certificates and Tax Anticipation Certificates) was reduced from FY 06 to FY 07. There was a reduction of approximately \$450 million dollars in issues over last year. Savings to taxpayers was approximately \$21 million dollars.

**TABLE ONE:  
CREDIT ENHANCEMENT SUMMARY REPORT-FY 2007**

	<b>FY07</b>	<b>FY06</b>	<b>FY05</b>	<b>FY04</b>	<b>FY03</b>
<b>G.O. Bonds</b>	29	43	34	29	26
<b>G.O. Refunding</b>	43	63	74	66	72
<b>Aid Anticipation</b>	124	153	154	160	151
<b>Tax Anticipation</b>	2	3	4	5	6
<b>Capital Equipment</b>	7	4	5	7	7
<b>Cert. Of Participation</b>	2	2	1	0	1
<b>Total Number of Issues</b>	207	268	272	267	263
<b>Total Amount Issued</b>	1,477,419,654	1,918,586,300	2,258,269,341	1,403,698,756	1,539,092,419
<b>Net Change in Program</b>	-23%	-15%	61%	-9%	9%
<b>Savings on Program</b>	21,218,696	46,794,986	48,650,738	23,840,709	41,291,945

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# 13. FINANCIAL ACCOUNTING AND REPORTING

## TABLE OF CONTENTS

SECTION 1 – COST ALLOCATION STANDARDS.....	1
Introduction.....	1
I. Principles and Criteria for Cost Allocation .....	1
A. Introduction.....	1
B. Allocation of Costs to Other Accounts. ....	1
C. Methods for Distributing Costs.....	2
II. Application of Cost Allocation Principles .....	3
FOOD SERVICE FUND 2 REPORTING FOR PUBLIC SCHOOLS.....	6
III. Allocation of Costs to Sites.....	11
GUIDE TO COST ALLOCATION TO SITES.....	11
IV. Allocation of Costs to UFARS Programs.....	13
GUIDE FOR COST ALLOCATION TO UFARS PROGRAMS .....	13
Cost Allocation Standards .....	13
Basis of Allocation .....	13
V. Allocation of Costs to Restricted/Reserved Revenue Programs.....	15
A. Certain Components of General Education Revenue.....	15
B. Community Education. ....	15
C. Early Childhood Family Education (ECFE). ....	16
D. Adult Basic. ....	16
E. Special Education.....	16
F. Health and Safety. ....	16
G. Secondary Vocational Education.....	16
H. Alternative Facilities Program. ....	17
I. Disabled Access Levy.....	17
J. Health and Development Screening Aid.....	17
K. Integration Revenue.....	17
L. State School to Work Disabled Program.....	17
VI. Indirect Costs Relating to Federal Grants and Contracts.....	17
Introduction.....	17
Authorization for Establishment and Use of Indirect Costs .....	18
Principles of Indirect Cost Allocation.....	18
Advantages of the Indirect Cost Rate Computation .....	19
The Indirect Cost Allocation Method Used In Minnesota.....	19
Relationship of Cost Categories for Computation of Indirect Costs Table 1.....	21
Indirect Cost Rate Computation.....	21
Indirect Cost Category.....	22
Indirect Cost Category Table 2.....	23
Base Cost Category.....	24
Base Cost Category Table 3 .....	25
Base Cost Category Table 3 (Continued).....	26
Operations and Maintenance Cost Category.....	26
All Other Costs Category.....	26
All Other Costs Table 4.....	27
Summary of Computations .....	28
Application of Indirect Cost.....	29
Example I.....	29
Cost Allocation Standards ATTACHMENT 1 (To UFARS Programs/Funds/Learning Sites) .....	30
UFARS Accounting ATTACHMENT 2 Program Dimension Code 930 – Employee Benefits.....	31
Allocation of Program Costs .....	31

Program 930 – Employee Benefits .....	32
Example A – Community Education Building Located in a Non K-12 Learning Site.....	33
Example B – Community Education Building Located in a K-12 Learning Site.....	33
Example C – Swimming Pools .....	33
FACTS.....	33
ATTACHMENT 3.....	34
COMMUNITY EDUCATION COSTS.....	34
JOURNAL ENTRY .....	35
<b>SECTION 2 – STUDENT TRANSPORTATION SERVICES.....</b>	<b>36</b>
Financial Accounting for Student Transportation Services .....	36
Selecting a Cost Allocation Method .....	37
Determining Total Transportation Expenditures for the Year .....	37
Salaries and Fringe Benefits .....	39
Overview of District in the Sample .....	40
Types of Transportation Services – District-Owned Operation.....	40
Types of Transportation Services – Contractor-Owned Operation.....	42
Districts Operating Both District-Owned and Contractor-Owned Bus Fleets .....	43
Mileage Used As the Basis to Allocate Transportation Expenditures   ATTACHMENT A .....	44
District-Owned Operation .....	44
EXHIBIT A - Total Transportation Expenditures .....	44
EXHIBIT B - Pupil Transportation Data Reported On Year-End Reports.....	45
EXHIBIT C - Total Expenditures to Be Allocated .....	46
Cost per Mile Calculation .....	46
EXHIBIT D - Determination of Expenditures for Each Finance Dimension .....	47
EXHIBIT E - Calculation of a Cost per Student - Regular Bus Routes.....	48
EXHIBIT F - Journal Entries - Allocated Expenditures .....	49
Contractor-Owned Operation .....	50
EXHIBIT A - Total Transportation Expenditures .....	50
EXHIBIT B - Pupil Transportation Data Reported On Year-End Reports.....	51
EXHIBIT C - Total Expenditures to Be Allocated .....	52
Cost per Mile Calculation .....	52
EXHIBIT D - Determination of Expenditures for Each Finance Dimension .....	53
EXHIBIT E - Calculation of a Cost per Student - Regular Bus Routes.....	54
EXHIBIT F - Journal Entries - Allocated Expenditures .....	55
Combination District-Owned and Contractor-Owned Operation .....	56
Calculation to Determine Cost per Mile .....	58
Predetermined Route - Mileage Log   ATTACHMENT B .....	59
Route Varies - Mileage Log .....	60
Hours Used As the Basis to Allocate Transportation Expenditures   ATTACHMENT C.....	61
District-Owned Operation .....	61
EXHIBIT A - Total Transportation Expenditures .....	61
EXHIBIT B - Pupil Transportation Data Reported On Year-End Reports.....	62
EXHIBIT C - Total Expenditures to Be Allocated .....	63
Cost per Mile Calculation .....	63
EXHIBIT D - Determination of Expenditures for Each Finance Dimension .....	64
EXHIBIT E - Calculation of a Cost per Student - Regular Bus Routes.....	65
EXHIBIT F - Journal Entries - Allocated Expenditures .....	66
Contractor-Owned Operation .....	67
EXHIBIT A - Total Transportation Expenditures .....	67
EXHIBIT B - Pupil Transportation Data Reported On Year-End Reports.....	68
EXHIBIT C - Total Expenditures to Be Allocated .....	69
Cost per Mile Calculation .....	69
EXHIBIT D - Determination of Expenditures for Each Finance Dimension .....	70
EXHIBIT E - Calculation of a Cost per Student - Regular Bus Routes.....	71
EXHIBIT F - Journal Entries - Allocated Expenditures .....	72
Combination District-Owned and Contractor-Owned Operation .....	73
Calculation to Determine Cost per Mile .....	75



Predetermined Route - Mileage Log ATTACHMENT D.....	76
Driver's Daily Hour Log ATTACHMENT D .....	77
Routes/Runs Used As the Basis to Allocate Transportation Expenditures ATTACHMENT E .....	79
District-Owned Operation .....	79
EXHIBIT A - Total Transportation Expenditures .....	79
EXHIBIT B - Pupil Transportation Data Reported On Year-End Reports .....	80
EXHIBIT C - Total Expenditures to Be Allocated .....	81
Cost per Routes/Runs Calculation .....	81
EXHIBIT D - Determination of Expenditures for Each Finance Dimension .....	82
EXHIBIT E - Calculation of a Cost per Mile - Regular Bus Routes .....	83
Calculation of a Cost per Student - Regular Bus Routes .....	83
EXHIBIT F - Journal Entries - Allocated Expenditures .....	84
Contractor-Owned Operation .....	85
EXHIBIT A - Total Transportation Expenditures .....	85
EXHIBIT B - Pupil Transportation Data Reported On Year-End Reports .....	86
EXHIBIT C - Total Expenditures to Be Allocated .....	87
Cost per Routes/Runs Calculation .....	87
EXHIBIT D - Determination of Expenditures for Each Finance Dimension .....	88
EXHIBIT E - Calculation of a Cost per Mile - Regular Bus Routes .....	89
Calculation of a Cost per Student - Regular Bus Routes .....	89
EXHIBIT F - Journal Entries - Allocated Expenditures .....	90
Combination District-Owned and Contractor-Owned Operation .....	91
Vehicles .....	91
Calculation to Determine Cost per Route/Run .....	93
Predetermined Route - Run Log ATTACHMENT F.....	94
Routes/Runs Vary - Log ATTACHMENT F.....	95
Personnel Activity Report ATTACHMENT G.....	96
<b>SECTION 3 – GASB STATEMENT 34 .....</b>	<b>99</b>
Introduction.....	99
What is GASB?.....	99
Statement Features .....	100
Recommendations from the Committee .....	101
Special Thanks to the Committee .....	103
Revenue Classification Guide ATTACHMENT A.....	104
Appraisal Companies <sup>1</sup> ATTACHMENT B.....	106
<b>SECTION 4 – GASB STATEMENT 45 .....</b>	<b>107</b>
Introduction.....	107
What is GASB?.....	107
Statement Features .....	107
Effective Date .....	108
Determine amount to be funded for current year.....	108
Requirements for Establishing a Trust.....	109
Accounting Treatment .....	112
Implicit Rate Subsidy.....	112
Determine Allocation of Contribution.....	112
Financial Transaction Accounting Other Post-Employment Benefits (OPEB) Pay As You Go Funding .....	115
Financial Transaction Accounting Other Post-Employment Benefits (OPEB) Revocable Trust Fund Established (Fund 25).....	117
Financial Transaction Accounting Other Post-Employment Benefits (OPEB) Irrevocable Trust Fund Established (Fund 45).....	120
Special Thanks to the GASB 45 Committee.....	123

# SECTION 1 – COST ALLOCATION STANDARDS

## Introduction

The purpose of this chapter is to define how costs should be distributed to expenditure accounts. The goals are to achieve adherence to state and federal statutes and Generally Accepted Accounting Principles (GAAP), and to achieve uniform reporting among the districts and schools.

## I. Principles and Criteria for Cost Allocation

Merely providing a comprehensive chart of accounts (Part I in this manual) does not solve the problems related to providing comparable programmatic financial data on a statewide basis. This section, along with Chapter 10 in Part I, Permitted Code Combinations, should provide the desired comparability results.

Since many revenues are restricted in their uses, it is important to identify all costs that can be associated with each of these revenues, whether they can be charged directly or charged back to the activity from a particular cost center pool. The standards included in this chapter cover costs that must be prorated or distributed prior to reporting to the State with the distribution based on such factors as square footage, mileage, timesheets, etc. Section VI of this chapter covers Indirect Costs Relating to Federal Grants and Contracts.

### A. Introduction

Cost allocation is the system used to apportion or distribute costs. The principles and criteria cover all UFARS program dimensions. For example, if a central service program or department serves programs in different funds, the costs should be applied across all funds receiving the benefit and to all relevant programs within these funds.

It is imperative that expenditures can be compared among districts within the state and that all costs are reflected within every program. Obviously, for all programs where the costs drive funding (such as Special Education, Secondary Vocational, Limited English Proficiency (LEP), and some transportation activities) all costs must be reflected. Also, any programs that require a reserved fund balance need to reflect all costs. There are other programs that receive restricted revenues and those programs need all costs allocated to them. Finally, to assure fund integrity, all costs incurred in one fund but with benefits to other funds must be allocated. See Attachment 1 summarizing the cost allocation standards using a flow chart.

### B. Allocation of Costs to Other Accounts.

A central consideration in deciding whether cost components of a program may or should be distributed to other funds is whether the activity in question is causing additional costs. For example, if the Community Education Program is causing additional maintenance costs, the maintenance costs should be charged to that program. However, if these expenses would have occurred even if the Community Education Program did not exist, these costs should

not be charged to the Community Education Program. The same would hold true of items such as accounting expenses and utilities.

Costs are distributed to other funds from the General Fund using the chargeback method (or, are directly distributed as in C.1.). Central service department costs (e.g., the printing shop) recorded within Program Code 110, Business Support, or Program Code 810, Operations and Maintenance should generally be distributed to other programs since other departments have some freedom to acquire the central service from outside sources and/or are free to determine the degree of service to utilize. A basis for allocating these costs must be documented. A district may also use the Internal Service Fund (Fund 20) if the district intends to recover the full cost of providing the service (including depreciation expense) through user charges.

Usually, only the following General Fund programs may distribute costs using the chargeback method to other funds: Program 110, Business Support Services; Program 810, Operations and Maintenance; and Program 930, Employee Benefits.

### **C. Methods for Distributing Costs**

1. Direct distribution of costs - This method shall be used when costs can be readily and accurately distributed **at the time costs are incurred**. Generally it is the most accurate method, and it should be utilized whenever feasible. In those instances where an employee is spending time in different functional areas, which can be documented, the salary should be directly distributed as the expense is incurred or distributed based on a time report. Position descriptions, along with functions actually performed by an individual, should determine the proper salary distribution. Position titles do not determine proper allocation in many instances. For example, if in a small school district the superintendent and/or secretary carry out the daily operations of the food service department, these pro-rated costs should be directly charged to Food Service (Program Code 770, rather than Program Code 020). Also, according to Minnesota Statute 124D.111, subdivision 3, the charges by the superintendent and/or secretary must be at a wage rate not to exceed the statewide average for food service directors as determined by the Department of Education. Another example of direct distribution of costs would be the custodial time spent in kitchen clean-up for the food service program.
2. Chargeback allocation method – This method should be used to distribute the costs that cannot be easily, conveniently and accurately allocated at the same time as the costs are being incurred. This method allows a school district to allocate costs consisting of several object line items to programs receiving the benefit by utilizing a single chargeback object account. Only the following UFARS object dimension codes may be used and within only specific UFARS program dimension codes:

<b>Object Dimension Code(s) Code Costs</b>	<b>Description</b>	<b>UFARS Program Dimension Originally Incurring</b>
195 *	Interdepartmental Employee Salaries & Wages (Chargeback)	001-850
295	Interdepartmental Employee Benefits	001-850, 930 (Chargeback)
365	Interdepartmental Transportation (Chargeback)	760
398	Interdepartmental Miscellaneous (Chargeback)	110, 770, 810
545	Interdepartmental Operating Capital (Chargeback)	000-420, 605-850
895	Federal Indirect Cost Chargeback	105, 110, 810

\* Caution must be used when using the chargeback allocation method involving salaries since many restricted revenue programs require detailed salary information. This includes, but is not limited to, Basic Skills, Learning and Development, Special Education and Title I, II and VI federal programs.

A credit entry using the above object codes with the appropriate program code creates a contra-expenditure account (credit amount) which must be equal to a corresponding set of debit entries using the same object code. The debit entries result in districts charging the prorated expenditures to the specific program code(s) receiving the benefit of the service. **FOR EACH OF THE ABOVE CHARGEBACK OBJECT DIMENSION CODES USED, DEBITS MUST EQUAL CREDITS WHEN TOTALING ALL FUNDS.**

## II. Application of Cost Allocation Principles

**A. Direct Distribution Costing Method** - Accounting for the cost in the user program by a direct charge.

- General Examples:
  - All regular secondary classroom teacher salaries allocated to specific program codes 212 to 270.
  - Custodian is assigned to district bus garage (Program Code 760, Object Code 170).
  - Superintendent's salary is assigned 5 percent to the daily operation of the Food Service Program (as stipulated in the contract, the superintendent is performing the function of a food service supervisor and not as a district-wide executive for 5% of his/her time (Program Code 770, Object Code 110). In a medium or large size school district, the food service supervisor and/or secretary handle these daily operational activities.
  - Utility costs directly associated with providing food by the Food Service program (Program Code 770, Object Code 330). Using a separate utility meter is preferred.

- Food Service Fund

1. Food Costs

Accurate accounting and effective program management requires that costs of food, labor and fringe benefits, and other direct costs be allocated to each of the food programs. Each food program is identified in UFARS by a specific finance code (lunch – FIN 701, after-school snack – FIN 702, milk – FIN 703, breakfast – FIN 705, a la carte – FIN 707, Summer Food Service Program – FIN 709).

There are two appropriate methods suggested to allocate food costs to the appropriate food programs (using the appropriate finance code).

- a. Standard meal cost allocation.

The average cost of food served based on the actual food purchases calculated from a random selection of menus or a complete menu cycle. This average cost of a meal is multiplied by the actual number of meals served in each program during the reporting period.

- b. Menu Costing

Purchased food used daily to prepare each meal is recorded for a period of one month for each program. At the end of the month, the percentage of total food costs used in each program is calculated. These percentages can then be used for the entire year to allocate food costs to each program.

2. Labor Costs

- a. Time and attendance records - Actual time and attendance records may be used to allocate labor costs to each program.

- b. Percentage of total hours worked in each program to total hours worked during a specific period of time (one month) can be established and used during the entire year to allocate labor costs.

- c. Percentage of food costs – The same percentages established to allocate food costs to each program can be used to allocate labor costs.

3. General Administrative Costs

Currently, districts may not charge the Food Service Fund for General Administrative Costs such as portions of the salary for the district superintendent or fiscal manager unless the district does not employ or contract for a food service director.

#### 4. General Requirement / UFARS Coding

##### **Cost Allocation** 7 CFR 210.14 & 210.19; MN Statutes 124D.111 and 123B.77

- a. Federal regulations for school meal programs require school food service expenditures to be in accordance with the financial management system established by the state agency.
- b. Minnesota Statutes require food service revenues and expenditures to be attributed to a school food service fund and require school districts to adopt the Uniform Financial Accounting and Reporting Standards.
- c. UFARS requires school districts to allocate their expenses by program, which for food service are lunch, breakfast, milk, a la carte, and any other federal nutrition program in which the school food authority participates such as Summer Food Service Program and Child and Adult Care Food Program. A chart showing UFARS codes is attached. The UFARS Manual is available online at <http://education.state.mn.us> under Data and Reports, Finance, Budgeting & Accounting UFARS, Current Year. For example, the costs of providing the school breakfast program must be allocated to that program and not allowed to remain under school lunch.

If you have questions, please contact:

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**FOOD SERVICE FUND 2 REPORTING  
FOR PUBLIC SCHOOLS**

	Lunch (Finance 701)	After School Snack (Finance 702)	Special Milk (Finance 703)	Kindergarten Milk (Finance 703)	Breakfast (Finance 705)	A La Carte Other (Finance 707)	Summer Food (Finance 709)	Child & Adult* Care Food Program (Finance 469)
<b>Revenues:</b>								
Student	Source 601	Source 601	Source 601	Source 601	Source 601	Source 601	Source 601	Source 400
Adult	Source 606		Source 606		Source 606	Source 606	Source 606	Source 606
Special Function Food Sales	Source 608	Source 608	Source 608	Source 608	Source 608	Source 608	Source 608	Source 608
State Reimbursement	Source 300			Source 300	Source 300			
Federal Reimbursement	Sources 471-472	Source 499	Source 475		Source 476		Source 479	Source 400
Commodity Distribution	Source 474		Source 474		Source 474		Source 474	Source 477
<b>Expenditures:</b>								
Food	Object 490	Object 490			Object 490	Object 490	Object 490	Object 490

Milk	Object 495	Object 495	Object 495	Object 495	Object 495	Object 495	Object 495	Object 495
Labor	Object 100-299-305	Object 100-299-305	Object 100-299-305	Object 100-299-305	Object 100-299-305	Object 100-299-305	Object 100-299-305	Object 100-299-305
Interest						Object 740		
Other	All Other Objects	All Other Objects	All Other Objects	All Other Objects	All Other Objects	All Other Objects	All Other Objects	All Other Objects
Commodity Distribution	Object 491				Object 491		Object 491	

\*To report Child & Adult Care Food under Fund 04-Community Service, use Organization 005, Program 570-580 (Finance, Object, Source, & Course are same as Fund 2



- Community Service Fund

Only the additional costs associated with the existence of community education can properly be allocated to this fund.

Examples:

- Additional custodial time necessary to clean the classrooms after community education classes.
- Additional electrical and heating costs incurred in maintaining classrooms ready for community education classes.
- Any costs which would still be incurred if community education activities were to be discontinued shall remain in the General Fund. This test of whether to allocate costs applies in particular to Community Education sharing a facility with the K-12 classes.

In the case where Community Education has the exclusive use of a building, any operating expenses can properly be charged to the Community Service Fund. Any capital improvements made to the building must be made out of the General Fund and should not be allocated in any way to the Community Service Fund. The building remains the property of the school district. Therefore, the school district is responsible for any capital expenditure associated with the building.

Example A (Community Education Building Located in a Non-K-12 Learning Site.)

If the Community Education programs or administrative offices for the Community Education program are housed in a district-owned building which is used only for non-instructional purposes (separate district office, warehouse area, or vacant school), the square footage occupied would be the basis for allocation. The costs of custodial salaries, heat, water and general repairs would be totaled (Program 810). The useable square footage would then be determined for each occupant (e.g., community education, transportation, district office, etc.). This percentage of the total useable square footage would be applied to total costs and allocated to the proper funds. See Attachment 3 for an example illustrating the above situation.

Example B (Community Education Building Located in a K-12 Learning Site.)

If a Community Education program uses space that is also used by the K-12 program, the simple square foot allocation basis is not appropriate. In this case, the program should still pay for its costs. However, certain costs should remain in the General Fund. Custodial costs, for example, will be incurred because of the K-12 program. Therefore, Community Education should only be charged for excess costs, overtime pay to staff to maintain the boiler, or late cleanup after a program. These costs are best obtained by job timesheet entries. A sample period may be used if job timesheets are not available. The remaining costs, principally heat, light, and water should be allocated by a percentage of usage. Usage is determined by both the amount of space and the percentage of time used. See Attachment 3 for an example illustrating the above situation.

### Example C (Swimming Pools)

Swimming pools present a special problem due to their high utility usage and intensive custodial care required. The best method to allocate costs for buildings with pools are to use a consultant to determine operation costs. Districts must subtract costs from the total building costs thus reducing the available square footage in the building. The pool would be allocated on an hours used basis; the remaining space would be allocated as appropriate. See Attachment 3 for an example illustrating the above situation.

- **Transportation Program (Program Code 760)**

If a district is contracting for services, the costs should be distributed directly to the various finance codes as per the contract. However, any district administrative costs, however, pertaining to the chargeback allocation method must be allocated to all appropriate transportation finance codes with a documented basis for allocation. Refer to Attachment 4 for a sample cost allocation of a contractor-owned operation.

- **Nonpublic School Programs**

Public schools are required by law to provide services to nonpublic schools in the areas of Health (Finance Code 350), Guidance and Counseling (Finance Code 353) and Textbooks and Instructional Materials (Finance Code 351). Public schools must maintain a separate accounting for each nonpublic school they deal with. Each nonpublic school is assigned a number.

If a school district is using its own personnel, the following steps should be followed to allocate expenditures associated with Health Services and Guidance and Counseling.

First, determine the percentage of time spent with the nonpublic schools for the purpose of determining the total expenditures to be coded to them. Second, allocate those expenditures on the basis of the number of students in each nonpublic school.

If the school district hires personnel strictly to deal with nonpublic schools, the total expenditures to be allocated are clear. These expenditures should then be allocated to the various nonpublic schools on the basis of the number of students in each nonpublic school.

Public schools can charge actual costs of up to 5 percent of expenditures as administrative costs. When these administrative costs are reimbursed, the revenues should be coded back to the fund having generated the administrative costs. See Part B below.

- B. Chargeback Allocation Method** – Account for the cost initially in the central service department and then allocate by utilizing a negative dollar amount chargeback account within the central service department (credit amount).

## Examples:

- **Central printing**  
Account for the cost in the user programs by offsetting the Central Printing Department costs with a negative chargeback entry, using Object Code 398 - Interdepartmental Miscellaneous Services, and charging the user programs with a positive chargeback entry, using Object Code 398.
- **Central warehouse**  
Account for the cost in the user program by offsetting the Central Warehouse Department costs monthly (or at least annually) by making a negative chargeback entry, using Object Code 398 - Miscellaneous Services Chargeback, and charging the user programs with a positive chargeback entry, using Object Code 398 - Miscellaneous Services Chargeback. The dollar amount of the chargeback could be based on the square footage of the warehouse space, or some other similar basis such as a service charge method as follows: If we assume that the warehouse operation would require \$150,000 to operate and would make inventory purchases of \$2,000,000, there would be a service charge of 7.5% ( $\$150,000/\$2,000,000$ ).
- **Work-Order Cost System Covering Capital Projects**  
Utilize Object Code 545 to reclassify all direct costs relating to capital projects handled by the Central Maintenance Program to the User Program.
- **Other Food Service Costs**  
Utility costs that can be identified with food preparation in the kitchen and custodial time needed to move groceries or clean the kitchen may be allocated to the Food Service Fund from the General Fund using Chargeback Object Code 398.
- **Transportation Program**  
Normally during the year, all costs associated with a district-owned bus fleet, or a combination district- and contractor-owned bus fleet, are accumulated in a central cost pool with a Finance Dimension Code 720. However, in some cases bus driver salaries and other expenditures can be allocated as the cost is being incurred to another appropriate finance dimension. At year-end, these costs must be allocated to all appropriate finance codes. The basis for allocation should normally be cost per mile. However, in some cases, allocation based on cost per student is appropriate. Object Code 365 should be used. Refer to Attachment 5 for a sample cost allocation of a district-owned operation and Attachment 6 for a sample cost allocation method for a combined district- and contractor owned operation.
- **Employee Benefits**  
See Attachment 2.
- **Federal Indirect Cost Chargeback.**  
Use Object Code 895 to reclassify the indirect cost allowance in federal grants (see Part VI). Use Programs 105, 110 and 810 to reclassify those expenditures.

### III. Allocation of Costs to Sites

Certain costs should be allocated to each budgeted learning site using the UFARS Organization Dimension. The same principles and criteria covered in Section I above apply to allocating costs to learning sites. The following table should be used to help determine the costs to be allocated to a learning site.

#### GUIDE TO COST ALLOCATION TO SITES

Specific Restricted Program				Other Programs
UFARS Programs	Basic Skills/ Compensatory Education (M.S. § 126C.15) Finance Code 317	School Site Decision Making Agreement (M.S. § 123B.04 M.S. § 122A.61)	Staff Development and Staff Development Incentive (M.S. § 122A.62) Finance Codes 306-308	Unrestricted Revenue and Other Restricted Revenue Not Specifically Mentioned*
001-099 Administration	Not applicable.	Only costs associated with Code 050, School Administration	Not applicable.	Use Org. Dim. Code 005 except for UFARS Program Code 050, School Administration where it is recommended to use learning site org. codes.
100-199 District Support Services	Not applicable.	Only costs associated with Human Resource activity for acquiring and maintaining staff, attendance recording and reporting, and any district central support services negotiated in the agreement such as purchasing, printing, and warehousing.	Not applicable.	Use Org. Dim. Code 005.
200-299 Elementary And Secondary Regular Instruction	Require Learning Site Org. Codes. However, districts receiving compensatory transition revenue may use Org. Code 005 for the statutorily unrestricted part of this revenue. (1998 Laws, Article I, Section 35 – Must not exceed 5% of the former comp. revenue.	Require Learning Site Org. Codes.	Not applicable.	Recommend for Learning Site Org. Code.
300-399 Vocational Educational Instruction	Require Learning Site Org. Codes	Require Learning Site Org. Codes	Not applicable.	May use Learning Site Org. Code.
400-499	May use unfunded	May use non-funded	Not applicable.	May use non-funded costs

<b>Specific Restricted Program</b>				<b>Other Programs</b>
Special Education Instruction	costs with Learning Site Org. Codes.	costs with Learning Site Org. Codes.		with Learning Site Org. Codes.
500-599 Community Educational Services	Not applicable.	Not applicable.	Not applicable.	May use Learning Site Org. Codes.
600-699 Instructional Support Services	Require Learning Site Org. Codes	Require Learning Site Org. Codes	Require Learning Site Org. Codes	May use Learning Site Org. Codes.
700-799 Pupil Support Services	Require Learning Site Org. Codes.	Require Learning Site Org. Codes.	Not applicable.	May use Learning Site Org. Codes.
800-899 Sites, Buildings And Equipment	Require Learning Site Org. Codes with Code 810 only.	Require Learning Site Org. Codes.	Not applicable.	May use Learning Site Org. Codes.
900-999 Fiscal And Other Fixed Costs Programs	Not applicable.	Not applicable.	Not applicable.	May use Learning Site Org. Codes.

\* Generally, salaries and fringe benefits should be included when it is recommended that costs be allocated to Learning Sites. However, for those districts whose management philosophy dictates they pool all staff salaries and benefits district-wide and only account for full-time equivalent staff (FTE) for each site, Organization Dimension Code 005 may be used.

#### IV. Allocation of Costs to UFARS Programs

All identifiable costs should be allocated to the UFARS Programs which are receiving the benefit. The same principles and criteria covered in Section I above apply to allocating these costs. The following table should be used to help determine the costs to be allocated to various UFARS programs which include the Food Service Fund (Program 770) and the Community Service Fund (Program 500s).

#### GUIDE FOR COST ALLOCATION TO UFARS PROGRAMS

<b>UFARS Programs Incurring Costs</b>	<b>Cost Allocation Standards</b>	<b>Basis of Allocation</b>
001-099 Administration	Only Program Code 050, School Administration may perform activities which can be allocated to other UFARS Programs within the General Fund including various restricted revenue programs.	Allocate actual costs directly.
100-199 District Support Services	Only Program Code 110, Business Support Services, may perform activities which can be allocated to other UFARS Programs including various restricted revenue programs. These activities include, but are not limited to, purchasing, printing, Data Processing, and warehousing.	Purchasing – Number of orders. Printing – Number of pages. Warehousing – By item. Data Processing – By CPU time.
200-299 Elementary And Secondary Regular Instruction	Only activities that relate to restricted revenue programs must be allocated. See Part V.	Use actual costs of the following: Salaries – Average/FTE various employee groups. Benefits – Average percent of salary for various employee groups. Instructional Supplies – ADM
300-399 Vocational Education Instruction	Only activities that relate to other restricted revenue programs must be allocated. See Part V.	Use actual costs of the following: Salaries – Average/FTE various employee groups. Benefits – Average percent of salary for various employee groups. Instructional Supplies – ADM
400-499 Special Education Instruction	Only activities that relate to other restricted revenue programs must be allocated. See Part V.	Use actual costs of the following: Salaries – Average/FTE various employee groups. Benefits – Average percent of salary for various employee groups. Instructional Supplies – ADM

<b>UFARS Programs Incurring Costs</b>	<b>Cost Allocation Standards</b>	<b>Basis of Allocation</b>
500-599 Community Education Services	Only activities that relate to other restricted revenue programs must be allocated. This includes distributing costs within the 500 Program Series. Also, not more than 5% of ECFE revenue may be used to administer ECFE programs. Minn. Stat. § 124D.135, subd. 5 According to Minnesota Statute 124D.20, subdivision 9, a district may use up to 10% of its Community Education revenue for equipment that is used exclusively in Community Education programs and is further restricted to certain capital items. See Part II and Part V.	Use actual costs of the following: Salaries – Average/FTE various employee groups. Benefits – Average percent of salary for various employee groups. Instructional Supplies – ADM
600-699 Instructional Support Services	Only activities that relate to restricted revenue programs must be allocated. See Part V.	Use actual costs of the following: Salaries – Average/FTE various employee groups. Benefits – Average percent of salary for various employee groups. Instructional Supplies – ADM.
700-799 Pupil Support Services	Only activities that relate to restricted revenue programs must be allocated including the various Food Service Programs and Transportation Programs. There are limitations on costs to be allocated to Food Service. Minn. Stat. § 124D.111, subd. 3. For the nonpublic pupil aid activities, the district may claim and receive 5% of the allocation for the administration of the program. Minn. Stat. § 123B.46. See Part II and Part V.	Use actual costs of the following: Salaries – Average/FTE various employee groups. Benefits – Average percent of salary for various employee groups. Instructional Supplies – ADM
800-899 Sites, Buildings And Equipment	Only Program Code 810, Operations and Maintenance may perform activities which can be allocated to other UFARS Programs including various restricted revenue programs. These activities include repairs and maintenance of equipment. For restricted revenue programs and the food service and community service funds, this includes custodial care and ordinary upkeep.	Use actual costs of the following: Salaries – Average/FTE various employee groups. Benefits – Average percent of salary for various employee groups. Instructional Supplies – ADM

## V. Allocation of Costs to Restricted/Reserved Revenue Programs

Certain sources of revenue require that all costs related to this revenue be identified. The following programs should include all costs that satisfy the standards in this section.

### A. Certain Components of General Education Revenue.

1. General Education Revenue for Area Learning Centers and State-Approved Public Alternative Programs.  
Use **Finance Code 303** to identify all expenditures associated with the district's students attending an area learning center. Minn. Stat. § 123A.05-123A.09. Use **Finance Code 305** to identify all expenditures associated with the district's students attending State-Approved Public Alternative Programs. School districts must reserve revenue in an amount equal to at least 90 percent of the district average general education revenue less compensatory revenue times the number of pupil units attending an area learning center program or alternative program.
2. Basic Skills Revenue.  
Use **Finance Code 317** to identify all expenditures itemized under Basic Skills legislation. Minn. Stat. § 126C.10, subd. 4. Basic skills revenue is comprised of the following four revenue components: (1) Compensatory Education; (2) LEP Basic; (3) LEP Concentration; and (4) an additional Basic Skills match up to \$22.50 times the number of fund balance pupil units in kindergarten to grade 8.
3. Staff Development Revenue.  
Use **Finance Codes 306, 307 and 308** to identify all expenditures associated with the district's staff development programs. Minn. Stat. § 122A.61. One percent of Basic General Education Revenue must be reserved for staff development activities.
4. Operating Capital Revenue.  
Use **Finance Dimension Code 302** to identify all expenditures stipulated in Minnesota Statute 126C.10, subdivisions 13 and 14. Expenditures for capital items not associated with Total Operating Capital Revenue should be recorded using Finance Code 000 or other appropriate finance code. Revenue for a district equals \$100 times the district's maintenance cost index times its actual pupil units, plus \$68 times the actual pupil units for the school year.
5. Learning and Development Revenue.  
Use **Finance Dimension Code 330** to identify all expenditures to reduce and maintain the district's instructor-to-learner ratio in kindergarten through grade 6 to a level of 1 to 17 on average as stipulated in Minnesota Statute 126C.12.

### B. Community Education.

Use **Finance Dimension Code 321** to identify community education activities defined in Minnesota Statute 124D.20, subdivision 8. Do not include community education expenditures for which other finance codes exist (Finance Code 322, 325, 326, and 438).



### **C. Early Childhood Family Education (ECFE).**

Use **Finance Dimension Code 325** within Program Code 580 to identify all expenditures for the ECFE activities offered by the school district according to Minnesota Statute 124D.135.

### **D. Adult Basic.**

Use **Program Code 520** to identify all expenditures along with various finance codes including Finance Code 322, State Adult Basic Education, and Finance Code 438, Adult Basic Education. In no case shall federal and state aid plus levy equal more than 100% of the actual cost of providing these programs. Minn. Stat. § 124D.52.

### **E. Special Education.**

Use **Finance Code 740** to identify all expenditures incurred for state fund special education programs. Special education salary expenditures eligible to generate state special education aid include expenditures for essential personnel including special education teachers, related services staff, and support services staff who provide direct services to students with disabilities. Salaries of administrative and supervisory personnel are not eligible to generate special education aid. Expenditures for contracting with outside consultants to conduct assessment and IEP planning for individual pupils are eligible to generate special education aid.

Districts may generate state special education aid when contracting with a public or private agency, other than another public school, for individual student services. The purchase of instructional equipment and supplies are reimbursable with state special education aids when purchased for student use.

### **F. Health and Safety.**

Use **Finance Codes 347, 349, 352, 358, 363, and 366** to identify all expenditures approved in the application to the Commissioner of Education for health and safety revenue. Minn. Stat. § 123B.57. The revenue may not be used for a building or property or part of a building or property used for postsecondary instruction or administration or for a purpose unrelated to elementary and secondary education.

### **G. Secondary Vocational Education.**

Use **Finance Code 830** to identify all expenditures eligible for state funded secondary vocational aid (use with Program Code Series 301-399 and Program Code 610) according to Minnesota Statute 124D.453.

## **H. Alternative Facilities Program.**

Use **Finance Code 386** to identify all expenditures that qualified school districts identify under the Alternative Facilities Bonding Aid and Levy Program. A ten-year facility plan must be prepared by the qualifying district aid approved by the Commissioner. Refer to Minnesota Statute 123B.59 for eligible expenditures.

## **I. Disabled Access Levy.**

Use **Finance Code 794** to identify all expenditures for the removal of architectural barriers and for fire safety modifications according to Minnesota Statute 123B.58. The district may levy up to \$300,000 under this authority as approved by the Commissioner and the amount may be levied over eight or fewer years.

## **J. Health and Development Screening Aid.**

Use **Finance Code 354** to identify all expenditures related to the state aid for each child screened according to Minnesota Statute 121A.17. Use Fund 04, Community Service Fund.

## **K. Integration Revenue.**

Use **Finance Code 315** to identify expenditures related to Integration Revenue according to Minnesota Statute 124D.86.

## **L. State School to Work Disabled Program.**

Use **Finance Code 835** to identify all expenditures funded by this program according to Minnesota Statute 124D.454.

## **VI. Indirect Costs Relating to Federal Grants and Contracts**

### **Introduction**

This section explains the authorization, use and computation of indirect costs relating to federal grants and contracts. It includes explanations of the various approaches to indirect costs, specifications of the computations used in Minnesota, lists of the codes permitted in these computations, and examples of the computations.

Some federal aids and grants reimburse only the readily identified direct costs. This type of program does not use an indirect cost rate; therefore, this chapter does not apply to such programs.

Other federal grants and contracts approve expenditures for not only the direct cost (identified costs relating to specific activities or programs) but also their fair share of the indirect expenses (usually general administrative expenses and certain other costs that are related to the program but cannot be readily and accurately identified as a direct cost or service). This chapter concerns the computation of indirect cost rates for these categories of grants and contracts.

It is important to note that inclusion or exclusion of indirect costs does not change the **total** amount of the grant or award for most federal programs. Inclusion of indirect costs therefore reduces the total amount of direct costs that can be included in most program plans.

### **Authorization for Establishment and Use of Indirect Costs**

The federal government recognized, through the publication of the Office of Management and Budget (OMB), Circular A-87, and Education Department General Administrative Regulations (EDGAR) 34 CFR parts 75.561 and 76.561; (b) and (c) January 1, 1996, that federally assisted programs shall bear their fair share of indirect costs in addition to costs directly related to the program. The Office of Education (OE) issued an "Advisory Statement on Indirect Costs." The following paragraph is from that statement:

"When the department (Office of Education) has determined that a state education agency reviewing process is acceptable and the results conform with regulations, it will delegate authority to the state agency to negotiate and approve indirect costs rates for the local education agencies."

In 1973 the U.S. Commissioner of Education, and the Office of Grant Administration Policy of the Department of Health, Education and Welfare required local education agencies to have an approved indirect cost rate in order to recover any indirect costs related to federal grants and contracts.

The Department of Education, in cooperation with the U.S. Department of Education, recently developed an indirect cost plan to be used by local education agencies (LEAs) in Minnesota and was approved on May 24, 1996. This approval was for Fiscal Year 1997 and thereafter. The LEAs (school districts) may apply these indirect cost rates to many different federally funded educational programs. The Minnesota indirect cost allocation plan establishes both a Restricted and an Unrestricted Rate for Minnesota LEAs. These are defined in the section on Indirect Cost Rate Computation.

### **Principles of Indirect Cost Allocation**

There are several commonly used methods that can be applied in local school districts to account for indirect costs related to federal programs. They are as follows:

a. **Keep Current Records**

It is possible to keep records of the materials and supplies consumed in the administration of a program and the specific hours of time dedicated to the program by administrators and administrative support people. This can become impractical, however, due to the amount of time and accounting work involved, especially with numerous federal programs. Some costs are easily overlooked in the record keeping process. The time and work may exceed the benefits in this method.

b. Attribute Costs after the Fact

Another method to determine allocations of indirect costs is to estimate the percentage of individual salaries and associated costs including employee benefits that have indirect benefits to a program. This method has the virtue of simplicity and reduces record keeping. It has various disadvantages such as the authentication of the percents or costs attributed to each program. This can involve negotiation with many different federal grant managers on a program by program basis within each district each year.

c. Establish General Rates for All Programs - Indirect Cost Rate Computation

In this method the rates are established for all in advance of the applicable program year. The indirect costs rates permitted for programs in the current year are based on the best available data from the second prior year. In this chapter, this is referred to as the Indirect Cost Rate Computation. This is the method that has been adopted for Minnesota and that is explained in the remaining portion of this chapter.

### **Advantages of the Indirect Cost Rate Computation**

There are a number of advantages in using an Indirect Cost Rate Computation as opposed to keeping current records or estimating after the fact. First, the indirect costs and base costs used in the computation formula are actual expenditures reported and audited from a prior year. The indirect cost rates applicable to the 2000-01 school year are based on costs reported and audited for school year 1998-99. This means the LEA's financial data would be available to the Department of Education for computation of the indirect cost rates to be utilized by the Local Education Agency in time to prepare the 2000-01 budget. Use of either current or after-the-fact cost data would mean uncertainty or use of estimates in the budgeting process. Although use of two year-old data may not yield actual indirect cost rates currently encountered, over a period of years these differences average out.

A second advantage is that the process is greatly simplified as all programs that fit in a given category (either restricted or unrestricted) have the same accounting requirements. There is no need, once the rates have been established, to negotiate for rates for any particular program. This saves cost and effort for the Department of Education and the local school district.

### **The Indirect Cost Allocation Method Used In Minnesota**

The method used in Minnesota is to establish general rates for all programs. The Minnesota Department of Education calculates both a restricted and an unrestricted rate for each district each year. These rates are defined as follows.

a. Restricted Rate

The restricted rate is the result of legislation governing certain federally funded programs that require that federal funds "supplement and in no case supplant local efforts;" that is, these programs do not pay for costs that would otherwise be borne by state and local funds. The most common restricted programs administered by the state agency in which indirect costs are recoverable are ESEA Title I, ESEA Title IV-C, and EHA Title VI-B.

b. Unrestricted Rate

The unrestricted rate is used for grants and contracts that do not have the supplement/supplant language in their controlling legislation, regulations or guidelines. One of the common programs that use the unrestricted indirect cost rate is Adult Basic Education.

Establishment of the restricted and unrestricted indirect cost rates requires the classification of all school district expenses into one of four cost categories. These are:

1. Indirect Costs

An indirect cost, as applied to the indirect cost rate computation, reflects costs in Program Code 105, General Administrative Support and Program Code 110, Business Support Services. They do not include costs reflected in Program 020, Offices of the Superintendent; Program Code 050, School Administration; or Program Code 030, Instructional Administration.

2. Base Costs

Base costs are those activities or programs that:

(a) Provide direct services such as instructional services to pupils and staff or provide instructional or pupil support; or

(b) Provide indirect service such as the office of the superintendent, the school board, and instructional or school administration.

3. Operations and Maintenance Costs

These are the usual operations and maintenance costs relating to maintaining and sustaining the value of existing real property or equipment. These costs are itemized separately because they are included with the base costs for determining the restricted rate and with the indirect costs for determining the unrestricted rate.

4. All other costs

These are non-recurring or extraordinary costs that are not included in either the base costs or the indirect costs. They include such things as building construction, debt service, reemployment compensation, transfers to other school districts, tuition charges paid to other districts and similar items. These costs have no relevance to determination of an indirect cost rate and would tend to distort the indirect cost rate formula.

Table 1, RELATIONSHIPS OF COST CATEGORIES FOR COMPUTATION OF INDIRECT COSTS, shows the relationship of each cost category (indirect, base, operations and maintenance and all other costs) to the restricted and unrestricted indirect cost rates.

**Relationship of Cost Categories  
for Computation of Indirect Costs  
Table 1**

		<b>Restricted Rate</b>	<b>Unrestricted Rate</b>
^	Indirect Costs	^	^
	(Excluding Operations	Indirect Costs	
	and Maintenance)	v	Indirect Costs
	_____	_____	
	Operation and	^	
	Maintenance		v
	_____		_____
<b>Total</b>	Base Cost		^
<b>District</b>	(Excluding Operations		
<b>Costs</b>	and Maintenance)		Base Costs
<b>For</b>	_____		
<b>Base</b>	All Other Costs	v	v
<b>Year</b>			
v			

All other costs are not included in either indirect or base costs because they are extraordinary, nonrecurring or otherwise not allowed.

**Indirect Cost Rate Computation**

The rate computation formula, based on actual expenditures for a fiscal year, is as follows:

$$\frac{\text{Indirect Costs}}{\text{Base Costs}} = \text{Indirect Cost Rate Percentage}$$

As noted previously, all of the costs considered in the indirect cost rate computation are for actual expenditures reported for a previous year (e.g., 1999-00 expenditures will be used to calculate the 2001-02 rate).

The indirect cost rate computation requires the classification of expenditures into the four categories noted above. Expenditures in the Building Construction Fund, Debt Service Fund, Trust Fund, and Agency Fund are excluded from both the indirect and base costs categories. The Capital Expenditure Fund moved into the General Fund effective July 1, 1996. Finance Codes 302, 347, 349, 352, 358, 363, 366 and 794: Object Code 280 and 500 Series will be excluded from both the indirect and base cost categories. These expenditures are included in the all other costs category. Expenditures in the General Fund, Food Service Fund, and Community Service Fund are included in the indirect cost or base costs category, unless they are expenditures for excluded items listed above or for items listed in the all other costs description below. The

Transportation Fund moved into the General Fund effective July 1, 1996, the expenditures will still be included in the indirect cost.

The financial data required for this classification of expenditures is recorded entirely in the program and object dimensions of UFARS. The Organization, Finance and Course dimensions can therefore be ignored for this classification.

Certain categories of objects and program categories may be prorated and therefore may be classified partially in the direct cost category and partially in indirect costs. They are as follows:

- a. Salaries - If an individual performs activities in more than one program category, his salary will be prorated to reflect a reasonable distribution between the two or more program categories. It is therefore possible that any individual salary would be reported in part under one program category in indirect cost accounts, and part under another program in the base cost category.
- b. Data Processing and Printing in the Program Code 110, Business Support Services- These program categories as reported reflect the net cost to the data processing and printing activities. This net cost is arrived at by charging back or expensing other accounts such as instructional cost for data processing and printing. This, in effect, prorates the data processing and printing costs to various programs that may be included in either the indirect cost or base cost category as appropriate for the individual program.

The following descriptions and tables provide detailed information about which program and object codes are to be aggregated in each cost category when computing the restricted and unrestricted indirect cost rates. Indirect cost rates are computed to the nearest 1/10th of 1 percent.

### **Indirect Cost Category**

The indirect cost category for purposes of the indirect cost rate computation is comprised of the expenditure accounts for general administrative support and business support services in the district support services category of the UFARS program dimension.

Certain district-wide program accounts are not allowed to be included in the indirect cost category as a matter of federal policy. These include the board of education, superintendent, principals, and instructional administration to whom the principals report if not the superintendent. These are all included in the administration (010-050) categories of the UFARS program dimension.

Employees' benefits (200 series of the object dimension) are normally associated with the employee benefits program account (program code 930). However, because of the need to report fringe benefits as part of the accounts required for the indirect cost category, the 200 series objects associated with the program categories for district support services and operations and maintenance are to be included with the expenditure accounts for these specific program categories. Districts may report employee benefits for these indirect cost categories by using the interdepartmental employee benefits (chargeback), Object Code 295.

In Fiscal Year 2001, Program Code 930, Employee Benefits (all costs associated with benefits), Re-employment Insurance, and Workers Compensation are to be allocated to the program which generated the benefit.

Table 2, **Indirect Cost Category**, UFARS expenditure accounts to be included as indirect costs for FY 01 financial data that is applicable for FY 03 and thereafter is shown below.

**Indirect Cost Category  
Table 2**

All employee benefits are charged directly to the appropriate program code.

Program Code	Program Category	Object Code	Comments
105	General Administrative Support	all**	For the program categories included in the indirect cost accounts, employee fringe benefit expenditures will be part of the reported program cost.
110	Business Support Services	all* **	
	<b>Total of Indirect Costs for Restricted Rates</b>		
810	Operation and Maintenance	all* **	For the Unrestricted Rate add Program Code 810, Operation and Maintenance to Indirect Cost Accounts. Include employee fringe benefit expenditures as above.
850 (Charter Schools Only)	Facilities  <b>Total of Indirect Costs for Unrestricted Rates</b>	370	For Lease Aid Expenditures (Charter Schools Only)

\* Will be net charges when using interdepartmental account which reflects chargebacks to user's activities (primarily instructional).

\*\* Exclude all 500 series object codes.



## **Base Cost Category**

Base costs include the following general categories:

- a. Instructional - Costs related to instructional services to the pupils and adults of the district.
- b. Instructional Support - Costs related to directly serving instructional personnel regardless of instructional category.
- c. Pupil Support Services - Costs related to directly serving the pupils regardless of instructional program (the exception is the cost of food and milk to such pupils).
- d. Certain Selected District-Wide Program Categories that are not allowed to be included as indirect cost as a matter of federal policy. These include the school board, superintendent, principals, and line administration to whom the principals report if not the superintendent.
- e. Employee Benefits - Costs of employee benefits related to the salary accounts of program categories included in the base costs will either be recorded in a single program category, employee benefits (program code 930), or be recorded in other program categories (e.g., Instruction, Instructional Support, Pupil Support, etc.) by using the 200 series object codes, fringe benefits. In Fiscal Year 2001 Program Code 930, Employee Benefits, all costs associated with benefits, Re-employment Insurance, and Workers Compensation are to be allocated to the program which generated the benefit.

Table 3, **Base Cost Category**, UFARS expenditure accounts to be included as base cost for FY 01 financial data that is applicable for FY 03 and thereafter is shown below.

**Base Cost Category  
Table 3**

All employee benefits are charged directly to the appropriate program code.

Program Code	Program Categories	Object Codes
010	Board of Education	all**
020	Office of Superintendent	all**
030	Instructional Administration	all**
050	School Administration	all**
107	*Other Administration	all**
200	Regular Instructional (All codes in 200 series)	all* Except list of excluded objects
300	Vocational Instruction (All codes in 300 series)	"
400	Special Education Instruction (All codes in 400 series)	"
500	Community Education and Services. (All codes in 500 series)	"
600	Instructional Support (All codes in 600 series)	"
700	Pupil Support Services (All codes in 700 series except 770)	"
770	Food Service	all** Except list of excluded object codes 490-Food, 491-Commodities, 495-Milk, 499-Warehouse Inventory Adj.

- \* Program #107 includes assistant superintendent, community relations, census, and research and evaluation.
- \*\* Exclude all 500 series object codes.

**Base Cost Category  
Table 3  
(Continued)**

Program Code	Program Categories	Object Codes	Comments
940	Insurance  Total is Base Cost for Unrestricted Rate	all*	
810	Operation and Maint.	all*	
850	Facilities  Total is Base Cost for Restricted Rate	370	Charter Schools Only
---	Any	390 to 394, 500 to 810 and all codes over 860 except 899	List of excluded objects  These objects are excluded because they are extraordinary and are part of "All Other Costs."

\* Exclude all 500 series object codes.

### **Operations and Maintenance Cost Category**

Operations and Maintenance (Program Code 810) is included in the indirect cost category for the computation of the unrestricted rate or in the base cost category for the computation of the restricted rate. Program 850 is included for Charter Schools Only.

### **All Other Costs Category**

All other costs include other possible expenditure accounts not otherwise differentiated as an indirect cost or a base cost.

This category includes the following three basic types of expenditures.

- a. All expenditures for Capital Expenditure, Building Construction, Debt Services, and other non-recurring costs are associated with their respective funds.
- b. Object codes that are always excluded from indirect or base costs regardless of program category. Most of these object codes are associated with the program categories noted in "a" above. These expenditures are primarily found in the funds that are excluded from the indirect and direct cost categories. However, some object codes that are excluded from the base cost and indirect cost categories may be associated with program categories that are included in the base cost and the indirect

cost categories. These object codes must be categorized in the all other costs category. These include: the 390 series, expenditures for various tuition payment associated with Special Education and as well as other programs; payments to other Districts; Taxes; Debt Service payments; Re-employment Compensation; and Transfers either between funds or out of the district.

**Table 4, All Other Costs**, UFARS expenditure accounts that are not in with the indirect cost category or the base cost category are shown below.

**All Other Costs  
Table 4**

Program Code	Program Category	Object Code	Comments
870	Building Construction	all	
910	Retirement of Long-Term Obligations	all	
920	Retirement of Non-Bonded Obligations	all	
950	Transfers	all	
960	Other Non-Recurring Items	all	
Any		390 to 394	Payment for tuition, etc.
		500's	Capital Expenditures
		700's	Debt Service
		910	Permanent Transfers to Other Funds

$$\text{Unrestricted Indirect Cost Rate (\%)} = \frac{\text{Indirect Cost plus Operation \& Maintenance}}{\text{Base Cost}}$$

$$\text{Restricted Indirect Cost Rate (\%)} = \frac{\text{Indirect Cost}}{\text{Operation and Maintenance plus Base Cost}}$$

### Summary of Computations

The following diagram indicates the summary information necessary for computation of the restricted and unrestricted indirect cost rates. Rates are computed to the nearest 1/10th of one percent.

<b>Fund</b>	<b>Total Cost</b>	<b>Indirect Cost</b>	<b>Operations and Maintenance.</b>	<b>Base Cost</b>	<b>All Other Costs</b>
General					
Food Service					
Community Services					
Building Construction					
Debt Service					
Trust Fund					
Agency Fund					
Total		(1)	(2)	(3)	

$$\text{Unrestricted Indirect Cost Rate (\%)} = \frac{\text{(1) plus (2)}}{\text{(3)}}$$

$$\text{Restricted Indirect Cost Rate (\%)} = \frac{\text{(1)}}{\text{(2) plus (3)}}$$

Operation and maintenance is usually a significant cost. As these costs are subtracted from the numerator and added to the denominator for the computation of the restricted rate, the restricted rate is always substantially less than the unrestricted rate.

## Application of Indirect Cost

The indirect cost rate is used for budget and expenditure reporting. The basic formula for total program costs is as follows:

Direct Cost	plus	(Indirect Cost Rate X Direct Cost)	plus	Capital Outlay	=	TOTAL PROGRAM COST
(Identified to and allowed by <i>this</i> federal program <i>this</i> year.)		(The indirect rate used on <i>this</i> year's program is based on expenditures incurred <i>year before last</i> .)		(Only equipment or items purchased for and allowed by <i>this</i> program <i>this</i> year.)		

The following example illustrates the use of the indirect cost rate and formula.

### Example I

In the school year 2000-01, your district's expenditures reflect a computed Restricted Indirect Cost Rate of 2% and an Unrestricted Indirect Cost Rate of 10%.

You want to apply for an ESEA Title I grant and have identified the following anticipated costs.

Program Categories	Object	Amount
216 - Educationally Deprived	Salaries	\$40,000
216 - Educationally Deprived	Supplies	1,000
216 - Educationally Deprived	Equipment	1,500
760 - Transportation	Field Trips	600
710 - Counseling and Guidance	Salaries	2,000
		\$45,100

The ESEA Title I program direction will be done by an individual with an \$18,000 salary who will spend 60% of his/her time supervising the educational directions of this program and 40% administering other federal programs.

Q. What are the direct costs of the proposed Title I programs?

Program Categories	Object	Amount
216 - Educationally Deprived	Salaries	\$40,000
216 - Educationally Deprived	Supplies	1,000
760 - Transportation	Field Trips	600
710 - Counseling and Guidance	Salaries	2,000
*605 - General Instructional Support	Salaries	10,800
		\$54,400

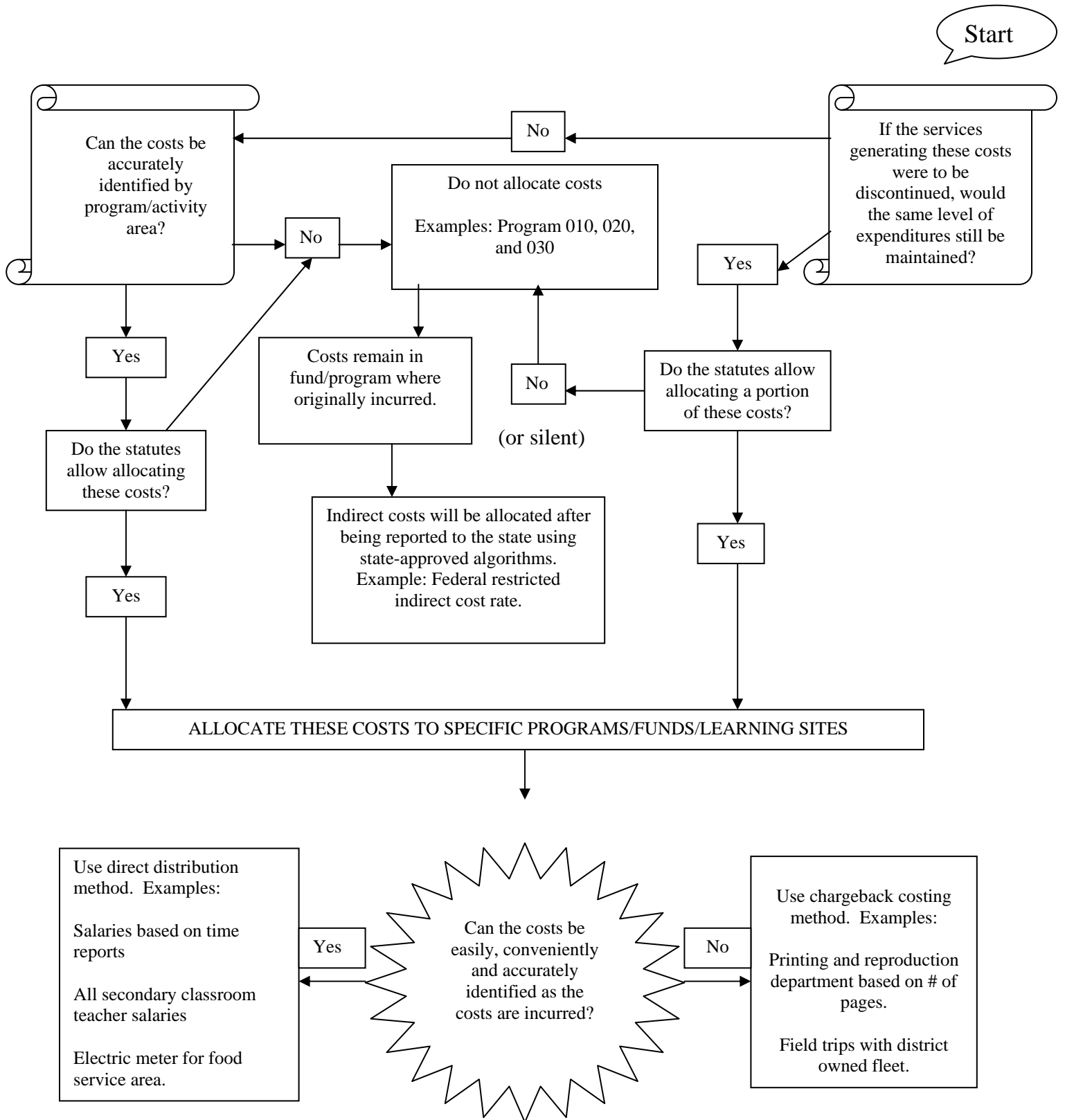
\*General Instructional Support (60% X \$18,000 = \$10,800)

Q. What is the total amount of the grant request?

Direct Cost	\$54,400
Restricted Indirect Cost (2% X \$54,400)	1,088
Capital Outlay (Equipment)	1,500
	\$56,988

**Cost Allocation Standards  
(To UFARS Programs/Funds/Learning Sites)**

**ATTACHMENT 1**



**UFARS Accounting**  
**Program Dimension Code 930 – Employee Benefits**

**Allocation of Program Costs**

According to the UFARS manual, at year-end all costs associated with benefits, Re-employment Insurance, and Workers Compensation are to be allocated to the program which generated the benefit. State reporting requirements to the U.S. Department of Education also require that employee benefits in the Operating Funds be allocated to specific programs which receive the benefit. Because of the above, the description for Program Code 930 was changed to “Employee Benefits (clearing account only).” The Internal Service Fund (20) does not need to have Program Code 930 be zero due to the nature of the fund.

If indirectly allocating employer costs for employee benefits (Object Codes 190, 191, 210-280, 299, 305) that have been charged to Program Dimension Code 930, districts must at a minimum allocate employer costs to one or more of the following general areas, using chargeback codes:

- Program Code: 030 General Administration – Instructional (000 Series)  
105 District Support Services (100 Series)  
201 Kindergarten Instructional Services  
203 Elementary Instructional Services  
211 Secondary Instructional Services  
399 Secondary Vocational Instructional Services  
420 Special Education Instructional Services  
505 (Fund 04) – Community Service Program (General)(500 Services Except for ECFE)  
580 (Fund 04) – Early Childhood and Family Education  
605 Instructional Support Services (600 Series)  
640 Staff Development  
760 Pupil Transportation Services  
770 (Fund 02) – Food Service Program  
790 Other Pupil Support Services (700 Series except for pupil transportation and food service)  
810 Operations and Maintenance of Facilities Services (800 Series)

For allocating employee costs for Object Codes 190, 191, 270, 280 and post-employment insurance benefits, Org. Code 005 must be used.

According to the Permitted Code Combinations Chapter in the UFARS manual there are eleven object codes allowed within Program 930 – Employee Benefits (clearing account only). The following table details the recommended procedure for complying with UFARS:



**Program 930 – Employee Benefits**

<b>OBJECT DIMENSION CODES</b>	<b>DESCRIPTION</b>	<b>DIRECT</b>	<b>CHARGEBACK</b>	
190	Sabbatical Leave Pay	Code to programs 105, 201, 203, 211, 505, 760, 770, or 810 as costs are incurred.	Determine percentage of these expenditures for program category 105, 201, 203, 211, 505, 760, 770, or 810 and chargeback using Object Code 195.	
191	Severance Pay			
210	FICA/Medicare	Using payroll system, allocate these costs associated with each employee to the same programs as the salaries.	Determine percentage of salary for these expenses for each employee bargaining group and charge back, using Object Code 295.	D
214	PERA			
218	TRA			
220	Employee Insurance	Using payroll system, allocate these costs associated with each employee who receives the benefit to the same programs as the salaries.	Determine dollar amount of benefit for each employee by the benefit bargaining unit and chargeback using Object Code 295.	
250	Tax Sheltered Annuities/MN Deferred Compensation Plan	Using payroll system, allocate these costs associated with each employee which receives the benefit to the same program as the regular salary.	Same as Object Code 220 above.	D i
270	Workers Compensation	Identify employees receiving benefit during each billing period and proportionately allocate costs to the same programs as the regular salary.	Determine percentage of salary cost for each worker's compensation category using Program Categories 105, 200, or 810 and proportionately chargeback using Object Code 295.	
280	Reemployment Compensation Insurance  Note: Dedicated levy revenues should be allocated to Funds 02 and 04 to cover the costs.	Identify employees receiving benefit during each billing period and proportionately allocate costs to the same programs as the regular salary.	Determine program area (105, 200 or 810) for person receiving benefit and proportionately charge back using Object Code 295.	.
299		See recommended method.	See recommended method.	
305	Consulting Fees/Fees for Service	See recommended method.	See recommended method.	

**Example A – Community Education Building Located in a Non K-12 Learning Site.**

If a building was occupied as follows:

30,000	sq. ft. District Office
10,000	sq. ft. Community Education
10,000	sq. ft. Food Service
5,000	sq. ft. Vacant Rooms
5,000	sq. ft. Common Areas
<u>60,000</u>	sq. ft. TOTAL

Operational costs - \$80,000

The amount allocated to Community Education would be determined as follows: The amount of square footage allocated would consist of used space plus a prorated share of common area. The common area is 9.09% of used space 5,000/55,000, therefore, community educators would have 10,000 + 10,000 X .0909 = 10,909 square feet allocated to it and the yearly costs would equal \$80,000 X 10,909/60,000 = \$14,545. From this it follows if Community Education was the sole occupant of a building, they would pay 100% of the costs (assuming there was no vacant space).

**Example B – Community Education Building Located in a K-12 Learning Site.**

If community education uses 1,500 square feet of a 10,000 square foot building for 4 hours 3 days a week and the K-12 program uses the space for 8 hours 5 days a week. The allocation to community education would be the percentage of space multiplied by the percentage of time used (this is the percentage of utilization). In this case the space allocation is 1,500/10,000 = .15. The time allocation is 12/52 = .23 for a utilization of 3.46% (.15 X .23). Community Education should be allocated 3.46% of total costs.

The general fund should pay for the remaining costs, which include the 77% of utilized time and all of the non-used time (weekends, etc.).

**Example C – Swimming Pools**

The following example shows a calculation with journal entries of a K-12 learning site that has a pool, Community Education classes and administration offices in it.

**FACTS**

Square Footages

Instructional Usage (K-12 and Community Education)	6,000	Square Feet
District Offices	2,000	Square Feet
Community Education Offices	1,000	Square Feet
Pool	1,500	Square Feet
Common Areas	500	Square Feet
Total	11,000	Square Feet

**ATTACHMENT 3**

Costs – All Program 810

Object 170	Custodial	\$48,000
170	Custodial Overtime for CE	4,000
	Other Overtime	500
200s	Benefits	12,000
300	Utilities, Repairs	19,000
401	Custodial Supplies, Repair Supplies	3,000
440	Fuel for Building	5,000
	<b>Total Costs</b>	<b>\$91,500</b>

Costs Attributable to Pool (according to study) \$30,000

General Community Education classes use 3,000 square feet M-W-F - 4 hours per day  
 K-12 use 6,000 square feet MTWThF – 8 hours per day  
 Community Education Pool – 8 hours per week  
 K-12 Pool – 20 hours per week

**COMMUNITY EDUCATION COSTS**

Facilities Uses

	\$91,500	Total Costs	11,000	Square Feet
less	4,000	Overtime	less	1,500
less	30,000	Pool	less	500
	\$57,500	Cost to Allocate		9,000
				Specific Uses

Allocate Common .0555 = 500/9,000

Square feet	K-12	6,334	(6,000 + Prorated Share of Common)
	District Office	2,111	(2,000 + Prorated Share of Common)
	Community Ed. Office	1,055	(1,000 + Prorated Share of Common)
		9,500	

1) Custodial overtime - \$4,000

2) Community Education Administrative Offices

(Allocated to Community Education) 1,055/9,500 X \$57,500 = \$6,385

District Office Cost 2,111/9,500 X \$57,500 = \$12,777  
 (These costs are not allocated to maintain program integrity.)

Instructional Space 6,334/9,500 X \$57,500 = \$38,338  
**Total** **\$57,500**

- 3) A portion of the instructional space must be allocated to community education for use of 3,000 square feet of space 3 days a week, 4 hours a day.

Total Usage is	6,000	Square feet X 8 hrs. X 5 days =	240,000
	3,000	Square feet X 4 hrs. X 3 days =	<u>72,000</u>
		Total	312,000

Community Education's allocation is  $72,000/312,000 = .2307$  of the instructional space which is  $.2307 \times \$38,338 = \$8,847$ .

- 4) Pool Costs allocation

K-12 Usage	20 hours
Community Education Usage	<u>8 hours</u>
Total	28 hours

The Community Education allocation would be  $8/28 * \$30,000 = \$8,571$

**JOURNAL ENTRY**

			Debit	Credit
1)	E	04-005-505-000-195-000	\$4,000	
2)	E	04-005-505-000-398-000	\$6,385	
3)	E	04-005-505-000-398-000	\$8,847	
4)	E	04-005-505-000-398-000	\$8,571	
5)	G	04-101-00	\$27,803	
1)	E	01-005-810-000-195-000		\$4,000
2-4)	E	01-005-810-000-398-000		\$23,803
5)	G	01-101-00		\$27,803

Entry 1) could be made at the time the overtime is incurred which would imply using Object Code 170 rather than 195.

This example is only one method of allocation; other methods may be used as long as they use identifiable costs, allocated using a logical, appropriate methodology.

## SECTION 2 – STUDENT TRANSPORTATION SERVICES

The following information on financial accounting and cost allocation methods for student transportation services can also be viewed on the State of Minnesota Department of Education's Website

[http://education.state.mn.us/mde/Accountability\\_Programs/Program\\_Finance/Transportation/Reports\\_Publication/index.html](http://education.state.mn.us/mde/Accountability_Programs/Program_Finance/Transportation/Reports_Publication/index.html)

### **Financial Accounting for Student Transportation Services Cost Allocation Methods and Salaries/Fringe Benefit Limitations**

Beginning with the 2005-06 school year, Minn. Stat., section 123B.92, Subd, 5, requires school districts to allocate student transportation expenditures among categories by miles, hours or routes. If further cost allocation is necessary because students from more than one category ride over the same miles, during the same hours, or on the same routes/runs, the cost should be further allocated by the number of students utilizing the service or by a cost per mile. This is true for all operations – whether the transportation system is operated by the district or by a privately-owned school bus company. The exceptions are:

1. Bus driver salaries and related fringe benefits may either be direct charged to the appropriate transportation category or allocated among categories.
2. Contracts with a privately-owned company or an individual who provides transportation exclusively in “one” transportation category (e.g., only providing transportation to special education students in district or parent transporting a child to and from school) must be charged directly to the appropriate transportation finance code.
3. Expenditures for capital outlay, leased buses, student board and lodging, crossing guards and aides on buses must be charged directly to the appropriate transportation finance code.

In addition to a standard cost allocation method, districts will be limited to which staff salaries can be included in the finance codes associated with the transportation program. The standard cost allocation method and staff salary limitations are being done to ensure an equitable distribution of state aids among districts.

In order to implement this new system, districts will be required to keep detailed records in a number of areas. The records may include log sheets on the number of miles traveled, log sheets on number of hours a vehicle was on the route and/or runs, log sheets on routes/runs, actual time sheets or time studies for employees who work part-time in transportation. In addition, the district must be prepared to send worksheets to the Department on which cost allocation method was used and how the district arrived at the final costs reported in each transportation category. Also, the district may be asked to supply log sheets, time studies, contracts, etc. The written documentation must be available to the department auditor if the transportation program is audited. If districts are unable to produce the written documentation, the expenditures may be disallowed.

## Selecting a Cost Allocation Method

A district must select only one method for the current school year's transportation cost reporting – mileage, hours or routes/runs. If further cost allocation is necessary because students from more than one category ride over the same miles, during the same hours, or on the same routes/runs, the cost should be further allocated by the number of students utilizing the service or a cost per mile. The district will report its annual miles, hours, or routes/runs on the Pupil Transportation Annual Report – depending on what method it selected to allocate its costs.

## Determining Total Transportation Expenditures for the Year

Whichever of the three methods are used, districts must first determine their total transportation expenditures for the entire school year. If the district contracts for bus service and the privately-owned school bus company or companies send separate bills for the different categories of transportation, the bills must be added together to determine total transportation expenditures for the year and then allocated among the categories of service that the contractor provided for the district. The exception would be for those contractors that provide only **one** type of transportation service.

A sample cost allocation method has been developed using each of the methods - one for a district-owned operation, one for a contractor-owned operation, and one for districts that both own and contract for their transportation services. Pages 5 through 8 of this document give an overview of the district in the sample.

### 1. Mileage Used As the Basis to Allocate Transportation Costs

This method allocates costs to categories based on a cost per mile. *Attachment A* shows how a district allocates the transportation costs using this method. This method has been available for a number of years and is part of the cost allocation chapter in the Uniform Financial Accounting and Reporting Standards (UFARS). It has been updated to reflect changes to transportation cost reporting and allocation methods made in Minn. Stat. 123B.92, subd. 5.

If the districts select this cost allocation method, they must maintain mileage logs for buses in their district-owned fleet. Districts that contract for school bus service must obtain the mileage records from the contractor. See the Mileage Logs section of this document for more information on collecting mileage.

**Mileage Log** It is imperative that the beginning and ending mileage be recorded for each bus – on July 1 at the beginning of the fiscal year and on June 30 at the end of the fiscal year. If a bus is used on a predetermined route (same miles every day), the daily miles should be multiplied by the number of days in the school year to determine the annual mileage for the vehicle. It is important to determine the type of route – regular (Finance Dimension 720), special education (Finance Dimension 723), student activity trip (Finance Dimension 733), etc.

When buses are not used on predetermined routes, mileage must be recorded by trip. A bus route begins when a bus leaves a point (e.g., garage, home, school) empty and proceeds on a route, picking up pupils and then traveling to a school(s) until the bus is empty; and

returning the pupils to a designated point after school. A bus route may have more than one run. For example, it is possible to have six runs on the same route, i.e., one high school run, one middle school run, and one elementary run - both morning and afternoon.

**Attachment B** is a sample monthly mileage log if the district/contractor does not have a system currently in place. The log on page 21 can be used for predetermined routes. The log on page 22 should be used when the length of the route varies from trip to trip. If districts do not use these mileage logs, an equivalent substitute log may be used.

## 2. Hours Used As the Basis to Allocate Transportation Costs

This method allocates costs to categories based on a cost per hour. **Attachment C** shows how a district allocates the transportation costs using this method. Because students from more than one category may be riding during the same time period, costs may have to be prorated further based on a cost per student.

If districts select this type of cost allocation method, they must maintain hourly-use logs for buses in their district-owned fleet. Districts that contract for school bus service must obtain the hourly-use records from the contractor. See the Hour Log by Bus section of this document for more information on collecting hours.

**Hour Log by Bus.** Records must be kept of the number of hours needed to complete each route/run. If a bus is used on a predetermined route (same hour use every day), the daily hours should be multiplied by the number of days in the school year to determine the annual hours for the vehicle. It is important to determine the type of route – regular (Finance Dimension 720), special education (Finance Dimension 723), student activity trip (Finance Dimension 733), etc.

When buses are not used on predetermined routes, hours must be recorded.

**Attachment D** is one method a district may use to track the number of hours needed to operate the bus routes if the district/contractor does not have a system currently in place. Page 35 of the log can be used for predetermined routes. The log on page 36 should be used when the length of the route varies from trip to trip. If districts do not use these hour logs, an equivalent substitute log may be used.

## 3. Routes/Runs Used As the Basis to Allocate Transportation Costs

This method allocates costs to categories based on a cost per route/run. A bus route begins when a bus leaves a point (e.g., garage, home, school) empty and proceeds on a route, picking up pupils and then traveling to a school(s) until the bus is empty; and returning the pupils to a designated point after school. A bus route may have more than one run. For example, it is possible to have six runs on the same route, i.e., one high school run, one middle school run, and one elementary run - both morning and afternoon. **Attachment E** shows how a district allocates the transportation cost using this method.

If districts select this type of cost allocation method, they must maintain route/run logs for buses in their district-owned fleet. Districts that contract for school bus service must obtain the

route/run records from the contractor. See the Route/Run Logs by Bus section of this document for more information on collecting routes/runs.

**Route/Run Log by Bus.** Records must be kept of the number of runs needed to complete each route. *Attachment F* is one method a district may use to track this information. Page 55 of the log can be used for predetermined routes. The log on page 56 should be used if the routes vary from trip to trip. If districts do not use this route/run log, an equivalent substitute log may be used.

## Salaries and Fringe Benefits

Effective with the 2005-06 school year, a district may include the salaries and benefits of 1) an employee designated as the district transportation director, 2) an employee providing direct support to the transportation director or 3) an employee providing direct transportation services such as a bus driver or bus aide. Salaries and fringe benefits of district employees, whose primary duties are other than transportation, including central office administrators and staff, building administrators and staff, teachers, social workers, school nurses, and instructional aides **cannot** be included in finance codes associated with the transportation program unless the employee has been designated as the district's transportation director.

The salaries and fringe benefits of the district employees who work **part-time** in transportation and part-time in other areas (e.g., custodian/bus driver, MARSS Secretary/Transportation Secretary) may only be included in transportation if there is written documentation. For part-time transportation employees, the following forms of documentation will be acceptable:

1. Timesheets. Timesheets must identify the hours worked on transportation responsibilities. The employee and his/her supervisor must sign and date the time sheets.
2. Time Studies. Time studies must be conducted at least three times during a school year. The first time period studied should be from August 15 through September 15; the second period should be from January 15 to February 15; and the third time period should be from April 15 through May 15. The time study must include the name of the employee, title, specific transportation job responsibilities, and the hours worked on those responsibilities. The employee and his/her supervisor must sign and date the time study. *Attachment G* is a sample time study that may be used for this purpose.

Failure to sign and date any of the above documents will result in an employee's salaries/fringe benefits being disallowed. In addition, districts may be asked to produce position descriptions identifying a part-time employee's transportation responsibilities. General statements such as "works on transportation matters" will not be acceptable. An after-the-fact time study or survey will not be accepted. The time study must be done during the specified time periods.

For full-time transportation employees, the only acceptable form of written documentation will be contracts, agreements or position descriptions that identify the specific transportation responsibilities of each employee.

Once the total amount of salaries/fringe benefits have been identified for full-time and part-time employees, the salaries/fringe benefits may or may not be allocated among all finance



dimensions depending on the employee's transportation responsibilities. For example, if an employee works only on arranging transportation for student activity and field trips, that employee's salaries/fringe benefits may only be charged to the finance dimension associated with that type of service (733 – Nonauthorized Transportation).

### **Overview of District in the Sample**

Attached are sample cost allocation methods for a district to use in allocating its transportation expenditures. Beginning with the 2005-06 school year, districts must allocate its expenditures based on either mileage, hours or routes/runs. This is true whether the district owns its buses or whether it contracts for bus service.

This introduction gives a general overview on what type of transportation services the district is providing. It is recommended that transportation costs that are to be allocated be coded to Finance Dimension 720, Regular To and From School, during the school year. Districts would then allocate those expenditures to other finance dimensions or transportation categories at the end of the school year based on the selected cost allocation method. A district may select only one method for the current school year's transportation cost reporting. Following is an explanation of the types of expenditures and the level of transportation services offered by the district used in the samples.

### **Types of Transportation Services – District-Owned Operation**

The district included the salary of the transportation supervisor and his staff (router, dispatcher, secretary, etc.). Their salaries and fringe benefits, along with the mechanic's salary and fringe benefits, were allocated among all finance dimensions. Bus driver salaries and fringe benefits may be coded directly to the appropriate finance dimensions. For example, the salary paid to the bus driver of the noon kindergarten route could be coded directly to Finance Dimension 716, Object Dimension 170. If detailed records are not available, bus driver salaries and fringe benefits may be coded to Finance Dimension 720 and allocated among all finance dimensions like the salaries of the transportation director, dispatcher, router, etc.

Students with disabilities rode the regular bus route to school but then transferred to a special bus route to go to the location of their special education classes. This was a contracted special route and this contractor did not provide any other transportation services in the district. The amount paid to the contractor for transporting students with disabilities in this instance is coded directly to Finance Dimension 723 and not allocated among all finance dimensions. Object Dimension 360 should be used for all contracted transportation services. The district must also include the cost of transporting the students with disabilities on the regular bus route in Finance Dimension 723.

The district also hired an individual to assist students at hazardous crossings on their walk to and from school. The salary and fringe benefits of this individual must be coded directly to Finance Dimension 719.

The district also travels outside its borders to pick-up and discharge nonresident public school open enrollment students. The mileage incurred outside the district is not authorized (M.S.

123B.92, Subd. 3). Districts must allocate expenditures for this travel to Finance Dimension 713.

The expenditures for repairs made to a school bus after an accident were reimbursed by the district's insurance company. These expenditures were properly coded to Finance Dimension 720 – Regular To and From School, Object Dimension 350 - Repairs and Maintenance Services. The insurance receipts were coded to Finance Dimension 720, Source Dimension 625 - Insurance Recovery. Insurance receipts for repairs must be deducted from the expenditures before those expenditures can be allocated to all finance dimensions. In other words, the repair expenditures covered by insurance receipts must remain in Finance Dimension 720 and not allocated to other finance dimensions. See Exhibit C. In addition, the Department will reduce expenditures reported in Finance Dimension 720 by the insurance receipts recorded in Finance Dimension 720, Source Dimension 625. This will be done before the expenditures are transferred to the transportation aids database for the calculation of the final transportation aid payment. The reason for this step is so that the expenditures already reimbursed by an insurance company will not be included as authorized expenditures in Finance Dimension 720.

Capital expenditures (purchase of school buses, vans, radios, etc.) must be coded directly to Finance Dimension 733, 302 or 000. See information at the bottom of Exhibit A to determine the appropriate finance dimension to use. Refer to the 500 Object Series in your UFARS Manual for a definition of capital expenditures. Also, loan interest must be coded directly to Finance Dimension 733.

Expenditures for purchased services, supplies, materials, insurance, fuel, etc., must be allocated among all finance dimensions.

Once it is known at year-end how many miles were traveled for each type of transportation service, how many hours were needed to provide each level of service, how many routes/runs were used for each type of service, or how many students were transported, then that information will be used to calculate the cost per mile, cost per hour, cost per route/run or the cost per student. Districts would divide the expenditures coded to Finance Dimension 720 by the selected cost allocation method on district-owned vehicles (see Exhibit C) to determine the cost per mile, hour, route/run or students.

Districts determine the cost for each type of service by multiplying the mileage, hours, routes/runs or students reported in each category times the rate that was just calculated. If students from more than one category are riding on the same bus routes together, then the district will have to allocate costs to some categories based on a cost per student or a cost per mile (see Exhibit E). This is especially true for the Ineligible Category. Usually districts transport these students on the regular school bus routes.

Once districts have determined the total expenditures for each category, they move the expenditures using Object Dimension 365, Transportation Chargebacks, from Finance Dimension 720 to the other finance dimensions or categories by debiting the other finance dimensions by the amount that was calculated and crediting Finance Dimension 720. Remember that the total dollar amount debited to a chargeback code must equal the total dollar amount credited to the chargeback code.

Following is an explanation of the exhibits in this sample cost allocation:

**Exhibit A** lists all transportation expenditures. Those marked with an asterisk are allocated among all finance dimensions.

**Exhibit B** is the year-end pupil transportation data reported by the district. Mileage, hours, routes/runs and students reported on this page will be used to allocate expenditures among all finance dimensions.

**Exhibit C** is the items marked with an asterisk in Exhibit A, subtraction of insurance receipts, and the calculation of the cost per mile, cost per hour, and cost per route/run.

**Exhibit D** shows the steps necessary to determine the total cost of each category. This district coded salaries directly to each finance dimension (see Exhibit A) and allocated the cost of operating the vehicles (see Exhibits B and C). (Normally, salaries and fringe benefits would be coded directly to the proper finance dimension. This sample, however, shows the fringe benefits being allocated in the cost of operating the vehicles.) The amount the district paid to the contractor for transporting students with disabilities is coded directly to Finance Dimension 723 along with the cost of transporting those students on the regular bus routes. See Exhibit E for the method used to calculate the cost per student riding on regular bus routes.

Although districts are still required to report the number of students transported in the secondary one-to-two mile and hazard riders' categories (also known as excess), they are no longer required to allocate costs separately for these transportation services. The costs are coded to Finance Dimension 720, Regular.

**Exhibit E** shows how the district determined the cost per student riding on regular bus routes and/or the cost per mile.

**Exhibit F** shows the journal entries necessary to record the expenditures in the proper finance dimension.

### **Types of Transportation Services – Contractor-Owned Operation**

The district contracts for all pupil transportation services. All bills from the contractor are recorded in Finance Dimension 720 during the school year and allocated to other finance dimensions by a cost per mile, hour, route/run or student.

The district transports students to and from school (both regular and special needs students on regular routes), between school buildings, kindergarten students at noon, students home after school (late activity), special routes to and from school for students with disabilities, student activity trips, and field trips. The district also has its contractor travel outside the district to pick up open enrollment students. It also transports some students to and from school who live less than one mile from school and who were ineligible for transportation (no hazards).

This district contracts with two privately-owned school bus companies. One company provides most of the district's transportation services. The second company only transports special needs students from the resident district to another district so that the student may attend special education classes in that district.

The district also has a part-time transportation director and secretary who work with the contractor by designing transportation routes, determining safe school bus stops, dealing with discipline issues, coding students and expenditures for state reporting, and negotiating contracts. An individual was hired by the district to assist students at hazardous crossings.

Following is an explanation of the exhibits in this sample cost allocation:

**Exhibit A** lists all transportation expenditures. Those marked with an asterisk are allocated among all finance dimensions.

**Exhibit B** is the year-end pupil transportation data reported by the district. Mileage, hours, routes/runs and students reported on this page will be used to allocate expenditures among all finance dimensions.

**Exhibit C** is the items marked with an asterisk in Exhibit A and the calculation of the cost per mile, cost per hour, and cost per route/run.

**Exhibit D** shows the steps necessary to determine the total cost of each category. The amount the district paid to the second contractor for transporting students with disabilities is coded directly to Finance Dimension 723 along with the cost of transporting those students on the regular bus routes. Also, the salaries paid to an individual who assisted students at hazardous crossings are coded directly to Finance Dimension 719.

Although districts are still required to report the number of students transported in the secondary one-to-two mile and hazard riders' categories (also known as excess), they are no longer required to allocate costs separately for these transportation services. The costs are coded to Finance Dimension 720, Regular.

**Exhibit E** shows how the district determined the cost per student riding on regular bus routes and/or the cost per mile.

**Exhibit F** shows the journal entries necessary to record the expenditures in the proper finance dimension.

### **Districts Operating Both District-Owned and Contractor-Owned Bus Fleets**

Some districts operate their buses and contract for some of their services. There are some expenditures that relate to both types of service. For example, the transportation supervisor oversees both operations. Snow is removed so that both district-owned and contractor-owned buses can load and unload. These expenditures must be allocated to both types of service

There are three rates calculated when a district has both types of operation: a district-owned vehicle rate, a contractor-owned vehicle rate, and a district- and contractor-owned vehicle rate. For categories that used district-owned vehicles, the district would multiply the mileage, hours or routes/runs by the district-owned vehicle rate and the district- and contractor-owned vehicle rate. For categories that used contractor-owned vehicles, the district would multiply the mileage, hours or routes/runs by the contractor-owned vehicle rate and the district- and contractor-owned vehicle rate.

District-Owned Operation

EXHIBIT A - Total Transportation Expenditures

*Transportation Supervisor Salary	01-005-760-720-110	\$39,814.65
*Secretary Salary	01-005-760-720-170	27,302.71
Bus Driver Salaries	01-005-760-720-170	127,678.39
*Bus Mechanic Salary	01-005-760-720-170	27,861.54
Bus Driver Salaries	01-005-760-716-170	13,117.08
Crossing Guard Salary	01-005-760-719-170	5,339.25
Bus Driver Salaries	01-005-760-725-170	3,404.10
Bus Driver Salaries	01-005-760-733-170	19,982.32
*FICA/Medicare	01-005-760-720-210	20,983.12
*PERA	01-005-760-720-214	12,183.75
*Group Hospitalization Insurance	01-005-760-720-220	8,207.33
*Group Dental Insurance	01-005-760-720-220	1,539.11
*Other Employee Benefits	01-005-760-720-220	763.00
*Workers Compensation	01-005-760-720-270	4,873.50
*Snow Removal	01-005-760-720-305	941.66
*Data Processing Services	01-005-760-720-316	1,061.45
*Communication Services	01-005-760-720-320	805.78
*Utility Services	01-005-760-720-330	3,514.63
*Liability Insurance	01-005-760-720-340	8,106.42
*Repair and Maintenance Services	01-005-760-720-350	6,117.30
Transportation Contract Private Carrier	01-005-760-723-360	12,602.91
*Custodial Supplies	01-005-760-720-401	453.75
*Repair Supplies	01-005-760-720-401	5,146.39
*Fuels	01-005-760-720-440	60,119.47
Bus Equipment	01-005-760-733-532	8,442.01
	302	
	000	
Pupil Transportation Vehicle	01-005-760-733-548	35,061.70
	302	
	000	
TOTAL TRANSPORTATION EXPENDITURES		\$455,423.32

\*Expenditures to be allocated - See Exhibit C.

- Use Finance Dimension 302 if the district is purchasing equipment/school bus from the Reserved for Operating Capital.
- Use Finance Dimension 000 or 733 if the district is purchasing equipment/school bus from the unreserved, undesignated money in the General Fund.

## EXHIBIT B - Pupil Transportation Data Reported On Year-End Reports

The following data were reported on the MARSS Report and the Pupil Transportation Annual Report by the district in this sample. These data are used to calculate the cost per mile (Exhibits C and D) and the cost per student (Exhibit E).

<b>TO AND FROM SCHOOL TRANSPORTATION CATEGORIES – REGULAR TERM</b>				
FINANCE DIMENSION	CATEGORY		PUBLIC STUDENTS FROM MARSS	NONPUBLIC STUDENTS FROM ANNUAL REPORT
720	REGULAR	EARLY CHILDHOOD DISABLED	0	0
		ELEMENTARY (K-6)	423	35
		SECONDARY (7-12)	318	17
720	EXCESS (Secondary 1-2 and Hazards Riders)		56	6
723	DISABLED		7	0
715	DESEGREGATION		0	
737	INELIGIBLE/NONRESIDENT		2	0
-	TOTAL TO AND FROM SCHOOL		806	58

<b>SCHOOL BUSES</b>						
OWNERSHIP	TYPE A	TYPE B	TYPE C	TYPE D	TYPE III	TOTAL
DISTRICT-OWNED		1	12	3	2	18
CONTRACTOR-OWNED					1	1
NONPUBLIC-OWNED						
TOTAL		1	12	3	3	19

<b>MILEAGE, HOURS OR ROUTES/RUNS BY CATEGORY</b>							
FINANCE DIMENSION	CATEGORY	MILEAGE		HOURS		ROUTES/RUNS	
		DISTRICT	CONTRACT	DISTRICT	CONTRACT	DISTRICT	CONTRACT
720	REGULAR/EXCESS	184,741					
711	LEARNING YEAR SUMMER						
713	OPEN ENROLLMENT OUTSIDE DST	1,400					
714	INTERDISTRICT DESEG/INTEGRA						
715	INTRADISTRICT DESEG/INTEGRA						
716	NOON KINDERGARTEN	35,113					
717	LATE ACTIVITY PUBLIC						
718	SAFETY						
719	HAZARDS (CROSSING GUARDS)						
721	SUMMER SCHOOL REGULAR						
723	DISABLED	IN REG	3,652				
725	BETWEEN SCH BLDGS PUBLIC	7,962					
726	BETWEEN SCH BLDGS NONPUBLIC						
733	NONAUTHORIZED	50,224					
737	INELIGIBLE						
739	LOW INCOME MILEAGE REIMB						
-	TOTAL	279,440	3,652				

**EXHIBIT C - Total Expenditures to Be Allocated**

*Transportation Supervisor Salary	01-005-760-720-110	\$39,814.65
*Secretary Salary	01-005-760-720-170	27,302.71
*Bus Mechanic Salary	01-005-760-720-170	27,861.54
*FICA/Medicare	01-005-760-720-210	20,983.12
*PERA	01-005-760-720-214	12,183.75
*Group Hospitalization Insurance	01-005-760-720-220	8,207.33
*Group Dental Insurance	01-005-760-720-220	1,539.11
*Other Employee Benefits	01-005-760-720-220	763.00
*Workers Compensation	01-005-760-720-270	4,873.50
*Snow Removal	01-005-760-720-305	941.66
*Data Processing Services	01-005-760-720-316	1,061.45
*Communication Services	01-005-760-720-320	805.78
*Utility Services	01-005-760-720-330	3,514.63
*Liability Insurance	01-005-760-720-340	8,106.42
*Repair and Maintenance Services	01-005-760-720-350	6,117.30
*Custodial Supplies	01-005-760-720-401	453.75
*Repair Supplies	01-005-760-720-401	5,146.39
*Fuels	01-005-760-720-440	60,119.47
<b>TOTAL - EXPENDITURES MARKED WITH ASTERISK</b>		<b>\$229,795.56</b>

The repair and maintenance service amount above includes \$1,500 in expenditures that were reimbursed by the district's insurance company. The insurance receipt was coded to Finance Dimension 720, Source Dimension 625. Before allocating the expenditures to all finance dimensions, the insurance receipts must be subtracted from the total. See table below:

Total - Expenditures marked with asterisk	\$229,795.56
Minus Insurance Receipts for Repairs/Stolen Equipment (720-625)	1,500.00
<b>TOTAL EXPENDITURES TO BE ALLOCATED</b>	<b>\$228,295.56</b>

**Cost per Mile Calculation**

**Total Expenditures to Be Allocated**

Total Mileage (District-Owned Fleet) = Cost Per Mile

$$\frac{\$228,295.56}{279,440} = \$.82 \text{ Cost Per Mile}$$

## EXHIBIT D - Determination of Expenditures for Each Finance Dimension

### NOON KINDERGARTEN, FINANCE DIMENSION 716

Bus Driver Salaries	\$13,117.08
Allocated Mileage Cost: 35,113 miles X \$.82 (Bus)	28,792.66
Total Noon Kindergarten Transportation Cost	<u>\$41,909.74</u>

### HAZARDS - WALKERS, FINANCE DIMENSION 719

Crossing Guard Salaries	<u>\$5,339.25</u>
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### DISABLED, FINANCE DIMENSION 723

Contract with Private Operator	\$12,602.91
Allocated Regular Route Cost (See Exhibit E)	2,267.09
Total Disabled Transportation Cost	<u>\$14,870.00</u>

### BETWEEN SCHOOL BUILDINGS - PUBLIC, FINANCE DIMENSION 725

Bus Driver Salaries	\$3,404.10
Allocated Mileage Cost: 7,962 miles X \$.82	6,528.84
Total between School Buildings - Public Transportation Cost	<u>\$9,932.94</u>

### OPEN ENROLLMENT OUTSIDE DISTRICT, FINANCE DIMENSION 713

Allocated Mileage Cost: 1,400 miles X \$.82	<u>\$1,148.00</u>
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### INELIGIBLE/NONRESIDENT STUDENTS, FINANCE DIMENSION 737

Allocated Regular Route Cost (See Exhibit E)	<u>\$647.74</u>
(NOTE: This district charges the parents of these students a fee for this transportation service. The district would record the fees received from the parents in UFARS Revenue Account 01-XXX-760-737-050-000.)	

### NONAUTHORIZED TRANSPORTATION, FINANCE DIMENSION 733

Bus Driver Salaries	\$19,982.32
Allocated Mileage Cost: 50,224 miles X \$.82	41,183.68
Bus Equipment*	8,442.01
Eligible Student Transportation Vehicle*	35,061.70
Total Nonauthorized Transportation Cost	<u>\$104,669.71</u>

\* Other finance dimensions may be used.



## EXHIBIT E - Calculation of a Cost per Student - Regular Bus Routes

### TOTAL STUDENTS TRANSPORTED ON REGULAR BUS ROUTES

Eligible Public Students	741
Eligible Nonpublic Students	52
Students with Disabilities on Regular Routes	7
Excess (Secondary One-To-Two Mile and Hazards -Riders)	62
Ineligible/Nonresident Students	2
Total Students Transported on Regular Bus Routes	<u>864</u>

### NET COST REGULAR TO AND FROM SCHOOL

Total Expenditures (Exhibit A)		\$455,423.32
Less: Noon Kindergarten (Fin Dim 716)	\$41,909.74	
Hazards-Walkers (Fin Dim 719)	5,339.25	
Disabled (Fin Dim 723)	12,602.91	
Btwn Sch Bldgs-Pub (Fin Dim 725)	9,932.94	
Open Enrollment-Outside (Fin Dim 713)	1,148.00	
Nonauthorized Transp (Fin Dim 733)	104,669.71	(175,602.55)
Net Cost Regular To and From School		<u>\$279,820.77</u>

### CALCULATION OF THE COST PER STUDENT

Net Cost Regular To and From School / Total Students Transported on Regular Bus Routes =  
Cost Per Student on Regular Bus Routes

$$\$279,820.77 / 864 = \$323.87 \text{ Cost Per Student}$$

Disabled, Fin Dim 723:	7 Students X \$323.87 = \$2,267.09
Ineligible/Nonresident, Fin Dim 737:	2 Students X \$323.87 = \$ 647.74

## EXHIBIT F - Journal Entries - Allocated Expenditures

Following are the journal entries that are necessary to transfer expenditures to the proper finance dimensions. Only the allocated mileage and regular route costs will be transferred. Salaries, contractor's fee, and equipment purchases are directly coded to the proper finance dimensions when they are paid.

<b>Transportation Act.</b>	<b>Fund</b>	<b>Org</b>	<b>Prg</b>	<b>Fin</b>	<b>Obj</b>	<b>Debit</b>	<b>Credit</b>
Noon Kindergarten	01	005	760	716	365	\$ 28,792.66	
Disabled	01	005	760	723	365	2,267.09	
Btwn Sch Bldg-Pub	01	005	760	725	365	6,528.84	
Open Enroll- Outside District	01	005	760	713	365	1,148.00	
Ineligible/Nonresi- dent	01	005	760	737	365	647.74	
Nonauthorized	01	005	760	733	365	41,183.68	
Regular	01	005	760	720	365		\$80,568.01

The total dollar amount debited to Object Dimension 365, Transportation Chargebacks, is \$80,568.01. This amount equals the total dollar amount credited to Object Dimension 365, Transportation Chargebacks. Remember, whenever a district uses a chargeback code, the dollar amounts debited and credited to a chargeback code must zero out at year-end.

## Contractor-Owned Operation

### EXHIBIT A - Total Transportation Expenditures

*Transportation Supervisor Salary	01-005-760-720-110	\$44,106.55
*Secretary Salary	01-005-760-720-170	21,603.36
Crossing Guard Salary	01-005-760-719-170	5,339.25
*FICA/Medicare	01-005-760-720-210	5,437.33
*PERA	01-005-760-720-214	3,930.51
*Group Hospitalization Insurance	01-005-760-720-220	3,426.99
*Group Dental Insurance	01-005-760-720-220	420.00
*Other Employee Benefits	01-005-760-720-220	135.85
*Workers Compensation	01-005-760-720-270	962.00
*Snow Removal	01-005-760-720-305	3,859.05
*Data Processing Services	01-005-760-720-316	362.94
*Communication Services	01-005-760-720-320	427.87
*Repair and Maintenance Services	01-005-760-720-350	6,117.30
*Transportation Contract Private Carrier	01-005-760-720-360	495,382.96
Transportation Contract Private Carrier	01-005-760-723-360	12,602.91
TOTAL TRANSPORTATION EXPENDITURES		\$604,114.87

## EXHIBIT B - Pupil Transportation Data Reported On Year-End Reports

The following data were reported on the MARSS Report and the Pupil Transportation Annual Report by the district in this sample. These data are used to calculate the cost per mile (Exhibits C and D) and the cost per student (Exhibit E).

<b>TO AND FROM SCHOOL TRANSPORTATION CATEGORIES – REGULAR TERM</b>				
FINANCE DIMENSION	CATEGORY		PUBLIC STUDENTS FROM MARSS	NONPUBLIC STUDENTS FROM ANNUAL REPORT
720	REGULAR	EARLY CHILDHOOD DISABLED	0	0
		ELEMENTARY (K-6)	423	35
		SECONDARY (7-12)	318	17
720	EXCESS (Secondary 1-2 and Hazards Riders)		56	6
723	DISABLED		7	0
715	DESEGREGATION		0	
737	INELIGIBLE/NONRESIDENT		2	0
-	TOTAL TO AND FROM SCHOOL		806	58

<b>SCHOOL BUSES</b>						
OWNERSHIP	TYPE A	TYPE B	TYPE C	TYPE D	TYPE III	TOTAL
DISTRICT-OWNED						
CONTRACTOR-OWNED		1	12	3	3	19
NONPUBLIC-OWNED						
TOTAL		1	12	3	3	19

<b>MILEAGE, HOURS OR ROUTES/RUNS BY CATEGORY</b>							
FINANCE DIMENSION	CATEGORY	MILEAGE		HOURS		ROUTES/RUNS	
		DISTRICT	CONTRACT	DISTRICT	CONTRACT	DISTRICT	CONTRACT
720	REGULAR/EXCESS		233,485				
711	LEARNING YEAR SUMMER						
713	OPEN ENROLLMENT OUTSIDE DST		1,400				
714	INTERDISTRICT DESEG/INTEGRA						
715	INTRADISTRICT DESEG/INTEGRA						
716	NOON KINDERGARTEN		35,113				
717	LATE ACTIVITY PUBLIC						
718	SAFETY						
719	HAZARDS (CROSSING GUARDS)						
721	SUMMER SCHOOL REGULAR						
723	DISABLED		3,652				
725	BETWEEN SCH BLDGS PUBLIC		7,962				
726	BETWEEN SCH BLDGS NONPUBLIC						
733	NONAUTHORIZED		43,715				
737	INELIGIBLE						
739	LOW INCOME MILEAGE REIMB						
-	TOTAL		325,327				

**EXHIBIT C - Total Expenditures to Be Allocated**

*Transportation Supervisor Salary	01-005-760-720-110	\$44,106.55
*Secretary Salary	01-005-760-720-170	21,603.36
*FICA/Medicare	01-005-760-720-210	5,437.33
*PERA	01-005-760-720-214	3,930.51
*Group Hospitalization Insurance	01-005-760-720-220	3,426.99
*Group Dental Insurance	01-005-760-720-220	420.00
*Other Employee Benefits	01-005-760-720-220	135.85
*Workers Compensation	01-005-760-720-270	962.00
*Snow Removal	01-005-760-720-305	3,859.05
*Data Processing Services	01-005-760-720-316	362.94
*Communication Services	01-005-760-720-320	427.87
*Repair and Maintenance Services	01-005-760-720-350	6,117.30
*Transportation Contract Private Carrier	01-005-760-720-360	495,382.96
<b>TOTAL - EXPENDITURES MARKED WITH ASTERISK</b>		<b>\$586,172.71</b>

**Cost per Mile Calculation**

**Total Expenditures to Be Allocated**

Total Mileage (Contractor-Owned Fleet) = Cost Per Mile

$$\frac{\$586,172.71}{321,675} = \$1.82 \text{ Cost Per Mile}$$

## EXHIBIT D - Determination of Expenditures for Each Finance Dimension

### NOON KINDERGARTEN, FINANCE DIMENSION 716

Allocated Mileage Cost: 35,113 miles X \$ 1.82 \$63,905.66

### HAZARDS - WALKERS, FINANCE DIMENSION 719

Crossing Guard Salaries \$5,339.25

### DISABLED, FINANCE DIMENSION 723

Contract with Private Operator \$12,602.91  
Allocated Regular Route Cost (See Exhibit E) 3,448.69  
Total Disabled Transportation Cost \$16,051.60

### BETWEEN SCHOOL BUILDINGS - PUBLIC, FINANCE DIMENSION 725

Allocated Mileage Cost: 7,962 miles X \$ 1.82 \$14,490.84

### OPEN ENROLLMENT OUTSIDE DISTRICT, FINANCE DIMENSION 713

Allocated Mileage Cost: 1,400 miles X \$ 1.82 \$2,548.00

### INELIGIBLE/NONRESIDENT STUDENTS, FINANCE DIMENSION 737

Allocated Regular Route Cost (See Exhibit E) \$985.34

*(NOTE: This district charges the parents of these students a fee for this transportation service. The district would record the fees received from the parents in UFARS Revenue Account 01-XXX-760-737-050-000.)*

### NON-AUTHORIZED TRANSPORTATION, FINANCE DIMENSION 733

Allocated Mileage Cost: 43,715 miles X \$ 1.82 \$79,561.30

## EXHIBIT E - Calculation of a Cost per Student - Regular Bus Routes

### TOTAL STUDENTS TRANSPORTED ON REGULAR BUS ROUTES

Eligible Public Students	741
Eligible Nonpublic Students	52
Students with Disabilities on Regular Routes	7
Excess (Secondary One-To-Two Mile and Hazards -Riders)	62
Ineligible/Nonresident Students	2
Total Students Transported on Regular Bus Routes	<u>864</u>

### NET COST REGULAR TO AND FROM SCHOOL

Total Expenditures (Exhibit A)		\$604,114.87
Less: Noon Kindergarten (Fin Dim 716)	\$63,905.66	
Hazards-Walkers (Fin Dim 719)	5,339.25	
Disabled (Fin Dim 723)	12,602.91	
Btwn Sch Bldgs-Pub (Fin Dim 725)	14,490.84	
Open Enrollment-Outside (Fin Dim 713)	2,548.00	
Nonauthorized Transp (Fin Dim 733)	79,561.30	(178,447.96)
Net Cost Regular To and From School		<u>\$425,666.91</u>

### CALCULATION OF COST PER STUDENT

Net Cost Regular To and From School / Total Students Transported on Regular Bus Routes =  
Cost Per Student on Regular Bus Routes

$$\$425,666.91 / 864 = \$492.67 \text{ Cost per Student}$$

Disabled, Fin Dim 723:	7 Students X \$492.67 = \$3,448.69
Ineligible/Nonresident, Fin Dim 737:	2 Students X \$492.67 = \$985.34

### EXHIBIT F - Journal Entries - Allocated Expenditures

Following are the journal entries that are necessary to transfer expenditures to the proper finance dimensions. Only the allocated mileage and regular route costs will be transferred. Salaries, contractor's fee, and equipment purchases are directly coded to the proper finance dimensions when they are paid.

<b>Transportation Act.</b>	<b>Fund</b>	<b>Org</b>	<b>Prg</b>	<b>Fin</b>	<b>Obj</b>	<b>Debit</b>	<b>Credit</b>
Noon Kindergarten	01	005	760	716	365	\$ 63,905.66	
Disabled	01	005	760	723	365	3,448.69	
Btwn Sch Bldg-Pub	01	005	760	725	365	14,490.84	
Open Enroll-Outside District	01	005	760	713	365	2,548.00	
Ineligible/Nonresident	01	005	760	737	365	985.34	
Nonauthorized	01	005	760	733	365	79,561.30	
Regular	01	005	760	720	365		\$164,939.83

The total dollar amount debited to Object Dimension 365, Transportation Chargebacks, is \$164,939.83. This amount equals the total dollar amount credited to Object Dimension 365, Transportation Chargebacks. Remember, whenever a district uses a chargeback code, the dollar amounts debited and credited to a chargeback code must zero out at year-end.



## Combination District-Owned and Contractor-Owned Operation

Many school districts own school buses and also contract for some school bus service. There are some transportation expenditures that relate to both types of service and, therefore, must be allocated based on the total miles incurred for both types. Examples of these expenditures include the transportation supervisor's salary/fringe benefits and snow removal. The transportation supervisor oversees both the district- and contractor-owned operations. Snow is removed from the bus loading and unloading areas for both district- and contractor-owned buses.

Effective with the 2005-06 school year, expenditures reported by a contractor who provides services for more than one transportation category must have the contractor's expenses allocated among all categories provided by the contractor on a cost per mile. The only exception would be a contractor who works exclusively in one area. In that situation, the one contractor's bills will be directly charged to the appropriate code.

Following is a list of the expenditures that are to be allocated in this sample district. The district has other transportation expenditures that are charged directly to the appropriate finance dimension (e.g., bus purchase). The direct-charged expenditures are not shown in this sample. The district in this sample codes all costs to be allocated to Finance Dimension 720, Regular To and From School, during the school year. At year-end, it moves the costs, using Object Dimension 365, Interdepartmental Transportation (Chargebacks), to the appropriate finance dimensions based on the amounts determined during this allocation process.

As noted earlier, some of expenditures to be allocated relate to both types of service. Those expenditures are listed under the column titled District- and Contractor-Owned Vehicles. Expenditures to be allocated among the categories utilizing district-owned vehicles are listed under the District-Owned Vehicles Column and expenditures to be allocated among the categories utilizing the contractor-owned vehicles are listed under the Contractor-Owned Vehicles Column.

Costs To Be Allocated	UFARS Code	District-Owned Vehicles	Contractor-Owned Vehicles	District- and Contractor-Owned Vehicles
Transportation Supervisor Salary	01-005-760-720-110-000			60,389.42
FICA	01-005-760-720-210-000			4,619.79
PERA	01-005-760-720-214-000			3,339.53
Medical/Dental/Life Insurance	01-005-760-720-220-000			9,058.41
Workers Compensation	01-005-760-720-270-000			905.84
Re-employment Compensation	01-005-760-720-280-000			47.05
Safety & Driver Trainer Salary	01-005-760-720-170-000			41,392.22
Transportation Secretaries Salaries	01-005-760-720-170-000			78,928.23
FICA	01-005-760-720-210-000			9,204.51

<b>Costs To Be Allocated</b>	<b>UFARS Code</b>	<b>District-Owned Vehicles</b>	<b>Contractor-Owned Vehicles</b>	<b>District- and Contractor-Owned Vehicles</b>
PERA	01-005-760-720-214-000			6,653.72
Medical/Dental/Life Insurance	01-005-760-720-220-000			18,048.47
Workers Compensation	01-005-760-720-270-000			1,804.81
Re-employment Compensation	01-005-760-720-280-000			93.74
Bus Drivers Salaries	01-005-760-720-170-000	\$965,395.56		
Mechanics Salaries	01-005-760-720-170-000	85,393.20		
Custodians Salaries who Drive Bus	01-005-760-720-170-000	28,392.48		
FICA	01-005-760-720-210-000	70,146.78		
PERA	01-005-760-720-214-000	55,038.24		
Medical/Dental/Life Insurance	01-005-760-720-220-000	196,410.31		
Workers Compensation	01-005-760-720-270-000	19,021.01		
Re-employment Compensation	01-005-760-720-280-000	998.04		
Physicals/Drug Testing	01-005-760-720-305-000	7,103.65		
Licenses	01-005-760-720-305-000	934.28		
Advertising	01-005-760-720-305-000	12,075.36		
Duplicating/Copying	01-005-760-720-305-000	217.00		
Snow Removal	01-005-760-720-305-000			3,766.82
Communications/Telephones	01-005-760-720-320-000	804.27		
Water/Sewer/Garbage	01-005-760-720-330-000	2,096.30		
Electricity	01-005-760-720-330-000	21,712.45		
Property Insurance	01-005-760-720-340-000	38,958.79		
Repair and Maintenance Buildings	01-005-760-720-350-000	19,429.06		
Repair and Maintenance Equipment	01-005-760-720-350-000	18,001.58		
Transportation Contracts	01-005-760-720-360-000		\$317,496.50	
Travel Expense	01-005-760-720-366-000	4,337.94		
General Supplies	01-005-760-720-401-000	6,509.25		
Uniforms	01-005-760-720-401-000	3,413.73		

<b>Costs To Be Allocated</b>	<b>UFARS Code</b>	<b>District-Owned Vehicles</b>	<b>Contractor-Owned Vehicles</b>	<b>District- and Contractor-Owned Vehicles</b>
Oil and Grease	01-005-760-720-401-000	5,810.36		
Tires and Tubes	01-005-760-720-401-000	12,992.58		
Fuel	01-005-760-720-440-000	159,292.31		
Dues Membership	01-005-760-720-820-000	70.00		
<b>TOTAL COSTS TO BE ALLOCATED:</b>		<b>\$1,734,554.53</b>	<b>\$317,496.50</b>	<b>\$238,252.56</b>

### Calculation to Determine Cost per Mile

<b>District-Owned Vehicles</b>		<b>Contractor-Owned Vehicles</b>		<b>District- &amp; Contractor-Owned Vehicles</b>	
<u>\$1,734,554.53</u>		<u>\$317,496.50</u>		<u>\$238,252.56</u>	
Mileage on District-Owned Vehicles	= Rate Per Mile	Mileage on Contractor-Owned Vehicles	= Rate per Mile	Mileage on Both District- and Contractor-Owned Vehicles	= Rate per Mile

Mileage was obtained from the Pupil Transportation Annual Report. For categories that used district-owned vehicles, a district would multiply the mileage on district-owned vehicles times both the District-Owned Vehicles Rate and the District- & Contractor-Owned Vehicles Rate. For categories that used contractor-owned vehicles, a district would multiply the mileage on contractor-owned vehicles times the Contractor-Owned Vehicles Rate and the District- & Contractor-Owned Vehicles rate. There will be four calculations for those categories where the district used both district-owned and contractor-owned vehicles. The district would add the results together along with other costs that were directly charged to determine the total cost of providing the transportation service.

**Predetermined Route - Mileage Log**

**ATTACHMENT B**

Description/Finance Code Key: Regular 720, Disabled 723, Learning Year 711, Open Enrollment/Outside District 713, Interdistrict Desegregation 714, Intradistrict Desegregation 715, Noon Kindergarten 716, Late Activity Public 717, Summer School 721, Between School Buildings/Public 725, Between School Buildings/Nonpublic 726, Student Activity Trip/Field Trip 733, and Ineligible 737.

<b>Route No.</b>	<b>Description/ Finance Code</b>	<b>AM /PM</b>	<b>Miles Traveled</b>	<b>No. of Days In School Year</b>	<b>Annual Miles</b>
		AM			
		PM			
		AM			
		PM			
		AM			
		PM			
		AM			
		PM			
		AM			
		PM			
		AM			
		PM			
		AM			
		PM			
		AM			
		PM			
		AM			
		PM			
<b>Total</b>					

## Route Varies - Mileage Log

Bus No.:	Month/Year
Description/Finance Code Key: Regular 720, Disabled 723, Learning Year 711, Open Enrollment/Outside District 713, Interdistrict Desegregation 714, Intradistrict Desegregation 715, Noon Kindergarten 716, Late Activity Public 717, Summer School 721, Between School Buildings/Public 725, Between School Buildings/Nonpublic 726, Student Activity Trip/Field Trip 733, and Ineligible 737	Description/Finance Code

Trip Dates				Purpose of Trip	Finance Code	Driver's Signature	Odometer Reading		
Leave	Return	From	To				Start	End	Miles

District-Owned Operation

EXHIBIT A - Total Transportation Expenditures

*Transportation Supervisor Salary	01-005-760-720-110	\$39,814.65
*Secretary Salary	01-005-760-720-170	27,302.71
Bus Driver Salaries	01-005-760-720-170	127,678.39
*Bus Mechanic Salary	01-005-760-720-170	27,861.54
Bus Driver Salaries	01-005-760-716-170	13,117.08
Crossing Guard Salary	01-005-760-719-170	5,339.25
Bus Driver Salaries	01-005-760-725-170	3,404.10
Bus Driver Salaries	01-005-760-733-170	19,982.32
*FICA/Medicare	01-005-760-720-210	20,983.12
*PERA	01-005-760-720-214	12,183.75
*Group Hospitalization Insurance	01-005-760-720-220	8,207.33
*Group Dental Insurance	01-005-760-720-220	1,539.11
*Other Employee Benefits	01-005-760-720-220	763.00
*Workers Compensation	01-005-760-720-270	4,873.50
*Snow Removal	01-005-760-720-305	941.66
*Data Processing Services	01-005-760-720-316	1,061.45
*Communication Services	01-005-760-720-320	805.78
*Utility Services	01-005-760-720-330	3,514.63
*Liability Insurance	01-005-760-720-340	8,106.42
*Repair and Maintenance Services	01-005-760-720-350	6,117.30
Transportation Contract Private Carrier	01-005-760-723-360	12,602.91
*Custodial Supplies	01-005-760-720-401	453.75
*Repair Supplies	01-005-760-720-401	5,146.39
*Fuels	01-005-760-720-440	60,119.47
Bus Equipment	01-005-760-733-532	8,442.01
	302	
	000	
Pupil Transportation Vehicle	01-005-760-733-548	35,061.70
	302	
	000	
<b>TOTAL TRANSPORTATION EXPENDITURES</b>		<b>\$455,423.32</b>

\*Expenditures to be allocated - See Exhibit C.

- Use Finance Dimension 302 if the district is purchasing equipment/school bus from the Reserved for Operating Capital.
- Use Finance Dimension 000 or 733 if the district is purchasing equipment/school bus from the unreserved, undesignated money in the General Fund.

## EXHIBIT B - Pupil Transportation Data Reported On Year-End Reports

The following data were reported on the MARSS Report and the Pupil Transportation Annual Report by the district in this sample. These data are used to calculate the cost per hour (Exhibits C and D) and the cost per student (Exhibit E).

<b>TO AND FROM SCHOOL TRANSPORTATION CATEGORIES – REGULAR TERM</b>				
FINANCE DIMENSION	CATEGORY		PUBLIC STUDENTS FROM MARSS	NONPUBLIC STUDENTS FROM ANNUAL REPORT
720	REGULAR	EARLY CHILDHOOD DISABLED	0	0
		ELEMENTARY (K-6)	423	35
		SECONDARY (7-12)	318	17
720	EXCESS (Secondary 1-2 and Hazards Riders)		56	6
723	DISABLED		7	0
715	DESEGREGATION		0	
737	INELIGIBLE/NONRESIDENT		2	0
-	TOTAL TO AND FROM SCHOOL		806	58

<b>SCHOOL BUSES</b>						
OWNERSHIP	TYPE A	TYPE B	TYPE C	TYPE D	TYPE III	TOTAL
DISTRICT-OWNED		1	12	3	2	18
CONTRACTOR-OWNED					1	1
NONPUBLIC-OWNED						
TOTAL		1	12	3	3	19

<b>MILEAGE, HOURS OR ROUTES/RUNS BY CATEGORY</b>							
FINANCE DIMENSION	CATEGORY	MILEAGE		HOURS		ROUTES/RUNS	
		DISTRICT	CONTRACT	DISTRICT	CONTRACT	DISTRICT	CONTRACT
720	REGULAR/EXCESS			700			
711	LEARNING YEAR SUMMER						
713	OPEN ENROLLMENT OUTSIDE DST			88			
714	INTERDISTRICT DESEG/INTEGRA						
715	INTRADISTRICT DESEG/INTEGRA						
716	NOON KINDERGARTEN			437			
717	LATE ACTIVITY PUBLIC						
718	SAFETY						
719	HAZARDS (CROSSING GUARDS)						
721	SUMMER SCHOOL REGULAR						
723	DISABLED			IN REG	N/A		
725	BETWEEN SCH BLDGS PUBLIC			218			
726	BETWEEN SCH BLDGS NONPUBLIC						
733	NONAUTHORIZED			477			
737	INELIGIBLE						
739	LOW INCOME MILEAGE REIMB						
-	TOTAL			1920			

**EXHIBIT C - Total Expenditures to Be Allocated**

*Transportation Supervisor Salary	01-005-760-720-110	\$39,814.65
*Secretary Salary	01-005-760-720-170	27,302.71
*Bus Mechanic Salary	01-005-760-720-170	27,861.54
*FICA/Medicare	01-005-760-720-210	20,983.12
*PERA	01-005-760-720-214	12,183.75
*Group Hospitalization Insurance	01-005-760-720-220	8,207.33
*Group Dental Insurance	01-005-760-720-220	1,539.11
*Other Employee Benefits	01-005-760-720-220	763.00
*Workers Compensation	01-005-760-720-270	4,873.50
*Snow Removal	01-005-760-720-305	941.66
*Data Processing Services	01-005-760-720-316	1,061.45
*Communication Services	01-005-760-720-320	805.78
*Utility Services	01-005-760-720-330	3,514.63
*Liability Insurance	01-005-760-720-340	8,106.42
*Repair and Maintenance Services	01-005-760-720-350	6,117.30
*Custodial Supplies	01-005-760-720-401	453.75
*Repair Supplies	01-005-760-720-401	5,146.39
*Fuels	01-005-760-720-440	60,119.47
<b>TOTAL - EXPENDITURES MARKED WITH ASTERISK</b>		<b>\$229,795.56</b>

The repair and maintenance service amount above includes \$1,500 in expenditures that were reimbursed by the district's insurance company. The insurance receipt was coded to Finance Dimension 720, Source Dimension 625. Before allocating the expenditures to all finance dimensions, the insurance receipts must be subtracted from the total. See table below:

Total - Expenditures marked with asterisk	\$229,795.56
Minus Insurance Receipts for Repairs/Stolen Equipment 720-625	1,500.00
<b>TOTAL EXPENDITURES TO BE ALLOCATED</b>	<b>\$228,295.56</b>

**Cost per Mile Calculation**

**Total Expenditures to Be Allocated**

Total Hours (District-Owned Fleet) = Cost Per Hour

$$\frac{\$228,295.56}{1,920} = \$118.90 \text{ Cost Per Hour}$$



## EXHIBIT D - Determination of Expenditures for Each Finance Dimension

### NOON KINDERGARTEN, FINANCE DIMENSION 716

Bus Driver Salaries	\$13,117.08
Allocated Hourly Cost: 437 hours X \$118.90	<u>51,959.30</u>
Total Noon Kindergarten Transportation Cost	<u>\$65,076.38</u>

### HAZARDS - WALKERS, FINANCE DIMENSION 719

Crossing Guard Salaries	<u>\$5,339.25</u>
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### DISABLED, FINANCE DIMENSION 723

Contract with Private Operator	\$12,602.91
Allocated Regular Route Cost (See Exhibit E)	<u>1,720.95</u>
Total Disabled Transportation Cost	<u>\$14,323.86</u>

### BETWEEN SCHOOL BUILDINGS - PUBLIC, FINANCE DIMENSION 725

Bus Driver Salaries	\$3,404.10
Allocated Hourly Cost: 218 hours X \$118.90	<u>25,920.20</u>
Total between School Buildings - Public Transportation Cost	<u>\$29,324.30</u>

### OPEN ENROLLMENT OUTSIDE DISTRICT, FINANCE DIMENSION 713

Allocated Hourly Cost: 88 hours X \$118.90	<u>\$10,463.20</u>
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### INELIGIBLE/NONRESIDENT STUDENTS, FINANCE DIMENSION 737

Allocated Regular Route Cost (See Exhibit E)	<u>\$491.70</u>
<i>(NOTE: This district charges the parents of these students a fee for this transportation service. The district would record the fees received from the parents in UFARS Revenue Account 01-XXX-760-737-050-000.)</i>	

### NONAUTHORIZED TRANSPORTATION, FINANCE DIMENSION 733

Bus Driver Salaries	\$19,982.32
Allocated Hourly Cost: 477 hours X \$118.90	56,715.30
Bus Equipment*	8,442.01
Eligible Student Transportation Vehicle*	<u>35,061.70</u>
Total Nonauthorized Transportation Cost	<u>\$120,201.33</u>

\* Other finance dimensions may be used.

## EXHIBIT E - Calculation of a Cost per Student - Regular Bus Routes

### TOTAL STUDENTS TRANSPORTED ON REGULAR BUS ROUTES

Eligible Public Students	741	
Eligible Nonpublic Students	52	
Students with Disabilities on Regular Routes	7	
Excess (Secondary One-To-Two Mile and Hazards -Riders)	62	
Ineligible/Nonresident Students	2	
Total Students Transported on Regular Bus Routes	864	

### NET COST REGULAR TO AND FROM SCHOOL

Total Expenditures (Exhibit A)		\$455,423.32
Less: Noon Kindergarten (Fin Dim 716)	\$65,076.38	
Hazards-Walkers (Fin Dim 719)	5,339.25	
Disabled (Fin Dim 723)	12,602.91	
Btwn Sch Bldgs-Pub (Fin Dim 725)	29,324.30	
Open Enrollment-Outside (Fin Dim 713)	10,463.20	
Nonauthorized Transp (Fin Dim 733)	120,201.33	(243,007.37)
Net Cost Regular To and From School		\$212,415.95

### CALCULATION OF COST PER STUDENT

Net Cost Regular To and From School / Total Students Transported on Regular Bus Routes =  
 Cost Per Student on Regular Bus Routes

$$\$212,415.95 / 864 = \$245.85 \text{ Cost Per Student}$$

Disabled, Fin Dim 723:	7 Students X \$245.85 =	\$1,720.95
Ineligible/Nonresident, Fin Dim 737:	2 Students X \$245.85 =	491.70

## EXHIBIT F - Journal Entries - Allocated Expenditures

Following are the journal entries that are necessary to transfer expenditures to the proper finance dimensions. Only the allocated hourly and regular route costs will be transferred. The contractor that was used for the transportation of special needs students was directly charged to the proper finance dimension and was not included in this transfer.

<b>Transportation Act.</b>	<b>Fund</b>	<b>Org</b>	<b>Prg</b>	<b>Fin</b>	<b>Obj</b>	<b>Debit</b>	<b>Credit</b>
Noon Kindergarten	01	005	760	716	365	\$ 51,959.30	
Disabled	01	005	760	723	365	1,720.95	
Btwn Sch Bldg-Pub	01	005	760	725	365	25,920.20	
Open Enroll-Outside District	01	005	760	713	365	10,463.20	
Ineligible/Nonresi-dent	01	005	760	737	365	491.70	
Nonauthorized	01	005	760	733	365	56,715.30	
Regular	01	005	760	720	365		\$147,270.65

The total dollar amount debited to Object Dimension 365, Transportation Chargebacks, is \$147,270.65. This amount equals the total dollar amount credited to Object Dimension 365, Transportation Chargebacks. Remember, whenever a district uses a chargeback code, the dollar amounts debited and credited to a chargeback code must zero out at year-end.

## Contractor-Owned Operation

### EXHIBIT A - Total Transportation Expenditures

*Transportation Supervisor Salary	01-005-760-720-110	\$44,106.55
*Secretary Salary	01-005-760-720-170	21,603.36
Crossing Guard Salary	01-005-760-719-170	5,339.25
*FICA/Medicare	01-005-760-720-210	5,437.33
*PERA	01-005-760-720-214	3,930.51
*Group Hospitalization Insurance	01-005-760-720-220	3,426.99
*Group Dental Insurance	01-005-760-720-220	420.00
*Other Employee Benefits	01-005-760-720-220	135.85
*Workers Compensation	01-005-760-720-270	962.00
*Snow Removal	01-005-760-720-305	3,859.05
*Data Processing Services	01-005-760-720-316	362.94
*Communication Services	01-005-760-720-320	427.87
*Repair and Maintenance Services	01-005-760-720-350	6,117.30
*Transportation Contract Private Carrier	01-005-760-720-360	495,382.96
Transportation Contract Private Carrier	01-005-760-723-360	12,602.91
TOTAL TRANSPORTATION EXPENDITURES		\$604,114.87

## EXHIBIT B - Pupil Transportation Data Reported On Year-End Reports

The following data were reported on the MARSS Report and the Pupil Transportation Annual Report by the district in this sample. These data are used to calculate the cost per hour (Exhibits C and D) and the cost per student (Exhibit E).

<b>TO AND FROM SCHOOL TRANSPORTATION CATEGORIES – REGULAR TERM</b>				
FINANCE DIMENSION	CATEGORY		PUBLIC STUDENTS FROM MARSS	NONPUBLIC STUDENTS FROM ANNUAL REPORT
720	REGULAR	EARLY CHILDHOOD DISABLED	0	0
		ELEMENTARY (K-6)	423	35
		SECONDARY (7-12)	318	17
720	EXCESS (Secondary 1-2 and Hazards Riders)		56	6
723	DISABLED		7	0
715	DESEGREGATION		0	
737	INELIGIBLE/NONRESIDENT		2	0
-	TOTAL TO AND FROM SCHOOL		806	58

<b>SCHOOL BUSES</b>						
OWNERSHIP	TYPE A	TYPE B	TYPE C	TYPE D	TYPE III	TOTAL
DISTRICT-OWNED						
CONTRACTOR-OWNED		1	12	3	3	19
NONPUBLIC-OWNED						
TOTAL		1	12	3	3	19

<b>MILEAGE, HOURS OR ROUTES/RUNS BY CATEGORY</b>							
FINANCE DIMENSION	CATEGORY	MILEAGE		HOURS		ROUTES/RUNS	
		DISTRICT	CONTRACT	DISTRICT	CONTRACT	DISTRICT	CONTRACT
720	REGULAR/EXCESS				850		
711	LEARNING YEAR SUMMER						
713	OPEN ENROLLMENT OUTSIDE DST				76		
714	INTERDISTRICT DESEG/INTEGRA						
715	INTRADISTRICT DESEG/INTEGRA						
716	NOON KINDERGARTEN				415		
717	LATE ACTIVITY PUBLIC						
718	SAFETY						
719	HAZARDS (CROSSING GUARDS)						
721	SUMMER SCHOOL REGULAR						
723	DISABLED				IN REG		
725	BETWEEN SCH BLDGS PUBLIC				167		
726	BETWEEN SCH BLDGS NONPUBLIC						
733	NONAUTHORIZED				478		
737	INELIGIBLE						
739	LOW INCOME MILEAGE REIMB						
-	TOTAL				1986		

**EXHIBIT C - Total Expenditures to Be Allocated**

*Transportation Supervisor Salary	01-005-760-720-110	\$44,106.55
*Secretary Salary	01-005-760-720-170	21,603.36
*FICA/Medicare	01-005-760-720-210	5,437.33
*PERA	01-005-760-720-214	3,930.51
*Group Hospitalization Insurance	01-005-760-720-220	3,426.99
*Group Dental Insurance	01-005-760-720-220	420.00
*Other Employee Benefits	01-005-760-720-220	135.85
*Workers Compensation	01-005-760-720-270	962.00
*Snow Removal	01-005-760-720-305	3,859.05
*Data Processing Services	01-005-760-720-316	362.94
*Communication Services	01-005-760-720-320	427.87
*Repair and Maintenance Services	01-005-760-720-350	6,117.30
*Transportation Contract Private Carrier	01-005-760-720-360	495,382.96
<b>TOTAL - EXPENDITURES MARKED WITH ASTERISK</b>		<b>\$586,172.71</b>

**Cost per Mile Calculation**

**Total Expenditures to Be Allocated**

Total Hours (Contractor-Owned Fleet) = Cost Per Hour

\$586,172.71

1,986

= \$295.15 Cost Per Hour

## EXHIBIT D - Determination of Expenditures for Each Finance Dimension

### NOON KINDERGARTEN, FINANCE DIMENSION 716

Allocated Hourly Cost: 415 hours X \$295.15 \$122,487.25

### HAZARDS - WALKERS, FINANCE DIMENSION 719

Crossing Guard Salaries \$5,339.25

### DISABLED, FINANCE DIMENSION 723

Contract with Private Operator \$12,602.91  
Allocated Regular Route Cost (See Exhibit E) 2,032.59  
Total Disabled Transportation Cost \$14,635.50

### BETWEEN SCHOOL BUILDINGS - PUBLIC, FINANCE DIMENSION 725

Allocated Mileage Cost: 167 hours X \$295.15 \$49,290.05

### OPEN ENROLLMENT OUTSIDE DISTRICT, FINANCE DIMENSION 713

Allocated Hourly Cost: 76 hours X \$295.15 \$22,431.40

### INELIGIBLE/NONRESIDENT STUDENTS, FINANCE DIMENSION 737

Allocated Regular Route Cost (See Exhibit E) \$580.74

*(NOTE: This district charges the parents of these students a fee for this transportation service. The district would record the fees received from the parents in UFARS Revenue Account 01-XXX-760-737-050-000.)*

### NONAUTHORIZED TRANSPORTATION, FINANCE DIMENSION 733

Allocated Hourly Cost: 478 hours X \$295.15 \$141,081.70

## EXHIBIT E - Calculation of a Cost per Student - Regular Bus Routes

### TOTAL STUDENTS TRANSPORTED ON REGULAR BUS ROUTES

Eligible Public Students	741
Eligible Nonpublic Students	52
Students with Disabilities on Regular Routes	7
Excess (Secondary One-To-Two Mile and Hazards -Riders)	62
Ineligible/Nonresident Students	2
Total Students Transported on Regular Bus Routes	<u>864</u>

### NET COST REGULAR TO AND FROM SCHOOL

Total Expenditures (Exhibit A)		\$604,114.87
Less: Noon Kindergarten (Fin Dim 716)	\$122,487.25	
Hazards-Walkers (Fin Dim 719)	5,339.25	
Disabled (Fin Dim 723)	12,602.91	
Btwn Sch Bldgs-Pub (Fin Dim 725)	49,290.05	
Open Enrollment-Outside (Fin Dim 713)	22,431.40	
Nonauthorized Transp (Fin Dim 733)	141,081.70	(353,232.56)
Net Cost Regular To and From School		<u>\$250,882.31</u>

### CALCULATION OF COST PER STUDENT

Net Cost Regular To and From School / Total Students Transported on Regular Bus Routes =  
Cost Per Student on Regular Bus Routes

$$\$250,882.31 / 864 = \$290.37 \text{ Cost Per Student}$$

Disabled, Fin Dim 723:	7 Students X \$290.37 = \$2,032.59
Ineligible/Nonresident, Fin Dim 737:	2 Students X \$290.37 = \$580.74



## EXHIBIT F - Journal Entries - Allocated Expenditures

Following are the journal entries that are necessary to transfer expenditures to the proper finance dimensions. Only the allocated hourly and regular route costs will be transferred. The contractor that was used for the transportation of special needs students was directly charged to the proper finance dimension and was not included in this transfer.

<b>Transportation Act.</b>	<b>Fund</b>	<b>Org</b>	<b>Prg</b>	<b>Fin</b>	<b>Obj</b>	<b>Debit</b>	<b>Credit</b>
Noon Kindergarten	01	005	760	716	365	\$122,487.25	
Disabled	01	005	760	723	365	2,032.59	
Btwn Sch Bldg-Pub	01	005	760	725	365	49,290.05	
Open Enroll-Outside District	01	005	760	713	365	22,431.40	
Ineligible/Nonresi-dent	01	005	760	737	365	580.74	
Nonauthorized	01	005	760	733	365	141,081.70	
Regular	01	005	760	720	365		\$337,903.73

The total dollar amount debited to Object Dimension 365, Transportation Chargebacks, is \$337,903.73. This amount equals the total dollar amount credited to Object Dimension 365, Transportation Chargebacks. Remember, whenever a district uses a chargeback code, the dollar amounts debited and credited to a chargeback code must zero out at year-end.

## Combination District-Owned and Contractor-Owned Operation

Many school districts own school buses and also contract for some school bus service. There are some transportation expenditures that relate to both types of service and, therefore, must be allocated based on the total hours incurred for both types. Examples of these expenditures include the transportation supervisor's salary/fringe benefits and snow removal. The transportation supervisor oversees both the district- and contractor-owned operations. Snow is removed from the bus loading and unloading areas for both district- and contractor-owned buses.

Effective with the 2005-06 school year, expenditures reported by a contractor who provides services for more than one transportation category must have the contractor's expenses allocated among all categories provided by the contractor on a cost per hour. The only exception would be a contractor who works exclusively in one area. In that situation, the one contractor's bills will be directly charged to the appropriate code.

Following is a list of the expenditures that are to be allocated in this sample district. The district has other transportation expenditures that are charged directly to the appropriate finance dimension (e.g., bus purchase). The direct-charged expenditures are not shown in this sample. The district in this sample codes all costs to be allocated to Finance Dimension 720, Regular To and From School, during the school year. At year-end, it moves the costs, using Object Dimension 365, Interdepartmental Transportation (Chargebacks), to the appropriate finance dimensions based on the amounts determined during this allocation process.

As noted earlier, some of expenditures to be allocated relate to both types of service. Those expenditures are listed under the column titled District- and Contractor-Owned Vehicles. Expenditures to be allocated among the categories utilizing district-owned vehicles are listed under the District-Owned Vehicles Column and expenditures to be allocated among the categories utilizing the contractor-owned vehicles are listed under the Contractor-Owned Vehicles Column.

Costs To Be Allocated	UFARS Code	District-Owned Vehicles	Contractor- Owned Vehicles	District- and Contractor- Owned Vehicles
Transportation Supervisor Salary	01-005-760-720- 110-000			60,389.42
FICA	01-005-760-720- 210-000			4,619.79
PERA	01-005-760-720- 214-000			3,339.53
Medical/Dental/Life Insurance	01-005-760-720- 220-000			9,058.41
Workers Compensation	01-005-760-720- 270-000			905.84
Re-employment Compensation	01-005-760-720- 280-000			47.05
Safety & Driver Trainer Salary	01-005-760-720- 170-000			41,392.22
Transportation Secretaries Salaries	01-005-760-720- 170-000			78,928.23
FICA	01-005-760-720- 210-000			9,204.51

<b>Costs To Be Allocated</b>	<b>UFARS Code</b>	<b>District-Owned Vehicles</b>	<b>Contractor-Owned Vehicles</b>	<b>District- and Contractor-Owned Vehicles</b>
PERA	01-005-760-720-214-000			6,653.72
Medical/Dental/Life Insurance	01-005-760-720-220-000			18,048.47
Workers Compensation	01-005-760-720-270-000			1,804.81
Re-employment Compensation	01-005-760-720-280-000			93.74
Bus Drivers Salaries	01-005-760-720-170-000	\$965,395.56		
Mechanics Salaries	01-005-760-720-170-000	85,393.20		
Custodians Salaries who Drive Bus	01-005-760-720-170-000	28,392.48		
FICA	01-005-760-720-210-000	70,146.78		
PERA	01-005-760-720-214-000	55,038.24		
Medical/Dental/Life Insurance	01-005-760-720-220-000	196,410.31		
Workers Compensation	01-005-760-720-270-000	19,021.01		
Re-employment Compensation	01-005-760-720-280-000	998.04		
Physicals/Drug Testing	01-005-760-720-305-000	7,103.65		
Licenses	01-005-760-720-305-000	934.28		
Advertising	01-005-760-720-305-000	12,075.36		
Duplicating/Copying	01-005-760-720-305-000	217.00		
Snow Removal	01-005-760-720-305-000			3,766.82
Communications/Telephones	01-005-760-720-320-000	804.27		
Water/Sewer/Garbage	01-005-760-720-330-000	2,096.30		
Electricity	01-005-760-720-330-000	21,712.45		
Property Insurance	01-005-760-720-340-000	38,958.79		
Repair and Maintenance Buildings	01-005-760-720-350-000	19,429.06		
Repair and Maintenance Equipment	01-005-760-720-350-000	18,001.58		
Transportation Contracts	01-005-760-720-360-000		\$317,496.50	
Travel Expense	01-005-760-720-366-000	4,337.94		
General Supplies	01-005-760-720-401-000	6,509.25		
Uniforms	01-005-760-720-401-000	3,413.73		

<b>Costs To Be Allocated</b>	<b>UFARS Code</b>	<b>District-Owned Vehicles</b>	<b>Contractor-Owned Vehicles</b>	<b>District- and Contractor-Owned Vehicles</b>
Oil and Grease	01-005-760-720-401-000	5,810.36		
Tires and Tubes	01-005-760-720-401-000	12,992.58		
Fuel	01-005-760-720-440-000	159,292.31		
Dues Membership	01-005-760-720-820-000	70.00		
<b>TOTAL COSTS TO BE ALLOCATED:</b>		<b>\$1,734,554.53</b>	<b>\$317,496.50</b>	<b>\$238,252.56</b>

### Calculation to Determine Cost per Mile

<b>District-Owned Vehicles</b>		<b>Contractor-Owned Vehicles</b>		<b>District- &amp; Contractor-Owned Vehicles</b>	
<u>\$1,734,554.53</u>		<u>\$317,496.50</u>		<u>\$238,252.56</u>	
Hours on District-Owned Vehicles	= Rate Per Hour	Hours on Contractor-Owned Vehicles	= Rate per Hour	Hours on Both District- and Contractor-Owned Vehicles	= Rate per Hour

Hours were obtained from the Pupil Transportation Annual Report. For categories that used district-owned vehicles, a district would multiply the hours on district-owned vehicles times both the District-Owned Vehicles Rate and the District- & Contractor-Owned Vehicles Rate. For categories that used contractor-owned vehicles, a district would multiply the hours on contractor-owned vehicles times the Contractor-Owned Vehicles Rate and the District- & Contractor-Owned Vehicles rate. There will be four calculations for those categories where the district used both district-owned and contractor-owned vehicles. The district would add the results together along with other costs that were directly charged to determine the total cost of providing the transportation service.

**Predetermined Route - Mileage Log**

**ATTACHMENT D**

Description/Finance Code Key: Regular 720, Disabled 723, Learning Year 711, Open Enrollment/Outside District 713, Interdistrict Desegregation 714, Intradistrict Desegregation 715, Noon Kindergarten 716, Late Activity Public 717, Summer School 721, Between School Buildings/Public 725, Between School Buildings/Nonpublic 726, Student Activity Trip/Field Trip 733, and Ineligible 737.

<b>Route No.</b>	<b>Description/ Finance Code</b>	<b>AM/PM</b>	<b>Hours</b>	<b>No. of Days/School Year</b>	<b>Annual Hours</b>
		AM			
		PM			
		AM			
		PM			
		AM			
		PM			
		AM			
		PM			
		AM			
		PM			
		AM			
		PM			
		AM			
		PM			
		AM			
		PM			
		AM			
		PM			
		AM			
		PM			
<b>Total</b>					

## Driver's Daily Hour Log

**ATTACHMENT D**

Route No. /Bus No.
--------------------

Date
------

Driver's Name	Shift Start Time	Shift End Time	Starting Odometer	Ending Odometer	Miles Driven Today
---------------	------------------	----------------	-------------------	-----------------	--------------------

Description/Finance Code Key: Regular 720, Disabled 723, Learning Year 711, Open Enrollment/Outside District 713, Interdistrict Desegregation 714,  Intradistrict Desegregation 715, Noon Kindergarten 716, Late Activity Public 717, Summer School 721, Between School Buildings/Public 725,  Between School Buildings/Nonpublic 726, Student Activity Trip/Field Trip 733, and Ineligible 737	Description/Finance Code
---	--------------------------

Shift	Mid-Nigh	1	2	3	4	5	6	7	8	9	10	11	Noon	1	2	3	4	5	6	7	8	9	10	11	Total Hours
AM Routes																									
AM During Day																									
Noon																									
PM During Day																									
PM Routes																									
After School																									
Evening																									



**Routes/Runs Used As the Basis to Allocate Transportation Expenditures ATTACHMENT E**

**District-Owned Operation**

**EXHIBIT A - Total Transportation Expenditures**

*Transportation Supervisor Salary	01-005-760-720-110	\$39,814.65
*Secretary Salary	01-005-760-720-170	27,302.71
Bus Driver Salaries	01-005-760-720-170	127,678.39
*Bus Mechanic Salary	01-005-760-720-170	27,861.54
Bus Driver Salaries	01-005-760-716-170	13,117.08
Crossing Guard Salary	01-005-760-719-170	5,339.25
Bus Driver Salaries	01-005-760-725-170	3,404.10
Bus Driver Salaries	01-005-760-733-170	19,982.32
*FICA/Medicare	01-005-760-720-210	20,983.12
*PERA	01-005-760-720-214	12,183.75
*Group Hospitalization Insurance	01-005-760-720-220	8,207.33
*Group Dental Insurance	01-005-760-720-220	1,539.11
*Other Employee Benefits	01-005-760-720-220	763.00
*Workers Compensation	01-005-760-720-270	4,873.50
*Snow Removal	01-005-760-720-305	941.66
*Data Processing Services	01-005-760-720-316	1,061.45
*Communication Services	01-005-760-720-320	805.78
*Utility Services	01-005-760-720-330	3,514.63
*Liability Insurance	01-005-760-720-340	8,106.42
*Repair and Maintenance Services	01-005-760-720-350	6,117.30
Transportation Contract Private Carrier	01-005-760-723-360	12,602.91
*Custodial Supplies	01-005-760-720-401	453.75
*Repair Supplies	01-005-760-720-401	5,146.39
*Fuels	01-005-760-720-440	60,119.47
Bus Equipment	01-005-760-733-532	8,442.01
	302	
	000	
Pupil Transportation Vehicle	01-005-760-733-548	35,061.70
	302	
	000	
<b>TOTAL TRANSPORTATION EXPENDITURES</b>		<b>\$455,423.32</b>

\*Expenditures to be allocated - See Exhibit C.

- Use Finance Dimension 302 if the district is purchasing equipment/school bus from the Reserved for Operating Capital.
- Use Finance Dimension 000 or 733 if the district is purchasing equipment/school bus from the unreserved, undesignated money in the General Fund.



## EXHIBIT B - Pupil Transportation Data Reported On Year-End Reports

The following data were reported on the MARSS Report and the Pupil Transportation Annual Report by the district in this sample. These data are used to calculate the cost per route/run (Exhibits C and D) and the cost per student (Exhibit E).

<b>TO AND FROM SCHOOL TRANSPORTATION CATEGORIES – REGULAR TERM</b>				
FINANCE DIMENSION	CATEGORY		PUBLIC STUDENTS FROM MARSS	NONPUBLIC STUDENTS FROM ANNUAL REPORT
720	REGULAR	EARLY CHILDHOOD DISABLED	0	0
		ELEMENTARY (K-6)	423	35
		SECONDARY (7-12)	318	17
720	EXCESS (Secondary 1-2 and Hazards Riders)		56	6
723	DISABLED		7	0
715	DESEGREGATION		0	
737	INELIGIBLE/NONRESIDENT		2	0
-	TOTAL TO AND FROM SCHOOL		806	58

<b>SCHOOL BUSES</b>						
OWNERSHIP	TYPE A	TYPE B	TYPE C	TYPE D	TYPE III	TOTAL
DISTRICT-OWNED		1	12	3	2	18
CONTRACTOR-OWNED					1	1
NONPUBLIC-OWNED						
TOTAL		1	12	3	3	19

<b>MILEAGE, HOURS OR ROUTES/RUNS BY CATEGORY</b>							
FINANCE DIMENSION	CATEGORY	MILEAGE		HOURS		ROUTES/RUNS	
		DISTRICT	CONTRACT	DISTRICT	CONTRACT	DISTRICT	CONTRACT
720	REGULAR/EXCESS					700	
711	LEARNING YEAR SUMMER						
713	OPEN ENROLLMENT OUTSIDE DST					IN REG *	
714	INTERDISTRICT DESEG/INTEGRA						
715	INTRADISTRICT DESEG/INTEGRA						
716	NOON KINDERGARTEN					350	
717	LATE ACTIVITY PUBLIC						
718	SAFETY						
719	HAZARDS (CROSSING GUARDS)						
721	SUMMER SCHOOL REGULAR						
723	DISABLED					IN REG *	
725	BETWEEN SCH BLDGS PUBLIC					350	
726	BETWEEN SCH BLDGS NONPUBLIC						
733	NONAUTHORIZED					450	
737	INELIGIBLE						
739	LOW INCOME MILEAGE REIMB						
-	TOTAL					1850	

\* Cost for these categories will have to be determined on a cost per mile or a cost per student.

**EXHIBIT C - Total Expenditures to Be Allocated**

*Transportation Supervisor Salary	01-005-760-720-110	\$39,814.65
*Secretary Salary	01-005-760-720-170	27,302.71
*Bus Mechanic Salary	01-005-760-720-170	27,861.54
*FICA/Medicare	01-005-760-720-210	20,983.12
*PERA	01-005-760-720-214	12,183.75
*Group Hospitalization Insurance	01-005-760-720-220	8,207.33
*Group Dental Insurance	01-005-760-720-220	1,539.11
*Other Employee Benefits	01-005-760-720-220	763.00
*Workers Compensation	01-005-760-720-270	4,873.50
*Snow Removal	01-005-760-720-305	941.66
*Data Processing Services	01-005-760-720-316	1,061.45
*Communication Services	01-005-760-720-320	805.78
*Utility Services	01-005-760-720-330	3,514.63
*Liability Insurance	01-005-760-720-340	8,106.42
*Repair and Maintenance Services	01-005-760-720-350	6,117.30
*Custodial Supplies	01-005-760-720-401	453.75
*Repair Supplies	01-005-760-720-401	5,146.39
*Fuels	01-005-760-720-440	60,119.47
<b>TOTAL - EXPENDITURES MARKED WITH ASTERISK</b>		<b>\$229,795.56</b>

The repair and maintenance service amount above includes \$1500 in expenditures that were reimbursed by the district's insurance company. The insurance receipt was coded to Finance Dimension 720, Source Dimension 625. Before allocating the expenditures to all finance dimensions, the insurance receipts must be subtracted from the total. See table below:

Total - Expenditures marked with asterisk	\$229,795.56
Minus Insurance Receipts for Repairs/Stolen Equipment	1,500.00
<b>TOTAL EXPENDITURES TO BE ALLOCATED</b>	<b>\$228,295.56</b>

**Cost per Routes/Runs Calculation**

**Total Expenditures to Be Allocated**

Total Routes/Runs (District-Owned Fleet) = Cost Per Route/Run

$$\frac{\$228,295.56}{1850} = \$123.40 \text{ Cost Per Route/Run}$$

## EXHIBIT D - Determination of Expenditures for Each Finance Dimension

### NOON KINDERGARTEN, FINANCE DIMENSION 716

Bus Driver Salaries	\$13,117.08
Allocated Route/Run Cost: 350 routes/runs X \$123.40	43,190.00
Total Noon Kindergarten Transportation Cost	<u>\$56,307.08</u>

### HAZARDS - WALKERS, FINANCE DIMENSION 719

Crossing Guard Salaries	<u>\$5,339.25</u>
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### DISABLED, FINANCE DIMENSION 723

Contract with Private Operator	\$12,602.91
Allocated Regular Route Cost (See Exhibit E)	1,730.47
Total Disabled Transportation Cost	<u>\$14,333.38</u>

### BETWEEN SCHOOL BUILDINGS - PUBLIC, FINANCE DIMENSION 725

Bus Driver Salaries	\$3,404.10
Allocated Route/Run Cost: 350 routes/runs X \$123.40	43,190.00
Total Between School Buildings - Public Transportation Cost	<u>\$46,594.10</u>

### OPEN ENROLLMENT OUTSIDE DISTRICT, FINANCE DIMENSION 713

Allocated Route/Run Cost (See Exhibit E)	<u>\$1,974.00</u>
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### INELIGIBLE/NONRESIDENT STUDENTS, FINANCE DIMENSION 737

Allocated Regular Route Cost (See Exhibit E)	<u>\$494.42</u>
<i>(NOTE: This district charges the parents of these students a fee for this transportation service. The district would record the fees received from the parents in UFARS Revenue Account 01-XXX-760-737-050-000.)</i>	

### NONAUTHORIZED TRANSPORTATION, FINANCE DIMENSION 733

Bus Driver Salaries	\$19,982.32
Allocated Route/Run Cost: 450 routes/runs X \$123.40	55,530.00
Bus Equipment*	8,442.01
Eligible Student Transportation Vehicle*	35,061.70
Total Nonauthorized Transportation Cost	<u>\$119,016.03</u>

\* Other finance dimensions may be used.

## EXHIBIT E - Calculation of a Cost per Mile - Regular Bus Routes

The district extended its regular routes/runs into other districts to transport open enrollment students. The costs from Exhibit A (excluding crossing guard salaries, contractor, and equipment purchases) were divided by total district miles to obtain an average cost per mile

$$\$393,977.45 / 279,440 = \$1.41 \text{ Cost Per Mile}$$

Open Enrollment, Outside District 713:

$$1,400 \text{ miles} \times \$1.41 = \$1,974.00$$

---

### Calculation of a Cost per Student - Regular Bus Routes

#### TOTAL STUDENTS TRANSPORTED ON REGULAR BUS ROUTES

Eligible Public Students	741
Eligible Nonpublic Students	52
Students with Disabilities on Regular Routes	7
Excess (Secondary One-To-Two Mile and Hazards -Riders)	62
Ineligible/Nonresident Students	2
Total Students Transported on Regular Bus Routes	<u>864</u>

#### NET COST REGULAR TO AND FROM SCHOOL

Total Expenditures (Exhibit A)		\$455,423.32
Less: Noon Kindergarten (Fin Dim 716)	\$56,307.08	
Hazards-Walkers (Fin Dim 719)	5,339.25	
Disabled (Fin Dim 723)	12,602.91	
Btwn Sch Bldgs-Pub (Fin Dim 725)	46,594.10	
Open Enrollment-Outside (Fin Dim 713)	1,974.00	
Nonauthorized Transp (Fin Dim 733)	119,016.03	(241,833.37)
Net Cost Regular To and From School		<u>\$213,589.95</u>

#### CALCULATION OF THE COST PER STUDENT

Net Cost Regular To and From School / Total Students Transported on Regular Bus Routes =  
Cost Per Student on Regular Bus Routes

$$\$213,589.95 / 864 = \$247.21 \text{ Cost Per Student}$$

Disabled, Fin Dim 723:

$$7 \text{ Students} \times \$247.21 = \$1,730.47$$

Ineligible/Nonresident, Fin Dim 737:

$$2 \text{ Students} \times \$247.21 = 494.42$$

## EXHIBIT F - Journal Entries - Allocated Expenditures

Following are the journal entries that are necessary to transfer expenditures to the proper finance dimensions. Only the allocated route/run costs and regular route costs will be transferred. The contractor that was used for the transportation of special needs students was directly charged to the proper finance dimension and was not included in this transfer.

<b>Transportation Act.</b>	<b>Fund</b>	<b>Org</b>	<b>Prg</b>	<b>Fin</b>	<b>Obj</b>	<b>Debit</b>	<b>Credit</b>
Noon Kindergarten	01	005	760	716	365	\$ 43,190.00	
Disabled	01	005	760	723	365	1,730.47	
Btwn Sch Bldg-Pub	01	005	760	725	365	43,190.00	
Open Enroll-Outside District	01	005	760	713	365	1,974.00	
Ineligible/Nonresi-dent	01	005	760	737	365	494.42	
Nonauthorized	01	005	760	733	365	55,530.00	
Regular	01	005	760	720	365		\$146,108.89

The total dollar amount debited to Object Dimension 365, Transportation Chargebacks, is \$146,108.89. This amount equals the total dollar amount credited to Object Dimension 365, Transportation Chargebacks. Remember, whenever a district uses a chargeback code, the dollar amounts debited and credited to a chargeback code must zero out at year-end.

## Contractor-Owned Operation

### EXHIBIT A - Total Transportation Expenditures

*Transportation Supervisor Salary	01-005-760-720-110	\$44,106.55
*SecretarySalary	01-005-760-720-170	21,603.36
Crossing Guard Salary	01-005-760-719-170	5,339.25
*FICA/Medicare	01-005-760-720-210	5,437.33
*PERA	01-005-760-720-214	3,930.51
*Group Hospitalization Insurance	01-005-760-720-220	3,426.99
*Group Dental Insurance	01-005-760-720-220	420.00
*Other Employee Benefits	01-005-760-720-220	135.85
*Workers Compensation	01-005-760-720-270	962.00
*Snow Removal	01-005-760-720-305	3,859.05
*Data Processing Services	01-005-760-720-316	362.94
*Communication Services	01-005-760-720-320	427.87
*Repair and Maintenance Services	01-005-760-720-350	6,117.30
*Transportation Contract Private Carrier	01-005-760-720-360	495,382.96
Transportation Contract Private Carrier	01-005-760-723-360	12,602.91
TOTAL TRANSPORTATION EXPENDITURES		\$604,114.87

## EXHIBIT B - Pupil Transportation Data Reported On Year-End Reports

The following data were reported on the MARSS Report and the Pupil Transportation Annual Report by the district in this sample. These data are used to calculate the cost per route/run (Exhibits C and D) and the cost per student (Exhibit E).

<b>TO AND FROM SCHOOL TRANSPORTATION CATEGORIES – REGULAR TERM</b>				
FINANCE DIMENSION	CATEGORY		PUBLIC STUDENTS FROM MARSS	NONPUBLIC STUDENTS FROM ANNUAL REPORT
720	REGULAR	EARLY CHILDHOOD DISABLED	0	0
		ELEMENTARY (K-6)	423	35
		SECONDARY (7-12)	318	17
720	EXCESS (Secondary 1-2 and Hazards Riders)		56	6
723	DISABLED		7	0
715	DESEGREGATION		0	
737	INELIGIBLE/NONRESIDENT		2	0
-	TOTAL TO AND FROM SCHOOL		806	58

<b>SCHOOL BUSES</b>						
OWNERSHIP	TYPE A	TYPE B	TYPE C	TYPE D	TYPE III	TOTAL
DISTRICT-OWNED						
CONTRACTOR-OWNED		1	12	3	3	19
NONPUBLIC-OWNED						
TOTAL		1	12	3	3	19

<b>MILEAGE, HOURS OR ROUTES/RUNS BY CATEGORY</b>							
FINANCE DIMENSION	CATEGORY	MILEAGE		HOURS		ROUTES/RUNS	
		DISTRICT	CONTRACT	DISTRICT	CONTRACT	DISTRICT	CONTRACT
720	REGULAR/EXCESS						1050
711	LEARNING YEAR SUMMER						
713	OPEN ENROLLMENT OUTSIDE DST						IN REG *
714	INTERDISTRICT DESEG/INTEGRA						
715	INTRADISTRICT DESEG/INTEGRA						
716	NOON KINDERGARTEN						350
717	LATE ACTIVITY PUBLIC						
718	SAFETY						
719	HAZARDS (CROSSING GUARDS)						
721	SUMMER SCHOOL REGULAR						
723	DISABLED						IN REG *
725	BETWEEN SCH BLDGS PUBLIC						195
726	BETWEEN SCH BLDGS NONPUBLIC						
733	NONAUTHORIZED						568
737	INELIGIBLE						IN REG *
739	LOW INCOME MILEAGE REIMB						
-	TOTAL						2163

\* Cost for these categories will have to be determined on a cost per mile or a cost per student.

**EXHIBIT C - Total Expenditures to Be Allocated**

*Transportation Supervisor Salary	01-005-760-720-110	\$44,106.55
*Secretary Salary	01-005-760-720-170	21,603.36
*FICA/Medicare	01-005-760-720-210	5,437.33
*PERA	01-005-760-720-214	3,930.51
*Group Hospitalization Insurance	01-005-760-720-220	3,426.99
*Group Dental Insurance	01-005-760-720-220	420.00
*Other Employee Benefits	01-005-760-720-220	135.85
*Workers Compensation	01-005-760-720-270	962.00
*Snow Removal	01-005-760-720-305	3,859.05
*Data Processing Services	01-005-760-720-316	362.94
*Communication Services	01-005-760-720-320	427.87
*Repair and Maintenance Services	01-005-760-720-350	6,117.30
*Transportation Contract Private Carrier	01-005-760-720-360	495,382.96
<b>TOTAL - EXPENDITURES MARKED WITH ASTERISK</b>		<b>\$586,172.71</b>

**Cost per Routes/Runs Calculation**

**Total Expenditures to Be Allocated**

Total Routes/Runs (Contractor-Owned Fleet) = Cost Per Route/Run

\$586,172.71

2,163

= \$271.00 Cost Per Route/Run



## EXHIBIT D - Determination of Expenditures for Each Finance Dimension

### NOON KINDERGARTEN, FINANCE DIMENSION 716

Allocated Route/Run Cost: 350 Routes/Runs X \$271.00 \$94,850.00

### HAZARDS - WALKERS, FINANCE DIMENSION 719

Crossing Guard Salaries \$5,339.25

### DISABLED, FINANCE DIMENSION 723

Contract with Private Operator \$12,602.91  
Allocated Regular Route Cost (See Exhibit E) 2,284.94  
Total Disabled Transportation Cost \$14,887.85

### BETWEEN SCHOOL BUILDINGS - PUBLIC, FINANCE DIMENSION 725

Allocated Route/Run Cost: 195 Routes/Runs X \$271.00 \$52,845.00

### OPEN ENROLLMENT OUTSIDE DISTRICT, FINANCE DIMENSION 713

Allocated Route/Run Cost (See Exhibit E) \$2,520.00

### INELIGIBLE/NONRESIDENT STUDENTS, FINANCE DIMENSION 737

Allocated Regular Route Cost (See Exhibit E) \$652.84  
*(NOTE: This district charges the parents of these students a fee for this transportation service. The district would record the fees received from the parents in UFARS Revenue Account 01-XXX-760-737-050-000.)*

### NONAUTHORIZED TRANSPORTATION, FINANCE DIMENSION 733

Allocated Route/Run Cost: 568 Routes/Runs X \$271.00 \$153,928.00

## EXHIBIT E - Calculation of a Cost per Mile - Regular Bus Routes

The district had its contractor extend the regular routes/runs into other districts to transport open enrollment students. The costs from Exhibit A (excluding crossing guard salaries, special contractor and equipment purchases) were divided by total district miles to obtain an average cost per mile

$$\$586,172.71 / 325,327 = \$1.80 \text{ Cost Per Mile}$$

Open Enrollment, Outside District 713: 1,400 miles X \$1.80 = \$2,520.00

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### Calculation of a Cost per Student - Regular Bus Routes

#### TOTAL STUDENTS TRANSPORTED ON REGULAR BUS ROUTES

Eligible Public Students	741
Eligible Nonpublic Students	52
Students with Disabilities on Regular Routes	7
Excess (Secondary One-To-Two Mile and Hazards -Riders)	62
Ineligible/Nonresident Students	2
Total Students Transported on Regular Bus Routes	<u>864</u>

#### NET COST REGULAR TO AND FROM SCHOOL

Total Expenditures (Exhibit A)		\$604,114.87
Less: Noon Kindergarten (Fin Dim 716)	\$94,850.00	
Hazards-Walkers (Fin Dim 719)	5,339.25	
Disabled (Fin Dim 723)	12,602.91	
Btwn Sch Bldgs-Pub (Fin Dim 725)	52,845.00	
Open Enrollment-Outside (Fin Dim 713)	2,520.00	
Nonauthorized Transp (Fin Dim 733)	153,928.00	<u>(322,085.16)</u>
Net Cost Regular To and From School		<u>\$282,029.71</u>

#### CALCULATION OF THE COST PER STUDENT

Net Cost Regular To and From School / Total Students Transported on Regular Bus Routes =  
Cost Per Student on Regular Bus Routes

$$\$282,029.71 / 864 = \$326.42 \text{ Cost Per Student}$$

Disabled, Fin Dim 723: 7 Students X \$326.42 = \$2,284.94  
Ineligible/Nonresident, Fin Dim 737: 2 Students X \$326.42 = \$652.84

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## EXHIBIT F - Journal Entries - Allocated Expenditures

Following are the journal entries that are necessary to transfer expenditures to the proper finance dimensions. Only the allocated hourly and regular route costs will be transferred. The contractor that was used for the transportation of special needs students was directly charged to the proper finance dimension and was not included in this transfer.

<b>Transportation Act.</b>	<b>Fund</b>	<b>Org</b>	<b>Prg</b>	<b>Fin</b>	<b>Obj</b>	<b>Debit</b>	<b>Credit</b>
Noon Kindergarten	01	005	760	716	365	\$94,850.00	
Disabled	01	005	760	723	365	2,284.94	
Btwn Sch Bldg-Pub	01	005	760	725	365	52,845.00	
Open Enroll-Outside District	01	005	760	713	365	2,520.00	
Ineligible/Nonresi-dent	01	005	760	737	365	652.84	
Nonauthorized	01	005	760	733	365	153,928.00	
Regular	01	005	760	720	365		\$307,080.78

The total dollar amount debited to Object Dimension 365, Transportation Chargebacks, is \$307,080.78. This amount equals the total dollar amount credited to Object Dimension 365, Transportation Chargebacks. Remember, whenever a district uses a chargeback code, the dollar amounts debited and credited to a chargeback code must zero out at year-end.

## Combination District-Owned and Contractor-Owned Operation

Many school districts own school buses and also contract for some school bus service. There are some transportation expenditures that relate to both types of service and, therefore, must be allocated based on the total routes/runs incurred for both types. Examples of these expenditures include the transportation supervisor's salary/fringe benefits and snow removal. The transportation supervisor oversees both the district- and contractor-owned operations. Snow is removed from the bus loading and unloading areas for both district- and contractor-owned buses.

Effective with the 2005-06 school year, expenditures reported by a contractor who provides services for more than one transportation category must have the contractor's expenses allocated among all categories provided by the contractor on a cost per route/run. The only exception would be a contractor who works exclusively in one area. In that situation, the one contractor's bills will be directly charged to the appropriate code.

Following is a list of the expenditures that are to be allocated in this sample district. The district has other transportation expenditures that are charged directly to the appropriate finance dimension (e.g., bus purchase). The direct-charged expenditures are not shown in this sample. The district in this sample codes all costs to be allocated to Finance Dimension 720, Regular To and From School, during the school year. At year-end, it moves the costs, using Object Dimension 365, Interdepartmental Transportation (Chargebacks), to the appropriate finance dimensions based on the amounts determined during this allocation process.

As noted earlier, some of expenditures to be allocated relate to both types of service. Those expenditures are listed under the column titled District- and Contractor-Owned Vehicles. Expenditures to be allocated among the categories utilizing district-owned vehicles are listed under the District-Owned Vehicles Column and expenditures to be allocated among the categories utilizing the contractor-owned vehicles are listed under the Contractor-Owned Vehicles Column.

Costs To Be Allocated	UFARS Code	District- Owned Vehicles	Contractor- Owned Vehicles	District- and Contractor- Owned Vehicles
Transportation Supervisor Salary	01-005-760-720- 110-000			60,389.42
FICA	01-005-760-720- 210-000			4,619.79
PERA	01-005-760-720- 214-000			3,339.53
Medical/Dental/Life Insurance	01-005-760-720- 220-000			9,058.41
Workers Compensation	01-005-760-720- 270-000			905.84
Re-employment Compensation	01-005-760-720- 280-000			47.05
Safety & Driver Trainer Salary	01-005-760-720- 170-000			41,392.22
Transportation Secretaries Salaries	01-005-760-720- 170-000			78,928.23

<b>Costs To Be Allocated</b>	<b>UFARS Code</b>	<b>District- Owned Vehicles</b>	<b>Contractor- Owned Vehicles</b>	<b>District- and Contractor- Owned Vehicles</b>
FICA	01-005-760-720- 210-000			9,204.51
PERA	01-005-760-720- 214-000			6,653.72
Medical/Dental/Life Insurance	01-005-760-720- 220-000			18,048.47
Workers Compensation	01-005-760-720- 270-000			1,804.81
Re-employment Compensation	01-005-760-720- 280-000			93.74
Bus Drivers Salaries	01-005-760-720- 170-000	\$965,395.56		
Mechanics Salaries	01-005-760-720- 170-000	85,393.20		
Custodians Salaries who Drive Bus	01-005-760-720- 170-000	28,392.48		
FICA	01-005-760-720- 210-000	70,146.78		
PERA	01-005-760-720- 214-000	55,038.24		
Medical/Dental/Life Insurance	01-005-760-720- 220-000	196,410.31		
Workers Compensation	01-005-760-720- 270-000	19,021.01		
Re-employment Compensation	01-005-760-720- 280-000	998.04		
Physicals/Drug Testing	01-005-760-720- 305-000	7,103.65		
Licenses	01-005-760-720- 305-000	934.28		
Advertising	01-005-760-720- 305-000	12,075.36		
Duplicating/Copying	01-005-760-720- 305-000	217.00		
Snow Removal	01-005-760-720- 305-000			3,766.82
Communications/Telephones	01-005-760-720- 320-000	804.27		
Water/Sewer/Garbage	01-005-760-720- 330-000	2,096.30		
Electricity	01-005-760-720- 330-000	21,712.45		
Property Insurance	01-005-760-720- 340-000	38,958.79		
Repair and Maintenance Buildings	01-005-760-720- 350-000	19,429.06		
Repair and Maintenance Equipment	01-005-760-720- 350-000	18,001.58		
Transportation Contracts	01-005-760-720- 360-000		\$317,496.50	
Travel Expense	01-005-760-720- 366-000	4,337.94		

<b>Costs To Be Allocated</b>	<b>UFARS Code</b>	<b>District- Owned Vehicles</b>	<b>Contractor- Owned Vehicles</b>	<b>District- and Contractor- Owned Vehicles</b>
General Supplies	01-005-760-720- 401-000	6,509.25		
Uniforms	01-005-760-720- 401-000	3,413.73		
Oil and Grease	01-005-760-720- 401-000	5,810.36		
Tires and Tubes	01-005-760-720- 401-000	12,992.58		
Fuel	01-005-760-720- 440-000	159,292.31		
Dues Membership	01-005-760-720- 820-000	70.00		
<b>TOTAL COSTS TO BE ALLOCATED:</b>		<u>\$1,734,554.53</u>	<u>\$317,496.50</u>	<u>\$238,252.56</u>

### Calculation to Determine Cost per Route/Run

<b>District-Owned Vehicles</b>		<b>Contractor-Owned Vehicles</b>		<b>District- &amp; Contractor- Owned Vehicles</b>	
<u>\$1,734,554.53</u>		<u>\$317,496.50</u>		<u>\$238,252.56</u>	
Routes/Runs on District- Owned Vehicles	= Rate Per Route/Run	Routes/Runs on Contractor- Owned Vehicles	= Rate per Route/Run	Routes/Runs on Both District- and Contractor- Owned Vehicles	= Rate per Route/Run

Routes/runs were obtained from the Pupil Transportation Annual Report. For categories that used district-owned vehicles, a district would multiply the routes/runs on district-owned vehicles times both the District-Owned Vehicles Rate and the District- & Contractor-Owned Vehicles Rate. For categories that used contractor-owned vehicles, a district would multiply the routes/runs incurred on contractor-owned vehicles times the Contractor-Owned Vehicles Rate and the District- & Contractor-Owned Vehicles rate. There will be four calculations for those categories where the district used both district-owned and contractor-owned vehicles. The district would add the results together along with other costs that were directly charged to determine the total cost of providing the transportation service.

**Predetermined Route - Run Log**

**ATTACHMENT F**

Description/Finance Code Key: Regular 720, Disabled 723, Learning Year 711, Open Enrollment/Outside District 713, Interdistrict Desegregation 714, Intradistrict Desegregation 715, Noon Kindergarten 716, Late Activity Public 717, Summer School 721, Between School Buildings/Public 725, Between School Buildings/Nonpublic 726, Student Activity Trip/Field Trip 733, and Ineligible 737.

Route No.	Description/ Finance Code	Time	Runs on This Route	No. of Days In School Year	Annual Runs
		AM			
		PM			
		AM			
		PM			
		AM			
		PM			
		AM			
		PM			
		AM			
		PM			
		AM			
		PM			
		AM			
		PM			
		AM			
		PM			
		AM			
		PM			
<b>Total</b>					

### Routes/Runs Vary - Log

### ATTACHMENT F

Bus No.:	Month/Year
----------	------------

<p>Description/Finance Code Key: Regular 720, Disabled 723, Learning Year 711, Open Enrollment/Outside District 713, Interdistrict Desegregation 714,</p> <p>Intradistrict Desegregation 715, Noon Kindergarten 716, Late Activity Public 717, Summer School 721, Between School Buildings/Public 725,</p> <p>Between School Buildings/Nonpublic 726, Student Activity Trip/Field Trip 733, and Ineligible 737</p>	Description/Finance Code
--	--------------------------

Trip Dates				Purpose of Trip	Finance Code	Driver's Signature	Routes/Runs		
Leave	Return	From	To				AM	PM	Other



**Personnel Activity Report**

**ATTACHMENT G**

Reporting of time and effort is required for part-time transportation employees. This form must be completed for the August 15-September 15, January 15-February 15 and April 15-May 15 time periods in order to obtain an accurate reflection of employee’s yearly transportation activities.

Name	Title Classification	Reporting Period:	
		School Year	<input type="checkbox"/> August 15 through September 15 <input type="checkbox"/> January 15 through February 15 <input type="checkbox"/> April 15 through May 15

<b>DATE</b>	<b>HOURS PER DAY SPENT ON TRANSPORTATION ACTIVITIES</b>	<b>DESCRIBE TRANSPORTATION ACTIVITIES IN DETAIL</b>

DATE	HOURS PER DAY SPENT ON TRANSPORTATION ACTIVITIES	DESCRIBE TRANSPORTATION ACTIVITIES IN DETAIL

DATE	HOURS PER DAY SPENT ON TRANSPORTATION ACTIVITIES	DESCRIBE TRANSPORTATION ACTIVITIES IN DETAIL

I have performed the above duties as described.

I certify that to the best of my knowledge the above named employee has performed the above duties as described.

\_\_\_\_\_  
Employee Signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
Supervisor Signature

\_\_\_\_\_  
Date

**Determination of Annual Hours Working on Transportation**

The total number of hours worked during the three-month study should be divided by three to obtain the average hours per month. That average should be multiplied times 12 (if employee works all year) to obtain the total number of hours that can be expensed to the transportation program

Reminder: Effective with the 2005-06 school year, employees whose primary responsibilities are other than transportation including central office administration and staff, building administrators and staff, teachers, social workers, school nurses and instructional aides cannot be included

## SECTION 3 – GASB STATEMENT 34

### Introduction

GASB Statement 34 makes sweeping changes in the way public school districts report their financial information. School districts will need to capitalize assets, record depreciation, and include discussion of financial matters. But, where did this come from? What does this mean? What changes must we make? These and other questions were the topics of a yearlong review by a subcommittee of the Accounting Guidelines Committee in the State of Minnesota. The subcommittee was established in the summer of 2000 to review the requirements of *GASB Statement 34* and to address implementation issues common to Minnesota school districts.

### What is GASB?

The Governmental Accounting Standards Board (GASB) was formed in 1984 to develop and improve financial reporting rules for state and local governments in the United States, including school organizations. GASB rules must be followed by any entity when an audit report of that entity states that it follows generally accepted accounting principles (GAAP). '*GASB Statement 34*' or '*GASB 34*' refers to the issuance of Statement Number 34, *Basic Financial Statements - and Management's Discussion and Analysis - for State and Local Governments*, on June 30, 1999, a set of standards that was in development for over a decade.

According to the Association of School Business Officials (ASBO):

"Statement 34 is arguably the most significant change in the history of governmental accounting. It is a dramatic modification to the way that school organizations report and present financial information. The new reporting model affects every school organization that issues financial statements in conformance with generally accepted accounting principles (GAAP)." *Statement 34 Implementation Guide*, ASBO, p.1.

*GASB Statement 34* requires that school organizations...

"begin to prepare financial statements consistent with the new standards in three phases, depending on the total revenues of the entity during its first fiscal year ending after June 15, 1999. Phase One school organizations with revenues of \$100 million or more must prepare the new financial statements for all fiscal years beginning after June 15, 2001. Phase Two school entities with revenues between \$10 and \$100 million must prepare the new financial statements for all fiscal years beginning after June 15, 2002. Phase Three districts with revenues under \$10 million must prepare the new financial statements for all fiscal years beginning after June 15, 2003." p.2.

## Statement Features

According to the *ASBO Guide*, pages 1 and 2, there are several important features of the GASB 34 financial model including:

- *"Government-wide financial reporting"*  
Schools will now 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 rather than replace traditional fund-based financial statements...
- *Additional long-term focus for school activities*  
Traditional reporting for tax-supported activities has focused on short-term...balances. The new financial reporting model retains this short-term focus in the governmental fund financial statements while providing a long-term perspective on these same activities....
- *Narrative overview and analysis*  
The new...model provides those who use financial reports with a simple narrative introduction, overview, and analysis of the ...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...the new financial reporting model requires the presentation of individual fund data for each of the major funds in the school entity.
- *Expanded budgetary reporting*  
...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 individual major special revenue fund."

Further, the *ASBO Guide* states that school entities will be required to:

- Provide the most complete information ever available about the cost of delivering services to students; and,
- Include for the first time information about the capital and infrastructure assets of the school organization.

The committee recommended that school personnel use the *GASB Statement 34, Implementation Recommendations for School Districts* that is published by ASBO as a guide. Where deviations from the *ASBO Guide* are recommended, they are either contained in this writing or will be communicated in future Bulletins. This guide can be purchased from ASBO Int'l, 11401 North Shore Dr., Reston, VA 20190-4200, (703) 478-0405 [www.asbointl.org](http://www.asbointl.org). The cost is \$25/\$35 for member/non-member. Another resource is the *Guide to Implementation of GASB Statement 34 on Basic Financial Statements and Management's Discussion and Analysis for State and Local Governments*. This document can be obtained from GASB by writing Governmental Accounting Standards Board, 401 Merritt 7, PO Box 5116, Norwalk, CT. 06856-5116 or calling 1-800-748-0659 and asking for Product code number GQA34.

## Recommendations from the Committee

*GASB Statement 34* gives school districts flexibility in preparing their statements. However, the committee believed school districts would achieve greater comparability and uniformity in financial reporting if districts apply the new standards using the same methodology. At the same time, the committee intended to have districts use existing data and accounting systems, not purchase new accounting systems.

A variety of communication tools will be used during the implementation process, including the placement of the recommendations (listed below) in superintendents' mailings, the use of the *School Business Bulletin*, the use of presentations at CFL training programs as well as other regional and state conferences. During implementation, members of the committee will collect samples of spreadsheets, software programs, and print materials for use by district personnel

### 1. Food Service Fund

*GASB Statement 34* requires a school district to distinguish between “Governmental Activities” and “Business-Type Activities.” The most common school district activity that may be classified as a business-type activity is the food service operation. In reviewing the criteria that would require classification of the food service fund as a business-type activity, the committee concluded that the criteria would not be met for most Minnesota school districts. **Therefore, the committee recommends that the food service fund be reported as a governmental activity in all districts.**

### 2. Statement of Activities

There are two areas of recommendations on the Statement of Activities that are drawn from *GASB Statement 34*.

#### © Function/Program

The new Statement of Activities requires districts to report expenditures by function. The committee recommends that districts use the existing programs identified in the *Uniform Financial Accounting and Reporting Standards (UFARS) Manual* as the functions. A district can report at a level of detail greater than this recommendation if desired.

#### © Revenue Classifications

The district-wide statement of activities requires districts to review all revenue accounts and classify them as program revenues or general revenues. Program revenues are further broken down into charges for services, operating grants and contributions, or capital grants and contributions. The committee created a guide for Minnesota school use. *The Revenue Classification Guide* is contained as **Attachment A**.

### **3. Budget Comparisons**

*GASB Statement 34* requires a budgetary comparison for the general fund and each major special revenue fund. This may be done as a statement included in the basic financial statements or as a schedule included as required supplemental information. The committee recommends presenting the budgetary comparison as a required supplementary information schedule. The comparisons report BOTH original and final amended budgets.

### **4. Trust Funds**

*GASB Statement 34* requires dropping the concept of expendable and non-expendable trust funds. Funds previously reported as non-expendable, whose resources are used to support school district operations, are now reported in a new governmental fund type called “permanent funds.” Funds previously reported as non-expendable, whose resources are not used to support school district operations, will continue to be reported as a fiduciary fund. Funds previously reported as expendable trust funds, and whose resources are used to support school district operations, are now reported as a special revenue fund. Previous expendable trust funds whose resources are not used for school district operations are reported in a fiduciary fund.

Currently UFARS requires the use of Fund 08 to account for trust funds. The committee recommends districts establish separate funds, as applicable, to account for the activities as noted above. These separate funds would then be crosswalked to Fund 08 for UFARS reporting.

### **5. Reconciliation Schedule**

Because the district-wide and fund financial statements use different bases of accounting, a summary reconciliation describing the differences is required. This reconciliation can be provided directly on the fund statements or on an accompanying, separate schedule following each fund statement. The committee recommends using a separate statement for the reconciliation.

### **6. Management Discussion and Analysis**

School districts must include a Management's Discussion and Analysis (MD&A), which is required supplementary information (RSI). The MD&A is required to precede the basic financial statements and notes. The committee recommends that district personnel use the *ASBO Guide* for implementing this feature of *GASB 34*.

### **7. Capital Assets and Depreciation**

The committee recommends that district personnel use the *ASBO Guide* for establishing thresholds and depreciation lives. The committee also recommends that personnel meet with their auditor(s) to discuss capital asset and depreciation implementation plans. See *Attachment B* for a partial list of appraisal companies and suggestions for implementation.

## Special Thanks to the Committee

Members of the Division of Financial Management and Accountability of the Department of Education extend their appreciation to each member of the committee for their many months of work in this endeavor. In particular, Darwin Viker, committee chairperson, is recognized for his many additional hours of work on the project.

The members of the GASB 34 committee are listed below.

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**Revenue Classification Guide**

**ATTACHMENT A**

<b>Source</b>	<b>Description</b>	<b>General Purposes</b>	<b>Charges For Services</b>	<b>Operating Grants</b>	<b>Capital Grants</b>
001	Property Tax Levies	G			
004	From Municipalities	G			
005	Reemploy Ins Levy	G			
009	Fiscal Disparities	G			
010	Cty Apportionment	G			
014	TAC Homestead Credit	G			
016	TAC Levy Replacement	G			
017	TAC Gen Ed Aid Replace	G			
018	TAC Referendum Paymt	G			
019	Misc Local Taxes	G			
020	Prop Tax Shift Rec	G			
021	From MN District		G		
022	Reimburse Spec Ed Salary		G		
023	Reimburse Sped Ed Benefits		G		
031	From Non MN District		G		
035	From Non MN Non-District		G		
040	Tuition from Patrons		G		
050	Fees from Patrons		G		
060	Student Activity		G		
071	Medicaid fr Dept of Hu. Serv.		G		
072	Medicaid Pmts-Private Insur		G		
092	Interest Earnings	G			
093	Rent		G		
096	Gift/Bequest-Local	G		P	P
099	Misc Local Revenue	G		P	P
201	Endow Fund Apportion	G			
211	Gen Ed Aid	G		P	P
213	Shared Time	G			
227	Abatement Aid	G			
229	Disparity Reduction Aid	G			
230	HACA	G			
232	Educ Homestead Credit	G			
233	Education Ag. Credit	G			
235	Private Alt Program Aid	G			
236	Adult HS Graduation Aid	G			
258	Other State Credits	G			
298	Levy Equity Adjustments	G			
299	State Aid Adjustments	G			
300	State Aids and Grants			G	
301	Non Public Aid			G	
302	1 <sup>st</sup> Grade Preparedness			G	
307	Health and Safety Aid				G
308	Interactive TV Aid				G

Source	Description	General Purposes	Charges For Services	Operating Grants	Capital Grants
309	Debt SVC Equal Aid	G			
315	Fastbreak to Learn			G	
360	Spec Education Aid			G	
369	Misc State Revenue			G	P
370	Other Aid/MN Child			G	P
400	Federal Aids and Grants			G	P
405	Federal Flow Through-Other			G	P
471	School Lunch-Fed			G	
472	Free/Reduced Lunch			G	
474	Commodity Distribution			G	
475	School Milk			G	
476	School Breakfast			G	
477	Cash in Lieu Commod			G	
479	Summer Food SVC Prog			G	
499	Misc Fed/MN Education			G	
500	Fed Direct Aid&Grant			G	P
506	Impact Aid	G		P	
599	Misc Fed Aid Direct			G	P
601	Sale to Pupils		G		
606	Sale to Adults		G		
608	Spec Func Food Sales		G		
621	Sale SVCS/Resale Mat		G		
622	Sale of Materials		G		
623	Real Property Sales		G		
624	Sale of Equipment		G		
625	Insurance Recovery		G		
631	Sale of Bonds		Balance Sheet Item		
636	Capital Loans		Balance Sheet Item		
637	Debt Service Loans		Balance Sheet Item		
639	Non-State Loans		Balance Sheet Item		

G = Generally

P = Potentially

Certain transactions that are unusual in nature and infrequent in occurrence may be appropriately reported as extraordinary items. Significant transactions within the control of management that are either unusual in nature or infrequent in occurrence may be reported as special items. Both special items and extraordinary are shown separately from revenues and expenses specifically because they are not representative of the district's usual annual financial transactions.

## Appraisal Companies <sup>1</sup>

## ATTACHMENT B

Name	Address	City	State	Postal	Phone
Advanced Bar Code Solutions,	7308 Aspen Lane Suite 111	Brooklyn Park	MN	55428	(763) 424-4992
American Appraisal Associates,	411 East Wisconsin Avenue Suite 1900	Milwaukee	WI	53201	
Industrial Appraisal Company Bob Wentzel,	250 Prairie Center Dr. Ste. 325	Eden Prairie	MN	55344	(952) 942-6734
RCI Technologies, Inc.,	10826 Gulfdale	San Antonio	TX	78216	(210) 366-4127
Valuation Advisory Group, Inc.,	445 Pharr Road NE	Atlanta	GA	30305	(404) 841-0992
Valuations Northwest Inc.	17 N Orchard Street	Boise	ID	83709	(800) 624-9993
VRM, Inc. Mark T. Small,	2817 Anthony Lane S.	Mpls	MN	55418	(612) 788-2335

<sup>1</sup> This partial list of companies is not endorsed by the committee.

Other suggestions from the committee concerning fixed asset records include:

1. School district personnel should follow the guidance in the *ASBO Implementation Guide* for establishing capitalization thresholds and depreciation lives. The Department of Education will be changing the *UFARS Manual* to be consistent with this guide.
2. Before hiring an appraisal company, district personnel should meet with their auditor(s) to discuss plans for identifying capital assets, establishing thresholds, calculating depreciation lives and other assumptions that need to be clarified. Personnel will also need to identify which program/functions will be used in the financial statements to appropriately sort assets.
3. District personnel should meet with software vendors prior to having an appraisal. Items to be discussed include:
  - How are fixed asset records going to be maintained in the future?
  - Will the vendor have a fixed asset module?
  - Will the module calculate depreciation?
  - Will the appraisal company be able to download its data to a particular vendor system?

If people have names of other appraisal companies that should be placed on this list, they should send them to Debrah Firkus, Department of Education at [Debrah.Firkus@state.mn.us](mailto:Debrah.Firkus@state.mn.us). Modifications to the list will be placed on the Financial Management website as well as used in training sessions and special mailings.

## SECTION 4 – GASB STATEMENT 45

### Introduction

In addition to pensions, many state and local governmental employers provide other post-employment benefits (OPEB) as part of the total compensation offered to attract and retain the services of qualified employees. OPEB includes post-employment healthcare, as well as other forms of post-employment benefits (for example, life insurance) when provided separately from a pension plan. Statement 45 establishes standards for the measurement, recognition, and display of OPEB expense/expenditures and related liabilities (assets), note disclosures, and, if applicable, required supplementary information (RSI) in the financial reports of state and local governmental employers.

### What is GASB?

The Governmental Accounting Standards Board (GASB) was formed in 1984 to develop and improve financial reporting rules for state and local governments in the United States, including school organizations. GASB rules must be followed by any entity when an audit report of that entity states that it follows generally accepted accounting principles (GAAP). '*GASB Statement 45*' or '*GASB 45*' refers to the issuance of Statement Number 45, *Accounting and Financial Reporting by Employers for Postemployment Benefits Other Than Pensions*, in July 2004.

### Statement Features

As noted in the statement, the requirements of *GASB 45*, improve financial reporting.

Postemployment benefits (OPEB as well as pensions) are part of an exchange of salaries and benefits for employee services rendered. Of the total benefits offered by employers to attract and retain qualified employees, some benefits, including salaries and active-employee healthcare, are taken while the employees are in active service, whereas other benefits, including postemployment healthcare and other OPEB, are taken after the employee's services have ended. Nevertheless, both types of benefits constitute compensation for employee services.

From an accrual accounting perspective, the cost of OPEB, like the cost of pension benefits, generally should be associated with the period in which the exchange occurs, rather than with the periods (often many years later) when benefits are paid or provided. However, in current practice, most OPEB plans are financed on a pay-as-you-go basis, and financial statements generally do not report the financial effects of OPEB until the promised benefits are paid. As a result, current financial reporting generally fails to:

- Recognize the cost of benefits in periods when the related services are received by the employer
- Provide information about the actuarial accrued liabilities for promised benefits associated with past services and whether and to what extent those benefits have been funded
- Provide information useful in assessing potential demands on the employer's future cash flows.

This Statement improves the relevance and usefulness of financial reporting by (a) requiring systematic, accrual-basis measurement of recognition of OPEB cost (expense) over a period that approximates employees' years of service and (b) providing information about actuarial accrued liabilities associated with OPEB and whether and to what extent progress is being made in funding the plan.

The *Guide to Implementation of GASB Statements 43 and 45 on Other Postemployment Benefits* is a good resource available to school personnel. This document can be obtained from GASB by writing Governmental Accounting Standards Board, Order Department, 401 Merritt 7, PO Box 5116, Norwalk, CT 06856-5116 or calling 1-800-748-0659. Ask for Product code number GQA43/45.

### **Effective Date**

The requirements of this Statement are effective in three phases based on a government's total annual revenues in the first fiscal year ending after June 15, 1999:

- Governments that were phase 1 governments for the purpose of implementation of Statement 34—those with annual revenues of \$100 million or more—are required to implement this Statement in financial statements for periods beginning after December 15, 2006.
- Governments that were phase 2 governments for the purpose of implementation of Statement 34—those with total annual revenues of \$10 million or more but less than \$100 million—are required to implement this Statement in financial statements for periods beginning after December 15, 2007.
- Governments that were phase 3 governments for the purposes of implementation of Statement 34—those with total annual revenues of less than \$10 million—are required to implement this Statement in financial statements for periods beginning after December 15, 2008.

Earlier application of this Statement is encouraged. All component units should implement the requirements of this Statement no later than the same year as their primary government.

### **Determine amount to be funded for current year**

Under the requirements of *GASB 45*, all districts have an obligation to recognize and report their annual required contribution (ARC). Regardless of the current funded status of the plan, the district has an ARC that comprises two components: normal costs, which will apply as long as there are covered active employees providing new services to the employer, plus (or minus) a component for amortization of the total unfunded actuarial accrued liabilities (or funding excess). This document does not address specifics relating to the actuarial determination of the district's unfunded liability.

There are several options a school district has when funding its post employment benefits in any given year.

- Fund the entire unfunded actuarial accrued liability (UAAL) plus normal cost in a single payment, if sufficient resources are available.
- Fund an amount less than the unfunded actuarial accrued liability plus normal cost but in excess of the annual required contribution (ARC).
- Fund the annual required contribution.
- Fund an amount less than the annual required contribution.

The amount of post employment benefits to be funded in any given year is dependent on various factors. The dollar amount that a district contributes to the trust is impacted by all of the following: 1) the size of the district's liability, 2) requirements for current year payment for post employment benefits, 3) available resources in the district's budget, 4) the amount of fund balance or bonding authority, if any, the district decides to use.

A school district may fund any amount up to its total unfunded liability plus current year normal cost, through pay-as-you-go payments or contributions to an irrevocable trust. Though districts are authorized to have a revocable trust, they would not be funding the OPEB liabilities according to GASB 45. These funds would simply be reported in the internal service fund of the district because the district would still have ownership or control of the assets.

### **Requirements for Establishing a Trust**

This document provides current requirements concerning establishment of a benefit trust by school districts for post-employment benefits. Financial information in a school district annual report to the Minnesota Department of Education (MDE) must be based on the accounting system prescribed in the Uniform Financial Accounting and Reporting Standards (UFARS) manual.

These requirements apply to all post-employment benefit plans where the district is providing for such benefits by contributions to a legally established revocable or irrevocable trust. Reference Minnesota Statutes 2008, section 471.6175, subdivision 7, (Minnesota Laws 2008, Chapter 154, Article 10, Section 18) for the restrictions on the withdrawal of funds and termination of account for revocable and irrevocable trusts.

Unless a school district has established a trust, post-employment benefits are reported as a cost when payment for the benefit is made. This is a "pay-as-you-go" method, in contrast to recording cost "when earned," that is, recording a cost as employees are providing services to the district. If pay as you go payments are made out of the operating funds of the district, those payments are considered contributions in relationship to the ARC. This does not prohibit districts from establishing trusts for select groups of employees, while using "pay-as-you-go" for other groups.

MDE recognizes that post-employment benefits may represent a significant liability that districts may want to fund. MDE also acknowledges that it is fiscally appropriate to have the cost and funding recognized and provided for such benefits as they are earned.

- UFARS has a separate internal service fund, Post-Employment Benefits Revocable Trust (Fund 25), for reporting resources set aside and held in a revocable trust arrangement for post-employment benefits.
- UFARS has a separate accounting fund, Post-Employment Benefits Irrevocable Trust Fund (Fund 45), for reporting resources set aside and held in an irrevocable trust arrangement for post-employment benefits.

The following are conditions and considerations in the use of a revocable or irrevocable Post-Employment Benefits Trust Fund:

1. The post-employment benefits accounted for in the Fund must result from a written or implied contractual agreement as compensation for employee services. The district's obligation to pay for the benefits must accumulate during employment although the actual benefits are provided and payment for the provided benefits does not occur until after employment.
2. The school board must agree, in a formal, legally constituted trust agreement to establish a trust to hold and disburse resources set aside for the post-employment benefits. Employees eligible for benefits paid through the trust shall be notified that they may obtain a copy of the trust agreement upon request.
3. For an irrevocable trust, physical segregation of trust assets must be made; the Trust Fund may not be merely an accounting shell consisting of a fund on the district's accounting records. Trust Fund assets cannot be used for purposes other than those necessary to provide benefits for which the irrevocable trust was established.
4. The department, in establishing accounting and reporting requirements for post-employment benefits, is not making a legal determination as to the authority of the school district to provide a particular benefit, nor is it making a limitation on benefits that the district has authority to provide.
5. Any trust fund established must be in accordance with Minnesota statutes.
  - a. Minnesota Statutes 2008, section 471.6175, (Minnesota Laws 2008, Chapter 154, Article 10, Section 18, signed into law on March 7, 2008) gives school districts the authority to establish a trust for post-employment benefits (OPEB) under GASB 45.
  - b. Minnesota Laws 2008, Chapter 154, Article 10, Section 27 validates trusts created prior to June 6, 2006.
  - c. For terms of withdrawals from and termination of the trust account, reference Minnesota Statutes 2008, section 471.6175, subdivision 7.
6. The *Codification of Governmental Accounting and Financial Reporting Standards* (GASB Cod. Sec. P20.504 [GASB 27 ¶ 39, GASB 45 ¶ 40]) issued by the Governmental Accounting Standards Board (GASB) has identified acceptable cost methods to determine the annual required contribution (ARC) necessary to fund government employee benefit plans on an actuarial method.

7. The United States Office of Management and Budget, in OMB Circular A-87, has established the standards for determining costs eligible to be charged to federally funded financial programs. Districts should reference the [OMB Circular A-87](#) for additional details. (See page 19, Attachment B, Section 8(f)-Compensation for personal services, post employment health benefits).
  - a. Post-retirement health benefits (PRHB) refers to costs of health insurance or health services, not included in a pension plan, for retirees and their spouses, dependents, and survivors.
  - b. PRHB costs may be computed using a pay-as-you-go method or an acceptable actuarial cost method in accordance with established written policies of the governmental unit.
  - c. For PRHB financed on a pay-as-you-go method, allowable costs will be limited to those representing actual payments to retirees or their beneficiaries.
  - d. PRHB costs calculated using an actuarial cost method recognized by GAAP are allowable if they are funded for that year within six months after the end of that year. Costs funded after the six month period (or a later period agreed to by the cognizant agency) are allowable in the year funded. The cognizant agency may agree to an extension of the six month period if an appropriate adjustment is made to compensate for the timing of the charges to the federal government and related federal reimbursements and the governmental unit's contributions to the PRHB fund. Adjustments may be made by cash refund, reduction in current year's PRHB costs, or other equitable procedures to compensate the federal government for the time value of federal reimbursements in excess of contributions to the PRHB fund.
  - e. Amounts funded in excess of the actuarially determined amount for a fiscal year may be used as the government's contribution in a future period.
  - f. When a governmental unit converts to an acceptable actuarial cost method and funds PRHB costs in accordance with this method, the initial unfunded liability attributable to prior years shall be allowable if amortized over a period of years in accordance with GAAP, or, if no such GAAP period exists, over a period negotiated with the cognizant agency.
  - g. To be allowable in the current year, the PRHB costs must be paid either to: an insurer or other benefit provider as current year costs or premiums, or an insurer or trustee to maintain a trust fund or reserve for the sole purpose of providing post-retirement benefits to retirees and other beneficiaries.
  - h. The federal government shall receive an equitable share of any amounts of previously allowed post-retirement benefit costs (including earnings thereon) which revert or inure to the governmental unit in the form of a refund, withdrawal, or other credit.
8. The contributions to the trust fund are to be reported as post-employment benefits up to or equal to the ARC (object code 252) and associated with the program code corresponding to the activities of the employee.
9. The requirements identified in this section are subject to future revision to be in compliance with state and federal legal requirements and with GASB pronouncements.



## **Accounting Treatment**

Guidelines to assist with the recording of financial transactions relating to other post-employment benefits (OPEB) expenditures are included in the next sections as follows:

- Pay As You Go Funding
- Revocable Trust Fund Established (Fund 25)
- Irrevocable Trust Fund Established (Fund 45)

The above guidelines represent the entries for the governmental funds only and do not include reporting required on the government wide statements. Any difference between the Annual Required Contribution (ARC) and the amount paid or funded represents an underpayment or overpayment and must be reported on the government-wide statements.

All costs need to be recorded to the appropriate program codes. Do not use program 930 for object codes 191, 252, 290, or 291. See Chapter 13 of the UFARS manual referencing federal indirect cost rates.

## **Implicit Rate Subsidy**

If your insurance plan covers both active employees and current retirees under the same premium, an implicit rate subsidy may have been calculated in your actuarial determination. The health insurance payment for retirees must be paid based on the value of the premium that was used in the determination rather than the actual cost of the premium. You may be able to determine this value from your actuarial study or you may need to contact your actuary. Since the premiums for active employees are subsidizing the retiree portion of the insurance plan, any variance between the value of the premium and premium actually charged the district goes back to the district and is accounted for by a reduction to the active employee costs for health insurance.

## **Determine Allocation of Contribution**

To meet UFARS guidelines and federal reporting requirements, costs must be allocated equitably across all employees within the class. One method to achieve this may be to establish a “contribution rate” to apply to current employees eligible for post-employment benefits. Another method to achieve this consistency may be to divide the contribution by the total number of current employees eligible for post-employment benefits. Whatever method is used, the funds must be equitably distributed across all employees within the class that are eligible for post-employment benefits being funded.

**Method #1 based on eligible payroll**

- 1a.** Determine which post-employment benefits to include in the funding and the employee groups that are eligible for those benefits. You may want to refer to your actuary report for this information. For example, if all employees receive the same post-employment benefit then all employee groups will be included. If only teachers are eligible for the post-employment benefit to be funded, then only teachers would be included.
- 1b.** Determine amount of eligible payroll for the affected employees.
- 1c.** Divide the value of the post-employment benefits for the group by the eligible payroll for the group to get a contribution rate.
- 1d.** Apply the contribution rate through the payroll system.

**Example**

In the following example, the amount to be contributed to the trust for other post-employment benefits is \$1,031,999. The district's total ARC is \$1,250,908 which means the district is funding the trust at a rate of 82.5%. The contribution does not exceed the ARC. If it did, the excess would not be eligible for federal aid and would not be allocated using the contribution rate for that year. See OMB Circular A-87, section 8(f), for instructions related to amounts funded in excess of the actuarially determined amount.

OPEB is provided to teachers, administrators, food service workers, and secretaries so the wages from all four of these groups are included in the calculation of the OPEB contribution rate. Wages for nurses, custodial/maintenance and paraprofessionals are not included because these employee groups do not participate in the benefits being funded.

Administrator	\$ 1,573,622
Health	
Custodial/Maintenance	
Food Service	251,528
Paraprofessionals	
Secretary	1,758,212
Teacher	16,668,655
Total Wages Basis	<u>\$20,252,017</u>
Health insurance	\$ 979,994
Dental insurance	50,567
Life insurance	1,438
Amount to be funded	<u>\$ 1,031,999</u>
Contribution rate:	
(1,031,999 divided by 20,252,017)	5.10%
Object Code	252

**Method #2 based on number of employees)**

- 2a.** Determine which post-employment benefits to include in the funding and the employee groups that are eligible for those benefits. You may want to refer to your actuary report for this information. For example, if all employees receive the same post-employment benefit then all employee groups will be included. If only teachers are eligible for the post-employment benefit to be funded, then only teachers would be included.
  
- 2b.** Divide the contribution dollar amount for the group by the eligible employees in the group to get a contribution dollar amount.
  
- 2c.** Apply the dollar amount through the payroll system.

**Example**

In the following example, the amount to be contributed to the trust for other post-employment benefits is \$1,031,999. The district's total ARC is \$1,250,908 which means the district is funding the trust at a rate of 82.5%. The contribution does not exceed the ARC. If it did, the excess would not be eligible for federal aid and would not be allocated using the contribution amount for that year. See OMB Circular A-87, section 8(f), for instructions related to amounts funded in excess of the actuarially determined amount.

For this example, OPEB is provided to teachers, administrators, food service workers, and secretaries so the employees from all four of these groups are included in the calculation of the OPEB contribution amount. Nurses, custodial / maintenance and paraprofessionals are not included because these employee groups do not participate in the benefits being funded.

Health insurance	\$ 979,994
Dental insurance	50,567
Life insurance	1,438
Amount to be funded	\$ 1,031,999
Total employees in groups funded	522
Contribution amount: (1,031,999 divided by 522)	\$ 1,977
Object Code	252

**Financial Transaction Accounting  
Other Post-Employment Benefits (OPEB)  
Pay As You Go Funding**

The following are guidelines to assist with the recording of financial transactions relating to other post-employment benefits (OPEB) expenditures. This document assumes the district has established no trust fund (either revocable or irrevocable) for Other Post-Employment Benefits.

The following guidelines are presented in the order in which tasks are generally performed.

***Step 1- Record payments for member benefits***

For illustration purposes only, the following transactions assume the following total monthly insurance premium for all employees and retirees:

	Total Cost	Employees	Retirees
Health insurance	\$25,000	\$20,000	\$5,000
Implicit rate subsidy	<u>0</u>	<u>( 500)</u>	<u>500</u>
	\$25,000	\$19,500	\$5,500
Dental insurance	4,000	3,000	1,000
Life insurance	<u>5,000</u>	<u>3,500</u>	<u>1,500</u>
Total payment	\$34,000	\$26,000	\$8,000
Retiree contribution	<u>( 1,000)</u>	<u>0</u>	<u>( 1,000)</u>
Net cost	\$33,000	\$26,000	\$7,000

***1a.*** Record payment to provider of health insurance.

DR:	OPEB Costs (Operating fund, program, object 291)	5,500
DR:	Health Insurance (Operating fund, program, object 220)	19,500
CR:	Operating fund-Cash or investment account	25,000

***1b.*** Record payment to provider of dental insurance.

DR:	OPEB Costs (Operating fund, program, object 291)	1,000
DR:	Dental Insurance (Operating fund, program, object 235)	3,000
CR:	Operating fund-Cash or investment account	4,000

***1c.*** Record payment to provider of life insurance.

DR:	OPEB Costs	
	(Operating fund, program, object 291)	1,500
DR:	Life Insurance	
	(Operating fund, program, object 230)	3,500
CR:	Operating fund-Cash or investment account	5,000

***1d.*** If applicable, to recognize retiree share of benefit costs:

DR:	Operating fund-Cash or investment account	1,000
CR:	Health Insurance	
	(Operating fund, program, object 291)	1,000

***Step 2 - Set up additional amount earmarked by school board.***

For illustration purposes only, the following transaction assumes the school board approved an increase of \$100,000 to the designation for OPEB. No designation is recorded in UFARS. However, districts may want to use a unique code at the local level to identify designated funds.

DR:	Unreserved Fund Balance	100,000
CR:	Designated for Future OPEB Contributions	100,000
	(Unreserved Fund Balance)	

**Financial Transaction Accounting  
Other Post-Employment Benefits (OPEB)  
Revocable Trust Fund Established (Fund 25)**

The following are guidelines to assist with the recording of financial transactions relating to other post-employment benefits (OPEB). This document assumes the district has met all requirements for the establishment of a revocable trust for Other Post-Employment Benefits (OPEB). For this information, please refer to *Requirements for Establishing a Trust* earlier in this section.

The following guidelines are presented in the order in which tasks are generally performed.

***Step 1 – Contribution to the revocable trust to fund the Annual Required Contribution (ARC)***

For illustration purposes, the following transactions assume a monthly cost allocation for post-employment benefits to one individual with wages of \$25,000 and using allocation method #1, as shown below.

Health insurance	\$1,200	(\$25,000 x 4.80%)
Dental insurance	\$50	(\$25,000 x .20%)
Life insurance	<u>\$25</u>	(\$25,000 x .10%)
	<u>\$1,275</u>	5.10%

- 1a.*** Record OPEB expenditures through the payroll system. Amount based on contribution rate.

DR:	Operating fund, program, object 252	1,275
CR:	Payroll liability account (liability 215)	1,275

- 1b.*** Record contribution from district to Employee Benefit Trust Fund.

DR:	Payroll liability account (liability 215)	1,275
CR:	Operating fund-Cash or investment account	1,275

- 1c.*** Record contribution in Employee Benefit Trust Fund (Fund 25) received from district

DR:	Fund 25-Cash or investment account	1,275
CR:	Fund 25-Contributions to Employee Benefit Trust (Source 614)	1,275

**Step 2 – Additional contribution to the revocable trust in excess of the Annual Required Contribution (ARC)**

For illustrative purposes, the district makes a current year contribution of \$200,000 in excess of the ARC.

**2a.** Record contribution from district to revocable Employee Benefit Trust Fund.

DR:	Operating fund, program, object 290	200,000
CR:	Operating fund-Cash or investment account	200,000

**2b.** Record contribution in revocable Employee Benefit Trust Fund (Fund 25) received from district

DR:	Fund 25-Cash or investment account	200,000
CR:	Fund 25-Contributions to irrevocable Employee Benefit Trust (Source 614)	200,000

**Step 3 - Record payments from trust fund for member benefits**

The following illustrates transactions that occur in the employee benefit trust fund and how they are accounted for. For illustration purposes only, the following transactions assume a monthly insurance premium for one current retiree:

Health insurance	\$1,500 (actual premium)
Health insurance	\$1,800 (value of premium)
Health insurance	\$300 (implicit rate subsidy)
Dental insurance	\$400
Life insurance	\$100

**3a.** If applicable, to recognize retiree share of benefit costs (2% of health insurance premium):

DR:	Fund 25-Cash or investment account	30
CR:	Fund 25-Plan member contributions (source 616)	30

**3b.** Record direct payment for retiree, from trust fund, to provider of health insurance

DR:	Fund 25-Trust fund disbursements (Program 935, object 220)	1,500
CR:	Fund 25-Cash or investment account	1,500

**3c.** Record payment to district operating funds to cover implicit rate subsidy

DR:	Fund 25-Trust fund disbursements (Program 935, object 220)	300
CR:	Fund 25-Cash or investment account	300
DR:	Operating fund - Cash or investment account	300
CR:	Operating fund, program, object 220	300

**3d.** Record direct payment for retiree, from trust fund, to provider of dental insurance.

DR:	Fund 25-Trust fund disbursements (Program 935, object 235)	400
CR:	Fund 25-Cash or investment account	400

**3e.** Record direct payment for retiree, from trust fund, to provider of life insurance.

DR:	Fund 25-Trust fund disbursements (Program 935, object 230)	100
CR:	Fund 25-Cash or investment account	100

**3f.** If your district pays the premiums on retirees in combination with active employees, the payment would be accounted for as follows. Keep in mind that the benefit may not be paid from the trust until it has been incurred. Withdrawing money from the trust prior to payment of the benefit may be in violation of the trust agreement as well as IRS regulations:

Record payment from trust fund to district:

DR:	Fund 25-Trust fund disbursements (Program 935, object 220)	1,800
CR:	Fund 25-Cash or investment account	1,800
DR:	Fund 01-Cash or investment account	1,800
CR:	Fund 01-Payroll liability account (liability 215)	1,800

Record payment by district to provider:

DR:	Fund 01-Payroll liability account (liability 215)	1,500
CR:	Fund 01-Cash or investment account	1,500
DR:	Fund 01-Payroll liability account (liability 215)	300
CR:	Operating fund, program, object 220	300



**Financial Transaction Accounting  
Other Post-Employment Benefits (OPEB)  
Irrevocable Trust Fund Established (Fund 45)**

The following are guidelines to assist with the recording of financial transactions relating to other post-employment benefits (OPEB). This document assumes the district has met all requirements for the establishment of an irrevocable trust for Other Post-Employment Benefits (OPEB). For this information, please refer to *Requirements for Establishing a Trust* earlier in this section.

The following guidelines are presented in the order in which tasks are generally performed.

***Step 1 – Contribution to the irrevocable trust to fund the Annual Required Contribution (ARC)***

For illustration purposes, the following transactions assume a monthly cost allocation for post employment benefits to one individual with wages of \$25,000 and using allocation method #1, as shown below.

Health insurance	\$1,200	(\$25,000 x 4.80%)
Dental insurance	\$50	(\$25,000 x .20%)
Life insurance	<u>\$25</u>	(\$25,000 x .10%)
	<u>\$1,275</u>	5.10%

- 1a.*** Record OPEB expenditures through the payroll system. This amount is for funding the ARC only and is based on the contribution rate.

DR:	Operating fund, program, object 252	1,275
CR:	Payroll liability account (liability 215)	1,275

- 1b.*** Record contribution from district to irrevocable Employee Benefit Trust Fund.

DR:	Payroll liability account (liability 215)	1,275
CR:	Operating fund-Cash or investment account	1,275

- 1c.*** Record contribution in irrevocable Employee Benefit Trust Fund (Fund 45) received from district

DR:	Fund 45-Cash or investment account	1,275
CR:	Fund 45-Contributions to irrevocable Employee Benefit Trust (Source 614)	1,275

**Step 2 – Additional contribution to the irrevocable trust in excess of the Annual Required Contribution (ARC)**

For illustrative purposes, the district makes a current year contribution of \$200,000 in excess of the ARC.

**2a.** Record contribution from district to irrevocable Employee Benefit Trust Fund.

DR:	Operating fund, program, object 290	200,000
CR:	Operating fund-Cash or investment account	200,000

**2b.** Record contribution in irrevocable Employee Benefit Trust Fund (Fund 45) received from district

DR:	Fund 45-Cash or investment account	200,000
CR:	Fund 45-Contributions to irrevocable Employee Benefit Trust (Source 614)	200,000

**Step 3 – Record payments from trust fund for member benefits**

The following illustrates transactions that occur in the employee benefit trust fund and how they are accounted for. For illustration purposes only, the following transactions assume a monthly insurance premium for one current retiree:

Health insurance	\$1,500 (actual premium)
Health insurance	\$1,800 (value of premium)
Health insurance	\$300 (implicit rate subsidy)
Dental insurance	\$400
Life insurance	\$100

**3a.** If applicable, to recognize retiree share of benefit costs (2% of health insurance premium):

DR:	Fund 45-Cash or investment account	30
CR:	Fund 45-Plan member contributions (source 616)	30

**3b.** Record direct payment for retiree, from trust fund, to provider of health insurance

DR:	Fund 45-Trust fund disbursements (program 935, object 220)	1,500
CR:	Fund 45-Cash or investment account	1,500

**3c.** Record payment to district operating funds to cover implicit rate subsidy

DR:	Fund 45-Trust fund disbursements (Program 935, object 220)	300
CR:	Fund 45-Cash or investment account	300
DR:	Operating fund-Cash or investment account	300
CR:	Operating fund, program, object 220	300

**3d.** Record direct payment for retiree, from trust fund, to provider of dental insurance.

DR:	Fund 45-Trust fund disbursements (Program 935, object 235)	400
CR:	Fund 45-Cash or investment account	400

**3e.** Record direct payment for retiree, from trust fund, to provider of life insurance.

DR:	Fund 45-Trust fund disbursements (Program 935, object 230)	100
CR:	Fund 45-Cash or investment account	100

**3f.** If your district pays the premiums on retirees in combination with active employees, the payment would be accounted for as follows. Keep in mind that the benefit may not be paid from the trust until it has been incurred. Withdrawing money from the trust prior to payment of the benefit may be in violation of the trust agreement as well as IRS regulations:

Record payment from trust fund to district:

DR:	Fund 45-Trust fund disbursements (Program 935, object 220)	1,800
CR:	Fund 45-Cash or investment account	1,800
DR:	Fund 01-Cash or investment account	1,800
CR:	Fund 01-Payroll liability account (liability 215)	1,800

Record payment by district to provider:

DR:	Fund 01-Payroll liability account (liability 215)	1,500
CR:	Fund 01-Cash or investment account	1,500
DR:	Fund 01-Payroll liability account (liability 215)	300
CR:	Operating fund, program, object 220	300

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**UFARS MANUAL, CHAPTER 14: STUDENT ACTIVITY ACCOUNTING**

**MANUAL FOR  
ACTIVITY FUND  
ACCOUNTING  
(MAFA)**

**Revised  
March 2008**

## PREFACE

The purpose of the *Manual for Activity Fund Accounting* (MAFA) is to provide uniform procedures for the financial management of student activity funds in the Minnesota public schools. The manual is the basis from which local school boards develop policies and procedures to control and account for these funds. Critical reviews of the Manual were received from auditors, accountants, business managers, and activity directors throughout the state.

The *Manual for Activity Fund Accounting* (MAFA) is a revision of the *Manual of Instruction for Uniform Student Activities Accounting For Minnesota School Districts and Area Vocational-Technical Institutes* (1987) found in Chapter 14 of the *Uniform Financial Accounting and Reporting Standards (UFARS)* manual. MAFA is considered a *work in progress* and will be reviewed periodically for consistency with statutes, rules, and United States generally accepted accounting principles (GAAP). It (MAFA) contains legal authority and fiscally sound practices to guide the development and maintenance of an accounting system for student activity accounts. It provides guidance and processes for setting up, monitoring, and reporting student activity accounts.

A *Resource Guide to MAFA* was available under separate cover and contained examples of procedures and policies as the training across the state began. It may be able to be retrieved by contacting a member of the Financial Management Team. Members of the Financial Management and Accountability Team solicit your constructive comments on the publications. Please direct your suggestions to:

Parts of MAFA are prescriptive; some are suggestive in nature. The *Manual* is intended to act as a starting point for districts as they design their policies and practices.

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## TABLE OF CONTENTS

PREFACE	ii
ACKNOWLEDGEMENTS	iii
TABLE OF CONTENTS	iv
LIST OF FIGURES	vi
INTRODUCTION	1
OPERATIONS OF THE ACTIVITY MANUAL	2
A. FOUNDATIONS FOR THE MANUAL	2
1. UNDER BOARD CONTROL	2
CONTROL AS A LEGAL ISSUE	3
RELATED TO A GRADUATION REQUIREMENT	4
RELATED TO A CONTRACT	5
SUMMARY	6
2. STUDENT ACTIVITY VS. OTHER ACTIVITY FUNDS	6
3. COCURRICULAR VS. EXTRACURRIULAR ACTIVITIES	8
4. REVENUE AS A DETERMINING FACTOR	9
COLLECTION OF FEES AND ADMISSIONS	10
COLLECTION OF SALES TAX	11
SUMMARY	11
B. GUIDING PRINCIPLES FOR THE ESTABLISHMENT, MANAGEMENT AND AUDITING OF ACTIVITY FUNDS	12
C. OPERATIONS OF AN ACTIVITY FUND	14
1. STATEMENT OF PURPOSE	14
2. ACCOUNT CODE STRUCTURE	15
3. CENTRALIZED VS. DECENTRALIZED ACCOUNTING	16
4. ADMINISTRATIVE AND ACCOUNTING PROCEDURES	18



5. USES OF ACTIVITY MONEY	20
APPROPRIATE AND INAPPROPRIATE USES	20
THE PUBLIC TEST AND DISTRICT POWERS	23
EARNINGS FROM INVESTMENTS	24
D. ISSUES RELATED TO ACTIVITY FUND ACCOUNTING	25
1. FUND RAISING	25
2. RECEIPTS AND DEPOSIT PROCEDURES	26
3. GIFTS	26
4. INTERNAL CONTROL OVER RECEIPTS	27
5. BIDDING AND PURCHASING	28
6. CASH DISBURSEMENTS AND CHECKS	28
7. BANK RECONCILIATIONS	29
8. ADVANCES AND REIMBURSEMENTS	29
9. DISPOSITION OF CASH BALANCES	29
10. STUDENT ACTIVITY PETTY CASH FUND	30
11. DISPOSITION OF PROPERTY	31
12. CHANGE FUNDS	31
13. PERSONAL CHECKS	31
14. LABOR PAYMENTS	31
E. AUDITING	32
EXTERNAL AUDIT	33
INTERNAL AUDIT	33
FINDINGS	36
CONCLUSION	36
APPENDIX-TABLE OF CONTENTS	37
MINNESOTA STATUTES	
MINNESOTA RULES	
SALES TAX INFORMATION SHEET	
UFARS REFERENCES	
UFARS-BASED ACCOUNT CODE STRUCTURE SAMPLE	
OPINIONS OF VENDING MACHINE REVENUE	
OPINION ON PUBLIC PURPOSE TEST AND PUBLIC FUNDS	

## LIST OF FIGURES

Figure 1. Sample Activity Purpose Form	14
Figure 2. Sample Account Code Structure	15
Figure 3. Sample Student Activity Treasurer's Report	19
Figure 4. Sample Activity Account Fund Transfer Form	20
Figure 5. MAFA Flowchart	32
Figure 6. Internal Audit Checklist-Student Activity Fund	34

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## INTRODUCTION

Minnesota public schools are supported primarily by state and local taxes, with some programs completely or partially financed by federal funds. Individual schools may also generate revenues from athletic and academic events, concessions, donations, and other school activities. "During 1987-1988, districts spent nearly \$29 million and maintained balances of more than \$6 million in student activity funds, only some of which was reported to the Department of Education." (*Legislative Auditor's Report of 1990, State of Minnesota*, p.73) It was estimated that those same funds could exceed \$60 million dollars today. See **Table One** below for UFARS-based data over time. Caution should be used in the review

**TABLE ONE: STUDENT ACTIVITY EXPENDITURES OVER TIME**

	298 Extra-Cur. Activities	291 Co-Cur Activities	292 Boys/Girls Athletics	294 Boys Athletics	296 Girls Athletics	Total UFARS Reported	Separate Student Activity Funds
FY 1999	15,513,279	21,735,282	35,525,696	39,863,413	31,413,783	144,051,453	not calculated
FY 2000	16,588,868	24,250,754	37,549,405	42,656,903	33,734,993	154,780,923	not calculated
FY 2001	17,630,112	25,347,844	40,740,327	43,166,669	34,721,095	161,606,047	not calculated
FY 2002	23,137,147	24,698,841	41,576,651	44,277,310	35,803,335	169,492,284	not calculated
FY 2003	28,754,021	23,447,062	43,408,172	45,966,604	37,502,585	179,078,444	26,905,617
FY 2004	28,496,541	27,941,203	47,633,500	48,015,693	38,679,975	190,766,915	83,900,934
FY 2005	29,862,943	27,079,634	47,772,442	49,783,996	40,849,744	195,348,760	79,162,017
FY 2006	28,059,824	25,046,122	50,656,564	52,249,964	42,598,314	198,610,791	75,022,022
FY2007	27,786,919	25,566,126	53,534,132	54,990,068	44,724,058	206,601,306	not available

Above each category is the UFARS program code used to segregate data reported by schools.

of this data, since several districts each year could move some student activity expenditures into the general fund and under UFARS reporting or vice versa. Therefore, an increase of 10 million in expenditures from FY2002 to FY 2003 could be a function of movement of funds as contrasted with increased spending. Calculations for the last column, *Separate Student Activity Funds*, were begun in FY2003 to clarify the spending increase issue.

An appeal to the public trust demands an efficient system of accounting for all the money received and expended through the school systems, including student activity funds. The system of safeguarding and accounting for funds is dependent upon the soundness and effectiveness of board of education policies and practices as they fulfill their obligation to provide for staff support and student activities. The student activities programs should be attractive, meaningful, worthwhile, and consistent with the educational and organizational policies of the board. A well-designed activity program will enrich the quality of the curriculum, provide new learning experiences, encourage interest in classroom work, and strengthen morale and discipline. The opportunity for students to participate in the planning and execution of activities is a life-preparation experience. The accounting of funds that support these activities should be beyond reproach and should be governed by a set of legally consistent and financially sound principles.

Financial accounting and reporting in Minnesota public schools is governed by statutes and required practices. *The Manual for the Uniform Financial Accounting and Reporting Standards (UFARS) for Minnesota Schools* contains the legal authority and the financial accounting system for **all** educational programs and activities under the direction and control of each school board. However, a school board may designate school administrators to direct and control certain activity funds, if they meet specific criteria. If this occurs, an equally legal and fiscally defensible set of practices must be in place.

## ***OPERATIONS OF THE ACTIVITY MANUAL***

The Manual contains foundations and practices necessary for establishing, maintaining, and auditing activity accounts. The foundations are drawn from a variety of sources.

### **A. FOUNDATIONS FOR THE USE OF THIS MANUAL**

The 1987 manual contained a reference to a statute on extracurricular activities that guided the development of that manual. The clarification of that statute that was contained in a Minnesota Rule, however, never found its place into that manual. This manual (MAFA) references updated statutes on activity funding, extracurricular activities, and pupil fees. This manual also goes beyond the typical reference points to the use of Minnesota Rule.

This section contains definitions critical to the establishment of a student activity fund and its maintenance. Some of the definitions are a departure from the past manual due to the nature of legal clarifications. Other definitions and examples are offered in this section to distinguish between a student activity account and a non-student or convenience account.

#### **1. Under Board Control Defines the Use of UFARS**

UFARS is required to be used by all reporting entities in the state when transactions of an activity are under board control. An activity or some of its transactions are under board control if one of the following conditions is met:

1. The board of education mandates that the activity fund be under its control.
2. The activity is related to a requirement or partial requirement for graduation.
3. The activity is related to a board-ratified contract.

There are at least two other circumstances that could bring certain activities under board control, i.e. sales tax issues and fees issues, if the local board makes that choice.

## Under Board Control as a Legal Issue

Some may argue that everything that occurs in the school or school district is under board control. However, in this context (use of UFARS), *under board control* takes on a meaning directly related to the approval process of budgets and transactions, not the traditional management concept of power and decision-making. That is, the concept of control intends to convey that a board approves a budget and receives, reviews, and approves revenue and expenditure reports. If an activity is outside the board control, it may still be directed by board action, but its fiscal transactions may only be presented to the board for review and receipt, not approval.

*Under board control* also conveys legal sanctions on the district. All school districts must adopt uniform standards as per Minnesota Statutes, section 123B.77.

123B.77 Accounting, budgeting, and reporting requirement. Subdivision 1. Uniform financial accounting and reporting standards. Each Minnesota school district must adopt the uniform financial accounting and reporting standards for Minnesota school districts provided for in guidelines adopted by the department.

Further, all district expenditures must be recorded through the use of these standards.

123B.76 Expenditures; reporting. Subdivision 1. Recognition. District expenditures must be recognized and reported on the district books of account in accordance with this section. Fiscal year-end recognition of expenditures and the related offsetting liabilities must be recorded in each fund in accordance with the uniform financial accounting and reporting standards for Minnesota school districts....

Deviations from the principles set forth in this subdivision must be evaluated and explained in footnotes to audited financial statements. Subd. 2. Accounting. Expenditures for any legal purpose of the district not accounted for elsewhere must be accounted for in the general fund.

Therefore, if the board mandates control, UFARS must be used, not MAFA.

## **An Activity is Related to a Requirement or Partial Requirement for Graduation**

When an activity is related to a requirement or partial requirement for graduation, it meets the second condition for 'under board control.' Minnesota Statutes, sections 123B.76 to 123B.77 appear to suggest that all financial activity in a school or district must use UFARS where it says, "district expenditures must ..." That is to say, all expenditures of a district nature must use UFARS. Further, Minnesota Statutes, section 123B.49 (Extra curricular activities) establishes the basic authority for districts to create sports and educational activities. It attempts to establish distinctions between cocurricular activities and extracurricular activities. It further establishes that local boards **MUST** take charge and exert direct control over cocurricular activities and **MAY** take charge and exert direct control over extracurricular activities.

In the case of cocurricular activity accounting, and in the case of extracurricular activity accounting that is under the direct control of the board, all transactions must be recorded with the district treasurer. All revenues collected and expenditures disbursed must be done with board approval and controlled through the use of the Uniform Financial Accounting and Reporting Standards (UFARS) system.

In those districts where extracurricular activities are not under the direct control of the board of education, those districts must use this manual as they establish policies and procedures for activity accounting. However, since cocurricular activities must be under board control, a clear distinction needs to be established. Since there was an absence of a clear distinction in Minnesota Statutes, section 123B.49, when work on this manual began, an appeal was made to a Minnesota Rule.

Minnesota Rule 3500.1050 (Definitions for Pupil Fees) establishes a clear distinction between cocurricular and extracurricular activities in the Minnesota schools. The most fundamental distinction is that cocurricular activities are for credit or required for graduation; extracurricular activities are not for credit nor are they required for graduation. This distinction would also hold in the face of legislation that speaks to a standards-based education program for all Minnesota students in public schools. That is, cocurricular activities would be those activities that are for credit, required for graduation, or **that have standards embedded within them that could be applied to graduation requirements in a standards-based system.**

The following statute provides the foundation for a "free and public education" and the basis for charging certain fees.

Minnesota Statutes, section 123B.35 (General Policy) states:

"It is the policy of the state of Minnesota that public school education shall be free and no pupil shall be denied an education because of economic inability to furnish educational books and supplies... It is recognized that school boards do have the right to accept voluntary contributions and to make certain charges and to establish fees in areas considered extracurricular, noncurricular or supplementary to the requirements for the successful completion of a credit...."

Authorization to require or charge fees is contained in Minnesota Statutes, sections 123B.36 to 123B.38. In these sections as well as the above sections and in the rule, it is clear that a distinction must be made (and is made) between cocurricular as being for credit,

required for graduation or providing movement toward graduation, and extracurricular which is not. **This distinction is a fundamental departure from the previous activity manual and from previous distinctions in the UFARS Manual and establishes the foundation for most activities coming under the control of the board and monitored through the use of UFARS. If an activity is for credit (or partial) or is directed toward a graduation requirement (or part of one), the transaction associated with that activity must be under the board control and, therefore, must be guided by UFARS.**

The meaning of *directed toward a graduation requirement* is a local decision. A student activity may have a standard embedded in it and many students use the activity to fulfill a graduation requirement (whole or partial). On the other hand, there may be only one or two students in a thousand that use an activity to fulfill a requirement and the activity was never intended to be used in a cocurricular fashion. In those cases, districts may not consider those activities “under board control.”

### **An Activity has a Relationship to a Contract**

Another way to decide whether or not a particular activity and/or its related transactions **must be placed** under board control and, therefore, guided by UFARS is to discern the existence of a contract. According to Minnesota Statutes, section 123B.09, subd.6. (Meetings), ..."No contract shall be made or authorized, except at a regular meeting of the board or at a special meeting." If a contract exists to purchase items for a fundraising event, that contract must be ratified by the board.

An alternative to bringing every contract to the board for ratification would be to appeal to Minnesota Statutes, section 123B.52, subd.2. (Contract within budgeted amounts): "The board may authorize its superintendent or business manager to lease, purchase, and contract for goods and services within the budget as approved by the board." Principals and other administrators have no power to enter into a contract binding a school district. And, the activity associated with the purchase of goods is under board control with a line item in a prior approved budget as per Minnesota Statutes, section 123B.77, subd. 4 (Budget approval)...

"Prior to July 1 of each year, the board of each district must approve and adopt its revenue and expenditure budgets for the next school year. The budget document so adopted must be considered an expenditure-authorizing or appropriations document. No funds shall be expended by any board or district for any purpose in any school year prior to the adoption of the budget document that authorizes that expenditure, or prior to an amendment to the budget document by the board to authorize the expenditure. "

However, this delegation cannot be done with contracts for vending machines. According to an opinion from the Office of the State Auditor (OSA), a vending machine contract is not for goods and services but rather a license (often exclusive) to operate machines on school property. That is, the license is to place a machine on the property. **Vending machine contracts would therefore require direct and separate board action. See Item 10 in the Appendix for a clarification. See Appendix, Item 14 for new codes.**

In conclusion, all contracts for vending machines and all fundraisers that have a contract base for selling items such as fruit, candy and magazines would be approved by the board. Those activities would become “under board control.”



## Summary on Mandated “Under Board Control”

There are three conditions that require district personnel to use UFARS to record transactions with the district treasurer, rather than in an activity fund:

- by board mandate;
- when an activity is related to a requirement for graduation; and,
- when an activity is related to a contract ratified by the board.

A board of education has the legal right to postulate its control over an activity fund. Any activity that goes to a credit or requirement for graduation or contains a standard (whole or part) that could be used for graduation is also under board control and, therefore, has its transactions guided by UFARS, not the activity manual. Any activity that is related to or part of or the result of a contract is under board control.

There are other transactions that also involve student activities. Some of those activities could come under the aegis of *MAFA*, if the board does not mandate control. The next sections explore some of those activities and their related conditions.

### 2. Student Activity Funds Vs. Other Activity Funds

A distinction is offered that compares a student activity fund with other funds that are found in many districts. Student activity funds are used to account for dollars raised **by** the students **for** the students. A student activity fund contain dollars which are owned, operated, and managed by organizations, clubs, or associations (groups) within the student body under the guidance and direction of faculty or staff members for educational, recreational, or cultural purposes. Examples of student activities could be: Yearbook, a Class account, Choral and Band Group, Class Projects, Student Clubs, Student Council, and Student-sponsored bookstores.

However, there were many instances over the years, as described by auditors, where other dollars or accounts existed, with or without proper accounting procedures. Those other funds were typically called *convenience funds* and were maintained at the request of and for the convenience of staff members of a district. Examples of those funds may include: a Flower Fund, a Sunshine, a Faculty Fund or an Employee Coffee Fund. **MAFA does not permit any inclusion of non-student accounts or convenience accounts in a student activity fund.**

There is statutory authority for school districts to maintain extracurricular student accounts. MDE and OSA are not aware of any statutory authority for a school district to maintain accounts for the convenience of its employees. In addition, maintaining those accounts may constitute an ‘in kind’ benefit provided to school district employees and the Minnesota Attorney General has consistently held that ‘in kind’ benefits cannot be provided to public employees absent explicit statutory authority to do so. See Ops. Atty Gen. 359b (October 24, 1989) and 161-b-12 (January 24, 1989). Further, managing the funds of private groups or individuals exposes public entities to liability for loss of those private funds. Therefore, all non-student accounts *cannot* be in the student activity fund. And, those non-student accounts or convenience accounts *must not* be maintained by a school district.

There are also those funds that are sometimes mistaken as **internal** activity funds but which **must** be maintained through methods not associated with the school or school district

such as a booster club activity account or a parent-teacher (student) organization or association account. These types of funds, **which cannot use the tax identification number of a school or district**, must be maintained outside the jurisdiction of the school or district.

Booster clubs are a valuable source of support for school activities. They may, with board approval, operate concessions at special events and supervise other projects on school property involving students. However, they **must** maintain external, separate bank accounts and have their own tax identification number. Mechanisms of disbursement and accounting are external to the operations of the school or district.

Guidelines that could aid these organizations include:

1. The names of the officers should be submitted to the school district office at the beginning of each school year for the purpose of necessary contact with the organization to discuss the administration of funds donated to the school or school district.
2. Information regarding financial activities of these external groups should be requested by the school district at the end of each school year. Information would include receipts, source of receipts, expenditures by payee and beginning and ending balances. This information may be valuable to the school administration to help in the decisions made regarding the monitoring of school district fund raising.
3. When these organizations raise money for the purchase of equipment, supplies or financial support for student activities, the funds for the designated activity or piece of equipment or supply must be received by the school district **PRIOR TO** a purchase order being issued or a student activity being scheduled.
4. When there is a donation of dollars or equipment, the dollars and equipment become the property of the district.
5. All district procedures regarding equipment procurement, including laws and practices for securing bids and quotes, must be adhered to by the external organization. The external organization cannot solicit bids or quotes on behalf of the school or district. It cannot obligate the district to a fiscal responsibility.

A final type of money that looks like activity money or student activity money, but is not, is that money given by an outside donor or company or agency to a school to redistribute to children or families based upon some criteria established by the outside group. For example, the Good Group of People may give the district \$5,000 each year to distribute to needy families during winter break. That is not taxpayer money to be accounted for in the general fund. It is not an unrestricted gift. It also cannot go to the activity fund.

### 3. Cocurricular vs. Extracurricular Activities

The distinction between a cocurricular and extracurricular activity is an expansion of that offered in the previous section on "*An Activity Related to a Requirement or Partial Requirement for Graduation.*" Minnesota Rule 3500.1050 contains the difference between the two activities. The critical difference is that a cocurricular activity is offered for credit, has credit or partial credit attached, or can be used toward a graduation requirement. An extracurricular activity cannot be used for graduation. And, by implication, fees can be charged within extracurricular activities as long as the charging of fees is consistent with Minnesota Statutes, section 123B.36.

Subd. 3. **Cocurricular.** "Cocurricular" means those portions of the school-sponsored and directed activities designed to provide opportunities for pupils to participate in such experiences on an individual basis or in groups, at school and at public events, for improvement of skills. Cocurricular activities have one or more of the following characteristics:

- A. are for credit or required for graduation;
- B. are conducted at regular and uniform times during school hours, or if at times other than school hours, are established by school authorities;
- C. are directed or supervised by an instructional staff in a learning environment similar to that found in courses offered for credit; and
- D. are primarily or totally funded by public tax dollars for general instructional purposes under direction and control of the local board of education. Any deficits resulting from these activities are always subsidized by general school funds.

Subd. 4. **Extracurricular.** "Extracurricular" activities means those activities that include all direct and personal services for public school pupils for their enjoyment that are managed and generally operated under the guidance of an adult or staff member (and) have all of the following characteristics:

- A. are not for credit or required for graduation;
- B. are conducted for the most part during other than school hours, or if partly during school hours, at times agreed by the participants, and approved by school authorities;
- C. the content of the activities is determined primarily by the interests of the student participants and their parents with only the guidance of the staff member or other adult; and
- D. with the possible exception of direct costs of any salaries and indirect costs of the use of school facilities, the activity is self-sustaining as all other expenses are met by dues, admissions or other pupil fundraising events.

Minn. R. 3500.1050

The companion statute to the aforementioned rule is Minnesota Statutes, section 123B.49, which states that cocurricular activity accounts must come under the control of the Board as previously stated.

Subd. 2. Cocurricular activities authorization. The board must take charge of and control all cocurricular school activities of the teachers and children of the public schools in that district held in the school building or school grounds or under the supervision or direction of the school board. The board must adopt rules and regulations for the conduct of cocurricular activities in which the schools of the district or any class or pupils therein may participate. All money received on account of such activities must be turned over to the district treasurer, who shall keep the same in the general fund, to be disbursed for expenses and salaries connected with the activities, or otherwise, by the board upon properly allowed itemized claims.

It is noteworthy to understand how the current statute and the current rule are not in conflict. The statute states that cocurricular activities are not for credit, but under board control. The statute is distinguishing between curricular and cocurricular. A course or curriculum is for credit in the traditional sense of the word. A cocurricular activity would be a part of a course, not the whole course. It is associated with a credit-granting mechanism, i.e. curriculum, but cannot in and of itself be the granting mechanism. The rule states that cocurricular activities are for credit. The rule is clarifying the part to whole relationship. That is, to the extent that a cocurricular activity is associated with a credit course or curriculum, to that extent it could be said to be part of the credit.

The issue and the distinction are more complicated when thinking about standards or partial standards or tasks associated with cocurricular activities. It could be possible to earn a part of a standard or an entire standard through a cocurricular activity, but never through an extra curricular activity. Therefore, because there is an influence on credits, standards and/or graduation requirements, the board **MUST** take control of the cocurricular activity. Beginning with the *UFARS Manual FY 2003*, definitions consistent with the Rule in **Chapter 3: Program Dimension** in codes 291-Cocurricular activities (non-athletic) and 298-Extracurricular activities were contained.

#### **4. Revenue as a Determining Factor**

The *UFARS Manual* contains references regarding activities and activity accounts in its Finance and Source Chapters, which are related to revenue sources. In **Source Dimension Chapter 5**, for example, there are codes for Fees from Patrons (050) and Admission and Student Activity Revenue (060). There are also references to Sales of Materials For Resale (621) and Sale of Materials (622), each of which are Net of Tax. This section will explore briefly the issues of fees and sales tax as indicators of board control and the opportunity, **not mandate**, to use UFARS codes and its system as contrasted with this manual as a stand-alone system.

## Collection of Fees and Admissions

The *UFARS Manual* contains specific codes to record revenue from the collection of certain fees and admissions. To the extent that the collection of fees and admissions is board authorized as per statute, to that extent the UFARS system could be used since the recording of those fees is under the auspices of the board treasurer.

Minnesota Statutes, section 123B.36, subd.1 (Authorized fees) states

“(b) A school board is authorized to require payment of fees in the following areas:

- (1) in any program where the resultant product, in excess of minimum requirements and at the pupil's option, becomes the personal property of the pupil;
- (2) admission fees or charges for extra curricular activities, where attendance is optional and where the admission fees or charges a student must pay to attend or participate in an extracurricular activity is the same for all students, regardless of whether the student is enrolled in a public or a home school;
- (3) a security deposit for the return of materials, supplies, or equipment;
- (4) personal physical education and athletic equipment and apparel, although any pupil may personally provide it if it meets reasonable requirements and standards relating to health and safety established by the board;
- (5) items of personal use or products that a student has an option to purchase such as student publications, class rings, annuals, and graduation announcements;
- (6) fees specifically permitted by any other statute, including but not limited to section [171.05](#), subdivision 2; provided (i) driver education fees do not exceed the actual cost to the school and school district of providing driver education, and (ii) the driver education courses are open to enrollment to persons between the ages of 15 and 18 who reside or attend school in the school district;
- (7) field trips considered supplementary to a district educational program;
- (8) any authorized voluntary student health and accident benefit plan;
- (9) for the use of musical instruments owned or rented by the district, a reasonable rental fee not to exceed either the rental cost to the district or the annual depreciation plus the actual annual maintenance cost for each instrument;
- (10) transportation of pupils to and from extra curricular activities conducted at locations other than school, where attendance is optional; ...”

When this statute is applied and the UFARS codes are considered, there are several additional activities or transactions that could come under board control and, therefore, may not have transactions recorded and accounted for through this manual.

## Collection of Sales Tax

If sales tax is collected on an item or service, e.g. post-season game or parking fee, then the activity related to that item or service could be under the control of the board and, therefore, must have its transactions recorded through UFARS. When the transactions are a revenue transaction, there would be at least two manipulations: (1) use of a source code to record the revenue, and (2) the use of another code or process to record payment to Other Governmental Units. A simple way to determine the appropriate application of the sales tax indicator is to review literature from the Department of Revenue. According to the Department of Revenue's *Schools - Sales and Purchases Sales Tax Fact Sheet 111*, some of the above items are already considered taxable, such as: locker rentals, certain supplies used to create a product in a class, and consumable school supplies. Most of these items are listed as authorized fees in Minnesota Statutes, section 123B.36, cited above.

However, even though locker rental is an authorized fee and is taxable, towel fees are not authorized and not taxable. Therefore, users of this manual should review the fact sheet on sales tax in the Appendix to determine whether or not a particular item is taxable. It should also be noted that in the case of class ring purchases, the rings are taxable, but not under board control. Since it is a relationship between a company and an individual student and not the local school, there is no issue of board control and no actual transaction to record.

**Please note that Minnesota Statutes, section 297.A.67, subd.5. re: vending machines was amended, effective July 1, 2002, to provide that all food and drinks sold from vending machines is taxable at all schools including K-12 schools. However, if a vending machine contract was entered into before May 30, 2002, food and drink sales from the machines at those schools would be exempt until July 1, 2003.**

### Summary

Numerous criteria are employed to determine whether or not *MAFA* could be used for activity fund transactions. Simply put, all activities that could be placed into one or more of the following categories could be placed under board control and accounted for using *UFARS*. Only the first three items are mandated under *UFARS*.

- An activity for which a board takes control because of its preemptive power
- An activity that goes to a graduation requirement (credit, partial or full standard)
- An activity (or some transactions) related to a contract
- Some activities (or transactions) that have an authorized fee attached
- Some activities (or transactions) that have taxable sales related to them

If the above foundations assist district personnel in determining when to use *MAFA*, then the next step is to articulate several tested guiding principles in preparation for the establishment, maintenance and auditing of activity accounts.

## **B. GUIDING PRINCIPLES FOR THE ESTABLISHMENT, MANAGEMENT AND AUDIT OF ACTIVITY FUNDS**

Seven principles are offered to guide the operations of an activity fund. All of the funds will be student-oriented and, therefore, all references will reflect that mandate.

### **Principle One: Activity fund development and fund management are grounded in board policy and written procedures.**

The policy should be comprehensive in its scope and precision. The procedures should provide direction in the areas of management, operational procedures, accounting procedures, and auditing expectations.

### **Principle Two: Student activity funds are used for student activity purposes and for those students currently in school.**

Activity funds should not supplant regular and general operations of the district. Activity funds must comply with the policies and standard operating procedures of the district.

Students should be the direct beneficiaries of their dollars as contrasted with a method whereby other district overhead is reduced by these dollars. Further, the contributions to a student activity fund should be expended on activities for those students making the contributions in the year of the contributions whenever possible.

Since the activity fund should be spent for the general welfare of the student body and for purposes not currently fundable through the district's general fund, care should be taken to define the general welfare as contrasted with individual benefits. All students do not have to benefit directly; however, the majority should have the opportunity to benefit. Guidelines for acceptable general welfare purchases should be written out and evidence provided that the decision-makers have considered the guidelines when allowing disbursements.

Activity funds must not take on the image of a "slush fund." It may be wise to consider naming these funds in a manner that avoids the appearance of unilateral decision-making or the appearance of a fund established to circumvent general operating procedures.

### **Principle Three: There is an adult of record who is primarily responsible for the management of the fund.**

Student activity dollars should be collected and disbursed under the general direction of the site leader when the fund is related to a particular building level activity. The site leader should involve those student leaders and faculty members who are responsible for generating revenue for approved projects in the decision making process. Decisions regarding disbursement of money from any type of school wide fundraising activity CAN NOT be made unilaterally by a principal or faculty member. Participation by students must be supported by minutes, student signatures on purchase orders, requisitions, and check requests.

**Principle Four: All transactions are open to inspection.**

There must be open access to transactions with scheduled displays of transactions in student accounts. If the fund is not under the control of the board, the board should receive an accounting of those funds at least once a year. An effective practice would be to have quarterly reports received by the board. These reports are supplemented by the annual student activity fund audit that is received and approved by the board.

**Principle Five: Activity funds are managed in accordance with sound business practice.**

Activity funds should be maintained with the same high standards of accountability as those funds under the control of the board. The board should establish a policy requiring a thorough accounting of all monies which “belong” to the district. District employees cannot maintain a checking account or other cash funds for pupils without the knowledge and permission of the district leadership and sanctioned by the board of education nor can they operate an “off-campus” fund.

The board should develop a policy that prohibits deficit spending. Commitments cannot be made from a fund without sufficient revenue to cover the commitment. If a transfer within a fund is needed, it may be made if the advisors, treasurer, principal and student treasurer agree and the amount is paid back within a short period of time not to exceed three months.

**Principle Six: The size of an account is limited to a reasonable amount.**

Large accumulations of money over more than a year should be avoided. Revenue sources for the fund should be monitored carefully. District guidelines can determine an appropriate end-of-the-year size balance. If an account presently has a large amount in it, steps should be taken to reduce the fund to a reasonable amount. The purposes (project) for the money can be the most effective guide for determining reasonable size.

**Principle Seven: Activity accounts within an activity fund are audited annually.**

An annual internal audit should be conducted to determine the appropriateness of individual activities or programs contained within the student activity fund. The use of an internal audit checklist to accommodate the task is an effective and recommended practice. And, the internal audit can be conducted on a periodic schedule adopted by the board.

**Summary**

As self-evident as these principles may be, there are numerous reports from student activity audits and verified through interviews that the principles need to be revisited and/or established. Each of the principles can guide the development of specific operations in the school or district. Those operations are discussed in the next section, beginning with the *Operations of an Activity Fund*.



### C. OPERATIONS OF AN ACTIVITY FUND

Several actions have already been taken before the actual establishment of an activity fund.

- a) There is assurance that the fund is not under the control of the board and, therefore, must use *MAFA* as contrasted with the *UFARS Manual*.
- b) There is assurance that the fund is not an adult or staff-related (convenience) account nor an external account e.g. booster club or PTSA, which cannot be included with student activity accounts or accounted for by the school district.
- c) An adult is designated as custodian of the fund. If it is a building-level fund, the site leader and the supervisor of the activity (if different) have a copy of this manual.

After leadership is assured that foundations are in place, including all appropriate district-wide policies and centralized procedures, there is a need to develop or review the purpose of a particular activity and its related accounting.

#### 1. Statement of Purpose

A statement of purpose must exist for each activity within the fund. An *Activity Purpose Form* must be completed, signed by the advisor and principal, and placed on file at the district office. The form needs to include the name of the designated advisor, an acknowledgment of the receipt of a *Manual for Activity Fund Accounting (MAFA)*, and acknowledgment of responsibility for assuring that proper procedures are followed. **Figure 1** contains a sample *Activity Purpose Form*.

Activity Purpose Form		
Date:	Name of Activity:	
Purpose of Activity:		
Age, grade and interest of students served:		
I, _____ (advisor) received a copy of the <i>Manual for Activity Fund Accounting</i> and acknowledge my responsibility for assuring that proper procedures are followed.		
_____	_____	_____
Advisors Name Printed	Advisor Signature	Date of Submission
_____	_____	_____
Building Leader Printed	Building Leader Signature	Date of Approval
Upon termination of the above named activity, any unobligated funds that remain in the account will be disposed of in the following manner:		

**Figure 1. Activity Purpose Form**

After approval of a student activity, each class, club, or organization should submit a list of officers to the school district office, since one or more of these individuals may be designated to assist in decision-making about the account. The first order of business for each club or activity each year is develop goals and objectives which become the basis upon which to build a tentative budget for the upcoming academic year.

Officers and members of the group should become familiar with appropriate district policies and building procedures. Members should be made aware of specific administrative and accounting procedures as well as policies and procedures related to a variety of topics including sales tax, fundraising, and collection and disbursement of funds. Many of these topics are addressed in this manual and parts of the manual could be copied for use with students and staff.

## 2. Account Code Structure

Whether a district is setting up a UFARS-type tracking of accounts for activities or setting up a stand-alone system, the system must be established prior to the approval of transactions. It is suggested that the following features be incorporated into the account code structure:

- a) Use the same organizational unit (school identification) number as is used in the regular district (UFARS) finance system.
- b) Incorporate a two or three digit number to differentiate among student activities within the same organizational unit or school.

**Figure 2** contains a sample account code structure, which distinguishes activities from organizational units.

<b>District Activity Account Codes</b>
<b>North Senior High</b>
232-095 A.F.S.
232-180 German Club
232-276 Class of 2005
<b>South Junior High</b>
334-035 Student Council
334-090 Yearbook
334-276 Class of 2009
<b>Elementary</b>
472-035 Student Council
472-130 Student Book Club

**Figure 2. Sample Account Code Structure**

In this example, 232 refers to all activities at North Senior High. The number 035 refers to all student council accounts, irrespective of site. Another sample is found in Item 10 in the **Appendix**.

### 3. Centralized vs. Decentralized System

The decision to have a centralized or decentralized system is made prior to the execution of transactions. The accounting system may be maintained centrally by business office personnel. With this type of system, one bank account is maintained; the receipts are recorded centrally; the checks are issued and recorded centrally; and the formal books of account are maintained centrally. The accounting system may, at the district's option, be maintained on a decentralized basis by having the principal's office maintain the system, for example. With this type of system, a separate bank account is maintained in each school; the checks are issued in each school or site; and the formal books of account are maintained in each school or site. In either mode, the chart of accounts and code structure must be defined and approved centrally.

There are advantages of a centralized system including:

- a) The administration can most effectively monitor the financial activity of student activities on a centralized basis.
- b) The accounting system is typically most compatible with the centralized district (UFARS) finance system.
- c) Standardized forms and procedures can be utilized throughout the district.
- d) A standard internal control system can be utilized throughout the district.
- e) The most consistent and effective financial management controls and classifications of revenues and expenditures can be maintained centrally.
- f) The least amount of resources would be utilized to maintain the accounting system since there is one central bank account and the detailed records would be maintained by a small number of people.

Even though centralized accounting for student activities means that the bookkeeping functions are performed for a number of schools at one central location such as the business office, techniques for accomplishing this can vary among computer procedures and from computer procedures to manual procedures. For example, with computer procedures, all decisions could be made at the building level. All accounting transactions would be entered on a computer terminal or on computer input forms. This information would then be transmitted to the central computer that would perform accounting functions and generate reports monthly.

A manual procedure would have similar consequences. That is, all decisions are still made at the building level, but all reports and accounting would be centralized. Accounting transactions are recorded on standard forms prescribed by the district. Suggested forms include:

- 1) Receipts Summary – This is a form which includes space for the school name and code number, date, activity name and account number, a brief explanation of the transaction and amount received for each account breakdown. The cash receipts are sent directly to the depository with duplicated deposit slips. After the central office receives and checks the receipts summary and compares it with the duplicate deposit slip received from the depository, the central office posts the transactions to necessary accounting books of entry.
- 2) Disbursement Summary – This is a form which includes space for the school name and code, date, activity name and account number, name of payee and amount of check to be written for each account breakdown. District policy will determine whether supporting documents will be retained in individual schools or sent to the central office along with the disbursement summary. The central office makes necessary entries to accounting documents, prepares and issues checks and prepares monthly reports.

Since decentralized accounting for student activities means that the bookkeeping functions are performed at the building level, it is imperative that each building has someone with an understanding of bookkeeping. Double entry accounting is required and is more complex than simply balancing a checkbook. Each school can use a microcomputer or a manual system. Some of the books of original entry include:

- 1) Cash Receipts Journal where receipts are recorded in detail by account numbers. Recorded receipts are compared with deposits and adjusted as needed. Credits are distributed to detail accounts by activities.
- 2) Cash Disbursements Journal where all disbursements of cash or checks are entered. Charges are distributed to detail accounts by activities.
- 3) General Journal where non-cash entries and adjustments are recorded. All entries must be made to both debit and credit accounts in the double entry bookkeeping system.
- 4) General Ledger. The general ledger is comprised of individual accounts on which debits and credits from the cash receipts journal, cash disbursements journal and general journal are recorded.

Schools which have a smaller number of transactions can utilize a single cash receipts and disbursements journal which combines the functions of the cash receipts journal, cash disbursements journal, general journal and general ledger. Sub-totals provide monthly totals.

In sum, during the establishment of a system, there are several items that have to be accomplished including:

- ✓ formal determination that an account (s) are not under the control of the board and, therefore, are using this manual as contrasted with using the UFARS Manual;
- ✓ a custodian of the funds is designated;
- ✓ purpose statements exist for activities;
- ✓ the decision concerning a centralized vs. decentralized system is made; and,
- ✓ an account code structure is established.

Whether a centralized system is used or a decentralized system is used, local decisions must be made that are consistent with district policies and procedures. There must be assurances that irrespective of the type of system, the highest standards of accounting and accountability will be maintained.

#### **4. Administrative and Accounting Procedures Used to Establish An Activity Fund**

An activity fund must be accounted for separately from the General Fund. Activity funds cannot be co-mingled or intermingled with other district funds. A separate account name and code is designated for each activity within the activity fund. Other necessary procedures include:

- a) The school activity funds must be in a checking account at a school board approved bank. Use of interest bearing accounts is encouraged.
- b) School personnel are not authorized to borrow money from any individual or agency nor are they authorized to loan money to school employees or others.
- c) Deposits are made in a timely manner and in the form that funds were received. Checks cannot be cashed from activity money for anyone.
- d) Investment of excess cash is encouraged, especially over the periods that school is not in session. Investments must also be with a school board approved bank, since it is a form of a contract. Interest from investments could be allocated to each activity account based on ending monthly account balances.
- e) Certificates of Deposit shall be kept at the school district central site for safe-keeping. No school employee unilaterally controls these certificates.

- f) Monthly reports must include a statement of receipts and disbursements and current balances. These should be made available to the activity advisor and principal monthly and at least quarterly to the student group as a whole. These same statements should be available to the board for its periodic review. The school district will designate a district employee to reconcile the checking account following standard reconciliation procedures. An example of a treasurer's report is contained in **Figure 3. Sample Activity Treasurer's Report.**

Independent School District # 000 Great Town, Minnesota					
Student Activity Treasurer's Report Our Own High School					
____-Month Period from _____, 20__ thru _____, 20__					
ACTIVITY ACCOUNT	BEGINNING BALANCE	RECEIPTS	DISBURSEMENTS	TRANSFERS	ENDING BALANCE
Chess Club	\$ 137.22			-\$20.00	\$ 117.22
F.H.A.	14.95		\$ 4.21		\$ 10.74
Stud. Council	\$ 177.27	\$ 277.47	\$ 260.94		\$ 193.80
Choral Music	\$ 49.62	\$ 152.35	\$ 89.70		\$ 112.27
Yearbook	\$1,426.51	\$ 11.25	\$1,316.60	\$20.00	\$ 141.16
German Club	\$ 310.93	\$ 440.75	\$ 330.77		\$ 420.91
Totals	\$2,116.50	\$ 881.82	\$2,002.22	\$00.00	\$ 996.10

**Figure 3. Sample Student Activity Treasurer's Report**

At the end of each fiscal year, the treasurer of the activity or the advisor shall carry over to the next fiscal year the balance of each activity fund where appropriate. If it is an activity of a graduating class or a short-term activity, the advisor, principal and/or student treasurer must follow established procedures to discontinue the fund.

- a) No individual activity account will operate with a negative balance at the end of the fiscal year. Special exceptions may be made with written approval of the principal and superintendent to operate with a negative balance, but only to the extent that there are assurances that the fund has receivables-actual or projected to offset the negative balance or board approved assurances that a general fund transfer would take place. **Note: General fund transfers must use resources that are non-tax base generated. Residuals from closed activity accounts would be an example.**
- b) Activity fund money cannot be used to purchase personal items for staff members even with a reimbursement agreement. By implication, no item may

be purchased of a personal nature for a staff person or student with the use of the school non-profit tax identification number.

- c) Amounts may be transferred between individual activity accounts only with the authorization of the activity advisors and student representatives from each activity account and approval of the building leader. No transfer can transpire without the existence of a transfer policy in place. **Figure 4** contains a sample *Activity Account Fund Transfer Form*.

Student Activity Account Funds Transfer Form		
Date _____	School Name /Code _____	Transfer/Journal Entry No. _____
Transfer Amount _____		
Activity Names/Codes	From _____	To _____
Reason for transfer of funds: _____ _____		
1 <sup>st</sup> Advisor (from) Signature _____	Date _____	
Student Signature _____	Date _____	
2 <sup>nd</sup> Advisor (to) Signature _____	Date _____	
Student Signature _____	Date _____	
Building Leader Signature _____	Date _____	
Superintendent Signature _____	Date _____	
(when appropriate)		

**Figure 4. Activity Account Fund Transfer Form Sample**

## 5. Uses of Activity Money

Another issue to be addressed prior to the execution of transactions relates to the appropriate and inappropriate uses of activity money. There are also issues surrounding the use of earnings on investments and the accounting of that money which will be explored.

### A. Under Board Control

Examples of **appropriate** expenditures for student activity accounts of a curricular or cocurricular nature under board control-UFARS include:

Transportation	Classroom Supplies	Office Supplies
Textbooks	Library books	Postage
Telephone Charges	Assemblies	Reimbursements
Police liaison officers	Educational field trips	Employee compensation

Examples of **inappropriate** expenditures for student activity accounts of a curricular or cocurricular nature under board control-UFARS include:

Employee or student holiday parties	Entertainment expenditures
Items of clothing that will be retained by the user	
Flowers for a funeral, retirement or any other personal event	
Donations	

## **B. Not Under Board Control**

Examples of **appropriate** expenditures for student activity accounts of an extracurricular nature and not under board control include:

Supplies and materials	Transportation	Travel expenditures
Food	Lodging	Admission fees
Entertainment	T-shirts	Donations

Examples of **inappropriate** expenditures for student activity accounts of an extracurricular nature and not under board control include:

Office Supplies	Textbooks	Library books
Assemblies for the entire school	Office or school furniture	
Employee comp, gifts, or awards	Facility meetings or faculty events	

All expenses must directly benefit the students who raised the money. All expenses should be approved by a student treasurer in addition to obtaining the other necessary approvals.

Extracurricular trips are listed above as appropriate expenditures. However, if the trip encompasses unusual and/or irregular trip experiences, they should be subject to the following approval process:

1. The board should approve the trip if district owned property is being used and/or if a district employee is supervising or chaperoning the trip and whose salary is being paid by the district while on the trip. The approval should encompass the expenditure of district monies and the use of district property that is being absorbed by the district.
2. Administrative approval is used in other cases when the trip involves students being absent from scheduled classes, but no district subsidy is involved or when there is no overnight.

The expenditures subsidized by the district are recorded in the appropriate district fund. The other expenditures financed by the group are recorded in the student activity fund, e.g., the annual band trip is board approved to the extent that the district is paying the employee's salary who is supervising the trip. The salary is recorded in the general fund and the other travel expenses financed by fundraisers or other non-district monies are recorded in the student activity fund. Care must be taken, even in this example. If the band trip and its outcomes are typically viewed as part of a graduation requirement, the trip is under board control as a cocurricular activity and, therefore, must be recorded within UFARS.

**A final distinction must be made regarding the funding of activities. Whether an extracurricular activity is under board control or not, the nature of the funds is critical.**



**Taxpayer money (taxes) or public funds as it is referred to, cannot be used for personal gain as in a gift. Therefore, as long as public funds are not involved in the category above—appropriate expenditures** for student activities, the expenditures are appropriate.

Typically, people refer to the public trust and district obligation when writing about the public purpose use of funds. A discussion of public purpose is contained on the following page.

## The Public Test and District Powers

School districts can expend taxpayer money only for a public purpose. **An expenditure serves the public purpose if it benefits the community as a whole, is directly related to the functions of the school district, and does not have as its primary objective the benefit of private interest.** The mere fact that some private interest may derive an incidental benefit from this activity does not deprive the activity of its public nature if its primary purpose is public (*Visina v. Freeman*, 252 Minn. 177, 89N.W.2d 635(1958)).

School districts must have general control and management of all schools, school funds, and public school property. The administration of school activity funds must comply with state statutes and administrative regulations pertaining to school districts. Managers of activity funds have no inherent authority to assume school board powers and responsibilities by virtue of operating school activities or the related funds. In addition, an individual high school or elementary school has no status as a legal entity. Only the school district meets that test, and therefore, individual sites cannot enter into a contract.

The general rule of the public purpose test is the method used to determine the validity of school expenditures. The rule requires one of two inquiries: (1) the first inquiry involves a search for specific statutory authority for an expenditure; (2) if none exists, then it must be determined that the expenditure is an implied necessity and is consistent with the exercise of some related express power.

Examples of specific powers of school districts include, but are not limited to:

- Employ superintendents and principals (Minn. Stat. § 123B.14)
- Take charge of the business of the district, furnish school facilities, provide textbooks, employ teachers and other staff, provide libraries, and provide health services to students (Minn. Stat. § 123B.02)
- Dispose of, lease, and maintain school buildings (Minn. Stat. § 123B.51)
- Contract for goods and labor (Minn. Stat. § 123B.52)
- Provide for cocurricular and extracurricular activities (Minn. Stat. § 123B.49)
- Provide various programs within the curriculum (Minn. Stat. § 121A)
- Procure insurance (Minn. Stat. § 123B.23)
- Enter into lease-purchase agreements and installment contracts (Minn. Stat. § 465.71)
- Set health standards for students (Minn. Stat. § 121A.15)
- Pay all just claims against the school district and accept bequests, donations and gifts (Minn. Stat. § 123B.02)
- Compromise legal claims (Minn. Stat. § 466.08)
- Enter into joint powers agreements (Minn. Stat. S 471.59)
- Borrow money (Minn. Stat. Ch. 475)

See **Item 11** in the **Appendix** for further clarification of the Public Purpose issue.

## **Earnings from Investment**

A final issue surrounding uses of student activity dollars is investment earnings. A suggested distribution procedure is:

- a) Earnings may be deposited in the school district's General Fund to offset specific overhead that resulted from the maintenance of the activity fund. However, earnings in excess of cost must be maintained in the activity fund.
- b) Earnings may be maintained in a separate activity account to be spent for a specific purpose or transferred to a student activity group which benefits the maximum number of students.
- c) Earnings from the investment of commingled activity funds may be periodically apportioned among all accounts that are part of the commingled cash management system based on the average deposit as determined by the balance at the beginning or end of a period of time.

A suggested effective practice is that earnings are maintained in a separate activity account called the "General Account" with activity in this account to include cost of checks, deposit slip printing, cost of other bank charges, cost of activity account bookkeeping software, and the allocation of school district costs, e.g., telephone, copying, accounting expense, and audit costs.

There are two remaining sections of Part I. Item D contains several management and accounting issues that relate to the maintenance of the activity fund and its separate group accounts. Item E contains a discussion on auditing.

## D. ISSUES RELATED TO ACTIVITY FUND ACCOUNTING

There are numerous issues that must be addressed in the establishment and maintenance of a student activity fund. In most instances, the issues have some type of basis for resolution in statute, rule or GAAP.

### 1. Fundraising

Student activity fundraising must adhere to the school district fundraising policy. However, there is no statutory obligation requiring a school board to have or approve fundraisers as a method of generating revenue. Fundraising projects encompass a wide range of activity from the sale of food items to the sponsorship of dances and entertainment to out-of-school sales of advertisement, gift items, candy, fruit, raffles, magazines, programs, and car washes. The district and school personnel must make several decisions including:

- ✓ the extent to which the community will be inundated with sales;
- ✓ what sales are appropriate for which clubs and organizations;
- ✓ if projects must be established in advance of approvals for fundraisers (what are they raising money for?);
- ✓ what limits, if any, should be set for accumulation of funds;
- ✓ what purposes are appropriate for use of funds; and,
- ✓ what happens if a trip or other fundraising objective is canceled.

All school sponsored fundraising activities should contribute to the educational experience of the students enrolled in school. These activities and projects should never be in conflict with the instructional program.

School activity fundraising must have the approval of the administration and/or board of education, either directly or through policy and procedures. In the case of a contract, it must be board – approved. Approval must be obtained for each fundraising event each time the fundraising occurs. The fundraising should be publicized in advance, with purpose and intended use of profits indicated. If a fundraiser is a form of donation to a scholarship fund, then the money should be accounted for in the UFARS Trust Fund.

An effective practice is to have all fundraisers published for board review at the beginning of each year. The review document would include:

- Name of school and activity
- Description of fundraising activity
- Explanation of why funds are needed and amount needed
- Approximate date of fundraiser
- Whether or not the fundraiser involves sales tax
- Whether or not the fundraiser involves a contract that needs board approval

A review document of this type permits a board and administration to make comprehensive decisions affecting fundraising as a whole.

## 2. Receipts and Deposit Procedures

Several procedures should be utilized by schools to properly receipt and deposit funds including:

- a) All money collected should be given a pre-numbered receipt.
- b) Upon receipt, all checks should be endorsed “For Deposit Only to the \_\_\_\_\_ School Activity Account.”
- c) Two different people should count the deposit, e.g., activity advisor, school district accounting clerk and/or bank teller.
- d) Material discrepancies in the counting of receipts should be reported immediately to the chief accounting officer of the school district.
- e) Bank deposit slips should contain the issuer name and the amount of each check. For large collections, a separate spreadsheet may be used to record all checks and amounts and summarized on the deposit slip.
- f) Receipts should be deposited daily. Student activity money should not be left in a school over a weekend.
- g) Returned checks must be redeposited on a separate deposit slip indicating “not entered as a receipt.” If checks are deemed uncollectible, the amount of the check is entered as a negative receipt and the activity account that originated the revenue will have its revenue reduced by that entry. The returned check is filed with the bank statements for an audit trail. Bank fees for the returned check is charged to the activity account that originated the revenue.

As was previously mentioned, the integrity of dollars must be maintained. That is, at no time must payments be made from these monies prior to their deposit. At no time are checks to be cashed for individuals, nor any form of labor paid in cash. Received dollars must be deposited in the manner and form in which they were received and contain only those dollars from the particular activity or event.

## 3. Gifts

Monetary gifts or bequests to the activity fund or individual accounts within the fund should be handled in the same manner as a regular receipt. There is likely a school board policy to have each gift or bequest approved prior to acceptance. The provider of the gift may also request a receipt for income tax purposes. Only a designated school administrator or the chief accountant should sign such a receipt and only after assurance that district policy and procedures have been followed. **At no time should a school employee assign or ascribe a value to an in-kind donation that someone will use for tax purposes.** See *Item 6* in *Appendix* for a legal reference on gifts.

#### **4. Internal Control Over Receipts**

Common sources of receipts are listed below. A board issuance of funds is a separate transaction from an internal transfer and must have the appropriate paper trail (see page 19). Precautions must be taken to protect all activity money from loss and to limit the liability of persons handling the money.

Common sources of receipts and related controls include:

##### **Admissions/Ticket Sales**

- ✓ Use prenumbered tickets
- ✓ Change ticket colors at consecutive events
- ✓ Store tickets in a safe or locked cabinet
- ✓ Require the ticket taker to destroy each ticket by tearing it and returning half to customer and retaining the other half
- ✓ Report ticket sales on a Report of Ticket Sales Document

##### **Membership Dues and Student Fees**

- ✓ The advisor will supervise membership campaigns, turn in receipts daily, and complete an accurate report at the close of the campaign
- ✓ A record of memberships issued should be maintained. If membership cards are issued, maintain a record of the number of membership cards given to each solicitor of membership
- ✓ Solicitors will return unused membership cards along with money collected. Money should be turned in daily
- ✓ Free or credit memberships must be approved by the advisor
- ✓ Student fees for items such as wood for a woodworking project or special art supplies in a ceramics class shall be turned in daily and charged for in accordance with appropriate district policy and state statutes

##### **Fund Raising**

- ✓ Follow prescribed procedures stated previously
- ✓ Students who collect money shall issue prenumbered receipts in duplicate where practical. The purchaser is given the original and the copy is turned in to the administrative office (or advisor) along with the money collected
- ✓ Cash from sales are turned in daily to the administrative office and NOT CONVERTED TO A CHECK FROM THE ADVISOR
- ✓ A record of reconciling items taken, sold, returned, and money turned in are maintained with the advisor and duplicated for the building or central office

##### **Donations**

- ✓ Donations to a club or activity should be turned in to the administrative office where receipts will be issued
- ✓ Board of Education action for acceptance of the donation must be enacted
- ✓ Restricted gifts, such as a scholarship fund, shall be accounted for as a separate activity in the UFARS accounts with the restrictions noted

## **5. Bidding and Purchasing**

All bidding and most purchasing activities are board of education responsibilities. Individual activity groups and their advisors do not have authority to advertise for bids and award them. Individual group members and school building personnel do not operate as a separate entity. They are part of the school district. Aggregate expenditures of the district are examined for adherence to bid laws.

No activity account is obligated for purchases made by students, faculty or others unless supported by a written district authorization such as a purchase order and/or requisition form. Other recommended guides include:

- a) Compensation for services or direct payment of salaries from student activity funds to either students or employees of the district is prohibited. If individuals need reimbursement for services provided, the activity fund must make payments to the school district. The district will make payments to the individuals through the use of appropriate payroll and finance protocols.
- b) Personal purchases cannot be made through a student activity account.

Capital and non-capital equipment purchases funded by a student activity group become the property of the school district. Capital purchases are made by the school district using the following method:

- a) Payment must be made to the district business office prior to a purchase being made.
- b) A requisition is submitted to the business office.
- c) The district must generate the purchase order as requested and subsequently record the expenditure.

## **6. Cash Disbursement and Checks**

Disbursements must be made from original vendor invoices. If the original invoice is unavailable, the reason shall be noted on the document supporting the payment. Check requests must be signed by the activity advisor and a student representing the activity, if appropriate. A disbursement request form should contain the following information:

Name of organization  
Explanation of disbursement  
Name of vendor(s)  
Date requested  
Date needed  
Account code  
Appropriate documentation such as an original invoice or sales slip

Disbursements must be made by check only. All checks should be prenumbered and issued sequentially. No checks will be issued without completing the pay to the order of, date, amount and signature fields. Two signatures are required on all checks. Checks should be mailed the same day as they are signed. The building leader or designee must authorize all payments.

Checks are made void by printing VOID across the face of the check and tearing off the signature portion. If the check has been entered in the account ledgers, the entry is marked VOID. Amounts are recorded as negative expenditures not as receipts. Void checks are filed with the monthly cancelled checks. Blank checks are kept in a locked location when not in use and are properly controlled and safeguarded at all times.

In addition to having proper approval for the payment, each payment must be made only after an affirmation on the availability of cash in the individual student activity account. Deficit spending is the drawing of checks against student activity accounts that have cash balances insufficient to cover the checks. That practice is not acceptable.

Items submitted for payment are subject to review for the purpose of confirming their propriety and their conformance with policy and statutory authority. Items must also have appropriate support such as invoices, check requests, approval signatures, evidence of receipt, or purchase order copies.

## **7. Bank Reconciliations**

The student activity funds and the bank statement must be reconciled monthly. The reconciliation is filed with the bank statement and cancelled checks for the month.

## **8. Advances and Reimbursements**

When it is necessary to advance cash to persons in charge of school groups making class trips or outings, a form must be completed with supporting documents attached to the form. The request for cash must be signed by the student advisor and one student representing the activity. Unused cash is returned immediately after the trip and deposited into the activity fund account. Documentation supporting the use of the advance must address the return of unused cash. A prenumbered receipt will be given for the cash received.

## **9. Disposition of Cash Balance in Discontinued Activity Accounts**

An inactive activity account may be closed at any time. This termination may be made by the activity advisor upon written request. This written request should also state the planned disposition of any money or materials that remain in an account (as per the *Activity Purpose Form*).

Procedures are needed to dispose of balances in inactive accounts or accounts of graduated classes. The board of education should enact a policy whereby monies left unused or uncommitted for a maximum of one year shall be deemed to have been committed and transferred to the Student Activity Fund for any proper school related purpose. This does not include graduating class accounts that must be removed in a more timely manner.



Graduating class accounts cease to exist at graduation since the graduated students are no longer part of the student body and, therefore, cannot have an account in the student activity fund. Well in advance of graduation, plans should be submitted in writing by the class advisor and a student representative to utilize the balance of funds or transfer the balance to another activity account. This should be approved by the principal and adequate documentation maintained.

Guidelines for the disposition of accounts include the following items:

1. All liabilities and obligations made by the participants in the activity account must be paid.
2. Any money that was received subject to special limitations should be returned to the donor. If any money was donated for a specific purpose, which could be fulfilled by donating the funds to another activity account, then that should be noted to the donor.
3. At no time may any student activity dollars be used for any purpose that represents an accommodation, loan or credit to any individual.

#### **10. Student Activity Petty Cash Fund**

Administrative authority is required for the establishment of a student activity petty cash fund. These funds should be maintained in the records separate from the bank account balance. Reimbursement of activity petty cash funds will be made by means of a check drawn to replenish the amount carried in the fund. A voucher must be on file to support expenditures that are reimbursed. Petty cash funds may be redeposited in the student activity bank account at the end of each school year, and a check request can be initiated to reestablish the petty cash funds at the start of the following year.

Payments of minor amounts, which cannot conveniently be made by the issuance of checks, may be made from the student activity petty cash fund. A petty cash ticket or an invoice must support every payment out of petty cash. At any time, the authorized total of the petty cash fund on hand must be represented by paid vouchers and receipts or by cash. The following guides are to be observed:

1. There must be no commingling of petty cash and daily receipts. No disbursements in excess of the authorized total of the cash fund can be made.
2. No labor payments of any kind can be made out of petty cash funds.
3. No checks can be cashed out of petty cash funds or out of daily receipts. There is no provision in the authorized procedure for recovering any cash advanced in this manner out of petty cash funds.
4. The business office should determine the balance to be maintained and the dollar limitations on individual transactions.

## **11. Disposition of Property**

If a particular activity account for a group has surplus material or property, it should be disposed of following the policy of the school district. Proceeds from the sale of the surplus material or property must be returned to the student activity fund, unless it was previously designated as district property by way of board action and donor request.

## **12. Change Funds**

Change funds may be obtained for use during the conduct of a sale of items such as yearbooks. A check request for a change fund showing the amount and purpose of the change fund should be submitted to the student activity treasurer. Change funds should be returned as soon as possible and no later than the end of the school year. To accomplish this return, the change fund should be deposited separately into the activity bank account with a receipt written to record the prepared return. Change funds shall not be used for any other purpose.

## **13. Personal Checks**

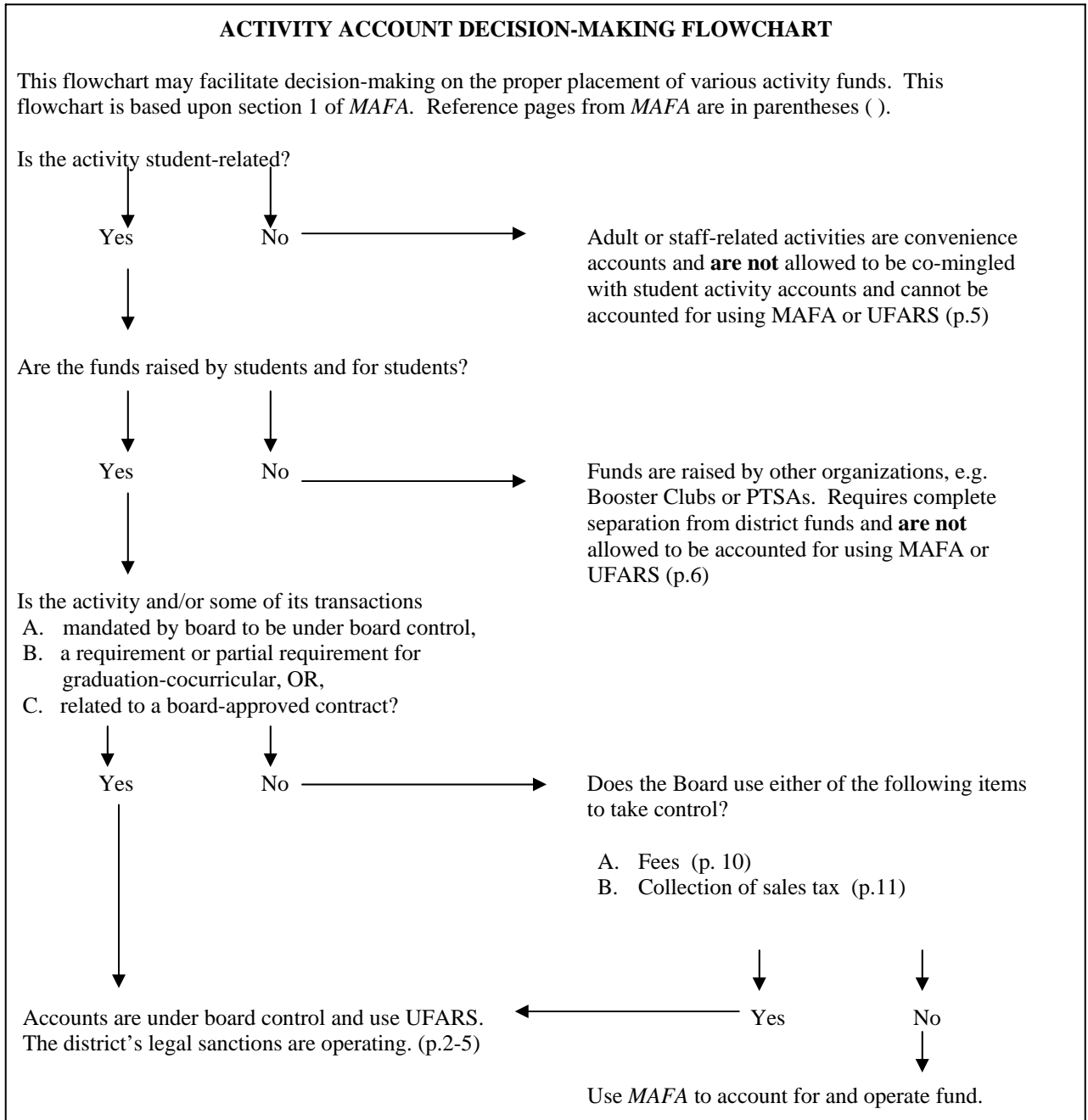
Personal checks cannot be cashed from a student activity fund. Personal checks may be accepted when payment is for the student activity and is in the exact amount due as in the case of the purchase of a ticket to a play. Checks cannot be made out for CASH except for establishment and replenishment of the change boxes for events. All checks made payable to CASH (for change boxes) shall be fully documented.

## **14. Labor Payments**

This final item was added to bring emphasis to the business of labor payments. It was mentioned in several other parts of the manual. **At no time and under no circumstances are labor payments made by cash or check from a student activity account.** Whether there is an explicit contract or an implicit contract, only checks from the board treasurer can cover the cost of labor. This practice encompasses numerous casual employees, including gatekeepers, referees (adult or student), DJ's, and ticket takers.

## E. AUDITING

Both external and internal audits are discussed in this section. Several examples of effective practices relating to audits and internal controls are found in *The Resource Guide to MAFA*. The flowchart in **Figure 5** may be used as a simple review of decisions made concerning the inclusion or exclusion funds from the activity fund. That is, first there are decisions about which accounts to include in the activity fund. Second, the audits (external and internal) must reflect a compliance with those decisions, statutes and policies.



**Figure 5. MAFA Flowchart**

## The External Audit

Audits performed by individuals who are outside of the operation of the school district are called external audits. School districts should employ independent auditors who are certified public accountants to perform audits of school district fiscal records, including those of student activity funds. School audits are performed to determine compliance with state laws, rules and regulations, GAAP, and district policies.

Activity funds are audited annually by a certified public accountant. The fiscal year for annual audit reports will coincide with the school district fiscal year. The audit report shall be reviewed and approved by the school board. A copy of the audit report shall be filed with the Minnesota Department of Education. It must also be made available to the public upon request. If activity funds are under control of the board, then the activity fund audit is made as part of the annual school district audit.

The legal citation for audit requirements is contained in Minnesota Statutes, section 123B.77, subd 3.

**Statement for comparison and correction.** By November 30 of the calendar year of the submission of the unaudited financial data, the district must provide to the commissioner audited financial data for the preceding fiscal year. The audit must be conducted in compliance with generally accepted governmental auditing standards, the federal Single Audit Act, and the Minnesota legal compliance guide issued by the office of the state auditor. An audited financial statement prepared in a form which will allow comparison with and correction of material differences in the unaudited financial data shall be submitted to the commissioner and the state auditor by December 31. The audited financial statement must also provide a statement of assurance pertaining to uniform financial accounting and reporting standards compliance and a copy of the management letter submitted to the district by the school district's auditor.

MDE requires financial statement audits to be conducted in accordance with United States Generally Accepted Government Auditing Standards (Yellow Book) and requires that the student activity audit be listed in the Table of Contents of the full district audit unless a separate report is issued. If all student activities are under board control, a statement to that fact must be contained in the financial notes. These steps will help verify that a student audit has been completed or that the student activities are all under board control and were audited with the General Fund.

## The Internal Audit

School district personnel perform internal audits. Internal audits can be as simple as day-to-day checking of receipts, invoices and procedures. Each school should have internal control procedures built into everyday fiscal routines. The school district may choose to have business personnel make periodic checks of building level accounting practices to determine conformity with state laws, the contents of this manual, and district policies and procedures.

An internal audit should be completed on the student activity fund using a checklist similar to that contained in **Figure 6. Internal Audit-Student Activity Fund**. The checklist can be used during periodic internal audits as well as when a new activity group is proposed for addition to the student activity fund.

## Internal Audit Checklist-Student Activity Fund (SAF)

This list contains standards for evaluating components of the student activity fund and the fund itself. It is used to periodically audit the fund. The results of this audit should be given to the external auditor as a data source for his or her use during the external audit.

STANDARD	DISPOSITION
Nature of the Fund	
1. Board policies and procedures governing the student activity fund are consistently applied.	<input type="checkbox"/> Yes <input type="checkbox"/> No
2. The Student Activity Fund accounts are not under board control.	<input type="checkbox"/> Yes <input type="checkbox"/> No
<i>The board has designated through policy and action that the fund is guided by mandates and practices of the Manual for Activity Fund Accounting(MAFA). No SAF account is "under board control." No SAF activity is for credit or aids in movement toward graduation. No transaction is related to or part of a contract or license agreement.</i>	
3. The Board receives periodic revenue and expenditure reports on the SAF, but does not approve the report and its transactions.	<input type="checkbox"/> Yes <input type="checkbox"/> No
<i>This implies a technical understanding of "under board control." If the board approves the report(s) and transactions, then the activity or fund must be removed from the SAF and be under UFARS. Document any removals and attach disposition including name, fund balance and UFARS code if applicable.</i>	
4. Each activity account in the fund is for student-only groups.	<input type="checkbox"/> Yes <input type="checkbox"/> No
<i>There are no convenience accounts or external group accounts. Staff accounts, booster club accounts and other external group accounts are not contained in the student activity fund. If any non-student account existed at any time during the year, attach documentation that describes the action taken by the district to remove the account, including amounts, transactions, disposition of funds, and personnel involved. No scholarship funds of a revolving nature exist in the SAF. These are Trust Funds.</i>	

Nature of Individual Accounts

5. Each activity group has appropriate organizational documentation on file.  Yes  No

*Appropriate documentation includes, but is not limited to, the Activity Purpose Form, list of officers for the current year, approved signers of checks, and budget that contains approved fundraisers and revenue needed to cover listed expenditures.*

6. No account has a span of inactivity greater than one year.  Yes  No

*All inactive accounts have been removed from the SAF. The reason for removal, proper signatures for removal, and the disposition of any unused money is described.*

7. Graduated class accounts are removed from the SAF.  Yes  No

*The current year graduating class account, if it exists in the SAF, is removed no later than 8/1 of the graduating year. The disposition of any unused money is described. No other previously graduated class maintains an account in the SAF. **Graduates are no longer students.***

8. All fundraisers associated with SAF accounts receive prior board approval.  Yes  No

*Attach the list of any fundraiser associated with any SAF group and note date of prior approval and/or approved contract attached to it. Note contract exceptions.*

9. Expenditures benefit students as a group.  Yes  No

*Expenditures are for student activity purposes. Expenditures do not circumvent general fund responsibilities.*

Page 2: Checklist Sample

**Figure 6. Internal Audit Sample**

## **Findings**

A final statement needs to be made on audits. When an external audit is conducted, there may be several types of findings registered by the CPA. Some of those findings will be more serious than others. For example, if certain convenience accounts were discovered to exist in the student activity fund and were removed during the year, the auditor may report those instances as reportable findings. Beginning and ending balances may be displayed in the external student activity audit, even though a particular account no longer exists. No corrective action plan would be required, since the action taken by internal personnel was the corrective action that would have been recommended.

On the other hand, there may be instances where an auditor finds one or more convenience accounts that are still in operation after the close of the year. Those findings would be considered material and would require a corrective action plan on the part of the district. If the auditor finds one or more accounts that are linked to graduated classes, those too, would likely be material. These types of findings go to the nature of the accounts and not to the veracity of the financial statements within the audit. There would also be those findings that would be considered by GAAS as reportable conditions that may go to deficiencies in internal controls.

It is important for each person in charge of student activity funds to know what is expected of him or her in the discharge of duties. It is important to know what are generally accepted accounting practices (GAAP), what are statutory obligations and rules of procedure, as well as what are the explicit and implicit policies of the district governing student activity accounting and reporting.

## **CONCLUSION**

The intention of this document was to present guidelines and suggestions for the effective development, maintenance and auditing of activity accounting. The manual contains appropriate foundations for decision making as well as particular techniques within funds. Since the manual is a work in progress, annual updates will help to assure compliance with statute and effective practice.

**Appendix to the Manual on Activity Fund Accounting (MAFA)**

**TABLE OF CONTENTS**

Several of these items are under consideration by various agencies and governmental entities. The citations below will be changed only after a formal recognition by the Office of Revisor of Statutes.

<b>ITEM NAMES</b>	<b>PAGE</b>
<b>ITEM 1: UFARS</b> (Minnesota Statutes, sections 123B76-77)	<b>38</b>
<b>ITEM 2: Co-Extracurricular</b> (Minnesota Statutes, section 123B.49)	<b>40</b>
<b>ITEM 3: Co-extracurricular</b> (Minnesota Rule 3500.1050)	<b>43</b>
<b>ITEM 4: Pupil Fees Statutes</b> (Minnesota Statutes, sections 123B.35-38)	<b>45</b>
<b>ITEM 5: Contracts</b> (Minnesota Statutes, sections 123B.09 & 123B.52)	<b>48</b>
<b>ITEM 6: Gifts</b> (Minnesota Statutes, section 123B.02, subd.6)	<b>48</b>
<b>ITEM 7: Department of Revenue Sales Tax Facts Sheet 111</b>	<b>49</b>
<b>ITEM 8: Chapter 3. Program</b> (from the <i>UFARS Manual</i> )	<b>51</b>
<b>ITEM 9: Definition of Agency and Trust Funds</b> (from <i>UFARS Manual</i> )	<b>52</b>
<b>ITEM 10: Opinion on Placement of and Proceeds from Vending Machine</b>	<b>53</b>
<b>ITEM 11: Opinion on Public Purpose and Public Funds</b>	<b>55</b>
<b>ITEM 12: UFARS-based Coding Sample</b>	<b>57</b>
<b>ITEM 13: Sample Policy on Student Activity Accounting</b>	<b>61</b>
<b>ITEM 14: New Revenue Source Codes for use with Contracts</b>	<b>63</b>



## **ITEM 1: UFARS**

### **123B.76 Expenditures; reporting.**

Subdivision 1. **Recognition.** District expenditures must be recognized and reported on the district books of account in accordance with this section. Fiscal year-end recognition of expenditures and the related offsetting liabilities must be recorded in each fund in accordance with the uniform financial accounting and reporting standards for Minnesota school districts. Encumbrances outstanding at the end of the fiscal year do not constitute expenditures or liabilities. Deviations from the principles set forth in this subdivision must be evaluated and explained in footnotes to audited financial statements.

Subd. 2. **Accounting.** Expenditures for any legal purpose of the district not accounted for elsewhere must be accounted for in the general fund.

HIST: 1976 c 271 s 29; 1980 c 609 art 7 s 4; 1981 c 358 art 7 s 8,9; 1993 c 224 art 12 s 12; 1996 c 412 art 1 s 2; 1998 c 397 art 6 s 17,124

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### **123B.77 Accounting, budgeting, and reporting requirement.**

Subdivision 1. **Uniform financial accounting and reporting standards.** Each Minnesota school district must adopt the uniform financial accounting and reporting standards for Minnesota school districts provided for in guidelines adopted by the department.

Subd. 2. **Audited financial statement.** Each district must submit to the commissioner by September 15 of each year unaudited financial data for the preceding fiscal year. These financial data must be submitted in the format prescribed by the commissioner.

Subd. 3. **Statement for comparison and correction.** By November 30 of the calendar year of the submission of the unaudited financial data, the district must provide to the commissioner audited financial data for the preceding fiscal year. The audit must be conducted in compliance with generally accepted governmental auditing standards, the federal Single Audit Act, and the Minnesota legal compliance guide issued by the office of the state auditor. An audited financial statement prepared in a form which will allow comparison with and correction of material differences in the unaudited financial data shall be submitted to the commissioner and the state auditor by December 31. The audited financial statement must also provide a statement of assurance pertaining to uniform financial accounting and reporting standards compliance and a copy of the management letter submitted to the district by the school district's auditor.

Subd. 4. **Budget approval.** Prior to July 1 of each year, the board of each district must approve and adopt its revenue and expenditure budgets for the next school year. The budget document so adopted must be considered an expenditure-authorizing or appropriations

document. No funds shall be expended by any board or district for any purpose in any school year prior to the adoption of the budget document which authorizes that expenditure, or prior to an amendment to the budget document by the board to authorize the expenditure. Expenditures of funds in violation of this subdivision shall be considered unlawful expenditures. Prior to the appropriation of revenue for the next school year in the initial budget, the board shall calculate the general education revenue, basic skills revenue, and referendum revenue for that year that it estimates will be generated by the pupils in attendance at each site, and shall inform each site of that estimate and report this information to the Department of Education, State of Minnesota.

HIST: 1976 c 271 s 30; 1977 c 447 art 7 s 7; 1980 c 609 art 7 s 5; 1982 c 548 art 4 s 5; 1983 c 314 art 7 s 7; 1984 c 463 art 7 s 3; 1989 c 329 art 6 s 3; 1990 c 562 art 8 s 6; 1993 c 224 art 12 s 13,14; art 14 s 5; 1994 c 647 art 13 s 1; 1Sp1995 c 3 art 16 s 13; 1996 c 305 art 1 s 138; 1998 c 397 art 6 s 18,124; art 11 s 3; 1998 c 398 art 1 s 2,3; 1999 c 241 art 9 s 20; 2000 c 489 art 6 s 9

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## **ITEM 2: Cocurricular and Extracurricular Statutory Reference**

### **123B.49 Extracurricular activities; insurance.**

Subdivision 1. **Activities outside district limits.** Whenever it appears to be beneficial and for the best interest of the district and the pupils of the district to carry on any school sport activities or educational activities connected with their studies outside of the territorial limits of the district, the board may authorize such activities to be conducted under such rules and regulations as the board deems sufficient. The district may pay all necessary costs therefor including transportation from the district funds available.

Subd. 2. **Cocurricular activities authorization.** The board must take charge of and control all cocurricular school activities of the teachers and children of the public schools in that district held in the school building or school grounds or under the supervision or direction of the school board. The board must adopt rules and regulations for the conduct of cocurricular activities in which the schools of the district or any class or pupils therein may participate. All money received on account of such activities must be turned over to the district treasurer, who shall keep the same in the general fund, to be disbursed for expenses and salaries connected with the activities, or otherwise, by the board upon properly allowed itemized claims.

Teachers or pupils in the public schools of such district must not participate in cocurricular activities, nor shall the school name or any allied name be used in connection therewith, except by consent and direction of the board.

Subd. 3. **Cocurricular activities.** Cocurricular activities means school sponsored and directed activities designed to provide opportunities for pupils to participate, on an individual or group basis, in school and public events for the improvement of skills. Cocurricular activities are not offered for school credit, cannot be counted toward graduation and have one or more of the following characteristics:

(a) They are conducted at regular and uniform times during school hours, or at times established by school authorities;

(b) Although not offered for credit, they are directed or supervised by instructional staff in a learning environment similar to that found in courses offered for credit;

(c) They are partially funded by public moneys for general instructional purposes under direction and control of the board.

Subd. 4. **Board control of extracurricular activities.**

(a) The board may take charge of and control all extracurricular activities of the teachers and children of the public schools in the district. Extracurricular activities means all direct and personal services for pupils for their enjoyment that are managed and operated under the guidance of an adult or staff member. The board shall allow all resident pupils receiving instruction in a home school as defined in section [123B.36](#), subdivision 1, paragraph (a), to

be eligible to fully participate in extracurricular activities on the same basis as public school students.

(b) Extracurricular activities have all of the following characteristics:

(1) they are not offered for school credit nor required for graduation;

(2) they are generally conducted outside school hours, or if partly during school hours, at times agreed by the participants, and approved by school authorities;

(3) the content of the activities is determined primarily by the pupil participants under the guidance of a staff member or other adult.

(c) If the board does not take charge of and control extracurricular activities, these activities shall be self-sustaining with all expenses, except direct salary costs and indirect costs of the use of school facilities, met by dues, admissions, or other student fundraising events. The general fund must reflect only those salaries directly related to and readily identified with the activity and paid by public funds. Other revenues and expenditures for extra curricular activities must be recorded according to the "Manual on Activity Fund Accounting." Extracurricular activities not under board control must have an annual financial audit and must also be audited annually for compliance with this section.

(d) If the board takes charge of and controls extracurricular activities, any or all costs of these activities may be provided from school revenues and all revenues and expenditures for these activities shall be recorded in the same manner as other revenues and expenditures of the district.

(e) If the board takes charge of and controls extracurricular activities, the teachers or pupils in the district must not participate in such activity, nor shall the school name or any allied name be used in connection therewith, except by consent and direction of the board.

**Subd. 5. Contract for insurance.** The board may enter into a contract providing for the payment of cash benefits or the rendering or payment of hospital and medical benefits, or both to school children injured while participating in activities of the school. The contract entered into by the board may make the payment of such benefits or the rendering thereof the direct and sole obligation of the association or company entering into such contract with the district.

If the board deems it advisable, it may authorize employees to collect fees from the pupils enrolled in said school who are to be or are covered by such contract, and to make payment of the premium or other charge for such contract or protection. The payment of such premium or other charge may be made from funds received from the federal government or from the state or any governmental subdivision thereof, or from funds derived by a tax levy or the issuance of bonds. The child's payment of any fees, premium or other charge shall not thereby make the district liable for any injuries incurred from such school activities.

The commissioner of Department of Education may purchase medical insurance coverage for the benefit of students of the Minnesota state academy for the deaf or the Minnesota state academy for the blind in the same manner and with the same effect as a school district board may do for its students under this subdivision.

Subd. 6. **Insurance laws.** The insurance laws of this state shall not apply to nonprofit benefit and relief associations formed by public schools or officers of public schools or the Minnesota state high school league, the privileges of which and applications for membership in which are confined to pupils of the schools, and the benefits and relief to be derived therefrom are limited to pupils injured or disabled from participation in school athletics or any supervised school activity.

HIST: Ex1959 c 71 art 4 s 20; 1971 c 254 s 1; 1976 c 212 s 1-5; 1979 c 335 s 14; 1987 c 258 s 12; 1987 c 384 art 1 s 55; 1989 c 246 s 2; 1990 c 562 art 8 s 25; 1991 c 265 art 9 s 40; 1996 c 412 art 13 s 14,15; 1998 c 397 art 6 s 78-82,124; 1998 c 398 art 5 s 55; 1999 c 241 art 5 s 6

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### ITEM 3: Co-extracurricular Rule

#### 3500.1050 DEFINITIONS FOR PUPIL FEES.

Subpart 1. **Applicability.** For the purposes of Minnesota Statutes, sections [120.72](#) to [120.76](#) the following terms have the meanings given them.

Subp. 2. **Curricular.** "Curricular" means those portions of the school program for which credit is granted. This definition applies equally to required or elective curricular programs.

Subp. 3. **Cocurricular.** "Cocurricular" means those portions of the school sponsored and directed activities designed to provide opportunities for pupils to participate in such experiences on an individual basis or in groups, at school and at public events, for improvement of skills. Cocurricular activities have one or more of the following characteristics:

A. are for credit or required for graduation;

B. are conducted at regular and uniform times during school hours, or if at times other than school hours, are established by school authorities;

C. are directed or supervised by instructional staff in a learning environment similar to that found in courses offered for credit; and

D. are primarily or totally funded by public moneys for general instructional purposes under direction and control of the local board of education. Any deficits resulting from these activities are always subsidized by general school funds.

Subp. 4. **Noncurricular.** "Noncurricular" activities means those activities that include all direct and personal services for public school pupils for their enjoyment that are managed and generally operated under the guidance of an adult or staff member. Noncurricular activities have all of the following characteristics:

A. are not for credit or required for graduation;

B. are conducted for the most part during other than school hours, or if partly during school hours, at times agreed by the participants, and approved by school authorities;

C. the content of the activities is determined primarily by the interests of the student participants and their parents with only the guidance of the staff member or other adult; and

D. with the possible exception of direct costs of any salaries and indirect costs of the use of school facilities, the activity is self-sustaining as all other expenses are met by dues, admissions or other pupil fund raising events.

Subp. 5. **Extracurricular.** "Extracurricular" has the same meaning as noncurricular.

Subp. 6. **Supplementary.** "Supplementary" has the same meaning as noncurricular.

Subp. 7. **Regular school day.** "Regular school day" means that which is defined in part [3500.1500](#) for middle and secondary pupils and in part [3500.1200](#) for elementary pupils.

STAT AUTH: MS s [121.11](#) subd 7

HIST: L 1998 c 397 art 11 s 3  
*Current as of 01/05/00*

#### **ITEM 4: Pupil Fee Statutes**

**123B.35 General policy.** It is the policy of the state of Minnesota that public school education shall be free and no pupil shall be denied an education because of economic inability to furnish educational books and supplies necessary to complete educational requirements necessary for graduation. Any practice leading to suspension, coercion, exclusion, withholding of grades or diplomas, or discriminatory action based upon nonpayment of fees denies pupils their right to equal protection and entitled privileges. It is recognized that school boards do have the right to accept voluntary contributions and to make certain charges and to establish fees in areas considered extracurricular, noncurricular or supplementary to the requirements for the successful completion of a class or educational program. No public school board may require, except as authorized by sections [123B.36](#) and [123B.38](#), the payment of fees.

HIST: 1974 c 561 s 2; 1998 c 397 art 1 s 58; art 11 s 3

#### **123B.36 Authorized fees.**

Subdivision 1. **School boards may require fees.** (a) For purposes of this subdivision, "home school" means a home school as defined in sections [120A.22](#) and [120A.24](#) with five or fewer students receiving instruction.

(b) A school board is authorized to require payment of fees in the following areas:

(1) in any program where the resultant product, in excess of minimum requirements and at the pupil's option, becomes the personal property of the pupil;

(2) admission fees or charges for extra curricular activities, where attendance is optional and where the admission fees or charges a student must pay to attend or participate in an extracurricular activity is the same for all students, regardless of whether the student is enrolled in a public or a home school;

(3) a security deposit for the return of materials, supplies, or equipment;

(4) personal physical education and athletic equipment and apparel, although any pupil may personally provide it if it meets reasonable requirements and standards relating to health and safety established by the board;

(5) items of personal use or products that a student has an option to purchase such as student publications, class rings, annuals, and graduation announcements;

(6) fees specifically permitted by any other statute, including but not limited to section [171.05](#), subdivision 2; provided (i) driver education fees do not exceed the actual cost to the school and school district of providing driver education, and (ii) the driver education courses are open to enrollment to persons between the ages of 15 and 18 who reside or attend school in the school district;

(7) field trips considered supplementary to a district educational program;

(8) any authorized voluntary student health and accident benefit plan;

(9) for the use of musical instruments owned or rented by the district, a reasonable rental fee not to exceed either the rental cost to the district or the annual depreciation plus the actual annual maintenance cost for each instrument;

(10) transportation of pupils to and from extra curricular activities conducted at locations other than school, where attendance is optional;



(11) transportation to and from school of pupils living within two miles from school and all other transportation services not required by law. If a district charges fees for transportation of pupils, it must establish guidelines for that transportation to ensure that no pupil is denied transportation solely because of inability to pay;

(12) motorcycle classroom education courses conducted outside of regular school hours; provided the charge must not exceed the actual cost of these courses to the school district;

(13) transportation to and from post-secondary institutions for pupils enrolled under the post-secondary enrollment options program under section [123B.88](#), subdivision 22. Fees collected for this service must be reasonable and must be used to reduce the cost of operating the route. Families who qualify for mileage reimbursement under section [124D.09](#), subdivision 22, may use their state mileage reimbursement to pay this fee. If no fee is charged, districts must allocate costs based on the number of pupils riding the route.

Subd. 2. **Boards may require students to furnish certain items.** Students may be required to furnish personal or consumable items including pencils, paper, pens, erasers and notebooks.

Subd. 3. **Boards may require students to provide for certain transportation.** Students may be required to furnish their own transportation to and from an instructional community-based employment station that is part of an approved occupational experience secondary vocational program. As an alternative, a board may require the payment of reasonable fees for transportation to and from these instructional community-based employment stations. This subdivision only applies to students who receive remuneration for their participation in these programs.

Subd. 4. **School uniforms.** Notwithstanding section [123B.37](#), a board may require students to furnish or purchase clothing that constitutes a school uniform if the board has adopted a uniform requirement or program for the student's school. In adopting a uniform requirement, the board shall promote student, staff, parent, and community involvement in the program and account for the financial ability of students to purchase uniforms.

Subd. 5. **School store permitted.** Sections [123B.34](#) to [123B.39](#) may not preclude the operation of a school store where pupils may purchase school supplies and materials.

Subd. 6. **Waiver of student fees based on need.** A board may waive any deposit or fee if any pupil or the pupil's parent or guardian is unable to pay it.

HIST: 1974 c 561 s 3; 1976 c 271 s 19; 1978 c 764 s 7; 1986 c 444; 1988 c 718 art 2 s 1; 1990 c 562 art 2 s 1; 1991 c 130 s 37; 1992 c 499 art 12 s 29; 1993 c 224 art 2 s 2; 1995 c 226 art 3 s 5; 1996 c 412 art 2 s 4; 1998 c 388 s 1; 1998 c 397 art 1 s 46-50,58; art 11 s 3; 1998 c 398 art 5 s 5; 1999 c 241 art 5 s 5; 1Sp2001 c 6 art 1 s 6

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### **123B.37 Prohibited fees.**

Subdivision 1. **Boards shall not charge certain fees.** (a) A board is not authorized to charge fees in the following areas:

- (1) textbooks, workbooks, art materials, laboratory supplies, towels;
- (2) supplies necessary for participation in any instructional course except as authorized in sections [123B.36](#) and [123B.38](#);
- (3) field trips that are required as a part of a basic education program or course;
- (4) graduation caps, gowns, any specific form of dress necessary for any educational program, and diplomas;
- (5) instructional costs for necessary school personnel employed in any course or educational program required for graduation;
- (6) library books required to be utilized for any educational course or program;
- (7) admission fees, dues, or fees for any activity the pupil is required to attend;
- (8) any admission or examination cost for any required educational course or program;
- (9) locker rentals;
- (10) transportation to and from school of pupils living two miles or more from school. (b) Notwithstanding paragraph (a), clauses (1) and (6), a board may charge fees for textbooks, workbooks, and library books, lost or destroyed by students. The board must annually notify parents or guardians and students about its policy to charge a fee under this paragraph.

Subd. 2. **Boards shall not withhold grades or diplomas for nonpayment of student fees.** No pupil's rights or privileges, including the receipt of grades or diplomas may be denied or abridged for nonpayment of fees; but this provision does not prohibit a district from maintaining any action provided by law for the collection of fees authorized by sections [123B.36](#) and [123B.38](#).

HIST: 1974 c 561 s 4; 1976 c 271 s 20; 1988 c 718 art 2 s 2; 1991 c 130 s 37; 1992 c 499 art 12 s 29; 1Sp1995 c 3 art 9 s 5; 1996 c 412 art 2 s 5; 1998 c 397 art 1 s 51,58; art 11 s 3; 1Sp2001 c 6 art 1 s 7

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### **123B.38 Hearing.**

Before the initiation of any fee not authorized or prohibited by sections [123B.36](#) and [123B.37](#), the local board must hold a public hearing within the district upon three weeks published notice in the district's official newspaper, or such notice as is otherwise required for a regular board meeting given three weeks before the hearing on the proposed adoption of the policy.

HIST: 1974 c 561 s 5; 1982 c 424 s 130; 1985 c 248 s 70; 1987 c 384 art 2 s 1; 1990 c 422 s 10; 1993 c 224 art 13 s 3; 1994 c 465 art 3 s 64; 1Sp1995 c 3 art 9 s 6; 1998 c 397 art 1 s 52,58; art 11 s 3

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## **ITEM 5: Contract References**

### **123B.09 Boards of independent school districts.**

Subd. 6. **Meetings.** A majority of the voting members of the board shall constitute a quorum. No contract shall be made or authorized, except at a regular meeting of the board or at a special meeting at which all members are present or of which all members have had notice. Special meetings may be called by the chair or clerk or any three members upon notice mailed to each member at least three days prior thereto.

### **123B.52 Contracts.**

Subd. 2. **Contract within budgeted amounts.** The board may authorize its superintendent or business manager to lease, purchase, and contract for goods and services within the budget as approved by the board. Any transaction in an amount exceeding the minimum amount for which bids are required must first be specifically authorized by the board and must fulfill all other applicable requirements in subdivision 1.

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## **ITEM 6: Gifts**

### **123B.02 General Powers of independent school districts**

Subd. 6. **Bequests; donations; gifts.** The board may receive, for the benefit of a district, bequests, donations, or gifts for any proper purpose and apply the same to the purpose designated. In that behalf, the board may act as a trustee of any trust created for the benefit of the district, or for the benefit of pupils thereof, including trusts created to provide pupils of the district with advanced education after completion of high school, in the advancement of education.

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## **ITEM 7: Sales Tax Reference (modified by Minnesota Legislature-2002)**

### **Purchases by schools**

Purchases of items by public or non-profit private schools for their own use are generally exempt from sales tax. However, the exemption *does not* apply to purchases of meals, lodging, waste collection and disposal services, and motor vehicles.

**Private schools** and colleges must furnish to their suppliers either a Certificate of Exemption, Form ST-3, or a copy of their Certificate of Exempt Status, Form ST-17. Nonprofit private schools are encouraged to apply for a Certificate of Exempt Status, Form ST-17. Application Form ST-16 is available on request.

**Public schools** and universities, including the University of Minnesota, state universities, community colleges, and state academies, may furnish to their suppliers either a Certificate of Exemption, Form ST-3 or a purchase order or payment voucher that clearly indicates that the school is a government entity.

When a printed purchase order includes words to the effect that the school is exempt from tax, these words should be deleted when not applicable, such as in the purchase of meals and lodging. If bids are taken for the improvement, construction or repair of real property (for example, the sale and installation of carpeting), a statement should be included that the bidder is responsible for payment of any sales or use taxes.

Purchases are exempt from sales tax only when billed to and paid for by the school. Schools should not make exempt purchases for employees who will reimburse the school. Purchases made for a school by an employee who is later reimbursed by the school are not exempt.

Purchases of meals and hotel/motel lodging by schools or individuals traveling on school business are taxable, even if billed directly to the school.

Schools must pay the 6.5% tax when purchasing or leasing motor vehicles in Minnesota. The only exception is that a vehicle purchased as an instructional aid in a shop class is exempt from the tax.

### **Sales by schools**

Any school making retail sales of taxable items must have a sales and use tax permit, and collect and remit sales tax unless it qualifies for the exemption for fund-raising events described below. Sales tax collected on sales made by organizations that are part of the school, such as the band, choir, or science club, should be reported on the sales and use tax return filed by the school. Separate organizations, such as PTA's, should have their own numbers. To register for a sales tax permit, call (612) 282-5225 or 1-800-657-3605.

There is an exemption for the sale of tickets or admissions to regular season school games, events, and activities. For purposes of administering this exemption, "school" means a public or private school for grades 1 through 12. Tournaments, post-season games and other non-regular season games, events and activities are not included in this exemption.

### **Fund-raising events**

School fundraising sales may qualify for exemption from sales tax under either of the following two categories:

**Exemption one** - Gross receipts from sales of goods, admission charges, and sales of food, meals, or drinks at events sponsored by schools are exempt from sales tax if the gross annual sales receipts do not exceed \$10,000. Each student organization at elementary and secondary schools is considered to be a separate organization for the purpose of applying the \$10,000 tax-exempt fund-raising limit. Sales are exempt from tax if the total sales (both taxable and non taxable) of the organization do not exceed \$10,000.

**Public schools** - This exemption does not extend to sales or activities for which the money must be deposited with the school district treasurer or recorded with other revenues or expenditures of the school district as required by M. S. 123.38, Subd. 2 and 2b.

**Exemption two** - If the gross annual receipts of any school organization or of the school exceed the \$10,000 limit, the sales may still qualify for an exemption from sales tax. To qualify under this exemption, it is necessary to look at all of the activities of the school, including the activities of student organizations that exceed the \$10,000 limit.

The sales are exempt if they meet the following four requirements:

1. Profits must be used only for charitable, religious or educational purposes.
2. The exemption is limited to no more than 24 days of sales each calendar year. When counting the number of selling days each year, follow these guidelines:
  - a. All selling days for the school including selling days for organizations that exceed the \$10,000 must be counted.
  - b. If a group takes orders for goods with delivery to be made in the future, only the number of delivery days are counted as selling days. This is true even if goods are paid for at the time orders are taken.
  - c. Each day must be counted if a group sells and delivers goods at the same time.
  - d. If a group sells tickets for admissions, amusements, or meals for a fund-raising event, only the number of days on which the activity actually takes place are counted as selling days. Pre-sales of tickets are not included in the number of selling days for a fund-raising event.
  - e. Days when only exempt sales are made are included in the total number of selling days.
3. Separate accounting records must be well documented for each fund-raising event, including all receipts and disbursements.
4. Fund-raising events held on premises leased for more than four days but less than 30 days do not qualify for the exemption.

*If any of these four requirements are not met, and if total annual gross receipts exceed \$10,000, all sales of taxable items made during the year are taxable.*

#### **Examples of Taxable Sales**

- Admissions to swimming pools
- Admissions to tournaments, post-season games, and other non-regular season games, events and activities
- Athletic equipment, such as the sale or rental of football shoes or pads
- Books (other than textbooks), encyclopedias, dictionaries, and yearbooks
- Coin-operated amusement devices, such as jukeboxes or pinball machines owned or leased by the school
- Cosmetic and toiletry items and school supplies, such as pencils, paper, and notebooks
- Diploma fees
- Fees charged for the use of personal computers
- Graduation announcements, class rings, pictures
- Locker rental (free standing or bolted to floor)
- Lodging, where rental agreement is for less than 30 days, except where lodging is included in the charge for an educational program sponsored by the school on the school's premises
- Meals served off the school premises, such as at administrative offices or restaurants
- Parking fees
- Shop supplies, art materials, and sewing supplies, such as needles and patterns

#### **Examples of Exempt Sales**

- Admission tickets sold for artistic performances, such as concerts and plays sponsored by the school
- Auditorium programs for students for educational purposes
- Breakage or loss of books or equipment (reimbursement for)
- Candy sold for fund-raising purposes (on or off school premises)
- Charges for lodging where the agreement is for more than 30 days
- Feminine hygiene products, such as sanitary napkins and tampons
- Graduation cap and gown rental
- Gym clothes
- Home economic supplies of food or sewing materials, such as fabric, zippers, and buttons
- Locker rental (built-in lockers)
- Magazine subscriptions
- Meals, lunches and sales of food through vending machines, including sales of candy and pop, when furnished, prepared or served on school premises
- Membership dues to school organizations
- Newspapers, if regularly published at least once every three months
- Sales of tickets or admissions to regular season school games, events, and activities held on or off school premises
- Textbooks required for use in a course of study and sold to regularly enrolled students
- Towel fees
- Tuition and all related instructional fees

Department of Revenue, Schools-Sales and Purchase Sales Tax Fact Sheet 111

*Revised 1/94 (Effective 7/01/02 Minn. Stat. §297A.67, subd.5. food/drink from vending machines with a contract issued after May 30, 2002 are subject to sales tax within exemption limits) See Page 10 above.*

## **ITEM 8: Excerpt from: UFARS, Chapter 3. Program p.8-9.**

### **291 Cocurricular Activities (Non-Athletics)**

School-sponsored and directed activities designed to provide opportunities for pupils to participate in school and public events for the improvement of skills. An example is Student Council activities. Cocurricular activities are offered for school credit, meeting a standard(s), or counted toward graduation and have one or more of the following characteristics:

- a) they are conducted at regular and uniform times during school hours, or at times established by school authorities;
- b) they are directed or supervised by instructional staff in a learning environment similar to that found in courses offered for credit or are themselves offered for credit or standard; and
- c) they are fully or partially funded by public moneys for general instructional purposes under the direction and control of the board.

### **292 Boys/Girls Athletics**

Co-educational physical sports or contests. Athletics differs from physical education (see Program 240) in that:

- a) the majority of time is other than regular school hours;
- b) teachers, coaches, or supervisors normally receive remuneration beyond base salary for these activities; and
- c) physical sports events or contests occur outside of the usual instructional class environment.

Boys/Girls Athletics includes that part of the total athletic program that is shared by male and female participants or cannot be easily separated for either boys or girls athletic activities (see Boys Athletics - Program 294, and Girls Athletics - Program 296).

### **294 Boys Athletics**

Athletic activities (see Program 292) in which 90 percent or more of the participants are male.

### **296 Girls Athletics**

Athletic activities (see Program 292) in which 90 percent or more of the participants are female.

### **298 Extra-Curricular Activities**

All services under board control for public school pupils which are managed and operated under the guidance of an adult or staff member. Extra-curricular activities have the following characteristics:

- a) they are not offered for school credit, do not go to a standard, nor required for graduation;
- b) are generally conducted outside school hours, or if partly during school hours at times agreed by the participants and approved by school authorities; and,
- c) the content of the activities is determined primarily by the pupil participants under the guidance of a staff member and other adult.

## **ITEM 9: Agency and Trust Funds Defined.**

Taken from the *UFARS Manual*:

### **08 Trust Fund**

The Trust Fund is used to record the revenues and expenditures for trust agreements where the school board has accepted the responsibility to serve as trustee. The property in the trust agreement typically comes to the district by gift. For example, a community member may create a scholarship trust to be awarded to an outstanding student every year or the local parent group may establish a trust to purchase computer equipment.

Trust funds are composed of two types: expendable and nonexpendable. Expendable trust funds are used where both principal and earnings may be spent. Nonexpendable trust funds are used to account for trusts which require that only earnings and not principal be spent.

To be in accordance with GAAP, expendable trust funds must use the modified accrual basis of accounting used by governmental funds. Nonexpendable trust funds use the full accrual basis of accounting, the same as proprietary funds.

### **09 Agency Fund**

The Agency Fund is used to account for assets where the school district has a formal agency agreement with other governmental units, employees, students or others. As an agent, the district holds property for others and performs duties as directed. Therefore, this fund does not report operations, only asset and liability account balances. Examples of the use of an Agency Fund: (1) deferred compensation, and (2) activity fund accounting, other than student activity funds.

The Agency Fund is currently under study by MDE and others. There is a recent opinion from the Office of the State Auditor that reiterates that there appears to be no statutory authority given to a school district that would permit a school district to account for funds of an outside party. It is inappropriate for school districts to maintain accounts in their general ledger for boosters, foundations, or other third parties.

**Item 10:**

**Opinion on Student Activity Accounts**  
**Issue One: Staff Lounge Vending Machine**  
**Issue Two: Proceeds from Vending Machines**

The Financial Management Team at the Department of Education has continued to search out more pragmatic and defensible answers to questions on the new *Manual on Activity Fund Accounting* (MAFA) in Chapter 14 of the *Uniform Financial and Reporting Standards* (UFARS) manual. During training on MAFA, it was understood that some of the issues were in need of clarification during the FY 03 implementation of the improved guidelines for student activity accounting.

Two issues now seem to be clarified. They are:

*What should be done with the vending machines in the teacher's lounge?*  
*Can vending machine proceeds be given to a student activity account?*

There were attempts to get auditor opinions as well as find other sources of guidance. The first **Financial Accounting Instruction (FAI)**, which was replaced by the **School Business Bulletin (SBB)**, contained opinions relevant to the issues.

**Issue One: Staff Lounge Vending Machine**

On January 10, 1976, the FAI stated:

"Vending machine operations of a limited nature such as in a teachers or staff lounge or for other employee groups may be exempted from the stated financial accounting procedures by the school board at its discretion. The amounts involved are minor and may accrue to and be controlled by a teacher or staff organization."

However, even though:

- a) the contract was approved by the board (as with all vending machine contracts);
- b) the proceeds were recorded separately from UFARS;
- c) the proceeds were of a minimal amount; and,
- d) the board made a motion that the machine in the lounge and proceeds used by the controlling group was approved...

*that opinion did not recognize that the minute the board took control of the machine by virtue of the two motions, UFARS must be used. Further, a board cannot issue a gift to an external organization or to a separate group including a staff member or a staff group. Therefore, vending machines operated on school property under the control of the board would have their proceeds go to a legitimate activity, not to an adult fund and not accounted for in the student activity fund.*

Most of these issues, however, were of the type where the profits were to be used to fund a scholarship. Those types of activities are valid. The profits from the vending machines would go to a trust fund account, after the proceeds had been deposited into the general fund. The teacher group could still guide the issuance of scholarships as long as that activity was recognized and approved by the board.



## Issue Two: Proceeds from Vending Machines Going to Activities

The FAI from January 10, 1976, also had a reference on vending machine proceeds being deposited in the general fund and going back to an activity. It stated:

“Revenues from vending machine sales **cannot** be turned over to any individual or school organization **not under control of the school board** such as a student activity, club, school principal or other staff member as the school board cannot grant gifts or otherwise subsidize operations over which it has no direct budgeting, expenditure or accounting responsibilities.”

This FAI opinion was supported in part by an Attorney General Opinion (63-A-2, May 6, 1965) that clarified that public funds could not be used for the personal gain of individuals. In essence, the opinion reaffirmed the Public Purpose Test of the use of public funds.

That opinion was recently reaffirmed in a letter from the Office of the State Auditor, dated May 24, 2005.

Therefore:

- a) proceeds from vending machines are deposited in the general fund; and,
- b) profits (from proceeds less expenses) from the general fund can be transferred to a student activity account **ONLY IF** the activity account is under board control, since that is the only way a transfer could occur.

Revised on August 30, 2005

**Item 11:**

**Opinion Paper on Public Purpose, Public Funds  
and Student Activity Accounting**

This opinion paper is currently under development.

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**ITEM 12:**

**Sample Coding using a UFARS-based Activity Accounting  
ON TRANSACTIONS NOT UNDER BOARD  
CONTROL ONLY**

The group of codes below represents a method whereby a district or school could use the UFARS-like system for student accounting on transactions **not under board control**, with the same protocol as those transactions that are **under board control**. The user would not have to purchase a stand-alone system for activity accounting with this method. Loading of data could be done centrally or at each site, depending on the rigor and style of local protocols.

**The samples and the exercise are for discussion purposes only. It is not a MDE recommendation. It is meant to demonstrate options and alternatives. However, some of this sample is contained in the *UFARS Manual* as well as in the *MAFA Manual*.**

The student accounting structure would look like the UFARS structure in **Figure 1. UFARS Structure**.

Revenues					
FUND	ORGANIZATION	PROGRAM	FINANCE	SOURCE	COURSE
XX	XXX	XXX	XXX	XXX	XXX
Expenditures					
FUND	ORGANIZATION	PROGRAM	FINANCE	OBJECT	COURSE
XX	XXX	XXX	XXX	XXX	XXX

The Source Dimension is not used in the expenditure accounts.

**Figure 1: UFARS Structure**

**FUND**

The *fund* dimension code is a number such as **21**. It is a fiduciary fund within the UFARS system and is segregated as is any other fund in the *UFARS Manual*. If needed, the fund 21 transactions could be cross-walked to Agency Fund 09 for an end of year activity.

**ORGANIZATION**

The *organization* dimension code is the three-digit number registered with MDE and is the official identification of the learning sites within a district. It is the same as the code used in *UFARS*.

## SOURCE

The *source* dimension code defines the origin of the revenue. For transfers from one student activity account to another, use the current UFARS protocol and the suggested code format at the end of this sample. Some of the codes that may already be applicable (especially if activities are already under board control are:

Source 060 Admission And Student Activity Revenue (Fund 01)  
Source 621 Sale of Materials Purchased for Resale (Fund 01 and/or 04)

The remaining source codes are meant to convey the suggestion that more precision may be needed in local districts on the origin of funds. These same samples are in the UFARS Manual and recommended to be reserved for use with student activities. The actual set of reserved or set-aside numbers are the series 900-999.

<b>Revenue Type</b>		<b>Code</b>	<b>Paid to an activity account :</b>
District payment	950		from host district's general fund
Interest payment accounts	952		from locally determined distribution of interest on accounts
Membership dues	953		from individual members
Advertising	954		from individual, business, agency or organization
Donation	955		from individual, business, agency or organization
Sales rebates	956		from Target stores for purchases
Sales rebates	957		from _____ for purchases (specify store)
Event sales	970		from sale of tickets to particular event
Concession sales	972		from sale of traditional concessions at events
In-school store sales	973		from sale of dry goods in the school store
Labor-based activity	975		from activity such as a car wash

The sales could not be as a result of a contract ratified by the board, since that would be under board control. See the write up on TRANSFERS at the end of this sample.

## FINANCE

The *finance* dimension code is similar to that in UFARS in that it defines and tracks a specific type revenue and expenditure. In this context (student activity accounting), the finance dimension code would be 000.

## PROGRAM

The *program* dimension codes in this example are taken directly from the *UFARS Manual*, Chapter 3. Program. Since these are only for NOT under board control, 292,294 and 296 would not be used.

Boys/Girls Athletics	292	Expenditures on coeducational physical sports and contests
Boys Athletics	294	Athletic activities with 90% or more male participants
Girls Athletics	296	Athletic activities with 90% or more female participants
Extra-curricular	298	Activities, supplemental, not for credit
Transfers	950	Transfer between funds to supplement resources

## OBJECT

The *object* dimension code is used to describe the type of commodity or service obtained as a result of the expenditure. All the object codes are the same as those used in the *UFARS Manual*, Chapter 5. Object. Codes for salary and wages (110-199) and employee benefits (210-299) are not used, since those expenditures are **under board control**. Some examples are:

Name	Code	Description
Supplies and Materials- Non-instructional	401	supplies and software
Food	490	
Permanent Transfers	910	Transfer from one account to another account.

## COURSE

The *course* dimension code is utilized to define an activity. Each type of activity has a code. However, band is band, whether it is in a junior high or the senior high. It is distinguished by the organization dimension code or a locally defined code for a specific band within the same site. **The 900 series of course codes is set aside for use by student activity accounts.**

Type of Activity	Code	Description
Class of 2003	903	Class activity account
Class of 2004	904	Class activity account
Class of 2005	905	Class activity account
Class of 2006	906	Class activity account
Class of 2007	907	Class activity account
Class of 2008	908	Class activity account
Class of 2009	909	Class activity account
Class of 2010	910	Class activity account
Class of 2011	911	Class activity account
Class of 2012	912	Class activity account
Class of 2013	913	Class activity account
Class of 2014	914	Class activity account
Class of 2015	915	Class activity account

Band	930	Activity account for the band
Band specific	931	_____ (specific band such as marching or orchestra)
Language Club-French	940	Activity account for language club
Language Club-German	941	Activity account for language club
Language Club-Spanish	942	Activity account for language club
Language Club-_____	943	Activity account for language club: specify:_____
Athletic: Baseball	950	Activity account for athletics
Athletic: Basketball	951	Activity account for athletics
Athletic: Football	954	Activity account for athletics
Athletic: Softball	955	Activity account for athletics
Athletic: Swimming	956	Activity account for athletics
Athletic: Tennis	957	Activity account for athletics
Athletic: Track	958	Activity account for athletics
Athletic: _____	959	Activity account for athletics: specify_____
Cheerleading	961	
Student Council	970	Student leadership account
Yearbook	971	Production of Annual
Activity Account: _____	972	Activity account-not athletics: specify:_____
Interest Account	999	Placement of interest prior to distribution or use

**TRANSFERS:**

Transfers are handled the same as in the regular UFARS system. A debit and credit are created for each transfer of funds between activity accounts. For example, if the band (930) at Morning High (215) transfers funds to the Morning High (215) Yearbook Account (971), it would be booked as in **Figure 2: Booking a Transfer**.

CREDIT: 21 (fund) 215 (org) 950 (program) 000 (finance) 649 (source) 971 (course)  
DEBIT 21 (fund) 215 (org) 950 (program) 000 (finance) 910 (object) 930 (course)

**Figure 2. Booking Transfer**

Other options exist such as:

1. use Finance in a more non-traditional manner coupled with Source. That is, move the Source Dimension Codes to Finance. Drop the use of 000 in the Finance; use 099 for Source. Some argue that this would provide a more precise tracking of revenues from each event or revenue source.
2. use Source 099, Finance 000, and utilize the course codes.

# Sample Policy on Student Activity Accounting

## Section One: Purpose Statement

The Board of Education recognizes the need to provide alternative paths to learning, skill development for its students, and activities for student enjoyment. It also understands its commitment to and obligation for assuring maximum accountability for public funds and student activity funds. To those ends, the District assumes control of all student activity accounting that relates to curricular and co-curricular activities as per Minnesota Statutes, §123B.49, Subd.2. Cocurricular activities authorization. Further, the district takes control of all student activity accounting that relates to extracurricular activities as per Minnesota Statutes, §123B.49, Subd.4. Board control of extracurricular activities.

The District recognizes the need to provide accountability in a form that is reality-tested and transparent to the public. It must provide information to the public that is understandable; information that conforms to actual revenue and expenditure data; and information that conforms to a public test and district powers statement.

## Section Two: Definitions

### A. Public Test and District Powers

An expenditure serves the public purpose if it benefits the community as a whole, is directly related to the functions of the school district, and does not have as its primary objective the benefit of private interest. It is with the rights and obligations of a district that it provides cocurricular and extracurricular activities and pays all necessary costs associated with those activities.

### B. Cocurricular Activity

A cocurricular activity is that activity sponsored by the District and under its control. The activity may lend itself to the granting of credit or is related to a credit granting mechanism as in the case of a performing band in the evening (cocurricular activity) that is related to band instruction during the regular class day.

### C. Extracurricular Activity

An extracurricular activity is a school-sponsored activity that may be under the control of the District. **The transactions of the activity are under board control and the activity does not relate to a credit granting mechanism nor is the activity for credit as in the case of an after-school chess club.** The activity is typically held after school, guided by the wishes of participating students and is for their enjoyment.

### D. Activity Funds

Student activity funds are those funds that are directed toward the skill development and enjoyment of students. They are of, by, and for students. These funds do not offset the regular school budget, nor do responsible adults unilaterally control those funds. These funds are generated by revenue sources other than those typically referred to as “public funds” from local taxes or state aids. They include, but are not limited to, fund raisers in the sale of items, bake sales, car washes, and designated vending machine revenues.



1. All funds of a graduated class are removed from the student activity accounts. Any residual money from a graduating class is deposited into the succeeding senior class account prior to the start of the school year following the graduation.
2. All student activity accounts that are inactive for more than 12 months are removed from the fund, with residual money going to the general fund or as stated in the Activity Purpose Form.
3. All non-student funds, including parent group funds, convenience accounts, adult fundraisers, and booster club funds are removed from the activity accounts.

### **Section Three: Demonstration of Accountability**

#### **A. Quarterly Activity Fund Reports**

The Board of Education will receive an accounting of activity accounts as least quarterly in the form of a Board report on transactions within each account of the cocurricular and extracurricular activity funds.

#### **B. Annual Audit**

The Board of Education assures the public that sound business practices and transparent accountability is achieved with the aid of an annual audit. As per statute, the activity accounts will be audited when all other District funds are audited.

#### **C. Fund Raiser Report**

The Board of Education will review a fundraising report semi-annually in May and November. The report will list the activity, type of fundraisers, timing, purpose and results.

### **Section Four: Effective Business Practices**

The Board will annually review the financial management practices and procedures of the student activity accounts through the use of a board sub-committee. The board sub-committee will review accounting practices, frequency and results of fundraisers and the purpose statements of activities. The committee will also review the internal controls of the district directed to student activity funds as well the results of its own internal audits.

Statutory References: Minnesota Statutes, sections 123B.76-77, section 123B.49, sections 123B.35-38, sections 123B.02, subd. 6, sections 123B.09 & 123B.52. Office of the Revisor (2003) Minnesota Rule 3500.1050.

## **Item 14: New Revenue Source Codes for Use with Contracts**

Since the implementation of the accounting system for students, there has been a growing awareness of possible inflated revenue and expenditures for the education of students when fundraising activity is added to the general fund due to the existence of a contract. Therefore, the UFARS Manual was improved by TWO (2) source codes so that there would not be an artificial increase in revenue and expenditures due to the existence of a contract.

### **NEW CODES**

The new source codes and their uses are:

#### **~~618~~ — ~~Distribution Of Profits From Fund Raisers (Contra Revenue)~~**

~~Record the amount of net profit that is paid to the student activity account from a fundraiser. All financial obligations of the fundraiser must be paid before this amount can be paid to the Student Activity. (See source code 619)~~

#### **619 Cost Of Materials For Revenue Producing Activities (Contra Revenue)**

Record the cost of the materials that were purchased for the purpose of (a) producing an object for sale or (b) for reselling of the material at a profit.

Example (a) building a house, an art work, or a storage shed

Example (b) fundraising by selling candy

concession stands

school stores

vending machines

#### **620 Sales Of Materials For Student Activity Fund Raisers**

Record the fund raising revenue generated from the sale of goods and services under the control of the Board of Education.

The internal mechanics are the same as in the past, except that artificially inflated numbers will no longer appear in the general fund.

## 15. EFFECTIVE PRACTICES AND MANAGEMENT OPINIONS

### Introduction

“Effective Practices” is a business strategy that attempts to take advantage of successful policies, procedures or activities that have been implemented throughout a particular industry. Originally, it was “best practices” as used in the medical field. The process of “effective practices” strategy is to copy the application of similar operations and to modify the application to meet the particular needs of an organization. By understanding the principles and procedures of education accounting and finance, the school district will be better prepared to implement the best education accounting and finance practices throughout the education organization.

The purpose of this chapter is to outline various education accounting and finance principles and procedures to promote the implementation of accounting and finance effective practices throughout the education organizations within the state. These best practices are not necessarily the best policies and procedures to be implemented in every situation, but can be used as a model in developing specific procedures to be used in an organization. By constantly applying best practices, it is possible for an organization to achieve the organization goals in an efficient and cost effective manner.

### SECTION I - THE INDEPENDENT AUDIT OPINION

#### Introduction

Independent auditing of financial statements is one of the best-known services that certified public accountants provide; however, it is also one of the least understood activities. Most government organizations are required to issue financial statements. According to publications of the Association of School Business Officials and the American Institute of Certified Public Accountants, CPAs are engaged in the process of adding credibility to **management’s** financial representations by giving assurances that the financial statements conform to **generally accepted accounting principles**. CPAs have acquired the expertise and experience to give professional opinions **on the overall fairness** of the organization’s financial statements and are guided by the accounting profession’s basic tenets of integrity, objectivity and independence. Before interested parties can evaluate an auditor’s report and determine how much they can rely on the report, they should first gain an understanding of what an audit is and what an audit is not.

#### What an audit opinion is not.

The financial information upon which the audit is based is NOT prepared by the auditor, but by management. The auditor does NOT express a judgement on the competence of management, advise on the desirability of funding the organization, nor assure that the employees are honest and competent. The CPA uses testing techniques and professional judgement, within the parameters of established standards, to reach an **informed** opinion on the overall fairness of the financial statements in accordance with generally accepted accounting principles. Although the purpose of an audit is NOT to uncover fraud, the auditor is required to design the audit to provide reasonable assurance that material errors or irregularities that exist in the financial statements are detected.

## **What an audit opinion is.**

The primary objective of an audit is to provide reasonable assurance that the financial statements prepared by management are fairly presented in conformity with generally accepted accounting principles and do not contain material misstatements. Material misstatements include: (1) Unintentional misstatements or omissions in financial statements, and (2) intentional misstatements or omissions. (Misstatements are considered material if they are significant enough to make a difference in the decisions of a reasonable financial statement user.)

It is virtually impossible for a CPA to examine all transactions recorded in financial statements. The auditor bases their opinion on selective testing using sampling techniques. Audits provide an economical and reasonable level of assurance that the financial statements are free from material misstatements, rather than a guarantee of absolute accuracy. Before forming an opinion, the auditor must consider the organization's internal control structure, which is divided into (1) the control environment, (2) the accounting system, and (3) the control procedures. The auditor uses this knowledge to identify the risk of misstatement in the financial statements and then designs procedures to reduce the risk. The auditor is also required to use analytical procedures, which are evaluations of financial information, in the planning and final review stages of all audits. In addition, the auditor is obligated to consider whether the overall audit results raise substantial doubt about the organization's ability to stay in operation. If there is doubt that the organization can continue as a "going concern" an explanatory paragraph must be included in the audit report.

## **The auditor's standard opinion**

When an audit is completed, the auditor issues a report that states the CPA's responsibility, the nature of the work performed, and the conclusions reached. The auditor's standard report consists of three paragraphs: an introductory paragraph, a scope paragraph, and an opinion paragraph. The introductory paragraph differentiates management's responsibilities for the financial statements from the auditor's duty to express an opinion on them. The scope paragraph explicitly states that the audit was planned and performed to obtain reasonable assurance about whether the financial statements are free of material errors or irregularities. It also provides a brief description of what is involved in an audit and states that the auditor formed an opinion on the financial statements taken as a whole. The third or opinion paragraph presents the auditors conclusions.

The assurance, in the form of the CPA's opinion, is obtained by testing the data underlying financial position, results of operation, and cash flows. To do this, the CPA is guided by statements on auditing standards issued by the Auditing Standards Board of the American Institute of CPA's (AICPA). Also, subjective professional judgement is involved. The auditor then forms one of the following types of opinion:

- Unqualified – No significant limitations affecting audit performance and no material deficiencies exist in the financial statements.
- Qualified – The scope of the auditor's work is significantly restricted or there is a material departure from the generally accepted accounting principles.
- Disclaimer – Restrictions in the auditor's scope are so pervasive that the auditor cannot form an opinion on the fairness of the presentation.

- Adverse – Departures from generally accepted accounting principles are so significant that the financial statements do not fairly present the organization’s financial position.

The basic point to remember is that an opinion is just that – it is an opinion that a professional, not a guarantee, has been given on management’s financial statements. Any user of the financial statements must carefully review such financial statements and all related footnotes, in addition to the auditor’s report.

## **SECTION II - SELECTING AN INDEPENDENT AUDITOR**

### **Introduction**

Regardless of the type or size of school district, an effective audit can improve management operations and yield dollar savings. It can also help avoid wasting the school district resources on a sub-standard audit. Outlined in the **Federal Grants Management Handbook** of the Grants Management Advisory Services, the “National Intergovernmental Audit Forum” has identified the following “basic elements of an effective audit procurement process:”

1. **Planning for the Audit** – Determining what needs to be done and when. Planning to obtain a quality audit is usually rewarded by a more timely and less expensive audit. Audit planning matters, include:
  - a. Each year, the auditor will provide a list of documents that are needed from the school district to complete the audit. To determine the specific audit requirements of the school district reference the current auditor’s information request prior to last year’s audit. This information request can be used to establish the scope of the audit work plan for the district.
  - b. Every year, auditors are required to be evaluated by an independent public accounting firm. Determine who did the proposed auditors latest peer review and obtain a copy of the peer review report. Verify the professional experience of the proposed auditor by reviewing the peer review report and by requesting references from current school districts being audited by the auditor.
  - c. The Department of Education provides a comparative list of school district audit expenditures. Use the list to establish a set of audit criteria to enable the school district to evaluate the proposed auditor, including technical qualifications, school district experience, price, timing, contingency requirements, and supplemental work costs.
  - d. Audit contracts can usually be more cost-effective if negotiated over a multi-year timeframe. Most often, contracts should cover a three to five year period of time to take advantage of the cost benefits of the multi-year audit and to realize the carry-over knowledge of the auditor. Determine an auditor rotation plan to maintain competitive pricing and to infuse new ideas into the process.
  - e. Based upon staff experience, many school districts will require accounting assistance to complete the documents required for the audit. Estimate the total cost of the audit by establishing a work schedule for the audit based upon the capability of the staff to compile required information and to prepare required work papers.

2. **Request for Proposal** – Writing a clear and direct Request For Proposal (RFP). There are many ways to solicit bids for an audit, but the most effective way is to request a written proposal called an RFP (Request For Proposal). Although there should be a broad spectrum of potential audit firms to select from, the final screening process should be restricted to only 2 or 3 firms to request an RFP. With only a few audit firms to select from, the school district will have less work and the audit firms will respect the school district’s professionalism. Rural school districts may have a difficult time finding local auditing firms to include in the audit candidates. However, non-local audit firms often have more experience in dealing with Minnesota education issues and are usually willing to travel to more rural areas.

Proposals should be compared based upon technical qualifications and price, separately. Depending upon the RFP legal requirements, proposals that lack important comparative information should be updated to complete the comparison (make a phone call). In a technical service contract, a timely proposal submission is only an issue when the evaluation process is threatened, not when comparative information is required. Reduced audit price can often be related to the lack of technical qualifications that may not be beneficial to the school district. Generally, price should be a deciding factor when the technical qualifications are equal.

Preparation of the RFP must be in compliance with state rules and regulations. This is not hard as long as the school district tries to be fair to all auditor candidates. Even though the preparation of the RFP may have been thorough, the school district should still hold a “bidders conference” where audit candidates can discuss the audit request on an equal basis. The “bidders conference” is important as a defense against an unsuccessful bidder. Although the size and complexity of the audit may vary, the RFP should contain the following:

- a. Name and address of the school district;
- b. Scope of the services to be provided (timing, reports, presentations, etc.);
- c. Period of the audit (single or multiple years);
- d. Contact person in the school district;
- e. Format of the proposal to be prepared;
- f. Date and time Proposal is due;
- g. Criteria used to evaluate the proposal;
- h. Method and timing of the payment.

The RFP should be designed to enable the auditor to demonstrate his or her ability to complete the audit to the benefit of the school district. Any other administrative information that would be helpful in preparing the audit proposal (i.e. “bidders conference” information, late proposals requirements or recommended audit fee range) should be included in the RFP at the discretion of the school district. Examples of information that should be requested from the proposed auditor include:

- a. Qualifications of the auditor that will be performing the field work including governmental audit;
- b. Approach to be taken to solve specific problems within the school district related to the audit;
- c. Examples of reports and schedules that are used to evaluate the sections of the statements;

- d. Experience in preparing financial reports and submissions required by the State of Minnesota;
  - e. Cost structure and experience in preparing supplemental information for the audit;
  - f. Results of peer review actions during the last three years;
  - g. Notifications of change in staff for key audit positions for the school district;
  - h. Experience with budget preparation requirements for the school district.
3. **Selecting a Qualified Auditor** – Evaluating the auditor’s ability to perform the audit. A critical element of selecting an auditor is the technical knowledge of the RFP evaluators. To limit errors in judgement and accusations of bias, establish an audit evaluation committee. Many of the same technical qualifications emphasized in the audit would be beneficial for the audit selection committee, namely, experience in auditing and/or accounting. In smaller school districts, some of these experience requirements may have to be reduced to some respect. Although price is an important factor in selecting an audit firm, a high quality audit at a fair price is more likely when both price and technical capability are used to select an auditor. The RFP evaluation process can be divided into two categories:
- a. **Minimum Requirements** – At a minimum, the bidders must have the technical qualifications to be considered for the audit selection. This includes minimum state licensing and governmental experience requirements, as well as, a technical understanding of the education requirements of the audit. If the bidder is not able to document these minimum requirements, the proposal should be rejected, **EVEN IF THIS MEANS THAT NONE OF THE BIDDERS QUALIFY FOR THE AUDIT AND THE RFP PROCESS MUST BE STARTED OVER AGAIN.**
  - b. **Technical Approach** – Most important, the audit proposal must communicate a sound technical approach to the audit that will meet the expectations of the school district. To verify the proposed audit approach, the technical issues must be reviewed and the audit references must be contacted and interviewed, including the following questions:
    - Does the proposal contain a sound technical plan and a realistic estimate of time?
    - Does the proposal show the bidder intends to comply with the audit requirements?
    - Does the technical plan show a practical approach to meeting deadlines?
    - Is the work plan reasonable with respect to procedures, controls and materiality?
    - Does the proposal indicate a willingness to avoid duplication of effort?
4. **Writing the Agreement** – Documenting the expectations of the auditor. The lack of a written agreement between the school district and the selected audit firm can result in a substandard audit. To avoid potential contract disagreements and misunderstandings, a written agreement should be prepared, agreed upon and signed by both parties before the audit fieldwork begins. To make sure that the contract contains the full scope of the audit requirements, the agreement should be prepared by the school district attorney and the RFP should be included in the contract by reference. At a minimum, the agreement should specify:
- a. Audit scope, objective and purpose;
  - b. Deadlines for the work to be performed;
  - c. Audit and supplemental work cost;
  - d. Report format and timing of completion;
  - e. Professional Auditing Standards to be followed.

In addition, the agreement should clearly document (1) the auditor responsibilities, (2) the nature of the work to be performed, (3) the procedures to follow if changes are required, (4) the format of the reports to be filed and (5) the ownership of work-paper information. In the absence of an RFP, many small audits are contracted by the engagement letter prepared by the audit firm. If the engagement letter is used as the written contract, the elements of the agreement that protects the school district should be included in the agreement and the agreement should be signed by both parties.

5. **Monitoring the Audit** – Reviewing the progress of the audit. Monitoring the progress of the audit is the most effective way to ensure that the school district receives both the scope and quality of the audit services specified in the written agreement. Monitoring can be accomplished by scheduling periodic progress meetings with the auditor to discuss the issues needed to be resolved before the audit is complete. During the audit, progress reports should be used to keep management informed of areas of deficiency and opportunities to control the cost of the audit. At the same time, the staff should work closely with the auditors on a day-to-day basis to review potential “audit findings” and to make audit corrections.

Finally, at the end of the audit, most auditors will provide an audit “exit conference” in which the findings and issues regarding the audit are discussed with the school district before being released to the general public. This conference is beneficial to the school district by enabling them to provide a rebuttal to the auditor’s conclusions or to prepare for potential public criticism. Remember, the auditor’s opinion is not necessarily accurate or without error. When appropriate, the school district should not be afraid to disagree with the findings of the auditor. Management has the opportunity and the responsibility to disagree with the conclusions of the audit if they think that the findings are not warranted. The auditor is concerned about complying with accounting rules and regulations, but they are also concerned about keeping the client. The school district might not get the auditors to change the audit findings but they might soften their recommendations to the benefit of the school district in the future.



## 16. Glossary

### Preface

The glossary is in a constant state of improvement. It contains items that are primarily related to the business end of education, concentrating on revenues and expenditures in particular. Items were obtained from local districts, documents from the Fiscal Analysis Department of the Minnesota House of Representatives, Minnesota Statutes and texts on accounting.

The technical definition of dimension codes for items such as fund, finance, organization, source, program, object and course are contained in the individual chapters by the same names.

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[A](#) | [B](#) | [C](#) | [D](#) | [E](#) | [F](#) | [G](#) | [H](#) | [I](#) | [J](#) | [K](#) | [L](#) | [M](#)  
[N](#) | [O](#) | [P](#) | [Q](#) | [R](#) | [S](#) | [T](#) | [U](#) | [V](#) | [W](#) | [X](#) | [Y](#)

### A

**abatement:** A reduction of a previously recorded expenditure or receipt item by such things as refunds, rebates, and collections for loss or damages to school property.

**abatement of expenditure:** Cancellation of a part or the whole of a charge previously made, usually due to refunds, rebates, resale of materials originally purchased by the school district, or collections for loss or damage to school property. Applies to both current expense and capital outlay. The term "abatement" does not include tuition, fees, or rentals.

**abatement of revenue:** Cancellation of part or the whole of any specific revenue previously received, usually federal grants or subventions, or refunds of money previously received through error.

**account:** An accounting record in which the results of transactions are accumulated; shows increases, decreases, and a balance.

**accountability:** The capability and the responsibility to account for the expenditure of money and the commitment of other resources in terms of the results achieved. This involves both the stewardship of money and other resources and the evaluation of achievement in relation to specified goals.

**accounting:** A service activity designed to accumulate, measure, and communicate financial information about economic entities for decision-making purposes.

**accounting cycle:** The procedures for analyzing, recording, classifying, summarizing, and reporting the transactions of a business.

**accounting model:** The basic accounting assumptions, concepts, principles, and procedures that determine the manner of recording, measuring, and reporting an entity's transactions.

**accounting system:** The set of manual and computerized procedures and controls that provide for identifying relevant transactions or events; preparing accurate source documents, entering data into the accounting records accurately, processing transactions accurately, updating master files properly, and generating accurate documents and reports.

**account payable:** An amount owed to a supplier for good or services purchased on credit; payment is due within a short time period, usually 30 days or less.

**account receivable:** A current asset representing money due for services performed or merchandise sold on credit.

**accrual basis accounting:** A system of accounting in which revenues and expenses are recorded as they are earned and incurred, not necessarily when cash is received or paid.

**accrued expenses:** Expenses that arise through adjusting entries when accounting for unrecorded expenses.

**accrued liabilities:** Liabilities that arise through adjusting entries when accounting for unrecorded liabilities.

**accumulated depreciation:** The total depreciation recorded on an asset since its acquisition; a contra account deducted from the original cost of an asset on the balance sheet.

**activity:** A specific line of work carried on by a school district in order to perform its functions.

**adjusted marginal cost pupil units:** The current pupil units or sum of 77% of the adjusted pupil units computed using current year data, plus 23% of the adjusted pupil units computed using prior year data, whichever is greater.

**adjusted net tax capacity (ANTC):** The net tax capacity of a school district as adjusted by the sales ratio (Net Tax Capacity divided by the sales ratio). The purpose of the adjustment is to neutralize the effect of different assessment practices among the taxing jurisdiction of the state.

**adjusted pupil units:** The sum of pupil units served plus pupil units whom the district pays tuition under an agreement with another district, minus pupil units for whom the district receives tuition under an agreement with another district.

**adjusting entries:** Entries required at the end of each accounting period to recognize, on an accrual basis, revenues and expenses for the period and to report proper amounts for asset, liability, and owners' equity accounts.

**administrative unit, intermediate:** A unit smaller than the state which exists primarily to provide consultative, advisory, or statistical services to local basic administrative units, or to exercise certain regulatory and supervisory functions over local basic administrative units. An intermediate unit may operate schools or contract for school services, but it does not exist primarily to render such services. Such units may or may not have taxing and bonding authority.

**administrative unit, local basic:** An administrative unit at the local level that exists primarily to operate schools or to contract for school services. Normally, taxes can be levied against such units for school purposes. These units may or may not have the same boundaries as county, city, or town boundaries. (This term is used synonymously with the term 'school system' and 'LEA.')

**admissions:** Money received for a school-sponsored activity such as a dance or football game. Admissions may be recorded in separate accounts according to the type of activity.

**adult basic education (ABE):** Learning experiences concerned with the fundamental tools of learning for adults who have never attended school or who have interrupted formal schooling and need this knowledge and these skills to raise their level of education to increase self confidence, and/or self determination, to prepare for an occupation, and to function more responsibly as citizens in a democracy.

**adult education:** College, vocational, or occupational programs, continuing education or noncredit courses, correspondence courses and tutoring, as well as courses and other educational activities provided by employers, community groups, and other providers.

**ad valorem taxes levied by another government unit:** Taxes levied for school purposes by a government unit other than the LEA. The LEA is not the final authority, within legal limits, in determining the amount to be raised. For example, after a LEA has determined that a certain amount of revenue is necessary, another governmental unit may exercise discretionary power in reducing or increasing the amount. Separate accounts may be maintained for real property and for personal property.

**ad valorem taxes levied by LEA:** Taxes levied by a LEA on the assessed valuation of real and personal property located within the LEA which, within legal limits, is the final authority in determining the amount to be raised for school purposes. Separate accounts may be maintained for real property and for personal property.

**adverse opinion:** Audit report indicating the auditor believes the overall financial statements are so materially misstated or misleading that the statements do not fairly represent the financial position or results of the operations and cash flows.

**agency fund:** A fund used to account for assets where the school district has a formal agency agreement with other governmental units, employees, students or others. As an agent, the district holds assets for others and performs duties as directed.

**agent:** One who represents, acts for, and accounts to another. The powers of a general agent are broad. The agent initiates transactions in the name of a principal and carries on operations within a large discretionary area. The agent functions often resemble those of a general manager. A special agent, on the other hand, is restricted to the performance of a single act or the conduct of a single transaction.

**aggregate days attendance:** The sum of the days present (actually attended) of all pupils when school was actually in session during a given reporting period. Only days on which the pupils are under the guidance and direction of teachers should be considered as days in session. See also *Day in Session* and *Day of Attendance*.

**aggregate days membership:** The sum of the days present and absent of all pupils when school was in session during a given reporting period. Only days on which the pupils are under the guidance and direction of teachers should be considered as days in session. See also *Day in Session* and *Day of Attendance*.

**aid anticipation note:** A note issued in anticipation of reception of state aid, usually retireable only from aid collections.

**allot:** To divide an appropriation into amounts for certain periods or for specific purposes.

**allotment:** A portion of an appropriation or special fund set aside to cover expenditures and encumbrances for a certain period or purpose.

**allotment ledger:** A subsidiary ledger which contains an account for each allotment showing the amount allotted, expenditures, encumbrances, the next balance, and other related information. See also *Appropriation Ledger*.

**alternative learning center (ALC):** These are year around educational service areas that take students who are at risk of not completing high school.

**alternative learning programs (ALP):** These are year around or traditional school year programs that serve at risk students. The programs are more closely aligned to a host district.

**amortization of debt:** (a) Gradual payment of an amount owed according to a specified schedule of times and amounts. (b) Provision for paying a debt by means of a Sinking Fund.

**amortization:** The process of cost allocation that assigns the original cost of an intangible asset to the periods benefited.

**amount available in debt redemption funds:** An account in the General Long Term Debt group of accounts which designates the amount of assets available in a Debt Redemption Fund for the retirement of neural obligation term bonds.

**amount to be provided for payment of bonds:** An account in the General Long Term Debt group of accounts which represents the amount to be provided from taxes or other general revenue to retire outstanding general obligation term bonds.

**annualization:** The practice of adjusting spending totals to determine the annual costs of programs that were funded for only a portion of the previous year. For example, the annualized cost of a program that cost \$500,000 for six months of operation is \$1,000,000.

**annual report:** A document that summarizes the results of operations and financial status of a company for the past year and outlines plans for the future.

**annuity:** A series of equal amounts to be received or paid at the end of equal time intervals.

**apportionment:** (1) The act of apportioning. (2) An item of receipts resulting from the act of apportioning, such as state apportionment. (See *Allotment*.)

**apportionment aid:** A semi-annual distribution of the Endowment Fund included in the foundation program aid calculation.

**apportionment notice:** A monthly or periodic advice of apportionment from one office to another as from the county auditor to the school district.

**appraisal:** The act of making an estimate of value, particularly of the value of property, by systematic procedures that include physical examination, pricing, and often estimates. Also, the value established by estimating.

**appraised value:** The value established by appraisal. See also *Appraisal*.

**appropriations:** An authorization granted by the legislative body to make expenditures and to incur obligations for specific purposes. The Minnesota Constitution prohibits payment of money out of the treasury unless authorized by an appropriation.

**appropriations cap:** Legislatively-placed limits on spending in the biennium following the budget period under consideration. Caps allow spending projections to be lower than they would otherwise be under current law.

**appropriations (federal funds):** Budget authority provided through the congressional appropriation process that permits federal agencies to incur obligations and to make payments.

**appropriations (institutional revenues):** An amount (other than a grant or contract) received from or made available to an institution through an act of a legislative body.

**arbitrage:** The financial gain that can be garnered by selling bonds and reinvesting the bond proceeds at a higher rate.

**architecture and engineering:** Pertains to architectural and engineering activities related to Land Acquisition and Improvement and Building Acquisition, Construction, and Improvements.

**articulation:** The interrelationships among the financial statements.

**assessed valuation:** A valuation set upon real estate or other property by a government as a basis for levying taxes.

**assessment:** (1) The process-of making the official valuation of property for the purpose of taxation. (2) The valuation placed upon property as a result of this process. Note: 'Assessment' is sometimes used to denote the amount of taxes levied but such usage is not recommended since it fails to distinguish between the valuing process and the, tax levying process. The term is also used erroneously as a synonym for 'special assessment.'

**assessment roll:** In the case of real property, the official list containing the description of each parcel of property and its assessed valuation. In the case of other property, the official list containing the name and address of each owner of such property and its assessed value. Note: In the case of real property, too, the name and address of the last known property owner are frequently shown. These additional facts are, however, usually given merely for convenience and are not essential to make the assessment legal.

**assessment, special:** A compulsory levy made by a local government against certain properties to defray part or all of the cost of a specific improvement or service which is presumed to be of general benefit to the public and of special benefit to the owners of such properties.

**assets:** Economic resources that are owned or controlled by an entity.

**attendance officers:** Persons who enforce the compulsory attendance laws, analyze causes of non-attendance, and help to improve the attendance of individual pupils.

**attendance, aggregate days:** See *Aggregate Days Attendance*.

**audit:** The result of an independent accountant's review of the statements and footnotes to ensure compliance with generally accepted accounting principles and to render an opinion on the fairness of the financial statements.

**audit committee:** Members of a client's board of directors who are responsible for dealing with the external and internal auditors.

**audit report:** A report issued by an independent CPA that expresses an opinion about whether the financial statements present fairly a company's financial position, operating results, and cash flows in accordance with generally accepted accounting principles.

**audited voucher:** A voucher which has been examined and approved for payment.

**average daily attendance (ADA):** The aggregate attendance of students in a school during a reporting period (normally a school year) divided by the number of days that school is in session during this period.

**average daily membership (ADM):** The aggregate membership of students in a school during a reporting period (normally a school year) divided by the number of days that school is in session during this period.

## B

**balanced budget:** The requirement imposed on the state's general fund biennial budget that revenues must be greater than or equal to expenditures.

**balance sheet:** The financial statement showing the financial position of a fund or school district at a specified date.

**bank reconciliation:** The process of systematically comparing the cash balance as reported by the bank with the cash balance on the company's books and explaining any differences.

**base:** Usually calculated from the most recent amount spent by an agency for a program. The base is the agency's current spending level with adjustments made for costs not likely to recur.

**biennium:** Minnesota has a two-year (biennial) budget period. The legislature appropriates the major portion of the budget in the odd-numbered year session, and makes adjustments as needed during the even-numbered years.

**bilingual education:** Programs in which students with limited English proficiency are taught using their native language.

**board of education, public:** The elected or appointed body which has been created according to state law and vested with responsibilities for educational activities in a geographical area. These bodies are sometimes called school boards (in Minnesota), governing boards, boards of directors, school committees, or school trustees. This definition relates to the general term and covers state boards, intermediate administrative unit boards, and local basic administrative unit boards.

**board secretary:** The individual performing the duties of the secretary of the board of education.

**board treasurer:** The individual performing the duties of the treasurer of the board of education.

**bond:** A contract between a borrower and a lender in which the borrower promises to pay a specified rate of interest for each period the bond is outstanding and repay the principal at the maturity date.

**bond attorney:** The attorney who approves the legality of a bond issue.

**bond carrying value:** The face value of bonds minus the unamortized discount or plus the unamortized premium.

**bond discount:** The difference between the face value and the sales price when bonds are sold below their face value.

**bond indenture:** A contract between a bond issuer and a bond purchaser that specifies the terms of a bond.

**bonding:** Authorization to provide for issuance of debt instruments, as well as the use of money raised through the issuance for capital projects.

**bond maturity date:** The date at which a bond principal or face amount becomes payable.

**bond premium:** The difference between the face value and the sales price when bonds are sold above their face value.

**bond rating:** Ratings for bonds to be issued that primarily reflects the ability of the issuer to repay the bonds. Better bond ratings result in lower interest rates for the bonds issued.

**bond referendum:** Funding for a proposed public building or major remodeling project submitted for local voter approval.

**book value:** The net amount shown in the accounts for an asset, liability, or owners' equity item.

**books of original entry:** The record in which various transactions are formally recorded for the first time, such as cash journal, check register, or general journal. Where machine bookkeeping is used, it may happen that one transaction is recorded simultaneously in several records, one of which may be regarded as the book of original entry.

**budget:** A plan of financial operation embodying an estimate of proposed expenditures for a given period or purpose and the proposed means of financing them. The budget usually consists of three parts. The first part contains a message from the budget-making authority together with a summary of the proposed expenditures and the means of financing them. The second part consists of schedules supporting the summary. The schedules show in detail the proposed expenditures and means of financing them together with information as to past years' actual revenues and expenditures and other data used in making the estimates. The third part is composed of drafts of the appropriation, revenue, and borrowing measures necessary to put the budget into effect.

**budget document:** The instrument used by the budget-making authority to present a comprehensive financial program to the appropriating body. The budget document usually consists of three parts. The first part contains a message from the budget-making authority, together with a summary of the proposed expenditures and the means of financing them. The second consists of schedules supporting the summary. These schedules show in detail the information as to past years' actual revenues, expenditures, and other data used in making the estimates. The third part is composed of drafts of the appropriation, revenue, and borrowing measures necessary to put the budget into effect.

**budgetary accounts:** Those accounts necessary to reflect budget operations and conditions, such as estimated revenues, appropriations, and encumbrances, as distinguished from proprietary accounts. *See also Proprietary Accounts.*

**budgetary control:** The control or management of the business affairs of the school district in accordance with an approved budget with a view toward keeping expenditures within the authorized amounts.

**budgeting:** Pertains to budget planning, formulation, administration, analysis, and evaluation.

**building - for insurance purposes only:** The term 'building' includes fixed equipment, and the term 'contents' means movable equipment and supplies within the building.

**building:** One continuous structure, which may or may not be connected with other structures by passageways. It includes the building itself and the plumbing, heating, ventilating, mechanical, and electrical work, and lockers, cabinets, and shelves, which are built into the building. Two structures connected by a breezeway, a covered walkway, or tunnel would be two buildings.

**building acquisition, construction, and improvements:** Pertains to building acquisition through purchase or construction, and building improvements. It includes initial installation or extension of service systems and other built-in equipment, as well as building additions.

**building construction fund:** A fund used to record all operations of a district's building construction program that are funded by the sale of bonds or by capital loans.

**business documents:** Records of transactions used as the basis for recording accounting entries; includes invoices, check stubs, receipts, and similar business papers.

**business expenses:** Expenses that have been paid or incurred in the course of business and that are ordinary, necessary, and reasonable in amount.

**business:** An organization operated with the objective of making a profit from the sale of goods or services.

## C

**calendar year:** An entity's reporting year, covering 12 months and ending on December 31.

**callable bonds:** Bonds for which the issuer reserves the right to pay the obligation before its maturity date.

**capital:** The total amount of money or other resources owned or used to acquire future income or benefits.

**capital account:** An account in which a proprietor's or partner's interest in a firm is recorded; it is increased by owner investments and net income and decreased by withdrawals and net losses.

**capital expenditure:** An expenditure that is recorded as an asset because it is expected to benefit more than the current period.

**capital gain:** The excess of the selling price over the cost basis when assets, such as securities and other personal and investment assets, are sold.

**capital lease:** A leasing transaction that is recorded as a purchase by the lessee.

**cash:** Coins, currency, money orders, checks, and funds on deposit with financial institutions; the most liquid of assets.

**cash balance:** Total amount of cash to the credit of a governmental unit (school district), as of a given date.

**cash basis:** Gross income is recognized when cash is received.

**cash basis accounting:** A system of accounting in which transactions are recorded and revenues and expenses are recognized only when cash is received or paid.

**cash disbursements journal:** A special journal in which all cash paid out for supplies, merchandise, salaries, and other items is recorded.

**cash discount:** An allowance received or given if payment is completed within a stated period. The term is not to be confused with 'trade discount.'

**cash over and short:** An account used to record overages and shortages in petty cash.

**cash receipts journal:** A special journal in which all cash received, from state aid, levies, interest, rent, or other sources, is recorded.

**categorical aid:** Educational support funds provided from a higher governmental level and specifically limited to (earmarked for) a given purpose; for example, special education, transportation, or vocational education.

**census:** The school census is an enumeration and collection of data, as prescribed by law, conducted each year to determine the number of children of certain ages resident in a given district and to secure other information pertinent to education by the state board of education.

**certified public accountant (CPA):** A special designation given to an accountant who has passed a national uniform examination and has met other certifying requirements; CPA certificates are issued and monitored by state boards of accountancy or similar agencies.

**chart of accounts:** A list of all accounts generally used in an individual accounting system. In addition to account title, the chart includes an account number that has been assigned to each account. Accounts in the chart are arranged with accounts of a similar nature. For example, assets and liabilities.

**charter (articles of incorporation):** A document issued by a state that gives legal status to a corporation and details its specific rights, including the authority to issue a certain maximum number of shares of stock.

**check:** A bill of exchange drawn on a bank payable on demand; a written order on a bank to pay on demand a specified sum of money to a named person, to his/her order, or to bearer out of money on deposit to the credit of the maker. A check differs from a warrant in that the latter is not necessarily payable on demand and may not be negotiable; and it differs from a voucher in that the latter is not an order to pay. A voucher check combines the distinguishing marks of a voucher and a check. It shows the propriety of a payment and is an order to pay.

**classified balance sheet:** A balance sheet in which assets and liabilities are subdivided into current and non-current categories.

**class rate:** A state-determined rate that establishes the relative property tax burdens among different classes of property.

**clearing accounts:** Accounts used to accumulate total receipts or expenditures either for later distribution among the accounts to which such receipts or expenditures are properly allocable, or for recording the net differences under the proper account. *See also Revolving Fund, Prepaid Expenses, and Petty Cash.*

**closed transaction:** A transaction that is completed within the accounting period; both the purchase and payment or sale and receipt of payment occur within the same accounting period.

**closing entries:** Entries that reduce all nominal, or temporary, accounts to a zero balance at the end of each accounting period, transferring their pre closing balances to a permanent balance sheet account.

**co-curricular activities:** co-curricular activities are comprised of the group of school-sponsored activities, under the guidance or supervision of qualified adults, designed to provide opportunities for pupils 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 such purposes as motivation, enjoyment, and improvement of skills. Related to a credit-granting mechanism, such as a course or standard. *See also Student Body Activities.*



**coding:** A system of numbering, or otherwise designating, accounts, entries, invoices, or vouchers in such a manner that the symbol used reveals quickly certain required information.

**combined elementary and secondary school:** A school that encompasses instruction at both the elementary and secondary levels. Examples of combined elementary and secondary school grade spans would be grades 1-12 or grades 5-12.

**community education fund:** A fund used to account for all financial activities of the Community Education program.

**comparability:** The characteristic of commonality among or between selected elements measured in terms of identical constants. The accuracy of the measurement of the degree of comparability is usually dependent on the number of constants applied.

**comparative financial statements:** Financial statements in which data for two or more years are shown together.

**compensatory revenue:** A portion of general education revenue based on the number of students in a school district that qualify for free and reduced-price lunches.

**complete special audit** A complete audit of some particular phase of a governmental unit's activities, such as Debt Redemption Fund transactions or a complete audit of all of a governmental unit's transactions for a shorter or longer period of time than the usual audit period. *See Complete Audit, Special Audit.*

**compound journal entry:** A journal entry that involves more than one debit or more than one credit or both.

**compounding period:** The period of time for which interest is computed.

**consignee:** A vendor who sells merchandise owned by another party, known as the consignor, usually on a commission basis.

**consignment:** An arrangement whereby merchandise owned by one party (the consignor) is sold by another party (the consignee), usually on a commission basis.

**consignor:** The owner of merchandise to be sold by someone else, known as the consignee.

**consolidated financial statements:** Statements that report the combined operating results, financial position, and cash flows of two or more legally separate but affiliated companies as if they were one economic entity.

**constant dollars:** Dollar amounts that have been adjusted by means of price and cost indexes to eliminate inflationary factors and allow direct comparison across years.

**construction contracts payable:** Amounts due by a LEA on contracts for construction of buildings, structures, and other improvements.

**construction contracts payable:** Retained percentage. Liabilities on account 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.

**construction work in progress:** The cost of construction work undertaken but not yet completed.

**consultant:** A person who gives professional or technical advice and assistance. A consultant may perform his services under contract (purchased services) or he may be an employee on the payroll of a state agency.

**consumer price index (CPI):** This price index measures the average change in the cost of a fixed market basket of goods and services purchased by consumers.

**contingent fund:** Assets or other resources set aside to provide for unforeseen expenditures, or for anticipated expenditures of uncertain amount.

**contingent liability:** A potential obligation, dependent upon the occurrence of future events.

**contra account:** An account that is offset or deducted from another account.

**contracted services:** Service rendered by personnel who are not on the payroll of the school district, including all related expense covered by the contract.

**contracts payable:** Amounts due on contracts for goods and services received by a LEA.

**control account:** A summary account in the General Ledger that is supported by detailed individual accounts in a subsidiary ledger.

**control activities:** Policies and procedures used by management to meet its objectives; generally divided into adequate segregation of duties, proper authorization of transactions and activities, adequate documents and records, physical control over assets and records, and independent checks on performance.

**control environment:** The actions, policies, and procedures that reflect the overall attitudes of top management, the directors, and the owners about control and its importance to the entity.

**convertible bonds:** Bonds that can be traded for, or converted to, other securities after a specified period of time.

**cost:** The amount of money or money's worth given for property or services. Costs may be incurred even before money is paid, that is, as soon as a liability is incurred.

**cost accounting:** That method of accounting which provides for the assembling and recording of all the elements of cost incurred to accomplish a purpose, to carry on an activity or operation, or to complete a unit of work or a specific job.

**cost benefit:** Analyses which provide the means for comparing the resources to be allocated to a specific program with the results likely to be obtained from it; or, analyses which provide the means for comparing the results likely to be obtained from the allocation of certain resources toward the achievement of alternate or competing objectives.

**cost center:** The smallest segment of a program that is separately recognized in the agency's records, accounts, and reports. Program-oriented budgeting, accounting, and reporting aspects of an information system are usually built upon the identification and use of a set of cost centers.

**cost effectiveness:** Analyses designed to measure the extent to which resources allocated to a specific objective under each of several alternatives actually contribute to accomplishing that objective, so that different ways of gaining the objective may be compared.

**cost ledger:** A subsidiary record wherein each project, job, production center, process, operation, project, or service is given a separate account under which all items of its cost are posted in the required detail.

**cost limit:** The unit of product or service whose cost is computed.

**cost of goods sold:** The expense incurred to purchase or manufacture the merchandise sold during a period.

**cost principle:** The idea that transactions are recorded at their historical costs or exchange prices at the transaction date.

**coupon bonds:** Unregistered bonds for which owners receive periodic interest payments by clipping a coupon from the bond and sending it to the issuer as evidence of ownership.

**credit:** An entry on the right side of the account.

**credit enhancement program:** A process whereby local units may qualify for the acquisition of funds for cash flow purposes using aid or levy anticipation.

**current:** The term refers to the fiscal year in progress.

**current assets:** Those assets which are available or can be made readily available to meet the cost of operations or to pay current liabilities. Some examples are cash-temporary investments, and taxes receivable which will be collected within about a year from the balance sheet date.

**current dollars:** Dollar amounts that have not been adjusted to compensate for inflation.

**current expenditures (elementary/secondary):** Expenditures for the day-to-day operations of the schools. Expenditures for items lasting more than one year (such as school buses and computers) are not included in current expenditures.

**current liabilities:** Liabilities (debts) which are payable within a relatively short period of time, usually no longer than a year. *See also Floating Debt.*

**current loans:** Loans payable in the same fiscal year in which the money was borrowed. *See also Tax Anticipation Notes.*

**current resources:** Resources to which recourse can be had to meet current obligations and expenditures. Examples are current assets, estimated revenues of a particular period not yet realized, transfers from other funds authorized but not received, and, in case of certain funds, bonds authorized and unissued.

**current year's tax levy:** Taxes levied for the current fiscal period.

**current-fund expenditures:** *See Expenditures.*

**current-fund revenues:** *See Revenues.*

## D

**date of record:** The date selected by a corporation's board of directors on which the shareholders of record are identified as those who will receive dividends.

**day in session:** A day on which the school is open and the pupils are under the guidance and direction of teachers in the teaching process. Days on which school is closed for such reasons as holidays, teachers' institutes, and inclement weather should not be considered as days in session.

**day of attendance:** A day of attendance is one in which a pupil is present for the full day under the guidance and direction of a teacher while school is in session. When a pupil is present for only part of the day, it should be considered as a partial day of attendance in the same proportion that his time present at school bears to the total length of the school day. *See also Day in Session.*

**debentures:** Bonds for which no collateral has been pledged. Unsecured bonds.

**debit:** An entry on the left side of an account.

**debt financing:** Acquiring funds by borrowing money from creditors in the form of long-term notes, mortgages, leases, or bonds.

**debt limit:** The maximum amount of bonded debt for which a governmental unit (school district) may legally obligate itself.

**debt redemption fund:** A fund established for the purpose of providing money for the payment of interest on outstanding serial bonds and for the payment of the principal on serial bonds as they fall due.

**debt securities:** Financial instruments issued by a company that carry with them a promise of interest payments and the repayment of principal.

**debt service:** Expenditures for the retirement of debt and expenditures for interest on debt, except principal and interest of current loans. *See also Current Loans.*

**declining balance depreciation method:** An accelerated depreciation method in which an asset's book value is multiplied by a constant depreciation rate, such as double the straight-line percentage, in the case of double declining balance.

**deduction:** Business expenses or losses that are subtracted from gross income in computing taxable income.

**deferred charges:** Expenditures which are not chargeable to the fiscal period in which made but are carried on the asset side of the balance sheet pending amortization or other disposition. Deferred charges differ from prepaid expenses in that they usually extend over a long period of time and may or may not be regularly reoccurring costs of operation. *See also Prepaid Expenses.*

**deferred maintenance:** A delay of maintenance on buildings.

**deficit:** The excess of the obligations of a fund over the fund's resources.

**delinquent taxes:** Taxes remaining unpaid on and after the date on which they become delinquent by statute.

**Department of Education (MDE):** The formal agency within the executive branch of government that oversees the operations of education, K-12 education in particular.

**depletion:** The process of cost allocation that assigns the original cost of a natural resource to the periods benefited.

**deposits:** Use of the account "Prepaid Expense and Deposits" is normally restricted to long-term investments deposited by the LEA as a prerequisite to receiving services and/or goods.

**depreciation:** (1) Loss in value or service life of fixed assets because of wear and tear through use, elapse of time, inadequacy, or obsolescence. (2) The process of cost allocation that assigns the original cost of plant and equipment to the periods benefited.

**direct costs:** Those elements of cost which can be easily, obviously, and conveniently identified with specific activities or programs, as distinguished from those costs incurred for several different activities or programs and whose elements are not readily identifiable with specific activities. *See also Indirect Costs.*

**direct method:** A method of reporting net cash flow from operations that shows the major classes of cash receipts and payments for a period of time.

**direct services:** Activities identifiable with a specific program. These are direct services for a particular program. Those activities concerned with the teaching-learning process are considered to be direct services for instruction.

**disbursements:** Payments in Cash. *See also Cash.*

**disclaimer of opinion:** A disclaimer indicating the auditor was unable to satisfy himself or herself that the overall financial statements were fairly present in accordance with GAAP.

**discount period:** The time between the date a note is sold to a financial institution and its maturity date.

**discount rate:** The interest rate charged by a financial institution for buying a note receivable.

**discount:** The amount charged by a financial institution when a note receivable is discounted; calculated as maturity value times discount rate times discount period.

**discounting a note receivable:** The process of the payee's selling notes to financial institution for less than the maturity value.

**double entry:** A system of bookkeeping which requires for every entry made to the debit side of an account or accounts an entry, for the corresponding amount or amounts to the credit side of another account or accounts.

**double entry accounting:** A system of recording transactions in a way that maintains the equality of the accounting equation.

**due from fund:** 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 sub-accounts be maintained for each inter fund receivable.

**due from government:** Amounts due to the reporting governmental unit from another governmental unit. These amounts may represent grants-in-aid, shared taxes, taxes collected for the reporting unit by another unit, loans, and charges for services rendered by the reporting unit for another government. It is recommended that sub-accounts be maintained for each inter fund receivable.

**due to fiscal agent:** Amounts due to .fiscal agents, such as commercial banks, for servicing a LEA's maturing indebtedness. Not used, in this system as should not be required.

**due to fund:** A liability account used to indicate amounts owed by a particular fund to another fund in the same LEA for goods and services rendered. It is recommended that sub accounts be maintained for each inter fund receivable.

**due to government:** Amounts owed by the reporting LEA to the named governmental unit. It is recommended that sub accounts be maintained for each inter-fund receivable.

**dues and memberships:** Costs of memberships or assessments in professional or other organizations and payments to other agents for services rendered.

## E

**Early childhood family education (ECFE):** This is a program offering through community education and involves services for the child and the parent.

**Early childhood special education (ECSE):** This is a program similar to ESFE, except it involves handicapped children.

**educational and general expenditures:** *See Expenditures.*

**elementary school:** A school classified as elementary by state and local practice and composed of any span of grades not above grade eight. Preschool or kindergarten is included under this heading only if it is an integral part of an elementary school or a regularly established school system.

**Electronic Data Reporting System (EDRS):** The system by which certain data is transmitted to the Department of Education utilizing a computer.

**employed:** Includes civilian, noninstitutionalized persons who 1) worked during any part of the survey week as paid employees; worked in their own businesses, professions, or farms; or worked 15 hours or more as unpaid workers in a family owned enterprise; or 2) who were not working but had jobs or businesses from which they were temporarily absent due to illness, bad weather, vacation, labor-management dispute, or personal reasons, whether or not they were seeking another job.

**employee benefits:** Compensation, in addition to regular salary, provided to an employee. This may include such benefits as health insurance, life insurance, annual leave, sick leave, retirement, and social security. Sick leave and sabbatical leave excluded in MFRS and included under "Salaries and Wages".

**encumbrance:** Purchase orders, contracts, and salary or other commitments which are chargeable to an appropriation and for which a part of the appropriation is reserved. They cease to be encumbrances when paid or when actual liability is set up.

**endowment fund:** A fund from which the income may be expended, but whose principal must remain intact. In Minnesota the term is also applied to the income of the permanent school fund.

**English as a Second Language (ESL):** Programs that provide intensive instruction in English for students with limited English proficiency (LEP).

**enrollment:** The total number of students registered in a given school unit at a given time, generally in the fall of a year.

**enrollment options:** The program that allows students to "open enroll" to attend a school district other than the one in which they reside.

**enterprise funds:** Funds that provide money for services to the general public through programs that are expected to recover their full costs, primarily through user charges.

**entity:** An organizational unit (a person, partnership, or corporation) for which accounting records are kept and about which accounting reports are prepared.

**entry:** The record of a financial transaction in its appropriate book of accounts. Also the act of recording a transaction in the books of accounts.

**equalization:** The process of (1) reducing tax rate or tax base disparities among different taxing jurisdictions; or (2) reducing net tax disparities among different properties within the same class in a given taxing jurisdiction.

**equity:** Equity is the mathematical excess of assets over liabilities. Generally this excess is called Fund Balance.

**estimated revenue:** If the accounts are kept on an accrual basis, this term designates the amount of revenue estimated to accrue during a given period regardless of whether or not it is all to be collected during the period. If the accounts are kept on a cash basis, the term designates the amount of revenues estimated to be collected during a given period.

**estimated uncollectable taxes:** A provision of tax revenues for that portion of taxes receivable which it 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 are maintained on the basis of tax roll year and/or delinquent taxes.

**evaluation:** The process of ascertaining or judging the value or amount of an action or an outcome by careful appraisal of previously specified data in light of the particular situation and the goals and objectives previously established.

**exclusions:** Gross receipts that are not subject to tax and are not included in gross income, such as interest on state and local government bonds.

**expenditures:** Charges incurred, whether paid or unpaid, which are presumed to benefit the current fiscal year. For elementary/secondary schools, these include all charges for current outlays plus capital outlays and interest on school debt.

**expenditures per pupil:** Charges incurred for a particular period of time divided by a student unit of measure, such as enrollment, average daily attendance, or average daily membership.

**expenses:** Costs incurred in the normal course of business to generate revenues.

**external auditors:** Independent CPAs who are retained by organizations to perform audits of financial statements.

**external audits:** Audits conducted by CPAs who are independent of the client company.

## F

**factor:** To sell accounts receivable at a discount before they are due.

**fair market value:** The current value of an asset, e.g., the amount at which an asset could be sold or purchased in an arm's-length transaction.

**family income:** The combined income of all family members 14 years old and older living in the household for the period of 1 year. Income includes money income from jobs; net income from business, farm, or rent; pensions; dividends; interest; social security payments; and any other money income.

**federal funds:** Revenues received from federal government appropriations.

**FICA (social security) taxes:** Federal Insurance Contributions Act taxes imposed on employee and employer; used mainly to provide retirement benefits.

**federal matching requirements:** Requirements that a governmental unit commit a specific amount of state or local funds for a particular purpose to obtain federal funds for the same purpose.

**FIFO (first-in, first-out):** An inventory cost flow whereby the first goods purchased are assumed to be the first goods sold so that the ending inventory consists of the most recently purchased goods.

**fiduciary funds:** Account for assets held in a trustee capacity or as an agent for individuals, organizations, or other governmental units and or funds.

**financial accounting:** The area of accounting concerned with reporting financial information to interested external parties.

**Financial Accounting Standards Board (FASB):** The private organization responsible for establishing the standards for financial accounting and reporting in the United States.

**financial statements:** Reports such as the balance sheet, income statement, and statement of cash flows, which summarize the financial status and results of operations of a business entity.

**financing activities:** Transactions and events whereby resources are obtained from, or repaid to, owners (equity financing) and creditors (debt financing).

**fiscal year:** An entity's reporting year, covering a 12-month accounting period. Minnesota schools run from July 1 to June 30.

**formula allowance:** A reference to the basic general education formula allowance, providing a district with a majority of its revenue, from the state.

**free lunch eligibles:** The National School Lunch Program's assistance program for low-income children. Families with school-age children who fall below the poverty level and have no other significant assets are eligible to receive government assistance in the form of free or reduced-price school lunches.

**full-time enrollment:** The number of students enrolled in higher education courses with a total credit load equal to at least 75 percent of the normal full-time course load.

**full-time equivalency (FTE):** Full-time-equivalent number of positions, not the number of different individuals occupying the positions during the school year.

**full-time worker:** One who is employed for 35 or more hours per week, including paid leave for illness, vacation, and holidays. Hours may be reported either for a survey reference week, or for the previous calendar year, in which case they refer to the usual hours worked.

**functional currency:** The currency in which a subsidiary conducts most of its business; generally, but not always, the currency of the country where it does most of its spending and earning.

**fund:** A sum of money or other resources segregated for the purpose of carrying on specific activities or attaining certain objectives in accordance with special regulations, restrictions, or limitations, and constituting an independent fiscal and accounting entity.

**fund balance:** A summary of revenues, expenditures, reserves and year-end balances for a fund or funds.

## G

**GAAP (generally accepted accounting principles):** Authoritative guidelines that define accounting practice at a particular time. Full reference is United States GAAP.

**GAAS (generally accepted auditing standards):** Auditing standards developed by the AICPA.

**general ledger:** A book, file or other device in which accounts are kept to the degree of detail necessary, that summarizes the financial transactions of the district.

**general fund:** Typically, the largest fund in the budget. It is comprised of money for not in other funds. Most of the fund is not earmarked for specific purposes.

**generally accepted auditing standards (GAAS):** Auditing standards developed by the AICPA.

**general-purpose financial statements:** The financial reports intended for use by a variety of external groups; they include the balance sheet, the income statement, and the statement of cash flows.

**general obligation bonds (GO Bonds):** Bonds that the state stands behind with its taxing powers.

**government appropriation:** An amount (other than a grant or contract) received from or made available to an institution through an act of a legislative body.

**government grant or contract:** Revenues from a government agency for a specific research project or other program.

**gross tax liability:** The amount of tax computed by multiplying the tax base (taxable income) by the appropriate tax rates.

## H

**high school:** A secondary school offering the final years of high school work necessary for graduation, usually including grades 10, 11, 12 (in a 6-3-3 plan) or grades 9, 10, 11, and 12 (in a 6-2-4 plan).



**higher education institutions** (general definition): Institutions providing education above the instructional level of the secondary schools, usually beginning with grade 13. Typically, these institutions include colleges, universities, graduate schools, professional schools, and other degree-granting institutions.

**horizontal analysis of financial statements:** A technique for analyzing the percentage change in individual income statement or balance sheet items from one year to the next.

## I

**imprest petty cash fund:** A petty cash fund in which all expenditures are documented by vouchers or vendors' receipts or invoices, the total of the vouchers and cash in the fund should equal the established balance.

**income statement (statement of earnings):** The financial statement that summarizes the revenues generated and the expenses incurred by an entity during a period of time.

**income taxes payable:** The amount expected to be paid to the federal and state governments based on the income before taxes reported on the income statement.

**independent checks:** Procedures for continual internal verification of other controls.

**indirect costs:** The assignable cost of items such as heat and light to an academic program. Those expenses that benefit the entire entity and, therefore, cannot be directly charged to a specific cost category or project activity.

**indirect method:** A method of reporting net cash flow from operations that involves converting accrual-basis net income to a cash basis.

**indirect rate:** This is the rate that reflects the fair share of the indirect expenses, usually general administrative expenses and certain other costs that are related to the program but cannot be readily and accurately identified as a direct cost or service.

**inflation:** An increase in the general price level of goods and services; alternatively, a decrease in the purchasing power of the dollar.

**instructional expenditures (elementary/secondary):** Current expenditures for activities directly associated with the interaction between teachers and students. These include teacher salaries and benefits, supplies and purchased instructional services.

**interest:** The payment (cost) for the use of money.

**interest rate:** The cost of using money, expressed as an annual percentage.

**internal auditors:** An independent group of experts in controls, accounting, and operations, who monitor operating results and financial records, evaluate internal controls, assist with increasing the efficiency and effectiveness of operations, and detect fraud.

**internal control structure:** Safeguards in the form of policies and procedures established to provide management with reasonable assurance that the objectives of an entity will be achieved.

**internal service funds:** Funds internal to the operation of a unit that provide a variety of services to that unit, such as a printing activity. The funds must recover the full costs of services provided through billing back.

**inventory:** Goods held for resale. It can also mean any unsold or unused goods such as those in a school foods program for adults and children.

**itemized deduction:** Amounts paid by an individual taxpayer for personal and quasi-business expenses that can be deducted in computing taxable income, such as medical expenses, property and income taxes, mortgage and investment interest, charitable contributions, moving expenses, casualty and theft losses, and certain miscellaneous expenses.

## J

**journal entry:** A recording of a transaction where debits equal credits; usually includes a date and an explanation of the transaction.

**journal:** An accounting record in which transactions are first entered; provides a chronological record of all business activities.

## K

**kindergarten:** This category of students includes transitional kindergarten, kindergarten, and pre-first-grade students and is traditionally found in schools of elementary age children.

**kindergarten handicap (or disabled):** This is a special category within kindergarten that provides for increased weighting of kindergarteners and therefore more revenue to a district.

## L

**lower cost or market (LCM):** A basis for valuing certain assets at the lower of original cost or current market value.

**lease:** A contract that specifies the terms under which the owner of an asset (the lessor) agrees to transfer the right to use the asset to another party (the lessee).

**ledger:** A book of accounts in which data from transactions recorded in journals are posted and thereby classified and summarized.

**lessee:** The party that is granted the right to use property under the terms of a lease.

**lessor:** The owner of property that is rented (leased) to another party.

**levy:** A tax imposed on property, which a school board may levy, and limited by statute.

**liabilities:** Obligations measurable in monetary terms that represent amounts owed to creditors, governments, employees, and other parties.

**license:** The right to perform certain activities, generally granted by a governmental agency.

**LIFO (last-in, first-out):** An inventory cost flow whereby the last goods purchased are assumed to be the first goods sold so that the ending inventory consists of the first goods purchased.

**limited liability:** The legal protection given stockholders whereby they are responsible for the debts and obligations of a corporation only to the extent of their capital contributions.

**limited-English-proficient (LEP):** A concept developed to assist in identifying those language-minority students (children from language backgrounds other than English) who need language assistance services, in their own language or in English, in the schools.

**liquidation:** The process of dissolving a business by selling the assets, paying the debts, and distributing the remaining equity to the owners.

**liquidity:** A company's ability to meet current obligations with cash or other assets that can be quickly converted to cash.

**loan:** Borrowed money that must be repaid.

**local education agency (LEA):** (See School district.)

**long-term investment:** An expenditure to acquire a non-operating asset that is expected to increase in value or generate income for longer than 1 year.

**long-term liabilities:** Debts or other obligations that will not be paid within one year.

**losses:** Costs that provide no benefit to an organization.

## M

**maker:** A person (entity) who signs a note to borrow money and who assumes responsibility to pay the note at maturity.

**management accounting:** The area of accounting concerned with providing internal financial reports to assist management in making decisions.

**mandates:** Requirements imposed by one level of government on another.

**marginal cost pupil unit:** Used to indicate pupil count. It is a calculation whereby 77% of the current year pupil count is added to 23% of the prior year pupil count.

**market value:** The value assigned to property by an assessor. The market value is intended to reflect the sales value of the property.

**matching principle:** The concept that all costs and expenses incurred in generating revenues must be recognized in the same reporting period as the related revenues.

**maturity date:** The date on which a note or other obligation becomes due.

**maturity value:** The amount of an obligation to be collected or paid at maturity; equal to principal plus any interest.

**Minnesota Automated Reporting Student System (MARSS):** A system of pupil accounting which maintains essential data elements for each public school student attending school in Minnesota and reported by school districts to the state.

**monetary measurement:** The idea that money, as the common medium of exchange, is the accounting unit of measurement, and that only economic activities measurable in monetary terms are included in the accounting model.

## N

**natural resources:** Assets that are physically consumed or waste away, such as oil, minerals, gravel, and timber.

**net proceeds:** The difference between maturity value and discount when a note receivable is discounted.

**net realizable value of accounts receivable:** The net amount that would be received if all receivables considered collectible were collected; equal to total accounts receivable less the allowance for uncollectible accounts; also called the book value of accounts receivable.

**net sales:** Gross sales less sales discounts and sales returns and allowances.

**Net Tax Capacity (NTC):** This value is derived by multiplying the estimated market value of each parcel by the appropriate class (use) rate for that parcel.

**net tax liability:** The amount of tax computed by subtracting tax credits from the gross tax liability.

**nominal accounts:** Accounts that are closed to a zero balance at the end of each accounting period; temporary accounts generally appearing on the income statement.

**noncash items:** Items included in the determination of net income on an accrual basis that do not affect cash; examples are depreciation and amortization.

**noncash transactions:** Investing and financing activities that do not affect cash; if significant, they are disclosed below the statement of cash flows or in the notes to the financial statements.

**nonoperating assets:** Investment and other assets not used in a business but held to earn a return separate from operations.

**nonprofit organization:** An entity without a profit objective, oriented toward providing services efficiently and effectively.

**non-resident student:** A student whose legal residence is outside the geographical area served by the district.

**non-supervisory instructional staff:** Persons such as curriculum specialists, counselors, librarians, remedial specialists, and others possessing education certification but not responsible for day-to-day teaching of the same group of pupils.

**note payable:** A debt owed to a creditor, evidenced by an unconditional written promise to pay a certain sum of money on or before a specified future date.

**note receivable:** A claim against a debtor, evidenced by an unconditional written promise to pay a certain sum of money on or before a specified future date.

**notes to financial statements:** Explanatory information considered an integral part of the financial statements.

**NSF (not sufficient funds) check:** A check that is not honored by a bank because of insufficient cash in the customer's account.

## O

**obligations:** Amounts of orders placed, contracts awarded, services received, or similar legally binding commitments made by federal agencies during a given period that will require outlays during the same or some future period.

**open transaction:** A transaction that is not completed at the end of the accounting period; a purchase that has not yet been paid for or a sale where payment is yet to be collected when the accounting period ends.

**operating activities:** Transactions and events that enter into the determination of net income.

**operating assets:** Long-term, or noncurrent, assets acquired for use in the business rather than for resale; includes property, plant, and equipment; intangible assets; and natural resources.

**operating lease:** A simple rental agreement.

**other revenues and expenses:** Items incurred or earned from activities that are outside, or peripheral to, the normal operations of a firm.

**outlays:** The value of checks issued, interest accrued on the public debt, or other payments made, net of refunds and reimbursements.

## P

**part-time enrollment:** The number of students enrolled in higher education courses with a total credit load less than 75 percent of the normal full-time credit load.

**part-time worker:** One who is employed for 1-34 hours a week, including paid leave for illness, vacation, and holidays. Hours may be reported either for a survey reference week, or for the previous calendar year, in which case they refer to the usual hours worked.

**payee:** The person (entity) to whom payment on a note is to be made.

**pension plan:** A contract between a company and its employees whereby the company agrees to pay benefits to employees after their retirement.

**personal income:** Current income received by persons from all sources minus their personal contributions for social insurance

**petty cash fund:** A small amount of cash kept on hand for making miscellaneous payments.

**physical safeguards:** Physical precautions used to protect assets and records, such as locks on doors, fireproof vaults, password verification, security guards.

**post-closing trial balance:** A listing of all real account balances after the closing process has been completed; provides a means of testing whether total debits equal total credits for all real accounts prior to beginning a new accounting cycle.

**posting:** The process of transferring amounts from the journal to the ledger.

**post-secondary enrollment options (PSEO):** A program that allows high school juniors and seniors to take courses at post-secondary institutions for high school credit.

**prepaid expenses:** Payments made in advance for items normally charged to expense.

**primary financial statements:** The balance sheet, income statement, and statement of cash flows, used by external groups to assess a company's economic standing.

**principal (face value or maturity value):** The amount that will be paid on a bond at a maturity date.

**principal on a note:** The face amount of a note; the amount (excluding interest) that the maker agrees to pay the payee.

**prior-period adjustments:** Adjustments made directly to Retained Earnings in order to correct errors in the financial statements of prior periods.

**proration:** A term describing an allocation that is based on a proportionate distribution of the total.

**proper authorization:** Policy regarding either a general class of transactions such as inventory or a specific transaction to achieve control objectives.

**property, plant, and equipment turnover:** A measure of how well property, plant, and equipment are being utilized in generating a period's sales; computed by dividing net sales by average property, plant and equipment.

**property, plant, and equipment:** Tangible, long-lived assets acquired for use in business operations; includes land, buildings, machinery, equipment, and furniture.

**Public Employees Retirement Association (PERA):** This group administers pension plans that cover local, county, and school district non-teaching employees.

**Purchase Returns and Allowances:** A contra-purchase account used for recording the return of, or allowances for, previously purchased merchandise.

**purchases account:** An account in which all inventory purchases are recorded; used with the periodic inventory method.

**purchases journal:** A special journal in which credit purchases are recorded.

**pupil units:** A count of resident pupils in average daily membership. *See weighted pupil units.*

## Q

**qualified opinion:** Opinion issues when the work of the auditor has been limited in scope or the entity has failed to follow GAAS.

## R

**real accounts:** Accounts that are not closed to a zero balance at the end of each accounting period; permanent accounts appearing on the balance sheet.

**review and comment:** A process by which the commissioner of MDE reviews and comments on the feasibility and practicality of school district building projects.

**receivables:** Claims for money, goods, or services.

**recourse:** The right to seek payment on a discounted note from the payee if the maker defaults.

**refund bonds:** bonds issued to pay off bonds already outstanding.

**registered bonds:** Bonds for which the names and addresses of the bondholders are kept on file by the issuing company.

**reserve:** An amount set-aside for some specified purpose.

**resident student:** A student whose legal residence is within the geographic area served by the district.

**residual income:** The amount of net income an investment center is able to earn above a specified minimum rate of return on assets.

**revenue recognition principle:** The idea that revenues should be recorded when (1) the earnings process has been substantially completed and (2) an exchange has taken place.

**revenues:** Money received by a unit from external sources net of refunds and other correcting transactions, other than from the issuance of debt, liquidation of investments, and as agency and probate trust transactions.

**revolving fund:** A fund established in which revenue (including loan payments) is credited back to the fund for the same use as the original appropriation.

## S

**sales ratio:** A statistical measure prepared by the Department of Revenue to measure the difference between the actual sales prices of property with the assessor's market values on those properties.

**sales tax payable:** Money collected from customers for sales taxes that must be remitted to local governments and other taxing authorities.

**salvage, or residual, value:** Estimated value or actual price of an asset at the conclusion of its useful life, net of disposal costs.

**secured bonds:** Bonds for which assets have been pledged in order to guarantee repayment.

**segregation of duties:** Strategy to provide an internal check on performance through separation of custody of assets from accounting personnel, separation of authorization of transactions from custody of related assets, separation of operational responsibilities from record keeping responsibilities.

**social security (FICA) taxes:** Federal Insurance Contributions Act taxes imposed on employee and employer; used mainly to provide retirement benefits.

**sparsity revenue:** That portion of the general education formula that provides additional revenue to school districts for schools that have relatively small enrollments and are relatively far from other school buildings.

**special funds:** A grouping of revenues from certain sources from which certain expenditures are made. Revenues for these funds are usually dedicated and expenditures from the special funds are usually restricted for certain purposes.

**special journal:** A book of original entry for recording similar transactions that occur frequently.

**Staff Automated Reporting System (STARS):** The system by which staff data elements are recorded and transmitted to CFL.

**standard unqualified audit report:** Audit report indicating that all auditing conditions have been met, no significant misstatements have been discovered and remain uncorrected, and the auditors feel the financial statements are fairly stated in accordance with generally accepted accounting principles.

**stated rate of interest:** The rate of interest printed on the bond.

**stated value:** A nominal value assigned to no-par stock by the board of directors of a corporation.

**statement of cash flows:** The financial statement that shows an entity's cash inflows (receipts) and outflows (payments) during a period of time.

**straight-line amortization:** A method of systematically writing off a bond discount or premium in equal amounts each period until maturity.

**straight-line depreciation method:** The depreciation method in which the cost of an asset is allocated equally over the periods of an asset's estimated useful life.

**subsidiary ledger:** A grouping of individual accounts that in total equal the balance of a control account in the General Ledger.

**sum-of-the-years'-digits (SYD) depreciation method:** The accelerated depreciation method in which a constant balance (cost minus salvage value) is multiplied by a declining depreciation rate.

**SYD (sum-of-the-years'-digits) depreciation method:** The accelerated depreciation method in which a constant balance (cost minus salvage value) is multiplied by a declining depreciation rate.

## T

**tangible personal business property:** Depreciable operating assets of a business, other than real property, including machinery, furniture and fixtures, automobiles and trucks, and equipment.

**targeted services:** These are K-8 intervention/prevention services provided outside the traditional school day and traditional school year to qualified learners.

**tax anticipation note:** A note issued in anticipation of collection of taxes, usually retireable only from tax collections, from a local levy.

**tax base:** The value of commercial, industrial, residential, agricultural and other properties in a school district, city, municipality, and county.

**tax capacity:** The value of property that school districts and other units tax.

**tax credit:** A state allowed reduction on local property taxes.

**Teachers Retirement Association (TRA):** This group provides coverage for public school teachers throughout the state, except for teachers in the first class cities, and some teachers in community colleges, state universities and technical colleges.

**term bonds:** Bonds that mature in one lump sum at a specified future date.

**time period (or periodicity) concept:** The idea that the life of a business is divided into distinct and relatively short time periods so that accounting information can be timely.

**transactions:** Exchange of goods or services between entities (whether individuals, businesses, or other organizations), as well as other events having an economic impact on a business.

**transfers:** The movement of money between funds. A transfer must be consistent with legislative intent.

**trial balance:** A listing of all account balances; provides a means of testing whether total debits equal total credits for all accounts.

**trust fund:** A fund consisting of resources received and held by the district as trustee to be expended or invested in accordance with the conditions of the trust.

**tuition student:** A pupil for whom tuition is paid.



## U

**uncollectible accounts expense:** An account that represents the portion of the current period's receivables that are estimated to become uncollectible.

**unearned revenues:** Amounts received before they have been earned.

**Uniform Financial Accounting and Reporting Standards (UFARS).** Minnesota's legally prescribed set of accounting standards for all school districts.

**unlimited liability:** The lack of a ceiling on the amount of liability a proprietor or partner must assume; meaning that if business assets are not sufficient to settle creditor claims, the personal assets of the proprietor or partners may be used to settle the claims.

**unrecorded expenses:** Expenses incurred during a period that have not been recorded by the end of that period.

**unrecorded revenues:** Revenues earned during a period that have not been recorded by the end of that period.

**useful life:** The term used to describe the life over which an asset is expected to be useful to the company; cost is assigned to the periods benefited from using the asset.

## V

**vertical analysis of financial statements:** A technique for analyzing the relationships between items on an income statement or balance sheet by expressing all items as percentages.

**voucher:** A document that authorizes the payment of money and usually indicates the accounts to be charged.

## W

**warrant:** An order drawn by the school board to the district treasurer ordering him/her to pay a specified amount to a payee named on the warrant.

**weighted-average:** A periodic inventory cost flow alternative whereby the cost of goods sold and the cost of ending inventory are determined by using a weighted-average cost of all merchandise available for sale during the period.

**weighted pupil units:** A varied weighting of pupils by grade. For example a student in grades 1-6 may be counted as a 1.06 student, whereas a student in grades 7-12 may be counted as a 1.3 pupil unit.

**work sheet:** A columnar schedule used to summarize accounting data.

**working capital:** Current assets minus current liabilities.

**working capital turnover:** A measure of the amount of working capital used in generating the sales of a period; computed by dividing net sales by average working capital.

## X

No entries

# Y

**yield:** The return on an investment, usually presented as a percentage.

# Z

No entries