

# Wyoming School District Accounting, Budgeting, and Reporting Manual

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# Forward

School district business management has made advancements in financial reporting, management policies, and procedures to increase transparency and accountability. In 1930, in response to the financial difficulties experienced during the Great Depression, the first formal efforts to establish Generally Accepted Accounting Principles for Governmental Units (GAAP) began. Over the years, the American Institute of Certified Public Accountants (AICPA) developed GAAP further.

GAAP are uniform minimum standards of and guidelines to financial accounting and reporting. It provides the framework to record and report financial transactions to financial statements. It provides comparability between governmental entities, consistency between accounting periods, and reliability for internal and external users of financial statements.

The Municipal Finance Officers Association (MFOA), now known as the Government Finance Officers Association (GFOA) originally sponsored GAAP for state and local governments through a group known as the National Committee on Municipal Accounting (NCMA). After some years, another MFOA-sponsored group, the National Council on Governmental Accounting (NCGA) replaced them. In 1984, the NCGA transferred to the Governmental Accounting Standards Board (GASB) the responsibility of setting GAAP for state and local governments. On June 30, 1999, GASB approved Statement No. 34, Basic Financial Statements – and Management's Discussion and Analysis – for State and Local Governments. Statement 34 is arguably the most significant change in the history of governmental accounting. It dramatically changed the way school districts report and present financial information. The reporting model affects every public-school organization that issues financial statements in conformity with GAAP.

GASB 34 requires districts to:

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

GASB (<https://gasb.org/home>) has issued several other statements that drive budgeting, accounting, and reporting of school district data.

## Introduction

The Wyoming Department of Education (WDE) has designed the *Wyoming School Budgeting, Accounting, and Reporting Manual* as a state-wide standard for Wyoming school districts to use in reporting financial data and to use to prepare their annual financial reports that are submitted to WDE and The Wyoming Department of Audit (DOA). This manual's purpose is to ensure that school district fiscal data can be reported in a comprehensive and uniform manner. The accounting principles presented conform to GAAP as established by GASB in their publication, *Governmental Accounting and Financial Reporting Standards*.

The Finance Unit of the WDE relies on input from the statutorily mandated (W.S. 21-2-203(d)) advisory committee for necessary changes and updates to the manual. The School Finance Data Advisory Committee (SFDAC) consists of representatives from the school districts (business managers and superintendents), a CPA, and a representative from the Legislative Service Office and DOA. SFDAC reviews any changes to the manual before publication.

# Accounting Concepts

Accounting in school district environments is important for two significant reasons. First, accounting increases confidence that respective districts use resources properly. District officials gain assurance through sound accounting procedures and audits of financial records and procedures, that resources are properly safeguarded. Second, accounting and financial reports can provide district officials with the information they need to evaluate schools and district performance and set a course of future action. Complete and timely financial reports, covering such matters as local financial condition, actual performance against budgeted expenditure and revenue targets, or an accounting report showing the cost of providing specific types of educational services are vital ingredients in successful management and policy making.

While a sound accounting system is a prerequisite to effective financial management, it is also essential that it enables the public, investors, and other interested parties to evaluate the school district's financial position and the results of operations.

## Desirable Accounting Practices

- Districts should maintain accounting records on a basis consistent with GAAP
- Records should support both cash basis for reporting and modified accrual basis for financials
- District accounting procedures should provide routine internal checks on the disposition or treatment of all financial transactions
- Monthly reports should identify both expenditures and purchase commitments against each element of the budget structure
- Detailed accounting should be able to describe all elements in the budget structure, including schools, departments, functions, and objects of expenditure
- Accounting reports should differentiate among the different types of funds maintained by school districts
- Districts should present regular monthly and annual financial reports that summarize financial activities by major types of funds
- Financial reports should separately identify income and expenses associated with each major operating unit
- Districts should be able to describe and analyze capital costs and operating costs
- Districts should centralize accounting activities under a single administrative official
- Districts should perform, through an independent certified public accountant, an annual audit of all financial activities, including a review of accounting records and procedures
- Districts should automate data and accounting processes

## Internal Control Structure

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

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

Districts pursue these objectives through sound internal control structures carefully established and followed by district personnel. Such an internal control structure can also tend to promote operational efficiency.

From a financial statement perspective, a district's internal control structure consists of the control environment, the accounting system, and control procedures. The following pages discuss best practice elements of internal control structure.

### **Control Environment**

Control environments encompass specific policies or procedures to establish and enhance effectiveness in financial direction and mitigate ineffectiveness or fraud. In a typical district, control environments include:

- District management's philosophy and operating style
- District organizational structure
- Oversight of the district's Board of Trustees and any guiding committees, particularly the audit committee
- Methods of assigning authority and responsibility
- District management's control methods for monitoring and following up on performance, including internal auditing
- District's personnel policies and practices
- Various external influences that affect the district's operations and practices, such as examinations by regulatory agencies

Control environments reflect the overall attitude, awareness, and action of the Board of Trustees, management, and others concerning the importance of control and its district emphasis.

### **Accounting System**

Accounting systems encompass methods and records established to identify, assemble, analyze, classify, record, and report district transactions as well as maintain accountability for related assets and liabilities. An effective accounting system gives appropriate consideration to establishing methods and records that will:

- Identify and record all valid transactions
- Describe on a timely basis, transactions in sufficient detail to permit proper classification of transactions for financial reporting
- Correctly measure the value of transactions in a manner that permits proper recording in financial statements
- Identify time periods that transactions occur to permit the recording of transactions to proper accounting periods
- Properly present transactions and related disclosures in financial statements

### **Control Procedures**

Control procedures encompass those policies and procedures, in addition to the control environment and the accounting system, to provide reasonable assurance and achievement of specific district objectives. Control procedures pertain to:

- Proper authorization of transactions and activities
- Segregation of duties to reduce opportunities for any person to be in a position to either perpetrate or conceal errors or irregularities in the normal course of duties

- A sound segregation of duties entails assigning different people responsibilities of authorizing transactions, recording and reconciling transactions, and maintaining custody of assets
- Design and use of adequate documents and records to help ensure proper recording of transactions and events
- Adequate safeguards over access to and use of assets and records
- Independent checks on performance and proper valuation of recorded amounts, such as clerical checks, reconciliations, comparisons of assets with recorded accountability, computer-programmed controls, management review of reports that summarize the detail of account balances, and user review of computer-generated reports

## Governmental Accounting

### Fund Accounting System

Fund accounting was developed to account for separate operations and legal restrictions on revenue sources. Fund accounting emphasizes separate detailed accounting and reporting for each fund rather than accounting and reporting for the district as a whole. It places significant importance upon the need to track spending for restrictions.

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

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

A school district's accounting records should be maintained in a manner that permits the preparation of separate reports on different types of funds. Districts should maintain the minimum number of funds consistent with legal and operating requirements since too many funds can result in inflexibility, undue complexity, and inefficient financial management.

### Types of Funds

There are three categories of funds: Governmental, Proprietary, and Fiduciary.

#### Governmental Funds

Districts finance most school district functions through Governmental funds. Governmental funds segregate financial resources according to the purposes for which they may or must be used. Current liabilities are assigned to the fund from which they are to be paid. The difference between governmental fund assets and liabilities, the fund equity, is referred to as “Fund Balance.” Some types of Governmental Funds include:

- *The General Fund* - accounts for all financial resources except those required to be accounted for in another fund
- *Special Revenue Funds* - accounts for proceeds of specific revenue sources (other than major capital projects) that are legally restricted to expenditures for specified purposes
- *Capital Projects Funds* - accounts for financial resources for the construction of major capital facilities (other than those financed by proprietary funds, trust funds for individuals, private organizations, or other governments)

- *Debt Service Funds* - accounts for the accumulation of resources and payment of principal and interest of general long-term debt
- *Permanent Funds* - accounts for resources that are legally restricted to the extent that only earnings (not principal) may be used for purposes that support the reporting government's programs that is for the benefit of the government or its citizenry

### Proprietary Funds

These funds are sometimes referred to as income determination, nonexpendable, or commercial-type funds. They account for a district's ongoing activities that are similar to those found in the private sector (enterprise and internal service funds). All assets, liabilities, equities, revenues, expenses, and transfers relating to the district's business and quasi-business activities (i.e., where net income and capital maintenance are measured) are accounted for through proprietary funds. These include:

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

### Fiduciary Funds

GASB feared that the inclusion of the fiduciary funds resources that are not available to support a government's programs within a set of government-wide financial statements might be misunderstood by financial statement users. Accordingly, GASB 34 excludes fiduciary funds (and fiduciary-type component units) from the government-wide financial statements. GASB 34 allows fiduciary funds to be used only to report assets that cannot be used to support the government's own programs.

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

- *Pension (and other employee benefit) Trust Funds* - report fiduciary activities for the following:
  - Pension plans and OPEB plans that are administered through trusts
  - Other employee benefit plans for that (1) resources are held in a trust, (2) contributions to the trust and earnings on those contributions are irrevocable
- *Investment Trust Funds* - report fiduciary activities from the external portion of investment pools and individual investment accounts that are held in a trust
- *Private Purpose Trust Funds* - report all fiduciary activities that (a) are not required to be reported in pension (and other employee benefit) trust funds or investment trust funds (b) are held in a trust
- *Custodial Funds* - report fiduciary activities that are not required to be reported in pension (and other employee benefit) trust funds, investment trust funds, or private purpose trust funds
  - External portions of investment pools that are not held in a trust should be reported in a separate external investment pool fund column, under the custodial fund classification

### Self-Balancing Accounts



Districts general capital assets comprise all capital assets except those accounted for in proprietary or trust funds. They are not financial resources available for expenditures. The un-matured principal of the district's general long-term liabilities (long-term liabilities not accounted for in proprietary funds or trust funds) does not require an appropriation or expenditure (use of financial resources) during the current accounting period. These accounts are not funds since they do not reflect available financial resources and related liabilities; they are purely accounting records of the general capital assets and general long-term liabilities, respectively, and certain associated information. These include:

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

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

Governments have used the same full accounting rules as private-sector businesses for their proprietary funds (enterprise and internal service funds) and similar trust funds (nonexpendable and pension trust funds). In both cases, the measurement focus of the operating statement focuses on *changes in economic resources* (changes in total net position). Full accrual rules also recognize those changes as soon as the underlying event or transaction has occurred, regardless of the timing of the related cash flow. Thus, proprietary funds (enterprise and internal service funds) and fiduciary funds recognize revenues as soon as they are earned and expenses as soon as a liability is incurred.

For governmental funds and expendable trust funds, the accounting measurement focus measures changes in current financial resources. Changes in current financial resources have only been recognized when they have an impact on near-term cash flows (modified accrual basis of accounting). Therefore, in addition to being earned, the inflows of expendable financial resources must also be available to pay for current-period liabilities before they can be recognized as revenue. Likewise, in several cases (interest payable, compensated absences) no expenditure is recognized in a governmental fund for future outflows of financial resources that does not represent a use of current financial resources.

## **Annual Financial Reporting**

### **WDE Required Fiscal Reports**

For information on fiscal reports, please see the WDE's Forms Inventory Page (<https://edu.wyoming.gov/data/dcs/>).

### **Audit Report – GASB 34**

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

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

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

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

- Financial Section
  - MD&A
  - Basic Financial Statements
    - Government-wide financial statements
      - Statement of net position
      - Statement of activities
    - Fund financial statements
      - Governmental funds
        - Balance sheet
        - Statement of revenues, expenditures, and changes in fund balances
      - Proprietary funds
        - Balance sheet
        - Statement of revenues, expenses, and changes in fund net position
        - Cash flows statement
      - Fiduciary funds (and component units that are fiduciary in nature)
        - Balance sheet
        - Statement of changes in fiduciary net position
    - Notes to the financial statements
  - Required Supplementary Information Other Than MD&A
    - Budgetary comparison schedule
    - Any other schedules, statistical data, or other information that GASB has determined is an essential part of financial reporting
    - Schedule of Expenditures of Federal Awards (if applicable)
      - Federal revenue sources are constantly changing, refer to *The Catalog of Federal Domestic Assistance (CFDA)* at <https://beta.sam.gov> for federal award numbers

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

The MD&A should introduce basic financial statements and provide an analytical overview of financial activities. The MD&A provides financial managers with the opportunity to present both a short-term and long-term analysis of activities. It is Required Supplementary Information (RSI) but it must be placed before the basic financial statements.

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

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

- A brief discussion of the basic financial statements: this should include the relationships of the statements to each other and the significant differences in the information they provide and analyses that assist readers in understanding why measurements and results reported in fund financial statements either reinforce the information in government-wide statements or provide additional information
- Condensed financial information derived from government-wide financial statements comparing the current year to the prior year containing the following elements:
  - Total assets, distinguishing between capital and other assets
  - Total liabilities, distinguishing between long-term liabilities and other liabilities
  - Total net assets, distinguishing amounts invested in capital assets, net of related debt, restricted amounts, and unrestricted amounts
  - Program revenues, by major source
  - General revenues, by major source
  - Total revenues
  - Program expenses, at a minimum by function
  - Total expenses
  - Excess (deficiencies) before contributions to any term and permanent endowments or permanent fund principal, special and extraordinary items, and transfers
  - Contributions
  - Special and extraordinary items
  - Transfers
  - Change in net assets
  - Ending net assets
- An analysis of the government's overall financial position and the results of operations that assist users in assessing whether the financial position has improved or deteriorated as a result of the year's operations and should:
  - Address both governmental and business-type activities as reported in the government-wide financial statements
  - Further include reasons for significant changes from the prior year and not just the amounts or percentages of changes

Important economic factors, such as changes in the tax base that significantly affected operating results for the year should be discussed

- An analysis of balances and transactions of individual funds that address:
  - The reasons for significant changes in fund balances or fund net assets

- Whether restrictions, commitments, or other limitations significantly affecting the availability of fund resources for future use
- An analysis of significant variations between original and final budget amounts and between final budget amounts and actual budget results for the General Fund
  - Include any known reasons for these variations that are expected to have a significant effect on future services or liquidity
- A description of significant capital asset and long-term debt activity during the year that includes:
  - Commitments made for capital expenditures
  - Any changes in credit ratings
  - Debt limitations that might affect the financing of planned facilities or services
- A discussion of the modified approach of reporting some or all of the infrastructure assets, if applicable
- A description of currently known facts, decisions, or conditions that are expected to have a significant effect on financial position (the net assets) or the results of operations (meaning revenues, expenses, and other changes in net assets)
  - Currently known facts are information that management is aware of as of the date of the independent auditor's report
  - Known facts that arise between the preparation of the MD&A by the government and the fieldwork date of the actual audit report, must be analyzed for possible modification of the MD&A

#### Government-Wide Reporting Versus Fund Financial Statements

Consolidated, government-wide financial statements must accompany the fund-based financial reports. Although the focus of the government-wide financial statements is on the government as a whole, those statements will still distinguish government activities (governmental funds) from business-type activities (enterprise funds). Some of the major differences or requirements of each are:

- Government-Wide Financial Statements
  - Required Financial Statements: Statement of Net Assets & Statement of Activities
  - Changes in Economic Resources MFBA – Accrual Basis of Accounting
  - Exclusion or limitation on the use of fiduciary funds
  - Introduction of permanent funds
  - Introduction of private-purpose trust funds
  - Exclusion or elimination of the reporting of internal service funds
  - Expanded mandatory use of enterprise funds
  - Limitation on the voluntary use of enterprise funds
- Fund Financial Statements
  - Required Financial Statements
    - Government Funds – Balance Sheet; Statement of Revenues, Expenditures and Changes in Fund Balances
    - Proprietary Funds – Statement of Net Position; Statement of Revenues, Expenses and Changes in Fund Net Position; Cash Flow Statement
    - Fiduciary Funds – Statement of Fiduciary Net Position; Statement of Changes in Fiduciary Net Assets
- Focus of financial reporting will shift from a fund type reporting to major individual funds reporting
- Creation of a fifth governmental fund type to be known as permanent funds

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

### Changes in Budgetary Reporting

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

GASB 34 significantly modified how budgetary data is presented in the annual financial statements as follows:

- Budgetary schedules will present the original budget adopted as well as all changes (contingent transfers and supplements to the budget) separately
- Budgetary comparisons are required for the General Fund and major special revenue funds only
  - For schools that report all funds, every fund will be a major fund
- Separate reporting of budgetary information is required for the General Fund and each major individual special revenue fund
  - No budgetary reporting is required for non-major special revenue funds or capital project funds
- Budgetary comparison schedules are reported as required supplementary information instead as a basic financial statement
  - The budgetary comparison schedules follow the notes to the financial statements
- A separate column to report the variance between the final budget and actual amounts is not required by GASB but is encouraged
- The notes to the financial statements must still disclose any material excess of expenditures over appropriations in individual funds

A reconciliation of Budget to GAAP Basis should be prepared for those entities that report encumbrances. Special items are defined as significant transactions or other events within the control of management that are either unusual in nature or infrequent in occurrence. Extraordinary items are defined as transactions or other events that are both unusual in nature and infrequent in occurrence. Special items should be reported separately in the statement of activities and the statement of revenues, expenditures, and changes in fund balances just before extraordinary items, if any. Extraordinary items are reported separately, following special items. These items are reported separately from, but in the same manner as, general revenues at the bottom of the statement of activities to arrive at the all-inclusive change in net assets for the period.

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

### Classified Financial Statement Presentation

This financial reporting model requires that proprietary funds always present a classified statement of net position.

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

Statements Required - GASB 34 mandated the presentation of two basic government-wide financial statements:

- The Statement of Net Position
- The Statement of Activities

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

#### Government-Wide Statement of Net Assets

Although GASB 34 allows for a variety of layouts, local governments will probably use the balance sheet format. The balance sheet format provides a balancing effect whereby total assets should equal total liabilities and net assets.

Alternative methods of presentation are allowed but most local governments report the balance sheet accounts on the statement of net assets in the order of their relative liquidity. For example, cash is more liquid than inventories, inventories are more liquid than capital assets, etc.

Net assets should be classified into the following three categories:

- Invested in capital assets, net of related debt
- Restricted net assets
- Unrestricted net assets

*Invested in Capital assets, net of related debt* - should reflect the cost of capital assets, adjusted for any accumulated depreciation, as well as for any debt associated with their acquisition, construction, or improvement.

*Restricted net assets* - should reflect net assets that are subject to restrictions that are beyond the government's control. Qualifying restrictions for this purpose include the following:

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

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

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

*Unrestricted net assets* – should reflect any remaining balance of net assets.

GASB 34 does not permit the reporting of designations on the face of the government-wide statement of net assets.

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

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

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

Just as the assets section for governmental activities of the government-wide statement of net assets is to include items currently reported in the general fixed asset account group, so too, the liability section of the same statement includes all liabilities currently reported in the general long-term debt account group. This means that bond issues, sick and annual leave and other long-term liabilities are pulled in and reported with governmental activities.

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

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



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

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

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

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

### Government-Wide Statement of Activities

The other basic government-wide financial statement in the financial reporting model is the statement of activities.

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

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

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

Charges for services should be reported separately from grants and contributions. Likewise, operating grants and contributions should be reported separately from capital grants and contributions. A grant or contribution



that may be used for either operating or capital purposes should be treated as an operating grant or contribution.

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

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

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

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

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

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

GASB 31 states the following, "If, however, the investment income is assigned to another fund for ...management decision - the income should be recognized in the fund that reports the investments. The transfer of the income to the recipient fund should be reported as an operating transfer." So, if the governing body decides that investment income should all go to the General Fund, the interest earned must be first placed into the fund that earned the income and then transferred to the General Fund by operating transfer to meet the board's intent. Interest earned by Custodial Funds may be placed directly into the General Fund.

There are two types of reciprocal inter-fund activity - interfund loans and interfund services provided and used. Items previously reported as quasi-external transactions meet the definition of inter-fund services provided and used, and are reported as if they were external transactions (i.e., revenues and expenditures/expenses).

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

*Reporting Expenses by Function* - GASB 34 mandates that governments report their activities at least by function. In the case of governmental activities, the level of detail required is found in the governmental fund

operating statement (e.g., general government, public safety, public works). For business-type activities, each segment (enterprise fund) is considered to be a function.

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

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

*Depreciation expense* - consistent with the GASB's adoption of the economic resources measurement focus and the accrual basis of accounting for government-wide reporting, governments are required to report depreciation expense for all of their capital assets, including general infrastructure assets. The depreciation of assets directly associated with a specific function or a small number of functions is required to be reported as a direct expense of that function(s). Consequently, staff will need to establish policies and procedures for identifying and classifying direct versus indirect assets at the time of purchase and whenever changes are made to its assignment.

Depreciation expenses that don't qualify as a direct cost (primarily buildings) should be reported as a separate line item in its own right. If a separate line is used, it should be made clear on the face of the statement that only unallocated amounts are included in that line. Depreciation of assets that serve essentially all functions may be allocated among the functions, included in a general expenses function or reported as a separate cost. If an asset is at least 51% allocated to a function, show it entirely to that function. If the allocation is less than 50%, show it as unallocated.

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

Accountants have used the term infrastructure to refer to assets that are immovable and of value only to the government (e.g., roads, bridges, and dams). Under the previous financial reporting model, state or local governments were not required to report general infrastructure assets in their financial statements. However, the economic resources measurement focus and the accrual basis of accounting should now be used to report governmental activities in the government-wide financial statements. Governments capitalize general infrastructure at their historical cost or estimated historical cost. Governments are required to capitalize all future infrastructure acquisitions, renovations, restorations, or improvements.

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

*Conclusion - Government-Wide* - Perhaps the most striking feature of the financial reporting model was the introduction of government-wide reporting. The government-wide statement of net assets feature, among other things, the reporting of assets and liabilities previously reported in account groups, the reporting of

infrastructure assets, and a new classification structure for net assets. The government-wide statement of activities focuses readers' attention on the net expense of a government's various functions, with a new line item for special items and the elimination of the traditional distinction between types of transfer accounts.

## **Fund Financial Statements**

### Governmental Fund Financial Statements

Governmental funds, with their traditional measurement focus on current financial resources and their use of the modified accrual basis of accounting, continue to have an important role to play in ensuring and demonstrating fiscal (and sometimes legal) accountability.

For Governmental Funds, the required financial statements are:

- The Governmental Fund Balance Sheet
- The Governmental Fund Statement of Revenues, Expenditures, and Changes in Fund Balance

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

- An individual fund that reports at least ten percent (10%) of any of the following:
  - Total governmental fund assets
  - Total governmental fund liabilities
  - Total governmental fund revenues
  - Total governmental fund expenditures
- At least five percent (5%) of any of the following:
  - Total assets for governmental and enterprise funds
  - Total liabilities for governmental and enterprise funds
  - Total revenues for governmental and enterprise funds
  - Total expenditures/expenses for governmental and enterprise funds

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

Non-major funds may be reported singly, or combined into a non-major governmental funds column and a non-major proprietary funds column. If an entity has only a few governmental funds, each fund may be presented in its own column.

### Governmental Funds Balance Sheet

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

- Information is reported by major individual funds and the presentation of a total column is now mandatory
- Governmental funds continue to exclude capital assets and most long-term liabilities

- The difference between assets and liabilities is reported as fund balance, which is divided between Non-spendable, Restricted, Committed, Assigned, and Unassigned fund balance.
  - Special rules apply when a non-major funds column is used
- A reconciliation to explain the difference between the numbers reported on the governmental fund balance sheet and the numbers reported for governmental activities in the government-wide statement of net assets must be presented in an accompanying schedule immediately following the balance sheet
  - Most of the differences result from differences in MFBA between the governmental fund financial statements and the government-wide financial statements
  - Another cause of the difference is the fact that the residual balances of internal service funds normally are reported as part of governmental activities in the government-wide financial statements, even though internal service funds themselves are accounted for as proprietary funds rather than governmental funds

#### Governmental Funds Statement of Revenues, Expenditures and Changes in Fund Balance

Governmental funds continue to report a statement of revenues, expenditures, and changes in fund balances. This statement is presented at the same level of detail currently found in revenues reported by major sources and expenditures reported by sub-function/department. Some of the key features of this revised statement are as follows:

- The basic format used must be revenues minus expenditures, plus or minus other financing sources and uses, plus beginning fund balance equals ending fund balance
- Information is reported by individual major funds
  - The reporting of a total column is mandatory
- Operating and residual equity transfers are reported as transfers and reported as other financing sources and uses, as appropriate
- Special items - Transactions that are under management's control, but that are either unusual in nature or infrequent in occurrence, but not both, are reported as a separate line item following other financing sources and uses
  - Similar treatment is afforded extraordinary items (Transactions that are not under management's control and that are both unusual in nature and infrequent in occurrence) on a separate line item following any special items
- A reconciliation to explain the difference between the numbers reported on the governmental fund statement of revenues/expenditures, changes in fund balance, and the numbers reported for governmental activities in the government-wide statement of activities must be presented in an accompanying schedule immediately following the statement

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

*Debt Refundings* - All refundings that result in the defeasance or redemption of debt should be reported in the same way. Amounts of the new debt issued and placed into escrow, or used to retire debt should be reported as other financing sources or uses, as applicable.

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

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

*Conclusion - Governmental Funds* - some important changes have occurred, including the introduction of major fund reporting, the introduction of a new fund type (i.e., Permanent Funds), and the elimination of the requirement to include budgetary comparisons as part of the basic financial statements. In addition, GASB has clarified GAAP related to the proper treatment of current debt refunding, the receipt of debt proceeds, and the receipt of proceeds from the sale of capital assets.

#### Proprietary Fund Financial Statements

Governments report two types of proprietary funds (i.e., Enterprise Fund and Internal Service Fund). Both types of proprietary funds are reported using the economic resources measurement focus and the accrual basis of accounting.

The use of an enterprise fund normally is restricted to activities for which a fee is charged to external users for goods or services. Enterprise funds must be established whenever any of the following criteria are met:

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

The focus of the basic financial statements shifts from fund types to individual major funds. A separate column for each individual major enterprise fund is presented in the proprietary fund financial statements. Internal service funds are always presented in the aggregate in the fund financial statements.

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

- An individual fund that reports at least ten percent (10%) of any of the following:
  - Total enterprise fund assets
  - Total enterprise fund liabilities
  - Total enterprise fund revenues
  - Total enterprise fund expenses

- At least five percent (5%) of any of the following:
  - Total assets for governmental and enterprise funds
  - Total liabilities for governmental and enterprise funds
  - Total revenues for governmental and enterprise funds
  - Total expenditures/expenses for governmental and enterprise funds

Non-major funds may be reported singly, or combined into a non-major governmental funds column and a non-major proprietary funds column.

Proprietary fund financial statements will focus on limitations on the use of assets rather than on their source. Proprietary fund financial statements no longer distinguish between contributed capital and retained earnings. Proprietary fund net assets, instead, are classified as invested in capital assets, net of related debt, as restricted net assets, and as unrestricted net assets.

For Proprietary Funds, GASB requires the following financial statements:

- The Balance Sheet
- The Statement of Revenues, Expenses, and Changes in Fund Net Assets
- The Statement of Cash Flows

#### Proprietary Funds Balance Sheet

Proprietary funds focus on net assets rather than on the degree to which they have preserved capital. The current balance sheet format is retained, with the following terminology change: the appropriate net assets terminology and categories shall be used in place of retained earnings and contributed capital. Additionally, a classified presentation of assets and liabilities in the statement of position (balance sheet) is required.

#### Proprietary Funds Statement of Revenues, Expenses and Changes in Fund Net Assets

The key features of the proprietary fund operating statement are as follows:

- Each major enterprise fund is presented in its own column with a total column for all enterprise funds
- Internal service funds are aggregated in a single column presenting all internal service funds separately from enterprise funds to underscore the connection between the enterprise funds and the business-type activities reported in the government-wide financial statements
- Contributions of capital are reported as a separate line item in the statement of activities following non-operating revenues (expenses)

#### Proprietary Funds Statement of Cash Flows

Major individual enterprise funds are presented in separate columns on this statement with all internal service funds aggregated into a single column. A total column for all enterprise funds must be included. Proprietary funds were required to present a statement of cash flows. GASB Statement No. 9 allowed governments to use either the direct method or the indirect method to report cash flows from operating activities but recommended the direct method. The direct method presents information on individual types of cash flows (e.g., receipts from customers, payments to suppliers, payments to employees). The indirect method simply furnishes a reconciliation of the differences that exist between cash flows from operating activities and operating income. GASB Statement No. 34 amended GASB Statement No. 9 to require the use of the direct method in all cases,

with the appropriate reconciliation prepared using the indirect method. When the direct method is used, certain operating cash flows must be reported as separate line items.

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

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

Corollary purposes are to aid the reader in:

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

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

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

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

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

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

*Operating activities* - The proprietary fund cash flows from operating activities classification generally incorporates only the cash effects of transactions and events that enter into operating income rather than net income. Consequently, the cash effects associated with non-operating revenues and expenses (e.g., interest revenue, interest expense) are not included in cash flows from operating activities. The GASB Codification



states operating activities generally result from providing services and producing and delivering goods, and include all transactions and other events that are not defined as capital and related financing, noncapital financing, or investing activities.

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

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

*Noncash Investing, Capital, and Related Financing Activities* - Information about all investing, capital, and financing activities of a governmental enterprise during a period that affects recognized assets or liabilities but does not result in cash receipts or cash payments in the period, should be reported. This information should be presented on the same page as the statement of cash flows. Examples of noncash transactions are acquiring assets by assuming directly related liabilities, obtaining an asset by entering into a capital lease, and exchanging non-cash assets or liabilities for other noncash assets or liabilities.

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

- Cash receipts from customers
- Cash receipts from quasi-external operating transactions with other funds
- Other operating cash receipts, if any
- Cash payments to other suppliers of goods or services
- Cash payments to employees for services
- Cash payments for quasi-external operating transactions with other funds, including payments in lieu of taxes
- Other operating cash payments (if any)

Cash receipts from customers, cash payments to other suppliers of goods or services, and cash payments to employees for services generally will account for the majority of cash flows from operating activities and, depending on the particular accounting system, may require substantial time and effort to accumulate actual amounts. As mentioned in footnote 82 to paragraph 440 in the *Basis for Conclusions of Statement 34*, acceptable approximations of these amounts may be determined indirectly.

- The accrual-basis revenues and expenses are adjusted for changes in related accounts receivable and payable
- Operating revenue is adjusted to determine cash received from customers by (a) adding the beginning customer accounts receivable balance to account for cash collected on prior years' sales and (b) deducting the end-of-the-year customer accounts receivable balance to adjust for the cash not collected from this year's sale.



- Salaries and benefits expense is adjusted to determine cash paid to employees by (a) adding the beginning payroll-related accruals to recognize cash that was paid out this year for last year's payroll expenses and (b) deducting the ending payroll-related accruals to account for the cash that will be paid next year for payroll expenses this year
- Total operating expenses, excluding salaries and employee benefits, and depreciation (an allocation) are adjusted to determine the cash paid to suppliers by adding the beginning accounts payable balance and deducting the ending accounts payable balance

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

### Fiduciary Fund Financial Statements

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

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

All fiduciary funds, except custodial funds, report the same two basic financial statements. The required financial statements are:

- The Statement of Fiduciary Net Position
- The Statement of Changes in Fiduciary Net Position

Custodial funds will only report the statement of fiduciary net position because of their purely custodial nature. Fiduciary funds are never to be considered major funds. Instead, fiduciary fund financial statements will present aggregated information by fund type (i.e., pension trust funds, investment trust funds, private-purpose trust funds, custodial funds).

### Basic Financial Statements - Notes to Financial Statements

*Notes Amended by GASB Statement No. 34* - The notes to the financial statements should communicate information essential for fair presentation of the financial statements that is not displayed on the face of the financial statements. The notes should focus on the primary government; specifically, its governmental activities, business-type activities, major funds, and non-major funds in the aggregate. Information about the government's discrete component units should be presented as discussed in Statement 14, paragraph 63, as amended by this Statement. Guidance pertaining to existing note disclosures is found in NCGA Interpretation 6, as amended.

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

The discrete presentation of component unit financial data in the statement of net assets and the statement of activities meet financial reporting requirements. Component units that are fiduciary in nature should be included only in the fund financial statements with the primary government's fiduciary funds. Audits should report blended component unit information in accordance with Statement 14, paragraphs 52 through 54.

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

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

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

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

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

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

The reconciliation shall be included with the basic financial statements in an accompanying schedule. The schedule should be considered a continuation of the fund financial statement; therefore, the schedule

should be on the page immediately following the statement it supports. Presenting the reconciliation on a separate page allows extra room for explanations.

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

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

## Budgeting

### Good Budgeting Practices

- Management prepares and presents an operating budget to the governing board annually
- Annual operating budget presents expenditure requests and estimates of revenues for all school district funds including: general tax revenues, state and federal grants, fees and charges for services, and other miscellaneous revenues
- Balances approved expenditures with anticipated revenue and estimated surplus
- Management presents separate budget requests for each different school or function
- Through a district's account structure, management budgets for specific cost components such as instruction, instructional support, community support, and general support
  - A district's account structure should have the flexibility to describe budgets of specific functions such as elementary instruction, middle school instruction, senior high instruction, special education, guidance services, health services, psychological services, speech pathology services, gifted and talented, general administration, school administration, business administration, general maintenance, and transportation
  - The accounting structure should have the ability to budget at the object level for personnel costs, supplies, operating expenses, equipment, etc.
- Management prepares revenue projections for each revenue source based on an analysis of past revenue trends and current fiscal conditions
- Throughout the year, management provides progress of revenues against their approved budgets
- Management should provide to their board and other stakeholder expenditure analyses that include adjustments for inflation, workload increases and/or decreases, and other changes that might cause expenditures to rise rapidly
- Districts should provide multi-year projections of equipment replacement needs
- Reserves are created and supplemented each year to pay for especially large expenditures which are made on a multi-year cyclical basis

- Analyses are made to determine if current budget proposals are likely to create the need for more or expanded local funding in future years
- A reserve for contingencies is established each year to provide for emergencies or unforeseen needs
- Performance measures have been developed and performance standards based on those measures are established for each school or function
  - Service objectives related to workload and performance measures are established to guide the budgeting process
- Regular reports are prepared identifying actual performance compared to service objectives established in the budget
- A budget message which summarizes school financial conditions and the principal budget issues the district must face is presented to the Board of Trustees along with the annual budget
- Public hearings are held on the operating budget
- Budget implementation is controlled centrally
- Quarterly (or monthly) expenditure plans for each school are used as a means for monitoring expenditures made by schools throughout the fiscal year
- Regular monthly reports of actual revenues and expenditures as compared to budgeted amounts are prepared and presented to the Board of Trustees by the 10th of each following month
- Centralized position control is maintained to assure that salary commitments do not exceed amounts budgeted for salaries

### **Legal Requirements for the Budget Process**

Wyoming Statutes 16-4-101 through 118 contain the basic legal requirements pertaining to the budget process for school districts. These laws establish the basic framework within which budgeting must be carried out.

School administrators should make a thorough analysis of existing legal provisions with regard to the budget process; WDE or the DOA can provide assistance in performing such an analysis.

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

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

Management should maintain the budget handbook in electronic or paper form and update it when any procedural changes occur. All officials with budget responsibility should have access to the handbook.

## Budget Requirements

The following are the budget requirements:

- Each fiscal year, districts must budget for all expenditures
- Intragovernmental and enterprise fund municipal budgets are required for adequate management control and public information including financial statements of condition, work programs and, any other costs requested
- Fund accounts shall not be deemed to have spent amounts in excess of those budgeted when the funds available from all sources are sufficient to cover the approved additional operating expenditures
- Budget requests should be to the budget officer on or before May 1st
- A tentative budget for each fund should be filed with the governing body on or before May 15th
- The proposed budget should contain:
  - Actual revenues and expenditures in the last completed budget year
  - Estimated total revenues and expenditures for the current budget year
  - Estimated available revenues and expenditures for the ensuing budget year
  - Estimates of expenditures and revenues developed by the budget officer together with specific work programs and other supportive data as the governing body requests
  - Each proposed and adopted budget shall be accompanied by a budget message that includes:
    - An outline of the proposed financial policies for the budget year and describe in connection therewith the important features of the budgetary plan
    - State the reasons for changes from the previous year in appropriation and revenue items and explain any major changes in financial policy
- Budget Hearings shall be held, by the governing body, during a regular or special meeting called for this purpose to review and adopt the proposed budget
  - A summary of the proposed budget shall be entered into the minutes and published at least one (1) week before the hearing date in a newspaper
  - Hearings shall be held no later than the third Wednesday in July
  - Copies of publications of hearings shall be furnished to the Department of Audit (DOA) and WDE
    - Budget notifications to DOA can be sent to [doa-pfd-web@wyo.gov](mailto:doa-pfd-web@wyo.gov)
- The governing body shall, within twenty-four (24) hours of the conclusion of the public hearing, make the necessary appropriations and adopt the budget
- A copy of the adopted budget shall be furnished to the county commissioners, DOA and WDE

## **The Budget Calendar**

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

To ensure that the goal of enacting the budget prior to the beginning of the fiscal year is met, a budget calendar that establishes all key dates in the preparation of the budget should be developed. The budget

officer will normally prepare the calendar after appropriate consultation with the Board of Trustees and the superintendent. Applicable Wyoming statutes should also be given due consideration. At a minimum, the calendar should indicate the periods during which:

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

#### Sample Budget Preparation Calendar

<b>Dates</b>	<b>Activities</b>
<b>March 1 - 31</b>	Budget officer projects revenue collections.  School principals develop expenditure estimates after conferring with the budget officer on past expenditure levels.
<b>April 1 - 15</b>	Budget officer compiles non-departmental expenses.  Budget officer consolidates expenditure estimates of all schools and the non-departmental costs.
<b>April 15 - May 15</b>	The superintendent reviews the consolidated preliminary budget and makes necessary changes. The final product becomes the administration's proposal for operating the school district during the next fiscal year.
<b>May 15 - June 1</b>	Board of Trustees consideration and review of the tentative budget
<b>No later than third Wednesday in July</b>	Public budget hearings
<b>On (or the day after) the public budget hearing</b>	Budget Adoption, followed by preparation, review, and establishment of budget allotments.

#### **The Budget Classification Structure**

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

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

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

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

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

- Decide what components are needed and how they should be organized
- Develop a coding structure for the components which can be used in the accounting system

At a minimum, the school district should be able to classify all budgeted and actual expenditures against these classification components:

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

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

The full benefit of the budget is not realized unless actual expenditures, revenues, and performance can be monitored in relation to it. Therefore, it is essential that actual accounting transactions affecting the budget



(e.g., issuing purchase orders, making expenditures, receiving revenues) be classified in a manner consistent with the budget structure. The budget classification structure should be a part of the school district's chart of accounts. Appropriate coding structures should be developed to facilitate this linkage.

### **Budget Implementation**

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

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

## **Account Structure**

Financial transactions can be classified to facilitate their accumulation in the categories needed on the required reports. The guidelines here provide a classification structure that will meet most of the accounting system's needs and will provide comparability of reported data when reports from different school districts are combined, compared, or both.

Several criteria are inherent in the design of the account classification structure:

- The chart of accounts encourages full disclosure of the financial position of the school district
  - Emphasis is placed on the accurate classification of financial transactions
- Comprehensiveness of financial reporting is encouraged
  - The school district should incorporate all financial activities into a single accounting and reporting system for full disclosure
  - The account classifications presented here encourage this procedure
  - Accounts for such activities as food services, student activities, community services and commercial-like enterprises should all be included in the financial reports of the school district
- Simplified reporting is encouraged
  - GASB encourages using the minimum number of funds necessary for legal and operational use
  - Only the minimum number of funds consistent with legal and operating requirements should be established, since unnecessary funds result in inflexibility, undue complexity, and inefficient financial administration
- Financial reporting emphasizes the results of school district operations more than the resources applied
- The account code structure emphasizes program accounting and the application of supporting service costs to the products of the educational enterprise



- The account classification system is flexible; it meets the needs of both small and large school districts while retaining the comparability of reported data
  - The guidelines presented here include a minimum list of accounts essential for state and federal reporting and provide a variety of optional classifications for school districts interested in a more comprehensive approach to financial accounting and reporting
- The classification of accounts and the recommended reporting structure remain in accordance with generally accepted accounting principles

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

### **Chart of Accounts**

The chart of accounts is the heart of the school district's accounting system because it provides how all accounting events or transactions are classified and recorded. The chart of accounts also provides the framework within which information in accounting records is extracted, summarized, and reported.

Accordingly, the chart of accounts should permit the classification of accounting information in ways that (1) facilitate control of district assets and liabilities and (2) are useful to those who receive district financial reports, including management, school board members, investors, and the general public. To fulfill these objectives, the chart of accounts should classify information in at least the same format and level of detail as that used to prepare, review and adopt the school district budget.

A set of codes must be established to identify each element in the chart of accounts uniquely. The key to establishing a coding scheme for the chart of accounts is to make sure it provides unique codes for all elements currently in the structure and also makes reasonable provisions for adding new elements or adjusting existing elements in the future. The precise number of elements to be included in each classification depends on the size, complexity, and control/reporting needs of the school district.

Accordingly, the number of digits needed in the coding structure may vary. However, to facilitate comparability among the various Wyoming school districts and to simplify the gathering of relevant financial information for required reporting purposes, the use of the coding structure presented in the *Sample Account Coding Structure* is strongly recommended.

## **Cash-Basis**

### **Cash-Basis Accounts**

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

# Supplies and Equipment

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

## Reasons for Distinguishing Between Supplies and Equipment

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

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

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

## Criteria for Distinguishing Supply and Equipment Items

Some federal, state, and local laws and regulations, usually in the form of funding programs, present conflicting criteria for distinguishing between supplies and equipment. The criteria below are based on a combination of the most practical guidelines from these sources. Unless otherwise bound by Federal, State, or local law, school districts should use these criteria in their supply/equipment classification

decisions. In cases where the distinction is unclear, the school district, as always, must apply reason and good judgment in making its decision.

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

- It retains its original shape, appearance, and character with use
- It does not lose its identity through fabrication or incorporation into a different or more complex unit or substance
- It is nonexpendable; that is, if the item is damaged or some of its parts are lost or worn out, it is generally more feasible to repair the item than to replace it with an entirely new unit
- Under normal conditions or use, including reasonable care and maintenance, it can be expected to serve its principal purpose for at least one year

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

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

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

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

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

Selecting the level of control to apply to an item is a straightforward process. Often, certain kinds of control are required by law or standard practice. For example, a federal funding program might require that all items purchased from these funds be inventoried and reported on periodically. Similarly, some funding programs require that all items of a certain minimum value must be inventoried and reported on periodically. On the other hand, the school district may decide on its own to inventory certain kinds of items,

regardless of their funding source, simply because these items or the inventory information are valuable to the school district. The level of control can range from an annual inventory to daily check-out from and return to a central storage room or station. When applied to a given item the level should be based on the relative importance of the item to the overall operation of the school district and is usually in direct proportion to the item's purchase, replacement, or repair cost.

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

## Capital Assets and Depreciation Control

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

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

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

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

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

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

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

### Capital Asset Inventory

School districts should develop strategies to ensure they have an accurate and up-to-date record of capital assets. School districts should have such an inventory beginning in 1980 when National Council on Government Accounting Statement #1 created the General Fixed Assets Account Group. School districts

without an inventory will need to have one prepared as of the start of the year in which Statement 34 is implemented. Districts need to devise a method to determine historical costs or estimated historical costs of capital assets on hand. Districts will further need to establish a system to perpetuate the capital asset inventory. Future asset acquisitions will be valued at the acquisition cost of purchased items. Donated items will be capitalized at fair-market value on the donation date and depreciated, if exhaustible, over their remaining estimated useful lives.

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

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

- *Land* - Land is not a depreciable asset, is recorded at historical cost, and remains at that cost until disposal.
  - If there is a gain or loss on the sale or disposal of land, it is reported as a special item in the statement of activities
- *Site Improvements* - Site improvements include items such as excavation, non-infrastructure utility installation, driveways, sidewalks, parking lots, flagpoles, retaining walls, fencing, outdoor lighting, and other non-building improvements intended to make the land ready for its intended purpose
  - Depreciation of site improvements is necessary if the improvement is exhaustible
  - Expenditures for improvements that do not require maintenance or replacement, expenditures to bring land into condition to commence the erection of structures, expenditures for improvements not identified with structures, and expenditures for land improvements that do not deteriorate with use or passage of time are additions to the cost of land and are generally not exhaustible and therefore not depreciable
  - Other improvements that are part of a site, such as parking lots, landscaping, and fencing, are usually exhaustible and are therefore depreciable
- *Buildings and Construction in Progress* - Buildings should be recorded at either their acquisition cost or construction cost and the cost of new construction should be carefully evaluated
  - Projects consist of major components such as land, land improvements, building construction (including professional fees and permits), furniture, fixtures, and equipment where the value of each component needs to be determined because different useful lives and salvage values may apply
  - Interest paid during the construction of assets subsequent to Statement 34 is added to the construction cost
    - Construction in progress should not be depreciated, it should be reported with land and other non-depreciating assets at the district-wide level

- Unspent debt proceeds from capital assets-related debt should be reported in the net assets section of the statement of net assets as restricted for capital projects
- *Building Improvements* - Building improvements that extend the useful life should be capitalized
  - School districts should review maintenance projects for the last several years to determine those that should become part of the restatement of assets for purposes of complying with Statement 34
    - Examples of building improvements include roofing projects, major energy conservation projects, or remodeling and replacing major building components.
  - Districts will need to determine the practicality of identification of these projects and prepare an inventory which will need to include a project description, the year completed, funding source, and dollar amount
  - Only those projects that meet the capitalization threshold need to be included
- *Personal Property* - Assets such as vehicles, furniture, and equipment that meet threshold levels set by the district should be identified and inventoried
  - Some assets, individually, may fall below the capitalization threshold but may be purchased in large quantities by the district (i.e., library books, textbooks, and computers)
    - Districts may choose to capitalize these assets as groups
- *Infrastructure* – (Generally, school districts will have few, if any, infrastructure assets) assets that are long-lived capital assets and normally can be preserved for a significantly greater number of years than most capital assets and that are normally stationary in nature (i.e., roads, bridges, tunnels, drainage systems, water systems, and dams)
  - Infrastructure assets do not include buildings, drives, parking lots, or any of the other examples given above that are incidental to a school's property or access to the property
  - If a school district determines it has these assets, the district should refer to GASB publications for guidance

## **Criteria for Determination of Capital Assets**

### **Estimated Useful Life**

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

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

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

### Asset Cost

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

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

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

### Associated Debt

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

### Depreciation

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

To be depreciated, a capital asset must:

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

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



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

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

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

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

### Depreciable Cost

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

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

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

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

Straight-line, sum-of-the-year's-digits, and some other depreciation methods require that the salvage value be subtracted from an asset's acquired value to determine its depreciable basis. Other methods, such as



declining balance, do not subtract the salvage value to determine the basis. However, the asset will not be depreciated below its salvage value.

### Depreciation Methods

Districts may select from many different methods used to calculate depreciation. Some methods allow more depreciation in the early years than in later years. Some apply the same percentage each year while the basis declines. Others apply different percentages each year while the basis remains the same. Once chosen, districts should consistently apply that method.

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

The straight-line method is the simplest and most commonly used for calculating depreciation for any capitalized property. Under the straight-line depreciation method, districts write off the basis of the asset evenly over the useful life. Districts record the same amount of depreciation each year for each respective asset. In general, districts determine the amount of annual depreciation by dividing an asset's depreciated cost by the estimated life.

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

One of the most significant changes a school district will encounter in implementing Statement 34 is depreciating its capital assets at the district-wide reporting level, as discussed earlier. GASB 34 requires school districts to spread the cost of an asset over the asset's estimated useful life. Therefore, GASB 34 reporting requires a more detailed explanation about the district's capital assets in the notes to financial statements. Prior financial statements presented general fixed assets at cost or estimated historical cost until the assets were sold or destroyed. Under GASB 34, districts record asset depreciation costs over their useful lives. When a district sells an asset, that asset is destroyed, or otherwise becomes unusable to the district, districts should remove that asset from capital asset and accumulated depreciation accounts. Districts should disclose any depreciation expense amounts charged to any of the functions in the Statement of Activities.

## **Competitive Bidding Requirements**

Wyoming Statute. 21-3-110(a)(viii) sets forth competitive bidding requirements for Wyoming school districts. Districts should follow these requirements when acquiring fixed assets or when purchasing insurance, supplies, or materials other than textbooks. These requirements do not apply to the procurement of professional services. However, for additional information on the procurement of professional services, refer to W.S. 15-1-113 that specifically excludes these services for cities and towns, and paragraph 36 subpart C of Uniform Administrative Requirements for Grants and Cooperative Agreements with State and Local Governments -- Final Rule (the "Common Rule") that provides procurement guidance using Federal monies.

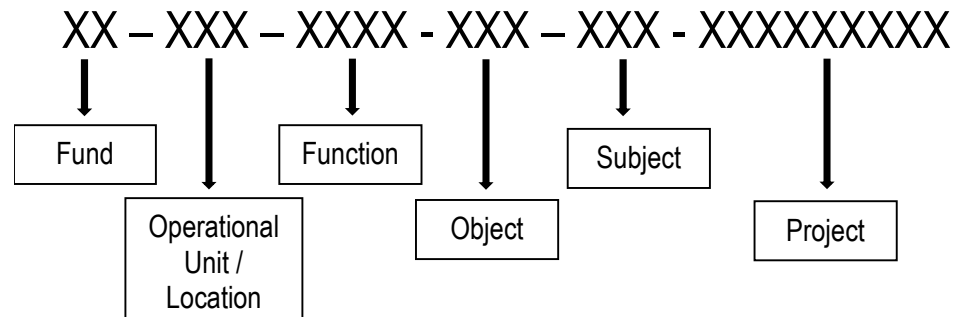
Under the provisions of the statute, the district retains the right to reject any and all bids and to waive irregularities and informalities in the bidding. No contract shall be divided to avoid the provisions of this statute (i.e., split bidding is prohibited).

Procurement of student transportation vehicles is defined in Wyoming Chapter 20 Rules.

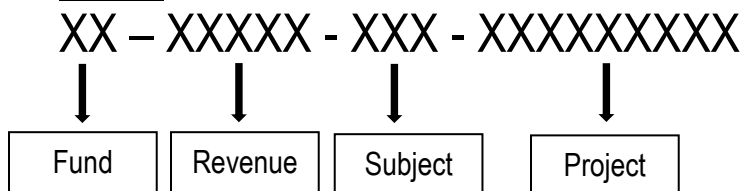
School districts should establish procedures that will ensure their compliance with these requirements. Adequate documentation should be developed and maintained in such a fashion that will demonstrate the district's compliance with the statutes.

## Appendix A: Sample Account Structure

### Expenditure



### Revenue



# Appendix B: Coding

## Funds

### Governmental Fund Types

Code	Description
01	<b>General Fund.</b> Accounts for all financial resources not accounted for and reported in another fund.
20	<p><b>Special Revenue Funds.</b> Account for proceeds of specific revenue sources that are restricted or committed to expenditures for specified purposes other than debt service or capital projects. Some examples of the use of special revenue funds in Wyoming might include:</p> <ul style="list-style-type: none"> <li>• Restricted State grants-in-aid such as Major Maintenance funds</li> <li>• Restricted Federal grants-in-aid</li> <li>• Recreation districts over which the Board of Trustees exercises oversight responsibility</li> </ul> <p>Fund classification of recreation districts and board of cooperative education services will be determined by applying the criteria of GASB Statement 14. Depending on the organizational structure of these boards and the district's ability to impose its will, fund classification will primarily fall into one of the following classifications:</p> <ul style="list-style-type: none"> <li>• Special Revenue Fund - a board will generally fall into this classification when the composition of the board is essentially the same as the district's board (Blended Component Unit under Statement 14)</li> <li>• Discretely Presented Component Unit - a board will generally fall into this classification when the composition of the board is substantially different from that of the district's board</li> <li>• Discretely presented component units may be either a governmental type or a proprietary type component unit</li> <li>• Custodial Fund - a board will generally fall into this classification when the district merely collects revenues on behalf of the board and passes that revenue on to the entity (i.e., mill levy revenues collected by County Treasurers, sent to the district, and remitted to the board)</li> </ul> <p>Districts should not rely on the simplified examples provided above to determine the proper fund classifications of these boards.</p>

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

### Proprietary Fund Types

Code	Description
50	<p><b>Enterprise Funds.</b> Account for operations (a) that are financed and operated in a manner similar to private business enterprises where the stated intent is that the costs (expenses, including depreciation and indirect costs) of providing goods and services to the students or general public on a continuing basis are financed or recovered primarily through user charges or (b) where the governing body has decided that periodic determination of revenues earned, expenses incurred, and net income is appropriate for capital maintenance, public policy, management control, accountability or other purposes.</p> <p><i>Districts are required to account for their food service programs in enterprise funds.</i></p>
60	<p><b>Internal Service Funds.</b> Account for the financing of goods or services provided by one department or agency to other departments or agencies of the governmental unit, or to other governmental units, on a cost-reimbursable basis. Some examples</p>

Code	Description
	of internal service funds could include self-insurance funds, central warehousing and purchasing, central data processing, and central printing and duplicating.

### Fiduciary Fund Types

Code	Description
70	<b>Private Purpose Trust Funds.</b> Account for all fiduciary activities that (a) are not required to be reported in pension (and other employee benefits) trust funds or investment trust funds and (b) are held in a trust. (This type of fund is used to report escheat property.)
80	<b>Custodial Funds.</b> To account for resources held by the reporting government in a purely custodial capacity (assets equal liabilities). Funds involve only the receipt, temporary investment, and remittance of fiduciary resources to individuals, private organizations, or other governments. The primary Custodial Fund in Wyoming school districts is the Student Activity Fund; however, they could include BOCES mills, discretely presented recreation districts, a central payroll account, an insurance clearing account, an early retirement fund, or funds for a teacher or a parent-teacher organization. <i>See comments under Special Revenue Fund relative to recreation districts and BOCES boards.</i>
85	<b>Pension (and other employee benefit) Trust Funds.</b> Account for fiduciary activities for the following: (a) pension plans and OPEB plans that are administered through trusts and (b) other employee benefit plans for which (1) resources are held in a trust and (2) contributions to the trust and earnings on those contributions are irrevocable.
87	<b>Investment Trust Funds.</b> Account for fiduciary activities from the external portion of investment pools and individual investment accounts that are held in a trust.

### Self-Balancing Accounts

Districts must report acquisition costs, including related debt, within the related fund rather than in the self-balancing accounts. WDE recognizes that many districts maintain their daily accounting records using a budgetary basis of accounting and record capital assets and related debt in the self-balancing accounts, so their use will remain permissible for internal accounting purposes. The WDE, does, however, encourage districts to account for capital assets and related debt within the respective funds.

Code	Description
90	<b>General Capital Assets.</b> Capital assets of the government that are not specifically related to activities reported in proprietary or fiduciary funds. General capital assets are associated with and generally arise from governmental activities. Most often, they result from expenditures of governmental fund financial resources. They should not be reported as assets in governmental funds but should be reported in the governmental activities column in the government-wide financial statements.

Code	Description
95	<b>General Long-Term Liabilities.</b> Un-matured principal of bonds, warrants, notes, or other forms of noncurrent or long-term general obligation indebtedness. General long-term debt is not limited to liabilities arising from debt issuances, but may also include noncurrent liabilities on lease-purchase agreements and other commitments that are not current liabilities properly recorded in governmental funds. General long-term liabilities should not be reported as liabilities in governmental funds but should be reported in the governmental activities column in the government-wide statement of net assets.

## Revenues

Code	Description
81XXX	<b>Revenue from Local Sources.</b> Amount of money earned, raised and collected within the boundaries of districts and available to the district for the conduct of the applicable fund activities. It includes money collected by another governmental entity (County Treasurer) as an agent of districts. This classification will also include shared revenue which may be levied by another district but is due to the district for services performed.
811XX	<b>Taxes (Levied by the District).</b> Compulsory charges levied by districts to finance services performed for the common benefit of the district. For purposes of GASB No. 34, should always be classified as a General Purpose Tax.
81110	<b>25 Special District Taxes Non-Mineral.</b> Non-Mineral Taxes levied by county commissioners at the request of districts on the assessed valuation of real and personal property located within the boundaries of the district. For unified or non-unified districts, W.S. 21-13-102(a)(i)(A) requires districts to levy 25 mills for combined elementary, junior high, and high school purposes. For purposes of GASB No. 34, should always be classified as a General Purpose Tax.
81111	<b>25 Special District Taxes Mineral.</b> Mineral Taxes levied by county commissioners at the request of districts on the assessed valuation of real and personal property located within the boundaries of the district. For unified or non-unified districts, W.S. 21-13-102(a)(i)(A) requires districts to levy 25 mills for combined elementary, junior high, and high school purposes. For purposes of GASB No. 34, should always be classified as a General Purpose Tax.
81112	<b>1 Mill, Authorized by the Board of Trustees.</b> A portion of the additional 3 mills authorized by W.S. 21-13-102(a)(i)(B) or (ii)(B) that is at the discretion of the Board of Trustees. This tax levy requires the approval of the Board of Trustees at a regular or special meeting following a public hearing announced by the Board. The intent to levy all or a portion of the tax must be published in a newspaper of general circulation within the district at least ten (10) days prior to the hearing. <i>The statute referenced was repealed but has been temporarily included in the manual for the purpose of reporting delinquent taxes from this mill.</i>



<b><u>Code</u></b>	<b><u>Description</u></b>
<b>81113</b>	<b>2 Mills, Authorized by Voters.</b> That portion of the additional 3 mills authorized by W.S. 21-13-102(a)(i)(B) or (ii)(B) that is approved by a vote of the people within the district. This tax levy requires the approval of a majority of the voters voting on the tax proposition at either a special or regular election. The tax is effective for the period of time specified in the proposition; however, the time period may not exceed four (4) years in a unified school district or three (3) years in a non-unified school district. <i>The statute referenced was repealed but has been temporarily included in the manual for the purpose of reporting delinquent taxes from this mill.</i>
<b>81115</b>	<b>1 Mill Capital Maintenance Levy, Authorized by the Board of Trustees.</b> That portion of the additional 3 mills authorized by W.S. 21-13-102(a)(i)(C)(I) or (ii)(D)(I) that is at the discretion of the Board of Trustees. This tax must be levied for the sole purpose of capital outlay for district capital facility repair, maintenance and renovation needs. The tax requires the annual approval of the Board of Trustees at a regular or special meeting following a public hearing announced by the Board. The intent to levy all or a portion of the additional 1 mill for capital outlay must be advertised in a newspaper of general circulation within the district at least ten (10) days prior to the hearing. <i>The statute referenced was repealed but has been temporarily included in the manual for the purpose of reporting delinquent taxes from this mill.</i>
<b>81116</b>	<b>2 Mill Capital Maintenance Levy, Authorized by Voters.</b> That portion of the additional 3 mills authorized by W.S. 21-13-102(a)(i)(C)(II) or (ii)(D)(II) that is approved by a vote of the people within the district. This tax levy requires the approval of a majority of the voters voting on a proposition at either a special or regular election. The proposition must specify a period of time for which the levy is effective, however, the time period cannot exceed four (4) years. <i>The statute referenced was repealed but has been temporarily included in the manual for the purpose of reporting delinquent taxes from this mill.</i>
<b>81120</b>	<b>Motor Vehicle Taxes.</b> Revenue derived from county motor vehicle license fee that is distributed to districts within counties based on the ratio of the district's special district tax levy (account no. 81110/81111) to the total taxes levied within counties. For purposes of GASB No. 34, should always be classified as a General Purpose Tax.
<b>81130</b>	<b>Car Company Taxes.</b> Revenue derived from the State taxes assessed on private railway cars. The tax is distributed to counties, school districts, and other taxing districts on the basis of the mileage of railways in the governments' jurisdiction. The tax is distributed to school districts based on the ratio of the district's special district tax levy (account no. 81110/81111) to the total taxes levied within the County. For purposes of GASB No. 34, should always be classified as a General Purpose Tax.

<b><u>Code</u></b>	<b><u>Description</u></b>
<b>81140</b>	<b>Penalties and Interest on Delinquent Taxes.</b> Amounts received by districts which were collected as penalties for the late payment of taxes and the interest charged on such delinquent taxes from the due date to the date of actual payment. For purposes of GASB No. 34, should always be classified as a General Purpose Tax.
<b>81160</b>	<b>Vocational, Terminal Continuation and Adult Education Tax.</b> Taxes levied by the county commissioners, upon approval of a majority of the voters voting, to fund vocational programs. Tax cannot exceed two and one-half mills per W.S. 21-12-103. For purposes of GASB No. 34, should always be classified as a Special Purpose Tax.
<b>81170</b>	<b>Board of Cooperative Educational Services (BOCES) - 1/2 Mill Special School District Tax.</b> Revenue authorized by W.S. 21-20-109(a). Districts participating in a BOCES may levy a special school district tax not to exceed one-half (1/2) mill on the assessed value of the member districts. The vote of the electors within the member districts is not required to impose this tax. For purposes of GASB No. 34, should always be classified as a Special Purpose Tax.
<b>81171</b>	<b>Board of Cooperative Educational Services (BOCES) - 2 Mill Additional Special School District Tax.</b> Revenue authorized by W.S. 21-20-110(a). Districts comprising any BOCES and providing post-secondary education services may impose an additional special school district levy not to exceed two (2) mills on the assessed value of the member districts. This tax is in addition to the tax levied under W.S. 21-20-109(a) and cannot be levied without the vote of the qualified electors of the member districts comprising BOCES and a majority of all votes cast within the member districts vote in favor of imposing the additional tax levy. For purposes of GASB No. 34, should always be classified as a Special Purpose Tax.
<b>81180</b>	<b>Parks and Recreation 1 Mill Tax.</b> Revenue authorized by W.S. 18-9-201. Cities, towns, counties or school districts either jointly or through any combination may establish a system of public recreation subject to provisions in W.S. 18-9-101. The mill is levied by the board of county commissioners. This tax must be used as specified in W.S. 18-9-101 and expended by the recreation board as specified in W.S. 18-9-102. For purposes of GASB No. 34, should always be classified as a Special Purpose Tax.
<b>81190</b>	<b>Other Local Tax.</b> Other forms of taxes the districts receive from local tax revenue sources. For purposes of GASB No. 34, should always be classified as a General Purpose Tax.
<b>81200</b>	<b>Bond and Interest Tax Revenue.</b> Taxes levied for the payment of principal and interest on district bonds pursuant to W.S. 21-13-713. All taxes for the repayment of bonded indebtedness must be levied, assessed, and collected in the same manner as other taxes levied for school purposes. These taxes are in addition to all other taxes levied for school purposes. For purposes of GASB No. 34, should always be classified as a Debt Service Tax.

<b><u>Code</u></b>	<b><u>Description</u></b>
<b>813XX</b>	<p><b>Tuition.</b> Money received from pupils, their parents, welfare agencies, adults, or other districts for education provided in the various schools of the district. For purposes of GASB No. 34, should generally be classified as Program Revenues-Charges for Services, but could potentially be classified as General Purpose revenues.</p> <p><b>Note: All Tuition codes require vendor name and student count be reported on the WDE601 – Annual District Report.</b></p>
<b>81301</b>	<b>Concurrent Enrollment Tuition and Fees (BOCES).</b> Revenue received from a board of cooperative education services for students participating in a concurrent enrollment options program agreement. For purposes of GASB No. 34, should generally be classified as Program Revenues-Charges for Services, but could potentially be classified as General Purpose revenues.
<b>81302</b>	<b>Concurrent Enrollment Tuition and Fees (Community College).</b> Revenue received from a community college for students participating in a concurrent enrollment options program agreement. For purposes of GASB No. 34, should generally be classified as Program Revenues-Charges for Services, but could potentially be classified as General Purpose revenues.
<b>81303</b>	<b>Concurrent Enrollment Tuition and Fees (Other Sources).</b> Revenue received from a source other than pupils, parents, legal guardians, community colleges or BOCES for education provided through a concurrent enrollment options program agreement. For purposes of GASB No. 34, should generally be classified as Program Revenues-Charges for Services, but could potentially be classified as General Purpose revenues.
<b>81304</b>	<b>Dual Enrollment Tuition and Fees (BOCES).</b> Revenue received from a board of cooperative education services for students participating in a dual enrollment options program agreement. For purposes of GASB No. 34, should generally be classified as Program Revenues-Charges for Services, but could potentially be classified as General Purpose revenues.
<b>81305</b>	<b>Dual Enrollment Tuition and Fees (Community College).</b> Revenue received from a community college for students participating in a dual enrollment options program agreement. For purposes of GASB No. 34, should generally be classified as Program Revenues-Charges for Services, but could potentially be classified as General Purpose revenues.
<b>81306</b>	<b>Dual Enrollment Tuition and Fees (Other Sources).</b> Revenue received from a source other than pupils, parents, legal guardians, community colleges, or BOCES for education provided through a dual enrollment options program agreement. For purposes of GASB No. 34, should generally be classified as Program Revenues-Charges for Services, but could potentially be classified as General Purpose revenues.

<b><u>Code</u></b>	<b><u>Description</u></b>
<b>81307</b>	<b>Concurrent Enrollment Textbook Revenue (BOCES).</b> Student textbook revenue received from a board of cooperative education services for students participating in a concurrent enrollment options program agreement. For purposes of GASB No. 34, should generally be classified as Program Revenues-Charges for Services, but could potentially be classified as General Purpose revenues.
<b>81308</b>	<b>Concurrent Enrollment Textbook Revenue (Community College).</b> Student textbook revenue received from a community college for students participating in a concurrent enrollment options program agreement. For purposes of GASB No. 34, should generally be classified as Program Revenues-Charges for Services, but could potentially be classified as General Purpose revenues.
<b>81309</b>	<b>Dual Enrollment Textbook Revenue (BOCES).</b> Student textbook revenue received from a board of cooperative education services for students participating in a dual enrollment options program agreement. For purposes of GASB No. 34, should generally be classified as Program Revenues-Charges for Services, but could potentially be classified as General Purpose revenues.
<b>81310</b>	<b>Dual Enrollment Textbook Revenue (Community College).</b> Student textbook revenue received from a community college for students participating in a dual enrollment options program agreement. For purposes of GASB No. 34, should generally be classified as Program Revenues-Charges for Services, but could potentially be classified as General Purpose revenues.
<b>81319</b>	<b>Regular Day School (From Non-Unified In-State Districts).</b> Revenue received for regular day school tuition from non-unified districts within Wyoming. For purposes of GASB No. 34, should generally be classified as Program Revenues-Charges for Services, but could potentially be classified as General Purpose revenues.
<b>81320</b>	<b>Regular Day School (In-State Districts).</b> Revenue received for regular day school tuition from other districts within Wyoming. For purposes of GASB No. 34, should generally be classified as Program Revenues-Charges for Services, but could potentially be classified as General Purpose revenues.
<b>81321</b>	<b>Virtual Education Tuition (In-State Districts).</b> Revenue received for virtual education tuition from other districts within Wyoming. For purposes of GASB No. 34, should generally be classified as Program Revenues-Charges for Services, but could potentially be classified as General Purpose revenues.
<b>81322</b>	<b>Juvenile Detention Facility Tuition (In-State Districts).</b> Revenue received for the provision of educational programs to a nonresident student placed in a juvenile detention facility pursuant to 21-13-310 (a) (ix). For purposes of GASB No. 34, should generally be classified as Program Revenues-Charges for Services, but could potentially be classified as General Purpose revenues.

<b><u>Code</u></b>	<b><u>Description</u></b>
<b>81330</b>	<b>Regular Day School (Out-of-State Districts).</b> Revenue received for regular day school tuition from school districts outside of Wyoming. This account may also be subdivided to provide the district with greater detail if desired. For purposes of GASB No. 34, should generally be classified as Program Revenues-Charges for Services, but could potentially be classified as General Purpose revenues.
<b>81340</b>	<b>Adult Education (Patrons).</b> Revenue received as tuition for pupils attending adult continuing education programs offered by districts. For purposes of GASB No. 34, should generally be classified as Program Revenues-Charges for Services, but could potentially be classified as General Purpose revenues.
<b>81350</b>	<b>Summer School (Pupils and Patrons).</b> Revenue received from pupils, parents, or welfare agencies as tuition for attending summer school. For purposes of GASB No. 34, should generally be classified as Program Revenues-Charges for Services, but could potentially be classified as General Purpose revenues.
<b>81360</b>	<b>Cooperative Programs.</b> Revenue received from other districts, in or out of Wyoming, as their share of cooperative programs conducted by districts. For purposes of GASB No. 34, should generally be classified as Program Revenues-Charges for Services, but could potentially be classified as General Purpose revenues.
<b>81370</b>	<b>Students with Disabilities (In-State Districts).</b> Revenue received from other Wyoming districts as tuition for students with disabilities attending educational programs within the district. For purposes of GASB No. 34, should generally be classified as Program Revenues-Charges for Services, but could potentially be classified as General Purpose revenues.
<b>81371</b>	<b>Students with Disabilities (Out-of-State).</b> Revenue received from districts outside of Wyoming as tuition for students with disabilities attending educational programs within the district. For purposes of GASB No. 34, should generally be classified as Program Revenues-Charges for Services, but could potentially be classified as General Purpose revenues.
<b>81372</b>	<b>Students with Disabilities (Non-District).</b> Revenue received from non-district entities, inside or outside of Wyoming, for providing special education services to students. For purposes of GASB No. 34, should generally be classified as Program Revenues-Charges for Services, but could potentially be classified as General Purpose revenues.
<b>81380</b>	<b>Pre-K Education.</b> Revenue received from pupils/patrons for pre-k education.
<b>814XX</b>	<b>Transportation Fees.</b> Revenue from individuals, welfare agencies, private sources or other school districts for transporting students to and from school and school activities. For purposes of GASB No. 34, should generally be classified as Program Revenues-Charges for Services, but could potentially be classified as General Purpose revenues.

<b><u>Code</u></b>	<b><u>Description</u></b>
<b>81410</b>	<b>Transportation Fees (Pupils).</b> Revenue received from pupils, parents or welfare agencies for transportation services to and from school and school activities. Transportation for field trips, athletics, and other student activities are to be classified in this account. For purposes of GASB No. 34, should generally be classified as Program Revenues-Charges for Services, but could potentially be classified as General Purpose revenues.
<b>81420</b>	<b>Transportation Fees (In-State Districts).</b> Revenue received from other Wyoming school districts for transportation services to and from school and school activities. For purposes of GASB No. 34, should generally be classified as Program Revenues-Charges for Services, but could potentially be classified as General Purpose revenues.
<b>81430</b>	<b>Transportation Fees (Out-of-State Districts).</b> Revenue received from school districts outside of Wyoming for transportation services to and from school and school activities. For purposes of GASB No. 34, should generally be classified as Program Revenues-Charges for Services, but could potentially be classified as General Purpose revenues.
<b>815XX</b>	<b>Earnings on Investments.</b> Revenue from holdings invested for earning purposes. For purposes of GASB No. 34, should generally be classified as General Purpose Revenue, but could potentially be classified as Program Revenues-Charges for Services.
<b>81510</b>	<b>Interest on Investments.</b> Interest revenue on temporary or permanent investments in United States treasury bills, notes, savings accounts, time certificates of deposits, or other interest-bearing investments. All district investments must be in compliance with W.S. 9-4-831 which permits only certain types of investments. No other investments are permitted. For purposes of GASB No. 34, should generally be classified as General Purpose Revenue, but could potentially be classified as Program Revenues-Charges for Services.
<b>81520</b>	<b>Interest on Investments Major Maintenance.</b> Interest revenue on temporary or permanent investments in United States treasury bills, notes, savings accounts, time certificates of deposits, or other interest-bearing investments. All school district investments must be in compliance with W.S. 9-4-831 which permits only certain types of investments. No other investments are permitted. For purposes of GASB No. 34, should generally be classified as General Purpose Revenue, but could potentially be classified as Program Revenues-Charges for Services.



<u>Code</u>	<u>Description</u>
81530	<b>Gains or Losses on Sale of Investments.</b> Gains or losses realized from the sale of bonds and other similar investments. Gains represent the excess of the sales proceeds over cost or any other basis as of the date of sale (cost less amortization of premium in the case of long-term bonds purchased at a premium over par value, or cost-plus amortization of discount on long-term bonds purchased at a discount under par value). Gains realized from the sale of U.S. treasury bills represent interest income and should be credited to account 81510. Losses represent the excess of the cost or any other basis at date of sale (as described above) over the sales proceeds. For purposes of GASB No. 34, should generally be classified as General Purpose Revenue, but could potentially be classified as Program Revenues-Charges for Services.
81590	<b>Other Interest Earned on School District Funds.</b> Interest received on district funds other than earnings from investments made directly by the district. For example, interest received from County Treasurers on motor vehicle fees which have been temporarily invested by counties until the revenue is disbursed to the various taxing districts within that County. For purposes of GASB No. 34, should generally be classified as General Purpose Revenue, but could potentially be classified as Program Revenues-Charges for Services.
816XX	<b>Food Service.</b> Revenue for dispensing food to students and adults. For purposes of GASB No. 34, should always be classified as Program Revenues-Charges for Services. <i>School lunch activities are to be accounted for through the school lunch fund which is required to be reported as an Enterprise Fund.</i>
8161X	<b>Daily Sales - Reimbursable Programs.</b> Revenue from students for breakfasts, lunches, and milk which are considered reimbursable by the United States Department of Agriculture. Federal reimbursements are not entered here. They should be recorded under Revenue Source 84200. For purposes of GASB No. 34, should always be classified as Program Revenues-Charges for Services.
81611	<b>Daily Sales - School Lunch Program.</b> Revenue from students for reimbursable lunches as part of the National School Lunch Program. For purposes of GASB No. 34, should always be classified as Program Revenues-Charges for Services.
81612	<b>Daily Sales - School Breakfast Program.</b> Revenue from students for reimbursable breakfasts as part of the School Breakfast Program. For purposes of GASB No. 34, should always be classified as Program Revenues-Charges for Services.
81613	<b>Daily Sales - Special Milk Program.</b> Revenue from students for reimbursable milk as part of the Special Milk Program. For purposes of GASB No. 34, should always be classified as Program Revenues-Charges for Services.
81614	<b>Daily Sales - Child and Adult Care Food Program.</b> Revenue from students for reimbursable meals as part of the Child and Adult Care Food Program. For purposes of GASB No. 34, should always be classified as Program Revenues-Charges for Services.



<u>Code</u>	<u>Description</u>
81615	<b>Daily Sales – Subsidized meals.</b> Subsidy for lunches or breakfasts when the rate per meal is under the average statewide meal rate. <i>For purposes of GASB No. 34, should always be classified as Other Financing Sources.</i>
8162X	<b>Daily Sales to Students - Non-reimbursable Programs.</b> Revenue from students for non-reimbursable breakfasts, lunches, and milk. This category would include any second meals served to students, extra servings of food, or a la carte sales. For purposes of GASB No. 34, should always be classified as Program Revenues-Charges for Services.
81621	<b>Daily Sales - Non-reimbursable Lunches.</b> Revenue from students for non-reimbursable lunches. For purposes of GASB No. 34, should always be classified as Program Revenues-Charges for Services.
81622	<b>Daily Sales - Non-reimbursable Breakfast.</b> Revenue from students for non-reimbursable breakfasts. For purposes of GASB No. 34, should always be classified as Program Revenues-Charges for Services.
81623	<b>Daily Sales - Non-reimbursable Milk.</b> Revenue from students for non-reimbursable milk. For purposes of GASB No. 34, should always be classified as Program Revenues-Charges for Services.
81624	<b>Daily Sales - Non-reimbursable a la Carte.</b> Revenue from students for non-reimbursable a la carte meals. For purposes of GASB No. 34, should always be classified as Program Revenues-Charges for Services.
8163X	<b>Daily Sales to Adults - Non-reimbursable Programs.</b> Revenue from adults for non-reimbursable breakfasts, lunches, and milk. For purposes of GASB No. 34, should always be classified as Program Revenues-Charges for Services.
81631	<b>Daily Sales - Non-reimbursable Lunch.</b> Revenue from adults for non-reimbursable lunches. For purposes of GASB No. 34, should always be classified as Program Revenues-Charges for Services.
81632	<b>Daily Sales - Non-reimbursable Breakfast.</b> Revenue from adults for non-reimbursable breakfasts. For purposes of GASB No. 34, should always be classified as Program Revenues-Charges for Services.
81633	<b>Daily Sales - Non-reimbursable Milk.</b> Revenue from adults for non-reimbursable milk. For purposes of GASB No. 34, should always be classified as Program Revenues-Charges for Services.
81634	<b>Daily Sales - Non-reimbursable A la Carte.</b> Revenue from adults for non-reimbursable a la carte meals. For purposes of GASB No. 34, should always be classified as Program Revenues-Charges for Services.
81640	<b>Special Functions.</b> Revenue from students, adults or organizations for food products and services considered special functions. Some examples would include PTA-sponsored functions, athletic banquets and lunches, or dinners catered by the district's food service. For purposes of GASB No. 34, should always be classified as Program Revenues-Charges for Services.
81650	<b>Food Service Vending.</b> Revenues received from food and drink dispensing machines, operated by the food service program. For purposes of GASB No. 34, should always be classified as Program Revenues-Charges for Services.

<b><u>Code</u></b>	<b><u>Description</u></b>
<b>81690</b>	<b>Other Food Service Income.</b> Revenue received from recycling rebates, rentals, NET mini-grants and Team Nutrition grants used within the school food service. For purposes of GASB No. 34, should always be classified as Program Revenues-Charges for Services.
<b>817XX</b>	<b>Student Activities.</b> Revenue received from school-sponsored activities. For purposes of GASB No. 34, should generally be classified as Program Revenues-Charges for Services, but could potentially be classified as General Purpose revenues.
<b>81710</b>	<b>Admissions.</b> Revenue received from patrons of a school-sponsored activity such as a concert or football game. For purposes of GASB No. 34, should generally be classified as Program Revenues-Charges for Services, but could potentially be classified as General Purpose revenues.
<b>81720</b>	<b>Bookstore Sales.</b> Revenue from sales resulting from the operation of a bookstore established to sell books and supplies to students. For purposes of GASB No. 34, should generally be classified as Program Revenues-Charges for Services, but could potentially be classified as General Purpose revenues.
<b>81730</b>	<b>Student Organization Membership Dues and Fees.</b> Revenue from students for memberships in school clubs or organizations. For purposes of GASB No. 34, should generally be classified as Program Revenues-Charges for Services, but could potentially be classified as General Purpose revenues.
<b>81740</b>	<b>Fees.</b> Revenue from students for fees such as locker fees, towel fees and equipment fees. Transportation fees are recorded under the appropriate account in the 81400 series. For purposes of GASB No. 34, should generally be classified as Program Revenues-Charges for Services, but could potentially be classified as General Purpose revenues.
<b>81790</b>	<b>Other Student Activity Income.</b> Other revenue from student activities not otherwise classified in another account. For purposes of GASB No. 34, should generally be classified as Program Revenues-Charges for Services, but could potentially be classified as General Purpose revenues.
<b>81800</b>	<b>Payments to the State Foundation Program.</b> Recapture payments to the State Foundation Program as authorized under W.S. 21-13-102(b). For purposes of GASB No. 34, should always be classified as General Purpose revenues.
<b>81850</b>	<b>Indirect Costs.</b> Other revenue from federal funds under an approved indirect cost allocation plan. For purposes of GASB No. 34, should generally be classified as Program Revenues-Operating Grants and Contributions, but could potentially be classified as General Purpose revenues.
<b>819XX</b>	<b>Other Local Revenue.</b> Other revenue from local sources not classified above. For purposes of GASB No. 34, should generally be classified as General Purpose revenues, but could potentially be classified as Program Revenues-Charges for Services.

<b><u>Code</u></b>	<b><u>Description</u></b>
<b>81910</b>	<b>Rental, School Facilities.</b> Revenue received from the rental of either real or personal property owned by the district. Income received for the rental of teacherage may be kept separate from periodic rental of district facilities. For purposes of GASB No. 34, should generally be classified as Program Revenues-Charges for Services, but could potentially be classified as General Purpose revenues.
<b>81920</b>	<b>Contributions and Donations from Private Sources.</b> Revenue from philanthropic foundation, private individuals, or private organizations for which no repayment or special service to the contributor is expected. Special trust receipts would be accounted for in either expendable or nonexpendable trust funds depending on the nature of the trust agreement. For purposes of GASB No. 34, should generally be classified as General Purpose revenues, but could potentially be classified as Program Revenues-Operating Grants and Contributions or Capital Grants and Contributions.
<b>81930</b>	<b>Sale of Fixed Assets.</b> The amount of revenue over (under) the book value of fixed assets sold. <i>This account is used for Proprietary Funds such as Food Service or Internal Service.</i> Account in 853XX's is used for funds other than Proprietary. For purposes of GASB No. 34, should generally be classified as Special/Extraordinary Items revenues.
<b>81950</b>	<b>Refund of Prior Year's Expenditures.</b> Revenue received in refund of an expenditure charged to a prior fiscal year's budget. A refund of an expenditure made in the same fiscal year's budget may be recorded in the appropriate expenditure account as a reduction of the expenditure. For purposes of GASB No. 34, should generally be classified as General Purpose revenues.
<b>81980</b>	<b>Services Provided to Other Local Government Units.</b> Revenue from services provided other local governmental units. These services could include data processing, purchasing, maintenance, cleaning, cash management food services, and consulting. For purposes of GASB No. 34, should generally be classified as Program Revenues-Charges for Services, but could potentially be classified as General Purpose revenues.
<b>81981</b>	<b>Transportation Services Provided to Other Entities.</b> Revenue received from other pupils or entities for transportation services provided. Non-District use payments will be reported here. For purposes of GASB No. 34, should generally be classified as Program Revenues-Charges for Services, but could potentially be classified as General Purpose revenues.
<b>81990</b>	<b>Miscellaneous.</b> Revenue from local sources is not provided for elsewhere. For purposes of GASB No. 34, should generally be classified as General Purpose revenues, but could potentially be classified as Program Revenues-Charges for Services or Operating Grants and Contributions or Capital Grants and Contributions.
<b>81991</b>	<b>ERATE Discount, Rebate, or Reimbursement.</b> Amounts received for ERATE discounts, rebates, or reimbursements.
<b>82XXX</b>	<b>Revenue from County Sources.</b> Revenue earned, raised, and collected by counties and available to districts for the conduct of the applicable fund.

<b><u>Code</u></b>	<b><u>Description</u></b>
<b>821XX</b>	<b>Unrestricted County Grants-In-Aid.</b> Revenue recorded as grants by districts that can be used for any legal purpose desired without restriction. For purposes of GASB No. 34, could potentially be classified as Program Revenues-Operating Grants and Contributions or Capital Grants and Contributions or General Purpose revenues.
<b>82110</b>	<b>6 Mill County Equalization Tax Non-Mineral.</b> Non-mineral tax revenue received pursuant to W.S. 21-13-201. County commissioners are required to levy a tax of six (6) mills on the dollar of assessed valuation of property within each county for the support and maintenance of public schools. On or before September 1 of each year, WDE notifies County Treasurers of each county of the percentage proportion to be allocated from the county-wide six (6) mill school levy to each district within the county. The computation of the distribution is made on the basis of the number of average daily membership for the previous year, as computed in W.S. 21-13-309. For purposes of GASB No. 34, should always be classified as General Purpose Tax.
<b>82111</b>	<b>6 Mill County Equalization Tax Mineral.</b> Mineral tax revenue received pursuant to W.S. 21-13-201. County commissioners are required to levy a tax of six (6) mills on the dollar of assessed valuation of property within each county for the support and maintenance of public schools. On or before September 1 of each year, WDE notifies County Treasurers of each county of the percentage proportion to be allocated from the county-wide six (6) mill school levy to each district within the county. The computation of the distribution is made on the basis of the number of average daily membership for the previous year, as computed in W.S. 21-13-309. For purposes of GASB No. 34, should always be classified as General Purpose Tax.
<b>82120</b>	<b>Motor Vehicle Tax.</b> Revenue derived from the motor vehicle license fee which is based on a ratio of the motor vehicle county six mill tax to the total tax levy. For purposes of GASB No. 34, should always be classified as General Purpose Tax.
<b>82130</b>	<b>Car Company Tax.</b> Revenue received from the State tax on private railway cars. The distribution to districts is based on the mileage of railways in each district. For purposes of GASB No. 34, should always be classified as General Purpose Tax.
<b>82140</b>	<b>Penalties and Interest on Delinquent Taxes.</b> Amounts received by districts that were collected as penalties for the payment of county taxes after the due date and the interest charged on such delinquent taxes from the due date to the date of actual payment. For purposes of GASB No. 34, should always be classified as General Purpose Tax.
<b>82150</b>	<b>Fines and Forfeitures.</b> Revenue received from fines levied within the county or forfeiture of bonds received by the county. For purposes of GASB No. 34, should always be classified as General Purpose Tax.
<b>82160</b>	<b>Forest Reserve.</b> Revenue received from federal forest reserves. Distribution of this revenue is based on the location of the forest reserves. For purposes of GASB No. 34, should always be classified as General Purpose Tax.

<b><u>Code</u></b>	<b><u>Description</u></b>
<b>82190</b>	<b>Other County Revenue.</b> Any other county revenue that is not classified elsewhere. For purposes of GASB No. 34, should generally be classified as General Purpose revenues, but could potentially be classified as Program Revenues-Charges for Services or Operating Grants and Contributions or Capital Grants and Contributions.
<b>83XXX</b>	<b>Revenue from State Sources.</b> Amount of money earned, appropriated, raised, and collected by the State of Wyoming and distributed to Wyoming districts based on distribution formulas established by legislation and regulation.
<b>831XX</b>	<b>Unrestricted State Grants-In-Aid.</b> Revenues received as grants that may be used for any legal purpose desired by districts without restriction. For purposes of GASB No. 34, should generally be classified as Program Revenues-Operating Grants and Contributions, but could potentially be classified as Program Revenues-Capital Grants and Contributions or General Purpose revenues.
<b>83110</b>	<b>Foundation Program.</b> All money received as each district's share of entitlement from the School Foundation Program. Entitlements are determined by WDE pursuant to applicable Wyoming statutes. For purposes of GASB No. 34, should always be classified as General Purpose Tax.
<b>83111</b>	<b>Audit Adjustments Foundation Program.</b> Foundation Program Revenue, either received from WDE (positive) or paid back to WDE (negative) as a result of an audit adjustment made after the funding model has been finalized. For purposes of GASB No. 34, should always be classified as General Purpose Tax.
<b>83120</b>	<b>State Special Education Reimbursement.</b> Foundation Revenue received from WDE under W.S. 21-13-321 for reimbursable expenditures reported on the WDE401 – Reimbursable Special Education Expenditure report. For purposes of GASB No. 34, should always be classified as General Purpose Tax.
<b>83130</b>	<b>Taylor Grazing.</b> Revenue received under the provisions of the Federal Taylor Grazing Act. For purposes of GASB No. 34, should always be classified as General Purpose Tax.
<b>83150</b>	<b>Mill Levy Supplement.</b> <i>This account is no longer active as a result of the repeal of W.S. 21-15-105.</i>
<b>83160</b>	<b>Tax Shortfall Grant.</b> W.S. 21-13-313(d) allows districts to receive the difference between the 25 mill local taxes and 6 mill county taxes estimated for the foundation program and the 25 mill local taxes and 6 mill county taxes actually received in a fiscal year if the amount actually received is less than the estimate. For purposes of GASB No. 34, should always be classified as General Purpose Tax.
<b>83170</b>	<b>Major Building and Facility Maintenance.</b> Revenue received pursuant to W.S. 21-15-109. Payments are based upon eligible gross square footage of school buildings times a maintenance cost factor. For purposes of GASB No. 34, should always be classified as Specific Purpose Tax.

<b><u>Code</u></b>	<b><u>Description</u></b>
<b>83180</b>	<b>Out-of-State Tuition Reimbursement.</b> Revenue received from WDE pursuant to W.S. 21-4-505. This is a reimbursement of eligible tuition payments made to another district out-of-state. Distribution of this revenue will be made no later than June 30 of each year. For the purposes of GASB No. 34, this should be classified as General Purpose revenues.
<b>83190</b>	<b>Other State Unrestricted Revenue.</b> Other revenues received from WDE that may be used for any legal purpose without restriction. For purposes of GASB No. 34, should always be classified as General Purpose revenues.
<b>83191</b>	<b>School Foundation Advance Payment (Loan).</b> Payments made by WDE from the School Foundation Account to districts and repaid to WDE in accordance with W.S. 21-13-313(g).
<b>83200</b>	<b>Restricted State Grants-In-Aid.</b> Revenue received as grants from State funds that must be used for a categorical or specific purpose. As a general rule, restricted grants-in-aid are to be accounted for within special revenue funds rather than within the general fund. For purposes of GASB No. 34, should generally be classified as Program Revenues-Operating Grants and Contributions, but could potentially be classified as Program Revenues-Capital Grants and Contributions.
<b>83250</b>	<b>Capital Construction Grants – State.</b> Revenue received pursuant to W.S. 21-15-111 for state-funded capital construction assistance. For purposes of GASB No. 34, should generally be classified as Program Revenues-Capital Grants and Contributions, but could potentially be classified as Program Revenues-Operating Grants and Contributions.
<b>83290</b>	<b>Other State Restricted Revenue.</b> Revenue received from the State of a categorical or special purpose nature that may not be classified in other line items. For purposes of GASB No. 34, should generally be classified as Program Revenues-Operating Grants and Contributions, but could potentially be classified as Program Revenues-Capital Grants and Contributions.
<b>83291</b>	<b>Retirement Reimbursement.</b> Revenue received pursuant to funds appropriated by the legislature for the purpose of providing each district's increase in employer contributions for the Wyoming Retirement System (WRS) as required by W.S. 9-3-412(a). For purposes of GASB No. 34, amounts should generally be classified as Program Revenues-Operating Grants and Contributions, but could potentially be classified as Program Revenues-Capital Grants and Contributions.



<b><u>Code</u></b>	<b><u>Description</u></b>
<b>83360</b>	<b>Cooperative Services Incentive.</b> The Cooperative Services Incentive is authorized by W.S. 21-13-331 and is an incentive to districts where two or more districts enter into an arrangement to combine student transportation services or any program or service for children with disabilities. The combined service arrangement shall result in a reduction in the total expenditures of all participating districts for the portion of the total services included within the arrangement. The district shall receive an amount in addition to the guarantee under W.S. 21-13-309(p) during the succeeding school year, but this additional incentive shall be equal to 50% of the total savings and shall not exceed \$50,000 for any one combined service arrangement.
<b>84XXX</b>	<b>Revenue from Federal Sources.</b> The amount of money earned, appropriated, raised, and collected by the federal government and distributed to the state and districts for programs of public education.
<b>841XX</b>	<b>Unrestricted Federal Grants-In-Aid.</b> Revenues received directly from the federal government or through the state as grants to districts that can be used for any legal purpose. For purposes of GASB No. 34, should generally be classified as Program Revenues-Operating Grants and Contributions, but could potentially be classified as Program Revenues-Capital Grants and Contributions.
<b>84110</b>	<b>Impact Aid.</b> Revenue received by districts as determined by federal impact area legislation. For purposes of GASB No. 34, should always be classified as General Purpose revenues.
<b>84190</b>	<b>Other Federal Unrestricted Revenue.</b> Revenues received by districts from the federal government or through a state agency for the conduct of general purpose educational programs. For purposes of GASB No. 34, should generally be classified as Program Revenues-Operating Grants and Contributions, but could potentially be classified as Program Revenues-Capital Grants and Contributions.
<b>84200</b>	<b>Restricted Federal Grants-In-Aid.</b> Revenues received directly from the federal government or through the state as grants to districts that are to be utilized for a specified purpose. As a general rule, restricted grants-in-aid are to be accounted for within special revenue funds rather than within the general fund. For purposes of GASB No. 34, should generally be classified as Program Revenues-Operating Grants and Contributions, but could potentially be classified as Program Revenues-Capital Grants and Contributions.
<b>84201</b>	<b>Medicaid Revenue from DOH.</b> Revenue received from the Department of Health for Medicaid eligible school-based services.
<b>84202</b>	<b>Medicaid Revenue to WDE.</b> Revenue received from the Department of Health for Medicaid eligible school-based services and sent to WDE.
<b>84210</b>	<b>USDA National School Lunch Program.</b> Revenues received directly from the federal government or through the state as grants to districts that are to be utilized for the National School Lunch Program. For purposes of GASB No. 34, should always be classified as Program Revenues-Operating Grants and Contributions.



<b>Code</b>	<b>Description</b>
<b>84220</b>	<b>USDA School Breakfast Program.</b> Revenues received directly from the federal government or through the state as grants to districts that are to be utilized for the School Breakfast Program. For purposes of GASB No. 34, should always be classified as Program Revenues-Operating Grants and Contributions.
<b>84230</b>	<b>USDA Special Milk Program.</b> Revenues received directly from the federal government or through the state as grants to districts that are to be utilized for the Special Milk Program. For purposes of GASB No. 34, should always be classified as Program Revenues-Operating Grants and Contributions.
<b>84240</b>	<b>USDA Child and Adult Care Food Program.</b> Revenues received directly from the federal government or through the state as grants to districts that are to be utilized for the Child and Adult Care Food Program. For purposes of GASB No. 34, should always be classified as Program Revenues-Operating Grants and Contributions.
<b>84250</b>	<b>USDA Commodities Program - Fair Market Value.</b> Revenues that result from recognizing the USDA value (fair market value) of commodities received from the federal government that are to be utilized in the USDA meal programs. For purposes of GASB No. 34, should always be classified as Program Revenues-Operating Grants and Contributions.
<b>85XXX</b>	<b>Other Sources.</b>
<b>851XX</b>	<b>Proceeds from the Sale of Bonds.</b> Proceeds received from the sale of general obligation bonds.
<b>8511X</b>	<b>Bond Principal.</b> Proceeds of principal from the sale of bonds.
<b>85111</b>	<b>Primary Bond Principal.</b> Proceeds of principal from sale of new bonds. This account should only be used in Capital Construction Funds.
<b>85112</b>	<b>Refunding Bond Principal.</b> Proceeds of principal from sale of refunding bonds. This account should only be used in Debt Service Funds.
<b>85120</b>	<b>Premium.</b> Proceeds from that portion of the sales price of bonds in excess of their par value. The premium represents an adjustment of interest rates.
<b>85130</b>	<b>Accrued Interest.</b> Accrued interest realized from the sale of bonds. Used only when permitted by State law.
<b>852XX</b>	<b>Transfers from Other Funds.</b> Revenue received unconditionally from another fund without expectation of repayment. For purposes of GASB No. 34, should be classified as General Purpose-Transfers.
<b>85201</b>	<b>Transfers from the General Fund.</b> Revenue received unconditionally from districts General Funds without the expectation of repayment. For purposes of GASB No. 34, should be classified as General Purpose-Transfers.
<b>85220</b>	<b>Transfers from Special Revenue Funds.</b> Revenue received unconditionally from Special Revenue Funds without the expectation of repayment. For purposes of GASB No. 34, should be classified as General Purpose-Transfers.
<b>85230</b>	<b>Transfers from Capital Projects Funds.</b> Revenue received unconditionally from Capital Projects Funds without the expectation of repayment. For purposes of GASB No. 34, should be classified as General Purpose-Transfers.

<b><u>Code</u></b>	<b><u>Description</u></b>
<b>85240</b>	<b>Transfers from Debt Service Funds.</b> Revenue received unconditionally from Debt Service Funds without the expectation of repayment. For purposes of GASB No. 34, should be classified as General Purpose-Transfers.
<b>85245</b>	<b>Transfers from Permanent Funds.</b> Revenue received unconditionally from Permanent Funds without expectation of repayment. For purposes of GASB No. 34, should be classified as General Purpose-Transfers.
<b>85250</b>	<b>Transfers from Enterprise Funds.</b> Revenue received unconditionally from Enterprise Funds without the expectation of repayment. For purposes of GASB No. 34, should be classified as General Purpose-Transfers.
<b>85260</b>	<b>Transfers from Internal Service Funds.</b> Revenue received unconditionally from Internal Service Funds without the expectation of repayment. For purposes of GASB No. 34, should be classified as General Purpose-Transfers.
<b>85270</b>	<b>Transfers from Private Purpose Trust Funds.</b> Revenue received unconditionally from Private Purpose Trust Funds without the expectation of repayment. For purposes of GASB No. 34, should be classified as General Purpose-Transfers.
<b>85280</b>	<b>Transfers from Agency Funds.</b> Revenue received unconditionally from Agency Funds without the expectation of repayment. For purposes of GASB No. 34, should be classified as General Purpose-Transfers.
<b>85285</b>	<b>Transfers from Pension (and other employee benefit) Trust Funds.</b> Revenue received unconditionally from Pension (and other employee benefit) Trust Funds without the expectation of repayment. For purposes of GASB No. 34, should be classified as General Purpose Transfers.
<b>85287</b>	<b>Transfers from Investment Trust Funds.</b> Revenue received unconditionally from Investment Trust Funds without the expectation of repayment. For purposes of GASB No. 34, should be classified as General Purpose-Transfers.
<b>853XX</b>	<b>Sale or Compensation for Loss of Capital Assets.</b> Amounts available from sales of school property or compensation for loss of capital assets. Any gain on the sale of capital assets for the Proprietary Funds would be recorded in account 81930. For purposes of GASB No. 34, should generally be classified as Special/Extraordinary Items.
<b>8531X</b>	<b>Sale of Capital Assets.</b> Amounts available from sales of school property. For purposes of GASB No. 34, should generally be classified as Special Items.
<b>85311</b>	<b>Sale of Assets Purchased Prior to 7-1-97.</b> Amounts available from sales of real property acquired prior to July 1, 1997. These amounts do <b>not</b> count as a local resource. For purposes of GASB No. 34, should generally be classified as Special/Extraordinary Items.
<b>85312</b>	<b>Sale of Assets Purchased After 7-1-97.</b> Amounts available from sales of real property acquired after July 1, 1997. These amounts do count as a local resource. For purposes of GASB No. 34, should generally be classified as Special/Extraordinary Items.

<b>Code</b>	<b>Description</b>
<b>85313</b>	<b>Sale of Capital Assets Purchased with Federal Funds.</b> The amount of money received from sales of assets purchased with federal funds. If the value of the asset is \$5,000 or less, the asset may be sold or otherwise disposed of with no further obligation to the federal awarding agency. For those assets with value greater than \$5,000, please see the guidelines in the Federal Register, §200.313 Equipment.
<b>85320</b>	<b>Compensation for Loss of Capital Assets.</b> Amounts available from compensation for the loss of capital assets. For purposes of GASB No. 34, should generally be classified as Special/Extraordinary Items.
<b>854XX</b>	<b>Contributed Capital Transfers.</b> Capitalized assets transferred to proprietary funds.
<b>85401</b>	<b>Contributed Capital Transfers from the General Fund.</b>
<b>85420</b>	<b>Contributed Capital Transfers from Special Revenue Funds.</b>
<b>85430</b>	<b>Contributed Capital Transfers from Capital Projects Funds.</b>
<b>85440</b>	<b>Contributed Capital Transfers from Debt Service Funds.</b>
<b>85445</b>	<b>Contributed Capital Transfers from Permanent Funds.</b>
<b>85450</b>	<b>Contributed Capital Transfers from Enterprise Funds.</b>
<b>85460</b>	<b>Contributed Capital Transfers from Internal Service Funds.</b>
<b>85470</b>	<b>Contributed Capital Transfers from Private Purpose Trust Funds.</b>
<b>85480</b>	<b>Contributed Capital Transfers from Agency Funds.</b>
<b>85485</b>	<b>Contributed Capital Transfers from Pension Trust Funds.</b>
<b>85487</b>	<b>Contributed Capital Transfers from Investment Trust Funds.</b>
<b>85500</b>	<b>Capital Lease.</b> Proceeds from leasing of properties. <i>Note. Under the provisions of the Wyoming Constitution, it is unlawful for one Board of Trustees of the School District to bind a future Board of Trustees. Consequently, long-term lease obligations may be construed to be illegal. The Wyoming Department of Audit has determined that school districts can enter into such long-term commitments provided the terms of the lease agreement contain a "no funding" clause which allows a future Board to void the agreement in the event there is not enough future funding to continue the lease. Districts entering into this type of leasing arrangement must ensure that all such agreements contain the necessary "no funding" clause.</i>

## Functions

Operational Unit - the S, D, or S/D, refers to the type of school or district code that should be used for this function. School codes must be used where the operational unit = S and district codes should be used where the operational unit = D. While school codes must be used for S, they may also be used in those instances where there is a D. The S/D code recognizes the fact that there are some cost categories that can be coded with both a school and a district. In those instances, report those costs that are identifiable to a school at the school level and non-school costs at the district level. **With the implementation of per pupil reporting pursuant to Section 1111(h)(1)(C)(x) and Section 1111(h)(2)(C) of ESEA as amended**

by the ESSA, it is imperative that districts take the initiative to code expenditures to the school level when possible.

For costs that should be split among multiple schools, use an appropriate allocation method, such as ADM, square footage, etc.

Code	Operational Unit	Description
1XXX		<b>Instruction.</b> Instruction includes the activities dealing directly with the interaction between teachers and students. Teaching may be provided for students in a school classroom, in another location such as a home or hospital and in other learning situations such as those involving co-curricular activities. It may also be provided through some other approved medium such as television, radio, telephone and correspondence. Included here are the activities of aides or classroom assistants of any type (clerks, graders, teaching machines, technology at the school level needed to support instruction, staff transportation between schools, etc.) which assist in the instructional process. Students may be of pre-school age (5 years and under); school age (5 to 18 years); or adults (18 years and above) who enroll in public school programs.
11XX		<b>General Instruction.</b> Consists of individual, group or class instructional activities designed primarily to prepare students for the activities as citizens, family members and workers. General Instruction programs include all curricular activities, subject matter, learning experiences and co-curricular activities provided by districts. <i>All activities under function codes 11XX would be considered Instruction – Regular Instruction for purposes of the Statement of Activities.</i> These programs include: Elementary (K-5 or K-6), Junior High or Middle School (6-8 or 7-8), Secondary School (7-12 or 9-12).
1105	S/D	<b>Pre-School.</b> Consists of learning experiences that are provided for preschool students. Typically, these instructional costs help preschool students develop skills for later success in kindergarten.
1110	S	<b>Elementary.</b> Consists of learning experiences that are concerned with knowledge, skills and appreciations needed by students which should be developed during the early school years. Activities of a curricular nature designed for this age level and sponsored by the school district with adult supervision should be identified to this program. Field trips that are financed by General Fund should be also included. Elementary consists of those grades for which a school has been accredited.
1120	S	<b>Junior High or Middle Schools.</b> Consists of learning experiences that are concerned with knowledge, skills, appreciations, attitudes and behavioral characteristics considered to be needed by students and that should be developed during the middle school years. Activities of a curricular nature designed for this age level and sponsored by districts with adult supervision should be identified to this program. Co-curricular activities would include field trips financed by General Fund. Junior High or Middle schools consist of those grades that a school has been accredited.

1130	S	<b>Secondary School.</b> Consists of learning experiences that are concerned with knowledge, skills, appreciations, attitudes, and behavioral characteristics considered to be needed by those students desiring immediate postsecondary employment or by those students desiring further education in postsecondary non-baccalaureate or baccalaureate programs. Activities of a curricular or co-curricular nature designed for this age level and sponsored by districts with adult supervision should be identified to this program. Co-curricular activities would include field trips that are financed by and through General Fund. Secondary schools consist of those grades that a school has been accredited.
1135	S	<b>Concurrent Enrollment.</b> Consists of instructional activities and learning experiences provided for students participating in a concurrent enrollment options program. Costs include expenditures to reimburse a community college or university for services rendered to participating students. This does not include tuition for students with disabilities. Tuition for a student with a disability will accounted for in function code 1250. <b>Concurrent enrollment courses</b> are taught at the high school by a college-approved high school teacher; students receive both high school and college credit for successfully completing these classes.
1136	S	<b>Dual Enrollment.</b> Consists of instructional activities and learning experiences provided for students participating in a dual enrollment options program. Costs include expenditures to reimburse a community college or university for services rendered to participating students. This does not include tuition for students with disabilities. Tuition for a student with a disability will accounted for in function code 1250. <b>Dual enrollment courses</b> are taught by college instructors at the college or outreach center. Some dual enrollment courses are taught by delivery methods such as online or video classes.
1150	S	<b>Tuition.</b> Consists of expenditures to reimburse other districts and providers for services rendered to students residing in the legal boundaries of the paying district. This does not include tuition for students with disabilities. Tuition for a student with a disability will be accounted for in function code 1250. <i>Expenditures here should only be reported using object code in the 37X's.</i>
12XX		<b>Special Instruction.</b> Consists of individual, group, or class instructional activities designed primarily to deal with exceptional students, home-hospital programs and experimental programs. These special programs will provide for the needs of students which cannot be adequately satisfied in the General Instructional Programs. Function Code 12xx is not limited to Special Education unless otherwise denoted in sub-code definition below. <i>All activities under function codes 12XX would be considered Instruction – Special Education instruction for purposes of the Statement of Activities.</i>
1210	S/D	<b>Programs for Students with Disabilities.</b> Consists of instructional activities and learning experiences for students with disabilities who are enrolled on a full-time or part-time basis in special classes.
1211	D	<b>Extended School Year for Students with Disabilities.</b> Extended School Year (ESY) special education and related services provided as an individualized

		education program for eligible students with disabilities beyond the regular school year.
1233	S/D	<b>Gifted and Talented.</b> Consists of learning experiences which are concerned with knowledge, skills, appreciations, attitudes, and behavioral characteristics considered to be needed by those students who are identified as gifted.
1250	S/D	<b>Tuition for Students with Disabilities.</b> Consists of expenditures to reimburse other districts and providers for services rendered to students with disabilities residing in the legal boundaries of the paying district. <i>Expenditures here should only be reported using object code in the 37X's.</i>
1260	D	<b>At-Risk Youth.</b> Consists of learning experiences which are concerned with knowledge, skills, appreciations, attitudes, and behavioral characteristics considered to be needed by those students who are identified as at-risk.
1265	S/D	<b>Summer School and Extended Day Programs.</b> Consists of instructional activities and learning experiences provided for students participating in a summer school or extended day program. These programs are designed to provide students in elementary and secondary grades additional academic assistance outside the normal school day.
1270	S/D	<b>Limited-English Proficient.</b> Consists of learning experiences which are concerned with knowledge, skills, appreciations, attitudes, and behavioral characteristics considered to be needed by those students who are identified (and receiving services) with limited English proficiency through the Home Language Survey, standardized test scores, English language proficiency tests, and teacher observation and referral.
1280	S/D	<b>Homebound Programs.</b> Consists of instructional activities and learning experiences provided for students who are confined to their home or to a hospital due to an illness or injury which prevents them from attending the generally scheduled school programs.
1290	S/D	<b>Other Special Programs.</b> Consists of special learning experiences and experimental programs for students which cannot be classified in the preceding program areas. Such programs may include: migrant school activities, delinquent or drop-out prevention, special tutorial, and experimental programs not provided for in the General Instruction area. These programs would be under the supervision of districts and funded by local and/or state resources. Such programs would be designed and organized for other than a regular classroom day or school year.
13XX		<b>Continuing Instruction.</b> Consists of learning experiences designed to develop knowledge and skills to meet immediate and long-range educational objectives <u>for adults who have completed or interrupted formal schooling</u> . The program includes activities to foster the development of fundamental tools of learning, prepare for a postsecondary career, prepare for postsecondary education programs, upgrade occupational competencies, prepare for new or different careers, develop skills and appreciations for special interest, or to enrich the aesthetic qualities of life. <i>All activities under function codes 13XX would be considered Instruction – Other-Adult Instruction to the extent not reported elsewhere for purposes of the Statement of Activities.</i>



1310	D	<b>Adult Non-Occupational.</b> Consists of learning experiences concerned with providing the fundamental knowledge, skills, appreciations, and attitudes for adults. These programs may be designed to meet: the basic educational needs of adults who never attended school or whose formal public schooling was interrupted, the needs of adults who wish to prepare themselves for further study in advance education, and the needs of adults who wish to satisfy personal interest through public school course offerings.
1330	D	<b>Adult Occupational.</b> Consists of learning experiences which are concerned with skills and knowledge designed primarily to prepare students for employment in an occupation or cluster of occupations. Programs designed primarily for extending or up-dating worker competencies for occupations in which they are employed would be classified in this function area.
14XX		<b>Student Activities.</b> Consists of co-curricular activities sponsored by districts such as band, clubs, athletics, etc. with adult supervision. Associated transportation costs using district vehicles are coded to function code 3520. Other associated supplies, travel, and equipment costs should be coded in function codes 1410 through 1430. <i>All activities under function codes 14XX would be considered Support Services – Pupil Services for purposes of the Statement of Activities.</i>
1410	S	<b>Student Activities / Elementary.</b> Consists of co-curricular activities sponsored by districts such as band, clubs, athletics, etc. with adult supervision.
1420	S	<b>Student Activities / Junior High/Middle School.</b> Consists of co-curricular activities sponsored by districts such as band, clubs, athletics, etc. with adult supervision.
1430	S	<b>Student Activities / High School.</b> Consists of co-curricular activities sponsored by districts such as band, clubs, athletics, etc. with adult supervision.
15XX		<b>Career and Technical Education (CTE).</b> Educational programs offering a sequence of courses or a sequence or aggregation of occupational competencies that are directly related to the preparation of individuals in paid or unpaid employment in current or emerging occupations requiring other than a baccalaureate or advanced degree. These programs must include competency-based applied learning that contributes to an individual's academic knowledge, higher-order reasoning and problem-solving skills, work attitudes, general employability skills, and occupational-specific skills necessary for economic independence as a productive and contributing member of society. <i>All activities under function codes 15XX would be considered Instruction – Career and Technical Education for purposes of the Statement of Activities.</i>
1530	S	<b>Career and Technical Instruction, Grades 9-12.</b> <u>Approved</u> CTE programs in grades 9-12 designed to promote CTE literacy and skills that lead to gainful employment through experience in and understanding of all aspects of the career the student is preparing to enter, including: planning, management, finance, technical and production skills, underlying principles of technology, labor and community issues, health, safety, and environmental issues.
1540	D	<b>Career and Technical Instruction, Adult.</b> CTE programs provided through community colleges. Community College has the meaning provided in Section



		120 (a) of the Higher Education Act of 1964 for an institution that provides not less than a 2-year program that is acceptable for full credit toward a bachelor's degree. This includes tribally controlled community colleges.
<b>16XX</b>		<b>Allocation, Basic Programs.</b>
<b>1610</b>	D	<b>Secondary Allocation Program Funds.</b> Legally constituted local school authority having administrative control and direction of public elementary or secondary schools in a city, county, township, school district, political subdivision of the State or any other public educational institution or agency having administrative control and direction of a CTE program for the purpose of Sections 114, 115, 116, 227 and 240 of the Carl D. Perkins Act as amended in 1990. <i>Activities under function code 1610 would be considered Instruction – CTE for purposes of the Statement of Activities.</i>
<b>1620</b>	D	<b>Post-Secondary Allocation Program Funds.</b> Distribution of funds to post-secondary and adult programs means that the state shall distribute funds available in any fiscal year for post-secondary and adult CTE education programs to eligible institutions as follows: each eligible institution shall receive an amount that bears the same relationship to the amount of funds available as the number of Pell Grant recipients and recipients of assistance from the Bureau of Indian Affairs enrolled in programs meeting the requirements of Section 235 (Uses of Funds) offered by institutions in the preceding fiscal year bears to the number of such recipients enrolled in such programs within the state in such year. <i>Activities under function code 1620 would be considered Instruction – CTE for purposes of the Statement of Activities.</i>
<b>1630</b>	D	<b>Single Parents, Displaced Homemakers and Single Pregnant Women.</b> <u>Single parent</u> means an individual who (A) is unmarried or legally separated from a spouse and (B) has a minor child or children for which the parent has either custody or joint custody, or (C) is pregnant. <u>Displaced homemaker</u> means an individual who (A) is an adult and (B)(i) has worked as an adult primarily without remuneration to care for the home and family, and for that reason has diminished marketable skills, (ii) has been dependent on public assistance or on the income of a relative but is no longer supported by such income, (iii) is a parent whose youngest dependent child will become ineligible to receive assistance under the program for aid to families with dependent children under Part A of Title IV of the Social Security Act within 2 years of the parent's application for assistance under this Act, or (iv) is unemployed or underemployed and is experiencing difficulty in obtaining any employment or suitable employment, as appropriate, or (C) is described in subparagraph (A) or (B) and is a criminal offender. The Secretary may not prescribe the manner in which the State will comply with the application of the definition contained in this paragraph. <i>Activities under function code 1630 would be considered Instruction – Other Instruction-Adult Education for purposes of the Statement of Activities.</i>
<b>1640</b>	D	<b>Correction Education.</b> State corrections educational agency means the State agency or agencies responsible for carrying out corrections education

		programs in the State. <i>Activities under function code 1640 would be considered Instruction – Other Instruction-Adult Education for purposes of the Statement of Activities.</i>
1650	D	<b>State Programs and State Leadership Professional Development Activities.</b> Activities under this provision include professional development, curriculum development, and dissemination and assessment of programs receiving Federal assistance. <i>Activities under function code 1650 would be considered Support Services – Instructional Staff Services for purposes of the Statement of Activities.</i>
1660	D	<b>Sex Equity.</b> Instructional programs, services, and activities, including dependent care and transportation, provided to individuals participating in vocational educational programs that address the following areas: <ul style="list-style-type: none"> <li>• Programs, services, comprehensive career guidance, counseling, and activities to eliminate sex bias and stereotyping in secondary and post-secondary vocational education</li> <li>• Preparatory services and vocational education programs, services, and activities for girls and women, aged 14 through 25, designed to enable the participants to support themselves and their families</li> </ul> <i>Activities under function code 1660 would be considered Instruction – CTE for purposes of the Statement of Activities.</i>
17XX		<b>Special Programs.</b> Wyoming receives support for four special programs under this title including Community-Based Organizations, Consumer and Homemaking Education, and Tech-Prep Education.
1710	D	<b>Community Based Organizations (CBO).</b> A private non-profit organization of demonstrated effectiveness which is representative of communities or significant segments of communities and that provides job training services. For example, organizations operating career intern programs, neighborhood groups and organizations, community action agencies, community development corporations, vocational rehabilitation organizations, rehabilitation facilities, agencies serving displaced homemakers, union-related organizations, and employer-related non-profit organizations. <i>Activities under function code 1710 would be considered Support Services – Community Services for the purposes of the Statement of Activities.</i>
1720	D	<b>Consumer and Homemaking Education.</b> Instructional programs, services, and activities that prepare youth and adults for occupations of: homemaking, food and nutrition, consumer education, family living and parenthood, child development and guidance, housing, home management (including resource management), clothing, and textiles. <i>Activities under function code 1720 would be considered Instruction – Regular Instruction for the purposes of the Statement of Activities.</i>
1730	D	<b>Career Guidance and Counseling.</b> Programs that pertain to the body of subject matter and related techniques and methods organized for the development of individuals' skills that assist such individuals in making and implementing informed educational and occupational choices. Some examples of pertinent knowledge and skills are: career awareness, career

		planning, career decision-making, placement skills, knowledge and understanding of local, state, and national occupational, education, and labor market needs and trends, and opportunities. <i>Activities under function code 1730 would be considered Support Services – Pupil Services for the purposes of the Statement of Activities.</i>
1740	D	<b>Business-Labor Partnerships.</b> Education partnerships that are authorized for funding apprenticeships, new equipment, cash contributions to programs, teacher internships and training, and bringing representatives of business and organized labor into the classroom. Priority must be given to partnerships providing job training in areas of significant labor shortages. The Secretary of Education is required to provide a policy manual describing the policies and offering examples of allowable expenses under this program. <i>Activities under function code 1740 would be considered Support Services – Other Support Services for the purposes of the Statement of Activities.</i>
1750	D	<b>Tech-Prep Education.</b> A combined secondary and post-secondary program which includes <u>all</u> of the following: <ul style="list-style-type: none"> <li>• Leads to an associate degree or 2-year certificate</li> <li>• Provides technical preparation in at least 1 field of engineering technology, applied science, a practical art or trade in the mechanical or industrial field, agriculture, health, or business</li> <li>• Builds student competence in mathematics, science, and communications (including applied academics) through a sequential course of study</li> <li>• Leads to placement in employment</li> </ul> <i>Activities under function code 1750 would be considered Instruction – CTE for the purposes of the Statement of Activities.</i>
1760	D	<b>Supplementary State Grants for Facility and Equipment.</b> A program designed to provide funding to enable districts in economically depressed areas to improve facilities and acquire or lease equipment. The funds will be distributed according to section 1006 of the Elementary and Secondary Education Act of 1965. NOTE: Funds for this grant are not available, since the State of Wyoming did not qualify for this program.
18XX		<b>Virtual Learning.</b> Consists of learning experiences that are delivered through means other than direct instruction. Examples include compressed video, internet-based classes, satellite feed classes, etc. <i>Activities under function code 18XX would be considered Instruction – Other Instruction for purposes of the Statement of Activities.</i>
1810	S/D	<b>Elementary Virtual Learning.</b> Distance-based learning activities for elementary programs K-5 or K-6.
1820	S/D	<b>Junior High or Middle Virtual Learning.</b> Distance-based learning activities for programs in grades 6-8 or 7-8.
1830	S/D	<b>Secondary Virtual Learning.</b> Distance-based learning activities for programs in grades 9-12 or any combination of those grades.
2XXX		<b>Instructional Support.</b> The activities and services of technical and specialist personnel to facilitate and enhance individual, group, or class instruction and

		to assist the instructional staff of the school district. These supporting services provide administrative, technical (such as guidance and health), and logistical support to facilitate and enhance instruction. These services exist as adjuncts for fulfilling the objectives of instruction, community services, and enterprise programs, rather than as entities within themselves.
<b>21XX</b>		<b>Support Services - Students.</b> Activities designed to assess and improve the well-being of students and to supplement the teaching process. These activities assist teaching staff in understanding special student problems and provide staff and student services that enrich districts. Activities under function code 21XX would be considered Support Services – Pupil Services for purposes of the Statement of Activities.
<b>2110</b>	D	<b>Guidance Services.</b> Activities involving counseling with students and parents, consulting with other staff members on learning problems, evaluating the abilities of students, assisting students as they make their own educational and career plans and choices, assisting students in personal and social development, providing referral assistance, and working with other staff members in planning and conducting guidance programs for students.
<b>2111</b>	D	<b>Supervision of Guidance Services.</b> Activities associated with directing, managing, and supervising guidance services.
<b>2112</b>	D	<b>Counseling Services.</b> Activities concerned with the relationship between one or more counselors and one or more students as counselees, between students and students, and between counselors and other staff members. These activities help the student understand his or her educational, personal, and occupational strengths and limitations, relate his or her abilities, emotions, and aptitudes to educational and career opportunities, utilize his or her abilities in formulating realistic plans, and achieve satisfying personal and social development.
<b>2113</b>	D	<b>Appraisal Services.</b> Activities that assess student characteristics, are used in administration, instruction, and guidance, and assist the student in assessing his or her purposes and progress in career and personality development.
<b>2114</b>	D	<b>Information Services.</b> Activities for disseminating educational, occupational, and personal social information, help acquaint students with curriculum educational, and vocational opportunities and requirements. Such information might be provided directly to students through activities such as group or individual guidance, or it might be provided indirectly to students through staff members or parents.
<b>2115</b>	D	<b>Record Maintenance Services.</b> Activities for compiling, maintaining, and interpreting cumulative records of individual students, including systematic consideration of such factors as: <ul style="list-style-type: none"> <li>• Home and family background</li> <li>• Physical and medical status</li> <li>• Standardized test results</li> <li>• Personal and social development</li> <li>• School performance</li> </ul>

2116	D	<b>Placement Services.</b> Activities that help place students in appropriate situations while they are in school. These could be educational situations, part-time employment while they are in school and appropriate educational and occupational situations after they leave school. These activities also help ease the student's transition from one educational experience to another. The transition may require, for example, admissions counseling, referral services, assistance with records, and follow-up communications with employers.
2117	D	<b>Assessment Services.</b> Activities relating to formalized performance testing.
2119	D	<b>Other Guidance Services.</b> Guidance services which cannot be classified above.
2120	D	<b>Attendance and Social Work Services.</b> Activities designed to improve student attendance and prevent or solve student problems involving the home, school, and the community. Registration activities for adult education programs are included here.
2121	D	<b>Supervision of Attendance and Social Work Services.</b> Activities associated with directing, managing, and supervising guidance services.
2122	D	<b>Attendance Services.</b> Activities such as promptly identifying nonattendance patterns; promoting improved attitudes toward attendance, analyzing causes of nonattendance, acting early on nonattendance problems, and enforcing compulsory attendance laws.
2123	D	<b>Social Work Services.</b> Activities such as investigating and diagnosing student problems arising out of home, school, or community, casework, and group work services for the child, parent, or both, interpreting the problems of students for other staff members, and promoting modification of the circumstances surrounding the individual student is related to his or her problem.
2124	D	<b>Student Accounting Services.</b> Activities of acquiring and maintaining records of school attendance, location of the home, family characteristics, and census data. Portions of these records become a part of the cumulative record which is sorted and stored for teacher and guidance information. Statistical reports are prepared under this function as well.
2129	D	<b>Other Attendance and Social Work Services.</b> Attendance and social work services other than those classified elsewhere.
2130	S	<b>Health Services.</b> Physical and mental health services that are not direct instruction. Included are activities that provide students with appropriate medical, dental, and nursing services. Agencies outside the district that are contracted to assist with individual students would be considered a part of this program. Shared costs should be charged to individual schools using a supportable pattern of activities (e.g., assignment records, and time sheets). If no records of activities are available, allocate to participating schools on an ADM basis.
2131	S/D	<b>Supervision of Health Services.</b> Activities associated with directing and managing health services. Shared costs should be charged to individual schools using a supportable pattern of activities (e.g., assignment records,

		and time sheets). If no records of activities are available, allocate to participating schools on an ADM basis.
2132	S	<b>Medical Services.</b> Activities concerned with the physical and mental health of students, such as health appraisal, including screening for vision, communicable diseases and hearing deficiencies, screening for psychiatric services and periodic health examinations, emergency injury and illness care, and communications with parents and medical officials. Shared costs should be charged to individual schools using a supportable pattern (e.g., assignment records, time sheets). If no records of activities are available, allocate to participating schools on an ADM basis.
2133	S	<b>Dental Services.</b> Activities associated with dental screening, dental care, and orthodontic activities. Shared costs should be charged to individual schools using a supportable pattern of activities (e.g., assignment records and time sheets). If no records of activities are available, allocate to participating schools on an ADM basis.
2134	S	<b>Nursing Services.</b> Activities associated with nursing, such as health inspection, treatment of minor injuries, and referrals for other health services. Shared costs should be charged to individual schools using a supportable pattern of activities (e.g., assignment records, time sheets). If no records of activities are available, allocate to participating schools on an ADM basis.
2139	S	<b>Other Health Services.</b> Health services are not classified elsewhere. Shared costs should be charged to individual schools using a supportable pattern of activities (e.g., assignment records, and time sheets). If no records of activities are available, allocate to participating schools on an ADM basis.
2140	D	<b>Psychological Services.</b> Activities concerned with administering psychological tests and interpreting the results, gathering and interpreting information about student's behavior, working with other staff members in planning school programs to meet the special needs of students as indicated by psychological tests and behavioral evaluation, and planning and managing a program of psychological services, including psychological counseling for students, staff, and parents.
2141	D	<b>Supervision of Psychological Services.</b> Directing, managing, and supervising the activities associated with psychological services.
2142	D	<b>Psychological Testing Services.</b> Activities concerned with administering psychological tests, standardized tests, and inventory assessments. These tests measure ability, aptitude, achievement, interests, and personality. Activities also include interpretations of these tests for students, school personnel and parents.
2143	D	<b>Psychological Counseling Services.</b> Activities that take place between a school psychologist or other qualified person as a counselor and one or more students as counselees, in which the students are helped to perceive, clarify and solve problems of adjustment and interpersonal relationships.
2144	D	<b>Psychotherapy Services.</b> Activities that provide a therapeutic relationship between a qualified mental health professional and one or more students, in



		which the students are helped to perceive, clarify and solve emotional problems.
2149	D	<b>Other Psychological Services.</b> Other activities associated with psychological services not classified above.
2150	D	<b>Speech Pathology and Audiology Services.</b> Activities that identify, assess, and treat children with speech, hearing, and language impairments.
2151	D	<b>Supervision of Speech Pathology and Audiology Services.</b> Activities associated with directing, managing, and supervising speech pathology and audiology services.
2152	D	<b>Speech Pathology Services.</b> Activities that identify children with speech and language disorders; diagnose and appraise specific speech and language disorders; refer problems for medical or other professional attention necessary to treat speech and language disorders; provide required speech treatment services; and counsel and guide children, parents, and teachers, as appropriate.
2153	D	<b>Audiology Services.</b> Activities that identify children with hearing loss; determine the range, nature and degree of hearing function; refer problems for medical or other professional attention appropriate to treat impaired hearing; treat language impairment; involve auditory training, speech reading (lip-reading), and speech conversation; create and administer programs of hearing conservation; and counsel guidance of children, parents and teachers, as appropriate.
2159	D	<b>Other Speech Pathology and Audiology Services.</b> Other activities associated with speech pathology and audiology services not classified above.
2160	D	<b>Board of Cooperative Education Service (BOCES).</b> Consists of educational services provided by BOCES. All revenues derived pursuant to W.S. 21-20-109(a) and W.S. 21-20-110(a) must be distributed to the BOCES.
2170	D	<b>Therapy Services.</b> Activities concerned with providing occupational and physical therapy services to meet the special needs of students. These activities must be logged and allocated.
2171	D	<b>Occupational Therapy Services.</b>
2172	D	<b>Physical Therapy Services.</b>
2173	S/D	<b>Visually Impaired/Vision Services.</b>
2180	S	<b>Related Service Aide.</b> A specialized employee who assists in providing related services support including students with a disability. These employees do not have to be certified.
2181	S	<b>Case Manager.</b> A specialized employee who oversees and coordinates the continued care of students with a disability on an IEP.
2190	D	<b>Other Support Services - Student.</b> Other support services to students not classified elsewhere in the 21XX series.
22XX		<b>Support Services - Instructional Staff.</b> Activities associated with assisting the instructional staff with the content and process of providing learning experiences for students. This function series is subdivided into two basic function areas: Improvement of Instruction Services and Educational Media



		Services. Activities under function code 22XX would be considered Support Services – Instructional Staff Services for purposes of the Statement of Activities.
2210	D	<b>Improvement of Instruction Services.</b> Activities primarily for assisting instructional staff in planning, developing, and evaluating the process of providing learning experiences for students. These activities include curriculum development, techniques of instruction, child development and understanding, staff training, etc. Personnel outside the district who are contracted to assist or conduct a training program would be classified within this function.
2211	D	<b>Supervision of Improvement of Instruction Services.</b> Activities associated with directing, managing, and supervising the improvement of instruction services.
2212	D	<b>Instruction and Curriculum Development Services.</b> Activities that aid teachers in developing the curriculum, preparing and utilizing special curriculum materials, and understanding and appreciating the various techniques which stimulate and motivate students.
2213	S/D	<b>Staff Development Services.</b> Activities that contribute to the professional or occupational growth and competence of members of the staff during their service to the school district or school. Among these activities are workshops, demonstrations, school visits, courses for college credit, sabbatical, and travel leaves. All staff development activities should be classified in this function. Possible expenditures include: staff salaries and benefits; purchased out-of-district trainers; materials and supplies for staff development; travel costs not covered elsewhere; and equipment. Substitute teacher costs should be charged to the same function as the service being provided. Charges should be allocated to the individual school or district in accordance with how the staff development funds are expended. If funds are expended at the school level, charge to the school. If funds are expended at the district level, charge to the district.
2215	S/D	<b>Instructional Facilitators.</b> Individuals including mentors, site coaches, curriculum specialists, or lead teachers coordinating the instructional program and provide critical ongoing instructional coaching and mentoring to teachers.
2219	D	<b>Other Improvement of Instruction Services.</b> Activities for improving instruction other than those classified above.
2220	D	<b>Educational Media Services.</b> Activities concerned with the use of all teaching and learning resources, including hardware and content materials. Educational media are defined as any devices, content materials, methods, or experiences used for teaching and learning purposes. These include printed and non-printed sensory materials.
2221	D	<b>Supervision of Educational Media Services.</b> Activities concerned with directing, managing, and supervising educational media services.
2222	S	<b>School Library Services.</b> Activities such as selecting, acquiring, preparing, cataloging, and circulating books and other printed materials, planning the use of the library by students, teachers, and other members of the

		instructional staff, and guiding individuals in their use of library books and materials, whether maintained separately or as a part of an instructional materials center. Textbooks will not be charged to this function but rather to instruction functions. Shared costs should be charged to individual schools using a supportable pattern of activities (e.g., assignment records, time sheets). If no records of activities are available, allocate to participating schools on an ADM basis.
2223	D	<b>Audiovisual Services.</b> Activities such as selecting, preparing, caring for, and making available to members of the instructional staff the equipment, films, filmstrips, transparencies, tapes, TV programs, and similar materials, whether maintained separately or as part of an instructional materials center. Included are activities in the audiovisual center, TV studio, and related work-study areas and the services provided by audiovisual personnel.
2224	D	<b>Educational Television Services.</b> Activities concerned with planning, programming, writing, and presenting educational programs or segments of programs by closed-circuit or broadcast television.
2225	S/D	<b>Computer-Assisted Instruction Services.</b> Activities concerned with planning, programming, writing, and presenting educational projects which have been specially programmed for a computer to be used as the principal medium of instruction. Shared costs should be charged to individual schools using a supportable pattern of activities (e.g., assignment records, time sheets). If no records of activities are available, allocate to participating schools on an ADM basis.
2229	D	<b>Other Educational Media Services.</b> Educational media services other than those classified elsewhere.
2230	D	<b>Supervision of Special Education Services.</b> Activities associated with directing, managing, and supervising special education instruction services.
2240	S/D	<b>Technology Integration.</b> Activities associated with the integration of technology with instruction and learning. Examples include assisting instructional staff in the use of technology in curriculum, technology as a teaching tool, independent study using technological tools, etc. Shared costs should be charged to individual schools using a supportable pattern of activities (e.g., assignment records, time sheets). If no records of activities are available, allocate to participating schools on an ADM basis.
2290	D	<b>Other Support Services-Instructional Staff.</b> Services supporting the instructional staff not classified elsewhere in the 2200 series.
3XXX		<b>Support Services - General Support.</b> Activities concerned with establishing and administering the policy for operating districts. Includes those activities concerned with establishing policies, directing districts, general supervision of school programs, and providing for the necessary facilities and services to operate districts.
33XX		<b>Support Services - General Administration.</b> Activities concerned with establishing and administering policy for operating the school district.
3310	D	<b>Central Administration.</b> Activities of personnel and services associated with the administrative (superintendent) responsibility of districts. Included in this

		function are legal services, negotiation services, and total district planning, research, and evaluation for the future of districts. <i>Activities under function codes 3310 would be considered Support Services – Central Services for purposes of the Statement of Activities.</i>
3311	D	<b>Office of the Superintendent Services.</b> Activities performed by superintendents and assistants (deputy, associate, and assistant) in directing and managing all affairs of districts. These include all personnel and materials in the office of superintendents. Activities of the office of assistant superintendent should be charged here unless the activities can be placed properly into a service area. In this case, they would be charged to the service area. <i>Activities under functions 3311-3313 would be considered Support Services – General Administration Services for purposes of the Statement of Activities.</i>
3312	D	<b>Community Relations Services.</b> Activities and programs developed and operated system-wide for bettering school/community relations.
3313	D	<b>State and Federal Relations Service.</b> Activities associated with developing and maintaining good relationships with state and federal officials. The activities associated with grant procurement are included.
3319	D	<b>Other Executive Administration Services.</b> Other general administrative services that can't be classified elsewhere. <i>Activities under function 3319 would be considered Support Services – Central Services for purposes of the Statement of Activities.</i>
3320	S	<b>School Administration.</b> Activities concerned with the overall administrative responsibility for schools. <i>Activities under function codes 3320-3329 would be considered Support Services – School Administration Services for purposes of the Statement of Activities.</i>
3321	S	<b>Office of the Principal Services.</b> Activities concerned with directing and managing the operation of a particular school. They include activities performed by principals, assistant principals, and other assistants while they supervise all operations of schools, evaluate school staff members, assign duties, supervise and maintain records, and coordinate school instructional activities. These activities also include the work of clerical staff in support of the teaching and administrative duties. Shared costs should be charged to individual schools using a supportable pattern of activities (e.g., assignment records, time sheets). If no records of activities are available, allocate to participating schools on an ADM basis. Copy costs and other supplies should be directly charged or allocated to the appropriate function code that benefits from those services (e.g., instruction, professional development, principal services).
3329	S	<b>Other Support Services - School Administration.</b> Other school administration services. This function includes graduation expenses and full-time department chairpersons.
3330	D	<b>Business Administration.</b> Activities concerned with paying, transporting, exchanging, and maintaining goods and services for districts. Included are fiscal and internal services necessary for operating. The Chief Business

		Official and activities of the Chief Business Official are included in this function. <i>Activities under function codes 3330-3339 would be considered Support Services – Business Services for purposes of the Statement of Activities.</i>
3331	D	<b>Fiscal Services.</b> Activities concerned with the operations of districts. This function includes budgeting, receiving and disbursing, financial and property accounting, payroll, inventory control, and managing funds.
3332	D	<b>Purchasing Services.</b> Activities concerned with purchasing supplies, furniture, equipment, and materials used in schools or district operations.
3333	D	<b>Warehousing and Distributing Services.</b> The activities of receiving, storing and distributing supplies, furniture, equipment, materials, and mail. They include picking up and transporting cash from school facilities to central administration offices or banks for control, deposit, or both.
3334	D	<b>Printing, Publishing and Duplicating Services.</b> The activities of printing and publishing administrative publications such as annual reports, school directories, and manuals. Activities here also include centralized services for duplicating school materials and instruments such as school bulletins, newsletters, and notices.
3335	D	<b>Data Processing Services.</b> Activities concerned with preparing, storing, and retrieving data for reproduction as information for management and reporting. <i>ASBO recommends, under GASB Statement No. 34, that activities under function 3335 be considered Support Services – Business Services for purposes of the Statement of Activities.</i>
3339	D	<b>Other Support Services - Business.</b> Other support services to business not classified elsewhere in the 3330 series.
3350	D	<b>Board of Education Services.</b> Activities concerned with directing and managing the general operation of the board of education. These include all the activities of the members of the board. Also included are any activities of the district performed in support of district meetings. Legal activities in interpretation of the laws and statutes and general liability situations are charged here, as are activities of external auditors. <i>Activities under function codes 3350-3359 would be considered Support Services – General Administration Services for purposes of the Statement of Activities.</i>
3351	D	<b>Supervision of the Board of Education Services.</b> Activities concerned with directing and managing the general operation of the board of education. These include the activities of the members of the board of education but do not include any special activities defined in the other areas of responsibility described elsewhere. Also included are any activities of districts performed in support of meetings. Legal activities in interpretation of the laws and statutes and general liability situations are charged here, as are the activities of external auditors.
3352	D	<b>Board Secretary / Clerk Services.</b> The activities required to perform the duties of the secretary or clerk of the board of education.
3353	D	<b>Board Treasurer Services.</b> The activities required to perform the duties of treasurer of the board of education.

3354	D	<b>Election Services.</b> Services rendered in connection with any school system election, including elections of officers and bond elections.
3355	D	<b>Tax Assessment and Collection Services.</b> Services rendered in connection with tax assessment and collection.
3356	D	<b>Staff Relations and Negotiations Services.</b> Activities concerned with staff relations system-wide and the responsibilities for contractual negotiations with both instructional and non-instructional personnel.
3359	D	<b>Other Board of Education Services.</b> Board of education services which cannot be classified under the preceding areas of responsibility.
34XX		<b>Operation and Maintenance of Plant Services.</b> Activities concerned with keeping the physical plant open, comfortable and safe for use, and keeping the grounds, buildings, and equipment in effective working condition and state of repair. These include the activities of maintaining safety in buildings, on the grounds and in the vicinity of schools. Also included is the general operation of facilities such as phone lines, utilities, etc. Only Major Maintenance costs should be shown at the building level. Other costs would be shown to the school or district level as appropriate. Central facilities such as a district-wide gym or pool would be charged to the district. Activities under function 34XX would be considered Support Services – Operation & Maintenance of Plant Services for purposes of the Statement of Activities.
3410	D	<b>Supervision of Operation and Maintenance of Plant Services.</b> The activities involved in directing, managing, and supervising the operation and maintenance of school plant facilities.
3420	S/D	<b>Operating Buildings Services.</b> Activities concerned with keeping the physical plant clean and ready for daily use. These activities include operating the heating, lighting, and ventilating systems, phone lines, and reoccurring charges, and repairing and replacing facilities and equipment. Also included are the costs of building rental and property insurance.
3430	S/D	<b>Care and Upkeep of Grounds Services.</b> Activities involved in maintaining and improving the land (but not the buildings). These activities include snow removal, landscaping, grounds maintenance, and the like. School costs must be reported at the school level. Other building costs can be coded at the district level.
3440	D	<b>Care and Upkeep of Equipment Services.</b> Activities involved in maintaining equipment owned or used by districts. These include such activities as servicing and repairing furniture, machines, and movable equipment.
3450	D	<b>Vehicle Operation and Maintenance Services (Other Than Student Transportation Vehicles).</b> Activities involved in maintaining general-purpose vehicles such as trucks, tractors, graders, and staff vehicles. These include such activities as repairing vehicles, replacing vehicle parts, cleaning, painting, greasing, fueling, and inspecting vehicles for safety (i.e., preventive maintenance).
3460	S/D	<b>Security Services.</b> Activities concerned with maintaining order and safety in school buildings, on the grounds and in the vicinity of schools at all times. These include police activities for school functions, traffic control on grounds

		and in the vicinity of schools, building alarm systems, and hall monitoring services. School costs must be reported at the school level. Other building costs can be coded at the district level.
3461	S/D	<b>Safety Services.</b> Activities concerned with maintaining a clean and safe environment for students on school property. These include PPE supplies purchased so students and staff can attend school in person.
3470	D	<b>Major Building and Facility Maintenance.</b> Activities involved in providing maintenance to buildings using funds generated by funding for major maintenance. These funds can only be used for significant capital maintenance costs, not regular maintenance. Regular maintenance should be classified in function 3420 Operating Buildings Services.
3490	D	<b>Other Operation and Maintenance of Plant Services.</b> Operations and maintenance of plant services that cannot be classified elsewhere in the 3400 series.
35XX		<b>Transportation Services.</b> Activities concerned with conveying students to and from school, instructional field trips, trips to school activities, and transportation expenses of district-owned vehicles. Activities under function 35XX, with the exception of 3590, would be considered Support Services – Pupil Transportation Services for purposes of the Statement of Activities.
3510	D	<b>Vehicle Operation - To and From School.</b> Activities involved in operating vehicles for student transportation to and from school. Examples would include maintenance costs, salaries, and benefits, parts, repairs, etc. This code would also include instructional field trips. <i>Expenditures coded to this function in the general fund will be included in the transportation reimbursement reported on the WDE100A – Funding model worksheet.</i>
3520	S/D	<b>Vehicle Operation - Activities.</b> Activities are athletic and non-athletic events that are sanctioned by the Wyoming High School Activities Association and school-sponsored athletic and non-athletic activities in grades preceding high school that directly correspond to those high school activities sanctioned by the Wyoming High School Activities Association. <i>Expenditures coded to this function in the general fund will be included in the transportation reimbursement reported on the WDE100A – Funding model worksheet.</i>
3530	D	<b>Reimbursable Transportation Non-Vehicle.</b> Reimbursable transportation expenditures not related to vehicles, including transportation administration, supervision, and utilities. <i>Expenditures coded to this function in the general fund will be included in the transportation reimbursement reported on the WDE100A – Funding model worksheet.</i>
3590	D	<b>Non-Reimbursable Transportation Services.</b> Transporting personnel using other school district-owned vehicles for tasks that cannot be readily identified with another function code. Staff transportation necessary for administration, instruction, instructional support, professional development, etc. should be charged directly to those functions. This code should include all non-



		reimbursable transportation services. <i>Activities under function 3590 would be considered Support Services – Other Support Services for the purposes of the Statement of Activities.</i>
38XX		<b>Support Services - Central.</b> Activities, other than general administration, that support instructional and supporting services programs. These activities include planning, research, development, evaluation, information, staff, and data processing services. Activities under function 38XX would be considered Support Services – Central Services for purposes of the Statement of Activities.
3810	D	<b>Planning, Research, Development, and Evaluation Services.</b> Activities associated with conducting and managing programs of planning, research, development, and evaluation for the school system on a system-wide basis. Planning Services include activities concerned with selecting or identifying long-range goals and priorities of the organization or program. These activities also involve formulating various courses of action needed to achieve these goals. This is done by identifying needs and relative costs and benefits of each course of action. Research Services include activities concerned with the systematic study and investigation of the various aspects of education, undertaken to establish facts and principles. Development Services include activities in the deliberate evolving process of improving educational programs (i.e., using the products of research). Evaluation Services include activities concerned with ascertaining or judging the value or amount of an action or an outcome. This is done through careful appraisal of previously specified data in light of the particular situation and the goals previously established.
3820	D	<b>Information Services.</b> Activities concerned with writing, editing, and other preparation necessary to disseminate educational and administrative information to students, staff, managers, and the general public through direct mailing, various news media, or personal contact.
3830	D	<b>Staff Services.</b> Activities concerned with maintaining an efficient staff. It includes such activities as recruiting and placement, staff transfers, in-service training for non-certified staff, health services, and staff accounting.
3850	D	<b>Technology Coordination. Administrative Technology Services.</b> Activities concerned with supporting the district's information technology systems, including supporting administrative networks, maintaining administrative information systems, and processing data for administrative and managerial purposes. These activities include expenditures for internal technology support as well as the support provided by external vendors using operating funds. These activities include costs associated with the administration and supervision of technology personnel, systems planning and analysis, systems application development, systems operations, network support services, hardware maintenance and support services, and other technology-related administrative costs. <b>Technology Service Supervision and Administration.</b> Activities concerned with directing, managing, and supervising data-processing services.



		<p><b>Systems Planning and Analysis.</b> Activities concerned with searching for and evaluating alternatives for achieving defined objectives, based on judgment and, wherever possible, on quantitative methods. Where applicable, these activities pertain to the development of data-processing procedures or application to electronic data-processing equipment.</p> <p><b>Systems Application Development.</b> Activities concerned with the preparation of a logical sequence of operations to be performed, either manually or electronically, in solving problems or processing data. These activities also involve preparing coded instructions and data for such sequences.</p> <p><b>Systems Operations.</b> Activities concerned with scheduling, maintaining, and producing data. These activities include operating business machines, data preparation devices, and data-processing machines.</p> <p><b>Network Support Services.</b></p> <p><b>Hardware Maintenance and Support Services.</b></p> <p><b>Professional Development Costs for Administrative Technology Personnel.</b></p> <p><b>Other Technology Services.</b> Activities concerned with data processing not described above.</p>
3900	D	<p><b>Other Support Services.</b> All other support services not classified elsewhere in the 3000 series. <i>Activities under function 3900 would be considered Support Services – Other Support Services for purposes of the Statement of Activities.</i></p>
4XXX		<p><b>Operation of Non-Instructional Services.</b> Activities concerned with providing non-instructional services to students, staff, or community.</p>
4100	D	<p><b>Food Service Operations.</b> School Lunch Fund is to be accounted for as a separate Enterprise Fund of districts. (Meals subsidized from the General Fund should be reported in the General Fund using this code and object 461.) <i>Activities under function 4100 would be considered Business-Type Activities – Food Services for purposes of the Statement of Activities, except for the General Fund subsidies described above.</i></p>
4190	D	<p><b>Non-Allowable Food Service Operations.</b> Non-allowable activities accounted for separately of School Lunch Funds in Enterprise Funds. <i>Activities under 4190 would be considered Business-Type Activities – Food Services for purposes of the Statement of Activities.</i></p>
4200	D	<p><b>Enterprise Operations.</b> Activities that are financed and operated in a manner similar to private business enterprises where the stated intent is that the costs are financed or recovered primarily through user charges. Food services should not be charged here but rather to function 4100. One example could be the school district bookstore. <i>Activities under function 4200 would be considered Business-Type Activities – (by name, i.e., Bookstore).</i></p>
4300	D	<p><b>Community Support.</b> Consists of those activities or personnel and services that are not directly related to providing education for students. This includes services provided by districts for community recreation programs, civic activities, public libraries, programs of custody and care of children, and</p>

		community welfare activities. <i>Activities under function 4300 would be considered Support Services – Community Services for purposes of the Statement of Activities.</i>
5XXX		<b>Facilities Acquisition and Construction Services.</b> Activities concerned with acquiring land and buildings, remodeling buildings, constructing buildings and additions to buildings, initially installing or extending service systems and other built-in equipment, and improving sites. Activities under function 5XXX should, to the extent possible, be recorded to capital asset accounts where expenses were incurred and capitalized. However, in instances where this is not possible, the activities would be considered under Support Services – Central Services for purposes of the Statement of Activities.
5100	D	<b>Site Acquisition Services.</b> Activities concerned with initially acquiring and improving new sites.
5200	S/D	<b>Site Improvement Services.</b> Activities concerned with improving existing sites. School costs must be reported at the school level. Other building costs can be coded at the district level.
5300	D	<b>Architecture and Engineering Services.</b> The activities of architects and engineers related to acquiring and improving sites and improving buildings. Charges are made to this function only for those preliminary activities that may or may not result in additions to district property. Otherwise, charge these services to 5100, 5200, 5500, or 5600, as appropriate.
5400	D	<b>Educational Specifications Development Services.</b> Activities concerned with preparing and interpreting descriptions of specific space requirements for the various learning experiences of students to be accommodated in a building. These specifications are interpreted to the architects and engineers in the early stages of blueprint development.
5500	D	<b>Building Acquisition and Construction Services.</b> Activities concerned with buying or constructing buildings.
5600	S/D	<b>Building Improvements Services.</b> Activities concerned with building additions and installing or extending service systems and other built-in equipment. School costs must be reported at the school level. Other building costs can be coded at the district level.
5900	S/D	<b>Other Facilities Acquisition and Construction Services.</b> Facilities acquisition and construction activities which cannot be classified above. School costs must be reported at the school level. Other building costs can be coded at the district level.
6000	D	<b>Other Uses.</b> Several outlays of governmental funds are not properly classified as expenditures but still require budgetary or accounting control. These are normally classified under <i>Other Outlays</i> . These include certain transfers of monies from one fund to another. <b>The function code 6000 can be used for this purpose in Fund Groups 60 and above.</b>
6100	D	<b>Debt Service.</b> Servicing the debt of districts, including payments of both principal and interest. The only object of expenditure codes used in this function for bond issues is 620 and 710. All other debt payments are coded to objects 630 and 740. Function 6100 is not to be used in the general fund, or

		for leasing expenditures. Qualifying lease expenditures claimed on the for purposes of the Statement of Activities, only activities related to payment of interest on debt recorded under function 6100 would be shown under Support Services – Interest on Long-Term Debt.
6200	D	<b>Fund Transfers.</b> Transactions that withdraw money from one fund and place it in another without recourse. Fund transfers budgeted to another functional activity, such as health insurance, early retirement, technology purchases, building costs supported by the general fund, and food service should be coded to the appropriate function and object code. <i>Activities under function 6200 would be considered General Revenues – Transfers for purposes of the Statement of Activities.</i>
6400	D	<b>Payments to Other Governmental Units.</b> Transactions involving authorized payments to other governmental units. <i>If it is not possible to recognize such payments under Governmental Activities – Instruction or Support Services or as Business-Type Activities as an expense, for purposes of the Statement of Activities, it should be considered under General Revenues – Extraordinary Items.</i>
7XXX	D	<b>Cash Reserve (designated for subsequent year expenditures).</b> The activities that segregate a portion of the fund balance to indicate that it is not appropriated for expenditure. Activities under function 7XXX would not be considered for purposes of the Statement of Activities.
7100	D	<b>June 30, 1997, Cash Reserve (Designated for subsequent year expenditures).</b> The activities segregating a portion of fund balances to indicate that it is not appropriated for expenditures.
7200	D	<b>Post June 30, 1997, Cash Reserve (Designated for subsequent year expenditures).</b> The activities that segregate a portion of the fund balance to indicate that it is not appropriated for expenditures.
7300	D	<b>Special Reserve (Designated for subsequent year expenditures).</b> The activities that transfer a portion of the General Fund balance to indicate that it is not appropriated for expenditures pursuant to W.S. 21-13-504. General Fund transactions coded to this function should include the appropriate revenue transfer code (85201) in the Capital Projects Fund (30). Note: Eliminated the language under revenue code 85287 - Transfers from Investment Trust Funds. Revenue received unconditionally from an Investment Trust Fund without the expectation of repayment. For purposes of GASB No. 34, should be classified as General Purpose-Transfers.

## Object of Expenditure

Object codes ending in X mean no reporting is allowed there.

Object Code	Description
1XX	<b>Personal Services - Salaries.</b> Amounts paid to both permanent and temporary district employees, including personnel substituting for those in permanent positions. This includes gross salary for personal services rendered while on the payroll of districts.
11X	<b>Salaries of Regular Employees.</b> Full-time, part-time, and prorated portions of the costs for work performed by permanent employees. The key is <u>permanent</u> in nature. Personnel considered to be on the payroll and contracted for a period of time.
111	<b>Regular Salaries for Certified Personnel.</b> Amounts paid to personnel certified by Wyoming Professional Teaching Standards Board (PTSB).
112	<b>Regular Salaries for Professional Non-Certified Personnel.</b> Amounts paid to professional personnel not required to be certified by PTSB. This includes personnel directors, data service directors, business managers, supervisors, etc.
113	<b>Regular Salaries for Other Non-Certified Personnel.</b> Amounts paid to non-certified personnel not included in 112 above. This includes clerical, secretarial, custodians, aides, food service, bus drivers, etc.
12X	<b>Salaries of Temporary Employees.</b> Full-time, part-time, and prorated portions of the costs for work performed by employees who are hired on a temporary or substitute basis. Examples might include personnel substituting for a regular school employee or personnel employed during periods to accomplish a particular task such as vacations, maintenance crews, ticket sellers, or special bus driving trips.
121	<b>Temporary Salaries for Certified Personnel.</b> Amounts paid to personnel certified by PTSB.
122	<b>Temporary Salaries for Professional Non-Certified Personnel.</b> Amounts paid to professional personnel not required to be certified by PTSB. This includes personnel directors, data service directors, business managers, supervisors, etc.
123	<b>Temporary Salaries for Other Non-Certified Personnel.</b> Amounts paid to non-certified personnel not included in 122 above. This includes clerical, secretarial, custodians, aides, food service, bus drivers, etc.
13X	<b>Salaries for Overtime.</b> Amounts paid to employees in either temporary or permanent positions for work performed in addition to the normal work period for which the employee is compensated under regular salaries and temporary salaries above. The term of such payment for overtime is provided by the Wyoming Department of Labor and Statistics.
131	<b>Overtime Salaries for Certified Personnel.</b> Amounts paid to personnel certified by PTSB.
132	<b>Overtime Salaries for Professional Non-Certified Personnel.</b> Amounts paid to professional personnel not required to be certified by PTSB. This includes personnel directors, data service directors, business managers, supervisors, etc.
133	<b>Overtime Salaries for Other Non-Certified Personnel.</b> Amounts paid to non-certified personnel not included in 132 above. This includes clerical, secretarial, custodians, aides, food service, bus drivers, etc.
140	<b>Salaries for Sabbatical Leave.</b> Amounts paid by the school district to employees on sabbatical leave.

Object Code	Description
2XX	<b>Personal Services - Employee Benefits.</b> Amounts paid by districts on behalf of employees. These amounts are not included in the gross salary but are in addition to that amount. Such payments are fringe benefit payments and, while not paid directly to employees; nevertheless, are part of the cost of personal services.
210	<b>Social Security Contributions (FICA).</b> Employer's share of social security and Medicare paid by districts. <u>Note</u> - districts may desire to split this object into two separate codes for social security and Medicare. Such a split would facilitate the preparation of quarterly 941 E payroll reports and W-2's which require that these two components of the FICA taxes be reported separately.
211	<b>FICA Contributions for Certified Personnel.</b> Amounts paid on behalf of district personnel certified by PTSB.
212	<b>FICA Contributions for Professional Non-Certified Personnel.</b> Amounts paid on behalf of professional personnel not required to be certified by PTSB. This includes personnel directors, data service directors, business managers, supervisors, etc.
213	<b>FICA Contributions for Other Non-Certified Personnel.</b> Amounts paid on behalf of non-certified personnel not included in 212 above. This includes clerical, secretarial, custodians, aides, food service, bus drivers, etc.
22X	<b>Retirement Contributions.</b> Employer's share of the Wyoming Retirement System paid by districts, including the amount paid for employees assigned to Federal programs.
221	<b>Retirement Contributions for Certified Personnel.</b> Amounts paid on behalf of personnel certified by PTSB.
222	<b>Retirement Contributions for Professional Non-Certified Personnel.</b> Amounts paid on behalf of professional personnel not required to be certified by PTSB. This includes personnel directors, data service directors, business managers, supervisors, etc.
223	<b>Retirement Contributions for Other Non-Certified Personnel.</b> Amounts paid on behalf of non-certified personnel not included in 222 above. This includes clerical, secretarial, custodians, aides, food service, bus drivers, etc.
23X	<b>Group Insurance.</b> Employer's share of any insurance plan.
231	<b>Group Insurance Premiums for Certified Personnel.</b> Group insurance premiums paid on behalf of personnel certified by PTSB.
232	Group Insurance Premiums for Professional Non-Certified Personnel. Group insurance premiums paid on behalf of professional personnel not required to be certified by PTSB. This includes personnel directors, data service directors, business managers, supervisors, etc.
233	<b>Group Insurance Premiums for Other Non-Certified Personnel.</b> Group insurance premiums paid on behalf of non-certified personnel not included in 232 above. This includes clerical, secretarial, custodians, aides, food service, bus drivers, etc.
24X	<b>Worker's Compensation.</b> Amounts paid by districts to provide worker's compensation insurance for its employees.
241	<b>Worker's Compensation Premiums for Certified Personnel.</b> Premiums paid on behalf of personnel certified by PTSB.

Object Code	Description
242	<b>Worker's Compensation Premiums for Professional Non-Certified Personnel.</b> Premiums paid on behalf of professional personnel not required to be certified by PTSB. This includes personnel directors, data service directors, business managers, supervisors, etc.
243	<b>Worker's Compensation Premiums for Other Non-Certified Personnel.</b> Premiums paid on behalf of non-certified personnel not included in object code 242 above. This includes clerical, secretarial, custodians, aides, food service, bus drivers, etc.
244	<b>Worker's Compensation Amounts Other Than Premiums for Certified Personnel.</b> Amounts other than premiums paid on behalf of personnel certified by PTSB.
245	<b>Worker's Compensation Amounts Other Than Premiums for Professional Non-Certified Personnel.</b> Amounts other than premiums paid on behalf of professional personnel not required to be certified by PTSB. This includes personnel directors, data service directors, business managers, supervisors, etc.
246	<b>Worker's Compensation Amounts Other Than Premiums for Other Non-Certified Personnel.</b> Amounts other than premiums paid on behalf of non-certified personnel not included in object code 242 above. This includes clerical, secretarial, custodians, aides, food service, bus drivers, etc.
25X	<b>Unemployment Compensation.</b> Amounts paid by districts to provide unemployment compensation for its employees.
251	<b>Unemployment Compensation for Certified Personnel.</b> Amounts paid on behalf of personnel certified by PTSB.
252	<b>Unemployment Compensation for Professional Non-Certified Personnel.</b> Amounts paid on behalf of professional personnel not required to be certified by PTSB. This includes personnel directors, data service directors, business managers, supervisors, etc.
253	<b>Unemployment Compensation for Other Non-Certified Personnel.</b> Amounts paid on behalf of non-certified personnel not included in 252 above. This includes clerical, secretarial, custodians, aides, food service, bus drivers, etc.
26X	<b>Tuition Reimbursement.</b> Amounts reimbursed by districts to any employee qualifying for tuition reimbursement based upon the district's policy.
261	<b>Tuition Reimbursement for Certified Personnel.</b> Amounts paid to personnel certified by PTSB.
262	<b>Tuition Reimbursement for Professional Non-Certified Personnel.</b> Amounts paid to professional personnel not required to be certified by PTSB. This includes personnel directors, data service directors, business managers, supervisors, etc.
263	<b>Tuition Reimbursement for Other Non-Certified Personnel.</b> Amounts paid to non-certified personnel not included in 262 above. This includes clerical, secretarial, custodians, aides, food service, bus drivers, etc.
27X	<b>Health Benefits.</b> Amounts paid by districts to provide health benefits for its current employees not covered under group insurance or employees now retired for whom benefits are paid.
271	<b>Health Benefits for Certified Personnel.</b> Amounts paid to/on behalf of personnel certified by PTSB.



Object Code	Description
272	<b>Health Benefits for Professional Non-Certified Personnel.</b> Amounts paid to/on behalf of professional personnel not required to be certified by PTSB. This includes personnel directors, data service directors, business managers, supervisors, etc.
273	<b>Health Benefits for Other Non-Certified Personnel.</b> Amounts paid to/on behalf of non-certified personnel not included in 272 above. This includes clerical, secretarial, custodians, aides, food service, bus drivers, etc.
29X	<b>Other Employee Benefits.</b> Employee benefits other than those classified above. Districts may establish sub-codes for various accrued amounts, such as unused sick leave.
291	<b>Other Benefits for Certified Personnel.</b> Amounts paid to/on behalf of personnel certified by PTSB.
292	<b>Other Benefits for Professional Non-Certified Personnel.</b> Amounts paid to/on behalf of professional personnel not required to be certified by PTSB. This includes personnel directors, data service directors, business managers, supervisors, etc.
293	<b>Other Benefits for Other Non-Certified Personnel.</b> Amounts paid to/on behalf of non-certified personnel not included in 292 above. This includes clerical, secretarial, custodians, aides, food service, bus drivers, etc.
3XX	<b>Purchased Services.</b> Amounts paid for personal services rendered by personnel <u>who are not on the payroll</u> of districts and other services that districts may purchase. While a product may or may not result from the transaction, the primary reason for the purchase is the service provided to obtain the desired results.
31X	<b>Purchased Professional and Technical Services.</b> Services that can be performed only by persons or firms with specialized skills and knowledge. While a product may or may not result from the transaction, the primary reason for the purchase is the service provided. Included are the services of architects, engineers, auditors, dentists, medical doctors, lawyers, consultants, teachers, accountants, etc. It is recommended that a separate account be established for each type of service provided to districts.
311	<b>Instruction Services.</b> <u>Non-payroll</u> services performed by qualified persons directly engaged in providing learning experiences for students. Included are the services of teachers and paraprofessional personnel for performance contract activities.
312	<b>Employee Training and Development Services.</b> Services supporting the professional and technical development of district personnel, including instructional, administrative, and service employees. Included are course registration fees (that are not tuition reimbursement), charges for external vendors to conduct training courses (either on or off-site), and other expenditures associated with training or professional development. Training for instructional staff should be coded to function code 2213 – Staff Development Services. Training for non-instructional staff should either be coded to the respective employee's function code or to function code 3830 – Staff Services.
313	<b>Staff Services.</b> Services performed by qualified personnel to assist in employing and assigning staff. This category includes specialists in personnel counseling and guidance, <u>who are not on the district payroll.</u>



Object Code	Description
314	<b>Management Services.</b> Services performed by persons qualified to assist management either in the broad policy area or in the general operation of districts. This category includes consultants, individually or as a team, to assist the chief executive in a conference or through systematic studies.
315	<b>Data Processing Services.</b> Services performed by persons, organizations, or another agency qualified to process data. This category includes those data processing services purchased from another agency or concern or specialists who are contracted to perform a special task.
316	<b>Statistical Services.</b> Services performed by persons or an organization qualified to assist in handling statistics. This category includes special services for analysis, tabulations, or similar work.
317	<b>Board of Education Services.</b> Services performed by qualified persons to assist the Board of Trustees in its particular affairs. This category includes those specialized services of legal counsel, counseling the body in employing a chief executive officer, counsel on tax policy, etc.
319	<b>Other Professional and Technical Services.</b> Services that are professional and technical in nature which has not been classified above. Examples would be legal fees, accounting fees, auditing fees, etc.
32X	<b>Purchased Property Services.</b> Services purchased to operate, repair, maintain, and rent property owned or used by districts. These services are performed by persons other than district employees. While a product may or may not result from the transaction, the primary reason for the purchase is the service provided.
322	<b>Cleaning Services.</b> Services performed by individuals or organizations <u>that are not on the district payroll</u> , but operate under an agreement to perform housekeeping, custodial, and general maintenance for school facilities.
323	<b>Repairs and Maintenance Services.</b> Expenditures for repairs and maintenance services not provided directly by district personnel. This includes contracts and agreements covering the upkeep of grounds, buildings, and equipment (e.g., electrical, plumbing, thermostat control, and master clock services). Costs of new construction, renovating and remodeling are not included here but are considered under object category 500 - Capital Outlay. The replacement of any instructional or non-instructional equipment would be charged to object category 540 - Equipment.
325	<b>Rentals.</b> Expenditures for leasing or renting land, buildings, and equipment for both temporary and long-range use of districts. This includes vehicle (not school buses) rental when operated by district personnel, lease of data processing equipment, and similar rental agreements.
329	<b>Other Property Services.</b> Purchased property services that are not classified above.
33X	<b>Transportation Services.</b> Expenditures to persons or agencies for the purpose of transporting students to and from school, payments to reimburse for travel expenses, allowances for isolation expenses, and insurance premiums for district-owned vehicles.

Object Code	Description
331	<b>Student Transportation.</b> Expenditures to persons or agencies for the purpose of transporting children to and from school. Private school bus contracts to individuals or agencies would be recorded in this object category. Salaries of school bus drivers employed by districts and carried on district payroll would be charged to object category 100. School bus routes that are under private contract to provide student transportation would be charged to this object. The district purchase of gasoline, oil, parts and supplies for vehicles would be charged to object 400 - Supplies and Materials.
332	<b>Travel.</b> Costs for transportation, meals, lodging, and other expenses associated with traveling on school business for the district. Payments for per diem in lieu of reimbursements for subsistence also are charged here. Approved expenses for field trips, travel to student activities and athletic events should also be recorded to this object category.
333	<b>Isolation.</b> Payment to individuals to provide transportation or maintenance for isolated elementary or secondary students residing within the district. All applicable expenditures for isolation should be recorded to this object category.
340	<b>Communications.</b> Services provided by persons or businesses to assist in transmitting and receiving messages or information. This category includes telephone and telegraph services as well as postage machine rental and postage.
341	<b>Internet Services.</b> Expenditures to providers for Internet connection services.
350	<b>Advertising.</b> Expenditures for announcements in professional publications, newspapers, or broadcasts over radio and television. These expenditures include advertising for such purposes as personnel recruitment, legal ads, new and used equipment, and the sale of property.
360	<b>Printing and Binding.</b> Expenditures for job printing and binding, usually according to district specifications. This includes designing and printing forms and posters as well as printing and binding district publications. Preprinted standard forms are not charged here but are recorded under object 410 - Supplies. Expenditures for binding used textbooks would be charged to 420 - Textbooks.
37X	<b>Tuition.</b>
371	<b>In-State Tuition.</b> Expenditures to reimburse other districts and other providers for services rendered to students residing within the legal boundaries described for the paying district. This includes payments to any district or institution in-state that provides educational services for the district.
372	<b>Out-of-State Tuition.</b> Expenditures to reimburse other districts and other providers for services rendered to students residing within the legal boundaries described for the paying school district. This includes payments to any district or institution out-of-state that provides educational services for the district.
373	<b>On-line Tuition.</b> Expenditures for reimbursement of on-line instructional services, whether in-state or out-of-state, rendered to students residing within the legal boundaries described for the paying district.
38X	<b>Insurance (other than employee benefits).</b> Expenditures for all types of insurance coverage. Insurance for group health is not charged here but is recorded under object 200.

Object Code	Description
381	<b>Property Insurance.</b> Expenditures for premiums to insure districts against the loss or damage of school facilities and equipment, theft of equipment, and losses due to boiler failure.
382	<b>Vehicle Insurance.</b> Premium payments to insure districts against loss or damage to district-owned vehicles.
383	<b>Liability Insurance.</b> Expenditures for premiums to insure districts against damage or injury that may occur to students or adults while on school property.
384	<b>Fidelity Bond Premiums.</b> Expenditures for fidelity bond premiums to insure employees identified by the Board of Trustees.
385	<b>Student Accident Insurance.</b> Expenditures for premiums paid by districts for student accident insurance. This will include Wyoming High School Activities Association catastrophic insurance premiums and premiums paid by districts to a student accident insurance carrier.
390	<b>Assessment Services.</b> All testing expenditures and associated costs. Costs may include assessment instruments, either purchased off the shelf or developed specifically for the district, associated training, and costs incurred for scoring and evaluating data from the test results.
392	<b>Driver Physical Exams.</b> Expenditures paid to drivers or medical associations for Wyoming Department of Transportation physical exams.
4XX	<b>Supplies and Materials.</b> Material items of an expendable nature that may be consumed, worn out, or deteriorate with use, or items that lose their identity through fabrication or incorporation into different or more complex units or substances.
410	<p><b>Supplies.</b> Expenditures for all supplies for the operation of the programs in districts, including freight and cartage. A supply item is an article or material which meets any <u>one</u> of the following conditions:</p> <ul style="list-style-type: none"> <li>• It is consumed in use</li> <li>• It loses its original shape or appearance with use</li> <li>• It is expendable</li> <li>• It is an inexpensive item, having characteristics of equipment whose small unit cost makes it inadvisable to capitalize the item</li> <li>• It loses its identity through incorporation into a different or more complex unit of substance</li> </ul>
411	<b>Technology Software.</b> Expenditures for purchased software used for instruction and office use. This category includes licensing fees for software.
412	<b>Technology Supplies.</b> Expenditures for supplies used to support the implementation and use of technology. Examples include: CDs, flash or jump drives, cables, monitor stands, printer cartridges, etc.
414	<b>Technology Equipment for Students (Non-Capitalized).</b> Expenditures for non-capitalized equipment used to support the implementation and use of technology for students.
415	<b>Technology Equipment for Staff (Non-Capitalized).</b> Expenditures for non-capitalized equipment used to support the implementation and use of technology for staff.

Object Code	Description
418	<b>Non-Capitalized Equipment.</b> Expenditures for the purchase of typically small equipment items not considered a supply. These expenditures may be used to purchase initial equipment, additional equipment, and replacement of equipment valued less than the district's capitalization amount.
420	<b>Textbooks.</b> Expenditures for prescribed books that are purchased for students or groups of students, and resold or furnished free to them. This category includes the costs of textbook binding or repairs to books. Workbooks and textbooks, hard-backed or paperbacked, purchased as basic, supplemental, or enrichment for a subject matter area should be charged to this object category.
430	<b>Library Books.</b> Expenditures for regular or incidental purchases of library books available for general use by students, including any reference books. Also recorded here are binding or other repairs costs to school library books. Reference books, fiction and non-fiction books purchased for classroom libraries should be charged to this object category. The initial purchase of books for a new school library or any material accessions involving an expansion of a library should be recorded under object 560 – Library Books.
440	<b>Periodicals.</b> Expenditures for periodicals and newspapers for general use by the school library. A periodical is any publication appearing at regular intervals of less than a year and continuing for an indefinite period.
450	<b>Diesel.</b>
451	<b>Natural Gas.</b>
452	<b>Electricity.</b>
453	<b>Fuel Oil.</b>
454	<b>Gasoline.</b>
455	<b>Coal.</b>
456	<b>Propane.</b>
457	<b>Water.</b>
458	<b>Sewer.</b>
459	<b>Garbage Collection.</b>
460	<b>Direct Food Cost.</b> Expenditures for food and beverages served to students and adults through school food service. This includes lunch, breakfast, milk, special functions, food service vending, and a la carte items. Do not include the value of USDA-donated commodities.
461	<b>Non-Allowable Food Cost.</b> Non-allowable expenditures for food and beverages served to students through school food service. This includes lunch, breakfast, milk special functions, food service vending, and a la carte items. Do not include the value of USDA-donated commodities. <i>This object is for use only in the general fund.</i>
470	<b>USDA Commodities.</b> Expenditures for the warehousing and delivery of USDA commodities paid to WDE.
480	<b>Fair-Market Value of Commodities.</b> Expenditures which result from recognizing the USDA value (fair market value) of commodities received from the Federal government which is to be utilized in USDA meal programs.

Object Code	Description
490	<b>Other Supplies and Materials.</b> Expenditures for all other supplies and materials not already classified elsewhere.
5XX	<b>Capital Outlay.</b> Expenditures for the acquisition of fixed assets or additions to fixed assets. These expenditures may be for land or existing buildings, additions to buildings, remodeling of buildings, initial equipment, additional equipment, and replacement of equipment.
510	<b>Land.</b> Expenditures for the purchase of land. Should not be used with function code 3470.
520	<b>Buildings.</b> Expenditures for acquiring buildings and additions, either existing or to be constructed. Included are expenditures for installment or lease purchase payments (except for the interest portion of the payment) which have a termination date and result in the acquisition of buildings. Expenditures for major permanent structural alterations and the initial or additional installation of heating and ventilating systems, electrical systems, plumbing systems, fire protection systems, etc. are included in this object category.
530	<b>Improvements Other Than Buildings.</b> Expenditures for the initial and additional improvement of sites and adjacent ways after acquisition by districts, consisting of shrubs and trees, constructing new sidewalks, roadways, retaining walls, sewers, and storm drains, installing hydrants, initial surfacing and soil treatment of athletic fields and tennis courts, furnishing and installing for the first time, fixed playground apparatus, flagpoles, gateways, fences, and underground storage tanks which are not parts of building service systems. Special assessments against districts for capital improvements such as streets, curbs, and drains are also recorded here.
531	<b>Demolition.</b> Expenditures for the demolition of buildings at the time of site acquisition or in preparation for new construction. If new construction is not planned, or if there is no planned future benefit to districts as a result of the demolition of the site, the demolition costs are not capitalized. Otherwise, they should be capitalized as building costs.
540	<p><b>Equipment and Machinery.</b> Expenditures for the initial, additional, and replacement of equipment. Equipment is generally accepted as hardware type items which have a serviceable life of more than one year. An equipment item is a material unit that meets <u>all</u> of the following conditions:</p> <ul style="list-style-type: none"> <li>• It retains its original shape and appearance with use</li> <li>• It is nonexpendable - if the article is damaged or some of its parts are lost or worn out, it is usually more feasible to repair it rather than replace it with an entirely new unit</li> <li>• It represents an investment of money that makes it reasonable and advisable to capitalize the item</li> <li>• It does not lose its identity through incorporation into a different or more complex unit of substance</li> </ul>
541	<b>Technology Equipment for Students.</b> Expenditures for the initial purchase or replacement of technology equipment primarily for the use of students and are capitalized according to district policy.
542	<b>Technology Equipment for Staff.</b> Expenditures for initial purchases or replacements of technology equipment primarily for the use of staff and are capitalized according to district policy.

Object Code	Description
543	<b>Wiring for Technology.</b> Expenditures for wire, cable, fiber optic lines to convey data in a network.
544	<b>Technology Intangible Assets</b> - Expenditures for outlays of intangible assets (if not categorized within categories 541 and 542).
550	<b>Vehicles.</b> Expenditures for the purchase of motor vehicles to transport students, adults, and other objects. Vehicle replacements are also charged to this object category.
551	<b>Leased Vehicles.</b> Expenditures for the lease of motor vehicles to transport students, adults, and other objects. Used to record current-year lease payments only.
560	<b>Library Books.</b> Expenditures for the <u>initial purchase</u> of library reference books and fiction and nonfiction books for a newly constructed facility.
570	<b>Depreciation.</b> The portion of the cost of a fixed asset which is charged as an expense during a particular period. In accounting for depreciation, the cost of a fixed asset, less any salvage value, is apportioned over the estimated service life of such an asset, and each period is charged with a portion of such cost. Through this process, the cost of the asset is ultimately charged off as an expense.  In accordance with GAAP, using depreciation is required in proprietary and internal service funds only. Computing depreciation is optional in the general fixed asset account group, but it would not be recorded there as an expense.
6XX	<b>Other Objects.</b> Amounts paid for goods and services not otherwise classified above. This includes expenditures for payment of interest on debt, judgments, and dues and fees.
620	<b>Interest on Bonds.</b> Expenditures from current funds for interest on bonds.
630	<b>Interest Other.</b> Expenditures from current funds for interest on debt other than bonds.
640	<b>Dues and Fees.</b> Expenditures or assessments for membership in professional or other organizations or associations. For example, membership fees for the State or National School Board Association.
650	<b>Judgments Against the School District.</b> Expenditures for all judgments against districts that are not covered by liability insurance, but are of a type that might have been covered by insurance. Only amounts paid as a result of court decisions are recorded here. Judgments against districts resulting from failure to pay bills or debt service are recorded under the appropriate object category as though the bills or debt service had been paid when due.
660	<b>Indirect Costs.</b> Expenditures charged against Federal funds as per an approved indirect cost rate.
7XX	<b>Other Uses of Funds.</b> This series of codes are used to classify transactions that are not properly recorded as expenditures but require budgetary or accounting control.
710	<b>Redemption of Principal on Bonds.</b> Expenditures which are from current funds to retire bonds.
711	<b>Bond Issuance and Other Debt-Related Costs.</b> Costs associated with the sale of bonds or other financing instruments, underwriter's fees, bond rating fees, bond printing costs, bond counsel, and other issuance costs (Used only with function 6100).



Object Code	Description
72X	<b>Fund Transfers.</b> Includes all transactions conveying money from one fund to another without recourse. Generally, this takes the form of a transfer from General Fund to some other fund. Note: Object Codes 721-729 should only be used with function code 6200 or 7300.
721	<b>Transfers to the General Fund.</b> Expenditures unconditionally to General Fund without expectation of repayment.
722	<b>Transfers to Special Revenue Funds.</b> Expenditures unconditionally to Special Revenue Funds without expectation of repayment.
723	<b>Transfers to Capital Project Funds.</b> Expenditures unconditionally to Capital Project Funds without expectation of repayment.
724	<b>Transfers to Debt Service Funds.</b> Expenditures unconditionally to Debt Service Funds without expectation of repayment.
725	<b>Transfers to Enterprise Funds.</b> Expenditures unconditionally to Enterprise Funds without expectation of repayment.
726	<b>Transfers to Internal Service Funds.</b> Expenditures unconditionally to Internal Service Funds without expectation of repayment.
727	<b>Transfers to Trust Funds.</b> Expenditures unconditionally to Trust Funds without expectation of repayment.
728	<b>Transfers to Agency Funds.</b> Expenditures unconditionally to Agency Funds without expectation of repayment.
729	<b>Transfers to Any Other Fund.</b> Expenditures unconditionally to any fund not classified elsewhere without expectation of repayment.
730	<b>Bond Principal Amounts Refunded.</b> Transfers to escrow agents of funds derived from proceeds of refunding bond principal amounts.
740	<b>Redemption of Principal Other.</b> Expenditures that are from current funds to retire debt other than bonds.
790	<b>Miscellaneous Objects.</b> Expenditures that aren't classified elsewhere.
791	<b>Property Taxes.</b> Taxes paid on the assessed valuation of real property owned by districts.

## Subject Matter

Districts can use both Subject Matter and Operational Unit to design their account structure in order to report the required elements and satisfy classifying transactions. Below are some examples, however, both subject matter and operational unit can be used to satisfy classifying transactions.

Code	Description
001	<b>Agriculture.</b> Activities concerned with preparing for or upgrading in occupations requiring knowledge and skills in agricultural subjects. The instruction emphasizes the functions of agricultural production, agricultural supplies, agricultural mechanization, agricultural products (processing), ornamental horticulture, forestry, agricultural resources, and the services related thereto. The instruction is designed to provide opportunities for students to prepare for or improve their competency in agricultural occupations. An agricultural occupation may include one or any combination of the functions mentioned.



Code	Description
002	<b>Art.</b> Activities involving primarily visual, tactile, and kinesthetic expression. Included in art instruction are the two-dimensional forms such as drawing, painting, or printmaking, the three-dimensional forms such as sculpture or pottery, other spatial concepts such as architecture and design for the performing arts, and the history and theory of art. Emphasis is placed upon the esthetic and creative factors of visual forms.
003	<b>Business.</b> Activities designed to develop in students the attitudes, knowledge, skills, and understanding concerned with business principles and practices. These could be used in personal life, in the business world, or both. Business also includes a wide variety of aspects of general education (e.g., subject matter from other areas such as English (language arts), social sciences/social studies, and mathematics).
004	<b>Marketing Education.</b> Activities concerned with directing the flow of goods and services, including their appropriate utilization, from the producer to the consumer. These activities include selling and sales-supporting functions (buying, transporting, storing, promoting, financing, marketing research, and management).
005	<b>English Language Arts.</b> Activities concerned with developing: a) an understanding of the language system, b) proficiency and control in the use of the English language, c) appreciation of a variety of literary forms, d) understanding and appreciation of various aspects of past and present cultures as expressed in literature, and e) interests which will motivate lifelong learning.
006	<b>Foreign Language.</b> Includes the body of subject matter in this area that is comprised of a variety of foreign languages, including English as a foreign language. Classified under this heading are various classical and modern foreign languages.
007	<b>Health Occupations Education.</b> Activities designed to impart knowledge and develop understanding and skills required to support the health professions. Instruction is organized to prepare students for occupational objectives concerned with assisting qualified personnel in providing diagnostic, therapeutic, preventive, restorative, and rehabilitative services to people. Instruction also includes understanding and skills essential to providing care and health services to patients.
008	<b>Health and Safety in Daily Living, Physical Education, and Recreation.</b> Includes the body of related subject matter and activities in health and safety in daily living, physical education, and recreation. These areas are organized for carrying on learning experiences concerned with developing: a) knowledge, attitudes, appreciation, and conduct essential to individual and group health, b) awareness of, concern for, and knowledge, skills, and judgment necessary for practicing and promoting personal and public safety in the home, at school, on the job, and in traffic, and c) physical and mental growth and fitness through activities designed to improve the muscles, motor skills, attitudes and habits of conduct of individuals and groups.
009	<b>Home Economics.</b> Activities organized to enable students to acquire knowledge and develop understanding, attitudes, and skills relevant to a) personal, home, and family life, and b) occupational preparation using the knowledge and skills of home economics. The subject matter of home economics includes, in addition to that which is unique to the area, concepts drawn from the natural and social sciences and the humanities.

Code	Description
010	<b>Industrial Arts.</b> Activities organized to develop an understanding of the technical, consumer, occupational, recreational, organizational, managerial, social, historical, and cultural aspects of industry and technology. Learning experiences involve activities such as experimenting, designing, constructing, evaluating, and using tools, machines, materials, and processes that provide opportunities for creativity and problem-solving.
011	<b>Mathematics.</b> Activities concerned with the science of relations existing between quantities (magnitude) and operations, and with the science of methods used for deducing from other quantities, known or supposed, the quantities sought.
012	<b>Music.</b> Includes fine art that utilizes sounds in time in a meaningful and organized manner. Subject matter and activities in music are designed to impart the skills and knowledge necessary for understanding, appreciating, creating, performing, and enjoying music
013	<b>Natural Sciences.</b> Activities concerned with knowledge of the physical and biological world, and of the processes of discovering and validating this knowledge.
014	<b>Office Occupations.</b> Activities organized into programs of instruction to provide opportunities for students to prepare for and achieve career objectives in selected office occupations. In the instructional process, various aspects of subject matter frequently are drawn from other subject matter areas. Learning experiences are designed to lead to individual employment, advancement, or both, in occupations in public or private enterprises or organizations related to the facilitating function of the office. Facilitating function, as used here refers to the expediting role played by office occupations as the connecting link between the production and distribution activities of an organization. Included is a variety of activities, such as recording and retrieving data, supervising and coordinating office activities, communicating internally and externally, and reporting information.
015	<b>Social Sciences.</b> Comprised of interrelated subject matter organized to impart knowledge, develop skills, and identify goals concerning elements and institutions of human society. This learning occurs through the disciplines of history, economics, political science, sociology, anthropology, psychology, geography, and philosophy.
016	<b>Technical Education.</b> Concerned with that body of knowledge organized in a planned sequence of classroom and laboratory experiences, usually at the postsecondary level, to prepare students for a cluster of job opportunities in a specialized field of technology. The program of instruction normally includes the study of the underlying sciences and supporting mathematics inherent in a technology, as well as methods, skills, materials, and processes commonly used and services performed in the technology. A planned sequence of study and extensive knowledge in a field of specialization is required in technical education, including competency in the basic communication skills and related general education. Technical education prepares for the occupational area between the skilled craftsman and the professional person.

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

## Operational Unit

Districts may set up as many operational units as needed. 7-digit District and School IDs, as determined by WDE, are mandatory for State reporting in the Target ID field. The last three digits of the district/school ID follow the numbering convention shown below.

### Mandatory Units

Code	Name
000	District

Code	Name
001-049	Elementary School
050	Middle Schools
055	High Schools

## Balance Sheet Accounts

### Current Assets

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

Code	Description
11010	<b>Cash in Bank.</b> All funds on deposit with a bank or savings and loan institution. The account may be either interest bearing or non-interest bearing.
11020	<b>Cash on Hand.</b> Currency, coins, checks, postal and express money orders, and banker's drafts on hand.
11030	<b>Petty Cash.</b> A sum of money set aside to pay small obligations for which the issuance of a formal voucher and check would be too expensive and time-consuming.
11040	<b>Change Cash.</b> A sum of money set aside to provide change.
11050	<b>Cash with Fiscal Agents.</b> Deposits with fiscal agents, such as commercial banks, for paying matured bonds and interest.
11110	<b>Investments.</b> Securities and real estate held for producing income in the form of interest, dividends, and rentals or lease payments. The account does not include fixed assets used in school district operations. Separate accounts for each category of investments may be maintained to provide the district with greater detail and added accountability.
11120	<b>Unamortized Premiums on Investments.</b> The excess of the amount paid for securities over face value, that has not yet been amortized. Use of this account is restricted to long-term investments.
11130	<b>Unamortized Discounts on Investments (Credit).</b> The excess of the face value of securities over the amount paid for them, which has not yet been written off. Use of this account is normally restricted to long-term investments.
11140	<b>Interest Receivable on Investments.</b> The amount of interest receivable on investments, excluding interest purchased. Interest purchased should be shown in a separate account.
11150	<b>Accrued Interest on Investments Purchased.</b> Interest accrued on investments between the last interest payment date and the date of purchase. The account is carried as an asset until the first interest payment date after the date of purchase. Upon receipt and deposit of the cash, an entry is made debiting the account Cash in Bank, and crediting Accrued Interest on Investments Purchased account for the amount of interest purchased and an Interest Earning revenue account (81510) for the balance.
12210	<b>Taxes Receivable.</b> The uncollected portion of taxes which the school district has levied and which has become due, including any interest or penalties, which may be accrued. Separate accounts may be maintained on the basis of tax roll year, current and delinquent taxes, or both.

Code	Description
12220	<b>Estimated Uncollectible Taxes (credit).</b> That portion of taxes receivable that is estimated will not be collected. The account is shown on the balance sheet as a deduction from the Taxes Receivable account in order to arrive at the net taxes receivable. Separate accounts may be maintained on the basis of tax roll year, delinquent taxes, or both.
12310	<b>Interfund Loans Receivable.</b> An asset account used to record a loan from one fund to another fund in the same district. It is recommended that separate accounts be maintained for each interfund receivable loan.
12320	<b>Interfund Accounts Receivable.</b> An asset account used to indicate amounts owed to a particular fund by another fund in the same school district for goods sold or services rendered. It is recommended that separate accounts be maintained for each interfund receivable.
12410	<b>Intergovernmental Accounts Receivable.</b> Amounts due to the school district from another governmental unit. These amounts may represent grants-in-aid, shared taxes, taxes collected for the school district by the County, loans, and charges for services rendered by the school district for another government. It is recommended that separate accounts be maintained for each interagency receivable.
12530	<b>Other Accounts Receivable.</b> Amounts owing on open accounts from private persons, firms, or corporations for goods and services furnished by the school district; but not including amounts due from other funds or from other governmental units.
12540	<b>Estimated Uncollectible Accounts Receivable (credit).</b> A provision for that portion of accounts receivable which is estimated will not be collected. The account is shown on the balance sheet as a deduction from the Other Accounts Receivable account.
12610	<b>Bond Proceeds Receivable.</b> An account used to designate the amount receivable upon sale of bonds.
13710	<b>Inventories for Consumption.</b> The cost of supplies and equipment on hand not yet distributed to requisitioning units.
13720	<b>Inventories for Resale.</b> The value of goods held by the school district for resale rather than for use in its own operations.
14810	<b>Prepaid Expenses. Expenses paid for benefits not yet received.</b> Prepaid expenses differ from deferred charges in that they are spread over a shorter period of time than deferred charges and are regularly recurring costs of operation. Examples of prepaid expenses are prepaid rent, prepaid interest, and unexpired insurance premiums. An example of a deferred charge is unamortized discounts on bonds sold.
14910	<b>Deposits.</b> Funds deposited by the school district as a prerequisite to receiving services, goods, or both.
14990	<b>Other Current Assets.</b> Current assets not provided for elsewhere.

## Capital Assets

Code	Description
<b>15110</b>	<b>Sites.</b> A fixed asset account that reflects the acquisition value of land owned by districts. If land is purchased, this account includes the purchase price and costs such as legal fees, filling and excavation costs, and other associated improvement costs incurred to put the land in condition for its intended use. If the land is acquired by gift, the account reflects its appraised value at the time of acquisition.
<b>15210</b>	<b>Site Improvements.</b> A fixed asset account that reflects the acquisition value of permanent improvements, other than buildings, which add value to land. Examples of such improvements are fences, retaining walls, sidewalks, pavements, gutters, tunnels, and bridges. If the improvements are purchased or constructed, this account contains the purchase or contract price. If improvements are obtained by gift, it reflects the appraised value at the time of acquisition.
<b>15220</b>	<b>Accumulated Depreciation on Site Improvements.</b> Accumulated amounts for depreciation of land improvements. The recording of depreciation is optional in the general fixed asset account group but required for enterprise and internal service funds.
<b>15310</b>	<b>Buildings and Building Improvements.</b> A fixed asset account which reflects the acquisition value of permanent structures used to house persons and property-owned districts. If buildings are purchased or constructed, this account includes the purchase or contract price of all permanent buildings and the fixtures attached to and forming a permanent part of such buildings. This account includes all building improvements. If buildings are acquired by gift, the account reflects their appraised value at the time of acquisition.
<b>15320</b>	<b>Accumulated Depreciation on Buildings and Building Improvements.</b> Accumulated amounts for depreciation of buildings and building improvements. The recording of depreciation is optional in the general fixed asset account group, but is required for enterprise and internal service funds.
<b>15410</b>	<b>Machinery and Equipment.</b> Tangible property of a more or less permanent nature, other than land, buildings, or improvements thereto, which is useful in carrying on operations. Examples are machinery, tools, trucks, cars, buses, furniture, and furnishings.
<b>15420</b>	<b>Accumulated Depreciation on Machinery and Equipment.</b> Accumulated amounts for depreciation of machinery and equipment. The recording of depreciation is optional in the general fixed asset account group, but is required in enterprise and internal service funds.
<b>15510</b>	<b>Construction in Progress.</b> The cost of construction work undertaken but not yet completed.

### Budgeting Accounts and Other Debits

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



Code	Description
<b>16010</b>	<b>Estimated Revenues (budget account).</b> The amount of revenues estimated to be received or to become receivable during the fiscal period. At the end of the fiscal period, the account is closed out and does not appear in the balance sheet. This account would appear in interim financial statements.
<b>16020</b>	<b>Revenues.</b> The total of all revenues realized during a period. This represents the increase in fund balance during a designated period of time. The account appears only in a balance sheet prepared during the fiscal period. At the end of the fiscal period, the account is closed out and does not appear in the balance sheet.
<b>16030</b>	<b>Amount Available in Debt Service Funds.</b> An account in General Long-Term Debt Account Group that designates the amount of fund balance available in Debt Service Funds for the retirement of long-term debt.
<b>16040</b>	<b>Amount To Be Provided for Retirement of General Long-Term Debt.</b> An account in General Long-Term Debt Account Groups that designate amounts to be provided from taxes or other revenue to retire long-term debt.

### Liabilities, Reserves, and Fund Balance

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

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

### Current Liabilities

Current liabilities are debts districts expect to pay within a short period, usually within a year or less.

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



Code	Description
24310	<b>Contracts Payable.</b> Amounts due on contracts for assets, goods and services received by the school district.
24320	<b>Construction Contracts Payable - Retained Percentage.</b> Liabilities on accounts of construction contracts for that portion of the work that has been completed but on which part of the liability has not been paid pending final inspection, or the lapse of a specified time period, or both. The unpaid amount is usually a stated percentage of the contract price.
24330	<b>Construction Contracts Payable.</b> Amounts due by districts on contracts for constructing buildings and other structures, and other improvements.
24410	<b>Matured Bonds Payable.</b> Bonds that have reached or passed their maturity date but which remain unpaid.
24420	<b>Bonds Payable.</b> Bonds that have not reached or passed their maturity date but are due within one year or less.
24430	<b>Unamortized Premiums on Bonds Sold.</b> An account that represents that portion of the excess of bond proceeds over par value and which remains to be amortized over the remaining life of such bonds.
24510	<b>Loans Payable.</b> Short-term obligations represent amounts borrowed for short periods of time, usually evidenced by notes payable or warrants payable.
24550	<b>Interest Payable.</b> Interest due within one year.
24610	<b>Accrued Salaries and Benefits.</b> Salary and fringe benefit costs incurred during the current accounting period that are not payable until a subsequent accounting period.
24710	<b>Payroll Deductions and Withholdings.</b> Amounts deducted from employees' salaries for withholding taxes and other purposes. District-paid benefit amounts payable also are included. A separate liability account may be used for each type of benefit.
24810	<b>Deferred Revenues.</b> A liability account which represents revenues collected before they become due.
24910	<b>Deposits Payable.</b> Liability for deposits received as a prerequisite to providing or receiving services and goods, or both.
24920	<b>Due to Fiscal Agent.</b> Amounts due to fiscal agents, such as commercial banks, for serving the district's matured indebtedness.
24990	<b>Other Current Liabilities.</b> Other current liabilities not provided for elsewhere.

### Long-Term Liabilities

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

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

## Budgeting Accounts

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

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

## Fund Equity

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

For governments that use encumbrance accounting, significant encumbrances should be disclosed in the notes to the financial statements by major funds and non-major funds in the aggregate in conjunction with required disclosures about other significant commitments. Encumbering amounts for specific purposes for which resources already have been restricted, committed, or assigned should not result in a separate display of the encumbered amounts within those classifications. Encumbered amounts for specific purposes for which amounts have not been previously restricted, committed, or assigned should not be classified as unassigned but, rather, should be included within the committed or assigned fund balance, where appropriate.

<b>Code</b>	<b>Description</b>
<b>37110</b>	<b>Investment in General Fixed Assets.</b> Represents accounts in General Fixed Asset Account Groups of district's fixed assets equity. The balance of this account is normally subdivided according to the source of funds that financed the asset acquisition, such as general fund revenues, bond issues, and contributions.
<b>37300</b>	<b>Restricted - Net Assets.</b> The accumulated earnings of the proprietary funds that have been retained in the fund and are restricted for a specific purpose. One example would be funds reserved for the future purchase of equipment.
<b>37400</b>	<b>Unrestricted - Net Assets.</b> Accumulated earnings of proprietary funds that have been retained in the fund and that are not restricted for any specific purpose.

<b>Code</b>	<b>Description</b>
<b>375XX</b>	<b>Non-spendable Fund Balance.</b> Includes amounts that cannot be spent because they are either (a) not in spendable form or (b) legally or contractually required to be maintained intact. This would include items not expected to be converted to cash including inventories and prepaid amounts. It may also include the long-term amount of loans and receivables, as well as property acquired for resale and the corpus (principal) of a permanent fund. Nonspendable Fund balance examples may include but are not limited to reserves for inventories or prepaid expenses.
<b>37510</b>	<b>Reserve for Inventories.</b> Represents that portion of a fund balance segregated to indicate that assets equal to the amount of the reserve are tied up in inventories and are, therefore, not available for appropriation. The use of this account is optional.
<b>37520</b>	<b>Reserve for Prepaid Expenses.</b> Represents that portion of a fund balance segregated to indicate that assets equal to the amount of the reserve are tied up in prepaid expenses and are, therefore, not available for appropriation. The use of this account is optional.
<b>376XX</b>	<b>Restricted Fund Balance.</b> Districts should report restricted fund balance when constraints placed on the use of resources are either (a) externally imposed by creditors, grantors, contributors, or laws or regulations of other governments or (b) imposed by law through constitutional provisions or enabling legislation. Effectively, restrictions may be changed or lifted only with the consent of the resource providers. Examples may include but are not limited to: federal grants; state-restricted funds such as Major Maintenance, Capital Construction, Instructional Facilitator Grants; grants from other municipalities; bond proceeds; and funds held in debt service accounts for bond payments.
<b>377XX</b>	<b>Committed Fund Balance.</b> Reflects specific purposes pursuant to constraints imposed by formal action of the districts highest level of decision-making authority (generally the governing board). Also, such constraints can only be removed or changed by the same form of formal action. Examples may include but are not limited to board initiatives and student activity fees to be used for activity program expenses.
<b>378XX</b>	<b>Assigned Fund Balance.</b> Reflects amounts that are constrained by the government's intent to be used for specific purposes, but meet neither the restricted nor committed forms of constraint. Also, the assigned fund balance classification is the residual classification for the special revenue, debt service, capital projects, and/or permanent funds (unless that amount is negative, which would require presentation as an unassigned fund balance). This category is the portion of fund balance that reflects a district's intended use of resources. Such intent would have to be established at either the highest level of decision-making or by a body (e.g., finance committee) or an official designated for that purpose. Examples may include but are not limited to carry over funds for budget appropriations.
<b>379XX</b>	<b>Unassigned Fund Balance.</b> The residual classification for General Fund only. The amount contained in this account within General Fund represents that amount of the fund balance that is spendable but has not been restricted, committed, or assigned to specific purposes within General Fund. In other funds, a district may use unassigned fund balance if it has over-extended the resources available within the fund and it can only be negative.

## Appendix C: WDE Example Estimated Useful Assesd Lives

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

## Appendix D: WDE Example Capitalization Thresholds

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