

RESPECT

INTEGRITY

RESPONSIBILITY

HONESTY

Glencoe-Silver Lake Public Schools

To Connect

To Lead

To Inspire

BUDGET Information BOOK

2024-2025



Together.....

We can accomplish anything...

Proudly serving the communities of Biscay, Brownton, Glencoe, New Auburn, Plato and Silver Lake

**Glencoe-Silver Lake Schools
2024-2025 Budget Information Book**

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BUDGET TRIANGLE



Vision Statement – Creating an environment where education is valued, excellence is expected and lifelong learning thrives.

This shall be accomplished through a positive, respectful environment, high expectations, and a commitment to lifelong learning.

School Mission and Values of Glencoe-Silver Lake Public School

GSL Mission Statement: Creating a culture where education is valued, excellence is expected and lifelong learning thrives.

GSL Vision: To Connect, To Lead, To Inspire.

Core Values:

- *All students can learn
- *All students are valued
- *All students can be successful
- *All students have gifts and talents
- *All students have the right to a safe and positive learning environment
- *All members of the district are valued stakeholders

Goals of the District

Goal #1 – Increase Student Achievement and Learning.

Goal #2 - Promote Positive Community Relations.

Goal #3 – Maintain fiscal responsibility while addressing district needs.

Goal #4 – Continue to develop and improve facilities of the District



School Board Commitment

The Board is committed to providing necessary financial assistance to foster the improvement of student achievement in Glencoe-Silver Lake Public Schools. The intent of the district is to provide the opportunity for all teachers to increase their knowledge and understanding of their instructional areas and to develop his/her instructional skills to improve instruction in the school district. The Board is also committed to providing opportunities for support staff to improve their skills in providing a better instructional environment that will improve student achievement. The Glencoe-Silver Lake Public Schools administrators are committed to supporting the Staff and to be directly involved in the supervision and evaluation of the staff.

School Board Members

		<u>Term Expires</u>
Alicia Luckhardt	Chair	01/02/2027
Jason Lindeman	Vice - Chair	01/02/2027
Jonathan Lemke	Clerk	01/01/2027
Donna VonBerge	Treasurer	01/01/2025
Clark Christianson	Director	01/01/2025
Jamie Alsleben	Director	01/01/2029
Randy Gores	Director	01/01/2029
Kayla Keenan	Director	01/01/2029

2024-2025 School Board Members



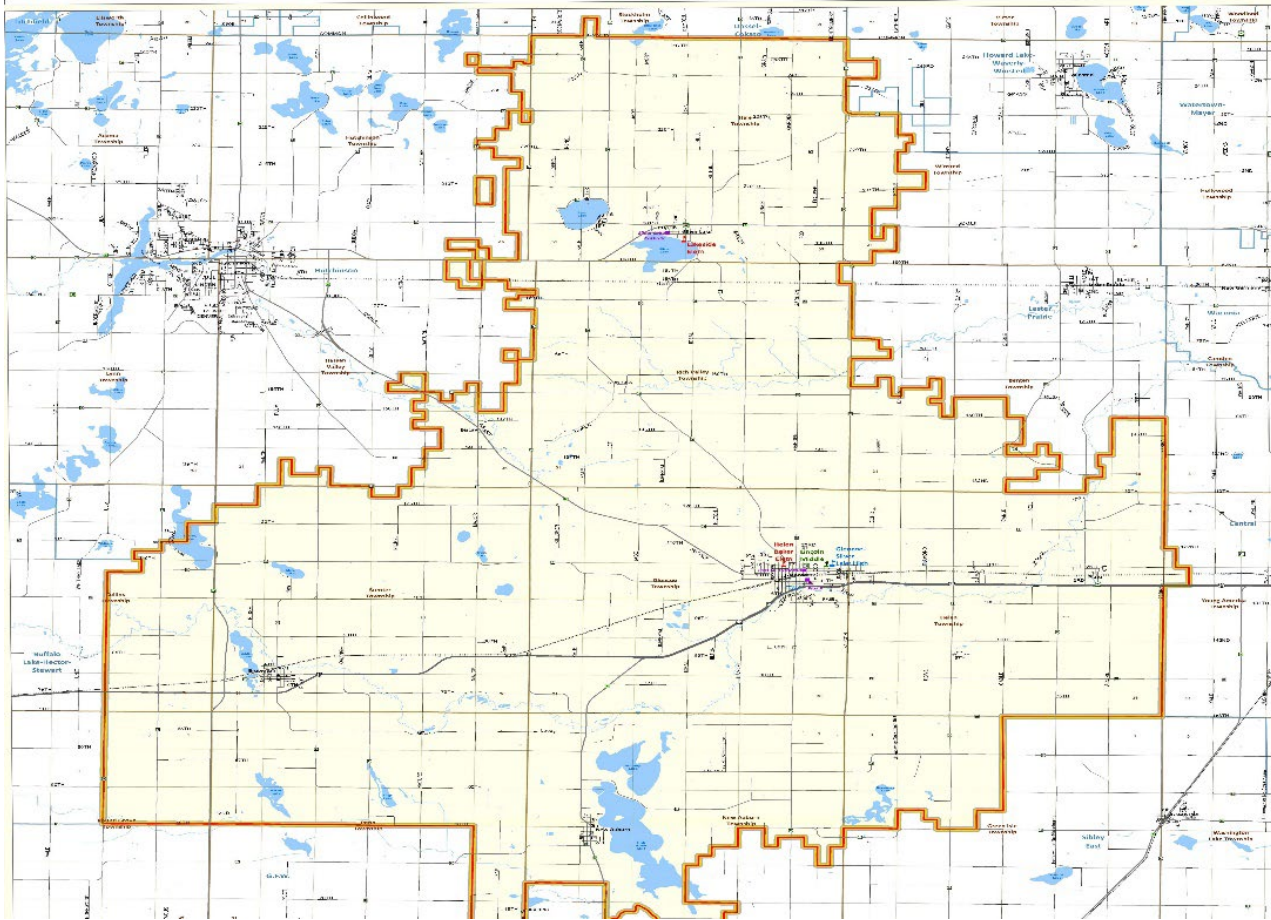
Administration – 2024-2025

Chris Sonju	Superintendent
Michelle Sander	Business Manager
Matt Foss	High School Principal
Sarah Beckmann	Assistant 7-12 Principal
Bill Butler	Elementary Principal
Joy Freitag	Elementary Assistant Principal
Matt Muenchow	Community Ed Director/FH/Early Childhood Director
Dan Svoboda	Achievement and Integration Coordinator
Jon Templin	Facility Manager
Joni Kimball	Food Service Director
Jeff Jenson	Technology Director
Dean Schwirtz	Activities Director
Beth Jerabek	School Nurse
School Resource Officer	Bri Korson

District Demographics

The Glencoe-Silver Lake District #2859 provides public education to approximately, 1,400 students. With the completion of the building construction project in 2017, the district now has one campus in Glencoe. The new campus includes Lincoln Elementary – Grades K-2, GSL JH – grades 7-8 and GSL High School – grades 9-12. The Pre-school program is also housed out of this campus on the northwest side of Lincoln Elementary in the Early Childhood Learning Center. Grades 3-6 attend the Lakeside Elementary Building in Silver Lake. A 3-5 year old day care program was added in 2023 utilizing two classrooms in Lincoln Elementary. Tri-Valley Headstart leases a classroom in Lincoln Elementary to provide services to Head Start students. The District also operates the Panther Field House which is connected to the Glencoe complex and is used by the students and the public as a fitness center. Within the community there is also one Non-Public School. 1st Lutheran School in Glencoe which serves students in grades K-8.

The District consists of 270.18 square miles and covers 135,117 land acres. The District territory covers the counties of McLeod, Carver, Sibley and Wright Counties and includes the communities of Glencoe, Silver Lake, New Auburn, Biscay, Plato and Brownton. Townships that are included within the District are Bergen, Glencoe, Green Isle, Hale, Hassan Valley, Helen, Hutchinson, New Auburn, Penn, Rich Valley, Stockholm, Sumter, Winsted and Young America.



Facility Age and Square Footage

Lincoln Building

<u>Year Constructed</u>	<u>Square Footage</u>	
1962	43,727	Original Construction
2013	5,000	Early Childhood Center
2017	92,521	New Construction

High School Building

1969	135,679	Original Construction
1999	32,440	Field House
2024	180 Square Feet	– Greenhouse Construction

Silver Lake Building

1957	23,650	Original Construction
1968	25,780	Addition
1985	27,836	Addition

Staffing

Total Employees = 219

Administration - 6

Certified – 129

Non-Certified – 84

The District subcontracts with Dashier Management for Custodial Services, 4.0 for Transportation Services, 4.0 Grounds for all Grounds and Field Maintenance and with Chartwell's for Food Service.

Student Demographics (excluding Pre-K)

2023-2024

February 2024 Data

Race/Ethnicity	Count	Percent
Hispanic or Latino	353	24.6%
American Indian or Alaska Native	12	0.8%
Asian	8	0.6%
Black or African-American	10	0.7%
Native Hawaiian or other Pacific Islander	0	0.0%
White	1,017	71.0%
Two or more races	33	2.3%
All students	1,433	100.0

Graduation Demographics

<u>Year</u>	<u>Graduate Count</u>	<u>%</u>
2015	123	93.2%
2016	114	96.6%
2017	110	92.4%
2018	91	91.0%
2019	126	96.2%
2020	98	92.5%
2021	108	90.8%
2022	118	95.2%
2023	112	92.6%
2024		

Enrollment by Other Criteria – 2023-2024

English learner	119	8.3%
Special education	292	20.4%
Free/Reduced-Price meals	612	42.7%
Homeless	7	0.5%

For additional Demographic information check out the Minnesota Report Card found at MDE.
<https://rc.education.mn.gov/#mySchool/p--3>

Budget Process

According to Minnesota Law, all school districts are required to prepare financial reports and annual budgets. These financial reports include the detailed tracking of revenues and expenditures within UFARS (Uniform Financial Accounting and Reporting Standards) fund classifications in order to meet legislative requirements for schools district and provide financial accountability for public fund allocations. This is due to the increasing demand for accurate financial reporting data and the growing need for legislative accountability, including; Providing better financial information for public review and evaluation; Demonstrating financial accountability for program implementation; enabling compliance with state and federal financial reporting requirements; Improving decision-making capabilities for state and local agencies.

The UFARS system is an integral part of the accounting and reporting process for school districts. The accuracy of the school district financial reports to be used in funding opportunities and decision-making activities is the responsibility of the governing boards of school districts. The accuracy of the UFARS recording, reporting and classification procedures is the responsibility of the superintendent or business manager.

UFARS requires the revenue and expenditure account code structure to be multi-dimensional. Expenditure and revenue accounting and reporting is based on individual accounts. An account in a multi-dimensional system requires the use of codes in six dimensions, each of which has a distinct purpose.

Fund – Org/Site – Program – Course - Finance – Object/Source

XX XXX XXX XXX XXX XXX

Fund Dimensions

Funds are established in the UFARS manual in accordance with statutory requirements and Generally Accepted Accounting Principles (GAAP). Transfers between funds are allowed only as specified by statute. In general, revenues may be transferred from the General fund to any operating fund only to eliminate a deficit. Such transfers require board action.

List of UFARS Funds

Operating Funds

01 General Fund

02 Food Service Fund

04 Community Service Fund

10 Activities Accounts – Cross walked to 01 (We identify as separate funds, MDE sees them as 01 – General Fund)

21 Student Activity Accounts - Now identified as part of the General Fund and under school board control.

Non-Operating Funds

- 06 Building Construction Fund**
- 07 Debt Service Fund**
- 47 Post-Employment Benefits Fund**

Fiduciary Funds

- 18 Trust Fund or Scholarship Fund**
- 45 Post-Employment Benefits Irrevocable Trust Fund**

Proprietary Funds

- 20 Internal Service Fund**
- 25 Post-Employment Benefits Revocable Trust Fund**

Account Groups

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

Fiscal Year

The school district fiscal year runs from July 1 through June 30. FY 2025 begins July 1, 2024 and ends June 30, 2025.

With certain exceptions, the property tax levy certified in 2023 for taxes payable in 2024 is recognized as revenue for FY 2024-2025. Property tax levy that is certified in December of 2024 is for taxes payable in calendar year 2025 and is revenue for the 2025-2026 school year.

GENERAL FUND **FUND 01**

Overview

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

The District began the 2024-2025 school year with a total General Unassigned Operating Fund Balance of \$4,490,315. This compares to the June 30, 2023 ending fund balance of \$3,550,099. With strong financial accounting practices the district has a healthy fund balance of 25.11%. The total General Fund including restricted accounts had a fund balance of \$5,575,614 compared to \$4,766,319 on June 30, 2023.

The current fund balance policy states that the school district will strive to attain and maintain a general fund unreserved fund balance of a minimum of 20% of the anticipated general fund expenditures for the following year. (See page 71 for Fund Balance Policy #714)

The financial status of the Glencoe-Silver Lake Schools for programs beyond the 2024-2025 school year is dependent on the accuracy of the adopted budget assumptions, future legislative action, and potential restructuring.

The financing of public school education in Minnesota is through a combination of three major categories. 1. State Education Finance Appropriations – General Education Aid – The largest share of education appropriations. This aid is intended to provide the basic financial support for the education program. Categorical Aids – These revenue formulas are used to meet costs that vary between districts or promote certain types of programs. Example – special education, learning and development, staff development. 2. State Paid Property Tax Credits – these tax credits reduce the amount of property taxes paid. To make up for this reduction, the state pays the difference between what was levied in taxes and what is actually paid to school districts. 3. Property Tax Levies – Property taxes are determined by formulas set by the state legislature.

Following is a list of the most significant assumptions used in developing the budget.

Pupil Accounting

Average Daily Membership – (ADM) = The average number of pupils enrolled in the school district throughout the school year. =
$$\frac{\text{Number of Pupil-Days Enrolled}}{\text{Total Days in School Year}}$$

Adjusted Pupil Units = Adjusted ADM X the Pupil Weighting (See weighting on chart below)

Adjusted Pupil Units = Residents pupils, + or – Enrollment Options. This equals how many students are sitting in the classroom.

From FY2000 to FY2014, most components of general education revenue were computed using Adjusted Marginal Cost Pupil Units (AMCPU). The exception is referendum revenue, which is computed using resident marginal cost pupil units.

Resident Pupil Units or Weighted Average Daily Membership (WADM)

For fiscal year 2015 and later, for purposes of calculating a school district's operating referendum revenue, resident pupil units or WADM are used. This count is the same as the adjusted pupil units except that is based on resident pupils, instead of pupils served by the school district.

Enrollment is a crucial factor in determining a school district's revenue because most funding formulas are student based.

The 2024-2025 budget reflect the District's enrollment of 1,380 Average Daily Membership. The June 30, 2024 ending ADM's was 1,424.24. Staffing and class sizes are an area that needs to be looked at closely and addressed as enrollment changes from year to year.

Enrollment uncertainty creates the potential for significant increases or decreases in student based revenue. This assumption will need to be constantly monitored and evaluated as enrollment fluctuates. With each student generating approximately \$11,129.17 for 2024-2025 in revenue per Adj. ADM, (including referendum revenue) a small deviation in enrollment can produce a significant change in revenue.

Enrollment Weights by Grade

	Kindergarten	Grades 1-3	Grades 4-6	Secondary
2015 and later	1.00	1.00	1.00	1.20
2008 to 2014	.612	1.115	1.06	1.30
2000 to 2007	.557	1.115	1.06	1.30
1995 to 1999	.530	1.06	1.06	1.30
1994	.515	1.03	1.03	1.30
1992 to 1993	.500	1.00	1.00	1.30
1990 to 1991	.500	1.00	1.00	1.35

Enrollment and Certified Staffing Information

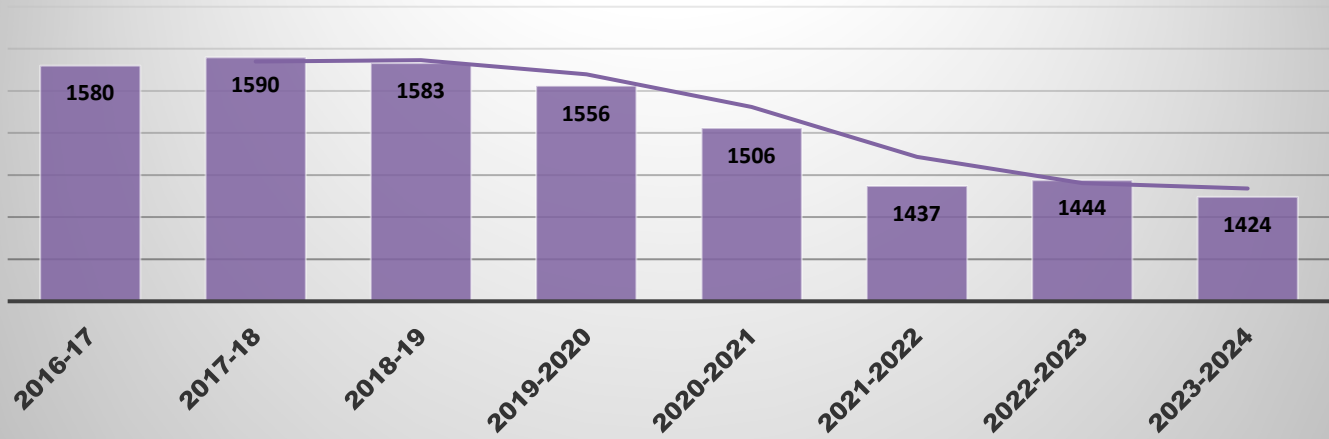
Average Daily Membership History and Projections

	01-02	02-03	03-04	04-05	05-06	06-07	07-08	08-09	09-10	10-11
Students	1,796	1,743	1,716	1,689	1,642	1,652	1,593	1,607	1,696	1,710
Staff	127.9	110.92	118.98	112.63	121.02	106.85	99.51	101.19	109.08	111.96

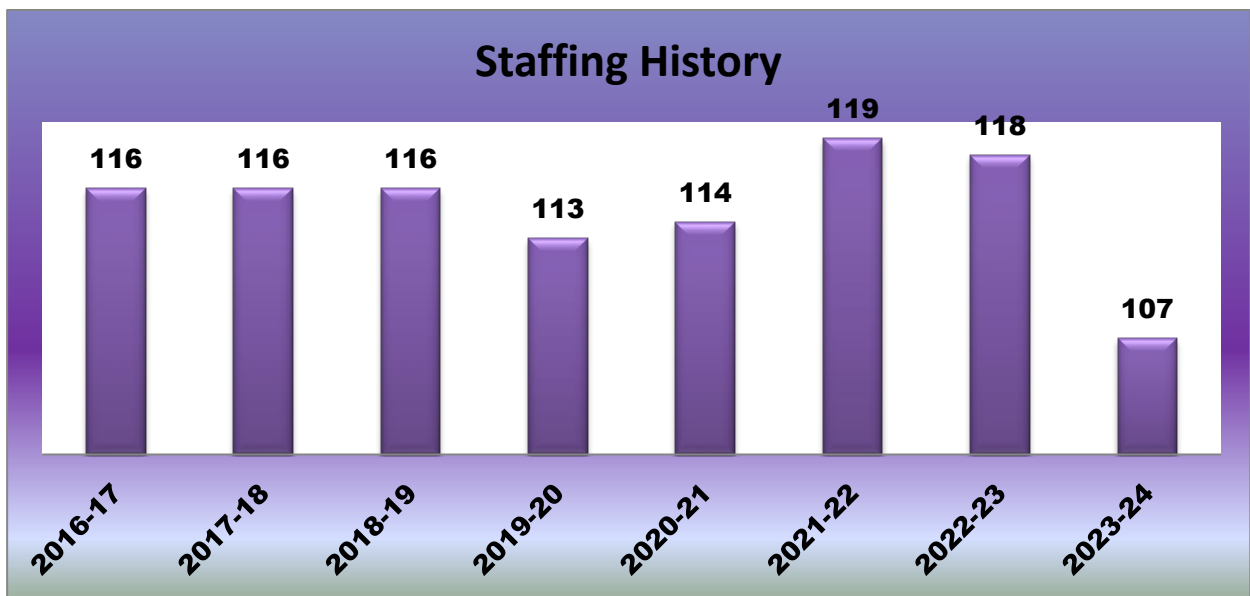
	11-12	12-13	13-14	14-15	15-16	16-17	17-18	18-19	19-20	20-21
Students	1,661	1,634	1,600	1,567	1,560	1,580	1,567	1,583	1,556	1,505
Staff	111.39	110.11	109.49	109.09	111.13	116.46	116.16	116.83	113.44	114.58

	21-22	22-23	23-24	24-25	25-26	26-27	27-28	28-29	29-30	30-31
Students	1,437	1,444	1,424	1,380						
Staff	121.66	118.77	106.59	105.85						

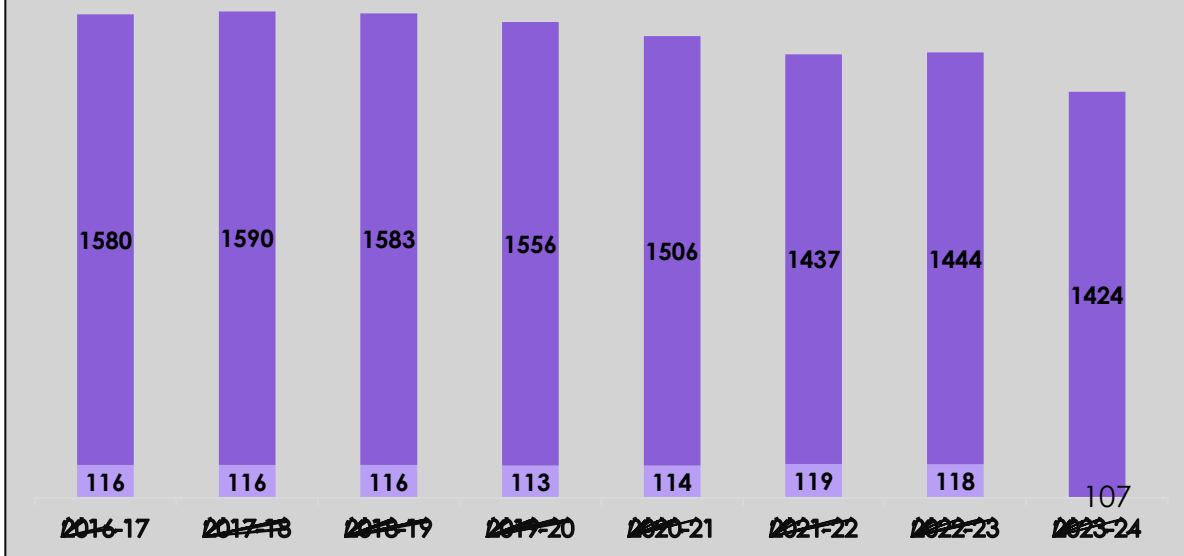
Average Daily Membership



Staffing History



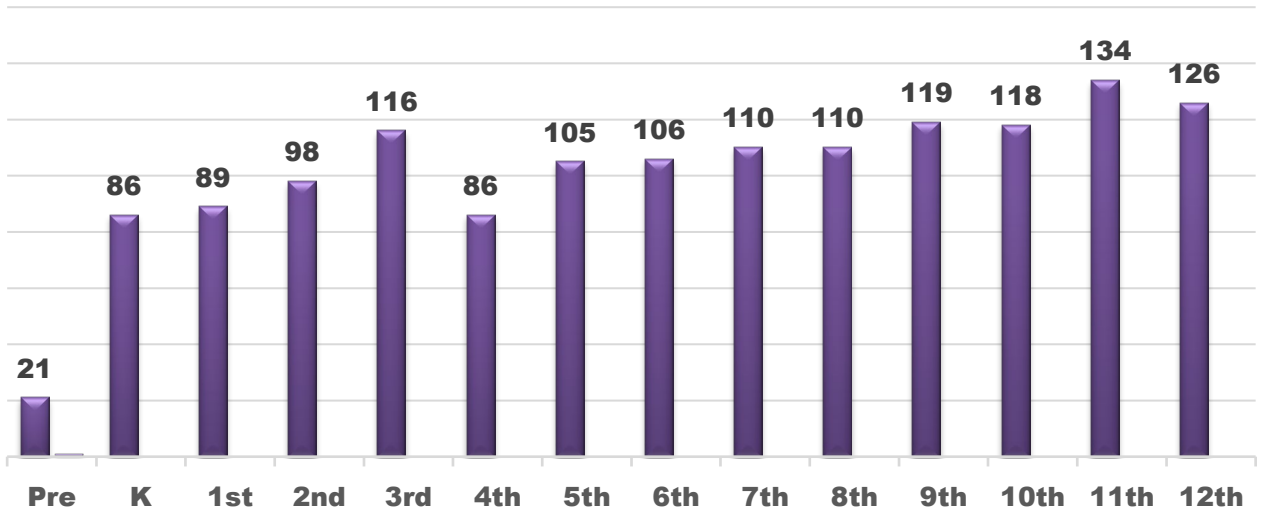
Student/Staffing Comparison by Year



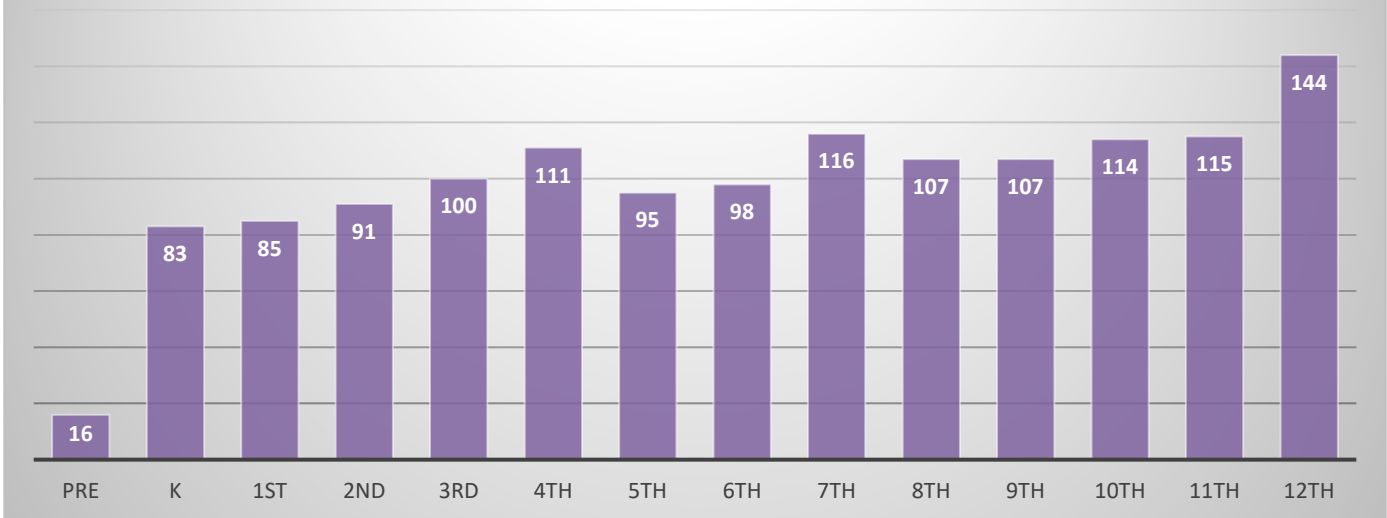
Historical Average Daily Membership

	16-17	17-18	18-19	19-20	20-21	21-22	22-23	23-24
Pre	16	16	16	15	14	15	22	21
K	112	113	114	90	103	89	87	86
1st	113	110	113	116	90	102	92	89
2nd	104	114	111	112	101	88	112	98
3rd	99	108	118	108	98	103	82	116
4th	122	104	107	127	106	105	104	86
5th	118	129	108	104	126	106	107	105
6th	134	118	126	116	105	116	105	106
7th	129	138	121	132	111	106	112	110
8th	137	133	135	125	134	107	110	110
9th	131	141	147	136	125	135	115	119
10th	141	127	137	142	136	130	134	118
11th	104	136	111	128	137	126	130	134
12th	120	105	134	106	119	129	132	126
Elem Pre K-6	818	811	814	787	743	724	711	707
7-12	762	780	785	769	762	739	733	715
TOTAL Pre-K- 12	1,580	1,591	1,599	1,556	1,505	1,463	1,444	1,424

2023-2024 Enrollment



2024-2025 Enrollment Projections



Residents - History

	01-02	02-03	03-04	04-05	05-06	06-07	07-08	08-09	09-10	10-11
Students	1,829	1,815	1,811	1,758	1,713	1,762	1,760	1,795	2,047**	2,019

****Consolidation with McLeod West**

Residents – History

	11-12	12-13	13-14	14-15	15-16	16-17	17-18
Students	1,947	1,937	1,933	1,946	1,918	1,930	2,158

Residents – History

	18-19	19-20	20-21	21-22	22-23	23-24	24-25
Students	1,995	1,943	1,893	1,817	1,818	1,780	

Elementary Class Sizes 2019-2020

	K	1st	2nd	3rd	4th	5th	6th	Total
LN	90	116	112					318
LS				108	127	104	116	455
	5	5	5	5	5	4	5	
	Sections	Sections	Sections	Sections	Sections	Sections	Sections	773

Elementary Class Sizes 2020-2021

	K	1st	2nd	3rd	4th	5th	6th	Total
LN	103	90	102					295
LS				99	106	126	105	436
	5	5	5	5	5	5	4	
	Sections	Sections	Sections	Sections	Sections	Sections	Sections	731

Elementary Class Sizes 2021-2022

	K	1st	2nd	3rd	4th	5th	6th	Total
LN	89	102	89**					295
LS				102**	105**	104**	118**	436
	5	5	5	5	5	5	5	
	Sections	Sections	Sections	Sections	Sections	Sections	Sections	731

**Federal ESSER dollars were used to continue to fund 5 sections of each grade to maintain smaller class sizes.

Elementary Class Sizes 2022-2023

	K	1st	2nd	3rd	4th	5th	6th	Total
LN	86	89	112					287
LS				82	104	104	104	394
	5	5	5	4	5	5	5	
	Sections	Sections	Sections	Sections	Sections	Sections	Sections	681

**Federal ESSER dollars were used to continue to fund 6.5 FTE's of each grade to maintain smaller class.

Elementary Class Sizes 2023-2024

	K	1st	2nd	3rd	4th	5th	6th	Total
LN	87	92	112					291
LS				82	104	106	105	397
	4	4	4	5	4	4	4	
	Sections	Sections	Sections	Sections	Sections	Sections	Sections	688

Elementary Class Sizes 2024-2025

	K	1st	2nd	3rd	4th	5th	6th	Total
LN	78	83	90					251
LS				100	114	100	98	412
	4	4	4	4	5	4	4	
	Sections	Sections	Sections	Sections	Sections	Sections	Sections	688

Non-Public Enrollment – 10-1-2020

	K	1 st	2 nd	3 rd	4 th	5 th	6 th	7 th	8 th	Total
1 st Lutheran	14	15	13	20	9	9	12	6	4	102

Non-Public Enrollment – 10-1-2021

	K	1 st	2 nd	3 rd	4 th	5 th	6 th	7 th	8 th	Total
1 st Lutheran	15	15	18	16	18	12	1	10	7	121

Non-Public Enrollment – 10-1-2022

	K	1 st	2 nd	3 rd	4 th	5 th	6 th	7 th	8 th	Total
1 st Lutheran	25	14	14	19	15	20	11	7	10	135

Non-Public Enrollment – 10-1-2023

	K	1 st	2 nd	3 rd	4 th	5 th	6 th	7 th	8 th	Total
1 st Lutheran	17	23	13	10	18	15	18	10	7	131

Non-Public Enrollment – 10-1-2024

	K	1 st	2 nd	3 rd	4 th	5 th	6 th	7 th	8 th	Total
1 st Lutheran	10	18	20	12	11	15	15	13	11	125

Enrollment Options – Students Leaving the District – 2020-2021

	K	1 st	2 nd	3 rd	4 th	5 th	6 th	7 th	8 th	9 th	10 th	11 th	12 th	Total
NYA	2	2	1	2	6	2	6	3	2	4	3	1	7	40
Watertown Mayer													1	1
Fergus Falls					1			1		1				3
Rosemount Apple Valley Eagan													1	1
Waconia	1		2	1	1	1	5	2	1	2	2	5	13	36
Eastern Carver		1	2	1		1			2		3	1	1	12
Brooklyn Center												1	1	2
Big Lake									1					1
Houston						1	2	1		3	1		3	11
Hutchinson	9	10	8	9	6	9	15	7	10	16	11	11	11	132
Lester Prairie	2	2	1	1	3	1	3	2	10	4	3	3	5	40
Dassel Cokato	2	2			1	2	1	1	3	3	1	1	5	22
Worthington														
Sibley East	3	3	3	4	2	2	5	6	3	5	3	3	2	45
Howard Lake			1			2		2			1		1	7
GFW	2	1	1		1				1					6
Tuition Options Out	21	21	20	18	21	22	37	24	34	37	28	26	50	359
Totals														
Charter Schools	9	12	7	8	8	7	3	8	10	5	11	5	7	100
Total Leaving District														459

Some numbers are rounded if PU are less than 1.0.

EC numbers are included in the counts for Kindergarten

**Charter Schools Include: Minnesota Transitions, Blue Sky, New Century, New Discoveries Montessori Academy, Cologne Academy, Minnesota New Country School, Minnesota Online Schools, EdVisions off Campus School, Green Isle Community School.

**Non-Residents coming into the district for 2020-2021 were 72.

****Net loss of students – 387**

Enrollment Options – Students Leaving the District – 2021-2022

	K	1 st	2 nd	3 rd	4 th	5 th	6 th	7 th	8 th	9 th	10 th	11 th	12 th	Total
NYA	7	1	5	2	2	5	2	7	2	4	2	3	1	44
Fergus Falls						1			1		1			3
Rosemount Apple Valley Eagan													1	1
Waconia	2	1		3	1	2	2	4	1	2	1	4	4	28
Eastern Carver		2		1	1					3		3	1	11
Brooklyn Center													1	1
Big Lake										1				1
Houston					1		2	3	1		3			10
Hutchinson	5	11	8	9	8	6	8	16	8	16	14	12	7	128
Lester Prairie	1	2	2	1	1	3	2	3	3	6	4	4	2	34
Dassel Cokato	2	3	2		1	1	3	1	2	3	4	1	1	24
Worthington	1	1		2		1			1					6
Sibley East	4	3	3	3	4	2	2	5	5	3	5	5	3	47
Howard Lake		1		1			2		1					5
GFW		1	2							1				4
Delano													1	1
Buffalo Lake Hector							1	1			1			3
Tuition Options Out	24	24	23	23	20	22	25	41	26	39	35	31	22	355
Totals														
Charter Schools	8	7	10	8	6	7	8	3	10	7	4	12	6	96
Total Leaving District														451

Some numbers are rounded if PU are less than 1.0.

EC numbers are included in the counts for Kindergarten

**Charter Schools Include: Minnesota Transitions, Blue Sky, New Century, New Discoveries Montessori Academy, Cologne Academy, Minnesota New Country School, Minnesota Online Schools, EdVisions off Campus School, Green Isle Community School, Technical Academies, Minnesota New County School.

**Non-Residents coming into the district for 2021-2022 were 72.

****Net loss of students – 379**

Enrollment Options – Students Leaving the District – 2022-2023

	K	1 st	2 nd	3 rd	4 th	5 th	6 th	7 th	8 th	9 th	10 th	11 th	12 th	Total
NYA	3	6	1	5	2	3	5	2	6	5	6	2	3	49
Belle Plaine										1				1
Wabasha-Kellogg (On-line)				1										1
Waconia	2	1			3		1	2	4	2	1	1	3	20
Watertown	1													1
Eastern Carver	1	2			1			1			2		1	8
Eden Prairie													1	1
Minnetonka									1					1
Fergus Falls							1					1		2
Austin									1					1
Houston (On-Line)								2	3	1		4		10
Hutchinson	8	5	12	10	13	8	9	10	17	7	16	11	10	136
Lester Prairie		2	2	3	2	1	3	3	6	3	5	3	4	37
Dassel Cokato		1	2	2		1	2	2	1	2	2	4	1	20
Sibley East	4	4	4	5	3	3	1	2	6	6	4	4	4	50
Howard Lake			1		1			2				1		5
GFW	1		1	1							1			4
Tuition Options Out														347
Totals														
Charter Schools														98
Total Leaving District														445

Some numbers are rounded if PU are less than 1.0.

**Charter Schools Include: Minnesota Transitions, Blue Sky, New Century, New Discoveries Montessori Academy, Cologne Academy, Minnesota New Country School, Minnesota Online Schools, Green Isle Community School, Cross Lake Community, PIM Arts High Schools, Level Up Academy.

**Non-Residents coming into the district for 2022-2023 were 76.

****Net loss of students – 369**

Enrollment Options – Students Leaving the District – 2023-2024

	K	1 st	2 nd	3 rd	4 th	5 th	6 th	7 th	8 th	9 th	10 th	11 th	12 th	Total
NYA	5	3	6	1	5	2	4	3	1	7	5	7	1	50
Belle Plaine											1			1
Wabasha-Kellogg (On-line)					1									1
Waconia	1	1	2			2		1	2	4	2	1	1	17
Watertown		1						1	1	1				4
Eastern Carver	2	1	3	1		1			1			1		10
Hopkins									1					1
Bloomington									1					1
Eden Prairie							1							1
Brooklyn Center											1		1	2
Annandale							1							1
Jordan													1	1
Houston (On-Line)							2						3	5
Hutchinson	10	8	5	14	7	11	8	9	9	17	8	12	10	128
Lester Prairie	2		2	3	3	3	2	3	3	8	3	6	3	41
Dassel Cokato	2		1	2	2		1	1	1	2	2	2	3	19
BLHS										1				1
Sibley East	4	5	5	3	6	3	4	2	3	5	5	3	4	52
Howard Lake						1			2	1				4
GFW		1		1	1				2	2	1	1		9
ACGC			1		1		1		1					3
Tuition Options Out														355
Totals														
Charter Schools	5	9	6	7	9	2	4	4	6	7	9	10	5	83
Total Leaving District														438

Some numbers are rounded if PU are less than 1.0.

**Charter Schools Include: Minnesota Transitions, Blue Sky, New Century, New Discoveries Montessori Academy, Cologne Academy, Minnesota New Country School, Minnesota Online Schools, and Green Isle Community School.

**Non-Residents coming into the district for 2023-2024 were 82

****Net loss of students – 355**

General Education Revenue Formulas

Basic Revenue = Formula Allowance X Adjusted Marginal Cost Pupil Units

The general education program is the method by which school districts receive the majority of their financial support. The basic general education formula establishes the minimum level of funding for school districts.

Funding Formula Allowance

	Formula Allowance	
2000-01	\$3,964	\$224 Increase - \$67 is from the roll-in of cooperative levy and \$39 is reserved for the increase in staff development from 1% to 2% of basic revenue. Real increase is \$118
2001-02	\$4,068	Increase
2002-03	\$4,601	Increase of \$533, \$415 is the referendum levy roll-in, \$14 AOM roll-in and \$104 is the actual increase – 2.6%
2003-04	\$4,601	No Increase
2004-05	\$4,601	No Increase
2005-06	\$4,783	4% Increase
2006-07	\$4,974	4% Increase
2007-08	\$5,074	2% Increase
2008-09	\$5,124	1% Increase. An additional \$51 (1%) of one-time aid resulting from the 2008 legislative session is not included in the basic formula
2009-10	\$5,124	No Increase – (8.7% Reduction in overall General Education Revenue is replaced by Federal Stimulus Funds – AARA)
2010-11	\$5,124	No Increase
2011-12	\$5,174	\$50 Increase
2012-13	\$5,224	\$50 Increase
2013-14	\$5,302	\$78 Increase (1.5% increase)
2014-15	\$5,831	\$529 (Higher level includes 2% over fiscal year 2014 and remainder of increase reflects change in pupil weighting.
2015-16	\$5,948	2% Increase
2016-17	\$6,067	2% Increase
2017-18	\$6,188	2% Increase
2018-19	\$6,312	2% Increase
2019-20	\$6,438	2% Increase
2020-21	\$6,567	2% Increase
2021-22	\$6,728	2.45% Increase
2022-23	\$6,863	2% Increase
2023-24	\$7,138	4% Increase
2024-25	\$7,281	2% Increase
2025-26	TBD***	<i>2% Estimate Based on CPI with a floor of 2% and a ceiling of 3%</i>
2026-27	TBD***	<i>2.17% Estimate Based on CPI with a floor of 2% and a ceiling of 3%</i>

*****FY23 Legislation**



General Education Program Revenue

General education revenue is a combination of several revenue categories that provide the major share of funding for school districts. Most of the general education revenue is for the general operation of the school district and is not designated by the state for a specific purpose. General education revenue is part aid and part levy. The basic general education formula for 2024-2025 is \$7,281 per pupil unit.

The following reserves are taken out of the General Education Revenue and can only be used for allowable expenditures in that area or must be set up in a reserved account.

Basic Skills
Operating Capital
Learning & Development

Gifted and Talented
Long Term Facility Maintenance
Staff Development

Reserved Revenues – Revenue Restrictions

School districts are required to reserve a portion of their general education revenue for certain purposes. The reserved amounts are as follows:

1. Staff Development

Two percent of the basic revenue for FY 2001 and later must be set-aside for staff development, unless the district waives the requirement by a majority vote of the teachers and a majority vote of the school board.

*This requirement was waived for FY 2004 and FY 2005 only; it was back in effect for FY 2006 and later. This requirement was again temporarily suspended for FY2010 and FY2011. **The set-aside requirement was suspended for two more years – FY 12 & FY13.***

The GSL administration still allowed staff development activities to continue for the 2011-2012 and 2012-2013 school year even with the suspended requirement to reserve 2%. The activities are under the direct approval of the administration. The committee continues to meet to develop staff goals and training opportunities for the continued development of staff.

Beginning with FY14, the 2% staff development set-aside was reinstated. Therefore 2% of the Basic General Education Aid must be reserved for staff development unless a district is in Statutory Operating Debt. The approximate reserved amount for 2024-2025 is \$221,284

2. Learning and Development – Class Size Reduction

Reserved revenue must be used to reduce elementary class sizes beginning with kindergarten and first grade classes. Once the district achieves a class size of 17:1 in grades kindergarten and grade one, the district may use the remaining reserved revenue to reduce class size in subsequent elementary grades. For fiscal years 2015 and later, the reserved revenue is equal to the sum of \$299 times the kindergarten adjusted average daily membership and \$459 times the adjusted average daily membership in grades 1-6. GSL receives approximately \$288,645 in revenue for the 2024-2025 school year.

3. Long Term Facilities Maintenance Revenue - LTFM

Beginning with the Pay 2016 levy, the deferred maintenance and health and safety funding categories was rolled into the new Long Term Facilities Maintenance Levy effective for FY2017. The new LTFMR equals the sum of \$380 for FY 19 and later.

For purposes of calculating equalization aid, the ANTC is reduced by 50% of the value of Class 2a Agricultural land. The aid/levy mix for the equalized portion is calculated using an equalizing factor of 123% of the state average ANTC/PU, calculated using the 50% exclusion for ag land. For GSL the 2023 Adjusted Net Tax Capacity is 25,308,225 but the Ag Modified ANTC for Long Term Facility Maintenance Revenue is 20,692,665. For the Pay 2025 levy, the total equalized LTFMR is \$560,424. To determine the aid/levy ratio, the 2023 adjusted pupil units of 1,591.39 is divided by the 2023 Ag Modified ANTC of 20,692,665 which equals 13,002.89 divided by the equalizing factor of 13,579.03. The levy portion is .77851314% and state aid is .22148686%. \$124,126.55 will be state aid and \$436,297.45 will be local levy for the 2025-2026 school year after final adjustments. This was adopted as part of the Pay 2025 levy approval. The total LTFM revenue for 2024-2025 is \$610,570.

The end result is that districts are receiving additional levy authority that is equalized for state aid so that additional funding is available for facility projects.

Allowed uses of the Revenue include:

Deferred capital expenditures and maintenance projects

Accessibility of school facilities

Health and safety projects

Long term facilities maintenance revenue may be used for exactly the same purposes as the old revenue categories it replaces: health and safety, deferred maintenance and alternative facilities. The revenue may not be used for new construction or remodeling, lease purchase agreements, energy-efficiency projects or violence prevention or emergency communication devices.

To qualify for the new LTFMR, the school board has to approve a 10 Year plan and submit the plan to MDE by July 30th and the plan has to be updated yearly during the summer levy process. Health and Safety and Deferred Maintenance levy authority adjustments will be made over the next two years.

4. Gifted and Talented

Beginning in 2006, each school received \$4 per pupil unit for gifted and talented programming. This amount was increased to \$9 per pupil unit in FY2007 and increased to \$12 per pupil unit for fiscal years 2008 through 2014. Beginning in FY15, the amount was increased to \$13 per pupil unit. Gifted and talented revenue must be reserved and used only to identify gifted and talented students, provide educational programs for gifted and talented students or provide staff development for teachers to best meet the needs of gifted and talented students. GSL uses a portion of these funds to fund the ECL (Enrichment, Challenge and Learn) program that is held after school. Knowledge Bowl, Geography Bee, Spelling Bee would be other areas that utilizes these funds. GSL will receive approximately \$19,754.80 for 2024-2025. This is a reserved account.

5. Basic Skills Revenue

Basic Skills Revenue reflects the merging of Compensatory, Limited English Proficiency (LEP) and LEP Concentration. Basic Skills Revenue must be used to meet the educational needs of pupils who enroll under-prepared to learn and whose progress toward meeting state or local content or achievement standards is below the level that is appropriate for learner of their age.

Eligible uses of compensatory revenue include: providing remedial instruction in reading and math, adding teachers or paraprofessionals to provide more individualized instruction, operating programs to reduce truancy, providing counseling and social work services, providing bilingual programs for English Learner students, providing early education programs, parent training programs and home visiting, enable transition programs for special education students until the age of 22 and providing professional development for teachers on meeting the needs of EL students.

Compensatory revenue must be in a reserved account and the district has to produce an annual report describing how compensatory revenue has been spent at each site within the district.

Compensatory Pupil Units

Compensatory pupils are counted and calculated at the site where the students are being educated. A pupil is counted as a compensatory pupil if the pupil is eligible for free or reduced-price meals. Eligibility for free and reduced-price meals is set by the federal government at 130 percent and 185 percent of the federal poverty guidelines, respectively (for fiscal year 2024, these percentages limited yearly income for a family of four to not more than \$39,000 and \$55,500). The compensatory pupil count is conducted during the fall at each school site. In addition to parent-reported income data, school districts may also qualify students through “direct match” with income information held by the state for participants in certain public assistance programs medical assistance (MA) and SNAP (the Supplemental Nutrition Assistance Program).

Compensatory pupil units are calculated for each site as follows:

Calculate the building concentration factor, which is equal to the ratio of the number of pupils eligible for free lunch plus half of the number of pupils eligible for reduced price meals to the school site’s total enrollment

Calculate a building weighting factor equal to the lesser of:

1; or

the building’s concentration factor divided by .80

Multiply the compensation pupils calculated in step (1) by the weighting factor calculated in step (2) by .60

The formula that generates compensatory revenue is a concentration formula based on each school buildings count of students that are eligible for free or reduced price meals.

Compensatory Pupil Units = (Free Lunch Students + .5 x Reduced Lunch Students x .6 x the lessor of (1) or (2) free lunch students + (.5x reduced lunch students)/building ADM)/.8

Compensatory Revenue = (Basic Formula Allowance - \$839 x Compensatory Pupil Units

English Learner (EL) Revenue

Districts receive EL revenue to provide instruction to students with limited English skills Programs may include bilingual programs or English as a second language (ESL) programs. Bilingual education programs provide curriculum instruction to students in their native language. ESL

program students are taught to read, write, listen and speak in English. Beginning in fiscal year 2015, a student is limited to a maximum of seven years of EL revenue.
Basic Revenue = \$1,228 x district's EL Pupil Units

Concentration Revenue = EL pupils X \$436 X LEP Concentration factor
The District's Total Basic Skills Revenue will be approximately \$1,218,891 for 2024-2025.

Basic Skills Extended Time – This restriction was removed effective for FY21.

6. Operating Capital

Operating capital must be reserved and used for equipment, furniture, vehicles, curriculum, limited staffing and facility needs.

Revenue Computation – Operating capital revenue is calculated by adding a fixed dollar amount for all districts to a variable amount per pupil unit based on the age of the district's school facilities. The age index is called the maintenance cost index. (MCI)

Operating Capital Revenue per pupil unit = \$79 + \$109 x Facilities Age Index (1.3550) x APU + \$31 x APU.

(Note: Buildings older than 50 years are only calculated as 50 years.)

The District will receive \$348,885 for Operating Capital for the 2024-2025 school year. This revenue is a combination of state aid and local levy. The state aid is \$139,694 and the local levy is \$209,191 after levy adjustments. Prior to 2004 this source of revenue was 100% state aid. Currently the local tax levy is .75%.

Capital expenditures are budgeted in the General Fund but are supported by revenue that is dedicated to this purpose. Some imbalance in the capital accounts is common because revenue and expenses are not always incurred in the same year. In addition, vehicle purchases, capital leases, and health and safety expenditures may be factored into the capital budget.

Some of the budgeted items in the operating capital budget include lease payments, technology purchases, classroom equipment, playground equipment and textbooks.

Unrestricted General Fund Revenues

1. Extended Time Revenue

Students in learning year programs who are served more than full-time may generate up to an additional .2 ADM. Extended time revenue may be used for extended day, extended week, summer school, or other programming authorized under the learning year program. The extended time revenue equals \$5,117 times the extended time adjusted marginal cost pupil units.

2. Declining Enrollment Revenue

Beginning with FY2015 and later, a district's declining enrollment revenue equals the greater of zero or 28 percent of the formula allowance (FY25 - \$7,281) for that year and the difference between adjusted pupil units for the current year and the adjusted pupil units for the previous year.

For example at GSL, we had 1,567.27 adjusted pupil units for 2023-24 and preliminary 2024-2025 adjusted pupil units are 1,519.00. Because the current year enrollment is less than the previous year, the calculation used is 28% of the basic formula allowance of \$7,281 equals \$2,038.68 * 47.67 (the difference in PU) between the previous year and current year. This equals an estimated revenue amount of \$97,183.88 for 2024-2025. As enrollment numbers fluctuate during the school year, this number is adjusted. If enrollment increases, then declining enrollment aid decreases.

3. Sparsity Revenue

Secondary Sparsity Revenue. Secondary Sparsity revenue provides additional revenue to geographically large districts that have relatively few secondary pupils. The formula measures Sparsity and isolation of the district and then provides additional revenue to the district using an assumption about how many pupil units are necessary to run an acceptable secondary program. The formula assumes that a district with 400 secondary pupils in average daily attendance can provide an acceptable secondary program. Therefore, a district with one high school, no matter how few pupils per square mile it has, will not receive any Sparsity aid if the district has a secondary average daily membership in excess of 400. GSL does not qualify for Secondary Sparsity Revenue.

Elementary Sparsity Revenue

A school district qualifies for elementary Sparsity revenue if it has an elementary school that is located 19 or more miles from the next nearest elementary school and has fewer than 20 pupils per elementary grade. GSL does not qualify for Elementary Sparsity Revenue.

4. Transportation Sparsity

Revenue added for the costs of providing transportation in districts with fewer than 200 pupil units per square mile. (Regular transportation funding for all district is \$332.63 per pupil unit (4.66%) of formula allowance is included in the basic formula allowance). The transportation sparsity allowance gradually increases as population density decreases, reflecting the relationship between average transportation costs and population density.

The districts Sparsity revenue is \$280,370 for 2024-2025. The attendance area for the GSL district is 270.18 square miles.

Transportation Revenue = Transportation Sparsity Allowance x Adjusted PU

Density Index = Square mile area of the district/APU – but not less than .005 or more than .2

Sparsity Index = the greater of .2 or the square miles/APU

Transportation Sparsity Allowance = Basic Formula Allowance x .1349 x Sparsity index x density index – basic formula allowance x .0466.

The district also receives transportation revenue for transporting non-public students within our district lines. For 2024-2025 the district will receive approximately \$99,705.

5. Equity Revenue

The State attempts to equalize the revenue a school district is able to generate by allowing districts to receive equity revenue. A district receives additional revenue based on comparisons with other out-state school districts. It is additional revenue for districts with Basic + Referendum revenue per

pupil unit below the regional 95th percentile. The initial equity allowance for the district is \$72.06 per APU. The district also receives an additional \$50.00 per pupil unit. Equity revenue for the district will be approximately \$212,858 which has a state aid and levy component. GSL does not qualify for the State aid. The local levy component is \$212,858.

6. Transition Revenue

Transition revenue is a hold-harmless provision created in 2003 to ensure that a district's FY 2004 general education revenue per old formula AMCPU (before applying the 1.0 ADM limit), excluding referendum revenue and alternative attendance adjustments, would not be less than the less of:

The district's FY2003 general education revenue per AMCPU, excluding referendum revenue and alternative attendance adjustments, or

The amount the district would have received per AMCPU for FY 2004 under the laws in effect before the changes enacted in 2003.

For FY 2005 and later, a district's transition revenue equals the district's FY2004 transition allowance of \$33.88 per pupil unit times the district's current year APU – 1,519.60.

The District will receive approximately \$51,484 in transition revenue which is all local levy.

7. Pension Adjustment Revenue

Some of the changes in the school district employer-paid retirement contributions have been linked to other changes in school funding. For years prior to 2015, a school district's general education revenue is reduced by two decreases in employer contribution rates and increased by two increases in the employer contribution rate.

General Education Retirement Reduction = 1984 PERA Adjustment + 1997 TRA Adjustment – 1999 PERA Adjustment – 2007 TRA Adjustment.

For 2015 and later, a district's pension adjustment revenue equals the difference between its per pupil pension adjustment for fiscal year 2014 and the statewide average adjustment for that year. GSL has a 0 dollar amount adjustment. The pension adjustment rate is 0.0125 is calculated on the FY24 State TRA Member Salaries.

Beginning in FY19, the District will receive a TRA Pension adjustment to account for the increase in the District's TRA increased rate in TRA contributions. The District will receive \$102,868 in Pension adjustment for FY24.

8. Local Optional Revenue – LOR

The 2013 Legislature created a new component of general education revenue called location equity revenue. For fiscal year 2021, local optional revenue equals \$724 per pupil for every school district. Local optional revenue is offset from each district's approved amount of referendum revenue, so for most districts, local optional revenue provides no direct additional revenue. Instead, local optional revenue provides space under the referendum allowance cap and provides enhanced equalization revenue for some districts. A district's per pupil referendum authority is reduced by the district's local optional revenue. Local optional revenue for the district for 2024-2025 is \$1,100,190. \$981,461 or 89% is local levy and \$118,729 is state aid.

9. Referendum Revenue

The referendum revenue program, often referred to as the operating referendum levy or the excess

operating levy, is a funding mechanism that allows a school district to obtain voter approval to increase its revenue beyond the limits set in statute. Legislature has made several changes to the program including equalizing a portion of the revenue, capping the total amount of per pupil revenue a district may have, limiting the length of time that new referendum may run and requiring referendums approved after November 1, 2001 to be spread on referendum market value instead of net tax capacity.

The 2001 Legislature greatly reduced the referendum levy beginning in fiscal year 2003. Each district's referendum revenue was reduced by \$415 per pupil unit. (A district with less than \$415 per pupil in referendum authority lost the full amount of this authority.) At the same time the referendum that was reduced increased the basic formula allowance for all districts by \$415 per pupil unit. The 2013 Legislature made a number of significant changes to referendum revenue beginning in fiscal year 2015. These changes include:

Changing the allowance from an amount per resident marginal cost pupil unit to an amount per adjusted pupil unit. (the fiscal year 2015 conversion will keep the total dollar amount of authority the same)

Allows a district to implement the first \$300 per pupil of referendum authority by board action.

Creates a new category of revenue called location equity revenue and allowing a board to choose to convert referendum authority to location equity revenue.

Dividing the equalization aid into three tiers and increasing the equalization of the first tier, and

Modifying the referendum revenue cap, and eliminating the grandfather cap.

10. Referendum Revenue Cap

School districts not eligible for sparsity revenue are subject to a cap on referendum revenue. For other districts, for years prior to fiscal year 2015, a district's maximum total referendum allowance is limited to 25% of the formula allowance adjusted for inflation (\$2,205.38 for fiscal year 2025). For those districts with authority from 1994 that were above the cap, their capped authority increased by 26% of the formula allowance of 17.7% less \$215 (instead of the \$415 subtraction that applies to other school districts whichever is greater). For fiscal year 2024 the referendum revenue standard cap is \$2,205.38.

11. Referendum Revenue Equalization

For fiscal year 2015 and later, each district's referendum revenue consists of three equalized tiers. The first tier of equalization aid is the amount up to \$300 per adjusted pupil. This has an equalizing factor of \$880,000 per pupil.

Total Referendum Revenue = Adjusted Pupil Units x Referendum Allowance

Tier 1 Revenue = the lesser of: (1) \$460 per Adj Pupil unit or (2) total referendum revenue.

Tier 1 Equalization Levy = Tier 1 Revenue X the lesser of: (1) 1; or (2) district referendum market value per pupil unit / \$576,000

Tier 1 Equalization Aid – Tier 1 Revenue – Tier 1 Equalized Levy

Tier 2 Revenue = (1) the lesser of: (i) the district's referendum revenue of
(ii) an amount equal to 25% of the basic formula allowance X the
district's resident pupil units Less,
(2) its tier 1 referendum revenue

Tier 2 Equalization Levy = Tier 2 Revenue x the lesser of: (1) 1; or (2) districts referendum market value per pupil unit / \$290,000.00

Tier 2 Equalization Aid = Tier 2 Revenue – Tier 2 levy

Total Referendum Equalization Aid = Tier 1 Equalization Aid + Tier 2 Equalization Aid

Total Referendum Levy = Total Referendum Revenue – Total Referendum Equalization Aid

2024-2025 Estimated Adj PU = 1,528.60

X \$552.33 Referendum Allowance

= \$844,291.64 Referendum Revenue

Tier 1 = \$460 X 1,528.60 = \$703,156

Tier 2 = \$94.17 X 1,528.60 = \$141,135.64

Tier 3 = \$0

FY2025

Referendum Market Value - 2022 – \$1,274,942,601 / 2025 Est Resident PU – 1,959 = \$650,812.97 RMV/RES PU

Tier 1 Levy = \$703,156 / \$567,000 = 1.0 Levy Ratio

Tier 2 Levy = \$703,156 / \$290,000 = 1.00 Levy Ratio

Tier 1 Levy = \$703,156 X 1.0 = \$703,156 Levy Authority

Tier 2 Levy = \$141,135.64 X 1.00 = \$141,135.64 Levy Authority

Tier 3 Levy = \$0

Total Levy Authority = \$844,291.64 (Prior to PU Adjustments)

Tier 1 Aid = \$0

Tier 2 Aid = \$0

Total Aid = \$0

12. Referendum Tax Base Replacement Aid – Referendum tax base replacement aid was implemented by the 2001 Legislature as a mechanism designed to compensate school districts for the loss of agricultural land and cabin tax base. Tax base replacement aid is a frozen dollar amount based on fiscal year 2003 information. Any referendum equalization aid earned by the school district is first offset by the referendum tax base replacement aid. The remaining equalization aid is the amount used when computing the referendum aid including open enrollment students. Referendum tax base replacement aid was made permanent by the 2003 Legislature but then eliminated by the 2013 Legislature for fiscal years 2015 and later. **The tax base replacement aid of \$37,140.52 reduces the Tier 2 Aid if the district receives Tier 2.**

13. Election Requirements – A district's general levy can be increased with the approval of the voters at a referendum called by the school board. The election must be held during the November election only, unless the election is held by mail ballot or upon approval of the Commissioner of Education, if the district is in statutory operating debt. If the election is conducted by mail ballot, it

must be in accordance with state election law, and each taxpayer must receive notice by first-class mail of the election and of the proposed tax increase at least 20 days before the referendum. Beginning in FY2015, the first \$300 per pupil levy authority may be approved by the school board and does not need voter approval. In August of 2018, the School Board elected to approve \$300.00 of the Approved Referendum of \$476.88 as Board Approved Referendum. The new voter approved authority is \$176.88.

The District did hold a Referendum Election on November 6, 2018 asking voters to approve a referendum authority of \$460.00, an increase of \$283.12. The voters voted against the referendum. There were 2,190 Yes votes and 2,850 No votes. The school board held an election in November of 2019 asking the voters for a 10 year referendum authority of \$460.00 per pupil unit with the inflationary factor language. The vote passed with 1,130 yes votes and 741 no votes. This referendum will be effective for the 2019 Pay 2020 levy for revenue for the 2020-2021 school year and will expire in FY30 or with the Pay 29 levy cycle.

New Legislation for 2023 – School boards can renew a operating referendum levy one time without voter approval if the amount that is expiring is the same amount. Can include the inflation language.

By June 15, in the fiscal year prior to last fiscal year a referendum is generating revenue, a school board may vote to extend the referendum authority one-time in the same amount (including inflation-based referendums) and same length of time. A school board may not vote to renew an operating more than two fiscal years before the referendum expires.

Due to the levy timing, school districts may renew FY26 and FY27 expiring referendums after July 1, 2023 and before June 15, 2024 for FY26 expiring referendums, and June 15, 2025 for FY27 expiring referendums.

14. Referendum Market Value – Referendum levies are spread on referendum market value instead of net tax capacity. Referendum market value is the market value of all property within the school district with the exception of farmland and seasonal recreational property (cabins). Also, any property with a class rate of less than 1.0 percent is taxed at its market value times its class rate.

The district's referendum authority is \$552.33 per resident pupil unit for the FY25 school year. This amount reflects the operating levy that was approved for renewal by the voters in November 2019 with the inflationary factor and after the deduction for Location Equity Revenue. This represents revenue of approximately \$844,291.64. This revenue is all generated by local levy.

The following table details the voter approved referendum that includes the CPI addition for each year, and the phase-out of when the referendum expires. This data is from September 2023, so the CPI rate is adjusted each year which affects the authority amount. Adjustments are part of the levy process.

	FY2024	FY2025	FY2026	FY2027	FY2028	FY2029	FY2030
Annual CPI	1.0312	1.0237	1.0208	1.0243	1.0235	1.0219	1.0219
Authority	523.84	540.18	552.98	564.48	578.20	591.79	604.75
CPI	16.34	12.80	11.50	13.72	13.59	12.96	13.24
Authority with CPI	540.18	552.98	564.48	578.20	591.79	604.75	617.99

15. Permanent School Fund – Endowment Fund

The Permanent School Fund consists of the proceeds of the lands granted to the state by the federal government for the use of schools, proceeds from swamplands granted to the state, and cash and investments credited to the fund. Most of the land granted to the state has been sold but the Department of Natural Resources still manages about 2.5 million acres of school trust land. The net proceeds from the land management activities like timber sales, mineral activities are added to the principal of the fund.

The state holds the land and accumulated revenues. Prior to fiscal year 2010, a district's general education aid was reduced by the amount that was received from the Endowment Fund. After 2010, school districts started to receive income without a deduction in state aid. The payments are paid to schools based on the school's pupil counts for pupils served. GSL will receive \$95,949.92 for the 2024-2025 school year.

16. Shared Time

Shared time revenue is payments made to public schools for courses taken at the public school by nonpublic school students. The revenue equals formula allowance times the weighted full-time equivalent ADM. The District receives approximately \$10,225 in Shared Time Revenue.

17. Literacy Incentive Aid – Changes in 2023-2024 Legislation.....

(Old Language) Beginning in the 2012-2013 school year, schools will be eligible for additional aid based on how well students in the third grade read (called "Proficiency Aid"), and how much progress is being made between the third and fourth grades in reading skills (called "Growth Aid"). Proficiency aid is calculated by multiplying \$85 times the average percentage of students in a school that meet or exceed proficiency over the current year and previous two years on the third grade reading portion of the MCA's, multiplied by the number of students enrolled at the school in the previous year. Similarly, Growth aid is calculated by multiplying \$85 times the percentage of students that make medium or high growth on the fourth grade MCA's multiplied by the previous year's student count. (124D.98)

New Language regarding Literacy AID

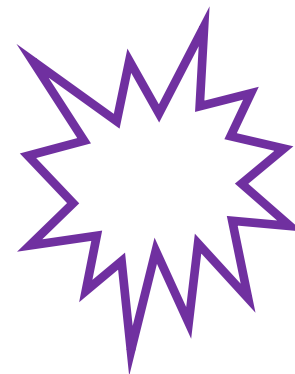
Effective July 1, 2023, Minnesota Statutes 2022, section 124D.98 Literacy Incentive Aid was amended by adding a subdivision. A school district must use its literacy incentive aid to support implementation of evidence-based reading instruction. Uses included training of K-3 teachers, special education teachers, intervention teachers, and or the purchase of materials and training or employing a literacy lead. Any costs higher than the aid that is received is the responsibility of the district to cover. GSL is looking at an estimated cost of \$286,000 for the first two years of the initiative.

The Literacy Incentive Aid will be an on-going funding source with a reserve balance for unspent funds. GSL will receive \$63,704 for 2024-2025.

For the 2024-2025 fiscal year, there are two additional funding resources related to the READ ACT.

READ ACT Literacy Aid – One –time appropriation in FY25 but may be reserved and used in future fiscal years. \$39.96 per prior year fall child count. GSL will receive \$57,234.00.

READ ACT Compensation for Professional Development – One time appropriation in FY25 but can be reserved and used in future years. \$36.06 per prior year fall child count. GSL will receive \$51,674.00.



Glencoe-Silver Lake – General Education Program Revenue Summary 2024-2025 (as of 11-1-25)

<u>Adjusted Average Daily Membership</u>	1,451.00
Basic Revenue	\$7,281.00
Declining Enrollment	\$63.95
Pension Adjustment -	\$67.69
Gifted and Talented	\$13.00
Basic Skills	\$800.26
Transportation Sparsity	\$184.50
Equity	\$140.08
Transition	\$33.88
Operating Capital	\$229.59
Local Optional	\$724.00
Referendum	\$38.82
Alternative Attendance Adjustment	\$0
Total	\$10,092.12 per Adjusted Pupil Unit \$11,129.17 per Adjusted ADM

Other Funding Categories

Safe Schools Levy

This is a levy funding component only that is used to pay for police officer liaisons, drug abuse prevention program, security, crime prevention, and student and staff safety.
For GSL for 2024-2025 this amount is \$53,643.00.

Special Education

Districts receive funding to recognize a portion of the additional costs of providing required services to students with a disability. Special education revenue for a district is calculated by multiplying special education initial revenue by the statewide adjustment factor.

This budget is based on the projections from the Minnesota Department of Education (MDE) by using the most current district data from the previous year provided through the MARRS system and the special education EDRS system. MDE does the calculations for the tuition billing process that reduces aid to a district that owes money to another district for special education services and increases aid to districts that provide services to another district. GSL will receive approximately \$3,188,018.00 in State special education revenue for the 2024-2025 school year.

In addition, the school district is eligible for federal special education revenue that flows through the Southwest West Central Service Cooperative and then to the district. The federal funds are used to pay for the districts fees and services provided directly from the Cooperative. The district made a change with the 2023-2024 school year in regards to the Federal Flow Through dollars. After the contracts are paid the additional revenue is then used to offset the Tuition payments due to other districts. By making this change, the district is then increasing their State Special Ed expenses which in turn increases the state funding for the district. The 2024-2025 federal entitlement dollars for GSL is \$368,065.00.

Career and Technical Levy

Categorical aid for secondary vocational programs expired in 2001-02 but has been replaced with levy authority. The aid has been replaced with a local levy authorization. Beginning with the 2014-2015 school year, Career and technical revenue is now equalized between levy and state aid.

Career and Technical Revenue = .35 X Approved Program Expenditures

Career and Technical Levy = Career and Technical Revenue X District's ANTC per pupil unit / \$13,913.00. Total levy limit is \$72,964.62 for FY26. FY 25 revenue is \$74,071.00.

Short Term Debt

The district has no short term debt.

State Aid Payment Delay under M.S. 127A.46

Under M.S. 127A.46, if the Commissioner of Minnesota Management and Budget determines that modifications in the state aid payment schedule to school districts would reduce the need for state short-term borrowing, the state must first use its authority to delay state aid payments to school districts to the maximum extent allowable before engaging in state short term borrowing. The formula in M.S. 127A.46 establishes the maximum amount of payments that could be delayed for each school district, but authorizes the Commissioner of Education to implement a smaller delay as appropriate. Since the amount needed to avoid state short term borrowing is less than the maximum that could be delayed under the statute, the factors in the statutory formula have been adjusted.

M.S. 127A.46 was repealed with the 2011 legislative session. The state is no longer allowed to delay state aid payments to school districts to avoid state short term borrowing.

School Districts are normally scheduled to receive their State Aid Payments twice a month.

State Education Funding Accounting Shifts

There are two types of shifts that have been used in education finance to generate State Appropriation savings: school payment shifts and property tax recognition shifts. The savings generated by these shifts are one-time in nature, and the costs to pay them back are also one-time.

School Payment Shifts

The state aid share of school district revenue allocated through each school finance formula is called the “aid entitlement.” The amount paid to school districts by the State during each fiscal year is called the “appropriation.” The timing of the percentage of the entitlement paid in each fiscal year is set in State statute M.S. 127A.45. For FY10 the payment percentage was 73% of the entitlement is appropriated in the current fiscal year and 27% in the subsequent year. In simple terms, the State “borrows” money from school districts for a short term by withholding a portion of their payments until the start of the next fiscal year. Beginning with FY14 an 86.4%/13.6% payment schedule will be implemented to school districts. In October of 2013 the state aid payment calculations changed to a 90%/10% shift due to the positive State budget forecast. Under M.S. 16A.152, Subd. 2, aid payment shift will be repaid when state budget improves.

School districts use an “accrual” method of accounting: regardless of when a payment toward their current year entitlement is received, they count the entitlement amount as their revenue for the year. In reality, districts do experience a fiscal impact if they have insufficient cash on hand to manage their cash flow. Prior to the FY10 year, the shift in payments was 90/10. The 90/10 shift allowed for “settle up” payments to be made based on actual student data.

(Historical Information regarding the State Shift)

Due to the November 2012 Budget Forecast, the percentage amount of state aids payable during the current school year has been increased from 64.3 to 82.5 percent as a result of an improvement in the state’s budget outlook. Payments for school districts were adjusted with the December 15th, 2012 payment to reflect the new percentage. The percentage of state aids payable during the current school year will be reviewed again when the February 2013 forecast is completed. If there is further improvement in the state’s budget outlook for the FY2012 – FY2013 biennium, the current payment percentage will be increased again in March. If the state’s budget outlook for the FY2012-FY2013 biennium remains the same or declines in February, the current payment percentage will remain at 82.5 percent, assuming no legislative change is made.

Property Tax Recognition

Property owners pay their property taxes in May and October during a calendar year. The county that receives the payments then transfers the school share to the school districts. If no shifting existed, all of the property tax collections paid in a calendar year would be recognized as revenue to the school district for the fiscal year. For example, taxes paid in calendar year 2014 would be revenue for the 2015-2016 school year. If there were no shifts, districts would collect half of their revenue before the fiscal year started from the May payment and half after, from the October payment.

When a property tax recognition shift is put in place, districts are told that they must recognize a portion of the May payment as revenue for the current year, rather than for the subsequent year. In turn, the State reduces the amount of state aid paid in the current fiscal year by any additional revenue districts who from early recognition of property tax payments. To pay off a property tax recognition shift, the district is required to recognize the revenue for the fiscal year starting on July 1st of the year in which it is collected and the State must provide sufficient aid for the fiscal year ending on June 30th of the calendar year to make sure that the district receives its entire entitlement amount.

Property Taxes

The School District Levy, 2023 Payable 2024 is levy that is approved in 2023 for taxes payable by property owners in 2024 for Revenue for the 2024-2025 school year. The levy that is approved in 2024 for taxes payable in 2025 is revenue for the 225-2026 school year. The levy is broken down into two parts; Voter approved levies and Other Local Levies. Voter approved levies would consist of Referendum Operating levies which are taxed on referendum Market Values and Debt Service Levies which are taxed on Net Tax Capacity Values or all land parcels.

Other levies include Operating Capital, Community Education, Health and Safety, ECFE, Safe Schools, Deferred Maintenance, LTFM, Career and Technical, Reemployment, Equity and Building/Land Leases. These levy categories are taxed on Net Tax Capacity. Tax levies are based on state-determined formulas. Some tax levy increases are revenue neutral which is offset by a reduction in state aid.

Property Valuations

Market Values		% Growth
2019 Market Values	\$1,689,470,600	6.054%
2020 Market Values	\$1,760,596,157	4.21%
2021 Market Values	\$1,817,344,776	3.22%
2022 Market Values	\$2,137,233,587	17.6%
2023 Market Values	\$2,517,919,690	17.8%
Referendum Market Values		
2019 RMV	\$957,417,250	4.952%
2020 RMV	\$1,026,993,875	7.26%
2021 RMV	\$1,081,944,725	5.35%
2022 RMV	\$1,274,942,601	17.83%
2023 RMV	\$1,389,907,805	9%
Net Tax Capacity		
2019 NTC	\$15,691,939	6.06%
2020 NTC	\$16,372,303	4.33%
2021 NTC	\$16,914,473	3.31%
2022 NTC	\$20,089,270	18.77%
2023 NTC	\$23,563,824	17.31%
Adjusted Net Tax Capacity		
2019 Ag Modified ANTC	\$13,127,677	
2019 ANTC	\$16,274,183	

2020 Ag Modified ANTC	\$13,633,312	
2020 ANTC	\$16,894,326	
2021 Ag Modified ANTC	\$14,645,282	
2021 ANTC	\$17,871,778	
2022 Ag Modified ANTC	\$17,427,885	
2022 ANTC	\$21,2697,416	
2023 Ag Modified ANTC	\$25,308,225	
2023 ANTC	\$20,692,665	

** Market Values – Includes all property

** Referendum Market Values – Excludes Ag Land and Seasonal Property

**Net Tax Capacity – Taxable Market Values x Class Rates

**ANTC – NTC/Sales Ratio of 98.1% (Sales Ratio compares actual sales to assessed values)

***2008 Values increased because of the consolidation with McLeod West

****Ag Modified ANTC – The 2017 Legislature created a new tax credit to reduce the tax impact of school building projects on agricultural properties. Beginning with taxes payable in 2018, property owners of Ag land receive a 40% credit to the property attributable to school district bonded debt levies. In 2019, property owners of Ag land received a 40% credit and in 2020, they will see a 50 % credit, taxes payable in 2021 the credit will be 55%, in 2022 the credit will be 60% and in 2023 – Future, the credit will be 70%.

The property values changed substantially because of the consolidation with McLeod West effective July 1, 2009. By increasing the property tax base of the district, the levy increased from Pay 2009 to Pay 2010. Because of the increase in property tax base the additional levy is spread on more property therefore decreasing the overall tax rate for the net tax capacity levies. The end result for the referendum market value rates did not see as much of a change because of the exclusion of the agriculture land. The majority of the tax base that the GSL district absorbed included the City of Brownton.

2011 Law Change: The 2011 Legislature repealed the Homestead Market Value Credit and replaced it with the Homestead Market Value Exclusion. This change is impacting the property taxes on all homesteaded and non-homesteaded property for Pay 2012. The Homestead Market Value Exclusion excludes from taxation 40% of the value on the first \$76,000 of a property's value. The amount excluded is reduced as the value rises above \$76,000 (the exclusion reduction is equal to 9% of the value above \$76,000. Homesteads that exceed \$413,800 in value will receive no homestead exclusion.

The impact of the change will vary for each property. The new "homestead exclusion" is going to mean higher property taxes for most property owners, even if property tax levies adopted by local governments do not increase.

Levy Limitation and Certification Summary
2020 Payable 2021
Revenue for the 2021-2022 Fiscal Year

Levy Category	Actual Levy Payable 2020		Adopted Levy Payable in 2021	Change over 2020
RMV Voter – Referendum	\$579,479.49		\$619,778.77	\$40,299.28
General RMV Equity/Transition	\$1,083,836.29		\$1,128,632.63	\$44,796.34
General -NTC				
Operating Capital	\$132,800.30		\$153,450.15	\$20,649.85
Reemployment	\$17,880.63		\$12,259.15	-\$5,621.48
Safe Schools	\$63,571.68		\$57,629.52	-\$5,942.16
Career and Technical	\$79,373.94		\$72,964.62	-\$6,409.32
Building Lease	\$178,437.60		\$183,461.60	\$5,024.00
Long Term Facilities Maint	\$457,052.67		\$391,053.02	-\$65,999.65
Abatement Adjustment	\$1,116.22		\$820.59	-\$295.63
Total General NTC	\$930,233.04		\$871,638.65	-\$58,594.39
Total General Fund	\$2,593,548.82		\$2,620,050.05	\$26,501.23
Community Service				
Community Ed	\$103,428.10		\$103,428.10	\$0
ECFE	\$42,867.58		\$42,059.97	-\$807.61
Home Visiting	\$870.04		\$1,006.56	\$136.52
School Age Care	\$12,500		\$12,500	\$0
Abatement Adjustment	\$130.34		\$91.21	-\$39.13
Total Community Service	\$159,796.06		\$159,085.84	-\$710.22
General Debt – Building Bond	\$1,411,963.52		\$1,393,764.59	-\$18,198.93
Abatement	\$1,834.71		\$1,532.94	-\$301.77
Total Debt Service	\$		\$	-\$53,417.07
Abatement Bond – Parking Lot	\$147,313.97		\$147,282.89	-\$31.08
Total Pay Levy	\$4,314,457.08		\$4,321,716.31	\$7,259.23

Abatement Aid **

Abatement adjustments occur when the tax capacity of the school district is lowered after the property taxes for the year have been spread by the county auditor. If a school district qualifies for an abatement adjustment, the district receives an aid payment from the state. The formula is used to compensate districts for the loss of tax base with additional state aid payments for the levy portion related to the school levy.

Levy Limitation and Certification Summary
2021 Payable 2022
Revenue for the 2022-2023 Fiscal Year

Levy Category	Actual Levy Payable 2021		Adopted Levy Payable in 2022	Change over 2021
RMV Voter – Referendum	\$619,778.77		\$708,228.06	\$88,449.29
General RMV Equity/Transition	\$1,128,632.63		\$1,177,431.42	\$48,798.79
General -NTC				
Operating Capital	\$153,450.15		\$174,744.04	\$21,293.89
Reemployment	\$12,259.15		\$20,854.10	\$8,594.95
Safe Schools	\$57,629.52		\$57,321.36	-\$308.16
Career and Technical	\$79,964.62		\$72,964.62	\$0
Building Lease	\$183,461.60		\$182,500.60	-\$961.00
Long Term Facilities Maint	\$391,053.02		\$409,073.51	\$18,020.49
Abatement Adjustment	\$820.59		\$1,725.96	\$905.37
Total General NTC	\$871,638.65		\$919,184.19	\$47,545.54
Total General Fund	\$2,620,050.05		\$2,804,843.67	\$184,793.62
Community Service				
Community Ed	\$103,428.10		\$101,996.45	-\$1,431.65
ECFE	\$42,059.97		\$42,147.77	\$87.80
Home Visiting	\$1,006.56		\$1,062.35	\$55.79
School Age Care	\$12,500.00		\$12,000.00	-\$500.00
Abatement Adjustment	\$91.21		\$454.36	\$363.15
Total Community Service	\$159,085.84		\$157,660.93	-\$1,424.91
General Debt – Building Bond	\$1,393,764.59		\$1,383,893.49	-\$9,871.10
Abatement	\$1,532.94		\$5,432.86	\$3,899.92
Total Debt Service	\$1,395,297.53		\$1,389,326.35	-\$5,971.18
Abatement Bond – Parking Lot	\$147,282.89		\$140,926.21	-\$6,356.68
Total Pay Levy	\$4,321,716.31		\$4,492,757.16	\$171,040.85

Abatement Aid **

Abatement adjustments occur when the tax capacity of the school district is lowered after the property taxes for the year have been spread by the county auditor. If a school district qualifies for an abatement adjustment, the district receives an aid payment from the state. The formula is used to compensate districts for the loss of tax base with additional state aid payments for the levy portion related to the school levy.

Levy Limitation and Certification Summary
2022 Payable 2023
Revenue for the 2023-2024 Fiscal Year

Levy Category	Actual Levy Payable 2022		Adopted Levy Payable in 2023	Change over 2022
RMV Voter – Referendum	\$708,228.06		\$810,871.92	\$102,643.86
General RMV Equity/Transition	\$1,177,431.42		\$1,117,420.01	\$-60,011.41
General -NTC				
Operating Capital	\$174,744.04		\$176,647.65	\$1,903.61
Reemployment	\$20,854.10		\$0	\$-20,854.10
Safe Schools	\$57,321.36		\$50,995.44	-\$6,325.92
Career and Technical	\$72,964.62		\$74,070.85	\$1,106.23
Building Lease	\$182,500.60		\$184,277.27	\$1,776.67
Long Term Facilities Maint	\$409,073.51		\$362,315.13	\$-46,758.38
Abatement Adjustment	\$1,725.96		\$15.57	\$-1,710.39
Total General NTC	\$919,184.19		\$848,321.91	\$-70,862.28
Total General Fund	\$2,804,843.67		\$2,776,613.84	\$-28,229.83
Community Service				
Community Ed	\$101,996.45		\$101,996.45	\$0
ECFE	\$42,147.77		\$44,133.20	\$1,985.43
Home Visiting	\$1,062.35		\$1,225.15	\$162.80
School Age Care	\$12,000.00		\$12,500.00	\$500.00
Abatement Adjustment	\$454.36		\$27.56	\$-426.80
Total Community Service	\$157,660.93		\$159,882.36	\$2,221.43
General Debt – Building Bond	\$1,383,893.49		\$1,391,648.34	\$7,754.85
Abatement	\$5,432.86		\$789.49	\$-4,634.37
Total Debt Service	\$1,389,326.35		\$1,392,446.83	\$3,120.48
Abatement Bond – Parking Lot	\$140,926.21		\$146,943.07	\$6,016.86
Total Pay Levy	\$4,492,757.16		\$4,475,886.10	\$-16,871.06

Abatement Aid **

Abatement adjustments occur when the tax capacity of the school district is lowered after the property taxes for the year have been spread by the county auditor. If a school district qualifies for an abatement adjustment, the district receives an aid payment from the state. The formula is used to compensate districts for the loss of tax base with additional state aid payments for the levy portion related to the school levy.

Levy Limitation and Certification Summary
2023 Payable 2024
Revenue for the 2024-2025 Fiscal Year

Levy Category	Actual Levy Payable 2023		Adopted Levy Payable in 2024	Change over 2023
RMV Voter – Referendum	\$810,871.92		\$867,920.26	\$57,920.26
General RMV Equity/Transition	\$1,117,420.01		\$1,244,899.09	\$127,479.08
General -NTC				
Operating Capital	\$176,647.65		\$211,490.00	\$34,842.35
Reemployment	\$0		\$20,000.00	\$20,000.00
Safe Schools	\$50,995.44		\$53,642.52	\$2,647.08
Career and Technical	\$74,070.85		\$74,070.85	\$0
Building Lease	\$184,277.27		\$19,657.00	-\$164,620.27
Long Term Facilities Maint	\$362,315.13		\$449,525.32	\$87,210.19
Abatement Adjustment	\$15.57		-\$118.10	-\$102.53
Total General NTC	\$848,321.91		\$828,283.16	\$-14,260.65
Total General Fund	\$2,776,613.84		\$2,941,102.51	\$164,488.67
Community Service				
Community Ed	\$101,996.45		\$79,752.81	-\$22,243.64
ECFE	\$44,133.20		\$40,437.17	-\$3,696.03
Home Visiting	\$1,225.15		\$1,392.25	\$167.10
School Age Care	\$12,500.00		\$12,000.00	\$500.00
Abatement Adjustment	\$27.56		\$7.41	-\$20.15
Total Community Service	\$159,882.36		\$133,589.64	\$-26,292.72
General Debt – Building Bond	\$1,391,648.34		\$1,387,105.74	-\$4,542.60
Abatement	\$789.49		\$196.23	-\$602.26
Total Debt Service	\$1,392,446.83		\$1,387,301.97	\$-5,144.86
Abatement Bond – Parking Lot	\$146,943.07		\$145,818.59	-\$1,124.48
Total Pay Levy	\$4,475,886.10		\$4,607,812.71	\$131,926.61

Abatement Aid **

Abatement adjustments occur when the tax capacity of the school district is lowered after the property taxes for the year have been spread by the county auditor. If a school district qualifies for an abatement adjustment, the district receives an aid payment from the state. The formula is used to compensate districts for the loss of tax base with additional state aid payments for the levy portion related to the school levy.

PENDING BOARD APPROVAL FOLLOWING T&T HEARING 12-9-24

Levy Limitation and Certification Summary

2024 Payable 2025

Revenue for the 2025-2026 Fiscal Year

Levy Category	Actual Levy Payable 2024		Adopted Levy Payable in 2025	Change over 2024
RMV Voter – Referendum	\$867,920.26		\$870,814.15	\$2,893.89
General RMV Equity/Transition	\$1,244,899.09		\$1,336,854.99	\$91,955.90
General -NTC				
Operating Capital	\$211,490.00		\$250,080.14	\$38,590.14
Reemployment	\$20,000.00		\$6,800.46	\$-13,199.54
Safe Schools	\$53,642.52		\$53,027.64	\$-316.88
Career and Technical	\$74,070.85		\$71,858.39	\$-2,212.46
Building Lease	\$19,657.00		\$34,317.00	\$14,660.00
Long Term Facilities Maint	\$449,525.32		\$443,634.61	\$-5,890.71
Abatement Adjustment	\$-102.53		\$3204.75	\$3,307.28
Total General NTC	\$828,283.16		\$893,032.27	\$64,749.11
Total General Fund	\$2,941,102.51		\$3,100,701.41	\$159,598.90
Community Service				
Community Ed	\$79,752.81		\$83,466.53	\$3,713.72
ECFE	\$40,437.17		\$50,515.43	\$10,078.26
Home Visiting	\$1,392.25		\$1,723.53	\$331.28
School Age Care	\$12,000		\$12,500.00	\$500.00
Abatement Adjustment	\$7.41		\$237.03	\$299.62
Total Community Service	\$133,589.64		\$148,442.52	\$14,852.88
General Debt – Building Bond	\$1,387,105.74		\$1,382,110.97	\$-4,994.77
Abatement	\$196.23		\$0	\$-196.23
Total Debt Service	\$1,387,301.97		\$1,382,110.97	\$-5,191.00
Abatement Bond – Parking Lot	\$145,818.59		\$144,181.15	\$-1,637.44
Total Pay Levy	\$4,607,812.71		\$4,745,326.75	\$137,514.04

Abatement Aid **

Abatement adjustments occur when the tax capacity of the school district is lowered after the property taxes for the year have been spread by the county auditor. If a school district qualifies for an abatement adjustment, the district receives an aid payment from the state. The formula is used to compensate districts for the loss of tax base with additional state aid payments for the levy portion related to the school levy.

Assumptions – 2024-2025 11-12-2024

The budget was developed based on a series of assumptions that reflect the administration's best estimate of the variables that impact revenue and expenditures for the district.

Enrollment

Membership (ADM) – 1,378.00
Weighted Pupils -- 1,519.60 Adj Pupil Units

Funding Per AMCPU

Basic \$7,281.00

Funding Per RMCPU

Referendum \$554.17
Resident Marginal Cost Pupil Units – 1,959.00

Federal Programs – Title, Migrant, Special Ed

Interest Earnings Increase (General Fund) – FY24 Budget \$175,000. FY24 actual General Fund Interest was \$324,050.48.

Laws Impacting Budget

Compensatory Funds
Operating Capital
Learning and Development
Operating Capital/Technology Funds
Library Aid
Read Act – Literacy Incentive Aid
Student Support Personal Aid
Required PARA Training
ESST – Earned Safe and Sick Time – 1/1/2024
Paid Family Medical Leave 1/1/2026

Expenditure Increases

Salary and Benefits -- Per contract settlements- All contracts settled as of 9/1/2024
Property Insurance
Supplies, equipment, contracted services –Based on 2024 actual expenses and known contracts
Utilities -- - Rates continue to increase
Electricity/Natural Gas
Water and Sewer
Transportation – New contract negotiated 12/1/2023.
LTFM
Facility Maintenance Projects

FOOD SERVICE

FUND 02

The Food Service Fund is a self-supporting activity with no property tax levy authority and minimal state aid. The fund is supported primarily from federal funds and local sales to students and adults. Participation in the school food service program drives the revenue streams for the district. As enrollment declines, lunch participation experiences a similar decrease. Therefore, food service programs face a major challenge to continue to operate in the black.

Capital expenditures may be made from the Food Service fund only if (1) the food service fund year-end unreserved fund balance is greater than the cost of the equipment to be purchased, and (2) prior approval has been obtained from the Minnesota Department of Education. (This requirement was repealed with the 2012 legislative session)

If a deficit in the food service fund exists on June 30th, and if that deficit is not eliminated by operations during the following year, it must then be eliminated by a permanent fund transfer from the General Fund. When a district contracts with a food service management company during the period in which the deficit accrued, the deficit must be eliminated by a payment from the food service management company.

The school district shall limit its fund balance amount that does not exceed 3 months average expenditures for its school food service. (This was changed to 6 months average expenditures for the 2022-23 and 2023-2024 and 2024-2025 school year.) This amount is calculated using nine months as a service year.

The food service budget is developed by the food service management company with direct input from the Business Manager.

The 2024-2025 original food service budgets include the following assumptions:

Revenue:

Effective for the 2023-2024 school year and after, the Governor signed the Minnesota Free School Meals bill into law. The MN Free School Meals Program is a permanent program that provides state reimbursement to schools that participate in the National School Lunch Program and School Breakfast Program so that students can have one breakfast and one lunch at no cost. Meals have to be eaten on campus and cannot be taken home.

Meal prices: The district still has to set prices based on the equity calculator provided by the State. These prices determine the cost for adults and for second meals taken by the students. Students are responsible for paying for all ala carte items.

	<u>Breakfast</u>	<u>Second Lunch</u>	<u>Milk break/carton</u>
Elementary Students	Free	\$2.65	\$ 70.00 (.50)
Secondary Students	Free	\$2.85	.50
Adult	\$2.50	\$5.00	.50

After School Snack - \$1.85 per student and \$2.00 per adult. For the 2024-2025 school year, student after school snacks are free as the district is an area eligible school which means that students can have the snack for no charge and the state reimbursement rate increases.

Schools that participate in the National School Lunch Program are eligible to receive reimbursements per meal from the State of Minnesota and through the National lunch program. Total State and Federal Reimbursement rates are:

	Paid BF	Reduced – BF	Free BF
Total Breakfast State and Federal	2.37	2.37	2.37

	Paid Lunch	Reduced – Lunch	Free Lunch
Total Lunch State and Federal	4.645	4.645	4.645

	Paid Snack	Reduced Snack	Free Snack
Total After School Snack Federal	1.21	1.21	1.21

Expenditures:

The 2023-2024 school year showed an ending food service fund balance of \$369,103 compared to \$295,604.77 on June 30th, 2023. The increase in fund balance was related to the new Universal Meal program and the change in reimbursement rates. Commodity allocations and June 30th ending inventory also increased due to late shipment of commodities. The district contracts with Chartwell's Food Service for operation of the food service program. The 2023-2024 school year was the 16th year that the district has sub-contracted with Chartwell's.

Federal/State law requires that school districts that sub-contract with a food service management company must go out for bids for that service every five years. The District went out for bids for a new food service management contract in the spring of 2022. The new contract was awarded to Chartwell's. The district received two bids. A renewal contract was provided to Chartwell's for the 2024-2025 school year.

COMMUNITY SERVICES

FUND 04

The Community Services Fund is established in a district that provides services to residents in the areas of Adult Literacy, Early Childhood Family Education, School Readiness, extended day programs, enrichment programs for youth and adults, driver education, recreation and similar services. Non-public textbook and pre-school screening services are also provided through the community education fund.

Effective with the 2009-2010 audit, it was the recommendation of the auditors that approximately 80% of the operating budget for the field house operations be moved to fund 4 for community services. Because the membership fees and daily use fees are tuition based it needs to be recognized in fund 04 and not in the general fund. The field house is also utilized by the school's physical education classes and athletics, a portion of the operating costs is still recognized in the general fund.

Community Education is funded primarily from local levies and tuition based programs. The levy limitation is based on the 2020 census information of 12,817 for the GSL School District. All the components of Community Service have a different levy authority.

Fund 04 is broken out into the following areas and sub-categories:

Community Education

Community Ed = $\$6.35 \times 12,817$ General Levy Authority

Classes

Trips

Aquatics

Field House

Adult Basic Education

Recreation

School Age Care

Day Care Program 3-5 year olds

After School Enrichment - $\$1.85 \times 10,000 + .43 \times 2,817$

Youth Services - $\$1.00 \times 12,817$

Early Childhood Family Education – ECFE

Home Visiting - $\$3.00 \times 587$ (Est [population under 5])

The 2024-2025 ECFE allowance is allocated by the ECFE Tax Rate of .00199907 x the 2023 ANTC of \$25,308,225. The formula is now linked to the General Education formula allowance. So, if the General formula allowance increases, the ECFE formula allowance automatically sees an increase.

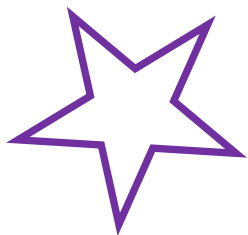
School Readiness – No Levy Authority. Only receive State Aid and Tuition from Families to fund the program.

**Non-Public
Health
Textbook Aid
Counseling
Pre-School Screening**

The following graph shows the revenue and expenditure budget for fund 04 for 2024-2025 with the breakdowns of the different areas within the fund 04 budget.

2024-2025 Fund 04 Budget – Original Budget (Before Revised Numbers)

	Revenues	Expenditures
General Community Ed	\$91,446	\$180,667
Field House	\$140,000	\$98,948
Recreation/Leagues	\$165,000	\$186,631
Aquatics	\$10,000	\$12,008
School Age Care	\$135,000	\$138,003
Daycare 3-5 Year Olds	\$240,000	\$239,250
School Age Care Disabled	\$12,000	\$12,000
After School Enrichment	\$19,711	\$19,711
Youth Services	\$12,817	\$12,817
Classes	\$10,000	\$10,177
Trips	\$7,000	\$6,500
Adult Basic Education	\$62,322	\$62,322
ECFE	\$98,221	\$42,424
Home Visiting	\$1,723	\$1,723
Pathways	\$37,500	\$37,500
School Readiness	\$215,156	\$143,988
Pre-School Screening	\$3,045	\$8,306
Non-Public Aid	\$34,888	\$30,062
TOTALS	\$1,295,829	\$1,243,037



DEBT SERVICE **FUND 07**

After two failed building referendums in 2011, the school board voted to hold a special election on May 12th, 2015 asking the voters to approve a building bond referendum for \$24,190,000.00. The ballot question was to authorize the district to issue bonds to provide funds to relocate grades K-2 to the existing Lincoln building, repurpose current program space, construction of new space between the current Lincoln and High school buildings and to complete window upgrades at the Lakeside building. The election was successful with 1,534 yes votes and 908 no votes. The election was successful in the Brownton, Glencoe, Plato and Silver Lake precincts and failed in the New Auburn precinct. The district worked with ARY Architects to design the project.

The district sold the bonds on July 13, 2015 with a closing date of August 13, 2015 in the amount of \$23,695,000.00 with a bond obligation of 29.5 years. \$24,111,933.79 was wired to Security Bank on behalf of the district and was invested in a guaranteed money market investment account at .77% earnings. Ehlers and Associates was the financial institute that handled the sale of the bonds. All transactions related to the building project will be accounted for in Fund 06, Building Construction Fund to be in compliance with State, Federal and UFARS accounting procedures. All arbitrage reporting will be handled with The PFM Group, Minneapolis. An agreement has been established with PFM to complete the reporting requirements and meet the required deadlines for reporting.

At the September 14th 2015 school board meeting, the board moved forward with hiring Donlar Construction to act as the Construction Manager to work in collaboration with ARY Architects in overseeing the bidding and construction process.

At the September 14th, 2015 school board meeting, the board also held a public hearing and approved a motion to move forward with the sale of the Helen Baker Building.

At the close of FY18, June 30, 2018 the project was over budget. The amount of \$1,815,234 was recognized as the amount remaining to be paid to contractors. The district used a combination of LTFM funds and Operating Capital funds to pay off the remaining balance on the project. No additional dollars were asked for from the voters.

The new construction was completed for the start of the 2017-2018 school year.

In April of 2019, the school board passed a resolution to move forward with selling Property Tax Abatement Bonds for the High School Parking Lot Project. The amount of the 10 year bonds was \$1,035,000. The low bid for the bonds was 1.871% with Hilltop Securities, Dallas Texas as the successful bidder. The first year the bonds will be levied will be with the 2019 Pay 2020 Levy. Bond payments will be completed in February of 2029.

The Lease Purchase Financing for the Early Childhood Learning Center for \$1,375,000 that was put in place in September of 2023 was paid off in August of 2023. That final debt amount for the levy ended with the Pay 2023 Levy.

The district held an election on November 5, 2024 in conjunction with the General election asking the voters for approval for a \$10,900,000 for the purpose of roof repairs/replacements, HVAC upgrades and façade repairs. The results of the election were 3,570 Yes votes and 3,418 No Votes. The district has been working with Tremco, Inc. for the project and Ehlers Financial Advisors on the bonding side. The board will look to sell bonds at the January 13, 2025 board meeting. The project will be bid in late January with the project to begin potentially late spring and will continue until 2027.

Below are the Bond Schedules for the Building Bond, the parking lot Abatement Bond and the Roof Bond. The Bond Schedules allow the planning for cash flow and levy authority.

PRINCIPAL AND INTEREST PAYMENT SCHEDULE							Issue ID#	331619
Independent School District No. 2859 (Glencoe-Silver Lake Public Schools), MN							Dated Date:	6/6/2019
\$1,035,000 General Obligation Tax Abatement Bonds, Series 2019A							Call Date:	Non-Callable
Payment Date	Principal	Rate	Interest	Payment Notations	Total P & I	Fiscal Total	CUSIP No. Base: 378267	
2/1/2020	-	-	33,781.25	*	33,781.25	33,781.25		
8/1/2020	-	-	25,875.00	*	25,875.00	-		
2/1/2021	95,000.00	5.000	25,875.00		120,875.00	146,750.00	CD8	
8/1/2021	-	-	23,500.00		23,500.00	-		
2/1/2022	100,000.00	5.000	23,500.00		123,500.00	147,000.00	CE6	
8/1/2022	-	-	21,000.00		21,000.00	-		
2/1/2023	100,000.00	5.000	21,000.00		121,000.00	142,000.00	CF3	
8/1/2023	-	-	18,500.00		18,500.00	-		
2/1/2024	110,000.00	5.000	18,500.00		128,500.00	147,000.00	CG1	
8/1/2024	-	-	15,750.00		15,750.00	-		
2/1/2025	115,000.00	5.000	15,750.00		130,750.00	146,500.00	CH9	
8/1/2025	-	-	12,875.00		12,875.00	-		
2/1/2026	120,000.00	5.000	12,875.00		132,875.00	145,750.00	CJ5	
8/1/2026	-	-	9,875.00		9,875.00	-		
2/1/2027	125,000.00	5.000	9,875.00		134,875.00	144,750.00	CK2	
8/1/2027	-	-	6,750.00		6,750.00	-		
2/1/2028	130,000.00	5.000	6,750.00		136,750.00	143,500.00	CL0	
8/1/2028	-	-	3,500.00		3,500.00	-		
2/1/2029	140,000.00	5.000	3,500.00		143,500.00	147,000.00	CM8	
Totals	1,035,000.00		309,031.25		1,344,031.25	1,344,031.25		

Under the terms of the State of Minnesota Credit Enhancement Program, payments must be received by the Paying Agent three business days prior to the payment dates shown above.

- * The following funds are available to pay the interest payment due February 1, 2020 and a portion of the interest payment due August 1, 2020.

Capitalized Interest:	33,781.25
Contingency:	1,488.87
Total Funds Available:	35,270.12

PRINCIPAL AND INTEREST PAYMENT SCHEDULE

Issue ID# 327676

 Independent School District No. 2859 (Glencoe-Silver Lake), Minnesota
 \$23,695,000 General Obligation School Building Bonds, Series 2015A

 Dated Date: 8/13/2015
 Call Date: 2/1/2025

Payment Due Date	Principal	Rate	Interest	Payment Notations	Total P & I	Fiscal Total	CUSIP No. Base: 378267
02/01/16	-	-	423,634.17	*	423,634.17	423,634.17	
08/01/16	-	-	453,893.75	*	453,893.75		
02/01/17	430,000.00	3.000	453,893.75		883,893.75	1,337,787.50	AY4
08/01/17	-	-	447,443.75		447,443.75		
02/01/18	440,000.00	3.000	447,443.75		887,443.75	1,334,887.50	AZ1
08/01/18	-	-	440,843.75		440,843.75		
02/01/19	455,000.00	3.000	440,843.75		895,843.75	1,336,687.50	BA5
08/01/19	-	-	434,018.75		434,018.75		
02/01/20	525,000.00	3.000	434,018.75		959,018.75	1,393,037.50	BB3
08/01/20	-	-	426,143.75		426,143.75		
02/01/21	540,000.00	3.000	426,143.75		966,143.75	1,392,287.50	BC1
08/01/21	-	-	418,043.75		418,043.75		
02/01/22	555,000.00	3.000	418,043.75		973,043.75	1,391,087.50	BD9
08/01/22	-	-	409,718.75		409,718.75		
02/01/23	575,000.00	3.000	409,718.75		984,718.75	1,394,437.50	BE7
08/01/23	-	-	401,093.75		401,093.75		
02/01/24	590,000.00	4.000	401,093.75		991,093.75	1,392,187.50	BF4
08/01/24	-	-	389,293.75		389,293.75		
02/01/25	615,000.00	4.000	389,293.75		1,004,293.75	1,393,587.50	BG2
08/01/25	-	-	376,993.75		376,993.75		
02/01/26	640,000.00	4.000	376,993.75		1,016,993.75	1,393,987.50	BH0
08/01/26	-	-	364,193.75		364,193.75		
02/01/27	665,000.00	4.000	364,193.75		1,029,193.75	1,393,387.50	BJ6
08/01/27	-	-	350,893.75		350,893.75		
02/01/28	690,000.00	4.000	350,893.75		1,040,893.75	1,391,787.50	BK3
08/01/28	-	-	337,093.75		337,093.75		
02/01/29	720,000.00	4.000	337,093.75		1,057,093.75	1,394,187.50	BL1
08/01/29	-	-	322,693.75		322,693.75		
02/01/30	745,000.00	4.000	322,693.75		1,067,693.75	1,390,387.50	BM9
08/01/30	-	-	307,793.75		307,793.75		
02/01/31	775,000.00	4.000	307,793.75		1,082,793.75	1,390,587.50	BN7
08/01/31	-	-	292,293.75		292,293.75		
02/01/32	810,000.00	4.000	292,293.75		1,102,293.75	1,394,587.50	BP2
08/01/32	-	-	276,093.75		276,093.75		
02/01/33	840,000.00	4.000	276,093.75		1,116,093.75	1,392,187.50	BQ0
08/01/33	-	-	259,293.75		259,293.75		
02/01/34	875,000.00	4.000	259,293.75		1,134,293.75	1,393,587.50	BR8
08/01/34	-	-	241,793.75		241,793.75		
02/01/35	910,000.00	4.000	241,793.75		1,151,793.75	1,393,587.50	BS6
08/01/35	-	-	223,593.75		223,593.75		
02/01/36	945,000.00	3.750	223,593.75		1,168,593.75	1,392,187.50	**
08/01/36	-	-	205,875.00		205,875.00		
02/01/37	980,000.00	3.750	205,875.00		1,185,875.00	1,391,750.00	BU1
08/01/37	-	-	187,500.00		187,500.00		
02/01/38	1,015,000.00	4.000	187,500.00		1,202,500.00	1,390,000.00	**
08/01/38	-	-	167,200.00		167,200.00		
02/01/39	1,060,000.00	4.000	167,200.00		1,227,200.00	1,394,400.00	**
08/01/39	-	-	146,000.00		146,000.00		
02/01/40	1,100,000.00	4.000	146,000.00		1,246,000.00	1,392,000.00	BX5
08/01/40	-	-	124,000.00		124,000.00		
02/01/41	1,145,000.00	4.000	124,000.00		1,269,000.00	1,393,000.00	**
08/01/41	-	-	101,100.00		101,100.00		
02/01/42	1,190,000.00	4.000	101,100.00		1,291,100.00	1,392,200.00	**
08/01/42	-	-	77,300.00		77,300.00		
02/01/43	1,240,000.00	4.000	77,300.00		1,317,300.00	1,394,600.00	**
08/01/43	-	-	52,500.00		52,500.00		
02/01/44	1,285,000.00	4.000	52,500.00		1,337,500.00	1,390,000.00	**
08/01/44	-	-	26,800.00		26,800.00		
02/01/45	1,340,000.00	4.000	26,800.00		1,366,800.00	1,393,600.00	CC0
23,695,000.00			16,946,634.17		40,641,634.17	40,641,634.17	

Under the terms of the Minnesota Credit Enhancement Program, payments must be received by the Paying Agent three business days prior to the payment dates shown above.

* The following funds are available to pay the interest payment due 2/1/2016 and a portion of the 8/1/2016 interest payment:

Capitalized Interest: 427,994.96

** Each of the maturities noted above with "****" are Term Bonds and, therefore, Mandatory Call Notices must be sent to affected bondowners by the Paying Agent each of those years.

Insert Roof Bond Schedule

TRUST-SCHOLARSHIP **FUND 18 (Formally Fund 08)**

With the consolidation of the McLeod West District, the GSL District is now the custodian of the former McLeod West Scholarship Fund. This fund relates to the Delores Ervin Scholarship, the Ted Damask Scholarship and various donations by organizations for scholarship awards. These funds are in a trust fund where the district only serves as the custodian of these funds. The funds cannot be used for the direct operations of the school district or any debt owed by the district and may only be used for the purpose of intent set forth by the donor.

The June 30, 2024 audited financial statement accounted for the following balances in the scholarship funds.

Delores Ervin - \$909,065

Ted Damask and Miscellaneous Scholarships - \$7,333.

STUDENT ACTIVITY ACCOUNTING **FUND 10 AND FUND 21 ACCOUNTS**

The Glencoe-Silver Lake School district also operates student activity accounts that are under board control and must meet and follow the Manual for the Uniform Financial Accounting and Reporting Standards (UFARS). The accounting of these funds must follow the same set of legally consistent and financially sound principals. The guidelines for operation of these accounts are found in the UFARS manual, Chapter 14.

All expenses in these accounts must directly benefit the students who raised the money.

We run two separate accounts for our student activities. The first set of accounts is our “B” accounts or fund 21. Examples of these accounts would be FFA, BPA, Yearbook, Class accounts, National Honor Society, History Club. The money in these accounts is overseen by an advisor for the group and must have a student signature on the expense form. The student signature shows that the purpose of the expense and revenue has been discussed by the group and approved and not just dictated by the advisor. The expenditures and revenues must follow the standard 17 digit account code structure.

Example would be E 21-060-298-962-301-401 – National Honor Society.

The second set of accounts is our building activity accounts. For internal purposes these are labeled Fund 10 accounts. The expenditures and revenues are tracked using the same 17 digit UFARS accounting code structure. We have three fund 10 accounts. Lincoln/Lakeside, Junior High/High School and one for Activities. Those funds operate differently as no student involvement is needed. The Principals and Activity Director controls the funds in these accounts. For example, the kickback checks from the pop machines, or the Coborns checks will go into these accounts for the buildings. The Principals then decide how to use the funds as long as it benefits the students. But, they do not need the student signature. The Activity Fund for example is where the revenue and expense for Letterman’s jackets flow through. It is also the flow thru

account for ordering tee shirts or clothing items that students are paying for. This means that MDE sees those accounts as part of our unassigned general fund and is included in the audit. For example; we use the code of E **10**-060-292-992-000-401 for High School Activities. MDE will see the code as E **01**-060-292-992-000-401.

The difference in these accounts compared to all of our other operating fund accounts is that both the Fund 21 and Fund 10 carry forward their account balance into the next school year. So, for example, if there is \$5,000 left in the high school account at the end of the year, they will start the year with a \$5,000 balance. If a classroom or utility budget has remaining budget dollars left at the end of the year, those balances are cleared out and do not carry forward. Both the Fund 10 and Fund 21 show approximately \$200,000 worth of expenditures throughout the fiscal year.

The Student Activity Fund Balances for June 30, 2024 were \$113,477 for Fund 10 and \$41,884 for Fund 21.

2020-2021 Budget
Board Approved
June 8, 2020

	June 30, 2020 Actual Fund Balance	Revenues 6-8-20	Expenditures 6-8-20	June 30, 2021 Fund Balance
**General Fund				
Proposed 6-8-20	\$4,493,456	\$18,819,552	\$19,113,136	\$4,199,872
<i>Revised</i>		<i>\$19,594,030</i>	<i>\$19,705,715</i>	<i>\$4,772,325</i>
<i>Final 6-30-21</i>		<i>\$19,633,265</i>	<i>\$19,487,949</i>	<i>\$5,045,421</i>
Food Service				
Proposed 6-8-20	\$304,397	\$1,031,202	\$942,103	\$393,496
<i>Revised</i>		<i>\$998,973</i>	<i>\$956,678</i>	\$346,692
<i>Final 6-30-21</i>		<i>\$899,250</i>	<i>\$936,987</i>	\$266,660
Community Service				
Proposed 6-8-20	\$314,497	\$777,497	\$840,645	\$251,349
<i>Revised</i>		<i>\$796,806</i>	<i>\$814,987</i>	\$296,316
<i>Final 6-30-21</i>		<i>\$829,637</i>	<i>\$748,643</i>	\$395,591
Assigned Fund	\$400,000			\$400,000
Fund 10 Student				
Proposed 6-8-20	\$120,140	\$152,700	\$125,800	\$147,040
<i>Revised</i>		<i>\$72,000</i>	<i>\$82,500</i>	\$109,640
<i>Final 6-30-21</i>		<i>\$94,356</i>	<i>\$109,650</i>	\$104,846
Fund 21 Student				
Proposed 6-8-20	\$45,614	\$55,600	\$64,600	\$36,614
<i>Revised</i>		<i>\$99,025</i>	<i>\$72,817</i>	\$71,822
<i>Final 6-30-21</i>		<i>\$152,966</i>	<i>\$108,281</i>	\$90,299
Scholarship				
Proposed 6-8-20	\$920,127	\$22,000	\$17,700	\$924,427
<i>Revised</i>		<i>\$8,010</i>	<i>\$17,700</i>	<i>\$910,435</i>
<i>Final 6-30-21</i>		<i>\$10,424</i>	<i>\$13,950</i>	\$916,599
Debt Service				
Proposed 6-8-20	\$298,195	\$1,566,112	\$1,393,238	\$471,069
<i>Revised</i>		<i>\$1,416,964</i>	<i>\$1,539,988</i>	\$175,173
<i>Final 6-30-21</i>		<i>\$1,562,539</i>	<i>\$1,539,988</i>	\$320,748
TOTAL		<i>\$23,182,438</i>	<i>\$22,945,448</i>	

2021-2022 Budget
Board Approved
June 14, 2021

	June 30, 2021 Actual Fund Balance	Revenues 6-14-21	Expenditures 6-14-21	June 30, 2022 Fund Balance
**General Fund				
Proposed 6-14-21	\$5,045,421	\$18,781,732	\$18,802,555	\$5,024,598
<i>Revised</i>		\$20,236,925	\$20,506,814	\$4,776,532
<i>Final 6-30-22</i>		\$20,294,412	\$20,443,725	\$4,896,108
Food Service				
Proposed 6-14-21	\$266,660	\$1,043,782	\$1,047,916	\$262,526
<i>Revised</i>		\$1,273,586	\$1,127,979	\$412,266
<i>Final 6-30-22</i>		\$1,311,317	\$1,232,139	\$345,836
Community Service				
Proposed 6-14-21	\$395,491	\$829,475	\$855,685	\$369,281
<i>Revised</i>		\$982,187	\$1,021,420	\$356,257
<i>Final 6-30-22</i>		\$1,011,348	\$983,030	\$423,809
Assigned Fund	\$400,000			\$400,000
Fund 10 Student				
Proposed 6-14-21	\$104,846	\$152,700	\$83,000	\$174,546
<i>Revised</i>		\$170,500	\$156,650	\$118,696
<i>Final 6-30-22</i>		\$187,792	\$193,565	\$99,073
Fund 21 Student				
Proposed 6-14-21	\$90,299	\$67,100	\$100,100	\$57,299
<i>Revised</i>		\$195,550	\$214,875	\$70,974
<i>Final 6-30-22</i>		\$201,279	\$229,957	\$68,621
Scholarship				
Proposed 6-14-22	\$916,599	\$10,510	\$14,200	\$912,909
<i>Revised</i>		\$10,010	\$15,200	\$911,409
<i>Final 6-30-22</i>		\$10,940	\$17,200	\$910,239
Debt Service				
Proposed 6-14-22	\$320,748	\$1,547,580	\$1,539,038	\$329,290
<i>Revised</i>		\$1,545,581	\$1,539,038	\$327,291
<i>Final 6-30-22</i>		\$1,549,308	\$1,539,038	\$331,019
TOTAL		\$24,566,295	\$24,631,654	

2022-2023 Budget
Board Approved
June 13, 2022

	June 30, 2022 Actual Fund Balance	Revenues 6-13-22	Expenditures 6-13-22	June 30, 2023 Fund Balance
**General Fund				
Proposed 6-13-22	\$4,896,108	\$19,095,792	\$19,975,619	\$4,016,281
<i>Revised 6-12-23</i>		<i>\$20,302,403</i>	<i>\$20,645,584</i>	<i>\$4,552,927</i>
<i>Final 6-30-23</i>		<i>\$20,274,941</i>	<i>420,404,731</i>	<i>\$4,766,318</i>
Food Service				
Proposed 6-13-22	\$345,836	\$1,160,258	\$1,191,050	\$315,044
<i>Revised 6-12-23</i>		<i>\$1,091,921</i>	<i>\$1,188,018</i>	<i>\$249,739</i>
<i>Final 6-30-23</i>		<i>\$1,156,049</i>	<i>\$1,206,772</i>	<i>\$295,114</i>
Community Service				
Proposed 6-13-22	\$423,809	\$986,631	\$990,973	\$419,467
<i>Revised 6-12-23</i>		<i>\$996,549</i>	<i>\$956,281</i>	<i>\$464,077</i>
<i>Final 6-30-23</i>		<i>\$1,066,073</i>	<i>\$932,687</i>	<i>\$557,195</i>
Assigned Fund	\$400,000			\$400,000
<i>Final 6-30-23</i>		<i>\$27,461</i>		<i>\$427,461</i>
Fund 10 Student				
Proposed 6-13-22	\$99,073	\$109,000	\$118,650	\$89,423
<i>Revised 6-12-23</i>		<i>\$216,000</i>	<i>\$142,450</i>	<i>\$172,622</i>
<i>Final 6-30-23</i>		<i>\$238,138</i>	<i>\$173,396</i>	<i>\$163,814</i>
Fund 21 Student				
Proposed 6-13-22	\$68,621	\$125,650	\$118,500	\$75,771
<i>Revised 6-12-23</i>		<i>\$145,026</i>	<i>\$124,850</i>	<i>\$88,797</i>
<i>Final 6-30-23</i>		<i>\$150,653</i>	<i>\$149,172</i>	<i>\$70,102</i>
Scholarship				
Proposed 6-13-22	\$910,239	\$9,010	\$15,200	\$904,049
<i>Revised 6-12-23</i>		<i>\$9,030</i>	<i>\$18,200</i>	<i>\$901,069</i>
<i>Final 6-30-23</i>		<i>\$21,054</i>	<i>\$19,450</i>	<i>\$911,843</i>
Debt Service				
Proposed 6-13-22	\$331,019	\$1,533,252	\$1,537,388	\$326,883
<i>Revised 6-12-23</i>		<i>\$1,535,252</i>	<i>\$1,537,388</i>	<i>\$328,883</i>
<i>Final 6-30-23</i>		<i>\$1,542,495</i>	<i>\$1,537,388</i>	<i>\$336,126</i>
TOTAL		<i>\$24,449,402</i>	<i>\$24,423,595</i>	

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	June 30, 2023 Actual Fund Balance	Revenues 6-13-24	Expenditures 6-13-24	June 30, 2024 Fund Balance
**General Fund				
Proposed 6-12-23	\$4,766,318	\$19,367,712	\$19,712,985	\$4,421,045
<i>Revised 6-10-24</i>		<i>\$21,176,511</i>	<i>\$20,972,782</i>	
<i>Final 6-30-24</i>		<i>\$21,769,848</i>	<i>\$20,960,549</i>	<i>\$5,575,614</i>
Food Service				
Proposed 6-12-23	\$295,114	\$1,111,474	\$1,181,125	\$225,463
<i>Revised 6-10-24</i>		<i>\$1,316,387</i>	<i>\$1,241,880</i>	
<i>Final 6-30-24</i>		<i>\$1,313,045</i>	<i>\$1,239,055</i>	<i>\$369,104</i>
Community Service				
Proposed 6-10-23	\$557,195	\$1,284,817	\$1,175,437	\$666,575
<i>Revised 6-10-24</i>		<i>\$1,200,804</i>	<i>\$1,199,193</i>	
<i>Final 6-30-24</i>		<i>\$1,350,955</i>	<i>\$1,540,138</i>	<i>\$380,887</i>
Assigned Fund	\$427,461			\$400,000
<i>Final 6-30-24</i>			<i>\$27,461</i>	<i>\$400,000</i>
Fund 10 Student				
Proposed 6-12-23	\$163,814	\$175,000	\$137,300	\$201,514
<i>Revised 6-10-24</i>		<i>\$226,000</i>	<i>\$263,400</i>	
<i>Final 6-30-24</i>		<i>\$228,949</i>	<i>\$279,286</i>	<i>\$114,018</i>
Fund 21 Student				
Proposed 6-12-23	\$70,102	\$139,700	\$149,100	\$60,702
<i>Revised 6-10-24</i>		<i>\$228,200</i>	<i>\$245,785</i>	
<i>Final 6-30-24</i>		<i>\$232,540</i>	<i>\$260,759</i>	<i>\$41,884</i>
Scholarship				
Proposed 6-12-23	\$911,843	\$10,020	\$17,700	\$904,163
<i>Revised 6-10-23</i>		<i>\$17,550</i>	<i>\$25,700</i>	
<i>Final 6-30-24</i>		<i>\$30,256</i>	<i>\$25,700</i>	<i>\$916,398</i>
Debt Service				
Proposed 6-12-23	\$336,126	\$1,540,890	\$1,490,784	\$386,232
<i>Revised 6-10-24</i>		<i>\$1,549,390</i>	<i>\$1,540,138</i>	
<i>Final 6-30-24</i>		<i>\$1,584,899</i>	<i>\$1,540,18</i>	<i>\$380,887</i>
TOTAL				

2024-2025 Budget
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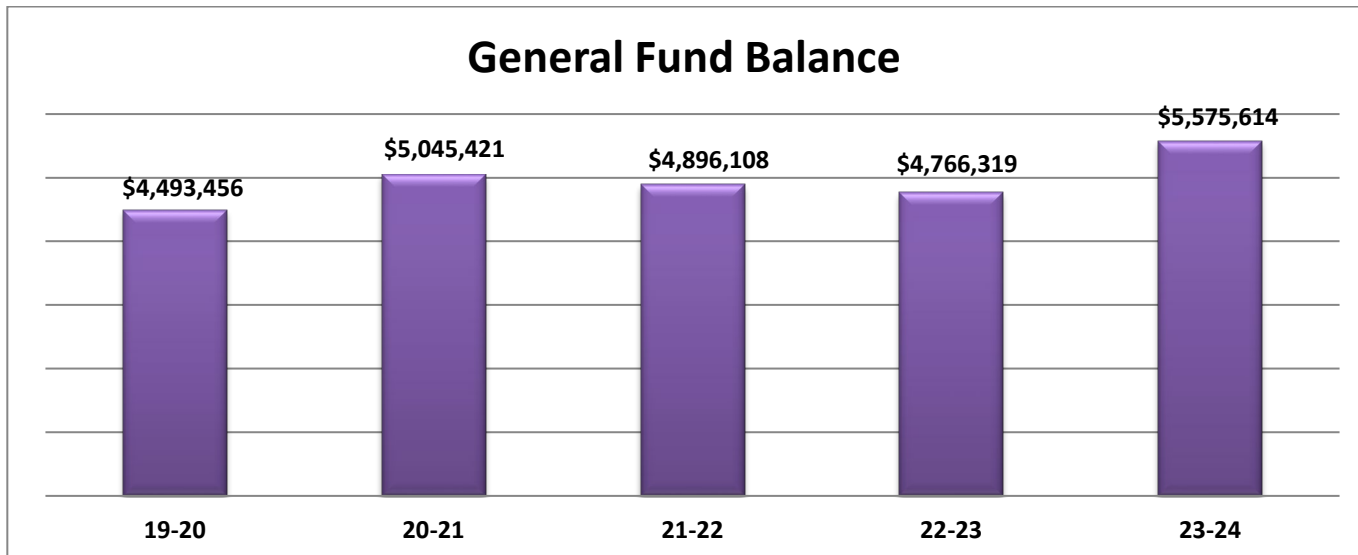
	June 30, 2024 Actual Fund Balance	Revenues 6-10-24	Expenditures 6-10-24	June 30, 2025 Fund Balance
**General Fund				
Proposed 6-10-24	\$5,575,614	\$20,501,722	\$21,304,674	\$4,772,662
<i>Revised 6-9-25</i>				
<i>Final 6-30-25</i>				
Food Service				
Proposed 6-10-24	\$369,104	\$1,180,280	\$1,154,371	\$395,013
<i>Revised 6-9-25</i>				
<i>Final 6-30-25</i>				
Community Service				
Proposed 6-10-24	\$669,619	\$1,256,362	\$1,243,037	\$682,944
<i>Revised 6-9-25</i>				
<i>Final 6-30-25</i>				
Assigned Fund	\$400,000			\$400,000
<i>Final 6-30-25</i>				
Fund 10 Student				
Proposed 6-10-24	\$114,018	\$195,000	\$160,000	\$149,018
<i>Revised 6-9-25</i>				
<i>Final 6-30-25</i>				
Fund 21 Student				
Proposed 6-10-24	\$41,884	\$134,700	\$132,835	\$43,749
<i>Revised 6-9-25</i>				
<i>Final 6-30-25</i>				
Scholarship				
Proposed 6-10-24	\$916,398	\$16,050	\$24,200	\$908,248
<i>Revised 6-9-25</i>				
<i>Final 6-30-25</i>				
Debt Service				
Proposed 6-10-24	\$380,887	\$1,538,121	\$1,541,038	\$377,970
<i>Revised 6-9-25</i>				
<i>Final 6-30-25</i>				
TOTAL		\$24,822,235	\$25,560,155	

General Fund Fund Balance History

2001-02	2002-03	2003-04	2004-05	2005-06	2006-07	2007-08	2008-09
(-743,963)	(-709,657)	(-764,358)	(-751,612)	(-417,894)	1,673,218	3,461,796	4,863,198

2009-2010	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
5,724,025	6,301,395	5,855,130	5,650,881	5,111,759	5,041,318	5,309,995	5,127,551

2017-2018	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024	2024-2025
4,620,334	4,333,982	4,493,456	5,045,421	4,896,108	4,766,318	5,575,614	



General Fund Unreserved/Undesignated

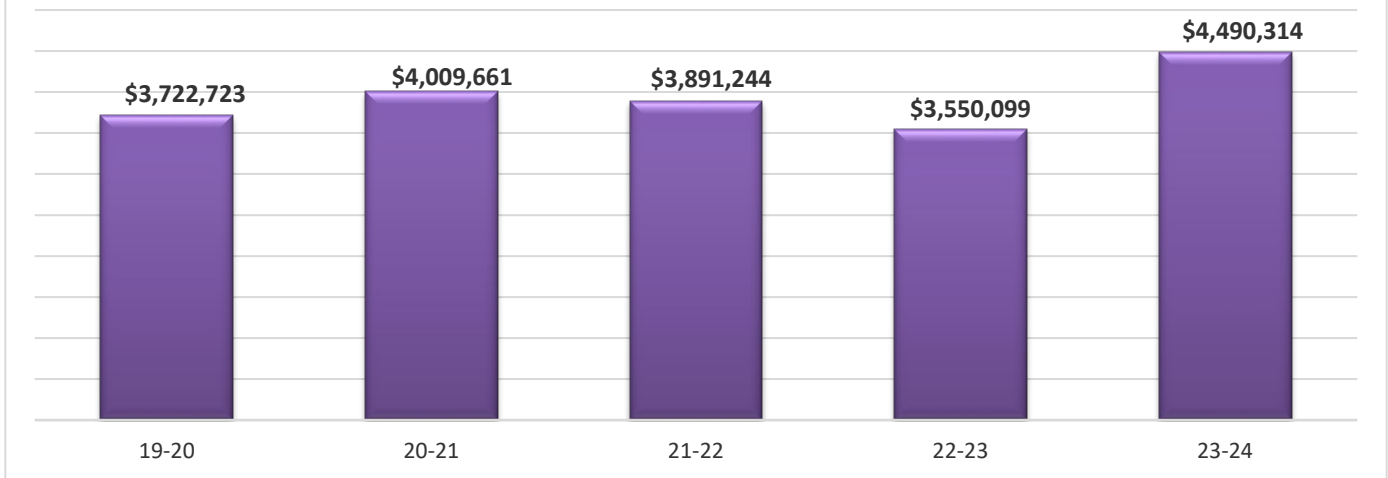
2001-02	2002-03	2003-04	2004-05	2005-06	2006-07	2007-08	2008-09
(-777,421)	(-654,096)	(-518,146)	(-746,465)	(-693,279)	1,414,486	2,984,520	4,082,853

2009-10	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17
4,777,536*	5,248,117*	4,918,179	4,660,924	4,473,172	4,416,263	4,444,751	4,241,987

2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25
3,756,747	3,683,499	3,722,723	4,009,661	3,891,244	3,713,914	4,490,314	

*Includes fund 10 in the audited numbers.

General Fund Unassigned Balances



GASB 54

In 2011 the Governmental Accounting Standards Board issued a new pronouncement, GASB 54 – Fund Balance Reporting and Governmental Fund Type Definitions. GASB 54 eliminates the current use of the terms “reserved” and “designated” in the reporting of fund balance, and replaces those terms with five new categories for segregating fund balance. This new requirement created five new fund balance classifications – Nonspendable, restricted, committed, assigned and unassigned. This standard was effective for fiscal year ending June 30th, 2011. The districts fund balance policy was revised to reflect these changes. See below for revised fund balance policy for Glencoe-Silver Lake Schools.

Adopted: June 12, 2000

Revised: November 8, 2007, December 8, 2008, January 11, 2010, May 9, 2011, August 10, 2020, October 10, 2022

714 FUND BALANCE POLICY

PURPOSE

The purpose of this policy is to create new fund balance classifications to allow for more useful fund balance reporting and for compliance with the reporting guidelines specified in Statement No. 54 of the Governmental Accounting Standards Board (GASB).

GENERAL STATEMENT OF POLICY

The policy of this school district is to comply with GASB Statement No. 54. To the extent a specific conflict occurs between this policy and the provisions of GASB Statement No. 54, the GASB Statement shall prevail.

DEFINITIONS

“Assigned” fund balance amounts are comprised of unrestricted funds constrained by the school district’s intent that they be used for specific purposes, but that do not meet the criteria to be classified as restricted or committed. In funds other than the general fund, the assigned fund balance represents the remaining amount that is not restricted or committed. The assigned fund balance category will cover the portion of a fund balance that reflects the school district’s intended use of those resources. The action to assign a fund balance may be taken after the end of the fiscal year. An assigned fund balance cannot be a negative number.

“Committed” fund balance amounts are comprised of unrestricted funds used for specific purposes pursuant to constraints imposed by formal action of the school board and that remain binding unless removed by the school board by subsequent formal action. The formal action to commit a fund balance must occur prior to fiscal year end; however, the specific amounts actually committed can be determined in the subsequent fiscal year. A committed fund balance cannot be a negative number.

“Enabling legislation” means legislation that authorizes a school district to assess, levy, charge, or otherwise mandate payment of resources from external providers and includes a legally enforceable requirement that those resources be used only for the specific purposes listed in the legislation.

“Fund balance” means the arithmetic difference between the assets and liabilities reported in a school district fund.

“Nonspendable” fund balance amounts are comprised of funds that cannot be spent because they are either not in spendable form or are legally or contractually required to be maintained intact. They include items that are inherently unspendable, such as, but not limited to, inventories, prepaid items, long-term receivables, non-financial assets held for resale, or the permanent principal of endowment funds.

“Restricted” fund balance amounts are comprised of funds that have legally enforceable constraints placed on their use that either are externally imposed by resource providers or creditors (such as through debt covenants), grantors, contributors, voters, or laws or regulations of other governments, or are imposed by law through constitutional provisions or enabling legislation.

“Unassigned” fund balance amounts are the residual amounts in the general fund not reported in any other classification. Unassigned amounts in the general fund are technically available for expenditure for any purpose. The general fund is the only fund that can report a positive unassigned fund balance. Other funds would report a negative unassigned fund balance should the total of nonspendable, restricted, and committed fund balances exceed the total net resources of that fund.

“Unrestricted” fund balance is the amount of fund balance left after determining both nonspendable and restricted net resources. This amount can be determined by adding the committed, assigned, and unassigned fund balances.

CLASSIFICATION OF FUND BALANCES

The school district shall classify its fund balances in its various funds in one or more of the following five classifications: nonspendable, restricted, committed, assigned, and unassigned.

MINIMUM FUND BALANCE

To ensure the financial strength and stability of the District, the Board will endeavor to maintain a minimum of 20% of the District’s General Fund operating budget, excluding those accounts associated within the Restricted category, in the combined total of the General Fund Committed, Assigned and Unassigned fund balances.

ORDER OF RESOURCE USE

If resources from more than one fund balance classification could be spent, the school district will strive to spend resources from fund balance classifications in the following order (first to last): restricted, committed, assigned, and unassigned. Journal entries at the end of the fiscal year may be used to accomplish this.

COMMITTING FUND BALANCE

A majority vote of the school board is required to commit a fund balance to a specific purpose and subsequently to remove or change any constraint so adopted by the board.

ASSIGNING FUND BALANCE

The school board, by majority vote, may assign fund balances to be used for specific purposes when appropriate. The board also delegates the power to assign fund balances to the following: business manager or an entity such as the finance committee. Assignments so made shall be reported to the school board on a monthly basis, either separately or as part of ongoing reporting by the assigning party if other than the school board.

An appropriation of an existing fund balance to eliminate a projected budgetary deficit in the subsequent year’s budget in an amount no greater than the projected excess of expected expenditures over expected revenues satisfies the criteria to be classified as an assignment of fund balance.

IX. REVIEW AND ADJUSTMENT

The fund balance will be reviewed and adjusted annually prior to the adoption of the preliminary budget and following the yearend audit. The fund balance policy target should be reviewed to reflect enrollment, adjustments, inflation and recommendations from the district auditors and the State Auditor's Office.

History of Past Facility Projects

Construction of Field House	1998	
Construction of Athletic Complex	2005	
Restrooms added to Athletic Complex	2008	Panther Association
Gymnastics Floor HS	2008	Donated
LS Windows	2008	\$70,910
LS Computer Room Remodel	2009	\$12,000
HB Playground Equipment	2009	\$26,900
Pavement by Outdoor Restrooms – Athletic	2009	\$15,000
Swimming Pool Cover	2009	\$38,748
HS Special Ed Room	2009	\$54,394
HS FACS Room	2009	\$32,850
LS Playground Equipment	2009	\$29,812
LS Windows	2009	\$31,580
LS Shop room remodel to classrooms	2010	\$213,900
Roof over Pool Room	2010	\$43,365 (Insurance)
LN Silver Gym Roof – 15 yr warranty	2011	\$39,720
HS Back Entrance Cement	2011	\$56,216
LS Office/Entrance Remodel	2011	\$25,000
LS Kitchen Upgrades	2011	\$68,113
LN 2 Story Classroom Roof	2012	\$84,808
East Garage Addition	2012	\$88,000
HS Windows/Curtain Wall back entrance	2012	\$500,000
LN Doors and Windows	2012	
Athletic Field Track Resurfacing	2013	\$127,731
Early Childhood Learning Center	2013	\$1,966,909
Remodel LN Old Kitchen and Locker Rooms	2013	
Field House Gym Floors/Paint	2013	\$124,900
Expand Athletic complex behind stadium	2013	\$150,000
Tennis Court Complex/with lights	2014	\$743,000
Re lamp FB Field Lights	2014	Originally warranty
Asphalt surfacing Lincoln lot	2014	\$34,869
FH Roof Partial repair/replacement	2014	\$66,005
HS Hallway Tile	2015	\$25,346
HS Hallway tile	2016	\$50,670
HS Hallway Tile	2017	\$49,502
HS Hallway Tile	2018	\$16,118
HS Hallway Tile	2019	\$34,396
LS Special Ed Room Remodel	2015	\$48,115
LS Cement Work	2015	\$11,364
Building Bond Project	2016-17	\$23,695,000 Bond +
HS Tuck-pointing	2016	\$27,770
LS Tuck-pointing	2016	\$24,800
HS Purple Gym Painting	2016	\$9,840
LN Painting Upgrades	2017	\$48,470

LN Special Ed Room Remodel	2017	\$44,000
LS Door/Window Project	2017	\$511,600
HS Windows/Doors	2017	\$218,704
LN Gym Windows	2017	\$16,240
HS Front Entrance	2017	\$39,963
LN Wall Tile Paint/Repair	2017	\$19,000
HS/FH/LS Parking Lot	2019	\$1,035,000 Tax Abatement Bond
HS Swimming Pool Drained/Painted/Repaired	2019	\$20,426
Press box Roof/Windows	2019	\$21,330
LN/Bus Lane Parking Lot	2020	\$75,830
HS Dust Collection System	2020	\$89,355
LN Cement upgrades	2020	\$119,562
LS Bathroom Remodel by front office	2020	\$128,853
LS 3 Classroom Ceilings	2020	\$28,516
LS Front Entrance Cement Work	2020	\$61,067
LS North Bathroom Remodel	2021	\$78,197
LS 8 Classroom Ceilings and Lights	2021	\$66,202
LS Cafeteria Floor	2021	\$25,142
HS North Bathroom Upgrade	2021	\$19,700
FB Field Scoreboard	2021	\$37,000 Donated - Security Bank
HS Front Canopy	2021	\$138,897
FH Windows on North Side	2021	\$17,223
HS Custodial Hallway Tile	2021	\$12,572
Track Maintenance	2022	\$60,960
LS Classroom Ceilings/Lights	2022	\$47,795
LS South Bathroom Upgrades	2022	\$55,053
Tennis Court Maintenance/Cleaning	2022	\$7,325
FB Field Parking lot/ track/restrooms seal coat	2022	\$55,938
Phase 1 HS Locker Replacement	2022	\$62,520
Cement – HS and ECLC	2022	\$75,630
Hot Water Replacement Lines – HS Phase 1	2022	\$43,800
LS 3rd grade bathroom remodel	2022	\$55,053
LS Classroom Ceilings - 6th grade hallway	2022	\$47,795
Field House Flooring	2022	\$54,753

Field House circulation desk	2022	\$6,012
Crack Repair and Sealcoat HS/LN/Playground/ECLC/Loading Dock	2023	\$81,000

LN Staff bathroom and Upstairs LN student bathrooms	2023	\$105,000
Lakeside Classroom Ceilings and lights - Rooms 11,13,14,15	2023	\$59,802
Softball/Baseball Complex upgrades - Dugouts/Concessions	2023-24	Donated by Booster Club - \$92,950 and Security Bank \$180,000 and Stevens Seminary - \$25,000 \$294,950
HS Band Storage locker units	2023	\$43,000
HS Water Line Replacement – Phase 2	2023	\$45,800
Carpet Replacements – HS Band/choir	2023	\$11,872
Pool Tunnel Repair	2023	\$85,100
LS Ceilings – Band and Art Rooms	2024	\$62,910
HS Water Line Replacement – Phase 3	2024	\$60,000
Existing Greenhouse Repair	2024	(Insurance)
New Greenhouse	2024	\$315,000 SS Donation - \$158,000
HS Lower Room – Epoxy Flooring	2024	\$40,205
HS Lower Locker Room – new lockers	2024	\$136,111
Painting – HS New Construction Surface Halls, gym, lower locker room, FH lower level	2024	\$26,455
Pool Cover Replacement	2024	\$32,063
FH Elevator Repair	2024	\$91,000
Repair old Greenhouse	2024	\$26,180
Seal Coating – East side of HS/Bus Lane/East Entrance	2024	\$28,475
Paint Upper Field House	2025	\$18,600*****
FH Walking Track	2025	\$70,204*****
Tennis Court Resurfacing	2025	\$123,000*****
LS Cafeteria Windows	2025	\$21,469*****
Roof Bond Project – Roofs/HVAC/Air	2025-27	\$10,600,000

Grade Configurations:

1990-1991	Helen Baker	K-2		
	Lincoln	3-4		
	Henry Hill	5-8		
	High School	9-12		
1991-1992	same			
1992-1993	same			
1993-1994	same			
1994-1995	Helen Baker	K-2	Glencoe	
Pair & Share	Lincoln	3-4	Glencoe	
	Henry Hill	5-6	Glencoe	
	Lakeside	K-6 & 7-8	Silver Lake elementary Plus combined 7-8th grades	
	High School	9-12	Combined Silver Lake and Glencoe	
1995-1996	same	1998-1999	same	
1996-1997	same	1999-2000	same	
1997-1998	same			
2000-2001	Helen Baker	K-2		
	Lincoln	ALP		
	Henry Hill	3-6		
	Lakeside	K-6 + 7-8th		
	High School	9-12		
2001-2002	same			
2002-2003	Helen Baker	K-2		
	Lakeside	3-6		
	Lincoln	7-8		
	High School	9-12		
2003-2004	same	2010-2011	same	
2004-2005	same	2011-2012	same	
2005-2006	same	2012-2013	same	
2006-2007	same	2013-2014	same	
2007-2008	same	2014-2015	same	
2008-2009	same	2015-2016	same	
2009-2010	same	2016-2017	same	
2017-2018	Helen Baker	Closed		
	Lincoln Elem	PreK-2		
	Lakeside	3-6		
	Lincoln Jr Hi	7-8		
	High School	9-12		
2018-2019	Lincoln Elem	PreK-2		
	Lakeside	3-6	2019-2020	2022-2023
	Lincoln Jr Hi	7-8	2020-2021	2023-2024
	High School	9-12	2021-2022	2024-2025

Chapter 16 – Glossary

The glossary is in a constant state of improvement. It contains items that are primarily related to the business end of education, concentrating on revenues and expenditures in particular. Items were obtained from local districts, documents from the Fiscal Analysis Department of the Minnesota House of Representatives, Minnesota Statutes, and texts on accounting.

The technical definition of dimension codes for items such as fund, finance, organization, source, program, object and course are contained in the individual chapters by the same names.

A

Abatement: A reduction of a previously recorded expenditure or receipt item by such things as refunds, rebates, and collections for loss or damages to school property.

Abatement of expenditure: Cancellation of a part or the whole of a charge previously made, usually due to refunds, rebates, resale of materials originally purchased by the school district, or collections for loss or damage to school property. Applies to both current expense and capital outlay. The term "abatement" does not include tuition, fees, or rentals.

Abatement of Revenue: Cancellation of part or the whole of any specific revenue previously received, usually federal grants or subventions, or refunds of money previously received through error.

Account: An accounting record in which the results of transactions are accumulated; shows increases, decreases, and a balance.

Accountability: The capability and the responsibility to account for the expenditure of money and the commitment of other resources in terms of the results achieved. This involves both the stewardship of money and other resources and the evaluation of achievement in relation to specified goals.

Accounting: A service activity designed to accumulate, measure, and communicate financial information about economic entities for decision-making purposes.

Accounting Cycle: The procedures for analyzing, recording, classifying, summarizing, and reporting the transactions of a business.

Accounting Model: The basic accounting assumptions, concepts, principles, and procedures that determine the manner of recording, measuring, and reporting an entity's transactions.

Accounting System: The set of manual and computerized procedures and controls that provide for identifying relevant transactions or events; preparing accurate source documents, entering data into the accounting records accurately, processing transactions accurately, updating master files properly, and generating accurate documents and reports.

Account Payable: An amount owed to a supplier for goods or services purchased on credit; payment is due within a short time period, usually 30 days or less.

Account Receivable: A current asset representing money due for services performed or merchandise sold on credit.

Accrual Basis Accounting: A system of accounting in which revenues and expenses are recorded as they are earned and incurred, not necessarily when cash is received or paid.

Accrued Expenses: Expenses that arise through adjusting entries when accounting for unrecorded expenses.

Accrued Liabilities: Liabilities that arise through adjusting entries when accounting for unrecorded liabilities.

Accumulated Depreciation: The total depreciation recorded on an asset since its acquisition; a contra account deducted from the original cost of an asset on the balance sheet.

Activity: A specific line of work carried on by a school district in order to perform its functions.

Adequate Yearly Progress (AYP): The original NCLB measurement used to identify schools for improvement activities. AYP is based on proficiency, participation, and attendance or graduation rates. The AYP proficiency goal was previously based on the 2014 goal of 100 percent proficiency. Under the waiver, that goal was replaced with a new goal of cutting the achievement gap in half within six years. Under the waiver, there are no sanctions attached to not making AYP.

Adjusted Marginal Cost Pupil Units: The current pupil units or sum of 77 percent of the adjusted pupil units computed using current year data, plus 23 percent of the adjusted pupil units computed using prior year data, whichever is greater.

Adjusted Net Tax Capacity (ANTC): The net tax capacity of a school district as adjusted by the sales ratio (Net Tax Capacity divided by the sales ratio). The purpose of the adjustment is to neutralize the effect of different assessment practices among the taxing jurisdiction of the state.

Adjusted Pupil Units: The sum of pupil units served plus pupil units whom the district pays tuition under an agreement with another district, minus pupil units for whom the district receives tuition under an agreement with another district.

Adjusting Entries: Entries required at the end of each accounting period to recognize, on an accrual basis, revenues and expenses for the period, and to report proper amounts for asset, liability, and owners' equity accounts.

Administrative Unit, Intermediate: A unit smaller than the state which exists primarily to provide consultative, advisory, or statistical services to local basic administrative units, or to exercise certain regulatory and supervisory functions over local basic administrative units. An intermediate unit may operate schools or contract for school services, but it does not exist primarily to render such services. Such units may or may not have taxing and bonding authority.

Administrative Unit, Local Basic: An administrative unit at the local level that exists primarily to operate schools or to contract for school services. Normally, taxes can be levied against such units for school purposes. These units may or may not have the same boundaries as county, city, or town boundaries. (This term is used synonymously with the terms school system and Local Educational Agency (LEA).)

Admissions: Money received for a school sponsored activity such as a dance or football game. Admissions may be recorded in separate accounts according to the type of activity.

Adult Basic Education (ABE): Learning experiences concerned with the fundamental tools of learning for adults who have never attended school or who have interrupted formal schooling and need this knowledge and these skills to raise their level of education to increase self-confidence, self-determination, to prepare for an occupation, and to function more responsibly as citizens in a democracy.

Adult Education: College, vocational, or occupational programs, continuing education or noncredit courses, correspondence courses, and tutoring, as well as courses and other educational activities provided by employers, community groups, and others.

Ad Valorem Taxes Levied By Another Government Unit: Taxes levied for school purposes by a government unit other than the LEA. The LEA is not the final authority, within legal limits, in determining the amount to be raised. For example, after a LEA has determined that a certain amount of revenue is necessary, another governmental unit may exercise discretionary power in reducing or increasing the amount. Separate accounts may be maintained for real property and for personal property.

Ad Valorem Taxes Levied By LEA: Taxes levied by a LEA on the assessed valuation of real and personal property located within the LEA which, within legal limits, is the final authority in determining the amount to be raised for school purposes. Separate accounts may be maintained for real property and for personal property.

Adverse Opinion: Audit report indicating the auditor believes the overall financial statements are so materially misstated or misleading that the statements do not fairly represent the financial position or results of the operations and cash flows.

Agency Fund: A fund used to account for assets where the school district has a formal agency agreement with other governmental units, employees, students or others. As an agent, the district holds assets for others and performs duties as directed.

Agent: One who represents, acts for, and accounts to another. The powers of a general agent are broad. The agent initiates transactions in the name of a principal and carries on operations within a large discretionary area. The agent functions often resemble those of a general manager. A special agent, on the other hand, is restricted to the performance of a single act or the conduct of a single transaction.

Aggregate Days Attendance: The sum of the days present (actually attended) of all pupils when school was actually in session during a given reporting period. Only days on which the pupils are under the guidance and direction of teachers should be considered as days in session. See also *Day in Session* and *Day of Attendance*.

Aggregate Day's Membership: The sum of the days present and absent of all pupils when school was in session during a given reporting period. Only days on which the pupils are under the guidance and direction of teachers should be considered as days in session. See also *Day in Session* and *Day of Attendance*.

Aid Anticipation Note: A note issued in anticipation of reception of state aid for districts that expect to experience a temporary cash-flow shortfall.

Allot: To divide an appropriation into amounts for certain periods or for specific purposes.

Allotment: A portion of an appropriation or special fund set aside to cover expenditures and encumbrances for a certain period or purpose.

Allotment Ledger: A subsidiary ledger which contains an account for each allotment showing the amount allotted, expenditures, encumbrances, the next balance, and other related information. See also *Appropriation Ledger*.

Alternative Delivery of Specialized Instructional Services (ADSIS): Is an annual application process for districts and charter schools to apply for state special education aid. The purpose of ADSIS is to provide instruction to assist students who need additional academic or behavioral support to succeed in the general education environment. The goal is to reduce the number of referrals to special education by providing supports early to struggling students. Districts are expected to align the ADSIS program within their existing continuum of supports and collect data as specified in the application and submit evaluation information to the Minnesota Department of Education (MDE) each year to determine program impact.

Alternative Learning Center (ALC): These are year-round educational service areas that take students who are at risk of not completing high school.

Alternative Learning Programs (ALP): These are year-round or traditional school year programs that serve at-risk students. The programs are more closely aligned to a host district.

American Rescue Plan Act (ARP): Federal funding relief funds to address the impact that Novel Coronavirus Disease 2019 (COVID-19) has had, and continues to have on the nation.

Amortization of Debt: (a) Gradual payment of an amount owed according to a specified schedule of times and amounts; (b) Provision for paying a debt by means of a Sinking Fund.

Amortization: The process of cost allocation that assigns the original cost of an intangible asset to the periods benefited.

Amount Available in Debt Redemption Funds: An account in the General Long-Term Debt group of accounts which designates the amount of assets available in a Debt Redemption Fund for the retirement of neural obligation term bonds.

Amount To Be Provided For Payment of Bonds: An account in the General Long-Term Debt group of accounts which represents the amount to be provided from taxes or other general revenue to retire outstanding general obligation term bonds.

Annualization: The practice of adjusting spending totals to determine the annual costs of programs that were funded for only a portion of the previous year. For example, the annualized cost of a program that cost \$500,000 for six months of operation is \$1,000,000.

Annual Report: A document that summarizes the results of operations and financial status of a company for the past year and outlines plans for the future.

Annuity: A series of equal amounts to be received or paid at the end of equal time intervals.

Apportionment: (1) The act of apportioning; (2) An item of receipts resulting from the act of apportioning, such as state apportionment (see *Allotment*.)

Apportionment Aid: A semi-annual distribution of the Endowment Fund included in the foundation program aid calculation.

Apportionment Notice: A monthly or periodic advice of apportionment from one office to another as from the county auditor to the school district.

Appraisal: The act of making an estimate of value, particularly of the value of property, by systematic procedures that include physical examination, pricing, and often estimates. Also, the value established by estimating.

Appraised Value: The value established by appraisal (see *Appraisal*).

Appropriations: An authorization granted by the legislative body to make expenditures and to incur obligations for specific purposes. The Minnesota Constitution prohibits payment of money out of the treasury unless authorized by an appropriation.

Appropriations Cap: Legislatively-placed limits on spending in the biennium following the budget period under consideration. Caps allow spending projections to be lower than they would otherwise be under current law.

Appropriations (federal funds): Budget authority provided through the congressional appropriation process that permits federal agencies to incur obligations and to make payments.

Appropriations (institutional revenues): An amount (other than a grant or contract) received from or made available to an institution through an act of a legislative body.

Arbitrage: The financial gain that can be garnered by selling bonds and reinvesting the bond proceeds at a higher rate.

Architecture and Engineering: Pertains to architectural and engineering activities related to land acquisition and improvement and building acquisition, construction, and improvements.

Articulation: The interrelationships among the financial statements.

Assessed Valuation: A valuation set upon real estate or other property by a government as a basis for levying taxes.

Assessment: (1) The process of making the official valuation of property for the purpose of taxation; (2) the valuation placed upon property as a result of this process. Note: Assessment is sometimes used to denote the amount of taxes levied but such usage is not recommended since it fails to distinguish between the valuing process and the, tax levying process. The term is also used erroneously as a synonym for special assessment.

Assessment Roll: In the case of real property, the official list containing the description of each parcel of property and its assessed valuation. In the case of other property, the official list containing the name and address of each owner of such property and its assessed value. Note: In the case of real property, too, the name and address of the last known property owner are frequently shown. These additional facts are, however, usually given merely for convenience and are not essential to make the assessment legal.

Assessment, Special: A compulsory levy made by a local government against certain properties to defray part or all of the cost of a specific improvement or service which is presumed to be of general benefit to the public and of special benefit to the owners of such properties.

Assets: Economic resources that are owned or controlled by an entity.

Assistance Listings Number (ALN): This number was formerly known as Catalog of Federal Domestic Assistance (CFDA). The ALN is a 5-digit number in the format XX.XXX, where: The first two digits before the decimal represent a two-digit federal agency number. The three digits after the decimal represent the specific award number. This is a federal government-wide compendium of federal programs, projects, services, and activities available to state and local governments of the United States; domestic, public, quasi-public, and private profit and nonprofit organizations and institutions; specialized groups; and individuals. See [SAM.gov](https://sam.gov) for more information.

Attendance Officers: Persons who enforce the compulsory attendance laws, analyze causes of nonattendance, and help to improve the attendance of individual pupils.

Attendance, aggregate days: See *Aggregate Day's Attendance*.

Audit: The result of an independent accountant's review of the statements and footnotes to ensure compliance with generally accepted accounting principles and to render an opinion on the fairness of the financial statements.

Audit Committee: Members of a client's board of directors who are responsible for dealing with the external and internal auditors.

Audit Report: A report issued by an independent CPA that expresses an opinion about whether the financial statements fairly present a company's financial position, operating results, and cash flows in accordance with generally accepted accounting principles.

Audited Voucher: A voucher which has been examined and approved for payment.

Average Daily Attendance (ADA): The aggregate attendance of students in a school during a reporting period (normally a school year) divided by the number of days that school is in session during this period.

Average Daily Membership (ADM): The aggregate membership of students in a school during a reporting period (normally a school year) divided by the number of days that school is in session during this period. ADM represents the portion of the year that a student is enrolled in a school. After each year-end MARSS submission a new District/School ADM Report is posted by MDE, replacing the prior report. These reports are posted to the Minnesota Funding Reports (MFR) webpage. They summarize ADM data by school, grade and type of student (e.g., resident, open enrolled, shared-time) for school districts and charter schools. These data are used in many of the state funding programs.

B

Balanced Budget: The requirement imposed on the state's general fund biennial budget that revenues must be greater than or equal to expenditures.

Balance Sheet: The financial statement showing the financial position of a fund or school district at a specified date.

Bank Reconciliation: The process of systematically comparing the cash balance as reported by the bank with the cash balance on the company's books and explaining any differences.

Base: Usually calculated from the most recent amount spent by an agency for a program. The base is the agency's current spending level with adjustments made for costs not likely to recur.

Biennium: Minnesota has a two-year (biennial) budget period. The legislature appropriates the major portion of the budget in the odd-numbered year session, and makes adjustments as needed during the even-numbered years.

Bilingual Education: Programs in which students with limited English proficiency are taught using their native language.

Board of Education, Public: The elected or appointed body which has been created according to state law and vested with responsibilities for educational activities in a geographical area. These bodies are sometimes called school boards (in Minnesota), governing boards, boards of directors, school committees, or school trustees. This definition relates to the general term and covers state boards, intermediate administrative unit boards, and local basic administrative unit boards.

Board Secretary: The individual performing the duties of the secretary of the board of education.

Board Treasurer: The individual performing the duties of the treasurer of the board of education.

Bond: A contract between a borrower and a lender in which the borrower promises to pay a specified rate of interest for each period the bond is outstanding and repay the principal at the maturity date.

Bond Attorney: The attorney who approves the legality of a bond issue.

Bond Carrying Value: The face value of bonds minus the unamortized discount or plus the unamortized premium.

Bond Discount: The difference between the face value and the sales price when bonds are sold below their face value.

Bond Indenture: A contract between a bond issuer and a bond purchaser that specifies the terms of a bond.

Bonding: Authorization to provide for issuance of debt instruments, as well as the use of money raised through the issuance for capital projects.

Bond Maturity Date: The date at which a bond principal or face amount becomes payable.

Bond Premium: The difference between the face value and the sales price when bonds are sold above their face value.

Bond Rating: Ratings for bonds to be issued that primarily reflects the ability of the issuer to repay the bonds. Better bond ratings result in lower interest rates for the bonds issued.

Bond Referendum: Funding for a proposed public building or major remodeling project submitted for local voter approval.

Book Value: The net amount shown in the accounts for an asset, liability, or owners' equity item.

Books of Original Entry: The record in which various transactions are formally recorded for the first time, such as cash journal, check register, or general journal. Where machine bookkeeping is used, it may happen that one transaction is recorded simultaneously in several records, one of which may be regarded as the book of original entry.

Budget: A plan of financial operation embodying an estimate of proposed expenditures for a given period or purpose and the proposed means of financing them. The budget usually consists of three parts. The first part contains a message from the budget making authority together with a summary of the proposed expenditures and the means of financing them. The second part consists of schedules supporting the summary. The schedules show in detail the proposed expenditures and means of financing them together with information as to past years' actual revenues and expenditures and other data used in making the estimates. The third part is composed of drafts of the appropriation, revenue, and borrowing measures necessary to put the budget into effect.

Budget Document: The instrument used by the budget making authority to present a comprehensive financial program to the appropriating body. The budget document usually consists of three parts. The first part contains a message from the budget making authority, together with a summary of the proposed expenditures and the means of financing them. The second consists of schedules supporting the summary. These schedules show in

detail the information as to past years' actual revenues, expenditures, and other data used in making the estimates. The third part is composed of drafts of the appropriation, revenue, and borrowing measures necessary to put the budget into effect.

Budgetary Accounts: Those accounts necessary to reflect budget operations and conditions, such as estimated revenues, appropriations, and encumbrances, as distinguished from proprietary accounts. See also *Proprietary Accounts*.

Budgetary Control: The control or management of the business affairs of the school district in accordance with an approved budget with a view toward keeping expenditures within the authorized amounts.

Budgeting: Pertains to budget planning, formulation, administration, analysis, and evaluation.

Building for Insurance Purposes Only: The term building includes fixed equipment, and the term 'contents' means movable equipment and supplies within the building.

Building: One continuous structure, which may or may not be connected with other structures by passageways. It includes the building itself and the plumbing, heating, ventilating, mechanical, and electrical work, and lockers, cabinets, and shelves, which are built into the building. Two structures connected by a breezeway, a covered walkway, or tunnel would be two buildings.

Building Acquisition, Construction, and Improvements: Pertains to building acquisition through purchase or construction, and building improvements. It includes initial installation or extension of service systems and other built in equipment, as well as building additions.

Building Construction Fund: A fund used to record all operations of a district's building construction program that are funded by the sale of bonds or by capital loans.

Business Documents: Records of transactions used as the basis for recording accounting entries; includes invoices, check stubs, receipts, and similar business papers.

Business Expenses: Expenses that have been paid or incurred in the course of business and that are ordinary, necessary, and reasonable in amount.

Business: An organization operated with the objective of making a profit from the sale of goods or services.

C

Calendar Year: An entity's reporting year, covering 12 months and ending on December 31.

Callable Bonds: Bonds for which the issuer reserves the right to pay the obligation before its maturity date.

Capital: The total amount of money or other resources owned or used to acquire future income or benefits.

Capital Account: An account in which a proprietor's or partner's interest in a firm is recorded; it is increased by owner investments and net income and decreased by withdrawals and net losses.

Capital Expenditure: An expenditure that is recorded as an asset because it is expected to benefit more than the current period.

Capital Gain: The excess of the selling price over the cost basis when assets, such as securities and other personal and investment assets, are sold.

Capital Lease: A leasing transaction that is recorded as a purchase by the lessee.

Cash: Coins, currency, money orders, checks, and funds on deposit with financial institutions; the most liquid of assets.

Cash Balance: Total amount of cash to the credit of a governmental unit (school district), as of a given date.

Cash Basis: Gross income is recognized when cash is received.

Cash Basis Accounting: A system of accounting in which transactions are recorded and revenues and expenses are recognized only when cash is received or paid.

Cash Disbursements Journal: A special journal in which all cash paid out for supplies, merchandise, salaries, and other items is recorded.

Cash Discount: An allowance received or given if payment is completed within a stated period. The term is not to be confused with trade discount.

Cash Over and Short: An account used to record overages and shortages in petty cash.

Cash Receipts Journal: A special journal in which all cash received from state aid, levies, interest, rent, or other sources, is recorded.

Catalog of Federal Domestic Assistance (CFDA): Is a federal government-wide compendium of federal programs, projects, services, and activities available to state and local governments of the United States; domestic, public, quasi-public, and private profit and nonprofit organizations and institutions; specialized groups; and individuals. CFDA number has been replaced by Assistance Listings Number (ALN). Please see above.

Categorical Aid: Educational support funds provided from a higher governmental level and specifically limited to (earmarked for) a given purpose; for example, special education, transportation, or vocational education.

Census: The school census is an enumeration and collection of data, as prescribed by law, conducted each year to determine the number of children of certain age's resident in a given district and to secure other information pertinent to education by the state board of education.

Certificates of Participation (COP): The issuance of COP is a mechanism of providing capital to school districts to purchase equipment, finance construction projects, or refinance existing leases. This financing technique provides long-term financing through a lease with an option to purchase or a conditional sale agreement.

Certified Public Accountant (CPA): A special designation given to an accountant who has passed a national uniform examination and has met other certifying requirements; CPA certificates are issued and monitored by state boards of accountancy or similar agencies.

Chart of Accounts: A list of all accounts generally used in an individual accounting system. In addition to account title, the chart includes an account number that has been assigned to each account. Accounts in the chart are arranged with accounts of a similar nature. For example, assets and liabilities.

Charter (Articles of Incorporation): A document issued by a state that gives legal status to a corporation and details its specific rights, including the authority to issue a certain maximum number of shares of stock.

Charter Schools Program Grant Project (CSP) - Minnesota's Federal: Opportunity for new charter schools to apply for CSP Planning and Implementation subgrants from the State of Minnesota. Two rounds per year; fall and spring. New opportunity for existing high-quality charter schools to apply for significant expansion or replication grants.

Check: A bill of exchange drawn on a bank payable on demand; a written order on a bank to pay on demand a specified sum of money to a named person, to his/her order, or to bearer out of money on deposit to the credit of the maker. A check differs from a warrant in that the latter is not necessarily payable on demand and may not be negotiable; and it differs from a voucher in that the latter is not an order to pay. A voucher check combines the distinguishing marks of a voucher and a check. It shows the propriety of a payment and is an order to pay.

Classified Balance Sheet: A balance sheet in which assets and liabilities are subdivided into current and non-current categories.

Class Rate: A state-determined rate that establishes the relative property tax burdens among different classes of property.

Clearing Accounts: Accounts used to accumulate total receipts or expenditures either for later distribution among the accounts to which such receipts or expenditures are properly allocable, or for recording the net differences under the proper account. See also *Revolving Fund*, *Prepaid Expenses* and *Petty Cash*.

Closed Transaction: A transaction that is completed within the accounting period; both the purchase and payment or sale and receipt of payment occur within the same accounting period.

Closing entries: Entries that reduce all nominal, or temporary, accounts to a zero balance at the end of each accounting period, transferring their pre-closing balances to a permanent balance sheet account.

Co-Curricular Activities: Co-curricular activities are comprised of the group of school sponsored activities, under the guidance or supervision of qualified adults, designed to provide opportunities for pupils to participate in such experiences on an individual basis, in small groups, or in large groups at school events, public events or a

combination of these for such purposes as motivation, enjoyment, and improvement of skills. Related to a credit-granting mechanism, such as a course or standard. See also *Student Body Activities*.

Code of Federal Regulations (CFR): Is the codification of general and permanent rules published in the Federal Register by the Executive departments and agencies of the Federal Government. See the [e-CFR Data website](https://www.ecfr.gov/cgi-bin/ECFR) (<https://www.ecfr.gov/cgi-bin/ECFR>) for current and updated versions of the CFR.

Coding: A system of numbering, or otherwise designating, accounts, entries, invoices, or vouchers in such a manner that the symbol used reveals quickly certain required information.

Combined Elementary and Secondary School: A school that encompasses instruction at both the elementary and secondary levels. Examples of combined elementary and secondary school grade spans would be grades K- 12 or grades 5-12.

Community Education Fund: A fund used to account for all financial activities of the Community Education program.

Community Eligibility Provision / Provision 2 and Provision 3: Are three School Nutrition special provision programs where all students are provided free meals and reimbursement for meals is based on claiming percentages. Not all meals are reimbursed at the free level. Schools with high free and reduced student numbers may consider participating in these programs.

Community Service Fund: Is used to record all financial activities of the Community Service program. Community Education includes only those activities authorized in Minnesota Statutes 2021, section 124D.19. The focus of these activities is enrichment programs for any age level that are not part of the K-12 education program.

Comparability: The characteristic of commonality among or between selected elements measured in terms of identical constants. The accuracy of the measurement of the degree of comparability is usually dependent on the number of constants applied.

Comparative Financial Statements: Financial statements in which data for two or more years are shown together.

Compensatory Revenue: A portion of general education revenue based on the number of students in a school district that qualify for free and reduced-price lunches. Compensatory revenue is a component of general education revenue that must be reserved and used to meet the educational needs of pupils who enroll under-prepared to learn, and whose progress toward meeting state or local content or performance standards is below the level that is appropriate for learners their age. The revenue is based on the prior year's October 1 enrollment and count of students eligible for the free or reduced-price meal program.

Compound Journal Entry: A journal entry that involves more than one debit, more than one credit, or both.

Compounding Period: The period of time for which interest is computed.

Consignee: A vendor who sells merchandise owned by another party, known as the consignor, usually on a commission basis.

Consignment: An arrangement whereby merchandise owned by one party (the consignor) is sold by another party (the consignee), usually on a commission basis.

Consignor: The owner of merchandise to be sold by someone else, known as the consignee.

Consolidated Financial Statements: Statements that report the combined operating results, financial position, and cash flows of two or more legally separate but affiliated companies as if they were one economic entity.

Constant Dollars: Dollar amounts that have been adjusted by means of price and cost indexes to eliminate inflationary factors and allow direct comparison across years.

Construction Contracts Payable: Amounts due by an LEA on contracts for construction of buildings, structures, and other improvements.

Construction Contracts Payable: Retained percentage. Liabilities on account of construction contracts for that portion of the work which has been completed but on which part of the liability has not been paid pending final inspection, or the lapse of a specified time period, or both. The unpaid amount is usually a stated percentage of the contract price.

Construction Work in Progress: The cost of construction work undertaken but not yet completed.

Consultant: A person who gives professional or technical advice and assistance. A consultant may perform his services under contract (purchased services) or he may be an employee on the payroll of a state agency.

Consumer Price Index (CPI): This price index measures the average change in the cost of a fixed market basket of goods and services purchased by consumers.

Contingent Fund: Assets or other resources set aside to provide for unforeseen expenditures, or for anticipated expenditures of uncertain amount.

Contingent Liability: A potential obligation, dependent upon the occurrence of future events.

Continuous Improvement Schools: The bottom 25 percent of Title I schools in the state. These schools are identified every year based on being in the bottom 25 percent of their grade classification group (elementary, middle school, high school, other), and are required to write a school improvement plan. Ten percent of these plans are audited by MDE to ensure fidelity in their implementation. While the bottom 25 percent of schools includes most Priority and Focus schools, Priority and Focus schools are not also designated as Continuous Improvement schools.

Contra Account: An account that is offset or deducted from another account.

Contracted Services: Service rendered by personnel who are not on the payroll of the school district, including all related expense covered by the contract.

Contracts Payable: Amounts due on contracts for goods and services received by an LEA.

Control Account: A summary account in the general ledger that is supported by detailed individual accounts in a subsidiary ledger.

Control Activities: Policies and procedures used by management to meet its objectives; generally divided into adequate segregation of duties, proper authorization of transactions and activities, adequate documents and records, physical control over assets and records, and independent checks on performance.

Control Environment: The actions, policies, and procedures that reflect the overall attitudes of top management, the directors, and the owners about control and its importance to the entity.

Convertible Bonds: Bonds that can be traded for, or converted to, other securities after a specified period of time.

Coronavirus Aid, Relief, and Economic Security Act (CARES Act): Federal funding emergency relief funds to address the impact that Novel Coronavirus Disease 2019 (COVID-19) has had, and continues to have on the nation.

Coronavirus Relief Fund (CRF): Section 5001 of the CARES Act, which provided payments to state, local and tribal governments to navigate the impact of the Novel Coronavirus Disease 2019 (COVID-19) outbreak.

Cost: The amount of money or money's worth given for property or services. Costs may be incurred even before money is paid, that is, as soon as a liability is incurred.

Cost Accounting: That method of accounting which provides for the assembling and recording of all the elements of cost incurred to accomplish a purpose, to carry on an activity or operation, or to complete a unit of work or a specific job.

Cost Benefit: Analyses which provide the means for comparing the resources to be allocated to a specific program with the results likely to be obtained from it; or, analyses which provide the means for comparing the results likely to be obtained from the allocation of certain resources toward the achievement of alternate or competing objectives.

Cost Center: The smallest segment of a program that is separately recognized in the agency's records, accounts, and reports. Program oriented budgeting, accounting, and reporting aspects of an information system are usually built upon the identification and use of a set of cost centers.

Cost Effectiveness: Analyses designed to measure the extent to which resources allocated to a specific objective under each of several alternatives actually contribute to accomplishing that objective, so that different ways of gaining the objective may be compared.

Cost Ledger: A subsidiary record wherein each project, job, production center, process, operation, project, or service is given a separate account under which all items of its cost are posted in the required detail.

Cost Limit: The unit of product or service whose cost is computed.

Cost of Goods Sold: The expense incurred to purchase or manufacture the merchandise sold during a period.

Cost Principle: The idea that transactions are recorded at their historical costs or exchange prices at the transaction date.

Coupon Bonds: Unregistered bonds for which owners receive periodic interest payments by clipping a coupon from the bond and sending it to the issuer as evidence of ownership.

Credit: An entry on the right side of the account.

Credit Enhancement Program: A process whereby local units may qualify for the acquisition of funds for cash flow purposes using aid or levy anticipation.

Current: The fiscal year in progress.

Current Assets: Those assets which are available or can be made readily available to meet the cost of operations or to pay current liabilities. Some examples are cash temporary investments, and taxes receivable which will be collected near the balance sheet date.

Current Dollars: Dollar amounts that have not been adjusted to compensate for inflation.

Current Expenditures (Elementary/Secondary): Expenditures for the day-to-day operations of the schools. Expenditures for items lasting more than one year (such as school buses and computers) are not included in current expenditures.

Current Liabilities: Liabilities (debts) which are payable within a relatively short period of time, usually no longer than a year. See also *Floating Debt*.

Current Loans: Loans payable in the same fiscal year in which the money was borrowed. See also *Tax Anticipation Notes*.

Current Resources: Resources to which recourse can be had to meet current obligations and expenditures. Examples are current assets, estimated revenues of a particular period not yet realized, transfers from other funds authorized but not received, and, in case of certain funds, bonds authorized and unissued.

Current Year's Tax Levy: Taxes levied for the current fiscal period.

Current-Fund Expenditures: See *Expenditures*.

Current-Fund Revenues: See *Revenues*.

Cyber-Linked Interactive Child Nutrition System (CLiCS): Is used to manage School Nutrition Programs.

D

Date of Record: The date selected by a corporation's board of directors on which the shareholders of record are identified as those who will receive dividends.

Day in Session: A day on which the school is open and the pupils are under the guidance and direction of teachers in the teaching process. Days on which school is closed for such reasons as holidays, teachers' institutes, and inclement weather should not be considered as days in session.

Day of Attendance: Attendance needs to be taken at least once per day. A pupil who is present at the time attendance is taken is considered present for the full school day. When a pupil is absent at the time attendance is taken, the pupil is considered absent for the entire day. However, when attendance is taken more frequently (e.g., by period), the school needs to determine the point at which a pupil is considered absent for half day.

Debentures: Bonds for which no collateral has been pledged. These are unsecured bonds.

Debit: An entry on the left side of an account.

Debt Financing: Acquiring funds by borrowing money from creditors in the form of long-term notes, mortgages, leases, or bonds.

Debt Limit: The maximum amount of bonded debt for which a governmental unit (school district) may legally obligate itself.

Debt Redemption Fund: A fund established for the purpose of providing money for the payment of interest on outstanding serial bonds and for the payment of the principal on serial bonds as they come due.

Debt Securities: Financial instruments issued by a company that carry with them a promise of interest payments and the repayment of principal.

Debt Service: Expenditures for the retirement of debt and expenditures for interest on debt, except principal and interest of current loans. See also *Current Loans*.

Declining Balance Depreciation Method: An accelerated depreciation method in which an asset's book value is multiplied by a constant depreciation rate, such as double the straight-line percentage, in the case of double declining balance.

Deduction: Business expenses or losses that are subtracted from gross income in computing taxable income.

Deferred Charges: Expenditures which are not chargeable to the fiscal period in which they were made but are carried on the asset side of the balance sheet pending amortization or other disposition. Deferred charges differ from prepaid expenses in that they usually extend over a long period of time and may or may not be regularly reoccurring costs of operation. See also *Prepaid Expenses*.

Deferred Inflow: The amount of the initial measurement of the lease receivable.

Deferred Maintenance: A delay of maintenance on buildings.

Deficit: The excess of the obligations of a fund over the fund's resources.

Delinquent Taxes: Taxes remaining unpaid on and after the date on which they become delinquent by statute.

Department of Human Services Minnesota (DHS): Working with many others, helps people meet their basic needs so they can live in dignity and achieve their highest potential. DHS helps provide essential services to Minnesota's most vulnerable residents. Visit the [DHS website](https://mn.gov/dhs/) (<https://mn.gov/dhs/>).

Depletion: The process of cost allocation that assigns the original cost of a natural resource to the periods benefited.

Deposits: Use of the account "Prepaid Expense and Deposits" is normally restricted to long term investments deposited by the LEA as a prerequisite to receiving services and/or goods.

Depreciation: (1) Loss in value or service life of fixed assets because of wear and tear through use, elapse of time, inadequacy, or obsolescence; (2) The process of cost allocation that assigns the original cost of plant and equipment to the periods benefited.

Direct Costs: Those elements of cost which can be easily, obviously, and conveniently identified with specific activities or programs, as distinguished from those costs incurred for several different activities or programs and whose elements are not readily identifiable with specific activities. See also *Indirect Costs*.

Direct Method: A method of reporting net cash flow from operations that shows the major classes of cash receipts and payments for a period of time.

Direct Services: Activities identifiable with a specific program. For example, activities concerned with the teaching learning process are considered to be direct services for instruction.

Disbursements: Payments in cash. See also *Cash*.

Disclaimer of Opinion: A disclaimer indicating the auditor was unable to satisfy himself or herself that the overall financial statements were fairly presented in accordance with GAAP.

Discount: The amount charged by a financial institution when a note receivable is discounted; calculated as maturity value times discount rate times discount period.

Discount Period: The time between the date a note is sold to a financial institution and its maturity date.

Discount Rate: The interest rate charged by a financial institution for buying a note receivable.

Discounting a Note Receivable: The process of the payee's selling notes to a financial institution for less than the maturity value.

District and School Site Verification System: a web-accessible collection tool that enables updates to the MDE-ORG master directory of organizational units, which controls the processing of data on other MDE major systems such as MARSS, STAR, UFARS, FNS, IDEAS, and the AYP Report Card. It is essential that contact

information be kept up to date. Charters, districts and schools are asked to update changes to contact information whenever necessary throughout the year. A Verification Report can be run from inside this system that lists all the information currently on file for your charter school.

Double Entry: A system of bookkeeping which requires that every entry made to the debit side of an account or accounts will have a corresponding amount or amounts made to the credit side.

Double Entry Accounting: A system of recording transactions in a way that maintains the equality of the accounting equation.

Due from Fund: An asset account used to indicate amounts owed to a particular fund by another fund in the same school district for goods sold or services rendered. It is recommended that sub accounts be maintained for each inter-fund receivable.

Due from Government: Amounts due to the reporting governmental unit from another governmental unit. These amounts may represent grants in aid, shared taxes, taxes collected for the reporting unit by another unit, loans, and charges for services rendered by the reporting unit for another government. It is recommended that sub accounts be maintained for each inter-fund receivable.

Due to Fiscal Agent: Amounts due to fiscal agents, such as commercial banks, for servicing an LEA's maturing indebtedness.

Due to Fund: A liability account that indicates the amount of funds currently payable to another fund. The “due to” is used in conjunction with a “due from” account to reconcile from which account the money or other assets will be coming, and to which it will be going.

Due to Government: Amounts owed by the reporting LEA to the named governmental unit. It is recommended that subaccounts be maintained for each inter-fund receivable.

Dues and Memberships: Costs of memberships or assessments in professional or other organizations and payments to other agents for services rendered.

DUNS: DUNS – A unique nine-digit number previously used to track how a federal grant is allocated. Dun & Bradstreet (D&B) developed and regulated the system that assigned the unique numeric identifier, referred to as a “DUNS number” to a single business entity. As of April 4, 2022, the DUNS number is no longer authoritative and the federal government transitioned to the System for Award Management (SAM) Unique Entity Identifier (UEI). See [SAM.gov](https://sam.gov) for more information.

E

Early Childhood Family Education (ECFE): Program offered through community education that provides services for children and parents.

Early Childhood Special Education (ECSE): Program similar to ECFE for children with disabilities.

Educational and General Expenditures: See *Expenditures*.

Education Department (ED): of the United States of America. Also see *USDE* or the [ED website](https://www.ed.gov/) (<https://www.ed.gov/>).

Education Department General Administrative Regulations (EDGAR): Title 34 of code of federal regulations for grant programs financed with federal United States Department of Education funds. Please visit [Ed.gov Grants and Contracts](https://www2.ed.gov/policy/fund/reg/edgarReg/edgar) (<https://www2.ed.gov/policy/fund/reg/edgarReg/edgar>) for information on Title 34.

Electronic Grant Management System (EGMS): Is used for information on competitive as well as formula funding made available through MDE. Grant opportunities are summarized by title, program area, eligible applicants, and dollar amount. Documents available on the site include instructions on how to apply and eligibility criteria. Visit the [EGMS website](https://w1.education.state.mn.us/EGMS/) (<https://w1.education.state.mn.us/EGMS/>) for a list of current grant opportunities.

Elementary and Secondary Education Act (ESEA): Currently authorized as the No Child Left Behind Act of 2001 (NCLB). Programs under the ESEA promote student achievement through school and district reform, to include a focus on accountability for results, an emphasis on scientific research and doing what works, expanded parental options, and expanded local control and flexibility.

Elementary and Secondary School Education Relief (ESSER) Fund: The Federal government awarded grants to State educational agencies (SEAs) for the purpose of providing local educational agencies (LEAs), including charter schools that are LEAs, with emergency relief funds to address the impact that Novel Coronavirus Disease 2019 (COVID-19) has had, and continues to have, on elementary and secondary schools across the nation.

Elementary School: A school classified as elementary by state and local practice and composed of any span of grades not above grade eight. Preschool or kindergarten is included under this heading only if it is an integral part of an elementary school or a regularly established school system.

Emergency Economic Injury Disaster Loans (EIDL): EIDL loans were provided as part of the CARES Act to provide economic relief for small businesses and non-profit organizations. The Small Business Administration was tasked with administering the loans.

Emergency Economic Injury Grants (EEIG): EEIG funds were provided as part of the CARES Act to provide economic relief for small businesses and non-profit organizations that took the EIDL loans. These grants do not need to be paid back.

Employed: Civilian, noninstitutionalized persons who; 1) worked during any part of the survey week as paid employees; worked in their own businesses, professions, or farms; or worked 15 hours or more as unpaid workers in a family owned enterprise; or, 2) who were not working but had jobs or businesses from which they were temporarily absent due to illness, bad weather, vacation, labor-management disputes, or personal reasons, whether or not they were seeking another job.

Employee Benefits: Compensation, in addition to regular salary, provided to an employee. This may include such benefits as health insurance, life insurance, annual leave, sick leave, retirement, and social security.

Encumbrance: Purchase orders, contracts, and salary or other commitments which are chargeable to an appropriation and for which a part of the appropriation is reserved. They cease to be encumbrances when paid or when actual liability is set up.

Endowment Fund: A fund from which the income may be expended, but whose principal must remain intact. In Minnesota, the term is also applied to the income of the permanent school fund.

English learner (EL): A program that provides intensive instruction in English for students with limited English proficient (EL). English learner previously referred to as Limited English Proficiency (LEP); English Language Learner (ELL); English as a Second Language (ESL)). Students who are identified as English learners (ELs) should be served in an instructional program designed for ELs, defined as either an English as a Second Language (ESL) or Bilingual Education (BE) program by Minnesota statute. Districts and charter schools have discretion in selecting appropriate language programs, but the program chosen should be considered sound by experts in the field.

The program should be designed to meet varying needs across proficiency levels and address the Minnesota [English language development \(ELD\) standards](https://wida.wisc.edu/teach/standards/eld) (<https://wida.wisc.edu/teach/standards/eld>). For example, students at the beginning levels of English proficiency need more intensive services than students at transitional levels of English proficiency and teachers of all content areas are responsible for the academic language of their subject area for English learners in their classes. The model implemented by the district or charter school should be clearly articulated and available to parents, staff, and students.

Enrollment: The total number of students registered in a given school unit at a given time, generally in the fall.

Enrollment Options: The program that allows students to open enroll to attend a school district other than the one in which they reside.

Enterprise Funds: Funds that provide money for services to the general public through programs that are expected to recover their full costs, primarily through user charges.

Entity: An organizational unit (a person, partnership, or corporation) for which accounting records are kept and about which accounting reports are prepared.

Entry: The record of a financial transaction in its appropriate book of accounts. Also, the act of recording a transaction in the books of accounts.

Equalization: The process of; (1) reducing the tax rate or tax base disparities among different taxing jurisdictions; or, (2) reducing net tax disparities among different properties within the same class in a given taxing jurisdiction.

Equity: Equity is the mathematical excess of assets over liabilities. Generally this excess is called Fund Balance.

Estimated Revenue: If the accounts are kept on an accrual basis, this term designates the amount of revenue estimated to accrue during a given period regardless of whether or not it is all to be collected during the period. If the accounts are kept on a cash basis, the term designates the amount of revenues estimated to be collected during a given period.

Estimated Uncollectable Taxes: A provision of tax revenues for that portion of taxes receivable which it estimated will not be collected. The account is shown on the balance sheet as a deduction from the Taxes Receivable account in order to arrive at the net taxes receivable. Separate accounts are maintained on the basis of tax roll year and/or delinquent taxes.

Evaluation: The process of ascertaining or judging the value or amount of an action or an outcome by careful appraisal of previously specified data in light of the particular situation and the goals and objectives previously established.

Exclusions: Gross receipts that are not subject to tax and are not included in gross income, such as interest on state and local government bonds.

Expenditures: Charges incurred, whether paid or unpaid, which are presumed to benefit the current fiscal year. For elementary/secondary schools, these include all charges for current outlays plus capital outlays and interest on school debt.

Expenditures per Pupil: Charges incurred for a particular period of time divided by a student unit of measure, such as enrollment, average daily attendance, or average daily membership.

Expenses: Costs incurred in the normal course of business to generate revenues.

External Auditors: Independent CPAs who are retained by organizations to perform audits of financial statements.

External Audits: Audits conducted by CPAs who are independent of the client company.

F

Factor: To sell accounts receivable at a discount before they are due.

Fair Market Value: The current value of an asset (e.g., the amount at which an asset could be sold or purchased in an arm's-length transaction).

Family Income: The combined income of all family members who are 14 years old and older living in the household for the period of one year. Income includes money income from jobs; net income from business, farm, or rent; pensions; dividends; interest; social security payments; and any other money income.

Federal Fiscal Year (FFY): Which runs from October 1 - September 30 and is numbered with the starting calendar year. For example, FFY 2015 or FFY 15 runs from October 1, 2015-September 30, 2016.

Federal Funds: Revenues received from federal government appropriations.

Federal Setting: Refers to the percentage of time a student spends in special education: Federal Setting I, 0-21 percent; Federal Setting II, 21-60 percent; Federal Setting III, 60 percent or more; Federal Setting IV, separate special education site; Federal Setting V, public hospital, day treatment, correctional facility.

FICA (Social Security) Taxes: Federal Insurance Contributions Act taxes imposed on employees and employers; used mainly to provide retirement benefits.

Federal Matching Requirements: Requirements that a governmental unit commit a specific amount of state or local funds for a particular purpose to obtain federal funds for the same purpose.

FIFO (First-in, First-out): An inventory cost flow whereby the first goods purchased are assumed to be the first goods sold so that the ending inventory consists of the most recently purchased goods.

Fiduciary Funds: Account for assets held in a trustee capacity or as an agent for individuals, organizations, or other governmental units and/or funds.

FIN: Finance dimension of [UFARS](https://education.mn.gov/MDE/dse/schfin/fin/UFARS/) (<https://education.mn.gov/MDE/dse/schfin/fin/UFARS/>) and its associated numbers.

Financed Purchases: A contract that (a) transfers ownership of the underlying asset to the lessee by the end of the contract and (b) does not contain termination options, but that may contain a fiscal funding or cancellation clause that is not reasonably certain of being exercised.

Financial Accounting: The area of accounting concerned with reporting financial information to interested external parties.

Financial Accounting Standards Board (FASB): The private organization responsible for establishing the standards for financial accounting and reporting in the United States.

Financial Reporting Form (FRF): The financial reporting form used by MDE for competitive and targeted/single source grant recipients (grantees) to request grant disbursements.

Financial statements: Reports such as the balance sheet, income statement, and statement of cash flows, which summarize the financial status and results of operations of a business entity.

Financing Activities: Transactions and events whereby resources are obtained from, or repaid to, owners (equity financing) and creditors (debt financing).

Fiscal Year: An entity's reporting year, covering a 12-month accounting period. Minnesota schools run from July 1 to June 30.

Focus Schools: The ten percent of Title I schools making the biggest contribution to the state's achievement gap, and high schools with graduation rates of less than 60 percent. These schools are identified in one of two ways: the lowest FRs (see below) in their grade classification group (elementary, middle school, high school, other), or graduation rates of less than 60 percent. These schools work with their district to develop a school improvement plan that directly addresses poor performance either within a subgroup, or in graduation rates. These schools are identified once every three years.

Food and Nutrition Services (FNS): Division of MDE. Food and Nutrition Services helps local charter schools and districts work to decrease salt and fat, increase fiber and use low fat dairy products, whole grains, and fresh fruits and vegetables in students' meals.

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

Formula Allowance: A reference to the basic general education formula allowance, providing a district with a majority of its revenue from the state.

Free Appropriate Public Education (FAPE): IDEA requires that a Free Appropriate Public Education (FAPE) be made available to all students with disabilities between the ages of 3 and 21, inclusive. In Minnesota, FAPE is available to all persons under the age of 21. The closely related right to FAPE for students with disabilities is expanded under state law to include students from birth until July 1 after the student with a disability turns 21. The expansion does not extend beyond secondary school or its equivalent except as under the state's graduation incentives program.

Free Lunch Eligible: The National School Lunch Program's assistance program for low-income children. Families with school-age children who fall below the poverty level and have no other significant assets are eligible to receive government assistance in the form of free or reduced-price school lunches.

Full-Time Enrollment: The number of students enrolled in higher education courses with a total credit load equal to at least 75 percent of the normal full-time course load.

Full-Time Equivalency (FTE): Full-time-equivalent number of positions, not the number of different individuals occupying the positions during the school year.

Full-Time Worker: One who is employed for 35 or more hours per week, including paid leave for illness, vacation, and holidays. Hours may be reported either for a survey reference week, or for the previous calendar year, in which case they refer to the usual hours worked.

Functional Currency: The currency in which a subsidiary conducts most of its business; generally, but not always, the currency of the country where it does most of its spending and earning.

Fund: A sum of money or other resources segregated for the purpose of carrying on specific activities or attaining certain objectives in accordance with special regulations, restrictions, or limitations, and constituting an independent fiscal and accounting entity.

Fund Balance: A summary of revenues, expenditures, reserves and year-end balances for a fund or funds.

G

GAAP (Generally Accepted Accounting Principles): Authoritative guidelines that define accounting practice at a particular time. Full reference is United States GAAP.

GAAS (Generally Accepted Auditing Standards): Auditing standards developed by the American Institute of Certified Public Accounts (AICPA).

General Education Revenue: is a combination of several revenue components generated by public schools and available for use during the regular school year and summer for general and special school purposes.

General Ledger: A book, file or other device in which accounts are kept to the degree of detail necessary that summarizes the financial transactions of the district.

General Fund: Typically, the largest fund in the budget. It is comprised of money not in other funds. Most of this fund is not earmarked for specific purposes.

Generally Accepted Auditing Standards (GAAS): Auditing standards developed by the American Institute of Certified Public Accounts (AICPA).

General-Purpose Financial Statements: The financial reports intended for use by a variety of external groups; they include the balance sheet, the income statement, and the statement of cash flows.

General Obligation Bonds (GO Bonds): Bonds that the state stands behind with its taxing powers.

Government Appropriation: An amount (other than a grant or contract) received from or made available to an institution through an act of a legislative body.

Government Grant or Contract: Revenues from a government agency for a specific research project or other program.

The Governor's Emergency Education Relief (GEER) Fund: The Federal government awarded grants to State educational agencies (SEAs) for the purpose of providing local educational agencies (LEAs), including charter schools that are LEAs, with emergency relief funds. Governors receiving GEER funds may award subgrants to LEAs within the State that have been most significantly impacted by coronavirus to support their ability to continue to provide educational services to students and to support the on-going functionality of the LEAs.

Gross Tax Liability: The amount of tax computed by multiplying the tax base (taxable income) by the appropriate tax rates.

H

Highly Qualified (HQ): Under the 2001 No Child Left Behind Act, teachers of core academic subject must demonstrate federal “highly qualified” status. This can be accomplished with a bachelor’s or higher degree in the core subject or an MTLE content test for the core subject.

High School: A secondary school offering the final years of high school work necessary for graduation, usually including grades 10, 11, 12 (in a 6-3-3 plan) or grades 9, 10, 11 and 12 (in a 6-2-4 plan).

Higher Education Institutions (General Definition): Institutions providing education above the instructional level of the secondary schools, usually beginning with grade 13. Typically, these institutions include colleges, universities, graduate schools, professional schools, and other degree-granting institutions.

Home Language Questionnaires (HLQ): Are used to ascertain the home language of all enrolled students. Completion of the HLQ is the first step in identifying potential English learners (EL).

Horizontal Analysis of Financial Statements: A technique for analyzing the percentage change in individual income statement or balance sheet items from one year to the next.

I

Identified Official With Authority (IOWA): The district or charter identified official with authority (IOWA) must assign an SSDC coordinator. The SSDC Coordinator is responsible for ensuring that the annual count is accurate and submitted in a timely manner. The SSDC coordinator must have a secure MDE user account. [View step-by-step instructions](https://education.mn.gov/MDE/dse/datasub/) (https://education.mn.gov/MDE/dse/datasub/) on how to create, view or update an account or how to access an application.

Imprest Petty Cash Fund: A petty cash fund in which all expenditures are documented by vouchers or vendors' receipts or invoices. The total of the vouchers and cash in the fund should equal the established balance.

Income Statement (Statement of Earnings): The financial statement that summarizes the revenues generated and the expenses incurred by an entity during a period of time.

Income Taxes Payable: The amount expected to be paid to the federal and state governments based on the income before taxes reported on the income statement.

Independent Checks: Procedures for continual internal verification of other controls.

Independent School District (ISD): This is a Minnesota school district with a geographic boundary within which students are considered residents.

Indirect Costs: The assignable cost of items, such as heat and light, to an academic program. Those expenses that benefit the entire entity and, therefore, cannot be directly charged to a specific cost category or project activity.

Indirect Method: A method of reporting net cash flow from operations that involves converting accrual-basis net income to a cash basis.

Indirect Rate: This is the rate that reflects the fair share of the indirect expenses, usually general administrative expenses and certain other costs that are related to the program but cannot be readily and accurately identified as a direct cost or service.

Individualized Education Program (IEP): An IEP is a formal written agreement and plan for provision of special education, including related services, to a child with a disability. It is developed, reviewed and revised through a team process in accordance with IDEA regulations. The required elements of an IEP are detailed in IDEA regulations and Minnesota Statutes 2023, section [125A.08](https://www.revisor.mn.gov/statutes/?id=125A.08) (<https://www.revisor.mn.gov/statutes/?id=125A.08>).

Individuals with Disabilities Education Act (IDEA): Is a law ensuring services to children with disabilities throughout the nation. IDEA governs how states and public agencies provide early intervention, special education and related services to more than 6.5 million eligible infants, toddlers, children and youth with disabilities. Children and youth (ages 3-21) receive special education and related services under IDEA Part B {Accessed 8/2/13 from the [IDEA website](https://sites.ed.gov/idea/) (<https://sites.ed.gov/idea/>)}.

Inflation: An increase in the general price level of goods and services; alternatively, a decrease in the purchasing power of the dollar.

Instructional Expenditures (Elementary/Secondary): Current expenditures for activities directly associated with the interaction between teachers and students. These include teacher salaries and benefits, supplies and purchased instructional services.

Integrated Department of Education Aids System (IDEAS): The aid system through which state aid entitlements are reported and aid payments are calculated and paid out to charter schools and districts.

Interest: The payment (cost) for the use of money.

Interest Rate: The cost of using money, expressed as an annual percentage.

Intermediate District (ID): In Minnesota, "Intermediate District" means a district with a cooperative program which has been established under Laws 1967, chapter 822, as amended; Laws 1969, chapter 775, as amended; and Laws 1969, chapter 1060, as amended, offering integrated services for secondary, postsecondary, and adult students in the areas of vocational education, special education, and other authorized services {[Minn. Stat. 136D.01](https://www.revisor.mn.gov/statutes/?id=136D.01) (<https://www.revisor.mn.gov/statutes/?id=136D.01>)}.

Internal Auditors: An independent group of experts in controls, accounting, and operations, who monitor operating results and financial records, evaluate internal controls, assist with increasing the efficiency and effectiveness of operations, and detect fraud.

Internal Control Structure: Safeguards, in the form of policies and procedures, established to provide management with reasonable assurance that the objectives of an entity will be achieved.

Internal Service Funds: Funds internal to the operation of a unit that provide a variety of services to that unit, such as a printing activity. The funds must recover the full costs of services provided through billing back.

Inventory: Goods held for resale. It can also mean any unsold or unused goods such as those in a school foods program for adults and children.

Itemized Deduction: Amounts paid by an individual taxpayer for personal and quasi-business expenses that can be deducted in computing taxable income, such as medical expenses, property and income taxes, mortgage and investment interest, charitable contributions, moving expenses, casualty and theft losses, and certain miscellaneous expenses.

J

Journal: An accounting record in which transactions are first entered; provides a chronological record of all business activities.

Journal Entry: A recording of a transaction where debits equal credits; usually includes a date and an explanation of the transaction.

K

Kindergarten: This category of students includes transitional kindergarten, kindergarten, and pre-first-grade students and is traditionally found in schools of elementary age children.

Kindergarten Handicap (or Disabled): This is a special category within kindergarten that provides for increased weighting of kindergarteners and therefore more revenue to a district.

L

Lease: A contract that specifies the terms under which the owner of an asset (the lessor) agrees to transfer the right to use the asset to another party (the lessee).

Lease Aid: Minnesota Statutes 2021, section [124D.11](https://www.revisor.mn.gov/statutes/?id=124D.11), (<https://www.revisor.mn.gov/statutes/?id=124D.11>) subdivision 4 reads in part: “When a charter school finds it economically advantageous to rent or lease a building or land for any instructional purposes and it determines that the total operating capital revenue under

section 126C.10, subdivision 13, is insufficient for this purpose, it may apply to the commissioner for building lease aid for this purpose.”

Ledger: A book of accounts in which data from transactions recorded in journals are posted and thereby classified and summarized.

Lessee: The party that is granted the right to use property under the terms of a lease.

Lessor: The owner of property that is rented (leased) to another party.

Levy: A tax imposed on property, which a school board may levy, and limited by statute.

Liabilities: Obligations measurable in monetary terms that represent amounts owed to creditors, governments, employees, and other parties.

License: The right to perform certain activities, generally granted by a governmental agency.

LIFO (Last-in, First-out): An inventory cost flow whereby the last goods purchased are assumed to be the first goods sold so that the ending inventory consists of the first goods purchased.

Limited English Proficiency (LEP): A concept developed to assist in identifying those language-minority students (children from language backgrounds other than English) who need language assistance services, in their own language or in English, in the schools.

Limited Liability: The legal protection given stockholders whereby they are responsible for the debts and obligations of a corporation only to the extent of their capital contributions.

Liquidation: The process of dissolving a business by selling the assets, paying the debts, and distributing the remaining equity to the owners.

Liquidity: A company's ability to meet current obligations with cash or other assets that can be quickly converted to cash.

Loan: Borrowed money that must be repaid.

Local Educational Agency (LEA): (e.g., charter LEA, school district), a public school district in the United States.

Long-Term Facilities Maintenance (LTFM): To qualify for revenue under this section, a school district or intermediate district, not including a charter school, must have a ten-year facility plan adopted by the school board and approved by the commissioner. The plan must include provisions for implementing a health and safety program that complies with health, safety, and environmental regulations and best practices, including indoor air quality management. Charter schools qualify for the revenue without a ten-year facility plan {Minn. Stat. [123B.595](https://www.revisor.mn.gov/statutes/?id=123B.595) (<https://www.revisor.mn.gov/statutes/?id=123B.595>)}.

Long-Term Investment: An expenditure to acquire a non-operating asset that is expected to increase in value or generate income for longer than one year.

Long-Term Liabilities: Debts or other obligations that will not be paid within one year.

Losses: Costs that provide no benefit to an organization.

Lower Cost or Market (LCM): A basis for valuing certain assets at the lower of original cost or current market value.

M

Maintenance of Effort (MOE): The IDEA requirements for MOE requires that federal funds “...may not be used to reduce the level of expenditures for the education of children with disabilities made by the Local Educational Agency (LEA) from (state and) local funds below the level of those expenditures for the preceding fiscal year....” (34 C.F.R. 300.203). This requirement is referred to as maintenance of effort. Annually, the Division of Program Finance, Special Education Funding and the Data Team review the MOE of each LEA, including each local school district, charter school and special education cooperative and reports the state’s MOE to the federal office.

Maker: A person (entity) who signs a note to borrow money and who assumes responsibility to pay the note at maturity.

Management Accounting: The area of accounting concerned with providing internal financial reports to assist management in making decisions.

Mandates: Requirements imposed by one level of government on another.

Marginal Cost Pupil Unit: Used to indicate pupil count. It is a calculation whereby 77 percent of the current year pupil count is added to 23 percent of the prior year pupil count.

Market Value: The value assigned to property by an assessor. The market value is intended to reflect the sales value of the property.

Matching Principle: The concept that all costs and expenses incurred in generating revenues must be recognized in the same reporting period as the related revenues.

Maturity Date: The date on which a note or other obligation becomes due.

Maturity Value: The amount of an obligation to be collected or paid at maturity; equal to principal plus any interest.

MIDMS: MDE ID Management System is the name of the MDE security system that authorizes use of its secured websites.

Minnesota Automated Reporting Student System (MARSS): A system of pupil accounting which maintains essential data elements for each public school student attending school in Minnesota and reported by school districts to the state.

Minnesota Common Course Catalogue (MCCC): Is a course classification and data collection system intended to provide uniform information about courses that are taught by Minnesota teachers and completed by Minnesota students.

Minnesota Department of Education (MDE): The formal agency within the executive branch of government in Minnesota that oversees the operations of education, K-12 education in particular.

Minnesota Management and Budget (MMB): The mission of MMB is to increase state government's capacity to manage and utilize financial, human, information and analytical resources in order to provide exceptional service and value for Minnesota's citizens.

Monetary Measurement: The idea that money, as the common medium of exchange, is the accounting unit of measurement, and that only economic activities measurable in monetary terms are included in the accounting model.

Multiple Measurements Rating (MMR): Minnesota's measurement of school performance. The MMR measures proficiency, student growth, achievement gap reduction, and graduation rates. Schools earn points in each category. The percentage of possible points that a school earns is the school's MMR.

N

Natural Resources: Assets that are physically consumed or waste away, such as oil, minerals, gravel, and timber.

Net Proceeds: The difference between maturity value and discount when a note receivable is discounted.

Net Realizable Value of Accounts Receivable: The net amount that would be received if all receivables considered collectible were collected; equal to total accounts receivable less the allowance for uncollectible accounts; also called the book value of accounts receivable.

Net Sales: Gross sales less sales discounts and sales returns and allowances.

Net Tax Capacity (NTC): This value is derived by multiplying the estimated market value of each parcel by the appropriate class (use) rate for that parcel.

Net Tax Liability: The amount of tax computed by subtracting tax credits from the gross tax liability.

No Child Left Behind (NCLB): The Federal Act of 2001 dictates how states must hold schools accountable through statewide assessments and mandated interventions. Minnesota received a waiver to certain provisions of NCLB in February 2012.

Nominal Accounts: Accounts that are closed to a zero balance at the end of each accounting period; temporary accounts generally appearing on the income statement.

Noncash Items: Items included in the determination of net income on an accrual basis that do not affect cash; examples are depreciation and amortization.

Noncash Transactions: Investing and financing activities that do not affect cash; if significant, they are disclosed below the statement of cash flows or in the notes to the financial statements.

Non-Licensed Community Expert: Minnesota Statutes 2023, section [122A.25](#) is a special permission granted to a school district to hire an individual who is not a licensed teacher, but has a specific area of expertise that is related to the teaching assignment.

Nonoperating Assets: Investment and other assets not used in a business but held to earn a return separate from operations.

Nonprofit Organization: An entity without a profit objective, oriented toward providing services efficiently and effectively.

Non-Renewable License: [Minnesota Rules, part 8710.1410](#) (<https://www.revisor.mn.gov/rules/?id=8710.1410>). The non-renewable license is valid for up to three years and allows a professionally licensed individual to teach out-of-field in a subject as s/he works toward full licensure. A district only needs to apply for this license once {using the [Professional Educator Licensing and Standards Board \(PELSB\)](#) (<https://mn.gov/pelsb/>)} and does not need to advertise for the position after the first year.

Non-Resident Student: A student whose legal residence is outside the geographical area served by the district.

Non-Supervisory Instructional Staff: Persons such as curriculum specialists, counselors, librarians, remedial specialists, and others possessing education certification but not responsible for day-to-day teaching of the same group of pupils.

Note Payable: A debt owed to a creditor, evidenced by an unconditional written promise to pay a certain sum of money on or before a specified future date.

Note Receivable: A claim against a debtor, evidenced by an unconditional written promise to pay a certain sum of money on or before a specified future date.

Notes to Financial Statements: Explanatory information considered an integral part of the financial statements.

Nonsufficient Funds (NSF) Check: A check that is not honored by a bank because of insufficient cash in the customer's account.

O

Obligations: Amounts of orders placed, contracts awarded, services received, or similar legally binding commitments made by federal agencies during a given period that will require outlays during the same or some future period.

Official Grant Award Amendment (OGAA): An amendment to the MDE competitive and single- source/targeted award document that includes by reference terms and conditions of approved application materials, including assurances, approved work plan and approved budget.

Official Grant Award Notification (OGAN): The MDE competitive and single-source/targeted award document that includes by reference terms and conditions of approved application materials, including assurances, approved work plan and approved budget.

Open Transaction: A transaction that is not completed at the end of the accounting period; a purchase that has not yet been paid for or a sale where payment is yet to be collected when the accounting period ends.

Operating Activities: Transactions and events that enter into the determination of net income.

Operating Assets: Long-term, or noncurrent, assets acquired for use in the business rather than for resale; includes property, plant, and equipment; intangible assets; and natural resources.

Operating Lease: A simple rental agreement.

Other Revenues and Expenses: Items incurred or earned from activities that are outside, or peripheral to, the normal operations of a firm.

Outlays: The value of checks issued, interest accrued on the public debt, or other payments made, net of refunds and reimbursements.

P

Part-Time Enrollment: The number of students enrolled in higher education courses with a total credit load less than 75 percent of the normal full-time credit load.

Part-Time Worker: One who is employed for 1-34 hours a week, including paid leave for illness, vacation, and holidays. Hours may be reported either for a survey reference week, or for the previous calendar year, in which case they refer to the usual hours worked.

Payee: The person (entity) to whom payment on a note is to be made.

Paycheck Protection Program (PPP): Part of the CARES Act, this program provides cash-flow assistance through 100 percent federally guaranteed loans to employers who maintained their payroll during the Coronavirus emergency.

Pension Plan: A contract between a company and its employees whereby the company agrees to pay benefits to employees after their retirement.

Perkins: Carl D. Perkins Career and Technical Education Improvement Act of 2006, which provides federal money for career technical education schooling.

Personnel Activity Report (PAR): Form required to be completed by MDE grantees of applicable federally financed grant programs where work on federally assisted MDE grant projects must be accounted for separately from other revenue sources and divided by separate cost objectives.

Personnel Variance: [Minnesota Rules, part 8710.1400](https://www.revisor.mn.gov/rules/?id=8710.1400) (<https://www.revisor.mn.gov/rules/?id=8710.1400>). A special permission granted for fully licensed teachers to serve in positions for which they are not licensed (out-of-field). Personnel variances are granted to a school district for an individual for no more than three years and must be renewed annually.

Petty Cash Fund: A small amount of cash kept on hand for making miscellaneous payments.

Physical Safeguards: Physical precautions used to protect assets and records, such as locks on doors, fireproof vaults, password verification, security guards.

Post-Closing Trial Balance: A listing of all real account balances after the closing process has been completed; provides a means of testing whether total debits equal total credits for all real accounts prior to beginning a new accounting cycle.

Positive Behavioral Interventions and Supports (PBIS): A state-initiated project that provides districts and individual schools throughout Minnesota with the necessary training and technical support to promote improvement in student behavior across the entire school, especially for students with challenging social behaviors. It establishes clearly defined outcomes that relate to students' academic and social behavior, systems that support staff efforts, practices that support student success, and data to guide decision-making.

Posting: The process of transferring amounts from the journal to the ledger.

Postsecondary Enrollment Options (PSEO): A program that allows high school juniors and seniors to take courses at postsecondary institutions for high school credit.

Prepaid Expenses: Payments made in advance for items normally charged to expense.

Primary Financial Statements: The balance sheet, income statement, and statement of cash flows, used by external groups to assess a company's economic standing.

Principal (face value or maturity value): The amount that will be paid on a bond at its maturity date.

Principal on A Note: The face amount of a note; the amount (excluding interest) that the maker agrees to pay the payee.

Priority Schools: The five percent most persistently low-performing schools in the state. These schools are identified as those in the bottom five percent of MMRs in their grade classification group (elementary, middle school, high school, other). These schools are required to collaborate with MDE and the Regional Centers of Excellence to develop a school turnaround plan based on the federal turnaround principles. These schools are identified once every three years.

Proficiency: The proficiency measurement in the MMR looks at a weighted percentage of subgroups that made AYP. Schools earn points based on the number and size of subgroups that meet their AYP targets.

Prior-Period Adjustments: Adjustments made directly to Retained Earnings in order to correct errors in the financial statements of prior periods.

Project-Based Learning (PBL): Is an instructional program where students complete coursework for credit at an individual pace that is primarily student-led and may be completed on site, in the community, or online. Charter schools that wish to or are running a project-based program, even if it is completed in a seat-based setting, need to submit an application for approval to MDE.

Proper Authorization: Policy regarding either a general class of transactions, such as inventory, or a specific transaction to achieve control objectives.

Property, Plant, and Equipment: Tangible, long-lived assets acquired for use in business operations; includes land, buildings, machinery, equipment, and furniture.

Property, Plant, and Equipment Turnover: A measure of how well property, plant, and equipment are being utilized in generating a period's sales; computed by dividing net sales by average property, plant and equipment.

Proration: A term describing an allocation that is based on a proportionate distribution of the total.

Provision 2 and Provision 3 / Community Eligibility Provision: are three School Nutrition special provision programs where all students are provided free meals and reimbursement for meals is based on claiming percentages. Not all meals are reimbursed at the free level. Schools with high free and reduced student numbers may consider participating in these programs.

Public Employees Retirement Association (PERA): This group administers pension plans that cover local, county, and school district non-teaching employees.

Purchase Returns and Allowances: A contra-purchase account used for recording the return of, or allowances for, previously purchased merchandise.

Purchases Account: An account in which all inventory purchases are recorded; used with the periodic inventory method.

Purchases Journal: A special journal in which credit purchases are recorded.

Pupil Units: A count of resident pupils in average daily membership. See *Weighted Pupil Units*.

Q

Q Comp: Q Comp was enacted through a bipartisan agreement in the Minnesota Legislature in July 2005. It is a voluntary program that allows local districts and exclusive representatives of the teachers to design and collectively bargain a plan that meets the five components of the law. The five components under Q Comp include Career Ladder/Advancement Options, Job-embedded Professional Development, Teacher Evaluation, Performance Pay, and an Alternative Salary Schedule.

Qualified Opinion: Opinion issues when the work of the auditor has been limited in scope or the entity has failed to follow GAAS.

R

Real Accounts: Accounts that are not closed to a zero balance at the end of each accounting period; permanent accounts appearing on the balance sheet.

Receivables: Claims for money, goods, or services.

Recertification System: MDE has the new External User Recertification System which provides local educational agency superintendents and directors with additional information and control over who has external access to [MDE secure systems](https://education.mn.gov/MDE/dse/datasub/ExtUserAccess/index.htm) for their LEA (<https://education.mn.gov/MDE/dse/datasub/ExtUserAccess/index.htm>).

Recourse: The right to seek payment on a discounted note from the payee if the maker defaults.

Refund Bonds: Bonds issued to pay off bonds already outstanding.

Registered Bonds: Bonds for which the names and addresses of the bondholders are kept on file by the issuing company.

Regional Centers of Excellence provide technical assistance to school leadership and implementation teams for Priority and Focus Title I schools across the state. Through regular, ongoing dialogue and support, these specialists assist principals and teachers in improving academic outcomes for all students by working in partnership with the school staff. MDE supports and oversees the efforts of the three Regional Centers by collaborating with staff from across the agency to provide guidance that will result in coordinated support to meet the needs of school leadership teams and enable them to improve achievement for all learners.

Reserved: An amount set-aside for some specified purpose.

Resident Student: A student whose legal residence is within the geographic area served by the district.

Residual Income: The amount of net income an investment center is able to earn above a specified minimum rate of return on assets.

Response to Intervention (RTI): Is a framework that is used to improve outcomes for all students. RTI helps to ensure the provision of high-quality instruction and interventions that are matched to the needs of students requiring additional academic and behavioral supports. After initial screening of all students, changes in instruction or goals can be made according to the level of student need. Student progress is monitored frequently and instruction is then differentiated and modified, as necessary {adapted from [NASDSE website](http://www.nasdse.org/), 2005 (<http://www.nasdse.org/>)(NASDSE is National Association of State Directors of Special Education, Inc.)}.

Reward Schools: The highest-performing 15 percent of Title I schools in the state. These schools are identified based on being in the top 15 percent of their grade classification group (elementary, middle school, high school, other) in the MMR. These schools are identified and recognized for their good work every year.

Review and Comment: A process by which the commissioner of MDE reviews and comments on the feasibility and practicality of school district building projects.

Revenue Recognition Principle: The idea that revenues should be recorded when; (1) the earnings process has been substantially completed; and, (2) an exchange has taken place.

Revenues: Money received by a unit from external sources net of refunds and other correcting transactions, other than from the issuance of debt, liquidation of investments, and as agency and probate trust transactions.

Revolving Fund: A fund established in which revenue (including loan payments) is credited back to the fund for the same use as the original appropriation.

S

Sales Ratio: A statistical measure prepared by the Department of Revenue to measure the difference between the actual sales prices of property with the assessor's market values on those properties.

Sales Tax Payable: Money collected from customers for sales taxes that must be remitted to local governments and other taxing authorities.

Salvage or Residual Value: Estimated value or actual price of an asset at the conclusion of its useful life; net of disposal costs.

SAM UEI: A unique 12-character alphanumeric identifier used to track how a federal grant is allocated. System for Award Management (SAM) is a unified system for federal procurement data and the SAM UEI is assigned to SAM.gov registered entities. On April 4, 2022, the U.S. Department of Education joined other federal agencies and transitioned to utilizing the SAM UEI for grant recipient and applicant organizations, rather than the previously utilized DUNS number. All organizations applying for federal funding must have a SAM UEI and an account in [SAM.gov](https://sam.gov).

School Food Authority (SFA): Is the organization that sponsors a School Nutrition Program (SNP). Typically SFAs are districts, private schools or charter schools. Charter schools may initiate a Joint Agreement with a SFA to administer their SNPs.

School Improvement Grant (SIG): Funds are for the purpose of turning around the identified persistently lowest achieving schools in the state by substantially raising the achievement of students attending those schools.

School Nutrition Programs (SNP): Include breakfast, lunch, afterschool snacks and the fresh fruit and vegetable program. SNP is a section of the Food and Nutrition Service (FNS) division of MDE which provides technical

assistance and monitoring of school meal programs in Minnesota for compliance with state and federal regulation.

Section 504 of the Rehabilitation Act of 1973: A federal civil rights statute that assures individuals will not be discriminated against based on their disability.

Secured Bonds: Bonds for which assets have been pledged in order to guarantee repayment.

Segregation of Duties: Strategy to provide an internal check on performance through separation of custody of assets from accounting personnel, separation of authorization of transactions from custody of related assets and separation of operational responsibilities from record keeping responsibilities.

SFIN: SERVS Financial (an acronym of an acronym see *SERVS*)

Social Security (FICA) Taxes: Federal Insurance Contributions Act taxes imposed on employees and employers; used mainly to provide retirement benefits.

Sparsity Revenue: That portion of the general education formula that provides additional revenue to school districts for schools that have relatively small enrollments and are relatively far from other school buildings.

Special Education Data Reporting Application (SEDRA): System schools use to submit special education expenditure data for use in the calculation of state and federal special education aids.

Special Funds: A grouping of revenues from certain sources from which certain expenditures are made. Revenues for these funds are usually dedicated and expenditures from the special funds are usually restricted for certain purposes.

Special Journal: A book of original entry for recording similar transactions that occur frequently.

Special Permissions System (SPS): This is a BOT online system where districts and charter schools can apply for variances, waivers, and community experts.

Staff Automated Reporting System (STAR): The system by which staff data elements are recorded and transmitted to the Minnesota Department of Education (MDE).

Standard Unqualified Audit Report: Audit report indicating that all auditing conditions have been met, no significant misstatements have been discovered and remain uncorrected, and the auditors feel the financial statements are fairly stated in accordance with generally accepted accounting principles.

STAR: Staff Automated Reporting is a web-based system used by school districts, charter schools and cooperatives to report employment and assignment information to MDE. This system is also used by districts to access the licensure/assignment discrepancy report and to complete "highly qualified" reporting.

Stated Rate of Interest: The rate of interest printed on the bond.

Stated Value: A nominal value assigned to no-par stock by the board of directors of a corporation.

State Educational Record View and Submission (SERVS): The MDE system was designed to simplify, consolidate and automate data collection processes. SERVS Financial helps districts, schools and other eligible entities apply for funding opportunities, submit reimbursement requests and track budgets.

State Fiscal Year (SFY): This fiscal year runs from July 1 - June 30 of each year, numbered with the ending calendar year. For example, SFY 2015 or SFY 15 refers to July 1, 2014 - June 30, 2015.

Statement of Cash Flows: The financial statement that shows an entity's cash inflows (receipts) and outflows (payments) during a period of time.

Statewide System of Support (SSOS): Is one of the services offered through the Regional Centers of Excellence. The SSOS works exclusively with Title I funded schools designated as Focus or Priority due to low student achievement levels, persistent achievement gaps or low graduation rates. The vision for this system of support is to establish a consistent, cohesive regional infrastructure for effectively and efficiently providing equitable access for school improvement support throughout the state.

Statutory Operating Debt (SOD): According to Minnesota Statutes 2021, section 123B.81, Subdivision 2, SOD exists if the school's operating debt is more than 2 ½ percent of the most recent fiscal year's expenditure amount. By January 31 of the following year of SOD, the school board is required to create and implement a Special Operating Plan which is formally approved through a board resolution and submitted to the MDE commissioner for approval.

Straight-Line Amortization: A method of systematically writing off a bond discount or premium in equal amounts each period until maturity.

Straight-Line Depreciation Method: The depreciation method in which the cost of an asset is allocated equally over the period of an asset's estimated useful life.

Student Growth: Individual student growth is a measurement of how a student scored relative to the expected score. The expectation of how a student will score is based on their previous year's score. Schools receive a growth score based on the average growth scores of all their students.

Subsidiary Ledger: A grouping of individual accounts that in total equal the balance of a control account in the General Ledger.

Sum-of-the-Years'-Digits (SYD) Depreciation Method: The accelerated depreciation method in which a constant balance (cost minus salvage value) is multiplied by a declining depreciation rate.

Statewide Integrated Financial Tools (SWIFT): Integrates all the administrative functions across state agencies, including financial, procurement, reporting, human resources, and payroll.

System for Award Management (SAM): Is used to validate and complete Central Contractor Registration (CCR). The [SAM system](https://www.sam.gov/) (<https://www.sam.gov/>) is a web-enabled government-wide application that collects, validates, stores, and disseminates business information about the federal government's trading partners in support of the contract award, grants, and the electronic payment process.

T

Tangible Personal Business Property: Depreciable operating assets of a business, other than real property, including machinery, furniture and fixtures, automobiles and trucks, and equipment.

Targeted Services: These are K-8 intervention/prevention services provided outside the traditional school day and traditional school year to qualified learners.

Tax Anticipation Note: A note issued in anticipation of collection of taxes, usually retireable only from tax collections from a local levy.

Tax Base: The value of commercial, industrial, residential, agricultural and other properties in a school district, city, municipality, and county.

Tax Capacity: The value of property that school districts and other units' tax.

Tax Credit: A state allowed reduction on local property taxes.

Teacher Development and Evaluation (TDE): Minnesota districts and charters must create and implement teacher development and evaluation systems that comply with requirements in Minnesota statute. See the [Principal Development and Evaluation page on the MDE website](https://education.mn.gov/MDE/dse/prev/) (<https://education.mn.gov/MDE/dse/prev/>) or email [School Support](mailto:mde.schoolsupport@state.mn.us) (mde.schoolsupport@state.mn.us) for more information.

Teachers' Retirement Association (TRA): This group provides coverage for public school teachers throughout the state, except for teachers in the first class cities, and some teachers in community colleges, state universities and technical colleges.

Term Bonds: Bonds that mature in one lump sum at a specified future date.

Time Period (or periodicity) Concept: The idea that the life of a business is divided into distinct and relatively short time periods so that accounting information can be timely.

Title I Schools: Schools that receive federal funding based on their level of poverty. Only schools that accept Title I funding are considered Title I schools. The identification of Priority, Focus, Continuous Improvement, Celebration-Eligible and Reward schools under Minnesota's waiver are only directed at Title I schools.

Transactions: Exchange of goods or services between entities (whether individuals, businesses, or other organizations), as well as other events having an economic impact on a business.

Transfers: The movement of money between funds. A transfer must be consistent with legislative intent.

Trial Balance: A listing of all account balances; provides a means of testing whether total debits equal total credits for all accounts.

Trust Fund: A fund consisting of resources received and held by the district as trustee to be expended or invested in accordance with the conditions of the trust.

Tuition Student: A pupil for whom tuition is paid.

U

Uncollectible Accounts Expense: An account that represents the portion of the current period's receivables that are estimated to become uncollectible.

Unearned Revenues: Amounts received before they have been earned.

Uniform Financial Accounting and Reporting Standards (UFARS): Minnesota's legally prescribed set of accounting standards for all school districts.

United States Department of Education (USDE): Also referred to as ED (Education Department). ED's mission is to promote student achievement and preparation for global competitiveness by fostering educational excellence and ensuring equal access. More information is available at [ed.gov](https://www.ed.gov/) (<https://www.ed.gov/>).

Unlimited Liability: The lack of a ceiling on the amount of liability a proprietor or partner must assume; meaning that if business assets are not sufficient to settle creditor claims, the personal assets of the proprietor or partners may be used to settle the claims.

Unrecorded Expenses: Expenses incurred during a period that have not been recorded by the end of that period.

Unrecorded Revenues: Revenues earned during a period that have not been recorded by the end of that period.

Useful Life: The term used to describe the life over which an asset is expected to be useful to the company; cost is assigned to the periods benefited from using the asset.

V

Vendor Number: Every company or organization, including a charter school receiving payments from the state, is considered a vendor. The first step to authorize the State of Minnesota to make electronic funds transfer (EFT) payments to a charter school's bank account is to register for a vendor number. In order to receive or view payments, every vendor must register online with the State of Minnesota's administrative agency, known as Minnesota Management and Budget ([MMB](https://mn.gov/mmb/)) (<https://mn.gov/mmb/>).

Vertical Analysis of Financial Statements: A technique for analyzing the relationships between items on an income statement or balance sheet by expressing all items as percentages.

Voucher: A document that authorizes the payment of money and usually indicates the accounts to be charged.

W

Waiver: Also known as innovative waiver or board waiver – Minnesota Statutes 2021, section [122A.09](#), subdivision 10. A special permission granted for one or more licensed individuals to teach out of their subject area to accommodate experimental (innovative) programs or for an assignment for which there is no appropriate licensure. A waiver is commonly used in an alternative setting such as, but not limited to, a care and treatment center, alternative learning center or charter school. Waivers are granted annually and there is no limit on the number of waivers an individual can be granted since there is no license that allows an individual to teach multiple content areas.

Warrant: An order drawn by the school board to the district treasurer ordering him/her to pay a specified amount to a payee named on the warrant.

Weighted-Average: A periodic inventory cost flow alternative whereby the cost of goods sold and the cost of ending inventory are determined by using a weighted-average cost of all merchandise available for sale during the period.

Weighted Pupil Units: A varied weighting of pupils by grade. For example, a student in grades 1-6 may be counted as a 1.06 pupil unit, whereas a student in grades 7-12 may be counted as a 1.3 pupil unit.

Work Sheet: A columnar schedule used to summarize accounting data.

Working Capital: Current assets minus current liabilities.

Working Capital Turnover: A measure of the amount of working capital used in generating the sales of a period; computed by dividing net sales by average working capital.

World-Class Instructional Design and Assessment (WIDA): Advances academic language development and academic achievement for linguistically diverse students through high quality standards, assessments, research, and professional development for educators {accessed 8/16/13 from the [WIDA website](https://wida.wisc.edu/about) (<https://wida.wisc.edu/about>)}. Minnesota is a member of the WIDA Consortium and uses WIDA's ACCESS for ELLs, the annual English proficiency assessment for English learners.

X

No entries

Y

Yield: The return on an investment, usually presented as a percentage.

Z

No entries