

**UNIFORM SYSTEM  
OF  
FINANCIAL RECORDS  
FOR  
ARIZONA  
SCHOOL DISTRICTS**



**DEPARTMENT  
OF EDUCATION**

**AUDITOR  
GENERAL**

**UNIFORM SYSTEM OF FINANCIAL RECORDS  
FOR  
ARIZONA SCHOOL DISTRICTS  
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**Refer to USFR  
Compliance  
Questionnaire**

# INTRODUCTION

The *Uniform System of Financial Records* (USFR) has been developed by the Office of the Auditor General and the Arizona Department of Education pursuant to Arizona Revised Statutes (A.R.S.) §15-271. The USFR prescribes the minimum internal control policies and procedures to be used by Arizona school districts for accounting, financial reporting, budgeting, attendance reporting, and various other compliance requirements. These policies and procedures are in conformity with generally accepted practices and federal and state laws. However, districts may use alternative policies and procedures if they provide the same level of internal control over accounting, financial reporting, and compliance with state and federal laws.

The requirements of the USFR are based on the Arizona Constitution; Arizona Revised Statutes; Arizona Attorney General Opinions; the *Codification of Governmental Accounting and Financial Reporting Standards*, published by the Governmental Accounting Standards Board; *Financial Accounting for Local and State School Systems 1990*, issued by the United States Department of Education, Office of Educational Research and Improvement; relevant sections of the *Code of Federal Regulations*; and other federal requirements.

Sections within the USFR are revised periodically for changes in laws, regulations, and accounting pronouncements that cover school district accounting, financial reporting, and compliance with state and federal laws. However, when districts need to be informed quickly of revisions, clarifications, or additional requirements such as those concerning budgeting or annual financial reporting, the Office of the Auditor General and the Arizona Department of Education jointly issue USFR Memorandums and Forms to district administrators and county school superintendents. Therefore, **USFR Memorandums and Forms** should be considered amendments to the USFR. As the USFR is revised, information contained in the memorandums is incorporated therein.

Arizona school district accounting, financial reporting, and compliance with state and federal laws is affected by the State Legislature, the State Board of Education, the Arizona Department of Education, school district governing boards, county school superintendents, the Office of the Auditor General, county treasurers, the federal government, and the Governmental Accounting Standards Board, both directly and often indirectly due to complex interrelationships.

A brief description of the duties and responsibilities of these organizations that are pertinent to the USFR follows:

**The State Legislature** mandates the USFR. In addition, the Legislature prescribes the legal means by which state monies are distributed to districts and establishes budgetary and other financial and accounting legal requirements.

**The State Board of Education** is the governing and policy-making body of the Arizona Department of Education. The Board is responsible for generally supervising and regulating the conduct of the public school system. Its major duties and responsibilities pertaining to district accounting and finance include the following.

- Withhold state funds from districts that are determined after a hearing to be in noncompliance with the USFR
- Delegate to the Superintendent of Public Instruction the execution of Board policies
- Recommend to the State Legislature changes to statutes pertaining to school districts
- Adopt rules prescribing procurement practices

# INTRODUCTION

**The Arizona Department of Education** is administered by the Superintendent of Public Instruction. The Department's major duties and responsibilities pertaining to district accounting and finance include the following.

- Prescribe, in conjunction with the Auditor General's Office, a uniform system of financial records
- Superintend Arizona public schools
- Execute policies adopted by the State Board of Education
- Apportion state equalization assistance to districts
- Report school district statistical and financial information to the Governor and State Legislature each year
- Prescribe, in conjunction with the Auditor General, the format of school district budget and annual financial report forms
- Request the Auditor General to investigate when necessary the accounting of school monies by any state, county, or district officer

**School District Governing Boards** are the primary governing body of the Arizona public school system. Major district accounting and finance related duties and responsibilities of these boards include the following.

- Maintain established schools as prescribed by law
- Adopt the annual budget
- Purchase, construct, manage, insure, rent, and sell school buildings, furniture, equipment, supplies, and other assets
- Employ personnel and establish their salaries
- Accept revenues and authorize expenditures
- Implement the policies and procedures prescribed by the USFR, including controls that comply with the requirements of the USFR

In addition to the above, governing boards of school districts authorized to assume "accounting responsibility" under A.R.S. §15-914.01 operate with full independence from the county school superintendent with respect to revenues and expenditures, including allocating revenues, monitoring vouchers, authorizing and issuing warrants, and maintaining and verifying staff records for certification and payroll purposes.



# INTRODUCTION

**County School Superintendents** are elected officials required and permitted by statute to perform a variety of tasks for school districts. Their major duties and responsibilities pertaining to district accounting and finance include the following.

- Distribute all laws, reports, circulars, instructions, and forms, including Attorney General Opinions, received for district use
- Recompute equalization assistance and certify in writing to the board of supervisors this amount and the amount needed for each district from the primary property tax
- Reconcile the records of district cash balances to balances maintained by the county treasurer
- Apportion certain revenues to the appropriate district funds
- Maintain or have access to accounting records that provide for a determination to be made of whether adequate budget capacities exist for levy funds and adequate cash balances exist for cash-controlled funds for each district prior to processing warrants
- Issue warrants based on district governing board vouchers and maintain a warrant register thereof
- Approve district Maintenance and Operation and Food Service Funds revolving accounts
- Encumber amounts for district liabilities payable at June 30
- Report to the Superintendent of Public Instruction the amount of money received from state school funds, district taxes, and other sources; total expenditures for district purposes; and the cash balance of each district at the close of the school year
- Provide special education and related services for handicapped students, if those services are not being provided by the governing board of each district
- Establish service programs, including special small district service programs, for the benefit of districts
- Administer accommodation schools
- Maintain, transmit, or distribute various reports prepared by or for districts

**The Office of the Auditor General** is required by Arizona Revised Statutes to perform numerous duties pertaining to districts. Such major duties and responsibilities include the following.

- Prescribe, in conjunction with the Arizona Department of Education, a uniform system of financial records
- Determine whether districts have maintained an acceptable degree of compliance with the requirements of the USFR and inform in writing those districts that have not satisfactorily complied with such requirements, giving them 90 days to correct cited deficiencies
- Report to the Arizona Department of Education districts that fail to satisfactorily comply with the requirements of the USFR within 90 days after they receive notice from the Auditor General
- Provide consulting assistance to districts to help them correct deficiencies cited in the 90-day letter from the Auditor General
- Report to the Joint Legislative Audit Committee and to the Attorney General the refusal or neglect of any district officer to conform to rules and regulations of his or her Office
- Prescribe, in conjunction with the Arizona Department of Education, the format of district budget and annual financial report forms
- Approve procurement rules proposed by the State Board of Education

# INTRODUCTION

- Investigate, as requested by the Superintendent of Public Instruction, the accounting of school monies by any state, county, or district officer
- Approve audit contracts of districts required to comply with Title 2 *U.S. Code of Federal Regulations* Part 200, *Uniform Administrative Requirements, Cost Principles and Audit Requirements for Federal Awards* (Uniform Guidance); review the completed audits to determine whether the prescribed auditing standards and other requirements of the Uniform Guidance have been met; and perform procedural reviews of districts not required to comply with the Uniform Guidance

**County Treasurers** are elected officials who perform treasurer duties for various governmental entities, including school districts. These duties include receiving, recording, safeguarding, investing, and disbursing cash of such entities.

**The Federal Government** provides funding for various programs in the form of grants received directly by the district, grants passed through the Arizona Department of Education, and reimbursements.

**The Governmental Accounting Standards Board (GASB)** is the highest source of authoritative accounting and financial reporting guidance for state and local governments, including school districts. GASB pronouncements are accepted by the American Institute of Certified Public Accountants in its *Code of Professional Conduct* as authoritative support for generally accepted accounting principles for the preparation of financial statements of state and local governments.

Districts must maintain an acceptable degree of compliance with the requirements of the USFR. The Auditor General determines a district's degree of compliance by reviewing the single audit reports and USFR compliance questionnaire prepared by the district's auditors or by performing a procedural review. Districts found to be in noncompliance with the requirements of the USFR are notified in writing by the Auditor General to correct the cited deficiencies within 90 days. Districts failing to comply after the 90-day statutory period are reported to the State Board of Education, which may withhold state funding after adequate due process procedures are followed as prescribed by law.

If requested, the Auditor General or the Arizona Department of Education will provide consulting assistance to help districts correct deficiencies. Assistance may be provided on site, as a written response to a written request, or by telephone.

Districts having questions concerning the requirements of the USFR should contact the Accounting Services Division of the Office of the Auditor General or the School Finance Operations Unit of the Arizona Department of Education.

## CALENDAR OF EVENTS

This calendar of events includes information on many of the annual and periodic requirements for school districts. However, the list primarily focuses on finance-related requirements unique to districts and is therefore not an all-inclusive list of general reporting requirements. The source of each requirement, such as Arizona Revised Statutes (A.R.S.), the Arizona Administrative Code (A.A.C.), or the Code of Federal Regulations (CFR) has been provided along with any applicable reference to further USFR guidance. To help ensure that the required dates are met for each item and for internal planning and control purposes, districts should specify additional, interim dates leading up to the final due dates for these items.

## ANNUAL REQUIREMENTS

| Date  | Activity  | Authority         | USFR Guidance  |
|---|---|-------------------|--|
| Not later than July 5, or the date of publication of notice of the public hearing and governing board meeting             | Districts must prepare an electronic copy of the <b>proposed expenditure budget</b> and submit it to the Superintendent of Public Instruction and the county school superintendent, unless the county school superintendent waives the requirement. Districts that maintain a website must provide a link on their website to their proposed budget summary on ADE's website. | A.R.S. §15-905(A) | §IV, Budgeting; and <b>Expenditure Budget Packet</b> |
| Not later than July 5, but at least 10 days prior to the governing board meeting to adopt the proposed expenditure budget | Districts must publish a copy of the <b>proposed expenditure budget</b> or <b>budget summary</b> , and a notice of the public hearing and governing board meeting.  | A.R.S. §15-905(C) | §IV, Budgeting; and <b>Expenditure Budget Packet</b> |

## CALENDAR OF EVENTS

| Date   | Activity   | Authority                              | USFR Guidance  |
|--|--|--|--|
| At least 10 days, but not more than 20 days before a Truth in Taxation Hearing | Districts that plan to budget an amount higher than their <b>Truth in Taxation</b> base limit or plan to levy any amount for adjacent ways projects or liabilities in excess of the school district budget must meet the related publication, and hearing, and reporting requirements.   | A.R.S. §15-905.01                      | <a href="#">Expenditure Budget Packet</a>                      |
| By July 15   | Districts must submit the <b>compensatory instruction budget</b> request to ADE.   | A.R.S. §15-756.11                      |  |
| By July 15   | Districts must present the <b>proposed expenditure budget</b> at a public hearing immediately followed by a governing board meeting to adopt the budget.   | A.R.S. §15-905 (B), (D), and (E)       | §IV, Budgeting; and <a href="#">Expenditure Budget Packet</a>  |
| By July 15   | Districts should submit the <b>Vehicle Inventory Report (TRAN 03-01)</b> to the Superintendent of Public Instruction.  | ADE's SF-0002—Transportation Guideline |  |
| By July 18   | Districts with levy fund liabilities payable at June 30 must file an <b>Advice of Encumbrance</b> with the county school superintendent. Accounting responsibility program districts are not required to file an Advice of Encumbrance with the county school superintendent but should perform duties as described in A.R.S. §15-304. | A.R.S. §15-906(B) and (E)              | §VI-G, Expenditures; and <a href="#">Advice of Encumbrance</a> |

## CALENDAR OF EVENTS

| Date   | Activity  | Authority                       | USFR Guidance  |
|--|---|---------------------------------|--|
| By July 18   | Districts must submit the <b>adopted expenditure budget</b> to the Superintendent of Public Instruction for posting on ADE’s website. Districts must provide a link to the adopted budget on ADE’s website. | A.R.S. §15-905(E)               | §IV, Budgeting; and <b>Expenditure Budget Packet</b> |
| Within 30 days after the date of publication of the proposed expenditure budget or summary | Districts must submit evidence of publication of the <b>proposed expenditure budget or summary</b> to ADE.  | A.R.S. §15-905(C)               | §IV, Budgeting; and <b>Expenditure Budget Packet</b> |
| By the third Monday in August  | The county must fix, levy, and assess the amount to be raised from <b>primary and secondary property taxes</b> .  | A.R.S. §§15-992 and 42-17151(A) |  |
| By September 1   | Districts must file an estimate of <b>ESEA Title VIII Impact Aid monies</b> to be received during the current year with the county school superintendent.   | A.R.S. §15-991(E)               |  |

## CALENDAR OF EVENTS

| Date                               | Activity  | Authority   | USFR Guidance |
|------------------------------------|---|---|---------------|
| Between September 1 and October 31 | <p>Districts that have <b>unspent bond proceeds</b> must hold a public meeting to discuss and provide an update on the progress of its capital improvements financed through bonding.</p> <p>And</p> <p>Districts that have a <b>Maintenance and Operation (M&amp;O) or Capital Outlay Override</b> must provide an update on previous year expenditures, current year budgeted expenditures, and the progress of any related capital improvements.</p> | <p>A.R.S. §15-491(K)</p> <p>A.R.S. §15-481(Y)</p> |               |
| By September 15                    | Districts that qualify to submit an <b>English language learner (ELL) budget request</b> to ADE must do so.   | A.R.S. §15-756.03 (C)                             |               |
| By October 1                       | Districts must make an <b>annual report</b> to the county school superintendent in the manner and form and on the blanks the Superintendent of Public Instruction or the county school superintendent prescribes.   | A.R.S. §15-341(A) (18)                            |               |
| By October 1                       | Districts must electronically submit their <b>K-3 Reading Expenditure Budget</b> for the budget year and <b>K-3 Reading Annual Financial Report</b> for the prior year to ADE as part of their required K-3 reading program plan.   | A.R.S. §15-211                                    |               |

## CALENDAR OF EVENTS

| Date                               | Activity  | Authority         | USFR Guidance                                    |
|------------------------------------|---|-------------------|--|
| By October 15                      | Districts must submit a copy of the <b>Annual Financial Report (AFR)</b> , <b>including summary accounting records</b> , to the county school superintendent and electronically submit it to the Superintendent of Public Instruction. Accounting responsibility program districts are not required to submit a copy to the county school superintendent. | A.R.S. §15-904(A) | §VII, Financial Reporting; and <b>AFR Packet</b> |
| By October 15                      | Districts must submit <b>teacher experience</b> information electronically to the Superintendent of Public Instruction for the current year. ADE captures this data through the School District Employee Report (SDER).   | A.R.S. §15-941(C) |  |
| By November 15                     | Districts must submit the <b>Classroom Site Fund Narrative Results Summary Report</b> to the Superintendent of Public Instruction.  | A.R.S. §15-977(J) | <b>AFR Packet</b>                                |
| By November 15                     | Districts must publish the <b>AFR</b> or <b>AFR summary</b> .   | A.R.S. §15-904(C) | §VII, Financial Reporting; and <b>AFR Packet</b> |
| On or after publication of the AFR | Districts must submit evidence of publication of the <b>AFR</b> to ADE.   | A.R.S. §15-904(C) | §VII, Financial Reporting; and <b>AFR Packet</b> |

## CALENDAR OF EVENTS

| Date             | Activity  | Authority                     | USFR Guidance                    |
|------------------|---|-------------------------------|----------------------------------|
| By December 15   | Districts that received notification from the Superintendent of Public Instruction that the <b>adopted expenditure budget is in excess</b> of the general budget limit or the unrestricted capital budget limit by 1 percent or more of the general budget limit must revise their expenditure budgets after publishing a notice of the public hearing and governing board meeting. | A.R.S. §15-905(E)             | <b>Expenditure Budget Packet</b> |
| By December 31   | Districts must submit the <b>Single Audit Qualifier Questionnaire</b> to ADE.   | USFR                          | §VI-J, State and Federal Grants  |
| Before January 1 | Districts intending to participate in the <b>Accounting Responsibility Program</b> for the following fiscal year must apply for an evaluation by the Arizona Auditor General and the county treasurer of the county in which the school district is located, to recommend approval or denial to the State Board of Education.   | A.R.S. §15-914.01 (C) and (D) |                                  |
| By January 15    | Districts that elect to include their employees in the <b>State health and accident insurance coverage</b> for the next school year starting after June 30 must notify the Arizona Department of Administration of their intention.   | A.R.S. §15-388(C)             |                                  |



## CALENDAR OF EVENTS

| Date   | Activity   | Authority  | USFR Guidance  |
|--|--|--|----------------|
| By January 31  | Districts must furnish each employee a completed <b>Form W-2</b> and each independent contractor a completed <b>Form 1099</b> for the calendar year just ended.  | IRS Circular E   | §VI-H, Payroll |
| By February 28   | Districts that receive fees or cash contributions for purposes listed in A.R.S. §43-1089.01 related to tax credits, such as for the support of <b>extracurricular activities or character education programs</b> , must report the monies received to the Arizona Department of Revenue in the manner the Department prescribes. | A.R.S. §43-1089.01   |                |
| Within 12 days after the first 100 or 200 school days, as applicable | Districts must file the <b>Transportation Route Report (TRAN 55-01)</b> electronically with the Superintendent of Public Instruction.  | A.R.S. §15-922(A) and ADE's SF-0002—Transportation Guideline |                |
| By April 1   | Districts the State Board of Education informs to reduce their expenditures of local revenues due to <b>expenditures in excess of the aggregate expenditure limitation</b> for all school districts must adopt a revised expenditure budget for the current year.  | A.R.S. §15-911(E)  |                |

## CALENDAR OF EVENTS

| Date                                 | Activity   | Authority  | USFR Guidance                    |
|--------------------------------------|--|--|----------------------------------|
| By April 15                          | Districts must notify <b>certified administrators and certificated school psychologists</b> of the governing board's intention not to offer a new contract.  | A.R.S. §15-503(D)  |                                  |
| No later than the last day of school | Districts must distribute an <b>annual report card</b> to ADE and to parents of enrolled pupils. Districts must also hold a public meeting to present a summary of the report's contents and provide notice at least 2 weeks prior to the meeting. | A.R.S. §15-746   |                                  |
| Before May 15                        | Districts must make <b>Expenditure budget revisions</b> .  | A.R.S. §§15-905(I) and (J), 15-910.01 (C), and 15-943.01 (B) | <b>Expenditure Budget Packet</b> |
| By May 15                            | Districts must offer contracts for the next school year to <b>certified administrators and certificated school psychologists</b> who are in the last year of their respective contracts, unless notified otherwise by April 15.                    | A.R.S. §15-503(D)  |                                  |
| By June 1                            | Districts must file a statement of the actual amount of <b>ESEA Title VIII Impact Aid monies</b> received during the current year with the county school superintendent and the Superintendent of Public Instruction.                              | A.R.S. §15-991(E)  |                                  |

## CALENDAR OF EVENTS

| Date                | Activity  | Authority                              | USFR Guidance                  |
|---------------------|---|--|--------------------------------|
| By June 30          | Districts must prepare a <b>list of levy fund liabilities</b> for goods received or services rendered on or before June 30 that will not be paid by June 30 of the current fiscal year.   | A.R.S. §15-906(A)                      | §VI-G, Expenditures            |
| By June 30          | Districts should return monies in the <b>petty cash account</b> to the M&O Fund or M&O Fund revolving bank account, as applicable, to ensure monies are recorded in the proper accounting period.   | USFR                                   | §VI-C, Cash                    |
| At June 30          | Districts must reimburse <b>all revolving bank accounts</b> to ensure expenditures are recorded in the proper accounting period.  | USFR                                   | §VI-C, Cash                    |
| At least by June 30 | Districts must remit <b>interest earned during the year</b> on the following bank accounts to the county treasurer for deposit in the district's M&O Fund: <ul style="list-style-type: none"> <li>• State Income Tax Withholdings bank account.</li> <li>• Employee Insurance Programs Withholdings bank account.</li> <li>• Payroll Direct Deposit clearing bank account.</li> <li>• Electronic Payments clearing bank account.</li> </ul> | A.R.S. §§15-1221, 15-1222, and 15-1223 | §§VI-C, Cash and VI-H, Payroll |
| At June 30          | Districts should prepare a <b>supplies inventory listing</b> for inventory held.  | USFR                                   | §VI-D, Supplies Inventory      |

## CALENDAR OF EVENTS

| Date     | Activity   | Authority                 | USFR Guidance |
|----------|--|---------------------------|---------------|
| Annually | Districts must submit an <b>annual ELL Report</b> to ADE.  | A.R.S. §15-756.10         |               |
| Ongoing  | Districts must prominently post the <b>average teacher salary information</b> on their website separate from their budgets.  | A.R.S. §15-903(E)         |               |
| Ongoing  | Districts must prominently post their <b>most recent Arizona Auditor General District Spending Report profile page</b> that displays the percentage of every dollar spent in the classroom on their website home page. | A.R.S. §41-1279.03 (A)(9) |               |

## PERIODIC REQUIREMENTS

The following periodic requirements are listed in order of the related USFR Section.

| Date  | Activity  | Authority         | USFR Guidance  |
|---|---|-------------------|----------------|
| At least 35 days prior to an override election          | Districts must mail or distribute the <b>informational pamphlet and sample ballot</b> provided by the county school superintendent.   | A.R.S. §15-481(B) | §IV, Budgeting |
| On the first Tuesday after the first Monday in November | Districts may hold an <b>election for authorization of an override</b> that will be funded by the levy of property taxes. (See A.R.S. §16-204 for allowable election dates for overrides funded from other sources.). | A.R.S. §15-481(D) | §IV, Budgeting |

## CALENDAR OF EVENTS

| Date  | Activity   | Authority  | USFR Guidance           |
|---|--|--|-------------------------|
| On the first Tuesday after the first Monday in November   | <p>A <b>special election</b> may be held:</p> <ul style="list-style-type: none"> <li>To decide whether the bonds of the district shall be issued and sold.</li> <li>To change the list of capital projects or the purposes authorized by prior voter approval to issue bonds.</li> </ul>   | A.R.S. §§15-491, 41-5802, and 16-204   | §IV, Budgeting          |
| Second Tuesday in March, third Tuesday in May, tenth Tuesday before the first Tuesday after the first Monday in November, or first Tuesday after the first Monday in November | <p>A <b>special election</b> may be held:</p> <ul style="list-style-type: none"> <li>To locate or change the location of school buildings.</li> <li>To purchase or sell school sites or buildings, sell school sites, or build school buildings.</li> <li>To lease for 20 or more years, as lessor or as lessee, school buildings or grounds.</li> </ul> | A.R.S. §§15-342(9) and (10), 15-491, 41-5802, and 16-204 unless otherwise exempted by A.R.S. §15-342(25) |                         |
| At least once every 2 years   | Districts must take a <b>physical inventory</b> of furniture, equipment, and vehicles purchased in whole or in part with federal monies, costing \$5,000 or more, and reconcile inventory results to the capital assets list.  | USFR and 2 CFR 200.313(d)(2)   | §VI-E, Property Control |
| At least once every 3 years   | Districts must take a <b>physical inventory</b> of furniture, equipment, and vehicles and reconcile inventory results to the capital assets and stewardship lists.   | USFR   | §VI-E, Property Control |

## CALENDAR OF EVENTS

| Date   | Activity  | Authority  | USFR Guidance                               |
|--|---|--|---|
| At least monthly   | Districts must remit monies deposited in the <b>miscellaneous receipts clearing and Food Service Fund clearing bank accounts</b> to the county treasurer.                               | A.R.S. §15-341(A) (20) and Attorney General Opinion I60-35             | §§VI-F, Revenues and X-F, Food Service Fund |
| Within 10 working days after each payroll date           | Districts must transfer employee contributions to a <b>deferred compensation plan</b> or federal retirement plan to the fund manager.   | A.R.S. §15-121(C)  | §VI-H, Payroll                              |
| Within 14 calendar days after the end of each pay period | Districts must submit <b>State Retirement System contributions and withholdings</b> to the State Retirement System Board.   | A.A.C. R2-8-122  | §VI-H, Payroll                              |
| Various dates  | Refer to guidance for <b>payroll related filing requirements</b> from:<br>Internal Revenue Service (IRS).<br>Arizona Department of Economic Security.<br>Arizona Department of Revenue. | IRS Circular E<br>A.A.C. R6-3-1704(B)<br>A.R.S. §§43-412 and 43-401(C) | §VI-H, Payroll                              |
| Within 90 calendar days after the grant year             | Districts must submit <b>federal project completion reports</b> to ADE.   | 2 CFR 200.344(a)   | §VI-J, State and Federal Grants             |

## CALENDAR OF EVENTS

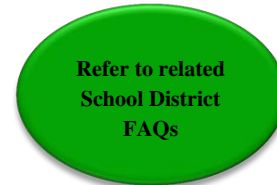
| Date  | Activity   | Authority                                  | USFR Guidance                      |
|---|--|--|------------------------------------|
| Within the earlier of 30 days after receipt of the auditor's report or 9 months after the end of the audit period | Districts having a single audit or a financial statement audit must publicly accept all <b>audit reports and a USFR compliance questionnaire</b> at a governing board meeting by roll call vote and submit them to the entities described in the audit contract. | A.R.S. §15-914, USFR, and Uniform Guidance | §VIII, Audit Requirements          |
| At least once every 20 school days  | Districts must report <b>student membership data</b> to ADE.   | A.R.S. §15-1042                            | §X-D, Student Attendance Reporting |
| At least once every 60 school days  | Districts must report <b>student absence data</b> to ADE.  | A.R.S. §15-901(A)                          | §X-D, Student Attendance Reporting |
| Before the beginning of the fiscal year   | Districts must obtain approval from ADE if they elect to provide at least 200 days of instruction and increase their <b>base level and annual instructional hours</b> .  | A.R.S. §15-902.04                          | §X-D, Student Attendance Reporting |
| Within 10 days after the end of each covered month  | Districts must file <b>federal reimbursement claims</b> for meals served with ADE.   | ADE policy                                 | §X-F, Food Service Fund            |
| At least once each calendar month   | Districts must submit a report of cash receipts, disbursements, transfers, and cash balances of the <b>Student Activities Fund</b> to the governing board.   | A.R.S. §15-1123(A) and USFR                | §X-H, Student Activities Fund      |

## CALENDAR OF EVENTS

| Date                                      | Activity  | Authority                     | USFR Guidance |
|---|---|-------------------------------|---------------|
| July 1, October 1, January 1, and April 1 | Districts participating in an accommodation school agreement must remit <b>tuition payments</b> to the county school superintendent for accommodation school special education program costs. | A.R.S. §15-764(D)             |               |
| By May 1                                  | Districts of attendance must provide districts of residence with the <b>final tuition charge</b> for the current year and with an estimate of the budget year's tuition charge.               | A.R.S. §15-824(E) (2)         |               |
| September 30, December 31, and March 31   | Districts of residence must pay at least one-fourth of the total amount of the <b>estimated tuition</b> .   | A.R.S. §15-824(E) (2)         |               |
| By June 30                                | Districts of residence must pay the <b>remaining tuition</b> owed after any adjustments are made.   | A.R.S. §15-824(E) (2)         |               |
| Upon occurrence                           | District's management should notify the Arizona Auditor General of all allegations of theft, fraud, or misuse of district monies and assets in a timely manner.                               | A.R.S. §15-824(E) (2)<br>USFR |               |



# CHART OF ACCOUNTS



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This Chart of Accounts prescribed for school districts provides for the establishment of a complete fund accounting system, including the recording of assets, deferred outflows of resources, liabilities, deferred inflows of resources, fund balance/fund net position, revenues, other financing sources, expenditures and other financing uses.

The standardized account code structure for use by districts and county school superintendents accomplishes several key objectives:

- To ensure districts comply with U.S. generally accepted accounting principles (GAAP) the Governmental Accounting Standards Board (GASB) promulgated in its *Codification of Governmental Accounting and Financial Reporting Standards*.
- To establish a uniform, comprehensive, minimum chart of accounts State-wide to improve financial data collection, reporting, transmission, accuracy, and comparability among Arizona districts and nationally. *The Uniform System of Financial Records* (USFR) Chart of Accounts meets the requirements of the U.S. Department of Education's account classifications.
- To reduce the administrative burden on districts in preparing required financial reports.
- To create a logical framework that districts can use to determine where monies for education originate and how they are used.
- To provide better information for administrators, parents, board members, legislators, and other interested parties.

## ACCOUNT CODE STRUCTURE

The account code structure provides a basis for financial reporting and budgeting and consists of the following required elements:

1. **FUND**—A fiscal and accounting entity with a self-balancing set of accounts recording cash and other financial resources, together with all related liabilities and residual balances, and changes therein, which are separated to carry on specific activities or attaining certain objectives in accordance with special regulations, restrictions, or limitations. Districts must organize and operate accounting systems on a fund basis. Individual funds are first classified by category and then by fund type within each category. See [§V, Fund Accounting](#), for information on fund types for financial reporting purposes. There are 3 fund categories:
  - a. **Governmental Funds**—Funds used to account for most of a district's financial resources based on the purposes for which these resources may or must be used.
  - b. **Fiduciary Funds**—Funds used to account for fiduciary activities.

- c. **Proprietary Funds**—Funds used to account for a district’s ongoing activities that are financed and operated in a manner similar to private business enterprises. Proprietary funds are generally self-sustaining with the primary source of revenues being user charges.
2. **BALANCE SHEET CLASSIFICATIONS**—Corresponds to items normally appearing on the balance sheet. The primary account classifications are Assets, Deferred Outflows of Resources, Liabilities, Deferred Inflows of Resources, and Fund Balance/Fund Net Position.
3. **REVENUES AND OTHER FINANCING SOURCES CLASSIFICATIONS**—Separates revenues by source. The source classifications are Local, County, State, and Federal. Other Financing Sources and Other Items are also coded here.
4. **EXPENDITURES AND OTHER FINANCING USES CLASSIFICATIONS:**

#### **Program**

A plan of activities and procedures designed to accomplish a predetermined objective or set of objectives. This element provides the framework for classifying expenditures by objective to determine cost. The primary program classifications are Regular Education; Special Education; Career Technical Education; Pupil Transportation; Programs Requiring Separate Budgets; Other Instructional; Adult/Continuing Education; Community College Education; and Community Services.

#### **Function**

Describes the activity for which a service or material is acquired. The function classifications are Instruction, Support Services, Operation of Noninstructional Services, Facilities Acquisition and Construction, Debt Service, and Other Financing Uses.

#### **Object**

Describes the service or material obtained as the result of a specific expenditure. The object classifications are Personal Services—Salaries, Personal Services—Employee Benefits, Purchased Professional and Technical Services, Purchased Property Services, Other Purchased Services, Supplies, Property, and Debt Service and Miscellaneous. Other Financing Uses and Other Items are also coded here.

#### **Unit**

Separates expenditures by instructional level, such as elementary, high school, and district-wide and individual schools. Districts with some of their schools operating on an alternative calendar must separately budget for such schools within the district.

## **Optional Elements**

Each required element of the account code contains a specified number of digits in a specific configuration as illustrated on the next page. However, for internal management purposes, districts may assign additional, nonrequired elements, such as course or job classification. Add such elements after the unit code element in the account code.

### **Course**

To accumulate costs of providing instruction in particular courses or subject groups, such as English, math, and science. As an alternative to using a separate optional element for course codes, districts may establish course codes under function **1000—Instruction**.

### **Job Classification**

To further break down expenditures for salaries and benefits by purpose, bargaining unit, or otherwise, such as office/clerical, administrative, professional-education, technical, and laborer.

Besides Course and Job Classification, districts may choose to categorize transactions by time of year, bus route, construction project, or any other method useful to the district.

# ACCOUNT CODE FORMAT

The table below illustrates the required account code format. Each required element must contain the specified number of digits and must be in the specified location in the account code structure. Balance sheet and revenues and other financing sources accounts consist of fund and object code elements only. Other elements are generally zero filled. However, a district may choose to use program, function, and unit codes to better track revenues. Expenditures and other financing uses accounts consist of fund, program, function, object, and unit code elements.

**Required account code numbers are shown in the Chart of Accounts in bold type. Optional numbers are italicized and not bolded. Districts are required to record transactions to the most detailed bold level for all areas.**

| <b>BALANCE SHEET:</b>                         |                       |                        |                      |                    |   |
|---|-----------------------|------------------------|----------------------|--------------------|---|
| <b><u>Fund</u></b>                            | <b><u>Program</u></b> | <b><u>Function</u></b> | <b><u>Object</u></b> | <b><u>Unit</u></b> |   |
| XXX   | 000                   | 0000                   | 0XXX                 | 000                |   |
| <b>REVENUES AND OTHER FINANCING SOURCES:</b>  |                       |                        |                      |                    |   |
| <b><u>Fund</u></b>                            | <b><u>Program</u></b> | <b><u>Function</u></b> | <b><u>Object</u></b> | <b><u>Unit</u></b> |   |
| XXX   | 000                   | 0000                   | 1XXX                 | 000                | Revenue from local sources              |
| XXX   | 000                   | 0000                   | 2XXX                 | 000                | Revenue from county sources             |
| XXX   | 000                   | 0000                   | 3XXX                 | 000                | Revenue from State sources              |
| XXX   | 000                   | 0000                   | 4XXX                 | 000                | Revenue from federal sources            |
| XXX   | 000                   | 0000                   | 5XXX                 | 000                | Other financing sources and other items |
| <b>EXPENDITURES AND OTHER FINANCING USES:</b> |                       |                        |                      |                    |   |
| <b><u>Fund</u></b>                            | <b><u>Program</u></b> | <b><u>Function</u></b> | <b><u>Object</u></b> | <b><u>Unit</u></b> |   |
| XXX   | XXX                   | XXXX                   | 6XXX                 | XXX                | (place optional elements here)          |

## COST ALLOCATION

Expenditures specifically assignable to 2 or more programs, functions, or units must be allocated among those programs, functions, or units. For example, the salary of a teacher who teaches both regular education and special education must be allocated between programs **100** and **200**, the salary of an individual who works in a district warehouse and also drives a school bus must be allocated between functions **2500** and **2700**; and the salary of a maintenance worker who works at 2 schools must be allocated between the applicable school unit codes.

Districts may use an allocation base to allocate specifically assignable expenditures for which actual cost apportionment is not easily determinable. Commonly used allocation bases include average daily membership, time spent, full-time equivalent teaching staff, number of transactions, floor space occupied, labor hours, meals served, miles driven, and driver hours. The allocation base used can greatly affect the accuracy of cost allocation; therefore, districts should choose an allocation base that will most closely approximate actual costs incurred. Costs requiring allocation that are not allocated when incurred must be allocated by journal entries before the accounting records are closed at fiscal year-end.

Indirect costs such as utilities and building rent are not allocated among the various programs or functions. However, the school-level reporting instructions in the annual financial report describe requirements for allocating district-wide costs at the unit code level.

## INDIRECT COST REPORTING

The United States Department of Education (US DOE) allows the Arizona Department of Education (ADE) to establish the indirect cost rates for school districts receiving federal grants through an approved delegation agreement. To facilitate the calculation of indirect costs, districts should classify the expenditures in the related function and object codes included throughout the Chart of Accounts.

To ensure executive administration and heads of components costs are reported accurately for indirect cost reporting, districts should classify expenditures associated with executive administration and employees that are considered heads of components, including their office support staff (e.g., administrative assistants, secretaries) in the required heads of components detailed function codes within the functional area they direct.

### Executive Administration

The Superintendent and any administrators with key decision-making authority over all or 1 or more parts of district operations. Costs associated with Executive Administration, including any office support staff (e.g., administrative assistants, secretaries) working directly for these administrators are classified in function **2320—Executive Administration**.

### Heads of Components

Administrators that directly report to a member of the district's executive administration (see definition above). These administrators are generally shown on an organizational chart as 1 management level below the executive administration. Costs associated with heads of components, including any office support staff (e.g., administrative assistants, secretaries) working directly for these administrators are classified in the heads of components detailed functions provided throughout the chart.

For example, districts would classify an administrator over business operations, such as a Chief Financial Officer or Associate Superintendent for Business Operations that has the authority to make key decisions for district business operations in **2320** as an executive administrator. Districts would classify an administrator that directs the business office staff and reports to that executive administrator, such as a business manager, in **2530** as a head of component rather than **2510—Fiscal Services** to allow for correct treatment of those costs in the indirect cost rate calculation.

| Code       | Description  |
|------------|--|
| <b>001</b> | <p><b>Maintenance and Operation</b>—Accounts for all of a district’s financial resources except those required to be accounted for in another fund. For example, districts cannot use this fund for transactions related to capital items as funds in the <b>600</b> range are generally used to account for capital transactions.</p>   |
| <b>010</b> | <p><b>Classroom Site Fund</b>—Accounts for the portion of State sales tax collections and permanent State school fund earnings districts receive. Districts must use the monies in this fund to supplement, and not supplant, existing monies. Districts can use monies for class size reduction; teacher compensation increases, including a base pay and performance pay component; assessment intervention programs; teacher development; dropout prevention programs; teacher liability insurance premiums; student support services (as defined in function <b>2100—Support Services—Students</b>); and registered warrant expenses for the fund. Expenditures for class size reduction, assessment intervention, and dropout prevention programs must be appropriate expenditures under function <b>1000—Instruction</b>, excluding athletics. A.R.S. §15-977</p> <p><i>011-019</i> Districts may establish subfunds in this range, that roll up to 010 for reporting purposes, to account for carryover balances or monies received that are restricted for different purposes by A.R.S. §15-977.</p> |
| <b>020</b> | <p><b>Instructional Improvement</b>—Accounts for monies received from State gaming revenue. Districts may use up to 50 percent of the monies received for teacher compensation increases and class size reduction as provided in A.R.S. §15-977. The expenditures for class size reduction, if any, must be appropriate expenditures under function <b>1000—Instruction</b>, excluding athletics. Districts may use the remaining monies for the following maintenance and operation purposes: dropout prevention programs and instructional improvement programs, including programs to develop minimum reading skills for students by the end of the third grade. The monies in the fund may not be used to supplant existing State and local monies. A.R.S. §15-979</p>   |
| <b>050</b> | <p><b>County, City, and Town Grants</b>—Accounts for monies received from county, city, and town grants.</p>   |



| Code                    | Description   |
|-------------------------|---|
| <b>071</b>              | <b>English Language Learner (ELL)</b> —Accounts for monies received to provide for the incremental cost of ELL instruction and must be used to supplement existing programs. In accordance with A.R.S. §15-756.03, monies must not be used to supplant federal, State, or local monies, including desegregation monies, previously used for ELLs, or used to pay for the normal costs of conducting programs for English-proficient students. As defined in A.R.S. §15-756.01, incremental costs are the costs that are associated with a structured English immersion program pursuant to A.R.S. §15-752 or an alternative English instruction program pursuant to A.R.S. §15-753 and that are in addition to the normal costs of conducting programs for English-proficient students. Incremental costs do not include costs that replace the same types of services provided to English-proficient students or compensatory instruction. A.R.S. §15-756.04 |
| <b>072</b>              | <b>Compensatory Instruction</b> —Accounts for monies received for compensatory instruction programs, in addition to normal classroom instruction, that may include individual or small group instruction, extended day classes, summer school, or intersession school. These programs are limited to improving the English proficiency of current ELLs and students who have been reclassified from ELL to English-proficient within the previous 2 years. Districts must not use monies to supplant federal, State, or local monies, including desegregation monies, previously used for ELLs. A.R.S. §15-756.11   |
| <i>Federal Projects</i> | A group of funds used to account for revenues and expenditures of federally funded projects. Districts should establish a separate fund for each individual program. If a federal project is not specifically listed or included in a fund range below, districts should assign an unassigned fund number in the 300-399 range for that project.  |
| <b>100-130</b>          | <b>ESEA Title I—Helping Disadvantaged Children Meet High Standards</b>  |
| <b>140-150</b>          | <b>ESEA Title II—Professional Development and Technology</b>  |
| <b>160</b>              | <b>ESEA Title IV—21st Century Schools</b>   |
| <b>170-180</b>          | <b>ESEA Title V—Promote Informed Parent Choice</b>  |
| <b>190</b>              | <b>ESEA Title III—Limited English &amp; Immigrant Students</b>  |
| <b>200</b>              | <b>ESEA Title VII—Indian Education</b>  |

# CHART OF ACCOUNTS

# GOVERNMENTAL FUNDS

| Code                  | Description  |
|-----------------------|--|
| <b>210</b>            | <b>ESEA Title VI—Flexibility and Accountability</b>  |
| <b>220</b>            | <b>IDEA Part B</b>   |
| <b>230</b>            | <b>Johnson-O’Malley</b>  |
| <b>240</b>            | <b>Workforce Investment Act</b>  |
| <b>250</b>            | <b>AEA—Adult Education</b>   |
| <b>260-270</b>        | <b>Vocational Education—Basic Grants</b>   |
| <b>280</b>            | <b>ESEA Title X—Homeless Education</b>   |
| <b>290</b>            | <b>Medicaid Reimbursement</b>  |
| <b>349</b>            | <b>National Forest Fees</b>  |
| <b>353</b>            | <b>Taylor Grazing Fees</b>   |
| <b>374</b>            | <b>E-Rate (A.R.S. §15-1261)</b>  |
| <b>378</b>            | <b>Impact Aid [A.R.S. §15-905(R)]</b>  |
| <b>300-399</b>        | <b>Other Federal Projects</b>  |
| <i>State Projects</i> | A group of funds used to account for revenues and expenditures of State-funded projects. If a State project is not specifically listed below, districts should assign an unassigned fund number in the 465-499 range for that project. |
| <b>400</b>            | <b>Vocational Education</b>  |
| <b>410</b>            | <b>Early Childhood Block Grant</b>   |
| <b>420</b>            | <b>Ext. School Yr.—Pupils with Disabilities (A.R.S. §15-881)</b>   |
| <b>425</b>            | <b>Adult Basic Education (A.R.S. §15-234)</b>  |
| <b>430</b>            | <b>Chemical Abuse Prevention Programs (A.R.S. §15-712)</b>   |
| <b>435</b>            | <b>Academic Contests (A.R.S. §15-1241)</b>   |

COVID-19 federal relief grants:

|            |                           |
|------------|---------------------------|
| <b>227</b> | <b>ARP-IDEA Preschool</b> |
| <b>228</b> | <b>ARP-IDEA Basic</b>     |
| <b>336</b> | <b>ESSER II</b>           |
| <b>346</b> | <b>ESSER III</b>          |

See [Chart of Accounts FAQ #21](#) for guidance on other COVID-19 federal relief grants that are not assigned a fund number but may need to be tracked separately.

# CHART OF ACCOUNTS

# GOVERNMENTAL FUNDS

| Code           | Description   |
|----------------|---|
| <b>450</b>     | <b>Gifted (A.R.S. §15-779.03)</b>   |
| <b>456</b>     | <b>College Credit Exam Incentives (A.R.S. §15-249.06)</b>   |
| 457            | <b>Results-based Funding (A.R.S. §15-249.08, repealed Laws 2023, Ch. 142, §2)</b>   |
| <b>460</b>     | <b>Environmental Special Plate (A.R.S. §37-1015)</b>  |
| <b>484</b>     | <b>Failing Schools Tutoring Grant (A.R.S. §15-241)</b>  |
| <b>465-499</b> | <b>Other State Projects</b>   |
| <b>500</b>     | <p><b>School Plant</b>—Accounts for monies received from the sale, lease, or condemnation of school property and used as specified in A.R.S. §15-1102. However, districts must return monies received from the sale of land originally purchased with ADOA School Facilities Division monies to the State in accordance with A.R.S. §41-5741(F).</p> <p>501-504      Districts may establish subfunds in this range, which roll up to 500 for reporting purposes, to account for monies received that are restricted for different purposes by A.R.S. §15-1102.</p> |
| <b>510</b>     | <p><b>Food Service</b>—Accounts for the financial operations of school activities that have as their purpose the preparation and serving of regular and incidental meals and snacks in connection with school functions. A.R.S. §15-1154</p> <p>511-514      Districts that receive Fresh Fruits and Vegetables Program and/or NSLP Equipment grant monies <u>must</u> establish subfunds in this range to separately account for each grant. These funds should roll up to Fund 510 for reporting purposes.</p>  |

Arizona Industry Credentials Incentive monies must be recorded in Fund 597.

| Code       | Description   |
|------------|---|
| <b>515</b> | <p><b>Civic Center</b>—The district’s governing board may permit the use of school facilities under its direction for civic activities as defined in A.R.S. §15-1105, such as parent-teacher association meetings, public forums, lectures, and clubs. Monies received for use of school facilities and the related expenditures must be accounted for in this fund. In accordance with A.R.S. §15-342(29), if program needs are met, districts may use excess monies for maintenance and operation or unrestricted capital outlay purposes. Upon termination of the civic center school program, districts must transfer any unused monies to the School Plant Fund (<b>500</b>).</p>  |
| <b>520</b> | <p><b>Community School</b>—Accounts for revenues and expenditures for purposes of academic and skill development for all citizens in accordance with A.R.S. §15-1141 et seq. In accordance with A.R.S. §15-342(30), if program needs are met, districts may use excess monies for maintenance and operation or unrestricted capital outlay purposes. Upon termination of a community school program, districts must transfer any unused monies to the Maintenance and Operation Fund (<b>001</b>). A.R.S. §15-1143</p>  |
| <b>525</b> | <p><b>Auxiliary Operations</b>—Accounts for revenues and expenditures arising from bookstore operations, athletic operations, and miscellaneous district-related operations. Revenues may include the sale or rental of books, supplies and materials; course fees; fees for optional, noncredit, educational, or recreational activities; deposits for the use of district supplies; athletic gate receipts and concession sales; and other miscellaneous receipts. Districts may also use this fund to account for revenues and expenditures of monies collected in support of extracurricular activities to be taken as a tax credit by the taxpayer in accordance with A.R.S. §43-1089.01 and spent on the activities for which they are collected. Districts must maintain detailed records to ensure that tax credit monies are used only for allowable expenditures and in support of both the school and purpose the taxpayer designated.</p> |
| <b>526</b> | <p><b>Extracurricular Activities Fees Tax Credit</b>—Accounts for revenues and expenditures of monies collected in support of extracurricular activities for the taxpayer to take as a tax credit in accordance with A.R.S. §43-1089.01. Districts should spend amounts in this fund on the activities for which they are collected and must maintain detailed records to ensure that they use tax credit monies only for allowable expenditures and in support of both the school and purpose the taxpayer designates. Districts may choose to account for these monies in the Auxiliary Operations Fund rather than this fund.</p>  |

## CHART OF ACCOUNTS

## GOVERNMENTAL FUNDS

| Code       | Description   |
|------------|---|
| <b>530</b> | <b>Gifts and Donations</b> —Accounts for the revenues and expenditures of gifts, donations, bequests, and private grants made to a district. Districts must use any balance remaining in this fund after expenditures for the intended purpose have been made, to reduce taxes if not inconsistent with the donor's terms for the gifts, grants, and devises. A.R.S. §15-341(A)(14)   |
| <b>535</b> | <b>Career and Technical Education Projects</b> —Accounts for revenues and expenditures from the sale of items produced or services provided in an instructional program by career and technical education pupils. Districts must transfer monies in the fund in excess of \$100,000 at fiscal year-end to the M&O Fund ( <b>001</b> ). A.R.S. §15-1231  |
| <b>540</b> | <b>Fingerprint</b> —Accounts for revenues and expenditures related to fingerprinting employees. A.R.S. §15-512  |
| <b>545</b> | <b>School Opening</b> —Accounts for monies transferred in from the Maintenance and Operation Fund ( <b>001</b> ) ending cash balance for districts to use for maintenance and operation purposes incurred in the first year of operation of a new school within a district. At the end of 5 years without any activity in the fund, districts must transfer any remaining monies to the Maintenance and Operation Fund. A.R.S. §15-943.01   |
| <b>550</b> | <b>Insurance Proceeds</b> —Accounts for the monies received from insurance claims. Insurance proceeds are not considered revenues under GAAP, but districts should record them as other financing sources in object code <b>5300</b> or as special or extraordinary items in object codes <b>5700</b> or <b>5800</b> , as applicable. Districts may use such proceeds to pay outstanding bonded indebtedness or to construct, acquire, improve, repair, or furnish school property after notice, or if applied to a project costing more than \$250,000 after notice and a hearing. A.R.S. §15-1103 |
| <b>555</b> | <b>Textbooks</b> —Accounts for monies received from students to replace or repair lost or damaged textbooks, subject matter materials, supplementary books, or instructional computer software in accordance with A.R.S. §15-729. Additionally, districts may account for monies received from students to replace or repair lost or damaged library books here. Districts should account for monies received from the sale of books and other printed materials in the Auxiliary Operations Fund ( <b>525</b> ).   |

| Code              | Description  |
|-------------------|--|
| <p><b>565</b></p> | <p><b>Litigation Recovery</b>—Accounts for monies received for and derived from the settlement of legal controversies or from the recovery of costs, attorney fees, or damages in litigation by or against a district in accordance with A.R.S. §15-1107. Districts may make expenditures from the fund to procure legal services or for the costs of litigation, or for remedial measures reasonably related to a legal controversy or litigation by or against the district. However, if monies are received specifically for the purpose of replacing or repairing school buildings or other school property, districts may use the monies to:</p> <ol style="list-style-type: none"> <li>1. Reimburse the ADOA School Facilities Division’s Building Renewal Grant (<b>691</b>) or Emergency Deficiencies Correction (<b>686</b>) Funds to the extent that monies were received from those funds for replacing or repairing school buildings or other school property that was the subject of the dispute and the monies recovered by the school district are designated for the replacement or repair.</li> <li>2. Pay any outstanding bonded indebtedness of a district that is payable from the levy of taxes on property within a district.</li> <li>3. Construct, acquire, improve, repair, or furnish school buildings after notice, or if applied to a project costing more than \$250,000 after notice and a hearing.</li> <li>4. Replace or repair school property other than school buildings.</li> </ol> <p>After all other expenditures authorized in A.R.S. §15-1107, a district may use remaining monies in this fund for maintenance and operation or unrestricted capital outlay purposes.</p> |
| <p><b>570</b></p> | <p><b>Indirect Costs</b>—Accounts for monies transferred into this fund (object code <b>5200</b>) from federal project funds or the Food Service Fund (<b>510</b>). These transfers are for indirect costs related to federal grants based on an Arizona Department of Education approved indirect cost rate and interest earned on federal grant monies that is not required to be reverted. Federal guidance restricts the use of interest retained by districts to administrative expenditures. Districts that choose to transfer allowable federal program interest to this fund should separately track the use of those monies to document compliance with the federal guidance.</p>   |

## CHART OF ACCOUNTS

## GOVERNMENTAL FUNDS

| Code       | Description  |
|------------|--|
| <b>575</b> | <b>Unemployment Insurance</b> —Used by districts using the reimbursement method of accounting for unemployment insurance contributions. Deposits to this fund consist of contributions from other funds. Expenditures consist of reimbursement payments to the Department of Economic Security. When the governing board determines that monies accumulated are in excess of insurance needs, the district must use the excess to reduce district taxes for the budget year. A.R.S. §15-1104   |
| <b>580</b> | <b>Teacherage</b> —Accounts for the operations of district housing facilities provided for district employees that the governing board determined necessary for district operation. Revenues consist of lease receipts. Disbursements consist of payments for maintenance, operation, and debt service related to teacherages. Also, districts located on Indian and federal lands may purchase houses, including mobile and modular housing, to use exclusively as teacherages. Districts may use monies in this fund to reduce local taxes if accumulation in the fund warrants such use. A.R.S. §§15-342(6) and 15-1106 |
| <b>585</b> | <b>Insurance Refund</b> —Accounts for insurance premium payments that are refunded to a district at the end of a fiscal year. Districts may use the monies for insurance premium payments; place the monies into a trust to be used for payments of uninsured losses, claims, defense costs, and other related expenses as provided in A.R.S. §15-382; or use the monies for reduction of district taxes in the budget year. A.R.S. §15-386  |
| <b>590</b> | <b>Grants and Gifts to Teachers</b> —Accounts for grants and gifts under \$1,500 received from private sources that are designated for a teacher to use for instructional purposes. A.R.S. §15-1224  |
| <b>595</b> | <b>Advertisement</b> —Accounts for monies received from the sale of advertising that districts may use for any district purpose. A.R.S. §15-342(27)(c)   |
| <b>596</b> | <b>Career Technical Education</b> —Accounts for monies member districts receive from Career Technical Education Districts for vocational education programs. A.R.S. §15-393  |

| Code       | Description  |
|------------|--|
| <b>597</b> | <p><b>Arizona Industry Credentials Incentive</b>—Accounts for incentive monies received based on high school graduates who obtain a certification, credential, or license through a career technical education course or program that a vocation or industry accepts. Districts should use monies received in accordance with A.R.S. §15-249.15.</p>   |
| <b>610</b> | <p><b>Unrestricted Capital Outlay</b>—Accounts for transactions relating to the acquisition of items by purchase, lease-purchase (GASB Statement No. 87 reclassified contracts that transfer ownership as financed purchases), or lease as prescribed by A.R.S. §15-903(C). Revenues include equalization assistance, tuition, property taxes, and interest on investments. Expenditures include:</p> <ol style="list-style-type: none"> <li>1. Land, buildings, and improvements to land and buildings, including labor and related employee benefits costs and material costs if district employees perform the work.</li> <li>2. Furniture, furnishings, athletic equipment, and other equipment, including computer software.</li> <li>3. Pupil and nonpupil transportation vehicles and equipment, including all capital expenditures within a contract if a district contracts for pupil transportation.</li> <li>4. Textbooks and related printed subject matter materials adopted by the governing board.</li> <li>5. Instructional aids.</li> <li>6. Library books.</li> <li>7. Payment of principal and interest on bonds.</li> <li>8. District administration emergency needs that are directly related to pupils.</li> </ol> |
| <b>620</b> | <p><b>Adjacent Ways</b>—Accounts for transactions relating to special assessments to finance the improvement of public ways adjacent to school property, in accordance with A.R.S. §15-995.</p>  |



| Code | Description   |
|------|---|
| 630  | <p><b>Bond Building</b>—Accounts for proceeds from district bond issues that are used for acquiring or leasing school sites; constructing or renovating school buildings; supplying school buildings with furniture, equipment, and technology; improving school grounds; purchasing pupil transportation vehicles; or paying existing bonded indebtedness in accordance with A.R.S. §15-491(A)(3). Districts must expend bond proceeds for voter-authorized purposes and not for items with useful lives less than the average life of the bonds issued or 5 years in accordance with A.R.S. §15-1021(F). Districts record bond proceeds as other financing sources in object code <b>5110</b> or <b>5120</b>, as applicable. Districts must use interest earned on investments to reduce outstanding bonded indebtedness, unless a district requests the monies be deposited in the Bond Building Fund if federal laws or rules require the districts to use interest for capital expenditures, or the voters authorized the district to credit the interest to the Bond Building Fund in a separate question in a bond election. If there is no outstanding bonded indebtedness, districts should use any balance remaining in this fund, after acquisition and construction is completed, on written request of the governing board, to reduce taxes. A.R.S. §15-1024</p> |
| 639  | <p><b>Impact Aid Revenue Bond Building</b>—Accounts for proceeds from impact aid revenue bond issuances that districts use for capital projects authorized in accordance with A.R.S. §15-491. Districts may also use the proceeds for bond-related expenses and other costs as allowed by A.R.S. §41-5802. Districts record bond proceeds as other financing sources in object code <b>5110</b> or <b>5120</b>. Districts must credit interest earned on investment of these monies to the Impact Aid Revenue Bond Debt Service Fund. After districts complete the acquisition or construction of facilities for which the bonds were issued, and after the payment of other related costs, districts must transfer the remaining balance to the Impact Aid Fund (<b>378</b>). A.R.S. §§15-905(R), 41-5804, 41-5807, and 41-5808</p>  |
| 650  | <p><b>Gifts and Donations</b>—Capital—Accounts for gifts and donations districts use for capital acquisitions. Districts must use any balance remaining in this fund after expenditures for the intended purpose have been made to reduce taxes if not inconsistent with the donor’s terms for the gifts, grants, and devises. A.R.S. §15-341(A)(14)</p>  |

| Code              | Description  |
|-------------------|--|
| <p><b>660</b></p> | <p><b>Condemnation</b>—Accounts for monies from condemnations or right-of-way settlements as described below:</p> <ol style="list-style-type: none"> <li>1. Proceeds from sales by condemnation or threat of condemnation may be accounted for in this fund. If accounted for in this fund, districts must use these proceeds either:                             <ol style="list-style-type: none"> <li>a. For the payment of outstanding bonded indebtedness that is payable from the levy of taxes upon the property within the district, or</li> <li>b. To construct, acquire, improve, repair, or furnish school facilities or sites after notice and a hearing.</li> </ol> </li> <li>2. Districts must account for proceeds from a right-of-way settlement in this fund. Districts must use these proceeds to construct, acquire, improve, repair, or furnish school facilities or sites after notice and a hearing.</li> </ol> <p>After 10 years, districts must transfer any unused monies to the School Plant Fund (<b>500</b>). A.R.S. §15-1102(E) and (F)</p> |
| <p><b>665</b></p> | <p><b>Energy and Water Savings (EWS)</b>—Accounts for capital investment monies, energy-related rebate or grant monies, and monies from other funding sources, including clean renewable energy bonds, to fund energy or water saving projects in school facilities in accordance with A.R.S. §15-910.02. This fund also accounts for payment amounts transferred to the EWS Fund from the Maintenance and Operation Fund (<b>001</b>). Districts may transfer any monies associated with an energy or water savings project remaining in the fund after capital investment monies are repaid in full to the Maintenance and Operation Fund.</p>   |
| <p><b>686</b></p> | <p><b>Emergency Deficiencies Correction</b>—Accounts for monies received from ADOA’s School Facilities Division to correct emergency deficiencies. A.R.S. §41-5721</p>   |

| Code       | Description  |
|------------|--|
| <b>691</b> | <b>Building Grant Renewal</b> —Accounts for building renewal grant monies that districts may request from ADOA’s School Facilities Division. Districts may use these monies for major renovations and repairs to buildings used for student instruction or other academic purposes, upgrading systems and areas that will maintain or extend buildings’ useful lives, and infrastructure costs. Districts may not use these monies for new construction; remodeling interior space for aesthetic or preferential reasons; exterior beautification; demolition; routine preventive maintenance; or any project in a building, or part of a building, that districts are leasing to another entity. Districts must return any monies remaining in the fund after the expiration of a grant, to the School Facilities Division. A.R.S. §41-5731 |
| <b>695</b> | <b>New School Facilities</b> —Accounts for monies received from ADOA’s School Facilities Division. Districts may use these monies for constructing new school facilities and purchasing land for new school sites. Districts may use any extra monies received as a result of a modification based on geographic conditions or site conditions to address unforeseen costs at any stage of a project. Districts may use any surplus monies received from the School Facilities Division only for capital purposes for the project up to 1 year after completion of the project. Districts must return any surplus monies remaining after 1 year to the School Facilities Division. A.R.S. §41-5741   |
| <b>699</b> | <b>Federal Impact Aid (Construction)</b> —Accounts for impact aid monies that districts receive specifically for construction.   |
| <b>700</b> | <b>DEBT SERVICE FUNDS</b> —Accounts for the accumulation of resources and the payment of principal and interest on bonds. A.R.S. §15-1022 If there is no outstanding bonded indebtedness, any balance remaining in or accruing to this fund, on written request of the governing board, must be used to reduce taxes. A.R.S. §15-1028  |
| <b>720</b> | <b>Impact Aid Revenue Bond Debt Service</b> —Accounts for impact aid monies received and interest earned that districts use for the payment of impact aid revenue bond principal and interest payments. Districts must transfer any surplus monies remaining in the fund to the Impact Aid Fund ( <b>378</b> ). A.R.S. §§15-905(R), 41-5804, 41-5807, 41-5808, and 41-5809   |
| <b>750</b> | <b>PERMANENT FUNDS</b> —Accounts for resources that are legally restricted to the extent that districts may use only earnings, and not principal, for purposes that support district programs.   |

## CHART OF ACCOUNTS

## GOVERNMENTAL FUNDS

| Code           | Description   |
|----------------|---|
| <b>850-899</b> | <p>Prior to Governmental Accounting Standards Board Statement No.84 the funds listed in this range were fiduciary funds (850) or authorized bank accounts with fiduciary type activities (855 and 865). As a result, these funds are listed here out of sequence to avoid requiring districts to change long-standing fund numbers. Funds 800-849 are covered on the next page.</p> <p>Districts should include Fund 850 with other governmental funds in financial statement reporting. While districts may continue using funds 855-899 for activity related to the listed, statutorily-established bank accounts, they should work with their auditors to ensure correct financial statement presentation.</p> |
| <b>850</b>     | <p><b>Student Activities</b>—Accounts for all monies raised with the governing board’s approval by students’ effort in pursuance of or in connection with all activities of student organizations, clubs, school plays, or other student entertainment other than Auxiliary Operations Fund monies. A.R.S. §15-1121</p>   |
| <b>855</b>     | <p><b>Employee Insurance Program Withholdings</b>—Accounts for insurance premium monies received from current and former employees, board members, and board member’s surviving spouses. Districts may also contribute monies to the account to pay insurance premiums. Disbursements may only be made to insurance carriers or to make refunds of insurance premiums to individuals. The governing board must transfer any interest at fiscal year-end to the Maintenance and Operation Fund. A.R.S. §15-1223</p>  |
| <b>865</b>     | <p><b>State Income Tax Withholdings</b>—Accounts for monies withheld from employees for State income tax until remitted to the Arizona Department of Revenue. Districts may make disbursements only to the Department of Revenue. The governing board must transfer any interest at fiscal year-end to the Maintenance and Operation Fund. A.R.S. §15-1222</p>  |

| Code    | Description  |
|---------|--|
| 800-849 | <p><b>Trust and Custodial Funds*</b></p> <p><b>Pension (and Other Employee Benefit) Trust Funds</b>—Accounts for resources that districts hold in a trust for members and beneficiaries of defined benefit pension plans, defined contribution plans, other post-employment benefit plans, or other benefit plans. Typically, districts use these funds to account for local pension and other employee benefit trusts that a district provides in lieu of or in addition to any State retirement system.</p> <p>Districts should include monies to fund other postemployment benefits (OPEB) that districts deposit in a trust account in accordance with A.R.S. §15-1225 as a Pension Trust Fund (OPEB Trust Fund). The OPEB Trust Fund accounts for monies accumulated to pay for postemployment benefits offered to district employees or their spouses and dependents. This fund may be used for administrative and management costs and payment of benefits. Postemployment benefits do not include benefits the Arizona State Retirement System provides. If districts do not deposit monies to fund other postemployment benefits in a trust account, they should account for them in an <b>Internal Service Fund</b>.</p> <p><b>Investment Trust Funds</b>—Accounts for the external portion (i.e., the portion that does not belong to a district) of investment pools a district operates that the district holds in a trust.</p> <p><b>Private-Purpose Trust Funds</b>—Accounts for other trust arrangements under which the principal and income benefit individuals, private organizations, or other governments.</p> <p><b>Custodial Funds</b>—Accounts for fiduciary activities not held in a trust.</p> |

| Code           | Description  |
|----------------|--|
| <b>900-949</b> | <p><b>Enterprise Funds</b>—Accounts for activities that provide goods or services to external users for a fee. Districts are required to use enterprise funds to account for any activity whose principal revenue sources meet any of the following criteria: (1) debt backed solely by revenues from fees and charges (thus, not debt that is backed by the full faith and credit of a district); (2) legal requirement to recover costs through fees and charges; (3) the governing board’s or management’s policy decision to recover the costs of providing services through fees or charges.</p>  |
| <b>950-989</b> | <p><b>Internal Service Funds</b>—Accounts for activities that provide goods or services to other funds, departments, component units, or other governmental entities on a cost-reimbursement basis. The use of an internal service fund is appropriate only for activities in which a district is the predominant participant in the activity. Otherwise, districts should report the activity as an enterprise fund. Examples of internal service funds are activities such as central warehousing and purchasing, central data processing, central printing and duplicating, motor pool services, and self-insurance.</p> <p>Districts with an ADE-approved grant cost allocation plan should record those pooled costs in an Internal Service Fund and charge the applicable grants for services provided.</p> <p>Districts should account for District Services Funds established in accordance with A.R.S. §15-1108 as Internal Service Funds.</p> <p>Districts should account for monies to fund other postemployment benefits (OPEB) that are not deposited in a trust account in accordance with A.R.S. §15-1225 as an Internal Service Fund (OPEB Fund). The OPEB Fund accounts for monies accumulated to pay for postemployment benefits offered to district employees or their spouses and dependents. Districts may use this fund for administrative and management costs and payment of benefits. At the end of 5 years of no activity in the fund, districts must transfer any remaining monies to the Maintenance and Operation Fund. Postemployment benefits do not include benefits the Arizona State Retirement System provides. A.R.S. §15-1225</p> |

| Code       | Description  |
|------------|--|
| <b>955</b> | <p><b>Intergovernmental Agreements (IGA)</b>—Used by a fiscal agent to account for monies related to other members of an IGA, including agreements to provide services jointly with other districts. Revenues include amounts received from participants or other funding such as grants through the fiscal agent. Expenditures include salaries, supplies, pass-through payments (see object code <a href="#">6870</a>), etc. Transactions processed in this fund during the year may include activity of the fiscal agent district. However, before fiscal year-end, districts should record the fiscal agent district’s revenues and expenditures in an appropriate district fund. A.R.S. §15-342(13)</p> |

## ASSETS AND DEFERRED OUTFLOWS OF RESOURCES

| Object Code | Description  |
|-------------|--|
| 0100        | CASH <i>(Use detailed codes below)</i>   |
| <b>0101</b> | <b>Cash on Hand</b> —Currency, coins, checks, warrants, postal and express money orders, and bank drafts on hand physically located at a district or in the possession of its representative, such as cash from sales of student lunches that districts have not deposited in the bank.  |
| <b>0102</b> | <b>Cash in Bank</b> —All funds on deposit in a financial institution, including time certificates of deposit. Districts should record revolving fund monies here.  |
| <b>0103</b> | <b>Cash on Deposit with County Treasurer</b> —All funds on deposit with the county treasurer who, by statute, is the designated custodian of district cash and bank deposits.  |
| <b>0105</b> | <b>Cash with Fiscal Agent</b> —Deposits with fiscal agents, such as commercial banks, for paying matured bonds and interest.   |
| <b>0110</b> | <b>INVESTMENTS</b> —U.S. government securities and other investments held for the earning of income in the form of interest or dividends. Districts should present investments at fair value as of the reporting date. Districts should code gains and losses from changes in the fair value of investments to revenue object code <b>1530</b> . |
| <b>0111</b> | <b>Unamortized Premiums</b> —Used only with short-term money market investments and participating interest-earning investment contracts.   |
| <b>0112</b> | <b>Unamortized Discounts (Credit)</b> —Used only with short-term money market investments and participating interest-earning investment contracts.   |
| 0120        | TAXES RECEIVABLE <i>(Use detailed codes below)</i>   |
| <b>0121</b> | <b>Personal Property Taxes Receivable—Current Year</b> —The uncollected portion of the tax levy for personal property that has become due, including interest or penalties that it may accrue.   |



## CHART OF ACCOUNTS

## BALANCE SHEET

| Object Code | Description  |
|-------------|--|
| 0122        | <b>Personal Property Taxes Receivable—Back (prior years)</b> —The uncollected portion of the tax levy for personal property that was due, including interest or penalties that it may accrue.  |
| 0123        | <b>Real Property Taxes Receivable—Current Year</b> —The uncollected portion of the tax levy for real property that has become due, including interest or penalties that it may accrue.   |
| 0124        | <b>Real Property Taxes Receivable—Back (prior years)</b> —The uncollected portion of the tax levy for real property that was due, including interest or penalties that it may accrue.  |
| 0130        | OTHER RECEIVABLES <i>(Use detailed codes below)</i>  |
| 0131        | <b>Revenue in Lieu of Taxes Receivable</b> —For example, payments from Salt River Project.   |
| 0132        | <b>Accounts Receivable</b> —Amounts due on open account from individuals or other entities.  |
| 0134        | <b>Interest Receivable</b> —Amount of interest receivable on investments.  |
| 0135        | <b>Refundable Deposits Receivable</b> —District monies business entities or individuals hold as security or as a prerequisite to receiving goods or services.  |
| 0136        | <b>Notes Receivable</b> —Amounts due from a note or mortgage received from the sale of district buildings or property.   |
| 0137        | <b>Leases Receivable</b> —Amounts due from leases measured at the present value of lease payments districts expect to receive during the lease term.   |
| 0140        | DUE FROM OTHER FUNDS AND GOVERNMENTAL ENTITIES <i>(Use detailed codes below)</i><br><br><b>These amounts may represent grants-in-aid, shared taxes, taxes another governmental unit collects for a district, charges for goods or services rendered, and monies other governmental units hold as security.</b> |
| 0141        | <b>Due from Other Funds</b>  |

| <b>Object Code</b> | <b>Description</b>  |
|--------------------|---|
| <b>0142</b>        | <b>Due from Other Districts</b>   |
| <b>0143</b>        | <b>Due from County</b>  |
| <b>0144</b>        | <b>Due from State</b>   |
| <b>0145</b>        | <b>Due from Federal</b>   |
| <b>0150</b>        | <b>PREPAID ITEMS</b> —Cash outlays for benefits that districts have not received.   |
| <i>0151</i>        | <i>Insurance</i> —Amounts paid for insurance coverage not yet received, such as fire insurance and property insurance paid in advance.                          |
| <b>0160</b>        | <b>INVENTORY OF SUPPLIES FOR CONSUMPTION</b> —Supplies on hand, valued at cost, that districts will use for district operations.                                |
| <i>0161</i>        | <i>Supplies</i> —General supplies used in district operations.  |
| <i>0162</i>        | <i>Fuel and Oil</i> —Supplies used for transportation activities.   |
| <b>0170</b>        | <b>INVENTORY OF SUPPLIES FOR SALE OR RENTAL</b> —Inventory on hand, valued at cost or market, that districts will sell or rent.                                 |
| <i>0171</i>        | <i>Bookstore</i> —Inventory the bookstore will sell or rent.  |
| <i>0172</i>        | <i>Food and Milk</i> —Food service inventory, including USDA commodities.   |
| 0180               | OTHER CURRENT ASSETS <i>(Use detailed codes below)</i>  |
| <b>0182</b>        | <b>Premium and Discount on Issuance of Bonds</b> —Represents amounts districts will amortize as debt premium/discount in connection with the issuance of bonds. |

| <b>Object Code</b> | <b>Description</b>   |
|--------------------|--|
| <b>0185</b>        | <p><b>DEFERRED OUTFLOW OF RESOURCES</b>—Represents net assets the district consumes related to a future reporting period. Districts should include only the following items in this code:</p> <ol style="list-style-type: none"> <li>1. The difference between the reacquisition price and the net carrying amount of debt for current and advance refundings resulting in defeasance of debt when the reacquisition price exceeds the net carrying amount of the defeased debt.</li> <li>2. Employer’s share of pension contributions to the Arizona State Retirement System and other deferred outflows related to pensions.</li> </ol> <p><b>Use this code in proprietary funds only.</b></p> |
| 0190               | <p>CAPITAL ASSETS <i>(Use detailed codes below)</i></p> <p><b>For discussion of capital assets, see <a href="#">Property Control—§VI-E</a>. Use these codes in fiduciary and proprietary funds only.</b></p> <p><b>For financial reporting purposes, districts should maintain documentation to separately disclose right-to-use lease and subscription assets and other capital assets recorded in these codes.</b></p>   |
| <b>0191</b>        | <p><b>Land and Land Improvements</b>—Land a district owns, including legal fees, razing, filling, excavation, and other associated costs the district incurs to put the land in condition for its intended use. Further, the district should account for permanent improvements to land, such as grading and fill, in this account. Also includes intangible right-to-use assets acquired through leases of more than 12 months, if any, related to land.</p>  |
| <b>0192</b>        | <p><b>Site Improvements</b>—Account that reflects the value of nonpermanent improvements to building sites, other than buildings, that add value to land. Examples of such improvements are fences, retaining walls, sidewalks, pavements, gutters, tunnels, and bridges. Also includes intangible right-to-use assets acquired through leases of more than 12 months, if any, related to site improvements.</p>   |
| <b>0193</b>        | <p><b>Accumulated Depreciation and Amortization on Land and Site Improvements</b></p>  |

| Object Code | Description   |
|-------------|---|
| <b>0194</b> | <b>Buildings and Building Improvements</b> —Account that reflects the acquisition value of permanent and relocatable district structures used to house persons and property. This account includes the value of all permanent buildings and the fixtures attached to and forming a permanent part of such buildings. This account includes all building improvements, including upgrades made to building wiring for technology. Also includes intangible right-to-use assets acquired through leases of more than 12 months, if any, related to buildings and building improvements. |
| <b>0195</b> | <b>Accumulated Depreciation and Amortization on Buildings and Building Improvements</b>   |
| <b>0196</b> | <b>Equipment</b> —Account that reflects the value of machinery, vehicles, computers, software, furniture, and other equipment, including specialized electronic and athletic equipment. Also includes intangible right-to-use assets acquired through leases and subscriptions of more than 12 months, if any, related to equipment.  |
| <b>0197</b> | <b>Accumulated Depreciation and Amortization on Equipment</b>   |
| <b>0198</b> | <b>Construction in Progress</b> —Account that reflects the value of construction undertaken but not yet completed. When completed, districts must transfer the cost to the appropriate asset account.   |

## **LIABILITIES AND DEFERRED INFLOWS OF RESOURCES**

| Object Code | Description  |
|-------------|--|
| 0200        | NONPAYROLL PAYABLES <i>(Use detailed codes below)</i>  |
| <b>0201</b> | <b>Accounts Payable</b> —Amounts owed on open accounts for goods or services received, such as maintenance agreements, professional services, and short-term (12 months or less) leases. |

## CHART OF ACCOUNTS

## BALANCE SHEET

| Object Code | Description  |
|-------------|--|
| <b>0202</b> | <b>Refundable Deposits</b> —Liability for amounts received as a prerequisite to providing goods or services, such as deposits students make on textbooks and lab deposits.           |
| <b>0203</b> | <b>Bank Revolving Line of Credit Payable</b> —Liability for monies borrowed through a revolving line of credit as authorized by A.R.S. §11-604.01.                                   |
| <b>0205</b> | <b>Tax Anticipation Notes (TANs) Payable</b> —Amounts owed on tax anticipation notes a district issues pursuant to A.R.S. §35-465.01.  |
| 0210        | DUE TO OTHER FUNDS, GOVERNMENTAL ENTITIES, STUDENT GROUPS, AND OTHERS <i>(Use detailed codes below)</i>  |
| <b>0211</b> | <b>Due to Other Funds</b>  |
| <b>0212</b> | <b>Due to Other Districts</b>  |
| <b>0213</b> | <b>Due to County</b>   |
| <b>0214</b> | <b>Due to State</b>  |
| <b>0215</b> | <b>Due to Federal</b>  |
| <b>0216</b> | <b>Due to Student Groups</b>   |
| <b>0217</b> | <b>Due to Others</b>   |
| 0220        | ACCRUED PAYROLL AND RELATED BENEFITS <i>(Use detailed codes below)</i><br><br><b>Salary and fringe benefit costs incurred but not yet paid during the current accounting period.</b> |
| <b>0221</b> | <b>Salaries and Wages</b> —Gross amount of salaries and wages employees earned but is not due until a later date.  |
| <b>0222</b> | <b>Social Security—OASDI (Employer’s Portion)</b> —Amount of matching social security taxes incurred because of salaries and wages employees earned.                                 |

| <b>Object Code</b> | <b>Description</b>  |
|--------------------|---|
| 0223               | <b>Medicare—Hospital Insurance (Employer’s Portion)</b> —Amount of matching Medicare taxes incurred because of salaries and wages employees earned.   |
| 0224               | <b>State Retirement System Contributions (Employer’s Portion)</b> —Amount of matching State retirement contributions incurred because of salaries and wages employees earned. Include both State retirement and related long-term disability contributions. |
| 0225               | <b>Employee Insurance</b> —Amount incurred for premiums on insurance a district provides for employees (health and accident, medical, life, etc.).  |
| 0226               | <b>Unemployment Insurance</b> —Amount incurred for unemployment insurance taxes.  |
| 0227               | <b>Workers’ Compensation</b> —Amount incurred for workers’ compensation premiums.   |
| 0228               | <b>Self-Insurance Employee Claims Payable</b> —Amount owed to employees for insurance claims from the Self-Insurance Fund.  |
| 0229               | <b>Compensated Absences</b> —Liability for accrued vacation and sick leave benefits.  |
| 0230               | OTHER ACCRUED ITEMS <i>(Use detailed codes below)</i>   |
| 0231               | <b>Interest Payable (Other than Bond Interest)</b> —Interest costs incurred but not yet paid during the current accounting period, including interest on tax anticipation notes.  |
| 0232               | <b>Bond Interest Payable</b> —The current portion of the liability for interest on bonds issued. Includes interest expense incurred but not yet paid.   |
| 0233               | <b>Self-Insurance Claims Payable</b> —Amounts owed from an Internal Service Fund (Self-Insurance) for claims and judgments payable to other than employees.   |

## CHART OF ACCOUNTS

## BALANCE SHEET

| Object Code | Description  |
|-------------|--|
| 0240        | <p>PAYROLL DEDUCTIONS AND WITHHOLDINGS (EMPLOYEES) <i>(Use detailed codes below)</i></p> <p><b>Amounts deducted from employees' salaries that have not yet been paid to the respective agencies.</b></p>   |
| <b>0241</b> | <b>Federal Income Taxes</b>  |
| <b>0242</b> | <b>State Income Taxes</b>  |
| <b>0243</b> | <b>Social Security—OASDI</b>   |
| <b>0244</b> | <b>Medicare—Hospital Insurance</b>   |
| <b>0245</b> | <p><b>State Retirement Contributions</b>—Amounts deducted from employees' salaries for State retirement contributions. Districts should record the portion representing long-term disability contributions under balance sheet object code 0246.</p> |
| <b>0246</b> | <p><b>Long-Term Disability</b>—Amounts deducted from employees' salaries for long-term disability benefits for employees who participate in the Arizona State Retirement System.</p>   |
| <b>0247</b> | <p><b>Voluntary Deductions</b>—Amounts deducted from employees' salaries for voluntary deductions, such as annuities and dependent health insurance premiums.</p>  |
| <b>0248</b> | <p><b>Court-Ordered Assignments</b>—Amounts garnished from the salaries or wages of employees for child support or spousal maintenance pursuant to a court-ordered assignment of earnings. A.R.S. §§25-504 and 25-505.01</p>                         |
| <b>0250</b> | <p><b>UNEARNED REVENUES</b>—Revenues collected before they are earned, such as grants.</p>   |
| 0260        | <p>CONTRACTS PAYABLE <i>(Use detailed codes below)</i></p>   |
| <b>0261</b> | <p><b>Financed Purchase Agreements</b>—Amounts due on financed purchase agreements for the purchase of property.</p>   |
| <b>0262</b> | <p><b>Construction</b>—Amounts due on construction contracts.</p>  |

| Object Code | Description   |
|-------------|---|
| 0263        | <b>Leases</b> —Amounts due on leases (more than 12 months). Districts should code contracts that transfer ownership of property to the district to balance sheet object code 0261. Districts should code short-term leases (12 months or less) to balance sheet object code <b>0201</b> .   |
| 0270        | BONDS PAYABLE ( <i>Use detailed codes below</i> )   |
| 0271        | <b>Current</b> —Liabilities for redemption of bonds that are payable within 1 year.   |
| 0272        | <b>Long-Term</b> —Liabilities for redemption of bonds that are not payable within 1 year.   |
| 0280        | <b>ARBITRAGE REBATE</b> —Liabilities arising from arbitrage rebates to the Internal Revenue Service from bond financing.  |
| 0290        | DEFERRED INFLOWS OF RESOURCES ( <i>Use detailed codes below</i> )   |
| 0291        | <b>Unavailable Revenues</b> —Revenues that are measurable but not available, such as property taxes.<br><br><b>Use this code in governmental funds only.</b>  |
| 0292        | <b>Deferred Revenue on Refunding</b> —Represents the difference between the reacquisition price and the net carrying amount of debt for current and advance refundings resulting in defeasance of debt when the reacquisition price is less than the net carrying amount of the defeased debt.<br><br><b>Use this code in proprietary funds only.</b> |
| 0293        | <b>Pension-related Deferred Inflows of Resources</b> — Represents the acquisition of pension related net assets that is applicable to a future reporting period.<br><br><b>Use this code in proprietary funds only.</b>   |
| 0294        | <b>Lease-related Deferred Inflows of Resources</b> —Revenues due from leases. At lease inception, the amount should be reported as the value of the lease receivable plus any payments received at or before the start of the lease term that relate to future periods.   |



## FUND BALANCE/FUND NET POSITION

| Object Code | Description  |
|-------------|--|
| <b>0300</b> | <b>GOVERNMENTAL FUND BALANCE</b>   |
| <i>0310</i> | <i>NONSPENDABLE FUND BALANCE</i> —Amounts that districts cannot spend because they are either not in spendable form or districts are legally or contractually required to maintain them intact. This would include items not expected to be converted to cash including inventories and prepaid amounts. It may also include the long-term amount of notes receivable and the principal of a permanent fund.   |
| <i>0311</i> | <i>Prepaid Items</i> —An amount equal to the balance in the Prepaid Items asset account ( <b>0150</b> ).   |
| <i>0312</i> | <i>Inventory of Supplies for Consumption</i> —An amount equal to the balance in the Inventory of Supplies for Consumption asset account ( <b>0160</b> ).   |
| <i>0313</i> | <i>Inventory of Supplies for Sale or Rental</i> —An amount equal to the balance in the Inventory of Supplies for Sale or Rental asset account ( <b>0170</b> ).   |
| <i>0314</i> | <i>Other Nonspendable Fund Balance</i>   |
| <i>0320</i> | <i>RESTRICTED FUND BALANCE</i> —Amounts that are restricted to specific purposes. Districts should report fund balance as restricted when constraints placed on the use of resources are either: <ol style="list-style-type: none"> <li>1. Externally imposed by creditors (such as through debt covenants), grantors, contributors, or laws or regulations of other governments; or</li> <li>2. Imposed by law through constitutional provisions or enabling legislation.</li> </ol>  |
| <i>0330</i> | <i>COMMITTED FUND BALANCE</i> —Amounts that districts can only use for specific purposes pursuant to constraints imposed by the governing board's formal action. Districts cannot use these amounts for any other purpose unless the governing board removes or changes the specific purpose by taking the same kind of formal action previously used to commit these amounts. Adoption of the annual budget does not constitute a commitment as appropriations lapse at year-end without governing board action. This code should also include contractual obligations to the extent that existing resources in the fund have been specifically committed for use in satisfying those contractual requirements. |

| <b>Object Code</b> | <b>Description</b>  |
|--------------------|---|
| <i>0340</i>        | <i>ASSIGNED FUND BALANCE</i> —Amounts that are constrained by a district’s intent to be used for specific purposes, but are neither restricted nor committed. The intent should be expressed by the governing board or a body (i.e., budget or finance committee) or official to which the governing board has delegated the authority to assign amounts districts can use for specific purposes. Assigned fund balance in governmental funds, other than the general fund, includes all spendable amounts that are not restricted or committed, if that amount is positive. See discussion of the General Fund on page <a href="#">V-B-1</a> . |
| <i>0350</i>        | <i>UNASSIGNED FUND BALANCE</i> —For the general fund, spendable amounts that are not restricted, committed, or assigned. The general fund is the only fund that may report a positive unassigned fund balance amount. For governmental funds other than the general fund, negative fund balances are reported here if restricted, committed, or assigned amounts exceed total spendable fund balance. See discussion of the General Fund on page <a href="#">V-B-1</a> .  |
| <b>0400</b>        | <b>PROPRIETARY FUND NET POSITION</b>  |
| <i>0410</i>        | <i>NET INVESTMENT IN CAPITAL ASSETS</i> —Capital assets less accumulated depreciation and debt directly related to capital assets.  |
| <i>0420</i>        | <i>RESTRICTED NET POSITION</i> —Restricted assets and deferred outflows of resources less liabilities and deferred inflows of resources related to those assets. Districts should report net position as restricted when constraints placed on the use of net position are either:<br><br>1. Externally imposed by creditors (such as through debt covenants), grantors, contributors, or laws or regulations of other governments; or<br><br>2. Imposed by law through constitutional provisions or enabling legislation.  |
| <i>0430</i>        | <i>UNRESTRICTED NET POSITION</i> —The net amount of assets and deferred outflows of resources and liabilities and deferred inflows of resources not coded to 0410 or 0420.  |
| <b>0500</b>        | <b>FIDUCIARY FUND NET POSITION</b> —The net position of trust and custodial funds.  |

# CHART OF ACCOUNTS

# REVENUES

| Object Code | Description   |
|-------------|---|
| 1000        | REVENUE FROM LOCAL SOURCES <i>(Use detailed codes below)</i>  |
| 1100        | Taxes Levied/Assessed on Behalf of a District <i>(Use detailed codes below)</i>   |
| <b>1110</b> | <b>Property Taxes</b> —Taxes the county levies on the assessed value of real and personal property located within a district. Districts may maintain separate accounts for real property and for personal property. Districts should include penalties and interest on property taxes in revenue object code 1140.  |
| <i>1111</i> | <i>Personal</i>   |
| <i>1115</i> | <i>Real</i>   |
| <b>1140</b> | <b>Penalties and Interest on Taxes</b> —Revenue from penalties for the payment of taxes after the due date, and the interest charged on delinquent taxes from the due date to actual payment. Districts may maintain a separate account for penalties and interest on each type of tax.   |
| <b>1200</b> | <b>Revenue from Local Governmental Units Other Than Districts</b> —Revenue from the appropriations of another local governmental unit not properly coded in object 1280.  |
| <b>1280</b> | <b>Revenue in Lieu of Taxes</b> —Payments a local governmental unit made to a district in lieu of taxes it would have had to pay had its property or other tax base been subject to taxation on the same basis as privately owned property. Such revenue would include payments made for privately owned property that is not subject to taxation on the same basis as other privately owned property because of action by the local governmental unit. Payments received from the Salt River Project are an example of revenue in lieu of taxes. |
| 1300        | Tuition <i>(Use detailed codes below)</i><br><br><b>Code the portion of tuition representing transportation fees in the 1400 revenue object code range.</b>   |
| 1310        | Tuition from Individuals <i>(Use detailed codes below)</i>  |
| <b>1311</b> | <b>Tuition from Individuals Excluding Summer School</b>   |
| <b>1312</b> | <b>Tuition from Individuals for Summer School</b>   |

## CHART OF ACCOUNTS

## REVENUES

| Object Code | Description   |
|-------------|---|
| <b>1320</b> | <b>Tuition from Other Arizona Districts</b>   |
| <b>1330</b> | <b>Tuition from Out-of-State Districts</b>  |
| <b>1340</b> | <b>Tuition from Other Private Sources (Other than Individuals)</b>  |
| <b>1350</b> | <b>Tuition from Other Government Sources Within Arizona</b> (such as the Arizona State Schools for the Deaf and the Blind)  |
| <b>1360</b> | <b>Tuition from Other Government Sources Outside Arizona</b>  |
| 1400        | Transportation Fees <i>(Use detailed codes below)</i>   |
| <b>1410</b> | <b>Transportation Fees from Individuals</b>   |
| <b>1420</b> | <b>Transportation Fees from Other Arizona Districts</b>   |
| <b>1430</b> | <b>Transportation Fees from Out-of-State Districts</b>  |
| <b>1440</b> | <b>Transportation Fees from Other Private Sources (Other than Individuals)</b>  |
| <b>1450</b> | <b>Transportation Fees from Other Government Sources Within Arizona</b>   |
| <b>1460</b> | <b>Transportation Fees from Other Government Sources Outside Arizona</b>  |
| <b>1500</b> | <b>Investment Income</b> —Revenue from short-term and long-term investments.  |
| <i>1510</i> | <i>Interest on Investments</i> —Interest revenue on temporary or permanent investments in United States treasury and agency obligations, commercial paper, savings accounts, time certificates of deposit, or other interest-bearing investments. |
| <i>1530</i> | <i>Net Increase/(Decrease) in the Fair Value of Investments</i> — Gains/losses recognized from the sale of investments or changes in the fair value of investments.   |
| <i>1540</i> | <i>Investment Income from Real Property</i> —Revenue for rental and use charges on real property held for investment purposes.  |
| <b>1600</b> | <b>Food Service</b> —Revenue from sales of food to students and adults.   |

| <b>Object Code</b> | <b>Description</b>  |
|--------------------|---|
| 1610               | <i>Daily Sales—Reimbursable Programs</i> —Revenue from students for the sale of breakfasts, lunches, and milk that the United States Department of Agriculture considers reimbursable. Code federal reimbursements to revenue object code <b>4500</b> .   |
| 1611               | <i>Daily Sales—School Lunch Program</i> —Revenue from students for the sale of reimbursable lunches as part of the National School Lunch Program.   |
| 1612               | <i>Daily Sales—School Breakfast Program</i> —Revenue from students for the sale of reimbursable breakfasts as part of the School Breakfast Program.   |
| 1613               | <i>Daily Sales—Special Milk Program</i> —Revenue from students for the sale of reimbursable milk as part of the Special Milk Program.   |
| 1614               | <i>Daily Sales—After School Care Snack (ASCS) Program</i> —Revenue from students for the sale of reimbursable snacks as part of the ASCS program.   |
| 1620               | <i>Daily Sales—Nonreimbursable Programs</i> —Revenue from sales to adults, a la carte sales, and sales to students for nonreimbursable breakfasts, lunches, and milk.   |
| 1630               | <i>Special Functions</i> —Revenue from students, adults, or organizations for the sale of food products and services at special functions. Some examples would include potlucks, PTA/PTO-sponsored functions, and athletic banquets.  |
| 1640               | <i>Daily Sales—Summer Food Program</i> —Revenue from students for the sale of reimbursable items as part of summer programs.  |
| 1700               | District Activities <i>(Use detailed codes below)</i>   |
| <b>1750</b>        | <b>Revenue from Enterprise and Student Activities</b> —Revenue from school-sponsored and student activities including athletics, bookstore sales, concerts, and vending machines and concessions not related to the regular food service program. Also include athletic and miscellaneous fees not properly coded to object 1790. |
| <b>1790</b>        | <b>Extracurricular Activities Fees Tax Credit</b> —Revenue (donations and fees) collected in support of extracurricular activities or character education for the donor to take as a tax credit in accordance with A.R.S. §43-1089.01.  |

| <b>Object Code</b> | <b>Description</b>  |
|--------------------|---|
| <b>1800</b>        | <b>Revenue from Community Services Activities</b> —Revenue from community services activities a district operates. For example, record revenue received from operating a swimming pool or civic center as a community service here. Code revenues from the long-term rental of district property, typically involving a formal lease agreement, to revenue object code 1910. Districts may establish multiple accounts within the 1800 range to differentiate various activities.   |
| 1900               | Other Revenue from Local Sources <i>(Use detailed codes below)</i>  |
| <b>1910</b>        | <b>Rentals</b> —Revenue from the rental of either real or personal property a district owns. Code revenues from the short-term rental of district property, such as daily use fees, to revenue object code 1800. Code rental of property held for investment purposes to revenue object code <b>1540</b> .  |
| <b>1920</b>        | <b>Contributions and Donations from Private Sources</b> —Revenue associated with contributions and donations private individuals or organizations make. These organizations include, but are not limited to, educational foundations, PTA/PTO organizations, and campus booster clubs. Code revenue received as donations in support of extracurricular activities for the donor to take as a tax credit in accordance with A.R.S. §43-1089.01 to revenue object code <b>1790</b> . |
| <b>1930</b>        | <b>Gain or Loss on Sale of Capital Assets</b> —Amount received from the sale of capital assets in excess of the assets' book value. Use this code with proprietary and fiduciary funds only. For governmental funds, use other financing sources object code <b>5300</b> .  |
| <b>1940</b>        | <b>Government Property Lease Excise Tax (GPLET)</b> —Revenue received from annual excise taxes levied by cities, towns, counties, and county improvement districts on lessees of government property in accordance with A.R.S. §42-6201 et seq. Record these revenues in the Maintenance and Operation Fund.  |
| <b>1950</b>        | <b>Miscellaneous Revenues from Other Districts</b> —Revenue from services provided to other districts other than for tuition and transportation services. These services could include data processing, purchasing, maintenance, cleaning, and consulting. Record revenues member districts receive from Career Technical Education Districts here.   |

| <b>Object Code</b> | <b>Description</b>  |
|--------------------|---|
| <b>1960</b>        | <b>Miscellaneous Revenues from Other Local Governmental Units</b> —Revenue from services provided to other local governmental units. These services could include data processing, purchasing, maintenance, cleaning, cash management, and consulting.  |
| <b>1970</b>        | <b>Revenues from Other Departments in a District</b> —Revenues from services provided to other funds such as printing, data processing, or contributions made by a district or district employees for self- insurance or unemployment insurance. Internal Service Fund revenues from grant funds with an ADE-approved grant cost allocation plan should be recorded here. Use this code in proprietary funds only. Code revenue from private individuals, businesses, and associations for services provided to revenue object code 1990. |
| <b>1980</b>        | <b>Refund of Prior Year’s Expenditures</b> —Expenditures that occurred last year that are refunded this year, including voided stale-dated warrants where another warrant is not issued. If both expenditure and refund occurred in current year, districts should reduce the year’s expenditures, as prescribed by GAAP.   |
| <b>1990</b>        | <b>Miscellaneous</b> —Revenue from local sources not provided for elsewhere. Do not code <b>other financing sources</b> , such as transfers, here.<br><u>Fingerprinting Fees</u> —Fees collected from paid employees for fingerprinting costs.<br><u>Advertising Fees</u> —Fees collected from the sale of advertising.   |
| 2000               | REVENUE FROM COUNTY SOURCES <i>(Use detailed codes below)</i>   |
| <b>2100</b>        | <b>Unrestricted</b> —Revenue from the county that districts can use for any legal purpose without restriction.  |
| <b>2110</b>        | <b>County School Fund</b> —Revenue received that represents apportionments from the County School Fund, such as Taylor Grazing. A.R.S. §15-1000   |
| <b>2200</b>        | <b>Restricted</b> —Revenue from the county that districts must use for a categorical or specific purpose.   |

| <b>Object Code</b> | <b>Description</b>   |
|--------------------|--|
| <b>2210</b>        | <b>Special County School Reserve Fund</b> —Revenue received from the Special County School Reserve Fund that districts must spend in accordance with A.R.S. §15-1002.  |
| <b>2900</b>        | <b>Revenue for/on Behalf of a District</b> —Commitments or payments the county made for a district’s benefit, or county contributions of equipment or supplies. Separate accounts may be maintained to identify the specific nature of the revenue item.   |
| 3000               | REVENUE FROM STATE SOURCES <i>(Use detailed codes below)</i>   |
| <b>3100</b>        | <b>Unrestricted</b> —Revenue from State funds that districts can use for any legal purpose without restriction.  |
| <b>3110</b>        | <b>State Equalization Assistance</b> —Revenue received from the State under the provisions of A.R.S. §15-971(C).   |
| <b>3120</b>        | <b>Additional State Aid</b> —Revenue received from the State under the provisions of A.R.S. §15-972.   |
| <b>3130</b>        | <b>Certificates of Educational Convenience</b> —Revenue received from the State pursuant to certificates of educational convenience for pupils who are precluded by distance, lack of adequate transportation facilities, or a parent’s or guardian’s employment from attending a school in the district or county of the pupil’s residence, or pupils who reside in unorganized territories; State rehabilitation or corrective institutions; foster homes, child care agencies, or institutions the Department of Economic Security or the Department of Health Services licenses and supervises; residential facilities the Department of Economic Security or the Department of Health Services operates or supports; or residences the Department of Juvenile Corrections supervises pursuant to the Interstate Compact on Juveniles. A.R.S. §§15-825, 15-825.01, and 15-825.02 |
| <b>3140</b>        | <b>Institutional Vouchers</b> —Revenue received from the State pursuant to institutional vouchers for special education students who reside in the Arizona State School for the Deaf and the Blind; Arizona Training Program Facilities, as provided in A.R.S. §36-551; or the Arizona State Hospital. A.R.S. §15-1204   |



| <b>Object Code</b> | <b>Description</b>   |
|--------------------|--|
| <b>3150</b>        | <b>State Impact Assistance</b> —Revenue received from the State for pupils whose parents or legal guardians are employed by and live at the State Hospital, the Arizona State School for the Deaf and the Blind, Intellectual Disability Centers, Port of Entry Inspection Stations, and institutions and facilities the Department of Corrections maintains. A.R.S. §15-976 |
| <b>3200</b>        | <b>Restricted</b> —Revenue from the State that districts must use for a categorical or specific purpose, such as Classroom Site, Instructional Improvement, and ADOA’s School Facilities Division monies.  |
| <b>3900</b>        | <b>Revenue for/on Behalf of a District</b> —Commitments or payments the State makes for a district’s benefit, or State contributions of equipment or supplies. Districts must maintain separate accounts to identify the specific nature of the revenue item.  |
| 4000               | REVENUE FROM FEDERAL SOURCES <i>(Use detailed codes below)</i>   |
| <b>4100</b>        | <b>Unrestricted Revenue Received Directly from the Federal Government</b> — Revenues received directly from the federal government that districts can use for any legal purpose without restriction.   |
| <b>4200</b>        | <b>Unrestricted Revenue Received from the Federal Government through the State</b> —Revenues received from the federal government through the State that districts can use for any legal purpose without restriction, such as Medicaid Reimbursement.  |
| <b>4300</b>        | <b>Restricted Revenue Received Directly from the Federal Government</b> — Revenue received directly from the federal government that districts must use for a categorical or specific purpose. If such money is not completely used, it usually is returned to the governmental unit, such as ESEA Title VII—Indian Education, Federal Impact Aid (Construction).            |
| <b>4500</b>        | <b>Restricted Revenue Received from the Federal Government through the State</b> —Revenues received from the federal government through the State that districts must use for a categorical or specific purpose, including most federal grants districts receive through ADE, such as IDEA, Title I, and federal food service reimbursements.                                |

| <b>Object Code</b> | <b>Description</b>   |
|--------------------|--|
| <b>4700</b>        | <b>Revenue Received from the Federal Government through Other Intermediate Agencies</b> —Revenues received from the federal government through other intermediate agencies, such as a county or tribal government, including National Forest Fees and Johnson-O’Malley assistance.   |
| <b>4800</b>        | <b>Revenue in Lieu of Taxes</b> —Commitments or payments the federal government makes out of general revenues in lieu of taxes it would have had to pay had a district subjected its property or other tax base to taxation on the same basis as privately owned property or other tax base. Such revenue would include payment made for privately owned property that is not subject to taxation on the same basis as other privately owned property due to action by the federal government, such as impact aid. |
| <b>4900</b>        | <b>Revenue for/on Behalf of a District</b> —Commitments or payments the federal government makes for a district’s benefit, or federal contributions of equipment or supplies. Such revenues include E-rate monies the Schools and Libraries Division of the Universal Service Administrative Company (USAC) pay directly to vendors and food the federal government donates. Districts may maintain separate accounts to identify the specific nature of the revenue item.   |

## CHART OF ACCOUNTS

## OTHER FINANCING SOURCES

| Object Code | Description  |
|-------------|--|
| 5000        | OTHER FINANCING SOURCES AND OTHER ITEMS <i>(Use detailed codes below)</i>  |
| 5100        | Issuance of Bonds—Bonds must be calculated and issued in accordance with Arizona Revised Statutes and the Arizona Constitution. A.R.S. §15-1021 <i>(Use detailed codes below)</i>  |
| 5110        | <b>Bond Principal</b> —Face amount of bonds sold. (Bond Issuance costs are not netted here but should be coded to expenditure object code <b>6860</b> .)   |
| 5120        | <b>Premium or Discount on the Issuance of Bonds</b> —Portion of the sale price of bonds in excess of or below their par value.   |
| 5200        | <b>Fund Transfers-In</b> —Used to classify operating transfers from other funds of a district. Districts may establish multiple accounts within the 5200 range to identify transfers from specific funds. Districts should use other financing uses object code <b>6910—Indirect Cost Transfers-Out</b> or <b>6930—Fund Transfers-Out</b> to record the corresponding transfer-out as applicable. See list of <b>authorized transfers</b> .              |
| 5300        | <b>Proceeds From the Disposal of Real or Personal Property</b> —Proceeds from the disposal of district property or compensation for the loss of real or personal property. The disposal of an asset that is either unusual in nature or infrequent in occurrence should be coded to object code <b>5700</b> . Districts should code any gain or loss on the disposal of property for proprietary or fiduciary funds to revenue object code <b>1930</b> . |
| 5400        | <b>Capital Contributions</b> —Capital assets acquired as the result of a donation or bequest of an individual, estate, other government, a corporation, or an affiliate organization.  |
| 5500        | <b>Lease Proceeds</b> —Proceeds from leases. Record the present value of expected lease payments.  |
| 5600        | <b>Other Long-Term Debt Proceeds</b> —Proceeds from other long-term debt instruments not captured in the preceding codes, including financed purchase agreements.  |

## CHART OF ACCOUNTS

## OTHER FINANCING SOURCES

| <b>Object Code</b> | <b>Description</b>  |
|--------------------|---|
| <b>5700</b>        | <b>Special Items</b> —Transactions or events within a district administration’s control that are either unusual in nature or infrequent in occurrence. For some districts, these include the sale of certain general governmental capital assets, sale or lease of mineral rights, or significant forgiveness of debt by a financial institution.   |
| <b>5800</b>        | <b>Extraordinary Items</b> —Transactions or events that are outside a district administration’s control and are <u>both</u> unusual in nature and infrequent in occurrence. For some districts, these include insurance proceeds to cover significant costs related to a natural disaster caused by fire, flood, tornado, hurricane, or hail storm; insurance proceeds to cover costs related to an environmental disaster; or a private citizen’s large bequest to a small district. |

| Code       | Description   |
|------------|---|
| <b>100</b> | <b>REGULAR EDUCATION</b> —Activities that provide students in kindergarten through grade 12 with learning experiences to prepare them for further education or training and for responsibilities as citizens, family members, and workers. Districts should distinguish regular programs from special education programs that focus on adapting curriculum or instruction to accommodate a specific disability, from vocational/technical programs that focus on career skills, and from alternative education programs that focus on the educational needs of students at risk of failing or dropping out of school because of academic, behavioral, or situational factors. Districts should code expenditures not specifically assignable to other programs here, such as district office and food service expenditures. |
| <b>200</b> | <b>SPECIAL EDUCATION</b> —Special Programs include activities for elementary and secondary students (prekindergarten through grade 12) receiving services outside the realm of “regular programs” in accordance with disability classifications defined in A.R.S. §15-761, and for gifted, remedial, English immersion, vocational and technical, career education and CTED programs. Districts should code CTED program expenditures in the appropriate code in the program 300 range. Districts should code prekindergarten programs not serving those with disability classifications to program code 900. <b>(See additional bold codes below)</b>  |
| 201        | <i>Autism</i>   |
| 202        | <i>Emotional Disability</i>   |
| 203        | <i>Hearing Impairment</i>   |
| 204        | <i>Other Health Impairments</i>   |
| 205        | <i>Specific Learning Disability</i>   |
| 206        | <i>Mild, Moderate, or Severe Intellectual Disability</i>  |
| 207        | <i>Multiple Disabilities</i>  |
| 208        | <i>Multiple Disabilities with Severe Sensory Impairment</i>   |
| 209        | <i>Orthopedic Impairment</i>  |
| 210        | <i>Developmental Delay</i>  |

# CHART OF ACCOUNTS

# EXPENDITURE PROGRAMS

| Code       | Description   |   |                         |
|------------|---|---|-------------------------|
| 211        | <i>Preschool Severe Delay</i>   |   |                         |
| 213        | <i>Speech/Language Impairment</i>   |   |                         |
| 214        | <i>Traumatic Brain Injury</i>   |   |                         |
| 215        | <i>Visual Impairment</i>  |   |                         |
| <b>240</b> | <b>Gifted Education</b>   |   |                         |
| <b>250</b> | <b>Remedial Education</b>   |   |                         |
| <b>260</b> | <b>English Language Learners Incremental Costs (A.R.S. §15-756 et seq)</b>        |   |                         |
| <b>265</b> | <b>English Language Learners Compensatory Instruction (A.R.S. §15-756 et seq)</b> |   |                         |
| <b>270</b> | <b>Vocational and Technical Education (Do not include CTED costs here.)</b>       |   |                         |
| <b>280</b> | <b>Career Education</b>   |   |                         |
| <b>300</b> | <b>CAREER TECHNICAL EDUCATION (CTED) (See additional bold codes below)</b>        |   |                         |
| <b>301</b> | <b>Accounting</b>   | Districts should use Program 300 to code expenditures made for multiple CTED programs that are not directly assignable to Programs 301-399. | CIP # <b>52.0301.00</b> |
| <b>302</b> | <b>Unassigned – do not use</b>  |   |                         |
| <b>303</b> | <b>Air Transportation</b>   |   | CIP # <b>36.0202.00</b> |
| <b>304</b> | <b>Aircraft Mechanics</b>   |   | CIP # <b>47.0608.00</b> |
| <b>305</b> | <b>Unassigned – do not use</b>  | Use detailed Programs 300-399 in all funds, <u>not</u> just Fund 596.   |                         |
| <b>306</b> | <b>Digital Animation</b>  |   | CIP # <b>10.0304.00</b> |
| <b>307</b> | <b>Architectural Drafting</b>   |   | CIP # <b>15.1303.00</b> |
| <b>309</b> | <b>Automation and Robotics</b>  |   | CIP # <b>14.4201.00</b> |
| <b>310</b> | <b>Automotive Collision Repair</b>  |   | CIP # <b>47.0603.00</b> |
| <b>311</b> | <b>Automotive Technologies</b>  |   | CIP # <b>47.0604.00</b> |

## CHART OF ACCOUNTS

## EXPENDITURE PROGRAMS

| Code       | Description                             |       |                   |
|------------|---|-------|-------------------|
| <b>312</b> | <b>Bioscience</b>                       | CIP # | <b>41.0100.00</b> |
| <b>313</b> | <b>Business Management</b>              | CIP # | <b>52.0201.00</b> |
| <b>314</b> | <b>Business Operations</b>              | CIP # | <b>52.0408.00</b> |
| <b>315</b> | <b>Cabinetmaking</b>                    | CIP # | <b>48.0703.00</b> |
| <b>316</b> | <b>Carpentry</b>                        | CIP # | <b>46.0201.00</b> |
| <b>317</b> | <b>Technology Devices Maintenance</b>   | CIP # | <b>15.1202.00</b> |
| <b>318</b> | <b>Construction Technologies</b>        | CIP # | <b>46.0415.00</b> |
| <b>319</b> | <b>Cosmetology and Related Services</b> | CIP # | <b>12.0400.00</b> |
| <b>320</b> | <b>Culinary Arts</b>                    | CIP # | <b>12.0500.00</b> |
| <b>321</b> | <b>Dental Assisting</b>                 | CIP # | <b>51.0600.00</b> |
| <b>322</b> | <b>Diesel Engine Repair</b>             | CIP # | <b>47.0613.00</b> |
| <b>323</b> | <b>Digital Photography</b>              | CIP # | <b>50.0605.00</b> |
| <b>324</b> | <b>Digital Printing</b>                 | CIP # | <b>10.0200.20</b> |
| <b>325</b> | <b>Early Childhood Education</b>        | CIP # | <b>13.1210.00</b> |
| <b>326</b> | <b>Education Professions</b>            | CIP # | <b>13.1200.00</b> |
| <b>327</b> | <b>Electronic Technologies</b>          | CIP # | <b>14.1001.00</b> |
| <b>328</b> | <b>Electronics Drafting</b>             | CIP # | <b>15.1305.00</b> |
| <b>329</b> | <b>Emergency Medical Services</b>       | CIP # | <b>51.0904.00</b> |
| <b>330</b> | <b>Engineering</b>                      | CIP # | <b>15.0000.00</b> |
| <b>332</b> | <b>Energy Systems</b>                   | CIP # | <b>47.0701.00</b> |
| <b>333</b> | <b>Fashion Design and Operations</b>    | CIP # | <b>50.0407.00</b> |
| <b>334</b> | <b>Film and TV Production</b>           | CIP # | <b>50.0602.00</b> |

## CHART OF ACCOUNTS

## EXPENDITURE PROGRAMS

| Code       | Description                                      |       |                   |
|------------|--|-------|-------------------|
| <b>335</b> | <b>Finance</b>                                   | CIP # | <b>52.0801.00</b> |
| <b>336</b> | <b>Fire Service</b>                              | CIP # | <b>43.0202.00</b> |
| <b>337</b> | <b>Graphic Design</b>                            | CIP # | <b>50.0409.00</b> |
| <b>338</b> | <b>Medical Records Technologies</b>              | CIP # | <b>51.0707.00</b> |
| <b>339</b> | <b>Heating, Ventilation and Air Conditioning</b> | CIP # | <b>47.0201.00</b> |
| <b>340</b> | <b>Heavy Equipment Operations</b>                | CIP # | <b>49.0202.00</b> |
| <b>341</b> | <b>Heavy Industrial Maintenance</b>              | CIP # | <b>47.0300.00</b> |
| <b>342</b> | <b>Hospitality Management</b>                    | CIP # | <b>52.0900.00</b> |
| <b>343</b> | <b>Unassigned - do not use</b>                   |       |                   |
| <b>344</b> | <b>Interior Design</b>                           | CIP # | <b>50.0408.00</b> |
| <b>345</b> | <b>Digital Communication</b>                     | CIP # | <b>09.0702.00</b> |
| <b>346</b> | <b>Laboratory Assisting</b>                      | CIP # | <b>51.0802.00</b> |
| <b>347</b> | <b>Law and Public Safety</b>                     | CIP # | <b>43.0100.00</b> |
| <b>348</b> | <b>Mechanical Drafting</b>                       | CIP # | <b>15.1306.00</b> |
| <b>349</b> | <b>Medical Assisting Services</b>                | CIP # | <b>51.0801.00</b> |
| <b>350</b> | <b>Unassigned - do not use</b>                   |       |                   |
| <b>351</b> | <b>Mental and Social Health Technician</b>       | CIP # | <b>51.1502.00</b> |
| <b>352</b> | <b>Music and Audio Production</b>                | CIP # | <b>15.0307.00</b> |
| <b>353</b> | <b>Network Security</b>                          | CIP # | <b>11.1999.00</b> |
| <b>354</b> | <b>Nursing Services</b>                          | CIP # | <b>51.3902.00</b> |
| <b>355</b> | <b>Pharmacy Support Services</b>                 | CIP # | <b>51.0805.00</b> |
| <b>356</b> | <b>Plumbing</b>                                  | CIP # | <b>46.0503.00</b> |



## CHART OF ACCOUNTS

## EXPENDITURE PROGRAMS

| Code       | Description   |       |                   |
|------------|---|-------|-------------------|
| <b>357</b> | <b>Precision Machining</b>                            | CIP # | <b>48.0510.00</b> |
| <b>358</b> | <b>Marketing</b>                                      | CIP # | <b>52.1801.00</b> |
| <b>359</b> | <b>Electrical and Power Transmission Installation</b> | CIP # | <b>46.0301.00</b> |
| <b>360</b> | <b>Unassigned - do not use</b>                        |       |                   |
| <b>361</b> | <b>Software and App Design</b>                        | CIP # | <b>11.0202.00</b> |
| <b>362</b> | <b>Sports Medicine and Rehabilitation</b>             | CIP # | <b>51.0913.00</b> |
| <b>363</b> | <b>Unassigned - do not use</b>                        |       |                   |
| <b>364</b> | <b>Stagecraft</b>                                     | CIP # | <b>50.0599.00</b> |
| <b>365</b> | <b>Therapeutic Massage</b>                            | CIP # | <b>51.3501.00</b> |
| <b>366</b> | <b>Veterinary Assisting</b>                           | CIP # | <b>01.8301.00</b> |
| <b>367</b> | <b>Unassigned - do not use</b>                        |       |                   |
| <b>368</b> | <b>Welding Technologies</b>                           | CIP # | <b>48.0508.00</b> |
| <b>369</b> | <b>JROTC Airforce/Spaceforce</b>                      | CIP # | <b>28.0101.00</b> |
| <b>370</b> | <b>JROTC Army</b>                                     | CIP # | <b>28.0301.00</b> |
| <b>371</b> | <b>JROTC Navy/Marine</b>                              | CIP # | <b>28.0401.00</b> |
| <b>372</b> | <b>Unassigned - do not use</b>                        |       |                   |
| <b>373</b> | <b>Home Health Aide</b>                               | CIP # | <b>51.2602.00</b> |
| <b>374</b> | <b>Unassigned – do not use</b>                        |       |                   |
| <b>375</b> | <b>Unassigned - do not use</b>                        |       |                   |
| <b>376</b> | <b>AgriScience</b>                                    | CIP # | <b>01.0000.00</b> |

## CHART OF ACCOUNTS

## EXPENDITURE PROGRAMS

| Code           | Description  |
|----------------|--|
| <b>380-399</b> | <b>Local Occupational Need Programs</b> —Activities related to ADE approved CTED programs not included in the statewide approved programs (program codes 301-379). Each CTED should assign a specific program code in this range for each approved local CTED program to identify costs by CIP #. The CTED and its members should use the same program number. |
| <b>400</b>     | <b>PUPIL TRANSPORTATION</b> —Expenditures for transporting students to and from school <u>and</u> school activities (e.g., field trips, competitions, conferences, athletics, etc.). <i>(See additional bold codes below)</i>  |
| 410            | <i>Pupil Transportation Regular Education</i>  |
| 420            | <i>Pupil Transportation Special Education</i>  |
| <b>430</b>     | <b>English Language Learners Incremental Costs</b>   |
| <b>435</b>     | <b>English Language Learners Compensatory</b>  |
| <b>450</b>     | <b>CTED Central</b>  |
| <b>460</b>     | <b>CTED Satellite</b>  |
| <b>470</b>     | <b>Vocational and Technical Education (Do not include CTED costs here.)</b>  |
| 500            | PROGRAMS REQUIRING SEPARATE BUDGETS <i>(Use detailed codes below)</i>  |
| 510            | Desegregation <i>(Use detailed codes below)</i><br><b>Expenditures incurred solely as a result of compliance with a court order of desegregation or administrative agreement with the U.S. Department of Education Office for Civil Rights as provided in A.R.S. §15-910.</b>  |
| <b>511</b>     | <b>Desegregation Regular Education</b>   |
| <b>512</b>     | <b>Desegregation Special Education</b>   |
| <b>513</b>     | <b>Desegregation Pupil Transportation</b>  |
| <b>514</b>     | <b>Desegregation English Language Learners Incremental Costs</b>   |
| <b>515</b>     | <b>Desegregation English Language Learners Compensatory Instruction</b>  |

## CHART OF ACCOUNTS

## EXPENDITURE PROGRAMS

| Code       | Description  |
|------------|--|
| <b>530</b> | <b>Dropout Prevention Programs</b> —Accounts for expenditures for dropout prevention programs the State Board of Education approves.   |
| <b>540</b> | <b>Joint Career and Technical Education and Vocational Education Center</b> —Accounts for vocational expenditures that are specifically exempt in whole or in part from the revenue control limit for a period of not more than 3 years, beginning the first year that the career and technical education and vocational education center is operating and serving students as provided in A.R.S. §15-910.01.                                |
| <b>550</b> | <b>K-3 Reading Program</b> —Accounts for expenditures from the amount the K-3 Reading support level weight generated for districts to use only on instructional purposes intended to improve reading proficiency for pupils in kindergarten and grades 1, 2, and 3 with particular emphasis on pupils in kindergarten and grades 1 and 2. A.R.S. §15-211   |
| 600        | OTHER INSTRUCTIONAL PROGRAMS ( <i>Use detailed codes below</i> )   |
| <b>610</b> | <b>School-Sponsored Cocurricular Activities</b> —School-sponsored activities, under the guidance and supervision of district staff, designed to provide students such experiences as motivation, enjoyment, and improvement of skills. Cocurricular activities normally supplement the regular instructional program and include such activities as band, chorus, choir, speech, and debate. Districts should code athletics to program 620. |
| <b>620</b> | <b>School-Sponsored Athletics</b> —School-sponsored activities, under the guidance and supervision of district staff, that provide opportunities for students to pursue various aspects of physical education. Athletics normally involve competition between schools and frequently involve offsetting gate receipts or fees.   |
| <b>630</b> | <b>Other</b> —Activities that provide students with learning experiences not included in the other program 600 codes.  |

| Code       | Description   |
|------------|---|
| <b>700</b> | <b>ADULT/CONTINUING EDUCATION PROGRAMS</b> —Activities that develop knowledge and skills to meet immediate and long-range educational objectives of adults who, having completed or interrupted formal schooling, have accepted adult roles and responsibilities. Programs include activities to foster the development of fundamental tools of learning, prepare students for a postsecondary career, prepare students for postsecondary education programs, upgrade occupational competence, prepare students for a new or different career, develop skills and appreciation for special interests, or enrich the aesthetic qualities of life. Adult basic education programs are included in this category. Additionally, associate degrees offered by a CTED in accordance with A.R.S. §15-398 should be included here. |
| <b>800</b> | <b>COMMUNITY COLLEGE EDUCATION PROGRAMS</b> —Activities for students attending an institution of higher education that usually offers the first 2 years of college instruction. If a district has the responsibility of providing this program, districts should code all costs of the program here.  |
| <b>900</b> | <b>COMMUNITY SERVICES PROGRAMS</b> —Activities that are not directly related to the provision of educational services in a district. These include services such as community recreation programs, civic activities, public libraries, programs of custody and care of children, prekindergarten programs that are not appropriately coded to program code 200, and community welfare activities a district provides for the community as a whole or some segment of the community.   |

## CHART OF ACCOUNTS

## EXPENDITURE FUNCTIONS

| Function Code | Description   | Program Guidance |
|---------------|---|------------------|
| 1000          | <p><b>INSTRUCTION</b>—Instruction includes the activities dealing directly with the interaction between teachers and students. Districts may provide instruction for students in a school classroom, in another location such as a home or hospital, and in other learning situations such as those involving cocurricular activities and school-sponsored athletics. Districts may also provide instruction through some other approved medium, such as television, radio, computer, Internet, multimedia, telephone, and correspondence, that is delivered inside or outside the classroom or in other teacher-student settings. Include salaries and benefits of certified teachers, classroom furniture, and technology used by students in the classroom or that has a student instruction focus. As an alternative to using a separate optional element in the account string for course codes, districts may establish course codes under this function. <i>(See additional bold code below)</i></p> |                  |
| 1900          | <p><b>Other Instructional Staff</b>—Include salaries and benefits of noncertified, instructional personnel (e.g., aides, noncertified athletic coaches, tutors, etc.).</p>  |                  |
| 2000          | <p>SUPPORT SERVICES <i>(Use detailed codes below)</i></p>   |                  |
| 2100          | <p><b>Support Services—Students</b>—Activities designed to assess and improve the students' well-being and to supplement the teaching process. <i>(See additional bold code 2170 below)</i></p>   |                  |
| 2110          | <p><i>Attendance and Social Work Services</i>—Activities designed to improve student attendance at school and that attempt to prevent or solve student problems involving the home, school, and community. This function includes attendance services, social work services, student accounting services, and student attendance software. Registration activities for adult education programs are also included here.</p>   |                  |

## CHART OF ACCOUNTS

## EXPENDITURE FUNCTIONS

| Function Code | Description   | Program Guidance      |
|---------------|---|-----------------------|
| 2120          | <i>Guidance Services</i> —Activities involving counseling with students and parents, consulting with other staff members on learning problems, evaluating the abilities of students, assisting students as they make their own educational and career plans and choices, assisting students in personal and social development, providing referral assistance, and working with other staff members in planning and conducting guidance programs for students. This function also includes supervision, appraisal, record maintenance, and placement services.                            |                       |
| 2130          | <i>Health Services</i> —Health services that are not direct instruction. Included are activities that provide students with appropriate medical, dental, and nursing services.  |                       |
| 2140          | <i>Psychological Services</i> —Activities concerned with administering psychological tests and interpreting the results; gathering and interpreting information about student behavior; working with other staff members in planning school programs to meet the students' special needs as psychological tests and behavioral evaluation indicate; and planning and managing a program of psychological services, including psychological counseling for students, staff, and parents. This function also includes the supervision of psychological services and psychotherapy services. |                       |
| 2150          | <i>Speech Pathology and Audiology Services</i> —Activities that identify, assess, and treat children with speech, hearing, and language impairments.  | Usually<br><b>200</b> |
| 2160          | <i>Occupational/Physical Therapy—Related Services</i> —Activities that assess, diagnose, or treat students for all conditions requiring the services of an occupational or physical therapist.  | Usually<br><b>200</b> |

## CHART OF ACCOUNTS

## EXPENDITURE FUNCTIONS

| Function Code | Description  | Program Guidance |
|---------------|--|------------------|
| <b>2170</b>   | <p><b>Heads of Components Support Services—Students—</b>Activities associated with the overall administration of Student Support Services below the executive level. See description of heads of components in the <a href="#">introduction</a>.</p> <p><b>Used in the indirect cost calculation.</b></p>  |                  |
| <i>2190</i>   | <p><i>Other Support Services—Students—</i>Other support services to students not coded elsewhere in the function 2100 range. Districts should code students' food and hotel costs associated with student travel here.</p>   |                  |
| <b>2200</b>   | <p><b>Support Services—Instruction—</b>Activities associated with assisting the instructional staff with the content and process of providing learning experiences for students. This function also includes curriculum directors, special education directors, or others who supervise staff performing these functions. <i>(See additional bold codes below)</i></p> |                  |
| <b>2210</b>   | <p><b>Improvement of Instruction—</b>Activities primarily for assisting instructional staff in planning, developing, and evaluating the process of providing learning experiences for students. These activities include curriculum development, developing instruction techniques, child development and understanding, and staff training.</p>                       |                  |
| <i>2212</i>   | <p><i>Instruction and Curriculum Development—</i>Activities that aid teachers in developing the curriculum, preparing and using special curriculum materials, and understanding and appreciating the various techniques that stimulate and motivate students.</p>  |                  |

## CHART OF ACCOUNTS

## EXPENDITURE FUNCTIONS

| Function Code | Description  | Program Guidance |
|---------------|--|------------------|
| 2213          | <p><i>Instructional Staff Training</i>—Activities associated with the professional development and training of instructional personnel. These include such activities as in-service training (including mentor teachers), workshops, conferences, demonstrations, courses for college credit (tuition reimbursement), and other activities related to instructional personnel’s ongoing growth and development. Districts should also code technology training for instructional staff here. Districts should capture the incremental costs associated with providing substitute teachers in the classroom (while regular teachers attend training) in this function code. Districts should code all costs here regardless of whether training services are provided internally or purchased from vendors.</p> |                  |
| 2220          | <p><b>Library/Media Services</b>—Activities concerned with directing, managing, and supervising educational media services, as well as activities such as selecting, acquiring, preparing, cataloging, and circulating books and other printed materials; planning for the use of the library by students, teachers, and other members of the instructional staff; and guiding individuals in their use of library books, reference guides and materials, catalog materials, special collections, and other materials, whether maintained separately or as a part of an instructional materials center. These activities include developing and acquiring library materials and operating library facilities. Districts should code textbooks to function <b>1000</b>.</p>                                     |                  |



## CHART OF ACCOUNTS

## EXPENDITURE FUNCTIONS

| Function Code | Description   | Program Guidance |
|---------------|---|------------------|
| 2230          | <p><i>Instruction—Related Technology</i>—Encompasses all technology activities and services for the purpose of supporting instruction. These activities include expenditures for internal technology support as well as support districts purchase from external vendors using operating funds. These activities include costs associated with the administration and supervision of technology personnel, systems planning and analysis, systems application development, systems operations, network support services, hardware maintenance and support services, and other technology-related costs such as virus and filtration software that relate to the support of instructional activities. Districts should also code activities concerned with supporting and maintaining computer centers (outside the classroom) that are established to support the instructional environment here. These centers may be located in the library or in other locations, but are not primarily dedicated to student-teacher instruction activities. (Districts should code computer centers that are primarily dedicated to instruction and technology used by students in the classroom or that have a student instruction focus to function <b>1000</b>.) Districts should also code professional development costs for instruction-focused technology personnel here. (Districts should code technology training for instructional staff to function <b>2213</b>.)</p> |                  |
| <b>2240</b>   | <p><b>Heads of Components Support Services—Instruction</b>—Activities associated with the overall administration of Instructional Support Services below the executive level. See description of heads of components in the <b>introduction</b>.</p> <p><b>Used in the indirect cost calculation.</b></p>   |                  |
| 2260          | <p><i>Academic Student Assessment</i>—Services rendered for the academic assessment of the student.</p>   |                  |
| 2290          | <p><i>Other Support Services—Instruction</i>—Other support to the instructional staff not coded elsewhere in the function 2200 range.</p>   |                  |

## CHART OF ACCOUNTS

## EXPENDITURE FUNCTIONS

| Function Code | Description   | Program Guidance |
|---------------|---|------------------|
| <b>2300</b>   | <b>Support Services—General Administration</b> —Activities associated with establishing and administering policy for operation of a district. <i>(See additional bold codes below)</i>  |                  |
| <i>2310</i>   | <i>Governing Board</i> —Activities of the elected body that has been created according to State law and vested with responsibilities for educational activities in a given administrative unit. This function includes board secretary/clerk services, board treasurer services, staff relations and negotiations services, legal services, and external audit services. Districts should code election services to function <b>2340</b> .  |                  |
| <b>2320</b>   | <b>Executive Administration</b> —Activities associated with overall general administration or executive responsibility for the school district. This function includes the office of the superintendent and related office support staff (e.g., administrative assistant, secretary), community relations, and State and federal relations services. Activities of administrators with key decision-making authority and their related office support staff are also included here regardless of the specific job title used. Such administrators are often referred to as associate, assistant, or deputy superintendents, but may not be limited to such designations. Districts may code activities of directing operations below the level of such administrators to another support services function if they fit within that function.<br><br><b>Used in the indirect cost calculation.</b> |                  |
| <b>2330</b>   | <b>Lobbying</b> —Activities related to the attempt to influence the passage or defeat of any legislation by communicating with any member or employee of the Legislature.   |                  |
| <b>2340</b>   | <b>Election Services</b> —Activities related to district elections including elections of governing board members and bond and override elections.<br><br><b>Used in the indirect cost calculation.</b>   |                  |

## CHART OF ACCOUNTS

## EXPENDITURE FUNCTIONS

| Function Code | Description  | Program Guidance |
|---------------|--|------------------|
| 2350          | <p><b>Retiree Health</b>—Payments made to provide retiree health benefits. If a retired employee returns to district employment only classify health related costs in the detailed function below if the costs result from an agreement made when the employee retired. Classify health related costs for employees in the same function as their other compensation and benefits.</p> <p><b>Used in the indirect cost calculation.</b></p>  |                  |
| 2351          | <p><b>Executive Administration and Heads of Components</b>—Retiree health payments for retired executive administrators or heads of components. See description of executive administration and heads of components in the <a href="#">introduction</a>.</p> <p><b>Used in the indirect cost calculation.</b></p>  |                  |
| 2400          | <p><b>Support Services—School Administration</b>—Activities concerned with overall administrative responsibility for a school. <i>(See additional bold code below)</i></p>   |                  |
| 2410          | <p><b>Office of the Principal</b>—Activities concerned with directing and managing the operation of a school. This function includes the activities the principal, assistant principals, and other assistants perform while supervising all school operations, evaluating staff members, assigning duties to staff members, maintaining the school records, and coordinating school instructional activities with those of a district. Districts should use this function to report all heads of components within Support Services—School Administration for the indirect cost calculation. See description of heads of components in the <a href="#">introduction</a>.</p> |                  |
| 2490          | <p><i>Other Support Services—School Administration</i>—Other school administration services. This function includes graduation expenses and department chairs.</p>   |                  |

## CHART OF ACCOUNTS

## EXPENDITURE FUNCTIONS

| Function Code | Description   | Program Guidance |
|---------------|---|------------------|
| <b>2500</b>   | <b>Central Services</b> —Activities that support other administrative and instructional functions, including fiscal services, human resources, planning, and administrative information technology. <i>(See additional bold codes below)</i>  |                  |
| 2510          | <i>Fiscal Services</i> —Activities concerned with the fiscal operations of a district. This function includes budgeting, receiving and disbursing monies, financial and property accounting, payroll, inventory control, internal auditing, and investments and funds management, as well as supervision of fiscal services.            |                  |
| 2520          | <i>Purchasing, Warehousing, and Distributing Services</i> —Activities concerned with purchasing, receiving, storing, and distributing supplies, furniture, equipment, and materials used in schools or school system operations.  |                  |
| <b>2530</b>   | <b>Heads of Components Support Services—Central—</b> Activities associated with the overall administration of Central Support Services below the executive level. See definition of heads of components in the <a href="#">introduction</a> .<br><b>Used in the indirect cost calculation.</b>  |                  |
| 2540          | <i>Printing, Publishing, and Duplicating Services</i> —The activities of printing and publishing administrative publications such as annual reports, school directories, and manuals. Activities also include centralized services for duplicating school materials and instruments such as school bulletins, newsletters, and notices. |                  |

| Function Code      | Description   | Program Guidance |
|--------------------|---|------------------|
| <p><b>2550</b></p> | <p><b>Planning, Research, Development, and Evaluation Services</b>—Activities associated with conducting and managing system-wide programs of planning, research, development, and evaluation for a school system.</p> <p><u>Planning Services</u>—Activities concerned with selecting or identifying the overall, long-range goals and priorities of the organization or program. They also involve formulating various courses of action needed to achieve these goals. This is done by identifying needs and the relative costs and benefits of each course of action.</p> <p><u>Research Services</u>—Activities concerned with the systematic study and investigation of the various aspects of education, undertaken to establish facts and principles.</p> <p><u>Development Services</u>—Activities in the deliberate evolving process of improving educational programs.</p> <p><u>Evaluation Services</u>—Activities concerned with ascertaining or judging the value or amount of an action or an outcome. This is done through careful appraisal of previously specified data in light of the particular situation and the goals previously established.</p> <p><b>Used in the indirect cost calculation.</b></p> |                  |
| <p><b>2560</b></p> | <p><b>Public Information Services</b>—Activities concerned with writing, editing, and otherwise preparing educational and administrative information for dissemination to students, staff, managers, and the general public through direct mailing, the various news media, email, the Internet, websites, and personal contact. The information services function code includes related supervision and internal and public information services. Districts should code technology that supports activities classified in this code to function <b>2580</b>.</p> <p><b>Used in the indirect cost calculation.</b></p>  |                  |

## CHART OF ACCOUNTS

## EXPENDITURE FUNCTIONS

| Function Code | Description  | Program Guidance |
|---------------|--|------------------|
| 2570          | <p><i>Personnel Services</i>—Activities concerned with maintaining personnel for the school system. It includes such activities as recruitment and placement, noninstructional personnel training, staff transfers, health services, and staff accounting.</p> <p><u>Noninstructional Personnel Training</u>—Activities associated with the professional development and training of noninstructional personnel. These include such activities as in-service training, seminars and conferences, continuing professional education, courses for college credit (tuition reimbursement), and other activities related to the ongoing growth and development of noninstructional personnel. The incremental costs associated with providing temporary employees to perform job duties while regular employees attend training should be captured in this function code. Districts should code all training costs here regardless of whether training services are provided internally or purchased from vendors.</p> |                  |
| 2580          | <p><i>Administrative Technology Services</i>—Activities concerned with supporting a district’s information technology systems, including supporting administrative networks, maintaining administrative information systems, and processing data for administrative and managerial purposes. These activities include expenditures for internal technology support, as well as support districts purchase from external vendors using operating funds. These activities include costs associated with the administration and supervision of technology personnel, systems planning and analysis, systems application development, systems operations, network support services, hardware maintenance and support services, and other technology-related administrative costs such as virus and filtration software.</p>  |                  |
| 2590          | <p><i>Other Central Services</i>—Other central support services not coded elsewhere in the function 2500 range.</p>  |                  |

## CHART OF ACCOUNTS

## EXPENDITURE FUNCTIONS

| Function Code | Description  | Program Guidance |
|---------------|--|------------------|
| <b>2600</b>   | <b>Operation and Maintenance of Plant</b> —Activities concerned with keeping the physical plant open, comfortable, and safe for use, and keeping the grounds, buildings, and equipment in effective working condition and state of repair. These include the activities of maintaining safety in buildings, on the grounds, and in the vicinity of schools. <i>(See additional bold code 2680 below)</i> |                  |
| 2610          | <i>Operation of Buildings</i> —Activities concerned with keeping the physical plant clean and ready for daily use. They include operating lighting and HVAC systems and doing minor repairs. Also included are the costs of building rental and property insurance.  |                  |
| 2620          | <i>Maintenance of Buildings</i> —Activities associated with keeping buildings at an acceptable level of efficiency through repairs and preventive maintenance.   |                  |
| 2630          | <i>Care and Upkeep of Grounds</i> —Activities involved in maintaining the land and improvements (but not the buildings). These include snow removal, landscaping, and grounds maintenance.   |                  |
| 2640          | <i>Care and Upkeep of Equipment</i> —Activities involved in maintaining equipment a district owns or uses. They include such activities as servicing and repairing furniture, machines, and movable equipment.   |                  |
| 2650          | <i>Vehicle Operation and Maintenance (Other than Student Transportation Vehicles)</i> —Activities involved in maintaining general purpose vehicles such as trucks, tractors, graders, and staff vehicles. These include such activities as repairing vehicles; replacing vehicle parts; and cleaning, painting, greasing, fueling, and inspecting vehicles for safety (i.e., preventive maintenance).    |                  |

## CHART OF ACCOUNTS

## EXPENDITURE FUNCTIONS

| Function Code | Description  | Program Guidance                 |
|---------------|--|----------------------------------|
| 2660          | <i>Security</i> —Activities concerned with maintaining a secure environment for students and staff, whether they are in transit to or from school, at a campus or administrative facility, or participating in school-sponsored events. These include costs associated with security plan development and implementation; installation of security monitoring devices, such as cameras and metal detectors; security personnel, such as campus police and security guards; purchase of security vehicles and communication equipment; and related costs. |                                  |
| 2670          | <i>Safety</i> —Activities concerned with maintaining a safe environment for students and staff, whether they are in transit to or from school, at a campus or administrative facility, or participating in school-sponsored events. These include costs associated with installing and monitoring school fire alarm systems and providing school crossing guards, as well as other costs incurred in an effort to ensure the basic safety of students and staff.   |                                  |
| <b>2680</b>   | <b>Heads of Components Operation and Maintenance of Plant</b> —Activities associated with the overall administration of Plant Operations and Maintenance below the executive level. See description of heads of components in the <a href="#">introduction</a> .<br><br><b>Used in the indirect cost calculation.</b>  |                                  |
| 2690          | <i>Other Operation and Maintenance of Plant</i> —Operation and maintenance of plant services that are not coded elsewhere in the function 2600 range.  |                                  |
| <b>2700</b>   | <b>Student Transportation</b> —Activities concerned with conveying students to and from school, as provided by state and federal law. This includes trips between home and school, and trips to school activities. <i>(See additional bold code below)</i>   | Only<br><b>400</b><br><b>513</b> |



## CHART OF ACCOUNTS

## EXPENDITURE FUNCTIONS

| Function Code | Description   | Program Guidance                 |
|---------------|---|----------------------------------|
| 2710          | <i>Vehicle Operation</i> —Activities involved in operating vehicles for student transportation, from the time the vehicles leave the point of storage until they return to the point of storage. These include driving buses or other student transportation vehicles.  | Only<br><b>400</b><br><b>513</b> |
| 2720          | <i>Monitoring Services</i> —Activities concerned with supervising students in the process of being transported between home and school, and between school and school activities. Such supervision can occur while students are in transit and while they are being loaded and unloaded, and it includes directing traffic at the loading stations. | Only<br><b>400</b><br><b>513</b> |
| 2730          | <i>Vehicle Servicing and Maintenance</i> —Activities involved in maintaining student transportation vehicles. It includes repairing and replacing vehicle parts, and cleaning, painting, fueling, and inspecting vehicles for safety.   | Only<br><b>400</b><br><b>513</b> |
| <b>2740</b>   | <b>Heads of Components Student Transportation</b> —Activities associated with the overall administration of Student Transportation below the executive level. See description of heads of components in the <a href="#">introduction</a> .<br><br><b>Used in the indirect cost calculation.</b>   | Only<br><b>400</b><br><b>513</b> |
| 2790          | <i>Other Student Transportation</i> —Student transportation services that are not coded elsewhere in the function 2700 range.   | Only<br><b>400</b><br><b>513</b> |
| <b>2900</b>   | <b>Other Support Services</b> —All other support services not coded elsewhere in the function 2000 range and not properly coded to function 2910.   |                                  |
| <b>2910</b>   | <b>Heads of Components Support Services—Other</b> —Activities associated with the overall administration of Other Support Services below the executive level. See definition of heads of components in the <a href="#">introduction</a> .<br><br><b>Used in the indirect cost calculation.</b>  |                                  |

## CHART OF ACCOUNTS

## EXPENDITURE FUNCTIONS

| Function Code | Description   | Program Guidance |
|---------------|---|------------------|
| 3000          | OPERATION OF NONINSTRUCTIONAL SERVICES ( <i>Use detailed codes below</i> )  |                  |
| <b>3100</b>   | <b>Food Service Operations</b> —Activities concerned with providing food to students and staff in a school or district not properly coded to function 3110. This function includes preparing and serving regular and incidental meals, lunches, or snacks in connection with school activities and food delivery.   |                  |
| <b>3110</b>   | <b>Heads of Components Food Service Operations</b> —Activities associated with the overall administration of Food Service Operations below the executive level. See definition of heads of components in the <a href="#">introduction</a> .<br><br><b>Used in the indirect cost calculation.</b>  |                  |
| <b>3200</b>   | <b>Enterprise Operations</b> —Activities that are financed and operated in a manner similar to private business enterprises, where the stated intent is to finance or recover the costs primarily through user charges not properly coded to function 3210. Districts should code food service operations to function 3100.   |                  |
| <b>3210</b>   | <b>Heads of Components Enterprise Operations</b> —Activities associated with the overall administration of Enterprise Operations below the executive level. See definition of heads of components in the <a href="#">introduction</a> .<br><br><b>Used in the indirect cost calculation.</b>  |                  |
| <b>3300</b>   | <b>Community Services Operations</b> —Activities concerned with providing community services to students, staff, or other community participants not properly coded to function 3310. Examples of this function would be offering parental training or operating a community swimming pool, a recreation program for the elderly, or a childcare center for working parents. Districts should code activities related to counseling students and parents as described in function <a href="#">2120</a> there. | Only <b>900</b>  |

## CHART OF ACCOUNTS

## EXPENDITURE FUNCTIONS

| Function Code | Description   | Program Guidance   |
|---------------|---|--------------------|
| 3310          | <p><b>Heads of Components Community Services Operations</b>—Activities associated with the overall administration of Community Services Operations below the executive level. See definition of heads of components in the <a href="#">introduction</a>.</p> <p><b>Used in the indirect cost calculation.</b></p>   | Only<br><b>900</b> |
| 3400          | <p><b>Bookstore Operations</b>—Activities concerned with bookstore operations not properly coded to function 3410.</p>  |                    |
| 3410          | <p><b>Heads of Components Bookstore Operations</b>— Activities associated with the overall administration of Bookstore Operations below the executive level. See definition of heads of components in the <a href="#">introduction</a>.</p> <p><b>Used in the indirect cost calculation.</b></p>  |                    |
| 4000          | <p><b>FACILITIES ACQUISITION AND CONSTRUCTION</b>— Activities concerned with acquiring land and buildings, remodeling buildings, constructing buildings and additions to buildings, initially installing or extending service systems and other built-in equipment, and improving sites. <b>(See additional bold code below)</b></p>  |                    |
| 4100          | <p><i>Land Acquisition</i>—Activities concerned with initially acquiring and improving land.</p>  |                    |
| 4200          | <p><i>Land Improvement</i>—Activities concerned with making permanent improvements to land, such as grading, fill, and environmental remediation.</p>   |                    |
| 4300          | <p><i>Architecture and Engineering</i>—The activities of architects and engineers related to acquiring and improving sites and improving buildings. Charges are made to this function only for those preliminary activities that may or may not result in additions to a district’s property. Otherwise, code these services to function 4100, 4200, 4500, 4600, or 4700, as appropriate.</p> |                    |

## CHART OF ACCOUNTS

## EXPENDITURE FUNCTIONS

| Function Code | Description   | Program Guidance |
|---------------|---|------------------|
| 4400          | <i>Educational Specifications Development</i> —Activities concerned with preparing and interpreting descriptions of specific space requirements to be accommodated in a building. The architects and engineers interpret these specifications in the early stages of blueprint development.                                       |                  |
| 4500          | <i>Building Acquisition and Construction</i> —Activities concerned with buying or constructing buildings.   |                  |
| 4600          | <i>Site Improvement</i> —Activities concerned with making nonpermanent improvements or enhancements to building sites. These improvements include fencing, walkways, tunnels, landscaping, and playground and shade structures.   |                  |
| 4700          | <i>Building Improvement</i> —Activities concerned with building additions, reconstruction, remodeling, and with initially installing or extending service systems and other built-in equipment.   |                  |
| <b>4800</b>   | <b>Heads of Components Facilities Acquisition and Construction</b> —Activities associated with the overall administration of Facilities Acquisition and Construction below the executive level. See description of heads of components in the <a href="#">introduction</a> .<br><br><b>Used in the indirect cost calculation.</b> |                  |
| 4900          | <i>Other Facilities Acquisition and Construction</i> —Facilities acquisition and construction activities that are not coded elsewhere in the function 4000 range.   |                  |

## CHART OF ACCOUNTS

## EXPENDITURE FUNCTIONS

| Function Code | Description   | Program Guidance |
|---------------|---|------------------|
| <b>5000</b>   | <p><b>DEBT SERVICE</b>—Activities related to servicing long-term debt and other long-term obligations including payments of both principal and interest. Districts should use this function to account for bond interest payments; retirement of bonded debt including current and advance refundings; financed purchase agreements; leases and subscription-based information technology arrangements (software subscriptions) other than short-term; and other long-term notes. Districts should code interest on short-term obligations that are repayable within 1 year, such as tax anticipation notes and lines of credit, to function <b>2510</b>. Districts should code short-term leases and software subscriptions to the appropriate function the underlying lease or subscription asset serves.</p> |                  |
| <b>6000</b>   | <p><b>OTHER FINANCING USES</b>—A number of outlays are not properly classified as expenditures, but still require budgetary or accounting control. These include certain transfers of monies from one fund to another, indirect costs, and payments to bond escrow agents.</p>  |                  |

**CHART OF ACCOUNTS**

**EXPENDITURE OBJECTS**

| Object Code      | Description  | Function Guidance                                 |
|------------------|--|---|
| 6100             | PERSONAL SERVICES—SALARIES <i>(Use detailed codes below)</i>   |   |
|                  | <b>Certified Salaries</b> —Amounts paid to permanent or temporary district employees certified by the Arizona Department of Education.   |   |
| <b>6105-6109</b> | <b>Substitute Teachers</b> —Amounts paid to short- or long-term substitutes.   | Only<br><b>1000</b><br><i>2213</i><br><b>3300</b> |
| <b>6110-6114</b> | <b>Classroom Teacher Base Salaries</b> —Amounts paid to classroom teachers for their primary teaching duties, including Classroom Site Fund base salary payments.  | Only<br><b>1000</b><br><b>3300</b>                |
| <b>6115-6119</b> | <b>Classroom Teacher Performance Pay</b> —Amounts paid to classroom teachers based on the teacher’s performance ratings or defined goal’s achievement, including Classroom Site Fund performance payments.   | Only<br><b>1000</b><br><b>3300</b>                |
| <b>6120-6129</b> | <b>Classroom Teacher Payments Not Related to Additional Duties</b> —Amounts paid to classroom teachers, in addition to their base salary payments, that do <b>not</b> require the employee to perform additional duties (e.g., retention, hard-to-fill positions, class size, specific certification endorsements, and signing or other incentive stipends).   | Only<br><b>1000</b><br><b>3300</b>                |
| <b>6130-6139</b> | <b>Classroom Teacher Payments Related to Additional Duties</b> —Amounts paid to classroom teachers, in addition to their base salary payments, that require additional duties teachers must perform (e.g., department/chair lead, tutoring, summer school, advisors, coaches, and teaching additional periods or classes beyond base contract requirements, such as teaching a class in place of the normal teacher preparation period). |   |
| <b>6140-6149</b> | <b>Other Certified Staff</b> —Amounts paid to certified staff other than classroom teachers, such as administrators, counselors, and other certified staff. Districts can use functions to differentiate between positions.  |   |

Use function code 3300 for community school

## CHART OF ACCOUNTS

## EXPENDITURE OBJECTS

| Object Code | Description  | Function Guidance   |
|-------------|--|---|
| <b>6150</b> | <b>Classified Salaries</b> —Amounts paid to permanent or temporary employees not certified by the Arizona Department of Education. Examples are business managers, clerks, secretaries, custodians, social workers, nurses, bus drivers, food service workers, and crossing guards.  | Salaries and benefits for Other Instructional Staff (e.g., classroom aides) should be coded to function code 1900 |
| 6200        | PERSONAL SERVICES—EMPLOYEE BENEFITS ( <i>Use detailed codes below</i> )  |   |
| <b>6210</b> | <b>Employee Insurance</b> —Amounts paid for the employer’s share of any insurance plans, such as life, health, dental, and accident insurance.   |   |
| <b>6220</b> | <b>Social Security Taxes</b> —Amounts paid for the employer’s share of social security.<br><br><b>Although expenditure object codes 6221 and 6222 are optional, districts must maintain adequate records to separately identify Social Security and Medicare.</b>  |   |
| 6221        | <i>Social Security—OASDI</i>   |   |
| 6222        | <i>Medicare—Hospital Insurance</i>   |   |
| <b>6230</b> | <b>State Retirement System Contributions</b> —Amounts paid for the employer’s share of retirement and long-term disability contributions to the Arizona State Retirement System.<br><br><b>Although expenditure object codes 6231, 6232, and 6235 are optional, districts must maintain adequate records to separately identify State Retirement, Long-Term Disability, and the Alternative Contribution Rate amounts.</b> |   |
| 6231        | <i>State Retirement</i>  |   |
| 6232        | <i>Long-Term Disability</i>  |   |
| 6235        | <i>Alternative Contribution Rate A.R.S. §38-766.02</i>   |   |
| <b>6240</b> | <b>Tuition Reimbursement</b> —Amounts reimbursed to any employee qualifying for tuition reimbursement on the basis of district policy.   |   |

| Object Code | Description  | Function Guidance |
|-------------|--|-------------------|
| <b>6250</b> | <b>Unemployment Insurance</b> —Amounts paid to provide unemployment insurance for its employees. Districts may distribute these charges to functions in accordance with the salary budget or may code them to function <b>2310</b> .   |                   |
| <b>6260</b> | <b>Workers' Compensation</b> —Amounts paid to provide workers' compensation insurance for its employees. Districts may distribute these charges to functions in accordance with the salary budget or may code them to function <b>2310</b> .   |                   |
| <b>6270</b> | <b>Health Benefits</b> —Amounts paid to provide health benefits, other than insurance, for its current or former employees.  |                   |
| <b>6280</b> | <b>Unused Leave and Severance Payments</b> —Amounts paid for unused leave and severance pay when employees separate from employment.<br><br>Although expenditure object codes 6281 through 6283 are optional, districts must maintain adequate records to be able to report these categories for use in the indirect cost calculation.                     |                   |
| <i>6281</i> | <i>Unused Leave Payments</i> —Amounts paid for unused leave when an employee retires or separates from district employment.  |                   |
| <i>6282</i> | <i>Normal Severance Payments</i> —Amounts paid other than leave payments, if any, when an employee retires or separates from district employment. Do not include amounts for abnormal or mass severance payments here as those are classified in 6283 below.   |                   |
| <i>6283</i> | <i>Abnormal or Mass Severance Payments</i> —Amounts paid as separation incentives when offered to all employees or all employees in an employee group or class. Include payments such as lump sum payments that may be linked to years of service, increased pension benefits, and payments of unused leave beyond normal amounts.                         |                   |
| <b>6290</b> | <b>Other Employee Benefits</b> —Employee benefits other than those coded elsewhere in the expenditure object code 6200 range, including fringe benefits such as taxable meal reimbursements, automobile allowances, housing or related supplements, moving expenses, and paid parking. Districts may establish separate codes for various accrued amounts. |                   |



| Object Code | Description   | Function Guidance   |
|-------------|---|---|
| 6300        | <p><b>PURCHASED PROFESSIONAL AND TECHNICAL SERVICES</b>—Services that by their nature only persons or firms with specialized skills and knowledge can perform. Although a product may or may not result from the transaction, the primary reason for the purchase is the service provided. Included are the services of architects, engineers, auditors, dentists, medical doctors, lawyers, consultants, teachers, and accountants. It is recommended that districts establish a separate account for each type of service provided to a district. This code also includes conference registration fees and online access to information (e.g., periodicals or research libraries) or assessment materials (e.g., certification exams or standardized testing). Online access to research or assessment materials are not considered software. <i>(See additional bold code below)</i></p> |   |
| 6310        | <p><i>Official/Administrative Services</i>—Services in support of a district’s various policy-making and managerial activities. Include management-consulting activities oriented to general governance or business and financial management of a district, school management support activities, and election services.</p>  | <p>Usually<br/> <b>2300</b><br/> <b>2400</b><br/> <b>2500</b></p> |
| 6320        | <p><i>Professional—Educational Services</i>—Services supporting the instructional program and its administration. Include curriculum improvement services, assessment, counseling and guidance services, library and media support, and contracted instructional services.</p>  | <p>Usually<br/> <b>1000</b><br/> <b>2100</b><br/> <b>2200</b></p> |
| 6330        | <p><i>Other Professional Services</i>—Professional services other than educational services that support the operation of a district. Include medical doctors, lawyers, architects, auditors (for federal programs only), accountants, therapists, audiologists, dietitians, editors, negotiations specialists, systems analysts, and planners.</p>   |   |
| 6340        | <p><b>Technical Services</b>—Services that are not regarded as professional, but require basic scientific knowledge, manual skills, or both. Include data processing and coding services, data entry, formatting, and processing services other than programming; purchasing and warehousing services; and graphic arts. A separately identifiable service/support component purchased with software or with a subscription-based information technology arrangement (software subscription) should be coded here.</p>  |   |

| Object Code | Description  | Function Guidance                                 |
|-------------|--|---|
| 6350        | <b>Audit Services</b> —Audit services associated with financial and compliance audits of a district. Do not include amounts related to audits of federal programs. Districts should code federal program audit costs to expenditure object code <b>6330</b> .  | Usually<br><b>2310</b>                            |
| 6360        | <i>Employee Training and Professional Development Services</i> —Services supporting the professional development of district personnel, including instructional, administrative, and service employees. Included are course registration fees that are not tuition reimbursement; charges from vendors to conduct training courses, at either district facilities or off-site; and other expenditures associated with training or professional development by third-party vendors. Districts should capture all expenditures in this account regardless of the type or intent of the training course or professional development activity. | Only<br><b>2213</b><br><b>2230</b><br><b>2570</b> |
| 6400        | PURCHASED PROPERTY SERVICES ( <i>Use detailed codes below</i> )<br><br><b>Although a product may or may not result from the transaction, the primary reason for the purchase is the service provided.</b>  |   |
| 6410        | <b>Utility Services</b> —Expenditures for utility services supplied by public or private organizations other than water/sewage (6411), telecommunication ( <b>6531</b> ) and energy services ( <b>6620</b> range).   |   |
| 6411        | <b>Water/Sewage</b> —Expenditures for water/sewage utility services from a private or public utility company.  |   |
| 6420        | <b>Cleaning Services</b> —Services purchased to clean buildings and grounds, including snow removal, custodial, and lawn care services not provided by district employees. Districts should code disposal services to object code 6421.  | Only<br><b>2600</b>                               |
| 6421        | <b>Disposal Services</b> —Expenditures for garbage pickup and handling not provided by district employees.   | Only<br><b>2600</b>                               |

| Object Code | Description   | Function Guidance                  |
|-------------|---|------------------------------------|
| 6430        | Repairs and Maintenance Services—Expenditures for repairs and maintenance services not provided directly by district employees including routine preventive maintenance. Expenditures for repairs and maintenance return an asset to its normal operating condition. Routine preventive maintenance is services that are performed on a regular schedule at intervals ranging from 4 times a year to once every 3 years, or on the schedule the manufacturer recommends for the specific building system or equipment, that are intended to extend the useful life of a building system and reduce the need for major repairs. This definition aligns with the related Building Renewal Grant Fund definition in A.R.S. §41-5731. Districts cannot pay for these services from the <b>UCO</b> Fund. <i>(Use detailed codes below)</i> |                                    |
| <b>6431</b> | <b>Nontechnology-Related Repairs and Maintenance</b> —Contracts and agreements covering the upkeep of buildings and nontechnology equipment. Districts should code costs for renovating and remodeling to expenditure object code <b>6450</b> .   | Only<br><b>2600</b><br><b>2700</b> |
| <b>6432</b> | <b>Technology-Related Repairs and Maintenance</b> —Expenditures for repairs and maintenance services for technology equipment that are not directly provided by district employees. This includes ongoing service agreements for technology hardware.   | Only<br><b>2230</b><br><b>2580</b> |
| <b>6440</b> | <b>Rentals</b> —Costs for leasing land, buildings, and equipment on a short-term (12 months or less) basis. Districts should code payments for principal and interest on leases and financed purchase agreements, to expenditure object codes <b>6832</b> and <b>6842</b> .   |                                    |
| 6441        | <i>Rental of Land and Buildings</i> —Expenditures for leasing land and buildings on a short-term (12 months or less) basis.   | Only<br><b>2610</b>                |
| 6442        | <i>Rental of Equipment</i> —Expenditures for leasing machinery, vehicles, furniture, fixtures, and other equipment on a short-term (12 months or less) basis. This includes short-term bus and other vehicle leases when district personnel operate them. Districts should code expenditures for the rental of vehicles for employee travel to expenditure object code <b>6580</b> .  |                                    |

| Object Code | Description  | Function Guidance   |
|-------------|--|---------------------|
| <b>6443</b> | <b>Rental of Computers and Related Equipment</b> —Expenditures for leasing computers and related equipment on a short-term (12 months or less) basis.  |                     |
| <b>6450</b> | <p><b>Construction Services</b>—Includes amounts paid to contractors for constructing, renovating, and remodeling buildings that extends the life of a building or other property and is not done for aesthetic purposes or as routine preventive maintenance. Districts should code costs for repairs and maintenance to expenditure object code <b>6430</b>.</p> <p>Districts should also use this code to account for amounts paid to contractors for making permanent improvements to land, such as grading, fill, and environmental remediation, and nonpermanent site improvements such as fencing, walkways, and roads. Additional examples of construction projects include asbestos removal, capital asset removal, and reroofing an entire building.</p> <p>Districts must pay for construction services from the <b>UCO</b> Fund or another allowable fund, but not from the <b>M&amp;O</b> Fund.</p> <p><b>See the <a href="#">construction capital coding tool</a> at the end of the chart of accounts to help determine the appropriate coding for construction purchases.</b></p> | Only <b>4000</b>    |
| <b>6490</b> | <b>Other Purchased Property Services</b> —Purchased property services that are not coded elsewhere in the expenditure object code 6400 range. Districts should code communication services to expenditure object code <b>6531</b> or <b>6532</b> .   | Usually <b>2600</b> |
| 6500        | <p>OTHER PURCHASED SERVICES <i>(Use detailed codes below)</i></p> <p><b>Although a product may or may not result from the transaction, the primary reason for the purchase is the service provided.</b></p>  |                     |
| 6510        | Student Transportation Services <i>(Use detailed codes below)</i>  |                     |
| <b>6511</b> | <b>Student Transportation Purchased From Other Arizona Districts</b> —Amounts paid to other Arizona districts for transporting children to and from school and school-related events.  | Only <b>2700</b>    |

| Object Code | Description   | Function Guidance                                 |
|-------------|---|---|
| 6512        | <b>Student Transportation Purchased From Out-of-State Districts</b> —Payments to districts outside Arizona for transporting children to and from school and school-related events.  | Only<br><b>2700</b>                               |
| 6519        | <b>Student Transportation Purchased From Other Sources</b> — Payments to persons or agencies other than districts for transporting children to and from school and school-related events. These include payments to individuals who transport themselves or their own children or for reimbursement of transportation expenditure/expenses on public carriers. Districts should code expenditures for the short-term (12 months or less) rental of buses when district personnel operate them to expenditure object code <b>6442</b> .  | Only<br><b>2700</b>                               |
| 6520        | Insurance (Other than Employee Benefits) ( <i>Use detailed codes below</i> )  |   |
| 6521        | <b>Current Year Insurance</b> —Expenditures for insurance coverage, including property, liability, and fidelity, for the current fiscal year. Districts should code group health insurance to expenditure object code <b>6210</b> .   | Only<br><b>2310</b><br><b>2610</b><br><b>2700</b> |
| 6522        | <b>Prepaid Insurance</b> —Expenditures in the current year for insurance coverage, including property, liability, and fidelity, to be provided in subsequent fiscal years. Districts should code group health insurance to expenditure object code <b>6210</b> . For financial statement reporting purposes, in accordance with governmental accounting standards, district should report prepaid insurance as an asset (balance sheet object code <b>0151</b> ). However, districts use this expenditure code to record prepaid insurance under their budgetary basis of accounting to ensure the spending is subject to district budget limits. Therefore, districts should report the prepaid amount as an expenditure in the AFR, subject to the funds’ budget limits, as applicable, and then adjust its records to reflect a prepaid asset in the financial statements. | Only<br><b>2310</b><br><b>2610</b><br><b>2700</b> |
| 6530        | Communications ( <i>Use detailed codes below</i> )  |   |

| Object Code | Description   | Function Guidance  |
|-------------|---|--|
| 6531        | <b>Telecommunications</b> —Expenditures for telephone and voice communication services, and voicemail; data communication services to establish or maintain computer-based communications, networking, and Internet services; video communications services to establish or maintain one-way or two-way video communications via satellite, cable, or other devices a service provider bills.                                     | Usually<br><b>2610</b><br>If supporting instruction:<br><b>1000</b><br><b>2230</b> |
| 6532        | <b>Other Communications Services</b> —Costs of services persons or businesses provide that assist in transmitting and receiving messages, such as postal communication services to establish or maintain postage machine rentals, postage, express delivery services, or couriers.  | Only<br><b>2500</b><br>If related to elections:<br><b>2340</b>                     |
| 6540        | <b>Advertising</b> —Expenditures for announcements in professional publications, newspapers, broadcasts over radio and television, or on the Internet. These expenditures include advertising for such purposes as personnel recruitment, legal ads, new and used equipment, and sale of property. Districts should code costs for professional advertising or public relations services to expenditure object code <b>6330</b> . | Usually<br><b>2300</b><br><b>2500</b>  |
| 6550        | <b>Printing and Binding</b> —Expenditures for job printing and binding, usually according to a district’s specifications. This includes designing and printing forms and posters as well as printing and binding district publications. Districts should code preprinted standard forms to expenditure object code <b>6610</b> .  | Usually<br><b>2540</b>   |
| 6560        | Tuition ( <i>Use detailed codes below</i> )   |  |
| 6561        | <b>Tuition to Other Arizona Districts</b> —Tuition paid to other districts within the State that educate students residing within a district’s boundaries. A.R.S. §§15-824 and 15-825   | Only<br><b>1000</b>  |
| 6562        | <b>Tuition to Out-of-State Districts</b> —Tuition paid to districts outside the state that educate students residing within a district’s boundaries. A.R.S. §15-825   | Only<br><b>1000</b>  |
| 6563        | <b>Tuition to Private Schools</b> —Tuition paid to private schools that educate students with disabilities residing within a district’s boundaries. A.R.S. §15-765  | Only<br><b>1000</b>  |

| Object Code        | Description  | Function Guidance           |
|--------------------|--|-----------------------------|
| <p><b>6564</b></p> | <p><b>Tuition to Educational Service Agencies, Cooperatives, IGAs, and Community College Districts</b>—Tuition paid to a county or county educational service agency, or fiscal agent of an entity 2 or more districts form for the purpose of educating students, such as county service programs (including payments to the Small District Service Program Fund pursuant to A.R.S. §15-365). Also includes tuition paid through an intergovernmental agreement (IGA) for district students enrolled in community college district courses. Districts should record other types of payments made to fiscal agents under an IGA in applicable codes (e.g., districts should code shared services of an accountant to expenditure object code <b>6330</b>). A.R.S. §15-764</p>  | <p>Only<br/><b>1000</b></p> |
| <p><b>6569</b></p> | <p><b>Tuition—Other</b>—Tuition paid to the State and other governmental organizations, such as the Arizona School for the Deaf and Blind, as reimbursement for providing specialized instructional services to students residing within the boundaries of the paying district. A.R.S. §15-765</p>   | <p>Only<br/><b>1000</b></p> |
| <p><b>6570</b></p> | <p><b>Food Service Management</b>—Expenditures for the operation of a local food service facility by other than district personnel. Included are contracted services, such as food preparation, associated with the food service operation. Direct expenditures by a district for food, supplies, labor, and equipment should be coded to the appropriate object codes.</p>  | <p>Only<br/><b>3100</b></p> |
| <p><b>6580</b></p> | <p><b>Travel</b>—Expenditures for district personnel, as well as federally funded advisory committee members and nonemployees traveling for an official district purpose. Included are transportation (e.g., public transportation fares, private vehicle reimbursement at the designated rate per mile, or vehicle rentals), meals with an overnight stay or substantial rest period, lodging, and other expenses. Payments of set amounts on a monthly or other periodic basis, regardless of actual travel time, are not considered travel expenses but should be treated as employee compensation in the applicable expenditure object code in the <b>6100s</b>. Districts should code student travel to expenditure object code <b>6890</b>. Districts should code conference registration fees to expenditure object code <b>6300</b>.</p> |                             |



| Object Code | Description  | Function Guidance |
|-------------|--|-------------------|
| <b>6590</b> | <b>Miscellaneous Purchased Services</b> —Purchased services other than those coded elsewhere in the expenditure object code 6500 range. Districts should code any payments made to other districts except for tuition and transportation to 6591 or 6592. <i>(See additional detailed codes below)</i>   |                   |
| <b>6591</b> | <b>Services Purchased from Other Arizona Districts</b> —Payments to another district within Arizona for services rendered, other than tuition and transportation fees. Examples of such services are data processing, purchasing, nursing, and guidance. If a question arises as to whether to code such payments to the expenditure object code <b>6300</b> range or to this code, districts should use 6591 to facilitate elimination of <i>all</i> payments between districts when consolidating reports from multiple districts at State and federal levels. |                   |
| <b>6592</b> | <b>Services Purchased from Out-of-State Districts</b> —Payments to another district outside Arizona for services rendered, other than tuition and transportation fees. Examples of such services are data processing, purchasing, nursing, and guidance. If a question arises as to whether to code such payments to the expenditure object code <b>6300</b> range or to this code, districts should use 6592 to facilitate elimination of <i>all</i> payments between districts when consolidating reports at the federal level.                                |                   |
| 6600        | SUPPLIES <i>(Use detailed codes below)</i><br><br><b>Items that are consumed, worn out, or deteriorate through use; or items that lose their identity through fabrication or incorporation into different or more complex units or substances.</b>   |                   |



| Object Code | Description   | Function Guidance   |
|-------------|---|---|
| 6610        | <p><b>General Supplies</b>—Expenditures for all supplies (other than those appropriately classified in another 6600 code listed below) for the operation of a district, including:</p> <ul style="list-style-type: none"> <li>• <b>Construction materials</b>—Supplies such as concrete, lumber, nails, electrical switches/outlets, wire, insulation, and roofing materials a district employee uses during original construction or renovation of a building or land improvement. Districts cannot pay for construction materials from the <b>M&amp;O</b> Fund. Amounts paid to contractors for construction or renovation projects are recorded in object code <b>6450</b>.</li> </ul> <p>See the <b>construction capital coding tool</b> at the end of the chart of accounts to help determine the appropriate coding for construction purchases.</p> <ul style="list-style-type: none"> <li>• <b>Other general supplies</b>—Supplies used in the operation of a district, such as consumable (e.g., items that are used up, worn out, or discarded relatively quickly) teaching or office supplies and supplies used in repair and maintenance projects. These supplies cannot be paid for from the <b>UCO</b> Fund. If an item qualifies as an instructional aid, districts should record it in object code <b>6643</b>.</li> </ul> |   |
| 6611        | <i>District Supplies</i>  |   |
| 6612        | <i>Supplies for Sale or Rental</i>  |   |
| 6620        | Energy ( <i>Use detailed codes below</i> )  |   |
| 6621        | <p><b>Natural Gas</b>—Expenditures for gas utility services from a private or public utility company, or natural gas for vehicles purchased in bulk or periodically from a service station.</p>   | <p>Usually<br/><b>2610</b><br/><b>3100</b></p> <p>Used in vehicles:<br/><b>2650</b><br/><b>2710</b></p> |

| Object Code | Description  | Function Guidance  |
|-------------|--|--|
| <b>6622</b> | <b>Electricity</b> —Expenditures for electric utility services from a private or public utility company. Districts that maintain separate meters for food service operations or electric vehicles may choose to split expenditures between function codes, as appropriate.                           | Usually<br><b>2610</b><br><b>3100</b><br><br>Used in vehicles:<br><b>2650</b><br><b>2710</b> |
| <b>6623</b> | <b>Bottled Gas</b> —Expenditures for bottled gas, such as propane received in tanks, for use in buildings or for fueling vehicles.   | Usually<br><b>2610</b><br><b>3100</b><br><br>Used in vehicles:<br><b>2650</b><br><b>2710</b> |
| <b>6624</b> | <b>Oil</b> —Expenditures for bulk oil normally used for heating.   | Usually<br><b>2610</b>   |
| <b>6625</b> | <b>Coal</b> —Expenditures for raw coal normally used for heating.  | Usually<br><b>2610</b>   |
| <b>6626</b> | <b>Unleaded Fuel</b> —Expenditures for unleaded fuel purchased in bulk or periodically from a service station.   | Usually<br><b>2650</b><br><b>2710</b>  |
| <b>6627</b> | <b>Diesel Fuel</b> —Expenditures for diesel fuel purchased in bulk or periodically from a fuel service station.  | Usually<br><b>2650</b><br><b>2710</b>  |
| <b>6629</b> | <b>Other</b> —Expenditures for energy that districts cannot code in one of the preceding categories.   |  |
| 6630        | Food <i>(Use detailed codes below)</i>   |  |
| <b>6631</b> | <b>USDA Commodities (Excluding Freight)</b> —The fair market value of commodities donated by the U.S. Department of Agriculture for the district’s food service program. Districts should code processing charges to expenditure object code 6633 and storage costs to expenditure object code 6634. | Only<br><b>3100</b>  |

| Object Code | Description  | Function Guidance      |
|-------------|--|------------------------|
| <b>6632</b> | <b>USDA Commodities (Freight Only)</b> —Expenditures for freight charges for USDA commodities.   | Only<br><b>3100</b>    |
| <b>6633</b> | <b>Other Food</b> —Expenditures for food used in the district’s food service program. Districts should code USDA commodities to expenditure object code 6631; however, any processing charges for USDA commodities should be coded here. Districts should code food used in instructional programs to expenditure object code <b>6610</b> .  | Only<br><b>3100</b>    |
| <b>6634</b> | <b>Storage Costs for USDA Commodities</b> —Expenditures for the storage costs related to USDA commodities.   | Only<br><b>3100</b>    |
| 6640        | Books, Periodicals, and Instructional Aids ( <i>Use detailed codes below</i> )   |                        |
| <b>6641</b> | <b>Library Books</b> —Expenditures for purchases of library books and related items available for general use by students, including resource materials maintained in a library or classroom, such as videos, software [including short-term (12-month or less) software subscriptions], newspapers, magazines, books, and other media used in the library/media center. Also recorded here are binding or other repair costs for library books. Payments for software subscriptions more than 12 months, should be coded to expenditure object codes <b>6832</b> and <b>6842</b> . Library books must be paid for from the <b>UCO</b> Fund or another allowable fund, but not from the <b>M&amp;O</b> Fund. See the <b>noninstructional software coding tool</b> at the end of the chart of accounts to help determine the appropriate coding for software purchases. A.R.S. §15-903(C) | Usually<br><b>2200</b> |

| Object Code        | Description  | Function Guidance              |
|--------------------|--|--------------------------------|
| <p><b>6642</b></p> | <p><b>Textbooks</b>—Expenditures for printed or nonprinted instructional materials or educational systems for each course of study adopted by the governing board in accordance with A.R.S. §§15-721 and 15-722. Such materials may include books, workbooks, computer software [including short-term (12-month or less) instructional software subscriptions], videos, and other media for instructional purposes. Also recorded here are the cost of textbooks that are purchased to be resold or rented and binding or other repair costs for textbooks. Payments for instructional software subscriptions more than 12 months, should be coded to expenditure object codes <b>6833</b> and <b>6843</b>. Textbooks must be paid for from the <b>UCO</b> Fund or another allowable fund, but not from the <b>M&amp;O</b> Fund. See the <b>instructional software coding tool</b> at the end of the chart of accounts to help determine the appropriate coding for software purchases. A.R.S. §15-903(C)</p>  | <p>Usually<br/><b>1000</b></p> |
| <p><b>6643</b></p> | <p><b>Instructional Aids</b>— Expenditures for materials used by students that supplement a district’s adopted educational program. Example instructional aids may include books or workbooks that supplement the adopted curriculum, drama scripts/plays, globes/maps, sheet music, and math manipulatives. If the Governing Board adopts an item that meets the definition of instructional aid as part of the basic instructional program, districts should code it to object code 6642.</p> <p>Expenditures for items appropriately coded as equipment in the <b>6730</b> object code range should not be reported here even if used in the educational program. Additionally, general supplies of a consumable nature (e.g., items that are used up, worn out, or discarded relatively quickly), such as pens, pencils, crayons, and clay, should be coded to object code <b>6610</b>.</p> <p>Districts must pay for instructional aids from the <b>UCO</b> Fund or another allowable fund, but not from the <b>M&amp;O</b> Fund. A.R.S. §15-903(C)</p> <p>See the <b>instructional software coding tool</b> at the end of the chart of accounts to help determine the appropriate coding for software purchases.</p> | <p>Usually<br/><b>1000</b></p> |

| Object Code | Description  | Function Guidance                                    |
|-------------|--|--|
| <b>6644</b> | <b>Other Books, Periodicals, and Media</b> —Expenditures for books, periodicals, and other media such as DVDs purchased for nonstudent users or for noncredit enrichment programs. Books and periodicals for noninstructional staff should be coded to function 2590.  | Usually<br><b>1000</b><br><b>2200</b><br><b>2590</b> |
| <b>6650</b> | <b>Supplies—Technology-Related</b> —Technology-related supplies that are typically used in conjunction with technology-related hardware or software. Some examples are writable CDs/DVDs, flash or jump drives, parallel cables, and monitor stands.   | Usually<br><b>1000</b><br><b>2230</b><br><b>2580</b> |
| <b>6655</b> | <b>Short-term Noninstructional Software Subscription</b> —Payments for 12-month or less noninstructional software subscriptions. These subscriptions must be paid for from the <b>UCO</b> Fund or another allowable fund, but not from the <b>M&amp;O</b> Fund. Noninstructional software subscriptions more than 12 months should be coded to expenditure object code <b>6832</b> and <b>6842</b> . See the <b>noninstructional software coding tool</b> at the end of the chart of accounts to help determine the appropriate coding for software purchases.   |  |
| 6700        | PROPERTY <i>(Use detailed codes below)</i>   |  |
| <b>6710</b> | <b>Land and Existing Land Improvements</b> —Expenditures for the purchase of land and the existing land improvements thereon. Include the present value amount of land leases in the year of acquisition. Districts should code periodic financed purchase and lease payments to expenditure object codes <b>6832</b> and <b>6842</b> . Also included are special assessments against a district for capital improvements such as streets, curbs, and drains. Districts should generally code expenditures for improving sites and adjacent ways after acquisition to expenditure object codes <b>6300</b> , <b>6450</b> , or to a code under 6730, as appropriate. Districts cannot pay for land and existing land improvements costs from the <b>M&amp;O</b> Fund. | Only<br><b>4100</b><br><b>4200</b><br><b>4600</b>    |

| Object Code        | Description   | Function Guidance                           |
|--------------------|---|---|
| <p><b>6720</b></p> | <p><b>Buildings</b>—Expenditures for acquiring existing buildings. Also, include the present value amount of building leases in the year of acquisition. Districts should code periodic financed purchase and lease payments to expenditure object codes <b>6832</b> and <b>6842</b>. Districts should code expenditures for the contracted construction of buildings, for major permanent structural alterations, and for the initial or additional installation of heating and ventilating systems, fire protection systems, and other service systems in existing buildings to expenditure object code <b>6450</b>. Districts should code buildings built and alterations performed by district employees as salaries, benefits, and materials in the applicable object codes in the <b>6100s</b>, <b>6200s</b>, <b>6610</b>, and 6730s. Districts should code building rent to expenditure object code <b>6440</b>. Districts cannot pay for building costs from the <b>M&amp;O</b> Fund.</p> | <p>Only<br/><i>4500</i><br/><i>4700</i></p> |
| <p>6730</p>        | <p>Equipment (<i>Use detailed codes below</i>)</p>  |   |

| Object Code   | Description  |                                     | Function Guidance                                      |
|---|--|-------------------------------------|--|
| <p><b>6731-6739</b></p>   | <p>Expenditures for initial, additional, and replacement equipment in the categories below. Districts should code periodic financed purchase and lease payments to expenditure object codes <b>6832</b> and <b>6842</b>. Districts should classify nonfinanced equipment in the applicable detailed object codes below and cannot pay for them from the <b>M&amp;O</b> Fund.</p> <p>Districts should code an item as equipment if the district determines it meets <u>all</u> of the following criteria:</p> <ol style="list-style-type: none"> <li>1. Item under normal conditions of use, including reasonable care and maintenance, can be expected to serve its principal purpose for at least 1 year.</li> <li>2. If the item is damaged or some of its parts are lost or worn out it is more feasible to repair the item than to replace it with an entirely new unit.</li> <li>3. Item is an independent unit that retains its original shape, appearance, and character with use and does not lose its identity through fabrication or incorporation into a different or more complex unit or substance.</li> </ol> <p>See the <b>equipment capital</b> and <b>noninstructional software coding tools</b> at the end of the chart of accounts to help determine the appropriate coding for equipment and software purchases based on how the district acquires and uses the items.</p> |                                     |  |
|   | <p><b>Cost Less than \$5,000*</b></p>  | <p><b>Cost \$5,000 or More*</b></p> | <p><b>Equipment categories</b></p>                     |
|   | <p><b>6731 and/or 6732</b></p>   | <p><b>6733</b></p>                  | <p><b>Furniture and equipment</b></p>                  |
|   | <p><b>6734 and/or 6735</b></p>   | <p><b>6736</b></p>                  | <p><b>Vehicles</b></p>                                 |
|   | <p><b>6737 and/or 6738</b></p>   | <p><b>6739</b></p>                  | <p><b>Technology-related hardware and software</b></p> |
| <p><i>*Arizona school districts do not use a dollar threshold for determining whether an item is coded as equipment or a supply. The detailed equipment classifications above allow correct coding of equipment in accordance with Arizona requirements and separate identification of lower cost items for federal grant reporting, including indirect cost reporting.</i></p> |  |                                     |  |

## CHART OF ACCOUNTS

## EXPENDITURE OBJECTS

| Object code | Description  | Function guidance |
|-------------|--|-------------------|
| 6740        | <p><b>Depreciation/Amortization</b>—Used to record depreciation or amortization to expense the cost of a capital asset, including right-to-use lease and subscription assets, less its salvage value, over the years of service. See §VI-E, Property Control for information on depreciation/amortization.</p> <p><b>Districts should use this code in proprietary funds only.</b></p>   |                   |
| 6750        | <p><b>Capital Asset Impairments</b>—Used to record impairment losses on capital assets. An asset is considered impaired when there is a significant, unexpected decline in the amount of service. If the loss meets the criteria as a special or extraordinary item, then districts should use other financing uses and other items object code <b>6950</b> or <b>6960</b>.</p> <p><b>Districts should use this code in proprietary funds only.</b></p>  |                   |
| 6800        | DEBT SERVICE AND MISCELLANEOUS ( <i>Use detailed codes below</i> )   |                   |
| 6810        | <p><b>Dues and Fees</b>—Expenditures or assessments for membership in professional or other organizations, personnel certification/licensing fees, or payments to a paying agent for services rendered, such as bank fees.</p>   |                   |
| 6820        | <p><b>Judgments Against a District</b>—Expenditures from current funds for all judgments against a district that are not covered by liability insurance but are of a type that insurance might have covered . Record only amounts paid as the result of court decisions or legal agreements here. Judgments against a district resulting from failure to pay bills or debt service are recorded under the appropriate expenditure object codes as though the district had paid the bills or debt service when due.</p> | Only <b>2310</b>  |
| 6830        | Redemption of Principal ( <i>Use detailed codes below</i> )  |                   |
| 6831        | <p><b>Bonds</b>—Principal payments on bonds in the current year.</p>   | Only <b>5000</b>  |



## CHART OF ACCOUNTS

## EXPENDITURE OBJECTS

| Object code | Description  | Function guidance |
|-------------|--|-------------------|
| 6832        | <p><b>Other</b>—Principal payments on long-term obligations, other than bonds, such as leases and financed purchase agreements for property and noninstructional software subscriptions. Districts should code short-term (12-month or less) leases to expenditure object code <b>6440</b> or <b>6443</b>. Districts should code short-term noninstructional software subscriptions to expenditure object codes <b>6641</b> or <b>6655</b>, as applicable. Districts should code separately identifiable service/support components of software subscriptions to <b>6340</b>. See the <b>capital</b> or <b>noninstructional software coding tools</b> at the end of the chart of accounts to help determine the appropriate coding for capital and software purchases.</p> | Only <b>5000</b>  |
| 6833        | <p>Instructional software subscriptions (more than 12 months)—Principal payments on instructional software subscriptions. Districts should code short-term (12-month or less) instructional software subscriptions to expenditure object code <b>6642</b> or <b>6643</b>. Districts should code separately identifiable service/support components of software subscriptions to <b>6340</b>. See <b>6832</b> for information on coding noninstructional software subscriptions. See the <b>instructional software coding tool</b> at the end of the chart of accounts to help determine the appropriate coding for software purchases.</p>   | Only <b>5000</b>  |
| 6840        | Interest on Long-Term Debt ( <i>Use detailed codes below</i> )   |                   |
| 6841        | <b>Bonds</b> —Interest payments on bonds.  | Only <b>5000</b>  |
| 6842        | <p><b>Other</b>—Interest payments on long-term obligations, other than bonds, such as leases and financed purchase agreements for property and noninstructional software subscriptions. See the <b>noninstructional software coding tool</b> at the end of the chart of accounts to help determine the appropriate coding for software purchases.</p>  | Only <b>5000</b>  |

## CHART OF ACCOUNTS

## EXPENDITURE OBJECTS

| Object code | Description  | Function guidance |
|-------------|--|-------------------|
| <b>6843</b> | <b>Instructional software subscriptions (more than 12 months)</b> —Interest payments on instructional software subscriptions. See the <b>instructional software coding tool</b> at the end of the chart of accounts to help determine the appropriate coding for software purchases.   | Only <b>5000</b>  |
| <b>6850</b> | <b>Interest on Short-Term Debt</b> —Expenditures for interest on tax anticipation notes, registered warrants, revolving lines of credit, and account balances not paid in full within 30 days.   | Only <b>2510</b>  |
| <b>6860</b> | <b>Bond Issuance and Other Debt-Related Costs</b> —Expenses in connection with bond and other debt issuance costs, including financed purchase agreement debt issuance costs. Also include issuance costs related to issuing refunding bonds. Use Other Financing Use object code <b>6940</b> for payment of principal and interest not yet due on bonds being refunded with new bond proceeds.  | Only <b>5000</b>  |
| <b>6870</b> | <b>Pass-through Payments</b> —Payments to another entity for monies the district receives on their behalf or as a legal agreement requires including IGAs. Districts pay such payments to the other entity without directly controlling how the monies are spent by that entity. Include Career Technical Education District payments made to member districts and any other similar payments that are not considered sub-awards as described in 6880 below.<br><br><b>Used in the indirect cost calculation.</b>  |                   |
| <b>6880</b> | <b>Sub-awards</b> —Sub-awards are awards a district provides to a subrecipient to carry out part of the services for which the district received the award. Sub-awards do not include payments to a contractor or payments to an individual that is a beneficiary of the program the award pays for. Districts may provide a sub-award through any form of legal agreement or contract.<br><br><b>Districts must maintain adequate records to be able to report the portion of each individual sub-award exceeding \$25,000 for the indirect cost calculation.</b> |                   |

## CHART OF ACCOUNTS

## EXPENDITURE OBJECTS

| Object code | Description   | Function guidance |
|-------------|---|-------------------|
| <b>6885</b> | <b>Charges for District Services</b> —Payments made to an <b>Internal Services Fund</b> from another district fund (quasi-external interfund transactions) for services provided such as print shops, transportation services, and other services. This code is used for all quasi-external payments to avoid double reporting district expenditures. |                   |
| <b>6890</b> | <b>Miscellaneous Expenditures</b> —Amounts paid for goods or services not properly coded to any other expenditure object code. Districts should code students' food and hotel costs associated with student travel, as well as student entrance fees here. Districts should also report the refund of prior year's revenues here.                     |                   |

**For codes related to transfers-out, payments to escrow agent for defeasance of debt, and special and extraordinary items, see next page.**

## CHART OF ACCOUNTS

## OTHER FINANCING USE OBJECTS

| Object Code | Description  | Function Guidance   |
|-------------|--|---------------------|
| 6900        | OTHER FINANCING USES AND OTHER ITEMS ( <i>Use detailed codes below</i> )   |                     |
| <b>6910</b> | <b>Indirect Costs Transfers-Out</b> —An amount approved as a percentage of the total project budget and used to pay overhead costs that districts cannot easily identify with a specific project. Indirect costs are calculated based on an approved indirect cost rate. This object code should be used when monies are transferred to the Indirect Costs Fund from a Federal Project Fund or the Food Service Fund. Districts should use other financing sources object code <b>5200</b> to record the transferred monies received in the Indirect Costs Fund. Districts should include this object code as a fund transfers-out for financial reporting purposes. | Only<br><b>6000</b> |
| <b>6930</b> | <b>Fund Transfers-Out</b> —Used to classify operating transfers from one fund to another. Districts should use other financing sources object code <b>5200</b> to record the corresponding transfer-in amount. See list of <b>authorized transfers</b> .   | Only<br><b>6000</b> |
| <b>6940</b> | <b>Payment to Escrow Agent for Defeasance of Debt</b> —Amounts paid to an escrow agent from advance refunding bond proceeds that districts will place in an irrevocable trust.   | Only<br><b>6000</b> |
| <b>6950</b> | <b>Special Items</b> —Transactions or events within the control of district administration that are either unusual in nature or infrequent in occurrence. For some districts, this may include termination benefits resulting from workforce reductions or costs in connection with an early retirement program offered to all employees represented in 1 or more classes of employees.  | Only<br><b>6000</b> |

## CHART OF ACCOUNTS

## OTHER FINANCING USE OBJECTS

| Object Code | Description  | Function Guidance   |
|-------------|--|---------------------|
| 6960        | <b>Extraordinary Items</b> —Transactions or events that are <b>both</b> unusual in nature and infrequent in occurrence. For some districts, this includes significant costs related to a natural disaster caused by fire, flood, tornado, hurricane, or hail storm, or costs related to an environmental disaster. | Only<br><b>6000</b> |

## CHART OF ACCOUNTS

## EXPENDITURE UNITS

This account code element identifies expenditures by instructional level and school. The first digit of the 3-digit unit code identifies the instructional level, and the second and third digits identify the individual school. This element is also useful for districts that have established site-based management procedures by providing each school with a budget allotment. In addition, districts with some schools operating on an alternative calendar must separately budget for such schools in accordance with A.R.S. §15-855. Districts should use this element for that purpose.

| Code       | Description  |
|------------|--|
| <b>100</b> | <b>Elementary</b> —A school organized as an elementary school with a grade level of kindergarten through grade 8. Expenditures for preschool programs for children with disabilities are coded here.   |
| <b>200</b> | <b>High School</b> —A school accredited as a high school with a maximum grade level span of 9 through 12.  |
| <b>500</b> | <b>District-wide</b> —Assigned to any expenditure that applies to an entire district and is not clearly assignable to an instructional level. Districts must allocate expenditures coded to this unit code in the district's accounting records to the schools as described in the school-level reporting instructions in the annual financial report. (Districts that have more than 99 district-wide units may also assign numbers higher than 599.) |

Arizona Online Instruction (AOI) schools should use a unit code within the 100-range for elementary program expenditures, and within the 200-range for high school program expenditures. If an AOI school contains both elementary and high school grade levels, a code within the 100-range should be used for kindergarten through grade 8, and a code within the 200-range should be used for grades 9 through 12. If an expenditure applies to both elementary and high school grade levels, districts should allocate the cost between the AOI school's elementary and high school unit codes.

## CHART OF ACCOUNTS

## AUTHORIZED TRANSFERS

Districts should make transfers of monies between funds only when statute specifically authorizes or a federal grant allows it. The following list of authorized transfers does not include any transfers that may be appropriate to allow school districts to reduce taxes as described in statute. See fund descriptions for when districts can use various funds to reduce taxes according to statute. Districts should code fund transfers-in under other financing sources object code **5200**. Districts should code fund transfers-out under other financing uses object code **6930**, or other financing uses object code **6910** when transferring to the Indirect Cost Fund. For each operating fund transfer-in, there should be a corresponding fund transfer-out.

Districts should not record adjustments due to errors or reclassifications of revenues or expenditures from one fund to another as fund transfers. Instead, districts should correct errors or reclassify transactions with journal entries involving the applicable detailed account codes.

| From   | To                        | Description  | A.R.S. § reference |
|--|---------------------------|--|--------------------|
| <b>Bond Building (630)</b>                           | <b>Debt Service (700)</b> | Balance upon completion of the construction or acquisition for which the bonds were issued if a district has outstanding indebtedness. | 15-1024(B)         |
| <b>Career and Technical Education Projects (535)</b> | <b>M&amp;O (001)</b>      | Monies in excess of \$100,000 at fiscal year-end.  | 15-1231(D)         |
| <b>Civic Center (515)</b>                            | <b>School Plant (500)</b> | Balance upon termination of the civic center school program.   | 15-1105(F)         |
| <b>Community School (520)</b>                        | <b>M&amp;O (001)</b>      | Balance upon termination of a community school program.  | 15-1143            |
| <b>Condemnation (660)</b>                            | <b>School Plant (500)</b> | Unused monies remaining after 10 years.  | 15-1102(E)         |
| <b>Employee Insurance Program Withholdings (855)</b> | <b>M&amp;O (001)</b>      | Interest at fiscal year-end.   | 15-1223(B)         |

**CHART OF ACCOUNTS**

**AUTHORIZED TRANSFERS**

| From   | To                          | Description   | A.R.S. § reference              |
|--|-----------------------------|---|---------------------------------|
| <b>Energy and Water Savings (665)</b>                                | <b>M&amp;O (001)</b>        | Monies associated with an energy or water savings project remaining after the capital investment monies of the qualified provider or utility, energy or water services company, plus a reasonable carrying charge, are repaid in full.  | 15-910.02(J)                    |
| <b>Federal Projects (100-399)</b><br>or<br><b>Food Service (510)</b> | <b>Indirect Costs (570)</b> | The amount transferred may not exceed the sum of the amount calculated with the district's indirect cost rate the Arizona Department of Education establishes plus any interest on federal program monies the district is not required to revert and chooses to transfer to the Indirect Cost Fund. Federal guidance restricts the use of interest districts retain to administrative expenditures. Districts that choose to transfer allowable federal program interest to the Indirect Costs Fund should separately track the use of those monies to document compliance with the federal guidance. |                                 |
| <b>Impact Aid (378)</b>  | <b>M&amp;O (001)</b>        | Federal impact aid monies to provide cash for the difference between the Transportation Revenue Control Limit and Transportation Support Level or to reduce or eliminate taxes.   | 15-905(R)                       |
| <b>Impact Aid (378)</b>  | <b>Teacherage (580)</b>     | Federal impact aid monies for the maintenance and renovation of teacher housing.  | 15-905(R)<br>Laws 2004, Ch. 209 |



## CHART OF ACCOUNTS

## AUTHORIZED TRANSFERS

| From                                       | To                             | Description   | A.R.S. § reference      |
|--|--------------------------------|---|-------------------------|
| Impact Aid Revenue Bond Building (639)     | Impact Aid (378)               | Balance remaining after the acquisition or construction of facilities and payment of other related costs.   | 15-905(R)<br>41-5807(C) |
| Impact Aid Revenue Bond Debt Service (720) | Impact Aid (378)               | Surplus monies remaining after all impact aid revenue bonds are paid.   | 15-905(R)<br>41-5807(B) |
| Insurance Refund (585)                     | Self-Insurance (950-989)       | For payment of uninsured losses, claims, defense costs, and other costs related to self-insurance.  | 15-386(B)               |
| M&O (001)                                  | Energy and Water Savings (665) | Districts must transfer payment amounts for repayment of the capital investment of the qualified provider or utility, energy, or water services company based on the established repayment schedule.          | 15-910.02(H)            |
| M&O (001)                                  | School Opening (545)           | Districts may transfer a portion of the ending cash balance. The maximum amount that may be transferred is the lesser of the ending cash balance in the M&O Fund or the eligible budget balance carryforward. | 15-943.01(C) and (D)    |
| Other Postemployment Benefits (9XX)        | M&O (001)                      | Monies remaining at the end of 5 years of no activity in the OPEB Internal Service Fund. This transfer does not apply to the OPEB Trust Fund (8XX).   | 15-1225(B)              |
| School Opening (545)                       | M&O (001)                      | Balance remaining after 5 years of no activity in the School Opening Fund.  | 15-943.01(C)            |

## CHART OF ACCOUNTS

## AUTHORIZED TRANSFERS

| From                                      | To        | Description                  | A.R.S. §<br>reference |
|---|-----------|------------------------------|-----------------------|
| State Income Tax<br>Withholdings<br>(865) | M&O (001) | Interest at fiscal year-end. | 15-1222(A)            |

## CHART OF ACCOUNTS

## JOURNAL ENTRIES

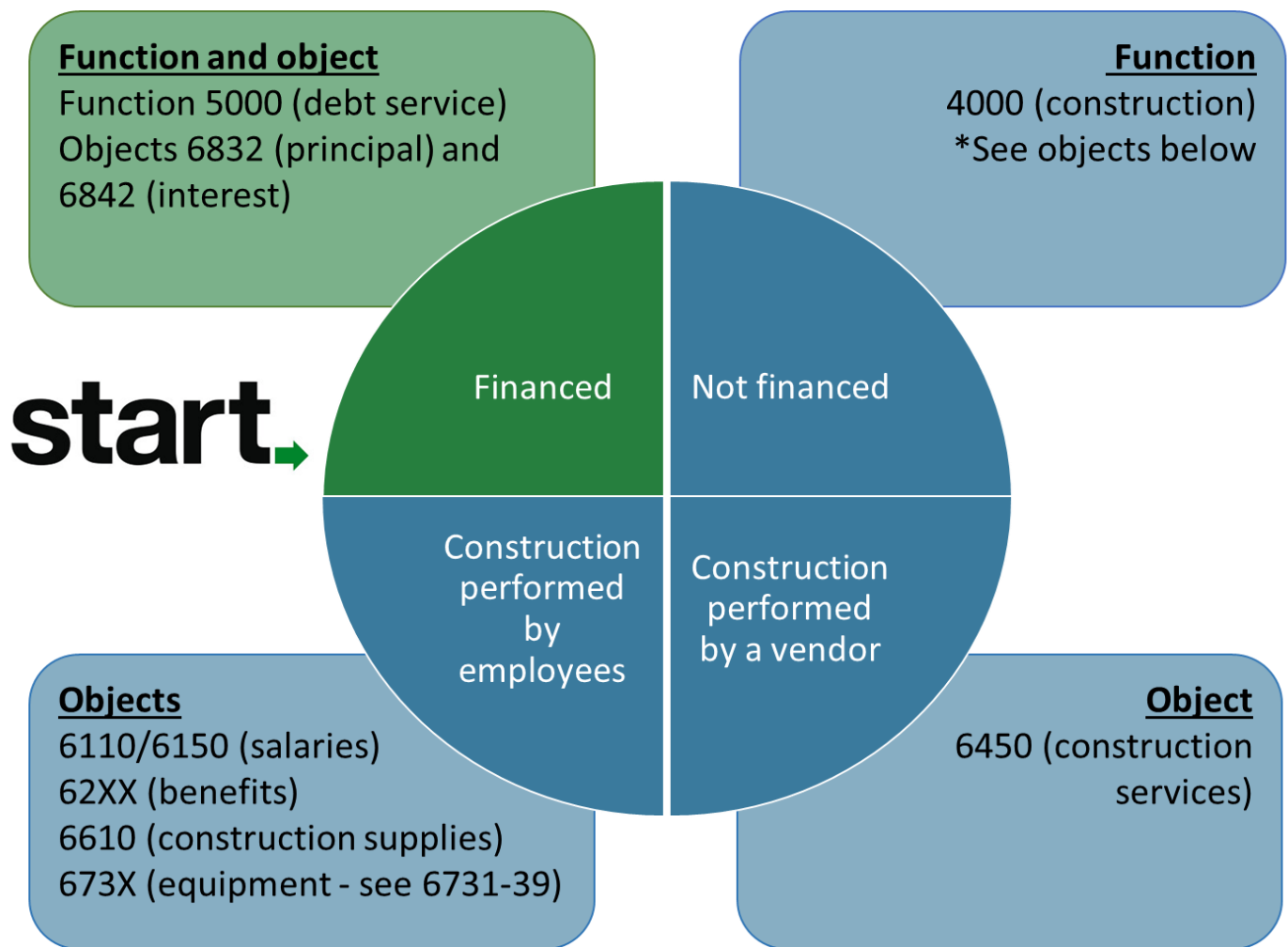
Districts should record adjusting or reversing journal entries to correct or revise their accounting records as needed. Journal entries must follow double-entry accounting as described in §VI-B, Accounting Records and use the applicable detailed account codes to classify the transaction. Districts should make journal entries, as needed, to:

- Correct posting errors.
- Reclassify revenues or expenditures from 1 fund or object code to another.
- Reverse an expenditure when a refund is received in the same fiscal year as the initial expenditure.
- Close revenue and expenditure accounts to fund balance.

While transfers between funds are done through journal entries, using the appropriate transfer object codes, districts should not use transfers to “adjust” their accounting records for errors or misclassifications. See the authorized transfers section, for a list of allowable fund transfers.

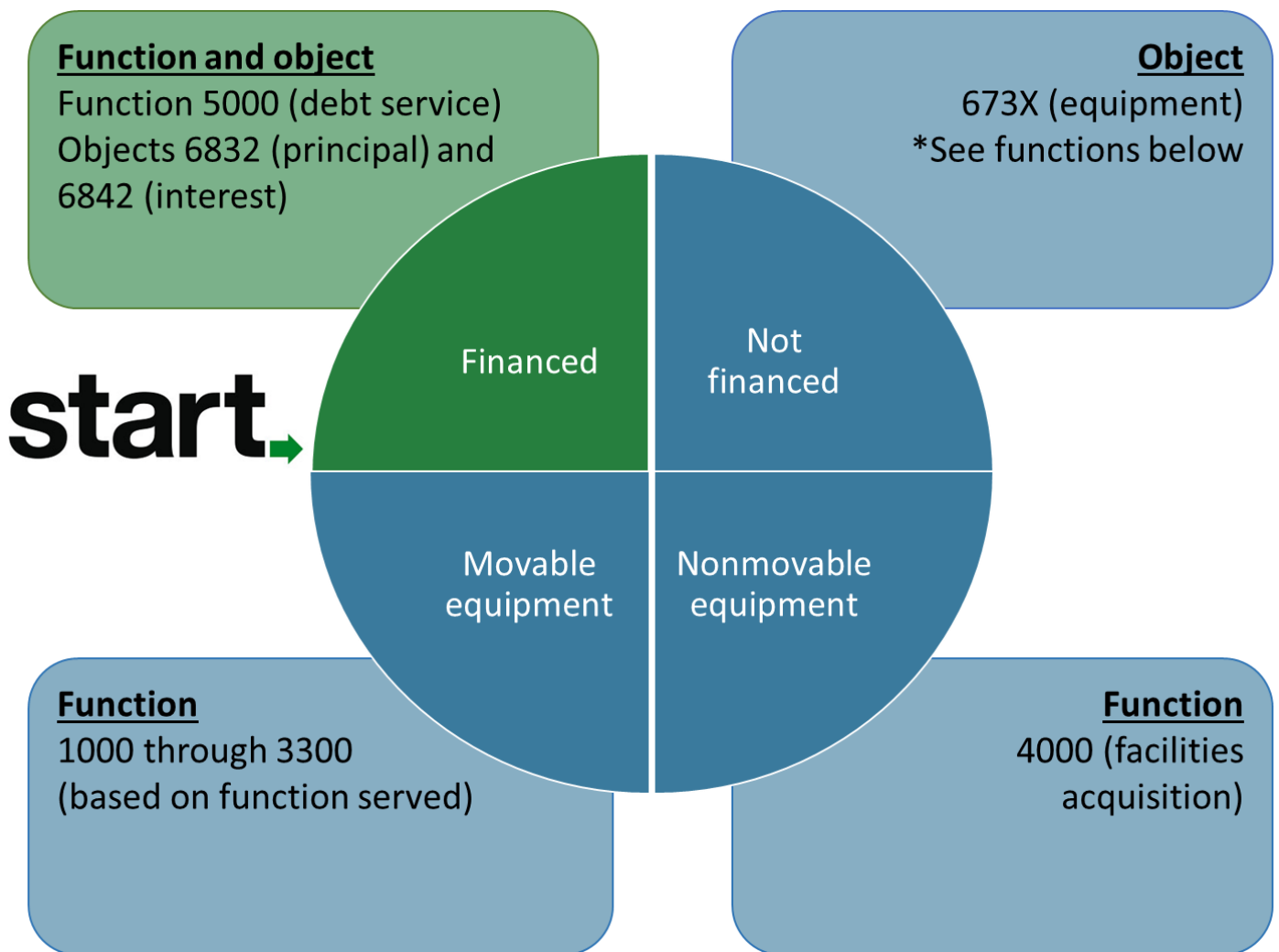
## CONSTRUCTION

Use this graphic to help determine the appropriate function and object codes for construction purchases based on the acquisition method and the individuals performing the construction. See object codes 6450 and 6610 for construction services and supplies definitions.



## EQUIPMENT

Use this graphic to determine the appropriate function and object codes for equipment purchases based on the acquisition method and type of equipment. See object codes 6731-6739 for equipment definitions.



# BUDGETING

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## BUDGETING

### INTRODUCTION

In accordance with Arizona Revised Statutes (A.R.S.), school districts must prepare, and governing boards must propose and then adopt, annual expenditure budgets that include all district funds. District governing boards should oversee the entire budgeting process.

Generally, management, including governing boards, superintendents, chief business officers, and other district and school administrators, develop district budgets. Budgeting considerations should include the district's fiscal goals and policies related to fund balance reserves, capital spending and debt, and employee compensation. Budget considerations should also include current condition assessments, such as analysis of sources of funding, inflation, governmental regulations, competition for students, and demographic trends.

A.R.S. §§15-903 and 905

### ANNUAL EXPENDITURE BUDGET

#### Proposed and Adopted Budgets

Districts are required to prepare their annual expenditure budgets and electronically submit them on the forms the Arizona Department of Education (ADE) and the Arizona Auditor General prescribe. The **budget packet** includes all required forms and detailed instructions, including submission and publication requirements. The budget packet is issued annually to include legislative and other changes. A.R.S. §§15-903 and 15-905

By July 5 each year, districts must prepare, submit, and publish a proposed expenditure budget and budget summary. The district governing board must publish a 10-day notice and hold a public hearing to present the proposed expenditure budget to the public followed by a separate board meeting to adopt the expenditure budget. At the public budget adoption meeting, the governing board may make deductions from the expenditure budget as it deems necessary but must not make additions to the proposed expenditure budget for the Maintenance and Operation (M&O) or Unrestricted Capital Outlay Fund. The adopted expenditure budget must not exceed the general budget limit and unrestricted capital budget limit. By July 15, the governing board must adopt the budget and submit it to ADE by July 18. The District must keep the proposed and adopted budget and summary on file and make them available to the public upon request. See the expenditure budget packet submission and publication instructions for more specific hearing and publication requirements, including truth-in-taxation requirements. A.R.S. §15-905

#### Budget Override Election

If the district's proposed expenditure budget will exceed the aggregate budget limit for the budget year, the governing board must hold an override election as described in A.R.S. §15-481. If the voters do not approve the budget override, the governing board must prepare and adopt an alternate budget that does not exceed the aggregate budget limit.

## **BUDGETING**

### **Budget Revisions**

The ADE must review the adopted expenditure budget and notify district governing boards on or before October 30 if their budget is in excess of the general budget limit or the unrestricted capital budget limit. Governing boards that receive excess budgeted expenditure notices must revise their expenditure budgets to not exceed these limits by December 15. A.R.S. §15-905(E)

Districts may revise their adopted expenditure budget during the fiscal year based on changes in current conditions. Districts may need to reallocate resources and spending within or across budget units (funds or programs) to reflect current conditions. Districts should document procedures for initiating the budget revisions and obtain governing board approval of those procedures.

Districts must adjust the general budget limit and adopted expenditure budget by May 15 of the budget year if the district has overestimated the amount of revenue from certain sources, such as State equalization assistance, based on actual revenue amounts for the current year.

See the expenditure budget packet for budget revision instructions, deadlines, and submission and publication requirements.

### **Prior-Year Overexpenditure**

A district must reduce its budget for any prior year's overexpenditures or portion of the prior year's overexpenditure as approved by ADE in accordance with A.R.S. §15-905(M).

## **BUDGET CONTROL**

Arizona school districts must use budget control for budget-controlled funds. The principal goal of budget control is to ensure that actual expenditures do not exceed budgeted expenditures. There are 2 distinct phases of budget control. Preliminary control is established when the budget is adopted. The adopted budget establishes the basis for all transactions throughout the year. Districts should exercise subsequent control throughout the fiscal year by using daily budget control, budget reports, budget revisions, and a year-end analysis of budget performance.

### **Daily Budget Control**

Districts should maintain budget control on a daily basis to ensure that actual expenditures do not exceed budget limits. Districts can accomplish this by ensuring adequate budget capacity is available before approving any additional spending. See §VI-G, Expenditures, for procedures.



## **BUDGETING**

### **Budget Reports**

Districts should use budget reports to continuously monitor budget capacity and performance. Districts should prepare budget reports comparing actual results to budgeted amounts at least monthly, and the heads of the individual budget units should review them on a timely basis. District management should prepare a report of operations and variance analysis monthly or at least quarterly. Districts should prepare periodic budget reports including the most recently adopted budget's total authorized expenditures, current month expenditures, year-to-date expenditures, encumbrances, and unencumbered balances. The level of detail presented in the reports should be dependent on each district's specific management needs. Districts may use periodic budget reports to monitor activity at any level from fund to unit code. In conjunction with periodic budget monitoring, districts should continuously review the budget estimates and current conditions to determine whether a reallocation of resources will be necessary.

### **Budget Analysis**

Following the close of the fiscal year, district administrators should further analyze budget performance. Districts should compare final budgeted and actual expenditures at year-end to assist in future planning and budgeting. Budget performance analysis may also include examination of budget revisions to assess their impact on current and future budget years.

# FUND ACCOUNTING

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For proper accounting and financial reporting, districts must account for their financial position and results of operations in accordance with generally accepted accounting principles applicable to governmental units, which requires using a fund accounting system. Fund accounting systems provide the means to separate financial resources into funds to determine compliance with finance-related legal, contractual, or other restrictive requirements; and to aid management by separating transactions related to certain restrictions and specific district functions or activities.

To avoid undue complexity, inflexibility, and inefficient financial management in accounting and reporting, districts should establish only the minimum number of funds necessary for legal and operating requirements.

## **PRINCIPLES OF FUND ACCOUNTING**

### **Funds**

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

Although each fund has separate accounts, funds that have similar characteristics are combined into broad fund categories. The 3 fund categories are governmental, proprietary, and fiduciary.

#### **Governmental Funds**

These funds account for most of a district's financial resources based on the purposes for which these resources may or must be used. Governmental funds are classified into 5 fund types: general, special revenue, capital projects, debt service, and permanent funds.

#### **Proprietary Funds**

These funds account for a district's ongoing activities that are financed and operated in a manner similar to private business enterprises. Proprietary funds are generally self-sustaining with user charges as the primary source of revenues. Proprietary funds are classified into 2 fund types: enterprise and internal service funds.

#### **Fiduciary Funds**

These funds account for a district's fiduciary activities. Fiduciary funds are classified into 4 fund types: pension (and other employee benefit) trust, investment trust, private-purpose trust, and custodial funds.

### **Measurement Focus**

Measurement focus is used to describe the types of transactions and events that are reported in a fund's operating statement.

Governmental funds are accounted for using the current financial resources measurement focus. The emphasis of this measurement focus and these funds' operating statements is on transactions or events of the period that have increased or decreased the resources available for spending in the near future.

Proprietary and fiduciary funds are accounted for using the economic resources measurement focus. The emphasis of this measurement focus is on transactions and events that have increased or decreased total economic resources for the period. Consequently, the operating statements include all transactions that increase or decrease net assets.

## **Basis of Accounting**

Basis of accounting refers to when changes in a fund's resources are recognized in the accounting records and reported in the financial statements. Basis of accounting relates to the timing of the measurements made, regardless of the measurement focus applied. Districts should use either the modified accrual or accrual basis of accounting, as appropriate.

### **Modified Accrual Basis**

Districts should account for governmental funds on the modified accrual basis. Under this basis of accounting, districts recognize increases and decreases in financial resources only to the extent that they reflect near-term inflows or outflows of cash. Consequently, revenues are recognized in the accounting period in which they become measurable and available to finance expenditures of the current period. Revenue is considered available when it is collectible within the current period or during the encumbrance period thereafter. If a revenue is not considered available in the current period, districts should report the revenue as a deferred inflow of resources until the revenue becomes available. If a revenue is received but has not been earned, districts should report the revenue as a liability until the revenue is earned.

Revenues that are generally susceptible to accrual prior to receipt are tuition, interest on investments, property taxes, and intergovernmental grants and aid. Food service and auxiliary operations sales and miscellaneous revenues are not susceptible to accrual because they are generally not measurable until received in cash.

Expenditures are recognized when the related fund liabilities are incurred, except for principal and interest on general long-term debt, claims and judgments, and compensated absences, which are recognized when due. These expenditures are recognized when due because it is only then that they are generally liquidated with expendable available financial resources. However, districts may record principal and interest payments on long-term debt due early in the following fiscal year as expenditures in the current fiscal year if debt service fund resources are available for the payments.

**Accrual Basis**

Districts should account for proprietary and fiduciary funds on the accrual basis. Under this basis of accounting, districts recognize increases and decreases in economic resources as soon as the underlying transaction or event occurs. Consequently, revenues are recognized when they are earned, and expenses are recognized as soon as a liability is incurred, regardless of the timing of the related cash inflows and outflows.

**FINANCIAL STATEMENTS**

For a description of the basic financial statements required by generally accepted accounting principles for the governmental, proprietary, and fiduciary funds, see [§VII, Financial Reporting](#).

## INTRODUCTION

Governmental funds are those funds through which most governmental functions are typically financed. Districts should account for governmental funds using the current financial resources measurement focus and the modified accrual basis of accounting.

Governmental funds are classified by fund type based primarily on the extent to which the government is constrained by the specific purposes for which amounts in those funds can be spent. Governmental Accounting Standards Board (GASB) Statement No. 54, *Fund Balance Reporting and Governmental Fund Type Definitions*, provides guidance on classifying and reporting fund types for the governmental funds. Governmental funds consist of 5 fund types: general, special revenue, capital projects, debt service, and permanent funds. Some funds Arizona Revised Statutes (A.R.S.) prescribe may be classified in multiple fund types under GASB Statement No. 54 depending on the fund resources' specific restrictions, commitments, and assignments.

Districts need to consider whether revenues are restricted, committed, or assigned when determining the appropriate fund type for such revenues. The [Chart of Accounts, §III](#) describes restricted, committed, and assigned in the governmental fund balance reporting classifications. For special revenue funds, the restricted or committed revenue must be a substantial portion of the fund's inflows. Inflows include revenues and other financing sources. GASB has not formally defined "substantial portion"; however, indications are that a substantial portion would be more than a material amount but does not necessarily mean at least a majority of the total inflows of all financial resources for the fund.

Changes to the statutory restrictions applicable to a fund may also occur that could change the fund's type. As such, districts should evaluate these funds each year to determine the appropriate fund type for that year.

## FUND TYPES

### General Fund

The general fund accounts for and reports all financial resources of a district except those required to be accounted for and reported in another fund. A district's general fund for accounting and budgeting purposes may be different from the general fund for financial statement reporting purposes.

For accounting and budgeting purposes, the general fund is described as the [Maintenance and Operation \(M&O\) Fund](#) by A.R.S. and may be separated into 7 programs titled regular education, special education, pupil transportation, desegregation, dropout prevention, joint career and technical education and vocational education center, and K-3 reading program.

When districts prepare audited financial statements, the general fund includes the M&O Fund and any other fund used for accounting or budgeting purposes that does not meet the definition of another governmental fund type. The following funds **should** be included in the general fund for financial statement reporting purposes:

- Maintenance and Operation
- Indirect Costs
- School Opening

In addition, districts need to analyze the following funds to determine if they should include them in the general fund for financial statement reporting purposes:

- Advertisement
- Auxiliary Operations
- Condemnation
- Energy and Water Savings
- Federal Projects
- Gifts and Donations
- Insurance Proceeds
- Litigation Recovery
- School Plant
- State Projects
- Teacherage
- Unrestricted Capital Outlay

Specific information on what districts should consider in analyzing the above funds is included under the other fund types discussed below.

Districts should not record the **Unemployment Insurance Fund** as a separate fund for financial statement reporting purposes. Instead, districts should eliminate interfund revenues and expenditures and **should** allocate any remaining revenues and balance sheet amounts to the funds that contributed revenues to the fund. Alternatively, if it would not materially misstate the financial statements, the remaining revenues and balance sheet amounts **may** be included in the general fund. Districts should not record these adjustments for financial statement reporting purposes in their accounting records.

If the general fund is different for budgeting than for financial reporting purposes, the budget to actual statement/schedule included with a district's audited financial statements should include only the M&O Fund in the general fund. Districts will need to include a reconciliation of the general fund activity as reported in the budget comparison statement/schedule to the general fund activity reported in the statement of revenues, expenditures, and changes in fund balance.

### Special Revenue Funds

Special revenue funds account for and report the proceeds of specific revenue sources that are restricted or committed to expenditures for specific purposes other than debt service or capital projects. Restricted revenue sources can be spent only for the specific purposes stipulated by the Arizona Constitution, external resource providers, or through enabling legislation. A district governing board may commit or assign, or a governing board delegated

body/official may assign, unrestricted revenues. The restricted or committed revenue must be a substantial portion of the fund's inflows.

Examples of funds that **should** be classified and reported as a special revenue fund for financial statement reporting purposes include the following:

- Arizona Industry Credentials Incentive
- Career and Technical Education Projects
- Career Technical Education
- Civic Center
- Classroom Site
- Community School
- Compensatory Instruction
- County, City, and Town Grants
- English Language Learner
- Extracurricular Activities Fees Tax Credit
- Fingerprint
- Food Service
- Grants and Gifts to Teachers
- Instructional Improvement
- Insurance Refund
- Student Activities
- Textbooks

In addition, districts **could** also classify and report the following funds as a special revenue fund for financial statement reporting purposes.

### **Advertisement**

If the governing board commits specific revenues of the fund for purposes other than capital purposes or debt service and those revenues are a substantial portion of the fund's inflows, districts **may** report the fund as a special revenue fund. If the fund's resources are committed or assigned for capital purposes or debt service, districts should not report the fund as a special revenue fund but **may** report it as a capital projects or debt service fund, as applicable. Otherwise districts **should** include the fund in the general fund.

### **Auxiliary Operations and Gifts and Donations**

Donors may restrict some revenues of these funds while the governing board may commit other revenues. If committed revenues are not for capital purposes or debt service and restricted and committed revenues are a substantial portion of the fund's inflows, districts **may** report the fund as a special revenue fund. Otherwise districts **should** include the fund in the general fund.

### **Litigation Recovery**

If none of the revenues of the fund are restricted to replacing or repairing school buildings or other school property, districts **may** report the fund as a special revenue fund. If all revenues are restricted to replacing or repairing school buildings or other school property, districts **should** determine the fund's primary use (capital purposes or debt service) and report the fund as a capital projects or debt service fund, as applicable. If the fund includes some revenues that are restricted to replacing and repairing school buildings or other



school property and some revenues that are not, districts **should** include the fund in the general fund.

### Federal and State Projects

Districts should evaluate each federal and State project fund to determine whether the federal or State revenues are restricted, committed, or assigned. For most of the federal and State project funds specifically listed in [§III, Chart of Accounts](#), the grantor restricts the revenues. However, some of the funds such as **Medicaid Reimbursement, National Forest Fees, Taylor Grazing Fees, and Impact Aid** include unrestricted revenues. Similarly, revenues of other federal and State projects not listed in the Chart of Accounts may also be unrestricted. A district may commit or assign unrestricted revenues. Districts should report federal and State projects funds as follows:

- If the revenues are restricted or committed to expenditures for specific purposes other than capital projects or debt service, and restricted and committed revenues are a substantial portion of the fund's inflows, districts **should** report the fund as a special revenue fund.
- If the revenues are restricted, committed, or assigned to capital projects or debt service, districts should not report the fund as a special revenue fund, but **may** report it as a capital projects or debt service fund, as applicable.
- All other funds **should** be included in the general fund

### Teacherage

Revenues of the fund are restricted to providing employee housing. If the governing board has not specifically committed these revenues for capital purposes or debt service, districts **may** report the fund as a special revenue fund. However, if all revenues are committed for capital purposes or debt service, districts **may** report the fund as a capital projects or debt service fund, as applicable. If the fund includes some revenues that are committed to capital purposes or debt service and some that are not, the fund **should** be included in the general fund.

### Capital Projects Funds

Capital projects funds account for and report financial resources that are restricted, committed, or assigned to expenditures for capital outlays, including the acquisition or construction of capital facilities and other capital assets. Examples of funds that districts **should** classify and report as a capital projects fund for financial statement reporting purposes include the following:

- Adjacent Ways
- Bond Building
- Building Renewal Grant
- Emergency Deficiencies Correction
- Federal Impact Aid (Construction)
- Gifts and Donations—Capital
- Impact Aid Revenue Bond Building
- New School Facilities

In addition, the following funds **could** also be classified and reported as capital project funds for financial statement reporting purposes.

**Condemnation**

If the fund includes only proceeds from right-of-way settlements, which districts may use only for capital purposes, districts **should** report it as a capital projects fund. However, if the fund also includes proceeds from sales by condemnation or threat of condemnation, which are restricted for capital purposes and debt service, districts should determine whether the fund is primarily used for capital purposes or debt service and report it as a capital projects or debt service fund, as applicable. Alternatively, districts **may** include the fund in the general fund.

**Energy and Water Savings, Insurance Proceeds, and Unrestricted Capital Outlay**

Revenues of these funds are restricted for capital purposes and debt service. Districts **should** determine whether each fund is primarily used for capital purposes or debt service and report it as a capital projects or debt service fund, as applicable. Alternatively, districts **may** include these funds in the general fund.

**School Plant**

If resources of the school plant fund are committed or assigned for maintenance and operation, the fund **should** be included in the general fund. If resources of the school plant fund are committed or assigned for capital projects and debt service, districts **should** determine whether the fund will be used primarily for capital purposes or debt service based on existing commitments and assignments of the fund's resources and report the fund as a capital projects or debt service fund, as applicable. Alternatively, districts **may** include the fund in the general fund.

**Debt Service Funds**

Debt service funds account for and report financial resources that are restricted, committed, or assigned to expenditures for principal and interest. Examples of funds that **should** be classified and reported as a debt service fund for financial statement reporting purposes include the following:

- Debt Service
- Impact Aid Revenue Bond Debt Service

Districts could also report the Condemnation, Insurance Proceeds, School Plant, and Unrestricted Capital Outlay Funds as Debt Service Funds as discussed above.

**Permanent Funds**

Permanent funds account for and report resources that are restricted to the extent that districts may use only earnings, and not principal, for purposes that support the district's programs.

## REVENUES, EXPENDITURES, AND OTHER FINANCING SOURCES (USES)

Governmental fund revenues include tuition, interest on investments, property taxes, intergovernmental grants and aid, food service sales, auxiliary operations sales, gifts and donations, and other miscellaneous revenues. Other financing sources include proceeds from the issuance of long-term debt and fund transfers-in.

Governmental fund expenditures include salaries and benefits, supplies, purchased professional and technical services, purchased property services, other purchased services, other miscellaneous charges, and principal and interest payments on long-term debt. Expenditures may also include acquisition or construction costs for land, buildings, vehicles, furniture and equipment, land and building improvements, and principal and interest payments on intangible assets, such as right-to-use lease and subscription assets. Other financing uses include fund transfers-out.

## ASSETS, DEFERRED OUTFLOWS OF RESOURCES, LIABILITIES, DEFERRED INFLOWS OF RESOURCES, AND FUND BALANCES

Governmental fund assets include cash, investments, receivables, supplies inventory, prepaid items, and amounts due from other funds and other governmental entities. Receivables may include property taxes receivable, accounts receivable, interest receivable, and leases receivable.

Governmental funds should only report deferred outflows of resources for those items designed by GASB. Currently, there are no deferred outflows of resources districts should report in governmental funds.

Governmental fund liabilities include accounts payable, accrued payroll, employee benefits, contracts payable, interest payable, tax anticipation notes payable, claims and judgments, deposits held for others, and amounts due to other funds and other governmental entities. Other liabilities include unearned revenues, such as grants, and the current portions of financed purchase agreements, leases, compensated absences, and long-term debt and other obligations.

Governmental fund deferred inflows of resources include revenues that are measurable but not available in the current period, such as those related to property taxes and lease agreements.

**§III, Chart of Accounts** classifies governmental fund balances as nonspendable, restricted, committed, assigned, or unassigned and includes descriptions of these classifications.

## **INTRODUCTION**

Proprietary funds account for a district's ongoing activities that are financed and operated in a manner similar to private business enterprises. Proprietary funds are generally self-sustaining (i.e., the primary source of revenues is user charges) and consist of 2 fund types: enterprise and internal service funds.

Districts should account for proprietary funds using the economic resources measurement focus and the accrual basis of accounting.

## **FUND TYPES**

### **Enterprise Funds**

Enterprise funds account for activities that provide goods or services to external users for a fee. Districts are required to use enterprise funds to account for any activity whose principal revenue sources meet any of the following criteria: (1) debt backed solely by revenues from fees and charges (thus, not debt that is backed by the full faith and credit of a district); (2) legal requirement to recover costs through fees and charges; (3) policy decision of the governing board or management to recover the costs of providing services through fees or charges. Districts are permitted to account for the Food Service and Auxiliary Operations Funds as enterprise funds, but accounting for them as governmental funds is recommended.

### **Internal Service Funds**

Internal service funds account for activities that provide goods or services to other funds, departments, component units, or to other governmental entities on a cost-reimbursement basis. The use of an internal service fund is appropriate only for activities in which a district is the predominant participant in the activity. Otherwise, districts should report the activity as an enterprise fund. Examples of internal service funds are activities such as central data processing, central printing and duplicating, and self-insurance. District Services Funds established in accordance with A.R.S. §15-1108 should also be accounted for as Internal Service Funds.

## **REVENUES, EXPENSES, AND OTHER SOURCES (USES)**

Enterprise and internal service funds revenues include operating and nonoperating revenues. Operating revenues include charges to the public (e.g., students and faculty), schools, departments, or other governmental entities for goods and services, and miscellaneous revenues. Nonoperating revenues include interest on investments, intergovernmental revenues other than charges for goods and services, and gains on disposal of capital assets. Other sources include capital contributions, special and extraordinary items, and fund transfers-in.

Enterprise and internal service funds expenses include operating and nonoperating expenses. Operating expenses may include supplies and materials, salaries and benefits, administrative costs, repairs and maintenance, utilities, and depreciation. (All depreciable property of enterprise and internal service funds should be depreciated. See [§VI-E, Property Control](#).) Nonoperating expenses include interest expenses and losses on disposal of capital assets. Other uses include special and extraordinary items and fund transfers-out.

Most transactions between an internal service fund and other district funds are treated as quasi-external transactions, not transfers, for proper budgetary control. Accordingly, an internal service fund (e.g., a print shop) would record expenses for the cost of providing the goods or services (e.g., purchase of paper, ink, etc.) and a revenue for the amount charged and either an interfund or intergovernmental receivable. When goods or services are provided internally to a governmental fund (e.g., M&O Fund), the governmental fund would record an expenditure and interfund payable (due to other fund) for the goods or services. Districts' internal service funds cannot charge a grant for services provided internally, without an Arizona Department of Education approved cost allocation plan.

## **ASSETS, DEFERRED OUTFLOWS OF RESOURCES, LIABILITIES, DEFERRED INFLOWS OF RESOURCES, AND NET POSITION**

Enterprise and internal service fund assets may include cash, investments, receivables, inventories, prepaid items, and capital assets. Receivables may include accounts and interest receivable and amounts due from other funds and other governmental entities.

Enterprise and internal service fund deferred outflows of resources and deferred inflows of resources may include the difference between the reacquisition price and the net carrying amount of debt for current and advance refundings resulting in defeasance of debt.

Enterprise and internal service fund liabilities may include accounts payable, contracts payable, accrued payroll, employee benefits, compensated absences, claims and judgments, and amounts due to other funds and other governmental entities. Other liabilities may also include unearned revenues and long-term liabilities such as leases and financed purchase agreements payable.

Enterprise and internal service fund net positions are separated into 3 classifications: net investment in capital assets, restricted, and unrestricted. See [§III, Chart of Accounts](#), for a description of these classifications.

## **INTRODUCTION**

Fiduciary funds account for a district's fiduciary activities. There are 4 types of fiduciary funds: pension (and other employee benefit) trust funds, investment trust funds, private-purpose trust funds, and custodial funds. Fiduciary funds are determined based on many factors, including whether the fund is a component unit, pension and OPEB arrangements, a government's control of the assets, and the sources and characteristics of the assets.

Districts should account for fiduciary funds using the economic resources measurement focus and the accrual basis of accounting.

## **FUND TYPES**

### **Pension (and other employee benefit) Trust Funds**

These funds account for resources that are held in a trust for members and beneficiaries of defined benefit pension plans, defined contribution plans, other post-employment benefit plans, or other benefit plans. Typically, these funds are used to account for local pension and other employee benefit trusts that a district provides in lieu of or in addition to the State retirement system. (Districts should not use pension trust funds to account for contributions to a multiple-employer public employee retirement system such as the Arizona State Retirement System; districts should report such contributions in the funds where the costs or employee deductions occur.)

### **Investment Trust Funds**

These funds account for the external portion (i.e., the portion that does not belong to a district) of investment pools a district operates that are held in trust.

### **Private-Purpose Trust Funds**

These funds account for other trust arrangements under which the principal and income benefit individuals, private organizations, or other governments.

### **Custodial Funds**

These funds account for fiduciary activities not held in a trust.

## **ADDITIONS AND DEDUCTIONS**

Fiduciary fund additions include investment income, employee and employer contributions, gifts, contributions, bequests, endowments, and donations.

Fiduciary fund deductions are generally specified in the trust or other agreement and may include administrative expenses, such as salaries, wages, employee benefits, retirement benefits, and refunds of contributions.

## **ASSETS, LIABILITIES, AND NET POSITION**

Fiduciary fund assets may include cash, investments, and interest and dividends receivable, and liabilities may include accounts payable, amounts due to other governments or others, and long-term liabilities. Investment and private-purpose trust funds do not have liabilities. Net position in the trust and custodial funds may identify what the fund is restricted for, such as pool participants or individuals, organizations, and other governments.

An effective accounting system is essential to provide control and accountability over school district assets and accurate and timely financial information to stakeholders. The Legislature and state agencies use district financial information to make education policy decisions and ensure compliance with legal and contractual provisions. The governing board and district management use financial information to develop overall policies and procedures, assess the district's financial position and the efficiency and effectiveness of district operations, budget for operating and capital expenditures, and project future financing requirements. Investors and creditors use information about available and probable financial resources, actual and contingent liabilities, and the district's overall financial position to evaluate the district's ability to meet debt service obligations. The public uses district financial information to determine how well the district is meeting its stewardship responsibilities.

An effective accounting system can also help safeguard district assets from fraud, theft, or misuse. Accounting system policies and procedures formally documented and adopted by the governing board should provide separation of responsibilities, adequate internal checks and balances, and sufficient records to support financial transactions.

Responsibilities should be assigned to specific departments, if applicable, and adequately separated within departments so that one individual does not have complete authority over an entire financial transaction or process. Districts should also periodically rotate responsibilities among employees when practical and require employees who process financial transactions to take vacation time and have another employee perform their responsibilities. If adequate separation of responsibilities is not possible because of a district's limited staff size, district management should implement review procedures at appropriate points in the process to compensate for employees performing incompatible functions.

The policies, procedures, and recordkeeping methods described throughout the Accounting Procedures section provide an effective accounting system and control environment for districts. Specific controls should be tailored to each district's needs, and alternative procedures may be used if they provide at least the same level of internal control. See §IX, Information Technology, for information regarding general and application controls for automated systems.



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**INTRODUCTION**

Accounting records and procedures (i.e., methods) comprise the accounting system through which a district identifies, assembles, analyzes, classifies, records, and summarizes its financial transactions and reports the district’s financial position and results of operations. An accounting system’s primary objectives are to provide management with reliable financial information in conformity with generally accepted accounting principles on a timely basis and to safeguard assets. To achieve these objectives, the accounting system should ensure that all transactions are recorded in the appropriate accounts for the actual amounts and in the fiscal years in which they occur. Additionally, the accounting system should monitor the district’s legal compliance in its use of financial resources.

Accounting records provide the documentary support for account balances and must be properly maintained to provide financial accountability for the district. Accounting records include source documents, journals, registers, ledgers, and other supplementary records.

**DOUBLE ENTRY ACCOUNTING**

Districts should implement a double entry accounting system to provide for the proper recording and reporting of financial data.

In a double entry accounting system each transaction affects at least two accounts. Therefore, to maintain the accounts in balance, in any transaction the total amount of debits must equal the total amount of credits.

A debit or credit will have a different effect on various accounts. A debit does not always indicate an increase in an account, nor does a credit always indicate a decrease. The following chart shows the effect of a debit or credit in the accounts.

|                |               |                      |               |                       |               |
|----------------|---------------|----------------------|---------------|-----------------------|---------------|
| <u>Assets*</u> |               | <u>Liabilities**</u> |               | <u>Fund Balance**</u> |               |
| <u>Debit</u>   | <u>Credit</u> | <u>Debit</u>         | <u>Credit</u> | <u>Debit</u>          | <u>Credit</u> |
| Increase       | Decrease      | Decrease             | Increase      | Decrease              | Increase      |
|                |               |                      |               |                       |               |
|                |               | <u>Revenues**</u>    |               | <u>Expenditures*</u>  |               |
|                |               | <u>Debit</u>         | <u>Credit</u> | <u>Debit</u>          | <u>Credit</u> |
|                |               | Decrease             | Increase      | Increase              | Decrease      |

\* Normally a debit balance account

\*\* Normally a credit balance account

Districts should use either the modified accrual or accrual basis of accounting, as appropriate, to record revenues, expenditures (expenses), and the related assets and liabilities, and to prepare financial reports. Under the modified accrual basis of accounting, districts should record revenues in the accounting period in which they become measurable and available to finance expenditures of the fiscal period. Districts should record expenditures in the fiscal year in which the related fund liability is incurred except for unmatured principal and interest on long-term debt, which should be recognized when due.

Under the accrual basis of accounting, revenues should be recognized in the period they are earned, and expenses should be recognized in the period incurred.

The modified accrual basis of accounting should be used for the general, special revenue, debt service, capital projects, expendable trust, and agency funds. The accrual basis of accounting should be used for the enterprise, internal service, nonexpendable trust, and pension trust funds. See §V, Fund Accounting, for more information on the basis of accounting.

## **SOURCE DOCUMENTS**

Source documents are used to initiate accounting transactions and should be retained to support each entry recorded in the accounting records. Examples of cash receipts source documents include prenumbered cash receipt forms, validated treasurer's receipts, cash register tapes, and validated bank deposit receipts. Examples of cash disbursements source documents include requisitions, purchase orders, receiving reports, and vendor invoices.

A journal entry form usually serves as the source document for entries in the general journal, since it provides for the recording of certain internal transactions that are not initiated by the type of source documents discussed in the preceding paragraph. Districts should maintain adequate separation of initiating, approving, and recording journal entries. District management should review and approve journal entries before they are recorded in the accounting records.

Districts should implement a system that prenumbers and numerically controls journal entries. Each journal entry should contain explanations, attachments, or references to documentary evidence supporting the entry, and the signature or initials of the individual making the entry and the official authorized to approve it. Journal entries should identify the account codes to be debited and credited.

## **JOURNALS**

A journal is defined as a book of original entry. Journals provide a chronological, detailed record of daily financial transactions and support balances in the general ledger accounts. Journals may be posted manually or generated by computer. The two types of journals are general journals and special journals.

The following guidelines should be followed in maintaining general and special journals.

1. Each page should indicate the type of journal, fund, program, and page number.
2. Each transaction should be coded in accordance with §III, Chart of Accounts.
3. The date of each transaction (day, month, and year) should be recorded.
4. The amounts in each column should be totaled for each page, and the debits should equal the credits.
5. Each entry should be posted individually to the general ledger if from the general journal, or in total monthly if from a special journal. Each amount posted should be cross-referenced to show where the amount was posted to or from.

## General Journal

The general journal is used to record standard monthly journal entries, adjusting entries, and year-end closing and reversing entries in the general ledger. The following are examples of such entries.

1. Establishing an asset or liability account
2. Correcting posting errors
3. Reclassifying revenues or expenditures (expenses)
4. Closing revenue and expenditure (expense) accounts to fund balance (retained earnings)

The following are sample entries that would be recorded in the general journal. The first entry establishes asset accounts, and the second closes revenue and expenditure accounts to fund balance at the end of the fiscal year.

| Page 02   |                   |                                       |                                |           |             |
|---|-------------------|---------------------------------------|--------------------------------|-----------|-------------|
| GENERAL JOURNAL   |                   |                                       |                                |           |             |
| Date<br>19XX  | Account Number    | Account Description                   | Posted to<br>General<br>Ledger | Amount    |             |
|   |                   |                                       |                                | Debit     | Credit      |
| 6/30  | 998-000-0000-0181 | Land and Improvements                 | X                              | \$ 57,000 |             |
|   | 998-000-0000-0182 | Buildings and Improvements            | X                              | 4,299,000 |             |
|   | 998-000-0000-0183 | Equipment                             | X                              | 978,000   |             |
|   | 998-000-0000-0184 | Construction in Progress              | X                              | 100,000   |             |
|   | 998-000-0000-0310 | Investment in General Fixed<br>Assets | X                              |           | \$5,434,000 |
| To record the district's capital assets and related investments in capital assets at June 30, 19XX. |                   |                                       |                                |           |             |

| Page 02  |                   |   |                                |             |             |
|--|-------------------|---|--------------------------------|-------------|-------------|
| GENERAL JOURNAL  |                   |   |                                |             |             |
| Date<br>19XX   | Account Number    | Account Description                                       | Posted to<br>General<br>Ledger | Amount      |             |
|  |                   |   |                                | Debit       | Credit      |
| 6/30   | 001-000-0000-1000 | Revenues — Local  | X                              | \$2,750,000 |             |
|  | 001-000-0000-2000 | Revenues — Intermediate                                   | X                              | 950,000     |             |
|  | 001-000-0000-3000 | Revenues — State  | X                              | 2,500,000   |             |
|  | 001-100-1000-6000 | Expenditures — Regular<br>Education — Instruction         | X                              |             | \$3,150,000 |
|  | 001-100-2000-6000 | Expenditures — Regular<br>Education — Support Services    | X                              |             | 1,900,000   |
|  | 001-200-1000-6000 | Expenditures — Special Education —<br>Instruction         | X                              |             | 340,000     |
|  | 001-200-2000-6000 | Expenditures — Special Education —<br>Support Services    | X                              |             | 110,000     |
|  | 001-400-2000-6000 | Expenditures — Pupil<br>Transportation — Support Services | X                              |             | 290,000     |
|  | 001-000-0000-0302 | Fund Balance — Reserved for<br>Inventory of Supplies      | X                              |             | 95,000      |
|  | 001-000-0000-0330 | Fund Balance — Unreserved                                 | X                              |             | 315,000     |
| To close out revenue and expenditure accounts to the fund balance accounts at fiscal year-end. |                   |   |                                |             |             |

**Special Journals**

Districts may use a special journal to record recurring entries of a particular type. Special journals should be kept separately by fund and type of transaction. Consequently, several types of journals may be established to account for various types of transactions. Two of the most common special journals are cash receipts and cash disbursements journals. Account codes in special journals should be grouped in such a way as to facilitate posting to the general ledger.

**Cash Receipts Journal** — Cash receipts are recorded in this journal when received. A sample of a cash receipts journal is shown below.

| Page 01            |  |                       |                   |                      |               |              |
|--------------------|--|-----------------------|-------------------|----------------------|---------------|--------------|
| FUND . . . . . 001 |  | CASH RECEIPTS JOURNAL |                   |                      |               |              |
| ACCOUNT NO. . 0103 |  |                       |                   |                      |               |              |
|                    |  |                       | Receipts — Credit |                      |               |              |
| Date<br>19XX       | Payor  | Cash<br>Debit         | Local<br>1000     | Intermediate<br>2000 | State<br>3000 | Federal 4000 |
| 7/1                | Arizona Dept. of Education<br>State Aid Apport. #1 | \$589,000             |                   |                      | \$589,000     |              |

**Cash Disbursements Journal** — Disbursements are recorded in this journal by date of receipt of goods or services, when recording vouchers. When a warrant is received from the county school superintendent, the warrant number and date are recorded. An example of a cash disbursements journal follows.

Left Side

|                          |                |                            |           |      |                |
|--------------------------|----------------|----------------------------|-----------|------|----------------|
| FUND . . . . . 001       |                | CASH DISBURSEMENTS JOURNAL |           |      | Page 03        |
| PROGRAM . . . . . 100    |                |                            |           |      |                |
| ACCOUNT NO. . . . . 0103 |                |                            |           |      |                |
|                          |                |                            | Warrant   |      |                |
|                          |                |                            |           |      |                |
| Date<br>19XX             | Voucher<br>No. | Payee                      | Number    | Date | Cash<br>Credit |
| 9/3                      | 4              | Salt River Project         | 1020      | 9/10 | \$ 9,000       |
| 9/5                      | 5              | Superintendent's Salary    | 2151      | 9/10 | 2,800          |
| 9/5                      | 5              | Teachers' Salaries         | 2152-2261 | 9/10 | 141,700        |

Right Side

|                      |  |  |  |   |  |                  |                           |
|----------------------|--|--|--|---|--|------------------|---------------------------|
|                      |  |  |  |   |  |                  |                           |
| Expenditures — Debit |  |  |  |   |  |                  |                           |
| Function<br>Code     | Personal<br>Services —<br>Salaries<br>6100 | Personal<br>Services —<br>Employee<br>Benefits<br>6200 | Purchased<br>Professional<br>and Technical<br>Services<br>6300 | Purchased<br>Property<br>Services<br>6400 | Other<br>Purchased<br>Services<br>6500 | Supplies<br>6600 | Other<br>Expenses<br>6800 |
| 2600                 |  |  |  |   |  | \$9,000          |                           |
| 2300                 | \$ 2,800                                   |  |  |   |  |                  |                           |
| 1000                 | 141,700                                    |  |  |   |  |                  |                           |

**GENERAL LEDGER**

The general ledger is the summary of financial transactions and the basis for preparing trial balances and financial reports. The ledger should be organized according to the Chart of Accounts. The general ledger should contain the following accounts.

1. Assets, Liabilities and Fund Equity/Other Credits — Asset and liability accounts should be established to record assets or liabilities. The balances in these accounts fluctuate during the year with increases and decreases in individual assets and liabilities, but the accounts are not closed at the end of each fiscal year. The fund equity/other credits accounts are used to account for the difference between assets and liabilities.
2. Revenues, Other Financing Sources, Expenditures (Expenses), and Other Financing Uses — These accounts are opened at the beginning of each fiscal year and are used to record the activity of a given fund for the year. These accounts are closed to fund equity/other credits accounts at the end of each fiscal year.

At the beginning of the fiscal year, after the budget is approved, the district should follow these procedures.

1. A general ledger account should be established for each major source of revenues, expenditures (expenses), other financing sources and uses, and transfers in and out.
2. Subsidiary ledgers should be prepared when more detailed information is desired.
3. Each budgeted amount for revenues, expenditures (expenses), other financing sources and uses, and transfers should be entered in the “Memo” column of the appropriate general ledger account.

Total revenues, expenditures (expenses), and other financing sources and uses should be posted monthly from the appropriate journals to the general ledger accounts.

Examples of possible accounts in the general ledger for the Maintenance and Operation Fund (001) follow.

| FUND . . . . . 001       |      | CASH ON DEPOSIT WITH COUNTY TREASURER |           |           | Page 01   |
|--------------------------|------|---------------------------------------|-----------|-----------|-----------|
| ACCOUNT NO. . . . . 0103 |      |                                       |           |           |           |
| Date<br>19XX             | Ref. | Transaction Description               | Amount    |           | Balance   |
|                          |      |                                       | Debit     | Credit    |           |
| 7/01                     |      | Balance Forward                       |           |           | \$ 82,000 |
| 7/31                     | RJ1  | July Receipts                         | \$589,000 |           | 671,000   |
| 7/31                     | DJ1  | July Disbursements                    |           | \$351,500 | 319,500   |

| FUND . . . . . 001       |      | REVENUES — STATE EQUALIZATION ASSISTANCE |           |           | Page 01                             |
|--------------------------|------|--|-----------|-----------|-------------------------------------|
| ACCOUNT NO. . . . . 3110 |      |  |           |           |                                     |
| Date<br>19XX             | Ref. | Transaction Description                  | Revenues  |           | Balance to be<br>Received<br>(Memo) |
|                          |      |  | Amount    | To Date   |                                     |
| 7/01                     | GJ2  | Current Year Budget                      |           |           | \$7,068,000                         |
| 7/31                     | RJ1  | First Apportionment of<br>State Aid      | \$589,000 | \$589,000 | 6,479,000                           |

| FUND . . . . . 001      |      | <b>PERSONAL SERVICES — SALARIES</b> |                                 |         | Page 01                |                                   |
|-------------------------|------|-------------------------------------|---------------------------------|---------|------------------------|-----------------------------------|
| PROGRAM . . . . . 100   |      |                                     |                                 |         |                        |                                   |
| FUNCTION NO. . . . 2400 |      |                                     |                                 |         |                        |                                   |
| ACCOUNT NO. . . . 6100  |      |                                     |                                 |         |                        |                                   |
| Date<br>19XX            | Ref. | Transaction Description             | Disbursements<br>Amount To Date |         | Encumbrances<br>(Memo) | Unencumbered<br>Balance<br>(Memo) |
| 7/01                    | GJ2  | Current Year Budget                 |                                 |         |                        | \$52,000                          |
| 7/01                    |      | Principal's Contract                |                                 |         | \$51,200               | 800                               |
| 7/31                    | DJ1  | July Disbursements                  | \$3,940                         | \$3,940 | 47,260                 | 800                               |

References:

- GJ     General Journal
- RJ     Cash Receipts Journal
- DJ     Disbursements Journal

**SUBSIDIARY LEDGER**

Financial information in greater detail may be maintained in a subsidiary ledger. A subsidiary ledger is a group of subaccounts, the sum of which should equal the balance in the related general ledger control account. Entries in the subsidiary ledgers are posted from the special journals. Each entry should be referenced in the subsidiary ledger to permit tracing to the source document.

**ENCUMBRANCE ACCOUNTING**

The purpose of encumbrance accounting is to reserve that portion of the budget or cash balance that has been committed by issuance of purchase orders, contracts, or other commitments. There are many ways to establish an encumbrance system.

Districts may use ledgers maintained by fund to monitor encumbrances by including a column for recording each encumbrance and a column for the unencumbered balance.

1. At the beginning of the fiscal year, the district should enter the budgeted expenditures of each budget controlled fund, or the cash balance of each cash controlled fund in the unencumbered balance column.
2. When purchase orders, lease-purchase contracts, salary contracts, etc. are issued, amounts should be entered in the encumbrance column and the unencumbered balance should be calculated.
3. When a purchase is proposed, the district should determine whether the unencumbered balance is sufficient to approve the purchase.
4. When expenditures are recorded, the original amounts recorded in the encumbrance column should be reversed and the unencumbered balance should be recalculated if necessary.



5. When revenues are received in a cash controlled fund, the unencumbered balance of the appropriate general ledger accounts should be increased.

## **RECONCILIATIONS**

### **Reconciliation to the County School Superintendent**

Districts, except those participating in the Accounting Responsibility Program pursuant to A.R.S. §15-914.01, should reconcile their records of cash balances by fund monthly, and their records of revenues, expenditures, and cash balances by fund, program, function, and object code at least at fiscal year-end, to the county school superintendent's records. In addition, the county school superintendent's office should reconcile the district's accounting records to those of the county treasurer. These procedures are necessary for accurate recordkeeping.

Districts should reconcile their records to the Monthly Report of Revenues, Expenditures, and Ending Cash Balances from the county school superintendent. This report should include the beginning and ending cash balance for the month, and revenues and expenditures (expenses) processed during the month by fund, program, function, and object code. The report may also include budgeted expenditures (expenses), year-to-date expenditures (expenses), and remaining budget balances.

The reconciliation process should comprise these procedures.

1. The district should obtain the county school superintendent's Monthly Report of Revenues, Expenditures, and Ending Cash Balances and the district's general ledger.
2. The district should compare each fund's ending cash balance according to the district's records to the fund's ending cash balance on the county school superintendent's report. If these amounts do not agree, individual revenue and expenditure (expense) transactions should be compared.
3. At fiscal year-end, district should compare total revenues and expenditures (expenses) according to the district's records to total revenues and expenditures (expenses) according to the county school superintendent's records. Total expenditures (expenses) according to the district's records should equal total expenditures (expenses) according to the county school superintendent's records plus expenditures (expenses) not processed by the county school superintendent, less expenditures (expenses) processed by the county school superintendent that were not processed by the district.
4. Differences should be resolved, and the reasons for the differences should be documented.

### **Reconciliation to the County Treasurer**

Districts that have assumed accounting responsibility pursuant to A.R.S. §15-914.01 should reconcile their records of cash balances by fund, if possible, or by treasurer's account to the county treasurer's records at least monthly and at fiscal year-end. These procedures are necessary for accurate recordkeeping.

Districts should reconcile their records to the county treasurer's report of the previous month-end account balances, or if available, the county treasurer's monthly Treasurer's Report. The Treasurer's Report shows beginning balances for the month, total receipts, total transfers in and out, total disbursements, and the ending balances for the month for each account the treasurer maintains.

The reconciliation process should comprise these procedures.

1. The district should obtain the treasurer's report of the previous month-end account balances, the treasurer's paid warrants listing, and the district's general ledger. The district may also need to obtain copies of certain detailed treasurer's accounting records, such as ledger cards, to help resolve differences.
2. The district should prepare or obtain a listing of outstanding warrants. Outstanding warrants are warrants issued by the district that have not yet been paid or recorded by the county treasurer.
3. The district should compare each fund or treasurer's account ending cash balance according to the treasurer's report of the previous month-end account balances to the ending cash balances per the district's records. If these amounts do not agree, individual revenue and expenditure (expense) transactions should be examined.
4. Differences should be resolved, and the reasons for the differences should be documented.

### **Reconciling Differences**

Revenue amounts recorded by the county school superintendent or county treasurer and the district may differ due to one or more of the following reasons. Districts may use various procedures to identify revenue differences, such as examining validated treasurer's receipts and journal entries.

1. Timing differences may result from revenues being recorded by the county school superintendent or county treasurer in one month and recorded by the district in another month. An example of a timing difference is when interest on pooled investments and tax apportionments is recorded by the county school superintendent or county treasurer but not by the district.
2. Transfers or journal entries may be omitted or not recorded correctly by the county school superintendent, county treasurer, or the district.
3. Misclassifications of revenues may occur as a result of the county school superintendent or county treasurer posting to an incorrect district or fund, or the district posting to an incorrect fund.
4. Clerical or mathematical errors may be made by one of the entities.

The expenditure (expense) amounts recorded by the county school superintendent or county treasurer and the district may differ because of one or more of the following reasons. Districts may use various procedures to

identify differences such as examining the district's files of expenditures, outstanding warrant listings, and journal entries.

1. The county treasurer may pay interest on registered warrants that has not been recorded by the district.
2. The county treasurer may pay stopped warrants that have not been included in the district's total expenditures.
3. The county treasurer may make debt service payments that are not recorded by the district.
4. Transfers or journal entries may be omitted or not recorded correctly by one of the entities.
5. Misclassifications of expenditures (expenses) may occur as a result of the county school superintendent or county treasurer posting to an incorrect district or fund, or the district posting to an incorrect fund.
6. Clerical or mathematical errors may be made by one of the entities.

Districts should notify the county school superintendent or county treasurer of errors in the county school superintendent's or county treasurer's records discovered during the reconciliation process by forwarding a copy of the district's correcting journal entries.

### **ENCUMBRANCE PERIOD**

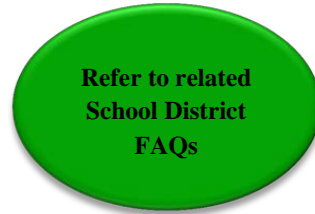
During the 60-day encumbrance period following June 30, districts should maintain separate accounting records of each fund simultaneously for the prior and current fiscal years. Districts should record revenues and expenditures (expenses) of the prior fiscal year in the records of the prior fiscal year, and revenues and expenditures (expenses) of the current fiscal year in the records created for the new fiscal year. The reconciliation of month-end cash balances during this period should include the revenues and expenditures (expenses) of both fiscal years.

At the end of the 60-day encumbrance period, the prior fiscal year's accounting records should be closed to fund balance as shown on page [VI-B-4](#).

### **TRIAL BALANCE**

A trial balance is a listing of the balances of the accounts in the general ledger, and should be prepared monthly to ensure that the ledger is in balance. The general ledger is in balance if the total of the debit and credit columns are equal. Districts should prepare a trial balance for each fund at the end of each fiscal year to prepare the Annual Financial Report and financial statements.

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**INTRODUCTION**

Cash includes currency on hand, such as petty cash funds and cash receipts not yet deposited; negotiable instruments, such as drafts, checks, warrants, and money orders; and balances on deposit with financial institutions such as commercial banks and county treasurers.

Cash received directly by school districts may include tuition and fees for classes and community school activities, gifts and donations, and proceeds from the sale or lease of district property. Cash is also generated through sales of goods and services by food service operations, auxiliary operations, and student activities.

Because of the relatively high risk associated with transactions involving cash, districts should establish and maintain effective policies and procedures to safeguard cash, prevent loss or misuse, provide prompt and intact depositing, and ensure accurate recording. Effective internal control not only helps safeguard monies, but can protect employees involved in handling those monies from accusations of misuse.

Internal control should be tailored to each district's specific needs. The recommended controls in this section are provided as examples of sound financial and administrative practices that can be used in either automated or manual systems to ensure that evidence of review, verification, and approval is maintained. Other controls may be used if they provide at least the same level of internal control. See §IX, Information Technology, for information regarding general and application controls for automated systems.

**POLICIES**

The following policies should be implemented to comply with statutory requirements and provide effective internal control over cash (checks, warrants, drafts, money orders, currency, etc.):

1. Cash-handling and recordkeeping functions should be separated among employees to safeguard cash.
2. Cash received by a district should be promptly recorded and accurately classified in accordance with §III, Chart of Accounts.
3. Employees handling significant amounts of cash should be adequately bonded.
4. Evidence of receipt should be prepared for each cash payment received. For example, sequentially numbered transactions generated by a computer system or cash register or prenumbered and numerically controlled handwritten cash receipt forms may be used.
5. In all locations where cash is received, it should be immediately safeguarded in a locked cash drawer or cash register. Cash not being deposited the same day as received should be secured in a safe or locked cabinet while awaiting deposit. Access to cash should be limited to only those employees who require access.
6. All district monies on deposit with financial institutions must be covered by insurance or collateralization agreements.
7. Checks, warrants, drafts, and money orders should be restrictively endorsed "for deposit only" to the credit of the district immediately upon receipt.

8. Cash received should be deposited intact daily, when significant, or at least weekly. See §VI-F, Revenues, for detailed deposit procedures.
9. Evidence of deposits received from financial institutions should be retained for all deposits such as a deposit posting report from the county treasurer or validated deposit slip or treasurer's receipt.
10. Bank accounts are prescribed by Arizona Revised Statutes (A.R.S.) and must be authorized by the governing board. A list of authorized check signers designated by the governing board for each bank account should be kept current. Inactive bank accounts should be closed promptly.
11. Disbursements from authorized bank accounts should be made with sequentially numbered checks or electronic fund transfers from eligible bank accounts. Each check should have a dollar limit and be marked "void after 6 months" to reduce loss exposure and ensure prompt cashing by the payee.
12. Checks should be properly completed before issuance and should not be made payable to cash or bearer. Voided checks should be so marked to prevent reuse and retained and made available to the employee performing bank account reconciliations.
13. Unused checks and check stock should be physically safeguarded and access to them limited to authorized personnel who are not check signers.
14. If electronic signatures or signature stamps are used to sign checks, they should be safeguarded and access to them limited to only the employee whose signature they represent.
15. Petty cash accounts for minor disbursements may be established by warrants drawn on the Maintenance and Operation (M&O) Fund or checks drawn on the M&O Fund revolving bank account. The petty cash accounts should be authorized by the governing board and maintained on an imprest basis where the total petty cash on hand plus any Petty Cash Withdrawal Requests equals the authorized amount at all times. The petty cash accounts should be closed at fiscal year-end and the cash returned to the M&O Fund or revolving bank account as applicable.
16. A bank reconciliation should be prepared monthly for each bank account and evidence of the reconciliation should be documented and retained. An employee who is not responsible for handling cash or issuing checks should prepare the bank reconciliation. If the employee preparing bank reconciliations must also be involved in handling cash or issuing checks, district management should review and approve the reconciliations, and evidence of the review should be documented and retained.

## BANK ACCOUNTS

Governing boards may authorize establishment of only the following bank accounts, and the bank accounts must be used only for their intended purpose as described in the authorization reference provided:

### **Bank Account**

M&O Fund revolving bank account  
Miscellaneous receipts clearing bank account(s)\*  
Food Service Fund clearing bank account(s)\*  
Food Service Fund revolving bank account  
Auxiliary Operations Fund bank account

### **Authorization**

A.R.S. §15-1101  
A.R.S. §15-341(A)(20)  
A.G. Opinion I60-35  
A.R.S. §15-1154  
A.R.S. §15-1126

**Bank Account**

**Authorization**

|   |                 |
|---|-----------------|
| Auxiliary Operations Fund revolving bank account(s)       | A.R.S. §15-1126 |
| Student Activities Fund bank account(s)*                  | A.R.S. §15-1122 |
| Student Activities Fund revolving bank account*           | A.R.S. §15-1124 |
| Federal payroll tax withholdings bank account*            | USFR p. VI-H-6  |
| State income tax withholdings bank account*               | A.R.S. §15-1222 |
| Employee insurance programs withholdings bank account(s)* | A.R.S. §15-1223 |
| Payroll direct deposits clearing bank account*            | A.R.S. §15-1221 |
| Electronic payments clearing bank account*                | A.R.S. §15-1221 |
| Grants and gifts to teachers bank account*                | A.R.S. §15-1224 |
| Principals’ supplies bank account(s)*                     | A.R.S. §15-354  |

\* Bank charges are not authorized to be paid from this bank account. The district should contact its financial institution to request that any bank charges for this account be charged directly to another allowable account such as the M&O Fund revolving bank account. If the financial institution cannot redirect the fees to another allowable account, then the bank account should be reimbursed for any bank charges from an appropriate district fund or bank account.

Authorized bank accounts for depositing miscellaneous revenues, payroll processing, food service programs, auxiliary operations, and student activities are described in the corresponding subsections. All other authorized bank accounts are described below.

**Maintenance and Operation (M&O) Fund Revolving Bank Account—A.R.S. §15-1101**

An M&O Fund revolving bank account may be established by the governing board. The maximum allowable amount is 50 cents for each student, with a limit of \$10,000 for elementary and high school districts and \$20,000 for unified school districts, except as follows:

1. If the student count of an elementary or high school district is fewer than 10,000 students, the governing board may authorize only up to \$5,000 in the revolving bank account.
2. If the student count of a unified school district is fewer than 20,000 students, the governing board may authorize only up to \$10,000 in the revolving bank account.

A warrant should be drawn against the M&O Fund to establish the revolving bank account. The revolving bank account’s custodian must be covered by a bond in an amount of at least twice the account’s authorized amount.

The revolving bank account should be operated on an imprest basis. This means that monies in the bank plus the total of the paid invoices and bank charges less interest should equal the authorized revolving bank account imprest amount. Also, if a district establishes a petty cash account from the M&O Fund revolving bank account, the petty cash amount must be included as part of the imprest amount. All reimbursements for revolving bank account expenditures for the current fiscal year should be made by June 30 so that expenditures are reported in the proper accounting period.

The revolving bank account, as stated in A.R.S. §15-1101, may be used for activities that require immediate cash outlays such as postage, freight, express, fuel taxes, parcel post, travel, and other minor disbursements. Salaries and wages may not be paid from the revolving bank account.

## **Revolving bank account establishment procedures**

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1. A voucher and application must be submitted to the county school superintendent. The voucher is prepared and approved as described in §VI-G, Expenditures. The application should state that the revolving bank account is to be established from the M&O Fund and must include the amount requested, purpose of the account, name of the bonded bank account custodian, and name of the insurance company and policy number for the bonding. Districts participating in the Accounting Responsibility Program pursuant to A.R.S. §15-914.01 should document the information described above, but do not need to submit the voucher and application to the county school superintendent.
2. The warrant for establishment of the bank account should be deposited immediately into the revolving bank account. See §VI-F, Revenues, for detailed deposit procedures.
3. The custodian should enter the deposit date, description, and deposit amount in the revolving bank account detailed records. Evidence of the deposit from the financial institution should be retained.

## **Revolving bank account disbursement procedures**

---

1. The employee requesting a check should:
  - a. Complete a Revolving Bank Account Check Request that includes the information shown in the exhibit on page [VI-C-10](#).
  - b. Obtain the appropriate supervisor's approval on the Revolving Bank Account Check Request.
  - c. Submit the approved Revolving Bank Account Check Request and supporting documentation (e.g., invoice) to the revolving bank account custodian.
2. The revolving bank account custodian should:
  - a. Document review of the Revolving Bank Account Check Request and the invoice's mathematical accuracy. Any discrepancies noted should be resolved prior to check issuance.
  - b. Record the disbursement in the revolving bank account detailed records and prepare and sign a revolving bank account check.
  - c. Enter the check number, account code, and date on the Revolving Bank Account Check Request.
  - d. Mark the vendor invoice and other supporting documents paid, indicating check number, amount, and date, to prevent reuse.
  - e. Forward the signed check to the requester.
  - f. Retain the Revolving Bank Account Check Request and supporting documents. These documents should be used when the bank account is replenished.



When the revolving bank account cash balance reaches a predetermined minimum level, the bank account custodian should submit documentation and request replenishment of the account as described below.

**Revolving bank account replenishment procedures**

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1. The bank account custodian should submit all Revolving Bank Account Check Requests and related supporting documentation to the employee responsible for voucher preparation.
2. The employee responsible for voucher preparation should:
  - a. Review Revolving Bank Account Check Requests, related supporting documentation, and any recent bank statements.
  - b. Prepare a voucher equal to the total of the paid Revolving Bank Account Check Requests and any applicable bank charges less interest. See §VI-G, Expenditures, for detailed voucher preparation procedures.
3. The warrant for replenishment of the bank account should be deposited immediately into the revolving bank account. See §VI-F, Revenues, for detailed deposit procedures.
4. The bank account custodian should verify the deposit amount and enter the deposit in the revolving bank account detailed records. Evidence of the deposit from the financial institution should be retained.

**Electronic Payments Clearing Bank Account—A.R.S. §15-1221**

The governing board may establish an electronic payments clearing bank account to deposit monies for the purpose of making electronic payments to vendors including the payment of retirement contributions to Arizona State Retirement. The bank account may be established by requesting a warrant from the county school superintendent for an amount equal to the vendor's payment amount. The bank account may be an interest bearing account. The bank account must be a clearing bank account maintaining a zero balance except for any interest earned for the account. At the end of the fiscal year, any interest earned for the account must be deposited with the county treasurer and recorded as interest revenue in the M&O Fund.

**Grants and Gifts to Teachers Bank Account—A.R.S. §15-1224**

The governing board may establish a grants and gifts to teachers bank account to deposit grants and gifts that are less than \$1,500 and designated for a teacher's use for instructional purposes.

Districts must account for each grant or gift deposited in the bank account. Detailed records for each grant or gift should include, at a minimum, the teacher's name, grantor, date and amount of each deposit and withdrawal, and remaining balance. Disbursements from the bank account must be authorized by the teacher designated to use the grant or gift and must be by check, signed by two district employees appointed by the governing board.

Monies not spent before the end of the fiscal year in which the grant or gift was accepted must remain in the bank account until needed for instructional purposes as designated by the teacher or determined by the grantor.

**Principals' Supplies Bank Account(s)—A.R.S. §15-354**

The governing board may establish principals' supplies bank accounts and authorize school principals to issue checks on behalf of the district for purchases of supplies and materials that are necessary to conduct the school's operations. A separate account must be maintained in the district's M&O budget for each authorized school in the district for the purchase of supplies and materials. Each school's account must not exceed \$5,000. A warrant should be drawn against the M&O Fund to establish each bank account.

The governing board may delegate the purchasing authority for each school's bank account to either the school's principal or to one or more employees who report to the principal. Disbursements from the bank account(s) must be by check, signed by an authorized employee appointed by the governing board. A.R.S. §15-354 exempts purchases from the bank account(s) from competitive purchasing requirements.

Within 30 days after the purchase, the principal must supply the governing board with a receipt from the seller of the supplies and materials that shows the price for each item purchased. The principal and the governing board must ensure that all purchases are necessary to conduct the school's operations. Disbursements from the principals' supplies bank account(s) should be recorded as expenditures in the M&O Fund in the fiscal year they are made. This should be done when receipts are submitted to the governing board or at least by June 30.

**Bank Reconciliations**

Districts should obtain monthly bank statements that summarize the account activity and report the ending cash balance for each bank account. Bank statement cash balances generally do not agree to the district's records because checks may be outstanding, deposits may have been made after the bank statement date, and the district may not have recorded bank charges and interest. Therefore, a reconciliation is performed to verify the accuracy of both the bank and district balances.

**Bank account reconciliation procedures**

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The employee reconciling the bank account should:

1. Receive the bank statement directly from the financial institution through electronic access to the account or by mail and have access to voided checks and electronic images or copies of canceled checks.
2. Obtain the detailed records of deposits and disbursements for the bank account.
3. Compare the canceled checks to the detailed records to ensure that the number, date, payee, and amount are in agreement. Canceled checks should be examined for alterations (such as changes to payee or dollar amounts), authorized signatures, and irregular endorsements.
4. Document any outstanding checks. Outstanding checks are checks that have been issued and deducted in the detailed records but have not been deducted from the bank balance as shown on the bank statement. If checks have been outstanding for 6 months (180 days) or longer, the employee should void the checks and increase the recorded bank account balance by the amount of the voided checks.
5. Compare the date and amount of each deposit shown on the bank statement to the detailed records and to the evidence of deposit provided by the financial institution.
6. Document all deposits made after the bank statement date and, therefore, not included in the balance shown on the bank statement.

7. Differences noted in #3 and #5 should be resolved and the balance in the detailed records adjusted, if necessary.
8. Record any bank charges and interest indicated on the bank statement in the detailed records.
9. Compute the month-end adjusted bank balance as follows:  

|   |  |
|---|--|
| Ending balance per bank statement                     |  |
| + Deposits made after statement date                  |  |
| - Outstanding checks                                  |  |
| + or - Any item disputed and resolved as a bank error |  |
| = Month-end reconciled balance                        |  |
10. Compare the balance computed in #9 to the adjusted balance in the detailed records. Differences should be researched and resolved.
11. Document the employee who prepared the reconciliation and when it was completed. If the employee preparing the reconciliation is also responsible for handling cash or issuing checks, district management should review and document approval of the reconciliation.
12. Retain the reconciliation and all supporting records.

### **PETTY CASH ACCOUNT**

Petty cash accounts authorized by the governing board may be used for minor disbursements when checks are not practical or immediate cash payments are required. One employee should be designated the petty cash account custodian for each petty cash account. Petty cash accounts may be established by checks drawn on the M&O Fund or the M&O Fund revolving bank account made payable to the account custodian. The account custodian should ensure that cash is safeguarded in a locked cabinet or safe. Access to petty cash should be limited to only the designated account custodian and the custodian's supervisor.

Each petty cash account should be maintained on an imprest basis. This means that the monies in the petty cash account plus Petty Cash Withdrawal Requests (amount requested or net amount paid if change was returned) should equal the authorized petty cash account amount at all times. Petty cash accounts should be reconciled monthly by an employee other than the account custodian or supervisor. Additionally, the supervisor or designee should perform periodic unannounced audits of petty cash accounts.

Each petty cash account should be returned to the M&O Fund or M&O Fund revolving bank account by June 30 in order for expenditures to be reported in the proper accounting period. To do this, the account custodian should submit the remaining cash for deposit in the M&O Fund or M&O Fund revolving bank account along with any paid Petty Cash Withdrawal Requests and supporting sales receipts. Disbursements from petty cash accounts are recorded as expenditures in the district's accounting records each time the account is replenished and when it is closed at fiscal year-end.

**Petty cash account disbursement procedures**

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1. The employee requesting petty cash should:
  - a. Complete a Petty Cash Withdrawal Request that includes the information shown in the exhibit on page **VI-C-10**.
  - b. Obtain the appropriate supervisor's approval on the Petty Cash Withdrawal Request.
  - c. Submit the approved Petty Cash Withdrawal Request and any sales receipts for reimbursement to the petty cash account custodian.
2. The petty cash account custodian should:
  - a. Review the Petty Cash Withdrawal Request to confirm proper supervisor approval.
  - b. If a sales receipt was submitted for reimbursement with the request:
    - (1) Verify the mathematical accuracy of the receipt and resolve any noted discrepancies.
    - (2) Disburse cash to the requesting employee, who should sign for the cash received.
    - (3) Complete the Petty Cash Withdrawal Request and retain all documentation to be used when the petty cash account is replenished.
  - c. If a sales receipt was not submitted with the request:
    - (1) Disburse cash to the requesting employee, who should sign for the cash received.
    - (2) Receive the sales receipt and any change from the requesting employee after the purchase is made.
    - (3) Verify the sales receipt's mathematical accuracy and enter the date and sales receipt amount on the Petty Cash Withdrawal Request. Calculate any change due from the requesting employee.
    - (4) If change is received, issue a sequentially numbered receipt to the employee returning the change and document receipt of the change on the Petty Cash Withdrawal Request. Resolve any differences between the calculated change due and the actual change received.
    - (5) Complete the Petty Cash Withdrawal Request and retain all documentation to be used when the petty cash account is replenished.

When the petty cash account balance reaches a predetermined minimum level, the account custodian should replenish the account.

**Petty cash account replenishment procedures**

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1. The account custodian should complete a Revolving Bank Account Check Request that includes the information shown in the exhibit on page **VI-C-10** and submit it to the appropriate supervisor for approval.
2. The supervisor should review the petty cash accounts imprest basis and submitted sales receipts before approving the replenishment. Then the supervisor should submit the Check Request, supporting Petty Cash Withdrawal Requests, and sales receipts to either the employee responsible for voucher preparation for

replenishment from the M&O Fund or to the revolving bank account custodian for replenishment from the M&O Fund revolving bank account.

3. A warrant or check payable to the petty cash account custodian should be issued in the amount requested. See §VI-G, Expenditures, for detailed voucher preparation procedures or page [VI-C-4](#) for revolving bank account disbursement procedures.

## **INVESTMENT OF CASH**

An effective system of cash management includes the investment of idle monies to increase revenues. Districts have a responsibility to act prudently with respect to public monies. Therefore, districts should look to the investment standards established for the State Treasurer in A.R.S. §35-310 et seq as a basis for the district's investment of monies not on deposit with the county treasurer. For information on the investment of Auxiliary Operations and Student Activities Funds' monies, see §X-G, Auxiliary Operations Fund, and §X-H, Student Activities Fund, respectively.

All district monies on deposit with the county treasurer must be pooled for investment by the treasurer, except Bond Building and Debt Service Funds monies. Interest earned on pooled investments is apportioned by the treasurer at least quarterly as prescribed in A.R.S. §15-996. See §VI-F, Revenues, for additional information on apportionment procedures.

### **Bond Building Fund—A.R.S. §15-1024**

Bond Building Fund monies that are not required to be used for 10 days or more may be invested. All interest earned from the investment of Bond Building Fund monies must be credited to the Debt Service Fund unless the voters authorize it to be credited to the Bond Building Fund. This authorization must be based on a separate question on the ballot at the bond election.

### **Debt Service Fund—A.R.S. §15-1025**

The governing board may request that the county treasurer invest Debt Service Fund monies on behalf of the district. All interest earned from the investment of Debt Service Fund monies must be credited to the Debt Service Fund.

\_\_\_\_\_ SCHOOL DISTRICT NO. \_\_\_\_

**REVOLVING BANK ACCOUNT CHECK REQUEST**

Date \_\_\_\_\_ Amount \$ \_\_\_\_\_

Payable to \_\_\_\_\_

Invoice No. \_\_\_\_\_

Purpose \_\_\_\_\_

Requested by \_\_\_\_\_

Approved by \_\_\_\_\_ Date \_\_\_\_\_

**TO BE COMPLETED BY THE BANK ACCOUNT CUSTODIAN:**

Check No. \_\_\_\_\_ Date \_\_\_\_\_

Account Code \_\_\_\_\_

Signature \_\_\_\_\_

\_\_\_\_\_ SCHOOL DISTRICT NO. \_\_\_\_

**PETTY CASH WITHDRAWAL REQUEST**

Date \_\_\_\_\_

Requested by \_\_\_\_\_ Amount Requested \$ \_\_\_\_\_

Purpose \_\_\_\_\_ Less Sales Receipt Amount\* \$ \_\_\_\_\_

\_\_\_\_\_ Equals Change to be Received\* \$ \_\_\_\_\_

Account Code \_\_\_\_\_

Supervisor Approval \_\_\_\_\_ Date \_\_\_\_\_

Cash Received by \_\_\_\_\_ Date \_\_\_\_\_

Petty Cash Custodian Review \_\_\_\_\_ Date \_\_\_\_\_

**TO BE COMPLETED BY THE PETTY CASH CUSTODIAN:**

Receipt No. for Change Received \_\_\_\_\_ Date \_\_\_\_\_

Change Received by \_\_\_\_\_ Amount of Change Received\* \$ \_\_\_\_\_

\*Complete these lines when the sales receipt is received. Resolve any difference between the calculated Change to be Received and the actual Amount of Change Received, if any.

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## **INTRODUCTION**

Supplies include goods and materials of an expendable nature that are consumed in the normal course of operating the district. Districts may have several different types of supplies inventories. Principal types are educational supplies, office supplies, custodial and cleaning supplies, food supplies, and repair and maintenance supplies.

Districts should establish effective internal control policies and procedures over supplies inventories to provide accurate financial reporting and to physically safeguard such inventories. Strong internal control over inventories helps prevent theft, overstocking, understocking, spoilage, and obsolescence.

For maximum benefit, districts should tailor internal control policies and procedures to their specific needs. Districts may maintain a periodic inventory system, a perpetual inventory system, or a combination of both. Inventories may be maintained in a centralized system using a central warehouse, a decentralized system, or a combination of these systems. The policies and procedures discussed in this section are applicable to a centralized inventory system.

## **POLICIES**

1. Districts should maintain proper separation of responsibilities between recordkeeping and custodial functions. (Small districts unable to adequately separate responsibilities due to insufficient staff size should implement additional supervisory review at appropriate points in the process to help ensure effective internal control.)
2. Districts should adequately safeguard supplies inventory. Supplies should be stored at a location where loss from fire, theft, temperature changes, humidity, or other elements is minimized.
3. If perpetual inventory records are not maintained, districts should take a complete physical inventory annually.
4. If perpetual inventory records are maintained, districts should take a complete physical inventory at least every three years, and periodically test count selected items.
5. The total cost of all inventory items should include ancillary costs such as freight and taxes. Districts should maintain adequate documentation to support the valuation of inventory.

## **PROCEDURES**

### **Inventory Systems**

Districts may maintain supplies inventory accounting records under a perpetual or a periodic inventory system.

Under a perpetual inventory system, purchases and issues are recorded directly in the inventory accounting records as the transactions occur. The quantity and cost balances in the inventory accounting records at fiscal



year-end should agree with the actual quantity and cost of inventory on hand. An advantage of this method is the ability to determine the quantity and cost of inventory on hand at any time within the accounting period. With a perpetual system, it may not be necessary to take a physical inventory at the end of each fiscal year. If inventory test counts indicate that the perpetual system is accurate, districts may take a physical inventory once every three years. However, districts should prepare an inventory listing from the perpetual inventory accounting records at the end of each fiscal year when a physical inventory is not taken. See page **VI-D-8** for an example of a perpetual inventory record.

Districts should arrange perpetual inventory accounting records by description or by stock number. Perpetual records should be maintained by district office personnel. However, if the records are maintained by warehouse personnel, the accounting supervisor, business manager, or other designee should make periodic checks to verify that amounts on hand agree with the records. The extent to which this testing is done depends on the nature of the inventory, its value, the rate of turnover, and the effectiveness of other inventory control procedures.

Under a periodic inventory system, inventory transactions are not recorded directly in the inventory accounting records. The cost and quantity of beginning inventory for each item remains unchanged in the inventory records during the accounting period. At the end of the accounting period, ending inventory quantities for each item are determined by physical inventory. The inventory accounting records are adjusted to reflect the ending physical inventory quantities. The cost of such inventory is determined by referring to the purchase documentation relating to the inventory items.

In order to facilitate the process of valuing inventory items at year-end under a periodic inventory system, districts should maintain a purchase record for each inventory item during the accounting period. The purchase record should include description, date of receipt, quantity received, purchase order number, and unit cost.

A perpetual inventory system is generally appropriate when the inventory consists of items of high dollar value and low quantity. Conversely, a periodic inventory system is generally used when the inventory consists of items of low dollar value and high quantity.

### **Methods of Accounting for Inventory**

Districts may record supplies inventory using either the consumption method or purchases method of accounting. However, because of budgeting requirements, the purchases method should be used for the Maintenance and Operation and Capital Outlay Funds.

Under the consumption method, inventory items are considered expenditures (expenses) when the items are issued from the central warehouse and consumed by the user. All acquisitions are debited to the inventory asset account at the time of purchase. The inventory asset account is adjusted at year-end to reflect valuation according to the year-end physical inventory or perpetual inventory records, and the inventory items used are recorded as expenditures (expenses).

Under the purchases method, the acquisition costs of inventory items are considered expenditures (expenses) when the inventory is purchased from the vendor. Acquisitions are debited to supplies expenditure (expense) accounts at the time of purchase. At year-end, the inventory asset account is adjusted according to the year-end physical inventory or perpetual inventory records.

For financial reporting purposes, supplies inventory in the proprietary funds must be reported using the consumption method. See §V, Fund Accounting, for definitions of the fund categories.

**Inventory Control**

An important element of inventory control is to establish optimal minimum and maximum stock levels for items in the supplies inventory. The range between the minimum and maximum stock levels represents the optimal range of stock to be carried for an inventory item. Optimal levels help minimize the risks of having inadequate inventories to meet district requirements or of holding excessive inventories. Inventory carrying costs and the risk of inventory obsolescence are increased when excessive inventories are maintained.

To determine the minimum stock level, districts should take into consideration an item’s volume of usage, and the time required to order and receive the item. When inventory is depleted to the minimum stock level, districts should purchase additional inventory items. To determine the maximum stock inventory level, districts should consider the cost of carrying inventory, the risk of obsolescence, and the benefit of obtaining quantity discounts.

Another important element of inventory control is adequately safeguarding supplies. Adequate safeguards can be achieved by providing controlled storage facilities to protect against unauthorized withdrawals, clear assignment and communication of custodial responsibilities, control of forms and documents authorizing issues of inventory, and environmental safeguards such as smoke detectors, fire alarms, fire extinguishers, and sprinkler systems.

**Issuing and Receiving Warehouse Supplies**

Districts should follow these procedures when receiving a requisition for supplies that are available in the warehouse. Districts should follow the procedures presented in §VI-G, Expenditures, for supplies that are not on hand and must be purchased. These procedures are based on a perpetual inventory system with records maintained by the district office.

| <b>Performed by</b> | <b>Procedure</b>   |
|---------------------|--|
| Warehouse Clerk     | <ol style="list-style-type: none"> <li>1. Receives requisition from requestor and prepares warehouse issue form in triplicate. (The requisition and issue forms may be combined into one form. See example on page <a href="#">VI-D-9</a>.)</li> <li>2. Forwards supplies and copy of issue form to requestor.</li> <li>3. Forwards signed copy of issue form to district office and retains original issue form on file.</li> </ol> |
| District Clerk      | <ol style="list-style-type: none"> <li>4. Updates perpetual accounting records from the signed issue form.</li> </ol>  |
| District Manager    | <ol style="list-style-type: none"> <li>5. Reviews requisitions periodically to help ensure that items requisitioned are reasonable and the requisitioner was authorized to request supplies.</li> </ol>  |

## Physical Inventory

Districts should take a physical inventory of supplies every year unless perpetual records are maintained. If perpetual inventory records are maintained and periodic test counts indicate the records are accurate, a physical inventory should be taken at least once every three years. The inventory should be taken at year-end, if possible. If perpetual inventory records are not maintained and the physical inventory is taken other than at year-end, a log of supplies received and issued between the date of the physical inventory and year-end should be maintained. The information recorded in the log is necessary to calculate the amount on hand at year-end.

**Preparing for the Inventory** — The procedures listed below should be followed to prepare for a physical inventory.

1. Prepare written instructions and provide them to all employees involved in the physical inventory. These instructions should be detailed and reviewed with all participating employees to help ensure understanding and compliance.
2. Close the warehouse, if possible, or reduce activity as much as possible in the supplies area during the physical inventory. The district may request vendors to stop all shipments and may decide not to process any warehouse requisitions except for emergency orders during the inventory period.
3. Separate damaged or obsolete items. A responsible employee should prepare a listing of the damaged or obsolete items and present it to the governing board or an individual authorized by the board for approval prior to disposal. Obsolete items should be disposed of in accordance with the State Board of Education Rule R7-2-1131.
4. Perform housekeeping procedures before taking the physical inventory. Such procedures include neatly arranging like inventory items in stacks, bins, and shelves; and clearing aisles, and receiving and distribution areas.

**Counting the Inventory** — Districts may use various procedures to provide an accurate and efficient inventory count. Two common methods of taking inventory involve the use of inventory tags or **inventory count sheets**.

If tags are used, they should be prenumbered and consist of two parts. An employee not involved in counting the inventory should be responsible for custody of the tags and maintain a log to account for tags issued. Tags should be issued to inventory count teams in numerical sequence.

One member of the inventory count team should count the inventory on hand for each item, and call the location, item stock number, description, quantity, and unit of measure (i.e., dozen, case, etc.) for that item. The second team member should record this information on an inventory tag. The stub end of the tag should be attached to the stack or batch of items counted to indicate that the inventory item was counted. The second part of the tag is used as a source document in preparing the inventory listing. Unused tags should be returned to the employee maintaining the log to account for all tags.

Alternatively, districts may use **prenumbered inventory count sheets** (see sample on page VI-D-10). To numerically control count sheets, a log should be maintained by an employee not involved in the inventory count. Two-member count teams should complete inventory count sheets in the same manner described above for inventory tags. The personnel counting and recording the inventory should initial and date the inventory count sheets to document their responsibilities. Since inventory count sheets do not provide a means of identifying which items have been counted, the district may use other means, such as marking boxes counted, to ensure that all items have been counted. Unused inventory count sheets should be returned to the employee maintaining the count sheet log.

After completion of the initial inventory counts, an employee not involved in the first count should make second counts, on a test basis, to verify the accuracy of the physical inventory counts. All differences should be resolved before the physical inventory is concluded. Corrections to inventory tags or inventory count sheets should be initialed by the employee responsible for supervising the physical inventory process.

If a perpetual inventory system is used, the district should compare the quantities from the physical inventory with balances on the perpetual inventory cards and resolve any differences. If differences are significant, another count and review of descriptions should be performed. A responsible district employee should fully document and approve all adjustments to the perpetual accounting records resulting from the physical inventory.

**Preparing the Inventory Listing** — Districts should prepare a supplies inventory listing annually. The inventory listing should include item and unit descriptions, purchase document numbers, quantities, unit costs, extended costs, page totals, and a grand total. The descriptions and quantities may be obtained from the count sheets or tags.

If **inventory count sheets** are used, the count sheets may also serve as the inventory listing. Employees involved in the physical count should complete the item description, unit description, and quantity sections of the inventory listing, and then submit it to the district office. To complete the inventory listing, an employee in the district office should perform the following.

1. Price the inventory in accordance with the cost flow assumption adopted by the district and applicable supporting documentation (including vouchers, vendor invoices, and purchase orders), and record the purchase document numbers and unit cost on the inventory listing.
2. Compile, extend, and total the inventory listing.
3. Sign and date the listing to document responsibility for the valuation of the items.

If a physical inventory is not taken, the inventory listing should be prepared from the **perpetual inventory records** at fiscal year-end.

Districts should consider having a second employee verify the accuracy of the inventory listing on a test basis by comparing amounts to supporting documentation and verifying extensions and totals.

Districts should retain all inventory tags, **inventory count sheets**, control logs, written instructions, and other documentation relating to the physical inventory to support the inventory listing.

**Inventory Pricing**

Inventory valuations may directly affect the district's financial reports. Therefore, consistency in valuing the inventory is required to facilitate the comparison of financial reports from year to year and from district to district. Actual cost should be used to determine inventory value. Cost includes invoice price plus ancillary costs such as freight, sales taxes, and any other handling costs. United States Department of Agriculture (USDA) donated commodities should be valued at estimated fair value, an amount established by the Arizona Department of Education. Districts should refer to the *Child Nutrition Programs Guidance Manual* for information concerning requirements for storing, using, and accounting for USDA donated commodities. Supporting documentation should be retained in order to verify costs recorded on the supplies inventory listing.

The cost of supplies inventory may be determined by associating a flow of costs with the flow of supplies inventory transactions. The district should adopt and consistently apply the cost flow assumption from year to year. The cost flow assumption does not necessarily have to be consistent with the actual physical movement of the goods. The three most common cost flow assumptions are first-in, first-out (FIFO); last-in, first-out (LIFO); and average cost.

The FIFO method is based upon the assumption that the first items purchased are the first items out of inventory. Under this method, the invoice prices of the most recent purchases represent the ending inventory. The advantage of the FIFO method is that it provides a more accurate valuation of the cost of supplies remaining in inventory.

The LIFO method is based on the assumption that the last items purchased are the first items out of inventory. The advantage of the LIFO method is that it provides a more accurate valuation of the cost of supplies used during the period.

The average cost flow assumption assigns costs to inventory items based on the average cost of all similar items in the inventory.

The following is an example of an inventory item valuation under a perpetual system using the FIFO cost flow assumption.

| <b>PERPETUAL INVENTORY RECORD</b>  |           |               |           |            |           |        |              |                        |         |              |          |
|--|-----------|---------------|-----------|------------|-----------|--------|--------------|------------------------|---------|--------------|----------|
| Location:  |           | Bin 5         |           |            |           |        |              | Unit of Measure: 1 cap |         |              |          |
| Stock No. :  |           | RC378X        |           |            |           |        |              | Maximum Stock: 15      |         |              |          |
| Description:   |           | Radiator Caps |           |            |           |        |              | Minimum Stock: 04      |         |              |          |
| Transaction Date   | PURCHASES |               |           |            | ISSUES    |        |              |                        | BALANCE |              |          |
|  | P.O. No.  | Units         | Unit Cost | Total Cost | Issue No. | Units  | Unit Cost    | Total Cost             | Units   | Unit Cost    | Amount   |
| 6/1/XX   | 100       | 10            | \$ 1.00   | \$ 10.00   |           |        |              |                        | 10      | \$ 1.00      | \$ 10.00 |
| 6/5/XX   | 101       | 5             | 1.50      | 7.50       |           |        |              |                        | 10<br>5 | 1.00<br>1.50 | 17.50    |
| 6/10/XX  |           |               |           |            | 200       | 6      | \$ 1.00      | \$ 6.00                | 4<br>5  | 1.00<br>1.50 | 11.50    |
| 6/12/XX  |           |               |           |            | 201       | 4<br>1 | 1.00<br>1.50 | 4.00<br>1.50           | 4       | 1.50         | 6.00     |
| 6/20/XX  | 102       | 5             | 2.00      | 10.00      |           |        |              |                        | 4<br>5  | 1.50<br>2.00 | 16.00    |
| 6/21/XX  |           |               |           |            | 202       | 4<br>1 | 1.50<br>2.00 | 6.00<br>2.00           | 4       | 2.00         | 8.00     |
| 6/30/XX  | 103       | 5             | 2.10      | 10.50      |           |        |              |                        | 4<br>5  | 2.00<br>2.10 | 18.50    |
| Note: The valuation of the nine items remaining at June 30, 19XX, is \$18.50, and may be obtained directly from the perpetual inventory accounting record. Under a periodic system, the value would be the same but would have to be calculated using the physical inventory listing and supporting documents. |           |               |           |            |           |        |              |                        |         |              |          |

**Recording Supplies Inventory at Year-End**

At year-end, districts should adjust the inventory asset account to the amount determined by the year-end physical inventory or perpetual inventory records. The following example illustrates a year-end adjusting entry assuming the district uses the purchases method to account for inventory during the year.

| GENERAL JOURNAL   |                   |                                    |                                |         |         | SAMPLE |
|---|-------------------|------------------------------------|--------------------------------|---------|---------|--------|
| Date<br>19XX  | Account Number    | Account Description                | Posted to<br>General<br>Ledger | Amount  |         |        |
|   |                   |                                    |                                | Debit   | Credit  |        |
| 6/30  | 001-000-0000-0160 | Inventory of Supplies              | X                              | \$1,200 |         |        |
|   | 001-000-0000-0303 | Reserved for Inventory of Supplies | X                              |         | \$1,200 |        |
| To adjust the inventory of supplies and reserved for inventory of supplies balances to the physical inventory of June 30, 19XX. |                   |                                    |                                |         |         |        |







| _____ SCHOOL DISTRICT NO. _____<br>Sheet No.: <u>(prenumbered)</u><br><b>INVENTORY COUNT SHEET</b><br><b>INVENTORY _____ 19 ____</b> |                                |             |                                   |                 |           |                     |
|--|--------------------------------|-------------|-----------------------------------|-----------------|-----------|---------------------|
| Department:  |                                |             | Location:                         |                 |           |                     |
| Called/Counted by:   |                                |             | Priced/Extended by:               |                 |           |                     |
| Entered/Recorded by:   |                                |             | Verified Costs/Extensions/Totals: |                 |           |                     |
| Test Counts by:  |                                |             |                                   |                 |           |                     |
| Item Stock No.   | Invoice/ Purchase Order No.(s) | Description | Quantity                          | Unit of Measure | Unit Cost | Extended Cost Total |
|  |                                |             |                                   |                 | \$        | \$                  |
|  |                                |             |                                   |                 |           |                     |
|  |                                |             |                                   |                 |           |                     |
|  |                                |             |                                   |                 |           |                     |
|  |                                |             |                                   |                 |           |                     |
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| Page Total   |                                |             |                                   |                 | \$ _____  |                     |

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## INTRODUCTION

Districts invest significant resources in the acquisition and maintenance of district property, including capital assets and other property. Generally, capital assets consist of land, land improvements, buildings, building improvements, and equipment, including intangible right-to-use lease and subscription assets, with a unit cost of \$5,000 or more. Additionally, assets with a unit cost below \$5,000 should be grouped for capitalization if, in the aggregate, their cost is significant. Examples of assets that may require grouped asset capitalization include computers and classroom furniture. Other property primarily includes equipment items with a unit cost of less than \$5,000 that meet the equipment criteria described in [§III, Chart of Accounts](#), and therefore are not of a consumable nature. Districts should establish a complete property control system to protect all district property.

Internal control over district property should be adequate to:

- Safeguard property against theft and misuse.
- Promote appropriate and efficient use of district property.
- Properly value, classify, and report capital assets.
- Accumulate data for effective planning for property acquisitions, replacements, and maintenance.
- Provide documentation for insurance purposes in the event of fire or other casualty loss.
- Provide accurate information for district stakeholders.
- Ensure compliance with federal guidelines as defined by each grantor agency for federally owned equipment and equipment purchased in whole or in part with federal monies.

Districts should tailor internal control to their specific needs. The recommended controls described in this section provide an effective system of property control that districts can use with automated or manual systems. Districts may use other controls if they provide at least the same level of internal control. See [§IX, Information Technology](#), for information regarding general and application controls for automated systems.

## POLICIES

To comply with statutory requirements to manage and control district property and provide effective internal control, the district should:

1. Adequately insure all district property.
2. Physically control district property to help prevent damage, theft, loss, or misuse.

3. Establish a governing board approved capitalization threshold of \$5,000 or less for reporting capital assets in financial statements.
4. Maintain a detailed capital assets list including all required information by separate asset category for all land, land improvements, buildings, building improvements, and equipment with unit costs or grouped assets costs, if significant, in excess of the district's adopted capitalization threshold. Districts should include intangible right-to-use assets in the capital assets list, as described in the procedures below, or maintain a separate list(s) for such assets that includes all information needed to facilitate financial statement reporting.
5. Maintain capital assets' documentation to support capital assets list information and applicable assets' annual depreciation calculations, such as useful life and residual value estimates, that may be maintained in a separate schedule.
6. Maintain a detailed stewardship list including all required information for equipment with a unit cost of \$1,000 or more but less than the district's adopted capitalization threshold.
7. Perform an equipment physical inventory at least every 3 years and reconcile it to the stewardship and capital assets lists. However, equipment purchased in whole or in part with federal monies must be inventoried at least every 2 years in accordance with 2 Code of Federal Regulations (CFR) §200.313.
8. Comply with applicable district property disposal statutes and rules, such as Arizona Revised Statutes (A.R.S.) §§15-341(G) and 15-342, Arizona Administrative Code (A.A.C.) [R7-2-1131](#), and 2 CFR §200.313.
9. Manage federally owned equipment that is required to remain vested in the federal government in accordance with the federal agency's rules and procedures. 2 CFR §200.312

## PROCEDURES

The following are recommended procedures for establishing and maintaining a complete property control system.

### Classifying Capital Assets

Capital assets are generally classified into distinct categories for financial statement presentation. In addition to allowing more detailed reporting of capital assets in financial reports, this classification is necessary to calculate depreciation or amortization on the applicable assets as described on page [VI-E-9](#). Also, as different identification and physical security controls apply to different classes of property based on the inherent risk for each classification, separately classifying assets allows the district to apply the appropriate controls to each type of asset. Capital assets are classified as follows:

**Intangible Right-to-Use Assets**

Includes all assets that districts acquire the right to use for more than 12 months through lease agreements or subscription-based information technology arrangements. Districts are required to further identify leased assets for financial reporting purposes by major underlying asset category but should not double report lease or subscription assets by including them in the asset classifications below for assets acquired by purchase, financed purchase, or other means, such as donation.

**Equipment**

Includes all tangible personal property not affixed to land or buildings, excluding intangible right-to-use assets. Examples include machinery, tools, vehicles, and furniture. See Building Improvements and Land Improvements below for classification of affixed, nonmovable equipment.

**Buildings**

Includes all structures meant to provide shelter for people or shelter or storage for district property and existing improvements to such buildings at the time of acquisition, excluding intangible right-to-use assets.

**Building Improvements<sup>1</sup>**

Includes all improvements made to buildings after acquisition. Also includes fixtures (nonmovable equipment) installed after the building's acquisition that cannot be removed without damaging the building or the fixture, such as heating and air conditioning equipment or security systems, excluding intangible right-to-use assets. Such fixtures or systems already in place at the completion of construction or acquisition of a building are classified as part of the building rather than a building improvement.

**Land**

Includes all land, easements, and existing permanent improvements made to land such as grading or soil treatment, excluding intangible right-to-use assets. Also includes initial site preparation costs if not directly connected with the construction of buildings or improvements to buildings, such as clearing, filling, grading, or demolition. Conversely, districts should classify any site preparation costs directly connected with the construction of buildings or improvements to buildings in the building or building improvement categories, as applicable.

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<sup>1</sup> Districts should distinguish between expenditures for improvements and expenditures for repairs and maintenance. Expenditures for repairs and maintenance return an asset to its normal operating condition.

### Land Improvements<sup>2</sup>

Includes all permanent and nonpermanent improvements made to land after its initial acquisition such as fencing, nonmovable bleachers, playground equipment, shade structures, or surfacing, excluding intangible right-to-use assets. Also includes any nonpermanent improvements that existed when the land was acquired so that it can be properly depreciated. Generally, land improvements paid for by the Adjacent Ways Fund are not considered district assets since they are not improvements to district property. However, if adjacent ways monies are used to improve district property to assure the safe ingress to and egress from district property directly adjacent to the public way for buses and fire equipment, the district would include the improvement in land improvements.

### Capital Assets List

The capital assets list should include all land, land improvements, buildings, building improvements, and equipment, including financed purchases, with unit costs of \$5,000 or more. Additionally, for assets with unit costs below \$5,000, if in the aggregate, their cost is significant, the district should group the assets for capitalization and add them to the capital assets list. The governing board may choose to establish a lower capitalization threshold for the district. If the governing board adopts a lower threshold, the district should apply it consistently to all related assets. The capital assets list should be maintained by separate asset classification as described above. However, districts should include intangible right-to-use assets on the list in the other asset categories (e.g., land, buildings, or equipment) indicating lease or subscription as the method of acquisition to separately identify such assets. Districts should include the following information on the list for each item:

1. **Location**—School, department, building, room, etc.
2. **Identification number for equipment**—Tag number, serial number, barcode, or other number that specifically identifies the asset.
3. **Description**—Name, model number, size, color, etc., to help identify the asset.
4. **Method of acquisition**—Purchase (e.g., construction, financed purchase agreement or trade), lease or subscription greater than 12 months, or donation.
5. **Source of funding**—Fund used to purchase the asset.
6. **Acquisition date**—Month and year the asset was received or constructed. If the acquisition date is unknown, districts may record an estimated date on the list.

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<sup>2</sup> Districts should distinguish between expenditures for improvements and expenditures for repairs and maintenance. Expenditures for repairs and maintenance return an asset to its normal operating condition.

7. **Purchase document number**—Purchase order, voucher, or other document number that can be traced to documents that support the information recorded on the list. This support should be retained for the life of the asset.
8. **Cost**—Actual cost or donation fair market value. Otherwise, estimated historical cost. (See Asset Valuation starting on page [VI-E-6](#)).
9. **Depreciation or Amortization**—Information for each depreciable or amortizable asset as described on page [VI-E-9](#) unless maintained in a separate depreciation or amortization schedule that is cross-referenced to the capital assets list.

For property purchased with federal monies the following information should be included in the capital assets list or other record to facilitate federal asset reporting as required by 2 CFR §§200.312 and 313:

1. Who holds title to the property.
2. Percentage of federal participation in the asset's cost.
3. Use and condition of the property.
4. Disposition data including the date of disposal and sale price of the property.

## Stewardship List

To help safeguard and control significant equipment not required to be included on the capital assets list, districts should maintain a stewardship list for all equipment, including financed purchases, with a unit cost of \$1,000 or more but less than the district's adopted cost threshold for capitalization. Districts may also choose to maintain a list of equipment with unit costs of less than \$1,000 to help prevent theft or misuse of higher risk items, such as laptop computers, tablets, and other technological devices. The required stewardship list should include the following information for each equipment item:

1. **Location**—School, department, building, room, etc.
2. **Identification number**—Tag number, serial number, barcode, or other number that specifically identifies the equipment.
3. **Description**—Name, model number, size, color, etc., to help identify the equipment.
4. **Acquisition date**—Month and year the equipment was received. If the acquisition date is unknown, districts may record an estimated date on the list.

Although cost is not required to be included on the stewardship list, it may be included to assist districts in ensuring all appropriate items are recorded on the capital assets and stewardship lists.

## **Physical Controls**

### **Property Identification**

1. Districts should identify all property with unit costs greater than \$50 as district property using a tag or otherwise permanently marking items to facilitate possible return if the item is lost or stolen.
2. Districts should also tag, mark with an identifying number, or specifically identify by some other means such as serial number or barcode each equipment item they are required to include on the capital assets or stewardship list.
  - a. To assist in conducting physical inventories of equipment, identification numbers should be placed in a conspicuous and uniform position on items when they are received.
  - b. If preprinted tags or barcode stickers are used, the district should distribute them to each location that receives equipment and keep a record of the tag numbers issued. Tags should be sequentially numbered and issued.
  - c. Small or valuable items, such as musical instruments, are not required to be tagged if this would impair the item's value or usefulness. Engraving or permanently marking such items is recommended to facilitate their possible return if they are lost or stolen.

### **Physical Security**

Districts should safeguard district property from theft, loss, unauthorized use, and damage. Districts should use locks, alarm systems, and check -in and -out or usage logs or reports to restrict and monitor use. Districts should restrict access to district buildings and equipment to appropriate personnel and appropriate hours based on the intended use.

If property, such as audio/visual equipment, media items, computers, or vehicles, is checked out from a central area, procedures should be in place to track the reason for use, the person responsible for the property while checked out, and the return of property. Additionally, detailed mileage and use logs should be created and reviewed for district vehicles to ensure the vehicles are used only for district business.

Districts should safeguard property against environmental hazards. Districts should protect equipment sensitive to humidity and temperature changes from harmful climates to the extent practicable.

### **Asset Valuation**

Properly valuing assets assists with recording them on the capital assets and stewardship lists and helps ensure that capital assets are recorded accurately in financial reports. Districts should generally value assets other than those donated at actual cost, or estimated



historical cost when records of actual cost are not available.<sup>3</sup> Districts should not value assets at insurance or replacement value. Districts should record donated assets at fair market value at acquisition. Districts should evaluate the terms of financed purchase, lease, and subscription asset acquisition agreements as described below to determine such assets' valuation.

Valuation for assets should also include any charges necessary to put the asset in its intended location and condition for use even if the charges are billed separately. The table below identifies examples of additional charges that districts should include in an asset's value based on the asset's classification.

**Table: Additional Charges by Asset Category**

| <b>Equipment</b>  | <b>Land and Improvements</b>  | <b>Buildings and Improvements</b>  |
|---|---|--|
| <ul style="list-style-type: none"> <li>• Taxes</li> <li>• Freight, delivery</li> <li>• Installation</li> <li>• Assembly</li> <li>• Testing</li> </ul> | <p>Fees for services:</p> <ul style="list-style-type: none"> <li>• Legal</li> <li>• Escrow and title</li> <li>• Architectural</li> <li>• Survey and appraisal</li> <li>• Recording</li> </ul> <p>Assumption of:</p> <ul style="list-style-type: none"> <li>• Liens</li> <li>• Delinquent taxes</li> </ul> | <p>Fees for services:</p> <ul style="list-style-type: none"> <li>• Legal</li> <li>• Architectural and engineering</li> <li>• Permits and licenses</li> <li>• Escrow and title</li> </ul> |

Districts need to consider additional information to value assets that require cost allocation (i.e., when more than one asset is acquired in the same transaction), construction contracts, financed purchase agreements, leases, subscription-based information technology arrangements, or trade-ins.

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<sup>3</sup> Estimated historical cost may be obtained from a historical cost appraisal or some other reasonable means such as historical vendor catalogs, price quotes, price lists, or governing board meeting minutes. Documentation supporting the estimated cost should be retained. If the asset recorded at estimated historical cost is subject to depreciation, the cost on the depreciation schedule should be reduced by the appropriate amount of accumulated depreciation based on the known or estimated age of the asset.

**Allocating Asset Costs**

For assets acquired in a single transaction each costing over the individual asset capitalization threshold such as a bulk purchase of equipment, buildings and land purchased together, or land purchased with existing nonpermanent improvements, districts should allocate the total cost proportionately among the assets. Allocating costs for like items purchased together is accomplished by totaling the acquisition cost and all incidental charges and equally distributing the cost over the items purchased. For unlike items such as buildings and related land or land and nonpermanent improvements acquired together, districts should base the allocation on the fair market value of each asset at the date of acquisition.

**Construction Contracts**

Districts should accumulate all costs incurred during the construction period as construction-in-progress until completion of the project. Such costs may include architectural and engineering fees; construction supplies and labor; temporary buildings used for construction offices and storage; permits, licenses, and fees; workers' compensation and casualty insurance premiums; and easements. If district employees construct an asset, districts should include their related salaries, wages, and employee benefits in the constructed asset's cost on the capital assets list. Districts should not include construction in progress on the capital assets list. After the project is completed, the district should reclassify the asset from the construction-in-progress category to be an asset or part of an asset in the appropriate category such as land improvements, buildings, or building improvements.

**Financed purchase agreements**

Financed purchase agreements transfer ownership of the underlying asset by the end of the contract and do not contain termination options other than fiscal funding or cancellation clauses that are not reasonably certain to be exercised. In accordance with generally accepted accounting principles, the district should value financed purchase agreements that are recorded on the capital assets list at the lesser of the fair market value at the inception of the agreement, or the present value of the net minimum payments (usually the principal amount) at the beginning of the agreement term, excluding executory costs and interest.

**Leases (more than 12 months)**

Leases convey control of the right-to-use another entity's nonfinancial asset for a period of time in an exchange or exchange-like transaction. Districts should initially calculate the capitalized leased asset value as the sum of the following:

1. The amount of the initial measurement of the lease liability (see Governmental Accounting Standards Board (GASB) Statement No. 87, paragraph 21).

2. Lease payments made to the lessor at or before the commencement of the lease term, less any lease incentives (see GASB Statement No. 87, paragraphs 61 and 62) received from the lessor at or before the commencement of the lease term.
3. Initial direct costs that are ancillary charges necessary to place the lease asset into service.

**Subscription-Based Information Technology Arrangements (SBITAs) (more than 12 months)**

SBITAs convey control of the right-to-use another parties IT software, alone or in combination with tangible capital assets, for a period of time in an exchange or exchange-like transaction. Districts should initially calculate the capitalized SBITA asset value as the sum of the following, less any incentives (see GASB Statement No. 96, paragraphs 42 and 43) received from the SBITA vendor at the commencement of the subscription term:

1. The amount of the initial measurement of the subscription liability (see GASB Statement No. 96, paragraph 16).
2. Payments associated with the SBITA contract made to the SBITA vendor at the commencement of the subscription term, if applicable.
3. Capitalizable initial implementation costs (see GASB Statement No. 96, paragraph 29b).

**Trade-in**

Districts should record the new asset's fair market value (i.e., total invoice price including fees such as taxes, title, and licensing), regardless of trade in value, on the capital assets list and should remove the asset that was traded in from the list. For example, a vehicle with a total invoice price of \$60,000 is acquired by payment of \$52,000 cash and the trade-in of another vehicle for \$8,000. The new vehicle should be valued at \$60,000.

**Depreciation and Amortization**

Depreciation for tangible capital assets, or amortization for intangible capital assets, expenses the cost of an asset, less its salvage value, over the years of service. Districts must calculate depreciation and amortization in a systematic and rational manner in accordance with generally accepted accounting principles for all applicable capital assets to facilitate financial statement reporting. Districts should depreciate applicable tangible capital assets over their estimated useful lives. Districts should not depreciate the cost of inexhaustible capital assets such as land, land improvements that produce a permanent benefit (e.g., fill and grading costs), permanent easements, and construction in progress.

Districts should amortize intangible right-to-use lease assets over the shorter of the lease term or the useful life of the underlying asset, unless the lease contains a purchase option that the district has determined is reasonably certain of being exercised—then the lease asset should be amortized over the useful life of the underlying asset. If a purchase option is reasonably certain of being exercised, and the underlying asset is nondepreciable, such as land, the lease asset should not be amortized. Intangible right-to-use subscription assets should be amortized over the shorter of the subscription term or the useful life of the underlying IT assets.

The district should maintain information required for depreciation or amortization (useful life, lease or subscription term, salvage value, use function, and the calculated annual and accumulated depreciation or amortization amount) in the same format as the capital assets list or include it in a separate schedule that is cross-referenced to the capital assets list.

In determining the use function for depreciation or amortization, districts should use the function code from the Chart of Accounts, §III, for the area in which the asset is used, which may not be the same as the expenditure function code used when the asset was acquired. For example, classroom buildings are depreciated to function code 1000—Instruction rather than 4000—Facilities Acquisition and Construction Services. The district should review the function for depreciation or amortization when an asset's use is changed.

## **Acquisitions, Transfers, and Disposals**

### **Acquisitions**

Districts may maintain a separate list of capital asset and stewardship acquisitions during the year and use it to update the appropriate list at fiscal year-end. Alternatively, districts may update the capital assets and stewardship lists directly for acquisitions as they occur. If a separate list of acquisitions is not prepared, districts should use the capital assets list sorted by acquisition date to assist in reconciling the previous year's capital assets list to the current year's capital assets list and capital asset acquisitions to total capital expenditures.

### **Transfers**

Districts should establish procedures to transfer equipment between locations. The principal or employee responsible for the equipment being transferred should prepare the Authorization to Transfer Equipment form, on page [VI-E-17](#), or a similar form. An authorized employee should approve the transfer before the transfer is made. Districts should update the capital assets or stewardship list when a properly approved transfer form is completed, or accumulate transfers and update the lists at fiscal year-end before conducting any physical inventory.

### **Disposals**

Districts may maintain a separate list of capital asset and stewardship disposals during the year and use it to update the appropriate list at fiscal year-end. Alternatively, districts may

update the capital assets and stewardship lists directly for disposals as they occur. Districts should retain disposal documentation to support the deletions from the lists and use disposal information when reconciling the previous year's capital assets list to the current year's capital assets list.

Districts should comply with applicable statutes and rules, such as A.R.S. §§15-341(G) and 15-342, A.A.C. **R7-2-1131**, and 2 CFR §200.313, when disposing of district property. Districts should take special care when disposing of equipment that stores information such as computers, copiers, and printers to ensure that personally identifiable information and district licensed software are removed before disposal. Additionally, to document the explanation for and authorization of disposals, districts should:

1. File an incident, police, or similar report to document the circumstances and allow for adequate investigation of the loss or theft of district property. Districts should retain a copy of the report with the asset records to support the asset's removal from the capital assets or stewardship list, as applicable.
2. Complete a Request for Authorization to Dispose of District Property form (page **VI-E-18**) or a similar form for capital asset and stewardship items districts will dispose of by sale, trade-in, or donation or because of obsolescence or damage. The employee responsible for the property should prepare the form and the governing board or authorized designee should approve it prior to disposal.
3. After obtaining appropriate authorization for disposal, maintain a separate list of items awaiting physical disposal for control purposes until the items are properly disposed.

If district property is disposed of by sale, districts should record any proceeds from the sale of assets in the School Plant Fund (500) unless required to be remitted to a State or federal agency, such as Arizona Department of Administration's School Facilities Division as required by A.R.S. §§15-341 or 15-342 or a federal granting agency based on grant requirements.

## **Reconciling Capitalized Acquisitions to Total Capital Expenditures**

Districts should reconcile current year capital acquisitions, to total capital expenditures recorded in the accounting records each fiscal year after all encumbrances have been included in the accounting records. Districts with a large volume of capital asset acquisitions may want to prepare a reconciliation more frequently. The purpose of this reconciliation is to help ensure that all current year acquisitions of land, land improvements, buildings, building improvements, and equipment items with unit costs of \$5,000 or more (or a lower dollar amount if adopted by the governing board) are included on the capital assets list.

Additionally, assets with a unit cost below \$5,000 should be grouped for capitalization if, in the aggregate, their cost is significant. An employee independent of the recordkeeping and

custodial functions for capital assets should prepare the reconciliation, and district management should review and approve the reconciliation. The preparer and reviewer should document review of the reconciliation by manual or electronic signature or initials and date.

Districts should prepare a separate reconciliation for each fund that reported capital expenditures. Compatible property control and accounting systems may be able to automatically compare capital acquisition and expenditure information in a report for review and resolution of any differences. Reconciliations can be presented in other formats but should include all of the information shown on the sample form on page [VI-E-19](#). To complete the sample reconciliation, enter the information as follows:

|                                     |  |
|-------------------------------------|--|
| <p><b>Lines</b><br/><b>1-10</b></p> | <p>Enter the voucher number and date for each voucher that includes capital expenditures, using 1 line per voucher. Enter the capital expenditures from the voucher in the appropriate columns based on the type of asset acquired and the related per-unit cost. The Other Capital Expenditures column should include any capital expenditures from the voucher that were not appropriate to record in the columns to the left, such as supplies purchased from capital funds that are not used for construction, including library books, textbooks, and instructional aids. Districts should use the Total column to total each line and the amount in that column should equal the total capital expenditures reported on that voucher.</p> <p><b>Note:</b> If the unit cost of an item is not apparent from the voucher detail, supporting purchase documents such as purchase orders and vendor invoices should be examined to determine which column the expenditure should be reported in on the reconciliation.</p> |
| <p><b>Line 11</b></p>               | <p>Enter the total from all vouchers for each column.</p>  |
| <p><b>Line 12</b></p>               | <p>Enter the net increase (debit) or decrease (credit) to capital expenditures made through adjusting journal entries in the related columns. Adjustments may include journal entries made to move the cost of salaries, employee benefits, and supplies related to in-house construction projects from the Maintenance and Operation Fund to a capital projects fund.</p>   |
| <p><b>Line 14</b></p>               | <p>Enter the total cost of additions made to the capital assets list during the fiscal year by asset type. Districts should take the total cost for additions from the capital assets list based on acquisition date or a separate list of acquisitions for the fiscal year used to update the capital assets list.</p>  |

|                       |   |
|-----------------------|---|
| <p><b>Line 15</b></p> | <p>Enter the total construction in progress expenditures reported on the vouchers for projects that were not completed as of the fiscal year-end and, therefore, not added to the capital assets list.</p>  |
| <p><b>Line 17</b></p> | <p>Differences between total capital expenditures and total capitalized acquisitions recorded for the fiscal year should be specifically explained and resolved. Districts should make any resulting adjustments to the capital assets list in a timely manner to allow for accurate reporting of capital assets in the district's financial statements and annual financial report.</p> <p>Differences may result from expenditures not made from a capital projects fund that are included in the asset's value, expenditure coding errors, classification errors in completing the reconciliation, or items added to the capital assets list at a value that is not expected to agree with current year expenditures. For example:</p> <ul style="list-style-type: none"> <li>• Improvements improperly classified as repair and maintenance expenditures.</li> <li>• Assets acquired through trade-in added to the capital assets list. No expenditure is recorded for the value of the trade-in in the related voucher.</li> <li>• Donated assets added to the capital assets list during the fiscal year. No expenditure is recorded for the acquisition because an expenditure was not incurred.</li> <li>• Financed purchases and intangible right-to-use assets acquired through leases or SBITAs added to the capital assets list. Only the current year principal and interest payments will be included in the related voucher.</li> <li>• Multiyear construction projects that were completed in the current year and added to the capital assets list. Only the current year expenditures for the project will be included in the related voucher.</li> </ul> |

## Reconciling the Previous Year’s June 30 Capital Assets List to the Current Year’s June 30 Capital Assets List

After the district has reconciled capital acquisitions to capital expenditures and updated the capital asset list for acquisitions, transfers, and disposals, districts should reconcile the previous year’s June 30 capital assets list total to the current year’s June 30 capital assets list total to help ensure the accuracy and continuity of the list. Districts may use the form on page [VI-E-20](#) to document this reconciliation.

|               |   |
|---------------|---|
| <b>Line A</b> | Enter the total of each asset category from the previous year’s June 30 capital assets list.  |
| <b>Line B</b> | Enter the current year’s final adjusted capital asset acquisitions amount after performing the reconciliation of capital asset acquisitions to total capital expenditures.  |
| <b>Line C</b> | Enter the current year’s disposals amount from asset disposal documentation for the current year.   |
| <b>Line E</b> | Enter the total of each asset category from the current year’s June 30 capital assets list.   |
| <b>Line F</b> | Districts should calculate any differences between the sum of lines A through C, as shown on line D, and the amounts on line E. Districts should specifically explain and resolve noted differences. Any resulting adjustments to the capital assets list should be made in a timely manner to allow for accurate reporting of capital assets in the district’s financial statements and annual financial report. |

## Physical Inventory

Districts should take a physical inventory of all equipment included on the capital assets and stewardship lists at least every 3 years. Districts should also take a complete physical inventory of equipment purchased in whole or in part with federal monies at least every 2 years in accordance with 2 CFR §200.313. To complete the physical inventory of all equipment, districts should:

1. Perform the inventory in a systematic manner and over the shortest reasonable time period to help ensure that equipment is neither omitted nor inventoried more than once due to movement from one location to another. To further assist in obtaining an accurate inventory, districts should restrict movement of existing equipment or placement of new equipment to the extent possible during the physical inventory.



2. Develop written instructions that clearly indicate the procedures for taking the physical inventory. Districts should distribute to and review these instructions with employees participating in the inventory process. Districts should retain these instructions with the physical inventory documents to support the inventory process.
3. Assign a specific employee, independent of capital asset purchasing, custodial, and recordkeeping responsibilities, to manage the physical inventory.
4. Use automated or manual inventory systems to prepare location specific inventories using one of the following methods:
  - a. Provide current equipment inventory lists by location to each school or department to confirm items. The lists should include each item's identification number, description, and location. Each school or department should assign an employee not responsible for the custody of equipment to compare the physical equipment to the equipment recorded on the list. Districts should add capital asset or stewardship equipment items in the school or department not included on the list. Such items may include new acquisitions or transfers of equipment from another school or department. Similarly, districts should document equipment on the list that they cannot locate. Each department head or school principal should review and approve the completed inventory. The employees conducting and reviewing the inventory should initial and date the inventory lists to document responsibility.
  - b. Use uniform sequentially numbered equipment inventory sheets (see sample form on page [VI-E-21](#)). The district should distribute inventory sheets to each school or department. Each school or department should assign an employee not responsible for the custody of equipment to perform the inventory. As each area is inventoried, the employee should record the location, tag number, serial number or other identifying number, and description of the equipment on the inventory sheets. Each department head or school principal should review and approve the completed inventory. The employees conducting and reviewing the inventory should initial and date the inventory sheets to document responsibility.
5. Use a control log of the equipment inventory lists or sheets to allow the inventory supervisor to account for the return of all inventory lists or sheets. The control log should indicate the district locations being inventoried and the corresponding inventory lists or sheets related to those locations. Employees conducting the inventory should return all inventory lists or sheets, including unused inventory sheets, to the inventory supervisor. The supervisor should use the control log to document that all inventory lists or sheets were returned and that a complete inventory of capital assets and stewardship items has been performed.

6. Document any damaged or obsolete property noted during the physical inventory. Department heads and school principals should initiate disposal procedures for these items when appropriate so districts can delete them from the capital assets or stewardship list.
7. Assign an employee not involved in the inventory process to verify a sample of the equipment inventoried to help ensure the accuracy of the physical inventory.
8. Ensure the inventory supervisor investigates any differences noted during the inventory and sample verification process and documents final resolution recommendations for any inventory record adjustments and signs and dates the adjustments.
9. Have an employee independent of any custodial function reconcile the results of the inventory with the capital assets and stewardship lists. Any discrepancies should be appropriately investigated, any necessary adjustments should be made to the lists, and support for those adjustments should be retained.
10. Retain all written instructions, inventory lists or sheets, control logs, and other documentation to support the physical inventory. The date of the inventory should be clearly documented to ensure that a physical inventory of all equipment included on the capital assets and stewardship lists is performed at least every 3 years (2 years for equipment purchased in whole or in part with federal monies).

\_\_\_\_\_ SCHOOL DISTRICT NO. \_\_\_\_

**AUTHORIZATION TO TRANSFER EQUIPMENT**

Form No. \_\_\_\_\_

Date: \_\_\_\_\_

|              |       |            |       |
|--------------|-------|------------|-------|
| <b>From:</b> |       | <b>To:</b> |       |
| School       | _____ | School     | _____ |
| Department   | _____ | Department | _____ |
| Location     | _____ | Location   | _____ |

| Tag Number | Serial Number (if any) | Description (Include Model Number) | Capital Asset or Stewardship Item |
|------------|------------------------|------------------------------------|-----------------------------------|
|            |                        |                                    |                                   |
|            |                        |                                    |                                   |
|            |                        |                                    |                                   |
|            |                        |                                    |                                   |
|            |                        |                                    |                                   |
|            |                        |                                    |                                   |
|            |                        |                                    |                                   |
|            |                        |                                    |                                   |
|            |                        |                                    |                                   |
|            |                        |                                    |                                   |

Notes on Transfer: \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

|                           |            |
|---------------------------|------------|
| Signature _____           | Date _____ |
| Department Head/Principal |            |
| Signature _____           | Date _____ |
| Authorized employee       |            |

|   |                |
|---|----------------|
| <b>FOR BUSINESS OFFICE USE ONLY</b>                     |                |
| Location updated on capital assets or stewardship list. | Initials _____ |
|   | Date _____     |

\_\_\_\_\_ SCHOOL DISTRICT NO. \_\_\_\_

REQUEST FOR AUTHORIZATION TO DISPOSE OF DISTRICT PROPERTY

Form No. \_\_\_\_\_

Date: \_\_\_\_\_

Check one:     Sale     Trade-In     Loss     Donation     Other

**From:**

School \_\_\_\_\_

Department \_\_\_\_\_

Location \_\_\_\_\_

| Tag Number | Serial Number (if any) | Description (Include Model Number) | FOR BUSINESS OFFICE USE ONLY |                     |                      |               |
|------------|------------------------|------------------------------------|------------------------------|---------------------|----------------------|---------------|
|            |                        |                                    | Date Acquired                | Recorded Cost/Value | Sale/Trade-In Amount | Disposal Date |
|            |                        |                                    |                              | \$                  | \$                   |               |
|            |                        |                                    |                              |                     |                      |               |
|            |                        |                                    |                              |                     |                      |               |
|            |                        |                                    |                              |                     |                      |               |
|            |                        |                                    |                              |                     |                      |               |
|            |                        |                                    |                              |                     |                      |               |

Signature \_\_\_\_\_ Date \_\_\_\_\_

Department Head/Principal

Signature \_\_\_\_\_ Date \_\_\_\_\_

Board/Authorized Designee

|   |               |
|---|---------------|
| <b>FOR BUSINESS OFFICE USE ONLY</b>                             |               |
| Removed from capital assets or stewardship list, if applicable. | Initial _____ |
|   | Date _____    |

Reason for Disposition: \_\_\_\_\_

\_\_\_\_\_

SCHOOL DISTRICT NO. \_\_\_\_\_

**RECONCILIATION OF CAPITAL ASSET ACQUISITIONS TO TOTAL CAPITAL EXPENDITURES**

For Fiscal year \_\_\_\_\_  
 Prepared by: \_\_\_\_\_  
 Date: \_\_\_\_\_

For Fund \_\_\_\_\_  
 Reviewed by: \_\_\_\_\_  
 Date: \_\_\_\_\_

|         |   | CAPITAL EXPENDITURES                  |  |   |                           |                             |                            |       |
|---------|---|---------------------------------------|--|---|---------------------------|-----------------------------|----------------------------|-------|
| Voucher |   | Land and Improvements \$5,000 or More | Buildings and Improvements \$5,000 or More | Land, Buildings, and Improvements Less than \$5,000 | Equipment \$5,000 or More | Equipment Less than \$5,000 | Other Capital Expenditures | Total |
| No.     | Date  |                                       |  |   |                           |                             |                            |       |
| 1.      |   |                                       |  |   |                           |                             |                            |       |
| 2.      |   |                                       |  |   |                           |                             |                            |       |
| 3.      |   |                                       |  |   |                           |                             |                            |       |
| 4.      |   |                                       |  |   |                           |                             |                            |       |
| 5.      |   |                                       |  |   |                           |                             |                            |       |
| 6.      |   |                                       |  |   |                           |                             |                            |       |
| 7.      |   |                                       |  |   |                           |                             |                            |       |
| 8.      |   |                                       |  |   |                           |                             |                            |       |
| 9.      |   |                                       |  |   |                           |                             |                            |       |
| 10.     |   |                                       |  |   |                           |                             |                            |       |
| 11.     | Total Capital Expenditures from Vouchers                          |                                       |  |   |                           |                             |                            |       |
| 12.     | Total Adjustments Related to Capital Acquisitions                 |                                       |  |   |                           |                             |                            |       |
| 13.     | Total Capital Expenditures and Adjustments (Line 11 plus Line 12) |                                       |  |   |                           |                             |                            |       |
| 14.     | Total Assets Added to the Capital Assets List                     |                                       |  |   |                           |                             |                            |       |
| 15.     | Construction in Progress  |                                       |  |   |                           |                             |                            |       |
| 16.     | Subtotal (Line 14 plus Line 15)                                   |                                       |  |   |                           |                             |                            |       |
| 17.     | Difference (Line 13 less Line 16)                                 |                                       |  |   |                           |                             |                            |       |

Detailed Explanation of Differences: (See attachments)

\_\_\_\_\_ SCHOOL DISTRICT NO. \_\_\_\_

RECONCILIATION OF PREVIOUS YEAR'S JUNE 30 CAPITAL ASSETS LIST TO  
CURRENT YEAR'S JUNE 30 CAPITAL ASSETS LIST

Prepared by: \_\_\_\_\_

Reviewed by: \_\_\_\_\_

Date: \_\_\_\_\_

Date: \_\_\_\_\_

|  | Land and Land Improvements | Buildings and Building Improvements | Equipment | Total |
|--|----------------------------|-------------------------------------|-----------|-------|
| A. Totals from previous year's capital assets list |                            |                                     |           |       |
| B. Current year's acquisitions                     |                            |                                     |           |       |
| C. Current year's disposals                        |                            |                                     |           |       |
| D. Total<br>(Line A plus B less C)                 |                            |                                     |           |       |
| E. Totals from current year's capital assets list  |                            |                                     |           |       |
| F. Difference<br>(Line D less Line E)              |                            |                                     |           |       |

Detailed Explanation of Differences:

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**POLICIES**

The following policies should be implemented to comply with statutory requirements and establish effective internal control over revenues.

1. School districts must deposit all revenues received with the county treasurer at least monthly, except student activities and auxiliary operations monies maintained in accordance with Arizona Revised Statutes (A.R.S.) §§15-1122 and 15-1126, grants and gifts to teachers maintained in accordance with A.R.S. §15-1224, employee insurance program monies maintained in accordance with A.R.S. §15-1223, and extracurricular activities fees tax credit monies if deposited in an auxiliary operations bank account. A.R.S. §15-341(A)(19) and (20)
2. A sequentially numbered Deposit Transmittal (see page **VI-F-10**) or Treasurer's Receipt should accompany all monies sent to the county school superintendent for deposit with the county treasurer and monies sent directly to the county treasurer from the district.
3. Revenues should be properly recorded in a timely manner using the account codes prescribed in §III, Chart of Accounts.
4. The responsibilities of receiving, depositing, and recording revenues should be separated among employees. If this is not possible due to the district's limited staff size, review procedures should be in place to help ensure revenues are accurately recorded.

**PROCEDURES**

District revenues may be derived from local, county, state, and federal sources, and may be received directly by the district, or by the county school superintendent or county treasurer on the district's behalf. Districts participating in the Accounting Responsibility Program pursuant to A.R.S. §15-914.01 may need to modify some of the following procedures related to interaction with the county school superintendent and county treasurer.

**Revenues Received Directly by the District**

Except as noted above in Policy #1, revenues received by districts must ultimately be deposited with the county treasurer.

Some examples of revenues received directly by districts include tuition and fees for classes and community school activities, gifts and donations, food service sales, and proceeds from the sale or lease of district property. Such revenues should be remitted to the county treasurer upon receipt either directly or through the county school superintendent depending on county procedures if the amount is large or an immediate remittance to the county treasurer is necessary to provide cash to make expenditures. Alternatively, such revenues received directly by districts may be initially deposited into a miscellaneous receipts clearing bank account for later deposit with the county treasurer. Revenues received should be deposited intact with the county treasurer or into a clearing account daily, when significant, or at least weekly. Monies deposited into a clearing bank account must be remitted to the county treasurer at least monthly. Districts may also maintain a separate Food Service Fund clearing bank account to deposit food service revenues before remittance to the county treasurer.

The following suggested procedures provide for the minimum separation of responsibilities for processing revenues received directly by the district. Procedures for processing Food Service Fund revenues, Auxiliary Operations Fund revenues, and Student Activities Fund monies are included in §X-F, Food Service Fund; §X-G, Auxiliary Operations Fund; and §X-H, Student Activities Fund, respectively.

| <b>Performed by</b>        | <b>Procedure</b>   |
|----------------------------|--|
| Cashier                    | <ol style="list-style-type: none"> <li>1. Receives cash, checks, warrants, drafts, money orders, and any related supporting documentation; counts and inspects such cash received for correct amounts, payees, and endorsements, as applicable; and restrictively endorses checks, warrants, drafts, and money orders.</li> <li>2. Enters the date of receipt on supporting documentation.</li> <li>3. Reviews supporting documentation for mathematical accuracy and completeness and reconciles it to the accompanying revenue received. If the revenue received does not agree with the supporting documentation, resolves the differences. Documents review on the supporting documentation and initials.</li> <li>4. Issues a sequentially numbered receipt to the payer for the amount received. Attaches a copy of the receipt to the supporting documentation or marks the receipt number on the documents, and retains a record of the issued receipt.                     <p style="margin-left: 40px;">Note: If receipts are not generated from a cash register or computerized system, the clearing account custodian should issue the prenumbered receipt forms to the cashier for use in documenting revenues received.</p> </li> <li>5. Secures payments received in a cash register, safe, or locked drawer until further processing.</li> <li>6. Prepares Part II of the Miscellaneous Cash Receipts Summary (see page <a href="#">VI-F-9</a>) to report the total amount of revenue received and signs and dates where indicated.</li> <li>7. Submits revenues received, Miscellaneous Cash Receipts Summary, and supporting documentation to the clearing account custodian daily.</li> </ol> |
| Clearing Account Custodian | <ol style="list-style-type: none"> <li>8. Signs for revenues received from cashier.</li> <li>9. Prints summary reports of revenues received from a cash register or computerized system or totals manual receipts issued.</li> <li>10. Reviews supporting documentation and completes Part I of the Miscellaneous Cash Receipts Summary, including identifying the account for deposit (clearing account or county treasurer).</li> <li>11. Completes Part III of the Miscellaneous Cash Receipts Summary by reconciling total receipts (Part I) to the total cash count (Part II). Researches and resolves any differences and signs and dates where indicated.</li> </ol>  |

**Deposits to Miscellaneous Receipts Clearing Bank Accounts**

The governing board may establish one or more miscellaneous receipts clearing bank accounts, depending on a district’s needs, in accordance with A.R.S. §15-341(A)(20). These accounts are used to safeguard and accumulate revenues the district receives directly until remitted to the county treasurer. Revenues received should be deposited intact daily, if significant, or at least weekly. All revenues deposited in miscellaneous receipts clearing bank accounts must be remitted to the county treasurer at least monthly. Districts must retain evidence from the financial institution indicating the amounts and dates of deposit. No disbursements are allowed from miscellaneous receipts clearing bank accounts other than remittances to the county treasurer.

The following procedures are recommended for depositing revenues into miscellaneous receipts clearing bank accounts. Districts should use similar procedures when using a Food Service Fund clearing bank account as described in §X-F, Food Service Fund.

| <b>Performed by</b>        | <b>Procedure</b>   |
|----------------------------|--|
| Clearing Account Custodian | <ol style="list-style-type: none"> <li>1. Prepares a bank deposit slip(s) and deposits revenues daily, if significant, or at least weekly in the clearing account(s) indicated on the Miscellaneous Cash Receipts Summary.</li> <li>2. Records the deposit in the detailed clearing bank account(s) records and retains supporting documentation, including evidence of deposit from the financial institution.</li> </ol> |

**Remittances from Miscellaneous Receipts Clearing Bank Accounts**

Districts must remit revenues deposited in the miscellaneous receipts clearing bank accounts to the county treasurer at least monthly. The following procedures are recommended for remittance.

| <b>Performed by</b>        | <b>Procedure</b>  |
|----------------------------|---|
| Clearing Account Custodian | <ol style="list-style-type: none"> <li>1. Prepares a check payable to the county treasurer and updates the detailed clearing bank account records. The amount of the check should equal the total of all validated deposits made to the clearing account for revenues received since the last remittance.</li> <li>2. Prepares a sequentially numbered Deposit Transmittal (see page <a href="#">VI-F-10</a>) or a Treasurer’s Receipt. <p style="margin-left: 40px;">Note: If the county treasurer does not use electronic Treasurer’s Receipts, the treasurer may issue blocks of Treasurer’s Receipts to the district to be prepared and submitted with deposits. When this procedure is followed, the district should establish controls over the unused Treasurer’s Receipts to help ensure that all Treasurer’s Receipts are accounted for and related revenues are accurately recorded.</p> </li> <li>3. Submits check, Deposit Transmittal or Treasurer’s Receipt, Miscellaneous Cash Receipts Summaries, and supporting documentation to the authorized check signer.</li> </ol> |

| <b>Performed by</b>     | <b>Procedure</b>   |
|-------------------------|--|
| Authorized Check Signer | <ol style="list-style-type: none"> <li>4. Reviews mathematical accuracy and completeness of the Deposit Transmittal or Treasurer’s Receipt based on review of supporting documentation. Verifies that the check is made payable to the county treasurer and signs the check and Deposit Transmittal or Treasurer’s Receipt.</li> <li>5. Submits the check and Deposit Transmittal or Treasurer’s Receipt to the county treasurer or county school superintendent, as appropriate.</li> <li>6. Submits a copy of the Deposit Transmittal or Treasurer’s Receipt and supporting documentation to the recording clerk.</li> </ol> |
| Recording Clerk         | <ol style="list-style-type: none"> <li>7. Enters Deposit Transmittal or Treasurer’s Receipt number, date prepared, and amount in the Deposit Transmittal Control Log. Initials the Deposit Transmittal Control Log (see page <a href="#">VI-F-11</a>).</li> <li>8. Records revenue in the accounting records by fund and object based on the information on the Deposit Transmittal or Treasurer’s Receipt.</li> <li>9. Retains Deposit Transmittal or Treasurer’s Receipt and supporting documentation. See procedures upon receipt of the Validated Treasurer’s Receipt on page <a href="#">VI-F-5</a>.</li> </ol>           |

**Direct Remittances to the County Treasurer**

The following procedures illustrate remittances of revenues directly to the county treasurer without temporarily depositing them in a miscellaneous receipts clearing bank account.

| <b>Performed by</b>        | <b>Procedure</b>  |
|----------------------------|---|
| Clearing Account Custodian | <ol style="list-style-type: none"> <li>1. Prepares a sequentially numbered Deposit Transmittal or a Treasurer’s Receipt for revenues to be deposited directly to the county treasurer as indicated on the Miscellaneous Cash Receipt Summaries.<br/><br/> <p style="margin-left: 40px;">Note: If the county treasurer does not use electronic Treasurer’s Receipts, the treasurer may issue blocks of Treasurer’s Receipts to the district to be prepared and submitted with deposits. When this procedure is followed, the district should establish controls over the unused Treasurer’s Receipts to help ensure that all Treasurer’s Receipts are accounted for and related revenues are accurately recorded.</p> </li> <li>2. Submits Deposit Transmittal or Treasurer’s Receipt, revenues, and supporting documentation to a supervisor for review.</li> </ol> |
| Supervisor                 | <ol style="list-style-type: none"> <li>3. Verifies account coding, mathematical accuracy, and completeness of the Deposit Transmittal or Treasurer’s Receipt based on review of revenues received and supporting documentation.</li> <li>4. Approves Deposit Transmittal or Treasurer’s Receipt.</li> <li>5. Submits revenue received and the Deposit Transmittal or Treasurer’s Receipt to the county treasurer or county school superintendent, as appropriate.</li> </ol>  |

| <b>Performed by</b> | <b>Procedure</b>   |
|---------------------|--|
| Supervisor          | 6. Submits a copy of the Deposit Transmittal or Treasurer’s Receipt and supporting documentation to the recording clerk.   |
| Recording Clerk     | 7. Enters Deposit Transmittal or Treasurer’s Receipt number, date prepared, and amount in the Deposit Transmittal Control Log. Initials the Deposit Transmittal Control Log (see page <a href="#">VI-F-11</a> ).<br><br>8. Records revenue in the accounting records by fund and object based on the information on the Deposit Transmittal or Treasurer’s Receipt.<br><br>9. Retains Deposit Transmittal or Treasurer’s Receipt and supporting documentation. |

**Validated Treasurer’s Receipt**

Districts should receive a validated Treasurer’s Receipt or revenue posting report from the county school superintendent for all revenue deposited by or on behalf of the district. The following procedures are recommended when the Treasurer’s Receipt or revenue posting report is received.

| <b>Performed by</b> | <b>Procedure</b>   |
|---------------------|--|
| Recording Clerk     | 1. For deposits made by the district: <ul style="list-style-type: none"> <li>a. Receives the validated Treasurer’s Receipt or revenue posting report from the county school superintendent. Enters the date received and the validated Treasurer’s Receipt number in the Deposit Transmittal Control Log. Initials the Deposit Transmittal Control Log (see page <a href="#">VI-F-11</a>).</li> <li>b. Verifies that the amount and account coding recorded on the validated Treasurer’s Receipt or revenue posting report agrees to the amount and account coding posted to the accounting records.</li> <li>c. Reviews outstanding Treasurer’s Receipts or Deposit Transmittals at least monthly to determine their status. Investigates any Treasurer’s Receipts or Deposit Transmittals outstanding for an unusual length of time.</li> </ul> 2. For deposits made by entities other than the district: <ul style="list-style-type: none"> <li>a. Compares validated Treasurer’s Receipt or revenue posting report to supporting documentation, if applicable (e.g., reimbursement claims).</li> <li>b. Posts or reviews revenue transactions initiated by the county school superintendent to ensure accuracy of district’s accounting records.</li> </ul> 3. For all deposits: <ul style="list-style-type: none"> <li>a. Contacts the county treasurer or county school superintendent and resolves differences when the amount or account coding recorded on the validated Treasurer’s Receipt or revenue posting report does not agree with the district’s records.</li> </ul> |

| <b>Performed by</b> | <b>Procedure</b>  |
|---------------------|---|
| Recording Clerk     | b. Signs and dates validated Treasurer’s Receipt or revenue posting report to indicate review.<br><br>c. Retains district’s copy of the Deposit Transmittal or Treasurer’s Receipt and supporting documentation with the validated Treasurer’s Receipt or revenue posting report. |

**REVENUE RECOGNITION**

Proper accounting for revenues throughout the fiscal year and at fiscal year-end helps districts ensure that revenues are correctly stated in the financial statements and the Annual Financial Report. Districts should account for revenues in governmental funds on the modified accrual basis of accounting, which requires that revenues be recognized in the fiscal year in which they become measurable and available to pay liabilities of the current fiscal year. Under this basis of accounting, revenues for the year ended June 30 that were not received by June 30, but are expected to be received within 60 days after fiscal year-end, should be accrued. To help ensure revenues are recorded in the correct fiscal year, districts should notify the county school superintendent of the appropriate fiscal year in which to record revenues received during the 60-day period after fiscal year-end. Typical revenues that may need to be accrued include property taxes, federal reimbursements, tuition, and interest earned on investments. Information on the carryover of monies for state and federal grants is provided in §VI-J, State and Federal Financial Assistance.

**REVENUE APPORTIONMENT**

Although county school superintendents generally apportion district revenues, each district has the ultimate responsibility for ensuring that revenues are properly apportioned among its funds. The following paragraphs provide procedures for apportioning most of the various revenues that are not designated for one specific fund.

**State and County Equalization Assistance**

Equalization assistance is apportioned between the Maintenance and Operation (M&O) and Unrestricted Capital Outlay (UCO) Funds based on each fund’s budgeted expenditures. Therefore, apportionment of state and county equalization assistance should be based on ratios calculated from amounts recorded on the district’s adopted expenditure budget, as follows.

- A = Revenue Control Limit budgeted for the M&O Fund
- B = District Additional Assistance budgeted for the M&O Fund
- C = Revenue Control Limit budgeted for the UCO Fund
- D = District Additional Assistance budgeted for the UCO Fund

|                               |
|-------------------------------|
| <b>M&amp;O Fund Ratio</b>     |
| $\frac{A + B}{A + B + C + D}$ |

|                               |
|-------------------------------|
| <b>UCO Fund Ratio</b>         |
| $\frac{C + D}{A + B + C + D}$ |

**Property Taxes and Additional State Aid**

Apportionment of property taxes should be based on ratios of the property tax levy in the budget year for the Maintenance and Operation, Unrestricted Capital Outlay, Adjacent Ways, and Debt Service Funds to the total property tax levy. Apportionment of additional state aid should be based on ratios of the primary property tax levy in the budget year for the Maintenance and Operation and Unrestricted Capital Outlay Funds to the total primary property tax levy for those funds. The ratios should be calculated after the tax rate is set by the county board of supervisors. Tax levy amounts should be obtained from the county school superintendent.

**Interest Earned on Pooled Investments**

Interest earned on pooled investments is apportioned by the county treasurer either monthly or quarterly to each district account based on an average daily, weekly, or monthly cash balance in accordance with the *Uniform Accounting Manual for Arizona County Treasurers*.

If the county treasurer maintains a separate account for each district fund, no further apportionment is required. However, if the county treasurer maintains the minimum number of accounts for each district as allowed in A.R.S. §15-996, the county school superintendent must further apportion interest earned from the pooled investments after it has been distributed by the county treasurer. As prescribed by A.R.S. §15-996(1), if the county treasurer maintains the minimum number of accounts, one treasurer's account must consist of the Maintenance and Operation, Unrestricted Capital Outlay, Adjacent Ways, and Classroom Site Funds and a second treasurer's account must consist of federal and state grant monies and all other monies except those which the treasurer must maintain separately for the Bond Building, Debt Service, and New School Facilities Funds.

When the minimum number of accounts is maintained and interest is distributed monthly by the county treasurer, the county school superintendent should apportion interest monthly. One method is to total each fund's beginning and ending cash balances and divide by two to determine the average monthly balance for each fund within the treasurer's account. Alternatively, the average monthly balance may be calculated by totaling each fund's daily or weekly balances, dividing by the total number of days or weeks in the month, and apportioning interest in proportion to the resulting average balances.

When the minimum number of accounts is maintained and interest is distributed quarterly by the county treasurer, the county school superintendent should apportion interest quarterly based on either month-end or beginning and ending monthly cash balances of each fund within the treasurer's account for the 3 months of the quarter.

Theoretically, the county school superintendent should credit interest earned on pooled investments to all funds with positive balances and charge interest expense to funds with negative balances proportionately. However, as a more practical alternative, the county school superintendent may choose to apportion interest income to only those funds with positive balances and not charge amounts to funds with negative balances unless actual interest expense was incurred by the district.

Any of the above methods, or any other reasonable method, may be used to apportion interest earned on pooled investments, but the method used should be applied consistently.

### **Certificates of Educational Convenience**

Revenues from certificates of educational convenience in accordance with A.R.S. §15-825 should be apportioned to the Maintenance and Operation, Unrestricted Capital Outlay, and Debt Service Funds based on the related request forms submitted to the Arizona Department of Education.

### **Tuition**

Tuition revenues should be apportioned to the Maintenance and Operation, Unrestricted Capital Outlay, and Debt Service Funds based on the actual charges to the district of residence calculated in accordance with A.R.S. §15-824.



\_\_\_\_\_ SCHOOL DISTRICT NO. \_\_\_\_\_

**MISCELLANEOUS CASH RECEIPTS SUMMARY**

\_\_\_\_\_, 20\_\_\_\_  
 Month Day

| <b>Part I—Cash Receipts Held for Deposit</b> |      |                             |                   |  |
|--|------|-----------------------------|-------------------|--|
| Receipt Number                               | Fund | Description (received from) | Amount of Receipt | Account for deposit (clearing account or county treasurer) |
|  |      |                             | \$                |  |
|  |      |                             |                   |  |
|  |      |                             |                   |  |
|  |      |                             |                   |  |
|  |      |                             |                   |  |
|  |      |                             |                   |  |

Total Receipts \$ \_\_\_\_\_

| <b>Part II—Cash Count</b> |    |
|---------------------------|----|
| Checks                    | \$ |
| \$100.00                  |    |
| 50.00                     |    |
| 20.00                     |    |
| 10.00                     |    |
| 5.00                      |    |
| 2.00                      |    |
| 1.00                      |    |
| .50                       |    |
| .25                       |    |
| .10                       |    |
| .05                       |    |
| .01                       |    |

Total Cash Count \$ \_\_\_\_\_

| <b>Part III—Reconciliation</b> |          |
|--------------------------------|----------|
| Total Receipts (Part I)        | \$ _____ |
| Total Cash Count (Part II)     | _____    |
| Difference                     | \$ _____ |
| Reason for Difference:         |          |
|                                |          |
|                                |          |
|                                |          |
|                                |          |
|                                |          |
|                                |          |

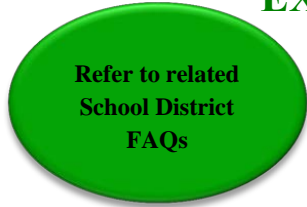
\_\_\_\_\_  
 Cashier Date

\_\_\_\_\_  
 Clearing Account Custodian Date





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# ACCOUNTING PROCEDURES

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**POLICIES**

The following policies should be implemented to comply with statutory requirements and maintain effective internal control over expenditures:

1. The district should separate the responsibilities of expenditure processing (voucher preparation, recordkeeping, and authorization) among employees. If this is not possible due to the district's limited staff size, adequate review procedures by district management should be in place.
2. In accordance with Arizona Revised Statutes (A.R.S.) §§15-341 and 15-342(25), the governing board must obtain approval by a vote of the district electors for the construction of buildings and purchase or lease of school sites, except when the buildings and sites are totally funded from one or more of the following:
  - a. Monies in the Unrestricted Capital Outlay (UCO) Fund. The estimated cost may not exceed \$250,000 for a district that uses a small school adjustment prescribed in A.R.S. §15-949.
  - b. Monies distributed from the School Facilities Board.
  - c. Monies specifically donated for constructing school buildings.
3. All expenditures must be approved by the governing board. A.R.S. §15-321(G)
4. The governing board should not authorize expenditures from budget-controlled funds (Maintenance and Operation [M&O], UCO, Adjacent Ways, and Classroom Site Funds) or federal and state grant funds in excess of the adopted budgets except for expenditures authorized by the county board of supervisors as provided in A.R.S. §15-907. A.R.S. §15-304
5. The governing board should not authorize expenditures from cash-controlled funds unless sufficient cash is available in the funds. However, if the county treasurer maintains the minimum number of accounts as prescribed in A.R.S. §15-996 and the expenditures have been included in the budget section of the approved federal or state grant application, then the governing board may authorize expenditures from state and federal grants regardless of whether sufficient cash is available in the funds. Cash-controlled funds are all funds other than the budget-controlled funds listed above. A.R.S. §15-304
6. Sequentially numbered purchase orders should be prepared and approved by an authorized district official for all district expenditures before the goods or services are ordered, except for exempted items such as salaries and related costs, utilities, and in-state travel, or when a written contract is prepared. Districts may implement alternative procedures for credit card and procurement card purchases (see page **VI-G-16**).
7. Blanket purchase orders may be used for purchases of a recurring nature from the same vendor within a specified time frame, such as maintenance supplies and food service items. Blanket purchase orders should state a definite time period that the purchase order is in effect and a specific dollar limit. Invoice amounts paid against a blanket purchase order should be deducted from the total limit to determine the remaining unexpended balance. The district should periodically review open blanket purchase orders and close purchase orders outstanding for more than the specified time period. All blanket purchase orders should be closed with the vendor at year-end.

8. Receiving reports should be prepared for all goods and services received except exempted items. The date of receipt, quantity received, and signature of the recipient should be included on the receiving report.
9. School district warrants not presented for payment within 1 year after the date of issuance are void and have no further force or effect. Therefore, districts should appropriately adjust the records of the applicable funds in accordance with A.R.S. §15-999.
10. Districts must prepare, for all levy funds, a list of liabilities by fund and program for goods or services received but not paid for on or before June 30, and must file an Advice of Encumbrance based on the list with the county school superintendent (CSS) by July 18. A.R.S. §15-906
11. Districts must follow the School District Procurement Rules [*Arizona Administrative Code* (AAC) R7-2-1001 et seq] adopted by the State Board of Education and the guidelines for written quotes in this section. A.R.S. §§15-213 and 15-271
12. If the district uses credit cards or purchasing cards (p-card), the governing board should authorize card use by district employees and ensure district management establishes written policies and procedures. The policies and procedures should provide an effective accounting system to account for and control the cards. See page **VI-G-14** for policies and procedures specific to credit cards and p-cards.

**PROCEDURES**

**Expenditure Processing**

The following procedures for processing expenditures for the procurement of goods use a central supply warehouse for the illustration. Specific procedures may vary depending on the size and organization of the district or degree of automation (i.e., electronic approvals in place of signatures, electronic document storage in place of filing hard copies, electronic payments, etc.). See §IX, Information Technology, for information regarding general and application controls for automated systems. Similar procedures, modified appropriately, should be followed for the procurement of services.

| <b>Performed by</b>          | <b>Procedure</b>   |
|------------------------------|--|
| Requisitioning<br>Department | <ol style="list-style-type: none"> <li>1. Prepares a sequentially numbered purchase requisition (<b>VI-G-21</b>), which should be signed and dated by the requisitioner and the department individual authorized to approve the requisition.</li> <li>2. Forwards requisition to the district office and retains a copy.</li> </ol>  |
| District Office Clerk        | <ol style="list-style-type: none"> <li>3. Verifies that items requested are not in central supply. If items are in central supply, forwards the requisition to central supply for processing. The procedures in §VI-D, Supplies Inventory, are then followed by central supply.</li> <li>4. Verifies that sufficient budget capacity exists to make expenditures from budget-controlled funds (M&amp;O, UCO, Adjacent Ways, and Classroom Site Funds) and federal and state grant funds, if applicable. Verifies that sufficient cash is available to make expenditures from other funds.</li> </ol> |

| <b>Performed by</b>   | <b>Procedure</b>  |
|-----------------------|---|
| District Office Clerk | <ol style="list-style-type: none"> <li>5. Signs and dates the requisition, or returns it to the requisitioning department if sufficient budget capacity or cash balance, as applicable, is not available.</li> <li>6. Initiates procurement procedures required by the School District Procurement Rules (AAC R7-2-1001 et seq) if the amount of the purchase is expected to exceed \$100,000.</li> <li>7. Selects a vendor in accordance with the guidelines for written quotes (VI-G-9) if the purchase is expected to be at least \$10,000 and less than \$100,000.</li> <li>8. Reverification budget capacity or cash balance, as applicable, if the actual cost exceeds the estimated cost recorded on the requisition.</li> <li>9. Prepares a sequentially numbered purchase order (VI-G-22 and 23). Forwards purchase order and requisition to be reviewed and approved by an individual, other than the preparer, who is authorized to do so by the governing board. If a purchase order is initiated but not issued, it should be voided to prevent reuse and retained.</li> <li>10. Orders goods from the selected vendor.</li> </ol>   |
| Receiving             | <ol style="list-style-type: none"> <li>11. Receives a copy of the purchase order (VI-G-23) and performs the following steps when the goods are received:               <ol style="list-style-type: none"> <li>a. Inspects the goods for visible damage in the carrier’s presence. Damaged goods should not be accepted.</li> <li>b. Determines the quantity received.</li> <li>c. Completes the receiving report, indicating the date received, quantity received, condition of goods, and signature of employee receiving the goods. If a copy of the purchase order is used as a receiving report, the quantity ordered should have been blocked out and the quantity received should be recorded next to the description of each item.</li> <li>d. Delivers goods to the requisitioner and obtains confirmation of delivery by requiring the recipient to initial and date the receiving report.</li> <li>e. Submits the completed receiving report to the district office, with shipping documents attached, such as bills of lading or freight bills.</li> </ol> <p>Note: Receiving reports should also be prepared and retained for purchased services and construction projects for verification of performance and completion. Such receiving reports should be prepared by the district employee responsible for procuring the services or managing the project.</p> </li> </ol> |
| District Office Clerk | <ol style="list-style-type: none"> <li>12. Compares the receiving report with a copy of the purchase order.</li> </ol>  |



## ACCOUNTING PROCEDURES

## EXPENDITURES

| <b>Performed by</b>   | <b>Procedure</b>  |
|-----------------------|---|
| District Office Clerk | <ol style="list-style-type: none"><li>13. Notes on the purchase order items satisfactorily received and clearly indicates the status of the purchase order (complete, partial shipment, etc.).</li><li>14. Attaches the receiving report with shipping documents to a copy of the purchase order and requisition, and retains all documents until receipt of vendor's invoice.</li><li>15. Receives vendor's invoice and records the date the invoice is received on the invoice.</li><li>16. Reviews vendor's invoice for mathematical accuracy, indicating evidence of such review on the invoice.</li><li>17. Compares terms, quantities, and prices on the purchase order, vendor's invoice, and receiving report. Differences or open credit memos should be resolved before payment is made. If a partial shipment was received, the vendor should be paid for only the goods received.</li><li>18. Calculates cash discount, if applicable.</li><li>19. Attaches the vendor's invoice to a copy of the purchase order, requisition, receiving report, and shipping documents.</li><li>20. Prepares an expenditure voucher, which consists of a voucher cover sheet and voucher supplement. Records expenditures by fund, program, function, object, and unit codes prescribed in §III, Chart of Accounts.</li><li>21. Forwards the voucher and supporting documentation to the supervisor.</li></ol> |
| Supervisor            | <ol style="list-style-type: none"><li>22. Verifies that the voucher cover sheet agrees to the voucher supplement and supporting documentation.<ol style="list-style-type: none"><li>a. Totals voucher supplement expenditures by fund and agrees these totals to the voucher cover sheet fund totals.</li><li>b. Totals voucher supplement expenditures by vendor and agrees these amounts to the related warrant amount on the supplement.</li><li>c. Reviews supporting documentation and agrees invoice amounts to the voucher supplement.</li></ol></li><li>23. Signs the voucher to indicate approval and submits it to the governing board for approval.</li></ol>  |
| Governing Board       | <ol style="list-style-type: none"><li>24. Governing board reviews and signs voucher to indicate approval. If authorized by a governing board resolution, vouchers may be signed between board meetings and ratified by the board at the next governing board meeting.<br/>A.R.S. §15-321</li></ol>  |

| <b>Performed by</b>   | <b>Procedure</b>   |
|-----------------------|--|
| District Office Clerk | 25. Receives approved voucher from the governing board and records the expenditures using the account codes indicated on the voucher. Districts in the Accounting Responsibility Program should see Warrant Processing for Districts in the Accounting Responsibility Program below.<br><br>26. Forwards voucher to the CSS and retains a copy of the voucher with supporting documentation by voucher number until the warrants are received. |

**Warrant Receipt and Distribution**

After the warrants are received but before distribution, the information recorded on the warrants should be compared to the information recorded on the voucher and warrant register.

| <b>Performed by</b>   | <b>Procedure</b>   |
|-----------------------|--|
| District Office Clerk | 1. Compares the warrants to the warrant register on a test basis to ensure that the warrant number, payee, account code, and amount agree.<br><br>2. Agrees voucher cover sheet fund totals to fund totals recorded on the warrant register.<br><br>3. Agrees the warrant payee and amount to the payee and amount recorded on the voucher supplement on a test basis.<br><br>4. Researches and resolves any differences. Initials and dates the voucher supplement and warrant register to indicate evidence of review.<br><br>5. For each warrant, cancels vendor’s invoice by stamping “paid” and recording voucher and warrant numbers on the invoice.<br><br>6. Attaches warrant register to voucher, retains voucher by voucher number, and mails warrants to vendors. |

**Warrant Processing for Districts in the Accounting Responsibility Program**

Following are suggested procedures for warrant processing by districts in the Accounting Responsibility Program authorized by A.R.S. §15-914.01. Specific procedures may vary depending on the district’s size and organization. However, care should be taken to ensure there is effective internal control over the process. Warrants may be generated manually or by machine. However, the internal control over warrant issuance and information recorded on the warrants should be the same regardless of the method of preparation. Access to blank warrants and authorized signatures should be limited to authorized personnel, the custody of blank warrants and authorized signatures should be separated between two employees, and warrant preparation should be assigned to an employee not responsible for signing warrants.

| <b>Performed by</b>   | <b>Procedure</b>  |
|-----------------------|---|
| District Office Clerk | 1. Receives the supply of sequentially numbered warrant stock from the printing company and examines the warrant stock to ensure that the complete order has been received. |

| <b>Performed by</b>      | <b>Procedure</b>   |
|--------------------------|--|
| District Office Clerk    | <ol style="list-style-type: none"> <li>2. Records the beginning and ending warrant numbers, date received, and initials in the warrant control log. Warrants should be stored in a secure location with the district office clerk.</li> <li>3. Examines the approved voucher to determine the number of warrants needed.</li> <li>4. Records the beginning and ending warrant numbers to be issued in the warrant control log. Warrants should be issued in numerical sequence. Initials and dates the warrant control log.</li> <li>5. Prepares the warrants from information recorded on the voucher supplement, such as payee, account codes, and amounts.</li> <li>6. Prepares the warrant register.</li> <li>7. Submits the completed warrants, voucher, warrant register, and all spoiled warrants to the district office clerk II.</li> </ol>   |
| District Office Clerk II | <ol style="list-style-type: none"> <li>8. Receives the completed warrants, voucher, and warrant register.</li> <li>9. Reviews the warrants by comparing the information recorded on the warrants to the information recorded on the voucher and warrant register to ensure that the warrants are correct.</li> <li>10. Marks spoiled and incorrect warrants as “VOID” on the warrant and in the warrant register. Forwards the voided warrants to the district office clerk for retention.</li> <li>11. Obtains the authorized signature stamp or signature plate from a supervisor. Initials and records date and time of receipt in the authorized signature plate control log.</li> <li>12. Records the beginning meter number from the warrant signature machine in the warrant signature machine meter control log.</li> <li>13. Processes completed warrants through the warrant signature machine.</li> <li>14. Records the ending meter number from the warrant signature machine and difference in the warrant signature machine meter control log.</li> <li>15. Initials and dates the log.</li> <li>16. Returns the signature stamp or signature plate to a supervisor along with the warrant register. Returns the voucher and warrants to the district office clerk.</li> </ol> |
| Supervisor               | <ol style="list-style-type: none"> <li>17. Receives the signature stamp or signature plate and warrant register.</li> <li>18. Initials and records date and time of receipt in signature stamp or signature plate control log.</li> </ol>  |

| <b>Performed by</b>   | <b>Procedure</b>   |
|-----------------------|--|
| Supervisor            | 19. Reconciles number of warrants processed through warrant signature machine (as recorded in warrant signature machine meter control log) to warrants recorded in the warrant register. Differences noted during reconciliation should be resolved immediately before warrants are distributed. Initials and dates warrant signature machine meter control log as evidence of reconciliation.<br><br>20. Returns warrant register to the district office clerk. |
| District Office Clerk | 21. Forwards copy of voucher and warrant register to county treasurer.<br><br>22. Retains the voucher and warrant register by date or number.<br><br>23. Mails the warrants to vendors.<br><br>24. Records the numbers in the warrant control log of the voided warrants returned in step 10 and initials for receipt of the warrants returned.<br><br>25. Retains the voided warrants in numerical sequence.  |

**Credit Memos**

Vendor credits applicable to current fiscal year expenditures may be applied against subsequent payments to the same vendor or may be refunded in cash. If refunded in cash, the district should reduce the expenditures recorded in the accounting records. Credits applicable to a prior fiscal year should be refunded and recorded as miscellaneous revenue in the fund that was originally designated on the invoice for which the credit was requested.

**Procedures to return a partial or complete shipment of goods**

1. The outgoing shipment should be documented by recording the date of shipment, vendor name, quantity and description of items, related purchase order number, and invoice number. The normal receiving document used by the district clearly marked SHIPMENT OUT may be used.
2. A receipt should be obtained from the vendor or carrier for the outgoing shipment.
3. A credit memo should be obtained from the vendor (and a refund check, if appropriate) that includes reference to the original invoice and purchase order number, quantity and description of returned items, and amount of credit allowed.
4. The same fund code should be assigned to the credit memo that was originally designated on the invoice for which the credit was requested. The credit memo should be filed by vendor in an open credit memo file, and applicable information should be recorded in a credit memo control log.
5. If a refund check is received, normal cash receipts procedures should be followed. However, if the credit is applicable to current fiscal year expenditures, the accounting entry is to increase cash and decrease the expenditure account instead of recording the receipt as revenue.

**Procedures to return a partial or complete shipment of goods**

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6. If only a credit memo is received, a deduction should be made from a subsequent invoice. The invoices selected for application of a vendor's credit memo should be processed as follows:
  - a. The amounts appearing on the face of the invoices should be classified by account code as usual.
  - b. A copy of the credit memo should be attached to the vendor's invoices submitted for payment.
  - c. The voucher should be summarized by account codes of the invoices and credit memos as usual.
7. If the account codes of the credit memo differ from the original expenditures, the credit memo should be shown in the voucher supplement as a separate line item:
  - a. With the fund, program, function, object, and unit code assigned to the credit memo.
  - b. With the amount bracketed under the CODE AMOUNT column.
  - c. With the description CREDIT MEMO following the vendor name.

**Prepayments**

In accordance with A.R.S. §15-905(N), districts may prepay any item that is normally prepaid in order to procure it or to receive a discounted price. Such items may include insurance premiums, magazine subscriptions, officiating services, conference registrations, hotel accommodations, airfare, service/maintenance contracts, membership dues, early payments of lease purchases to reduce interest costs, enrollment fees, or payments to vendors that do not accept purchase orders, such as the federal government. Other items not specified may also be prepaid, but must meet the same criteria mentioned above. Districts should prepare written documentation, signed by authorized district management, supporting the decision to prepay such items and retain it with expenditure supporting documentation.

Items not meeting the prepayment specifications of A.R.S. §15-905(N) may be paid only after received. Such items ordered on or before June 30 but not received by June 30 may not be paid with current year monies, but may be paid with monies of the new fiscal year if sufficient budget capacity exists. Canceling the old purchase order and issuing a new purchase order in the new fiscal year will help facilitate proper accounting for such items.

**Year-End**

At fiscal year-end, the district must prepare, for all levy funds (M&O, UCO, and Adjacent Ways Funds), a list of liabilities for goods or services received on or before June 30 that were not paid by that date. Such liabilities typically include accounts payable, salaries and wages payable, lease-purchase contracts payable, and construction contracts payable. To prepare the list, the district should review purchase orders, receiving reports, vendor invoices, and other relevant vendor information; payroll records; lease-purchase contracts and corresponding payment schedules; and construction contracts and certificates-of-payment. The list, summarized by fund (and program for the M&O Fund), should include the vendor name, receiving report date, purchase order number, and estimated cost as recorded on the purchase order, or actual cost if the district has received the invoice.

[Click here for Advice of Encumbrance Form](#)

### Advice of Encumbrance

School districts not participating in the Accounting Responsibility Program must prepare an Advice of Encumbrance in accordance with A.R.S. §15-906. The [Advice of Encumbrance](#) is available as a form on the Auditor General's website. This form indicates the amount by fund (and program for the M&O Fund) that must be encumbered to pay for levy fund liabilities of the prior fiscal year. The list of levy fund liabilities prepared at year-end should be used to complete the Advice of Encumbrance. Totals on the list of levy fund liabilities should agree with those recorded on the Advice of Encumbrance.

The total amount to be encumbered from each fund should be equal to or less than the unexpended budget balance for levy funds. The Advice of Encumbrance must be submitted to the CSS by July 18, and a copy should be retained with the list of levy fund liabilities. The liabilities recorded on the Advice of Encumbrance should be processed for payment on separate vouchers identified as encumbrance vouchers. The CSS is authorized to draw warrants against the encumbered funds for a period of 60 days after the close of the fiscal year. After the 60-day encumbrance period, no further payments may be made from levy funds on any claims from the prior year.

## PROCUREMENT

For purchases exceeding \$100,000, districts must follow the School District Procurement Rules, which are available on the Arizona Secretary of State's website. The Rules are located in the *Arizona Administrative Code* in Title 7 Education, Chapter 2 State Board of Education, Articles 10 and 11, School District Procurement.

### Guidelines for Written Quotes

These guidelines are the minimum requirements that districts must follow for purchases below the \$100,000 threshold. Any variations from these guidelines, such as lower dollar limits or higher levels of required competition, must be reasonable and must be documented in the district's governing board minutes as a policy.

1. The governing board may, in a public meeting, delegate procurement authority to a designated district employee or employees. Such delegation must specify the title of each employee; the activity or function authorized; any limits or restrictions on exercise of the delegated task, including the maximum total cost of any procurement; whether the task may be delegated further; duration; and conditions and procedures for modifying and revoking the delegation. The delegation may include the authority to approve a contract award up to an amount predetermined by the governing board.
2. The district should obtain written quotes from at least three vendors for purchases costing at least \$10,000, and less than \$100,000.

3. Except for purchases from employees and governing board members and purchases using federal grant monies, competitive purchasing is not required for purchases less than \$10,000. Districts should use reasonable judgment in awarding contracts to ensure they are advantageous to the district. See page VI-G-11 for more information on purchasing from employees and governing board members. See 2 CFR §200.320(a) and (b) for purchases using federal grant monies.

4. In lieu of obtaining quotes as discussed above, districts may choose to follow the School District Procurement Rules for cooperative purchasing agreements (R7-2-1191 et seq.), sole-source procurements (R7-2-1053), and emergency procurements (R7-2-1055 and 1056) for purchases below the \$100,000 threshold. Districts may also use current General Services Administration (GSA) contracts if authorized by the governing board. The governing board must determine in writing that all of the criteria listed in A.R.S. §15-213(K) apply to a GSA contract before authorizing purchases under the contract. Further, districts may purchase from Arizona Correctional Industries or a certified nonprofit agency that serves individuals with disabilities without competitive purchasing.

Districts should issue requests for quotes in sufficient time before the purchase is to be made and in adequate detail to allow vendors to effectively respond. If the contract will be awarded based on price and additional factors, such as quality of the product or work to be performed, those factors should be included in the request for quotes. The request for quotes may also include:

1. Offer submission requirements, including offer due date and time, where offers will be received, and offer acceptance period;
2. Any purchase description, specifications, delivery or performance schedule, and inspection and acceptance requirements;
3. The minimum information that the offer shall contain;
4. Whether negotiations may be held;
5. Any contract options, including renewal or extension;
6. Uniform terms and conditions by text or reference; and
7. Any other terms, conditions, or instructions specific to the procurement.

Districts should document and retain in a district procurement file or with the related requisition form or purchase order the vendor name, person(s) contacted, telephone number, and price quotes or results of the request. If three written quotes were requested but could not be obtained, districts should document the vendors contacted and their reasons for not providing quotes and retain this with the procurement file or related documents. Districts should award the contract to the responding vendor determined to be most advantageous to the district in accordance with the factors identified in the request for quotes. If a vendor is selected because of factors other than lowest price, the reasons should be fully documented and retained with the quotes. After a contract is awarded, districts should issue a written contract or prepare and approve a purchase order before ordering goods or services.



Procurement files, including quotes received and the district's basis for contract award, are public records and must be made available for public inspection after the contract is awarded or procurement is canceled.

### **Analyzing Cumulative Purchases**

When determining the level of competitive purchasing required (i.e., written quotes, or sealed bids or proposals), districts should consider not only the dollar amount of the current purchase but the total dollar amount of all like-item purchases that might occur during the fiscal year. If the amount of the good or service that will be needed during the year is uncertain, districts should analyze cumulative purchases of like items for the previous fiscal year and adjust the estimate for any changes (e.g., increased enrollment, new school) that might affect the amount of the good or service needed. An analysis of cumulative purchases should be based on like items rather than vendors. Specifically, if the district purchased like items from multiple vendors, the total of all like-item purchases from all vendors should be considered. Also, if the district made unlike-item purchases from a vendor that provides multiple types of goods or services, unlike-item purchases from the vendor should be considered separately.

Competitive purchasing requirements must be followed regardless of the purchasing method (purchase order, credit card, or purchasing card) used. Total like-item purchases from all purchasing methods should be considered in determining the appropriate level of competitive purchasing required.

### **Purchasing from Employees and Governing Board Members**

Districts are required to follow the School District Procurement Rules for all purchases of goods or services from district employees regardless of dollar amount. A.R.S. §38-503(C) prohibits public **employees** from providing their employers with any **equipment, material, supplies, or services** unless provided under an award or contract let after public competitive bidding. Accordingly, Arizona Attorney General Opinion I06-002 states that districts must follow the School District Procurement Rules, regardless of the expenditure amount, when purchasing goods or services from district employees. This applies to any purchase using district monies, including extracurricular activities fees tax credit contributions and monies held in trust by the district, such as student activities monies. Although the School District Procurement Rules exempt expenditures of student activities monies from the Rules, that exemption does not apply to purchases in which a district employee acts as a vendor. Following the guidelines for written quotes is not sufficient to comply with the requirements of A.R.S. §38-503(C).

Similarly, districts are required to follow the School District Procurement Rules for all purchases of services from district board members regardless of dollar amount. A.R.S. §38-503(C) prohibits **governing board members** from providing their district with any **services**, unless provided under an award or contract let after public competitive bidding. However, for purchases of **supplies, materials, and equipment** from district board members, districts are required to follow the School District Procurement Rules only if the purchase exceeds \$100,000. Purchases below the \$100,000 threshold must comply with the guidelines for written quotes. For districts with 3,000 or more students, statutes limit purchases of supplies, materials, and equipment from board members to \$300 per transaction and \$1,000 total within any 12-month period and require that the governing board adopt a policy authorizing such purchases within the preceding 12 months. Districts with fewer than 3,000 students may purchase supplies, materials, and equipment from governing board members in any amount, provided each purchase is approved by the governing board and the amount of the purchase is included in the board's meeting minutes. Arizona Attorney General Opinions I87-035 and I06-002, and A.R.S. §§15-213, 15-323, and 38-503



Districts should establish procedures to ensure that all employees and board members comply with A.R.S. §38-503 related to conflict of interest. See page [VI-G-13](#).

### **Multiple Year Purchases**

Districts may enter into contracts for up to 5 years. When using multi-term contracts, the terms and conditions of renewal or extension, if any, must be included in the solicitation for bids, proposals, or quotes, and monies must be available for the first fiscal year at the time of contracting. Also, contracts for materials or services and contracts for job-order-contracting construction services may be entered into for more than 5 years if, before the procurement solicitation is issued, the governing board determines in writing that a contract of longer duration would be advantageous to the district. Payment and performance obligations for succeeding fiscal years are subject to the availability and appropriation of monies.

When determining the level of competitive purchasing required, a district must consider the total expenditures that will be made over the multiple years. For example, if a district wanted to obtain pricing for 3 years on an item, it could do so by written quotes if the total anticipated expenditures over the 3 years were not expected to be more than \$100,000.

Before multi-term contracts are used for purchases over \$100,000, the district's governing board must determine in writing that the estimated requirements cover the contract period and are reasonable and continuing, a multi-term contract will serve the district's best interests by encouraging competition or promoting economies in procurement, and if monies are not appropriated or available in future years, the contract will be canceled. If multiple-year quotes are used, districts should document the time period that the pricing is valid, that the vendor will honor the pricing for that time period, and that, while the district intends to purchase certain quantities, all purchases are subject to funds availability.

### **Multiple Awards**

A multiple award is defined as an award of an indefinite quantity contract for one or more similar materials or services to more than one bidder or offeror. In general, districts should not use multiple awards allowing more than one vendor to supply the same goods or service. However, there are instances in which districts may make multiple awards. For example, multiple awards may be made if one vendor is unable to provide the total quantity of goods or services requested by the district, or if geographic distance precludes the use of one vendor throughout the district. In these instances, the request for proposals or invitation for bids should clearly state whether multiple awards may be used so that bidders can take that into consideration when pricing their proposals or bids.

Before making a multiple award, the district should determine and document in writing the specific reason(s) that a single award is not advantageous to the district. The district should also limit the contract awards to the least number of suppliers necessary to meet the district's requirements.

**Due Diligence**

Districts are responsible for ensuring that procurements, whether done independently or through a cooperative purchasing agreement, are done in accordance with the School District Procurement Rules. The appropriate amount and complexity of due diligence to be performed by a district will vary based on the procuring entity with which the district is participating. A.R.S. §15-213(F) requires school districts and school purchasing cooperatives, in connection with any audit conducted by a certified public accountant, to have a systematic review of purchasing practices. The Office of the Auditor General has prescribed the guidelines for performing these reviews as part of the Procurement Compliance Questionnaire for cooperatives and the Expenditures section of the USFR Compliance Questionnaire for districts. A cooperative or lead district (entity) that has had such a review within the past year and made the results of the review available may not warrant the same amount or complexity of due diligence as an entity that has not undergone a review or for which the results are unavailable. For example, if an entity had no findings as a result of its review, districts may need to do little or no additional due diligence beyond obtaining a copy of the compliance questionnaire as documentation for the results of the review. However, an entity that did not have a review or had a review with significant findings would require a greater amount and complexity of due diligence. Districts should also consider any other information available on the entity's procurement practices.

Districts may, but are not required to, perform due diligence for every contract procured through cooperative purchasing. If an entity had no findings as a result of the review discussed above, districts may not need to review a particular contract except to ensure that the specific good or service to be purchased from the vendor is part of that contract. For an entity where more due diligence is required, it may be adequate to perform due diligence on a sample of contracts procured by the entity if that sample provides reasonable assurance that the entity's procurement practices comply with the School District Procurement Rules. To perform due diligence, districts may want to consider using the procurement questions in the compliance questionnaires as a guide in reviewing cooperative purchases.

Districts must use their judgment in determining the appropriate amount and complexity of due diligence required for each procuring entity with which they participate. For audit purposes, districts should retain documentation of the due diligence performed and its results in a procurement file.

**CONFLICT OF INTEREST**

Districts should develop a conflict-of-interest policy to help ensure that all purchases are made at arm's length. A.R.S. §38-503 requires that governing board members, officers, and employees make known any substantial interest they have in any contract, sale, purchase, or service, and refrain from voting upon or otherwise participating in any manner as an officer or employee in such contract, sale, or purchase. Districts should require governing board members, officers, or employees to complete or update conflict-of-interest statements annually, if applicable. Districts must maintain a conflict-of-interest file for governing board members and employees who have made such conflicts known to the district and make the file available for public inspection. See page **VI-G-11** for more information on purchasing from employees and governing board members.

**CREDIT CARDS AND PURCHASING CARDS (P-CARDS)**

Credit cards allow authorized district employees to purchase goods or services that will be billed on a charge account and paid at a later date by the district. Examples would include bank credit cards that do not control where a purchase is made or what is purchased and vendor-specific credit cards, such as for home improvement stores or discount retail stores that can be used only at those vendors' locations, but do not control what is purchased. P-cards are credit cards that can be limited to specific vendor types using Merchant Category Codes and offer more control of card limits.

Prior to implementing a credit card or p-card program, districts should analyze their purchasing practices, including what is purchased, who is making the purchases, and vendors purchased from, to determine if a credit card or p-card program would benefit the district. Effective use of credit cards and p-cards can help districts streamline the acquisition process for obtaining goods or services directly from vendors and can provide a method for making purchases from vendors that do not accept purchase orders. Districts should consider whether certain purchases could be made more efficiently and cost effectively with a credit card or p-card. Cost analysis should include the cost of staff time to process traditional transactions versus card purchases and to effectively monitor credit card and p-card purchases due to the greater risk of unapproved and fraudulent transactions.

If the analysis indicates the implementation of a credit card or p-card program would be advantageous to the district and the district decides to implement such a program, the district should select a credit card or p-card vendor through a competitive selection process. The district should follow the School District Procurement Rules or guidelines for written quotes, as applicable. Otherwise, the district should evaluate programs offered by multiple vendors to ensure it receives the best value and the program that best fits its needs.

Some factors that should be considered in selecting a credit card or p-card vendor include:

- Does the program allow for online management? If so, what features and functions are available?
- Does the vendor charge annual fees or per-card issuance or replacement costs?
- Does the vendor provide automated approval and reconciliation software, and is it compatible with the district's accounting software?
- Is the program easy to use, including "user-friendly" reports that district management can use to monitor the program?
- Does the program have a comprehensive system of controls that can be managed on a per-card basis?
- Does the card provider offer training material and customer support?
- Does the program offer rebates, and how are the rebates administered?
- Does the program have the ability to create and manage multiple levels of online security and authority?

Once the vendor has been selected, the district should ensure policies and procedures are in place to manage the program.

## General Policies and Procedures

The use of credit cards and p-cards can create a greater risk of unapproved and fraudulent transactions. Therefore, districts should implement effective internal control to help reduce that risk. District management should also monitor adherence to policies and procedures, including appropriate followup, investigation, and resolution of transactions that appear improper. Specific policies and procedures to account for and control cards should include:

- Clearly defined separation of responsibilities for issuing cards; requesting, authorizing, and executing purchases; and payment processing.
- An authorized employee to oversee the issuance and use of cards, usually an employee in the purchasing or business office.
- Outline the purposes for which the cards may be used. Cards should be used only for valid district purposes.
- Specific guidelines to be used in determining which employees should be issued cards and the specific restrictions and limits that should be placed on individual cards, including the maximum single transaction amount and monthly purchase limits that may be authorized. In setting these guidelines, management should consider how many individuals should be allowed to commit district resources through card transactions and the aggregate amount of district resources that could be committed by card users if they were to maximize their spending limits. Districts should limit the number of card users to the minimum necessary for effective purchasing to maintain adequate control of district resources, to minimize the oversight cost for card programs, and to reduce the risk of loss due to unapproved and fraudulent transactions.
- Procedures for canceling or inactivating a card.
- Procedures for handling disputed charges.
- A designated employee to coordinate card accountability for each school site or department that utilizes the cards.
- Prohibiting card users from splitting purchases into smaller transactions in order to circumvent procurement requirements or to avoid individual card user purchase limits.
- Specific procedures for card transactions and payments as discussed below.

## Card Issuance

**Limits**—Based on the district policies and procedures, the employee authorized to issue cards should approve card users and set single transaction limits and monthly purchase limits for each card user. Cards should be issued only to district employees with a legitimate need and whose use of the card is necessary for effective purchasing. The purchase limits should be established based on the types of transactions for which the card is to be used, rather than an arbitrary amount. The employee issuing cards should not be an authorized card user.

**Tracking**—Cards should be issued in the district's name and, if applicable, the user's name. The employee issuing cards should maintain a complete list of card users to track possession of all cards. Physical security

of cards in the district's possession should be maintained at all times. Further, districts should cancel or inactivate cards—recovering the card, if possible—upon loss, theft, or misuse; when a card is no longer needed; and upon the card holder's separation from district employment.

For cards issued only in the district's name, such as fuel credit cards used for fleet vehicles, a specific employee should be designated to track who has the cards and account for all of the cards' transactions. The employee should ensure that all cards are signed out by employees when in use, returned in a timely manner with supporting documentation, and signed back in upon return.

**Training**—Districts should require training for card users and any other employees involved with the processing of transactions. Districts should keep training materials current and document when each employee was trained. The extent and type of training provided to employees should be appropriate in relation to individual authority and responsibility and the amount of transaction authorization given to the card user. Districts should also make card users aware of any laws, regulations, contractual agreements, and policies and procedures that require the card user to acquire goods and services from specific sources, such as contracts and blanket purchase orders.

**Card User Agreement**—All card users, including users of cards issued only in the district's name, should sign a card user agreement acknowledging receipt and understanding of the district's policies and procedures for the card's use. The agreement should authorize the district to withhold wages for the amount of any improper purchases if the card is misused.<sup>1</sup>

Card users should be held personally liable for card transactions that are contrary to any laws, rules, or policies and procedures, including applicable penalties and interest. The agreement should also outline other possible disciplinary actions for misuse of district cards, including loss of card use privileges or possible personnel actions.

### Transaction Controls

The internal control procedures established for card usage should be designed to ensure purchases are properly authorized, for an appropriate district purpose, within budget for budget-controlled funds or available cash balance for cash-controlled funds, and made in accordance with the School District Procurement Rules and guidelines for written quotes, as applicable. Procedures should also be designed to help prevent or detect fraudulent and abusive transactions. This may be achieved through advance approval of purchases and review of supporting documentation during the payment process.

**Advance Approval**—To help prevent unauthorized transactions from occurring and ensure compliance with procurement requirements, district management may require purchases to be reviewed and approved by an authorized employee prior to ordering goods and services. Purchase requisitions or purchase orders can be used to facilitate advance approval; however, alternative procedures may provide a similar level of control.

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<sup>1</sup> If wages are withheld for improper purchases from a nonexempt employee under the *Fair Labor Standards Act* (Act), districts must ensure that remaining wages are sufficient to comply with the Act's minimum wage and overtime compensation requirements.

If purchase requisitions or purchase orders are used, they should document the approval process, including verification that the purchase is for an appropriate district purpose; that the monies or budget capacity are available, as applicable; and that applicable procurement requirements have been met. Purchase orders may be issued for individual transactions, or blanket purchase orders may be used for frequent purchases such as maintenance supplies or food service items.

Alternatively, district management should:

- Ensure strong controls over review of supporting documentation are in place and operating effectively to quickly detect and address improper purchases.
- Monitor budget and cash balances, adjusting card limits as necessary, or use declining balance cards.
- Limit card users to purchases of items on existing contracts that have been properly procured or where competitive purchasing is not required (e.g., the district's total like-item purchases do not exceed the written price quotes threshold).

**Supporting Documentation**—Employees using cards should submit all supporting documentation to the district at least monthly. To allow for appropriate review of the purchase, supporting documentation should include:

- Purchase requisition, purchase order, invoice, packing slip, receiving report, and transaction receipt, as applicable. If original receipts are not available because they are lost or illegible, the card user should request a copy of the receipt from the vendor or complete an affidavit detailing the purchase date, vendor, product, cost, tax and other charges, and reason the receipt is not available.
- Description of item(s) purchased and the specific district purpose for the expenditure.
- The card user's signature and date the documentation was submitted to the district.
- The district vehicle license number and odometer reading for fuel or vehicle repair purchases.
- Transaction log that reconciles supporting documentation to the billing statement, signed by the card user or the employee designated to track transactions of cards issued only in the district's name.

Certain transactions, such as items purchased online, by phone, or fax, may result in card charges before goods or services are received. District procedures should address when such transactions are allowed, limiting them to items that are normally prepaid in order to procure them or to receive a discounted price. (See page [VI-G-8](#) for more information on items that may be prepaid.) Procedures should also be adequate to verify and document the receipt of any prepaid items.

### Payment Process

Districts should ensure that approval, verification, and payment responsibilities are separated among different employees. A copy of billing statements should be sent directly to the district so the employee or department authorized to make payments on cards is aware of outstanding balances and payment due dates. Electronic statements may be accepted if provided by the financial institution.<sup>2</sup>

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<sup>2</sup> Electronic statements must be retained in an accessible format in accordance with §X-E, Records Management.

A copy of the billing statement should also be provided to card users by the financial institution or the district. Upon receipt of the billing statement, the card user should complete the transaction log and submit the log, billing statement, and all other supporting documentation for review and approval. The reviewer should:

- Confirm that all supporting documentation is complete and was submitted in a timely manner.
- Verify that each purchase transaction appearing on the card user's billing statement is an appropriate, legitimate district purchase that was approved and within the individual's authorized purchase limits.
- For travel expenses, verify that expenses do not exceed allowable reimbursement amounts (see §VI-I, Travel) and are supported by a properly approved travel claim.
- Initial and date the reconciliation to document responsibility for and timing of review.
- Submit reconciled statements and supporting documentation to the employee or department authorized to make payments on cards.

If the financial institution provides electronic access to transaction detail throughout the billing cycle, districts may wish to review transactions on an ongoing basis rather than wait until a billing statement is received.

All receipts should be reconciled and reviewed at least monthly and, if possible, prior to payment of the monthly bill. Card balances should be paid in full each billing cycle and made in a timely manner to avoid late fees and finance charges. If the reconciliation or review identifies any items that were not a valid district charge, it should be disputed following the district's dispute-handling procedures.

### Periodic Reviews

District management should periodically compare budget and actual expenditures to ensure purchases remain within budget or available cash balance, as applicable. Districts should also monitor types of purchases and vendor usage to ensure compliance with the School District Procurement Rules or guidelines for written quotes, particularly related to cumulative purchases and items that are not under existing contracts. (See page [VI-G-11](#) for more information on analyzing cumulative purchases.) If card users are not complying with budget restrictions, procurement requirements, or any other card policies and procedures, appropriate corrective action should be taken.

District management should ensure periodic compliance audits are conducted to test card transactions for adherence to district policies. These audits should test the entire transaction process from the card's issuance to payment of the monthly bill. The audits should be performed on a sample basis by an employee not involved in issuing cards or processing transactions to verify that card users and other employees involved with the processing of transactions are complying with all district card policies and procedures. The individual conducting these audits should document what was reviewed, any findings noted, and corrective action taken, if necessary. Documentation should be initialed and dated by district management and retained.



## Transaction Red Flags

Authorized individuals reviewing card transactions and monthly statements should be aware of possible warning signs of improper or fraudulent transactions (red flags). The reviewer should investigate purchases that exhibit red flags or otherwise appear to be out of the norm. Possible red flags may include:

- Purchases that appear to be of a personal nature.
- Transactions that occur during nonwork hours.
- Purchase documents that appear to be altered.
- Purchases without detailed receipts, shipping documents, or receiving reports.
- Transactions consisting of unnecessary or unauthorized items, e.g., premium grade fuel, gift cards, lottery tickets, cash withdrawals, alcohol, or in-room movies and games.
- Charges for meals already reimbursed through a travel claim or purchased at local restaurants.
- Excessive fuel purchases based on the number of miles driven.
- Purchases from vendors with which the employee has a conflict of interest.
- Multiple same-day purchases with the same vendor, particularly purchases that are just below the user's transaction limit.
- Purchases inconsistent with the employee's job responsibilities.

District management should investigate red flags to conclusion; however, not every red flag is the result of fraud. Improper transactions can also indicate that an error has been made or further employee training is needed.

## P-Card Specific Processes

Districts should use the Merchant Category Codes for p-cards to block unauthorized vendors and purchases, and apply the purchasing limits necessary to meet operating requirements.

Districts may also use p-cards to pay for previously acquired goods or services. A payment transaction satisfies an obligation to pay a vendor for goods and services already received and establishes a corresponding obligation to pay the p-card issuer. Employees who use the p-card to complete payment transactions are most likely those responsible for managing the district's accounts payable; therefore, higher spending limits may be appropriate for employees who make payment transactions.

District policies should specify whether p-cards may be used for payment transactions and establish separate maximum limits for p-card payment transactions. Supporting documentation and billing statements should be received and reconciled by someone other than the card user before payment is made to the card issuer.

## Rebates and Incentives

Credit cards or p-cards may contain provisions for districts to receive cash rebates or incentives (rebates). When rebates are received, the district should treat the rebate as miscellaneous revenue or as a reduction of expenditures.



## **ACCOUNTING PROCEDURES**

## **EXPENDITURES**

If the rebate is received in the same fiscal year as the original expenditure, including the encumbrance period, the rebate may be recorded as a reduction of the original expenditure. Otherwise, the district should record the rebate as miscellaneous revenue in the fund of the original expenditure or in the Auxiliary Operations Fund.

If the rebate is received after the close of the fiscal year in which the original expenditure was made, the rebate should be recorded as miscellaneous revenue in either the fund of the original expenditure or the Auxiliary Operations Fund.

When determining whether to record the rebate in the fund of the original expenditure or the Auxiliary Operations Fund, the district should consider how easily the rebate can be associated with the fund, program, function, and object code of the original expenditure and the dollar amount of the related rebate. For example, a rebate on fuel cards used solely for student transportation vehicles could be easily identified; however, a rebate for various types of transactions on a general use credit card may not be cost effective to identify with the original expenditure coding.

Rebates recorded as miscellaneous revenue in the Auxiliary Operations Fund may be used for any district purpose.

# ACCOUNTING PROCEDURES

# EXPENDITURES

\_\_\_\_\_ SCHOOL DISTRICT NO. \_\_\_\_\_

## PURCHASE REQUISITION

Req. No. (sequentially numbered)

Date \_\_\_\_\_

Department \_\_\_\_\_

Fund \_\_\_\_\_

Date Required \_\_\_\_\_

Program \_\_\_\_\_

Requisitioner \_\_\_\_\_

Function \_\_\_\_\_

Date Prepared \_\_\_\_\_

Object \_\_\_\_\_

Unit \_\_\_\_\_

|          |             |      | FOR DISTRICT OFFICE USE ONLY |           |           |
|----------|-------------|------|------------------------------|-----------|-----------|
|          |             |      | Price Quotes                 |           |           |
| Quantity | Description | Unit | Vendor #1                    | Vendor #2 | Vendor #3 |
|          |             |      | \$                           | \$        | \$        |
|          |             |      |                              |           |           |
|          |             |      |                              |           |           |
|          |             |      |                              |           |           |
|          |             |      |                              |           |           |
|          |             |      |                              |           |           |
|          |             |      |                              |           |           |

Estimated Cost \$ \_\_\_\_\_

Department Approval \_\_\_\_\_

Date \_\_\_\_\_

District Office Approval \_\_\_\_\_

Date \_\_\_\_\_

Selected Vendor \_\_\_\_\_

Cost \_\_\_\_\_

Vendor No. \_\_\_\_\_ P.O. No. \_\_\_\_\_

P.O. Date \_\_\_\_\_

| FOR DISTRICT OFFICE USE ONLY |            |
|------------------------------|------------|
| Rejected By _____            | Date _____ |
| Reason _____                 |            |
| _____                        |            |

# ACCOUNTING PROCEDURES

# EXPENDITURES

\_\_\_\_\_ SCHOOL DISTRICT NO. \_\_\_\_\_

## PURCHASE ORDER

P.O. No. (sequentially numbered)

Req. No. \_\_\_\_\_

Prepared by \_\_\_\_\_

Date \_\_\_\_\_

TO:

(Vendor)

FROM:

(School District)

TERMS: \_\_\_\_\_

EXPECTED DELIVERY DATE: \_\_\_\_\_

PLACE OF DELIVERY: \_\_\_\_\_

**DO NOT BACK ORDER**—Unless otherwise indicated, all prices are FOB destination.

| Quantity Ordered | Description | Quantity Received | Units | Unit Price | Amount |
|------------------|-------------|-------------------|-------|------------|--------|
|                  |             |                   |       |            | \$     |
|                  |             |                   |       |            |        |
|                  |             |                   |       |            |        |
|                  |             |                   |       |            |        |
|                  |             |                   |       |            |        |
|                  |             |                   |       |            |        |

TOTAL \$ \_\_\_\_\_

| SUMMARY BY ACCOUNT CODE |         |          |        |      |        |
|-------------------------|---------|----------|--------|------|--------|
| Fund                    | Program | Function | Object | Unit | Amount |
|                         |         |          |        |      | \$     |
|                         |         |          |        |      |        |
|                         |         |          |        |      |        |
|                         |         |          |        |      |        |
|                         |         |          |        |      |        |

I certify that the expenditure described above is for a valid public purpose and that funds have been appropriated or are otherwise available for payment of any claims made against this encumbrance, and that if the available funds are from a federal grant, contract, or source, this purchase is authorized under the terms of such grant, contract, or source.

TOTAL \$ \_\_\_\_\_ By \_\_\_\_\_

Vendor (Original)

District (Copy)

# ACCOUNTING PROCEDURES

# EXPENDITURES

\_\_\_\_\_ SCHOOL DISTRICT NO. \_\_\_\_\_

## PURCHASE ORDER

P.O. No. (sequentially numbered)

Req. No. \_\_\_\_\_

Prepared by \_\_\_\_\_

Date \_\_\_\_\_

TO:

(Vendor)

FROM:

(School District)

TERMS: \_\_\_\_\_

EXPECTED DELIVERY DATE: \_\_\_\_\_

PLACE OF DELIVERY: \_\_\_\_\_

**DO NOT BACK ORDER**—Unless otherwise indicated, all prices are FOB destination.

| Quantity Ordered | Description | Quantity Received | Units | Unit Price | Amount |
|------------------|-------------|-------------------|-------|------------|--------|
|                  |             |                   |       |            |        |
|                  |             |                   |       |            |        |
|                  |             |                   |       |            |        |
|                  |             |                   |       |            |        |
|                  |             |                   |       |            |        |
| <b>TOTAL</b>     |             |                   |       |            |        |

|                        |
|------------------------|
| <b>OTHER COMMENTS:</b> |
|                        |
|                        |
|                        |
|                        |
|                        |

I certify that the items described above were received, counted, and inspected by me, and the condition was satisfactory except as otherwise noted.

Signed \_\_\_\_\_

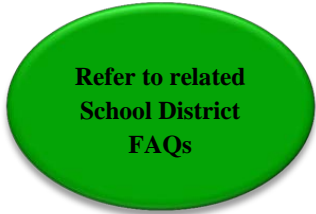
Receiving Employee

\_\_\_\_\_  
Received by Requisitioner                      Date

Date (if more than one delivery, indicate dates by items above) \_\_\_\_\_

### Receiving Report (Copy)

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## **INTRODUCTION**

Salaries, wages, and related payroll expenditures constitute a major portion of the expenditures of all school districts. Therefore, payroll preparation and processing are extremely important functions that require strict internal control and close supervision.

Internal control should be tailored to each district's specific needs. The recommended controls in this section are provided as examples of sound financial and administrative practices that can be used in either automated or manual systems to ensure that evidence of review, verification, and approval is maintained. Other controls may be used if they provide at least the same level of internal control. See §IX, Information Technology, for information regarding general and application controls for automated systems.

## **POLICIES**

The following policies should be implemented to comply with statutory requirements and establish effective internal control over payroll:

1. Governing boards should establish written payroll policies and procedures and make them available to employees.
2. Governing boards should approve a salary and wage schedule. Governing boards should also designate the individual(s) authorized to approve pay or position changes, including pay for performing additional duties.
3. Adequate separation of responsibilities in payroll processing should be maintained. The same employee should not be assigned the responsibilities for preparing payroll, authorizing payroll, and distributing warrants.
4. Districts should establish a delayed payroll system. This type of system allows time for payroll adjustments to be made before payment to help ensure that employees receive the appropriate amount of compensation. Districts should determine how long to delay payment to allow adequate time for adjustments, but may not delay payments more than 7 business days during their normal 2-week payroll processing cycle. If an employee is discharged from district service, the district must pay the wages due to the employee within 10 calendar days from the date of discharge. Arizona Revised Statutes (A.R.S.) §§15-502(F) and 23-351
5. Districts participating in the Arizona State Retirement System (ASRS) must ensure that all employees who meet membership criteria are enrolled in ASRS. Districts must withhold employee contributions and remit employee and district contributions in accordance with the *ASRS Employer Manual*.
6. Districts should establish effective internal control over processing, storing, and issuing warrants.
7. Districts should establish policies and procedures for recording payroll expenditures in the correct fiscal year.

8. Districts should establish and maintain a system to account for the accrual and use of vacation, personal, sick, and compensatory leave for all employees. Policies governing leave should include prescribed accrual rates for specified years of service, maximum amounts allowed to be accrued, and disposition of accrued time upon termination of employment. Districts should also prescribe policies pertaining to the voluntary transfer of vacation, personal, sick, and compensatory leave between employees or to a sick leave bank.
9. Districts should establish procedures to determine whether an individual providing services to the district is considered an employee or an independent contractor pursuant to Internal Revenue Service (IRS) guidelines. An individual who is an employee under IRS guidelines should be paid through the district's payroll system to ensure payments are subject to applicable payroll withholding. An individual who is an independent contractor should be paid through the district's expenditure system. Districts should refer to IRS Publication 1779 *Independent Contractor or Employee* for guidance in determining whether an individual is considered an employee or independent contractor.
10. The governing board must adopt procedures for conducting background investigations on prospective employees, including standard forms to document background investigations. Background investigations must include a good faith effort to communicate with the applicant's former employers to obtain information and recommendations that may be relevant to the applicant's fitness for employment. A.R.S. §15-512(F)
11. Districts must establish procedures to ensure that all employees and governing board members comply with A.R.S. §38-503 related to conflicts of interest. Districts should annually inform employees and governing board members of the requirements to disclose conflicts of interest.

## PROCEDURES

### Payroll Records

Districts should maintain payroll records for all employees. Records should provide adequate support for payroll expenditures and account codes charged for payroll, and serve as a basis for preparing payroll vouchers and reports. In order to provide support and information for preparing payroll documents, individual employee files should include at least the following documents:

1. **Employment Contract or Personnel/Payroll Action Form**—An employment contract documents agreed-upon terms of employment, such as position, salary, benefits, and duration of employment.

For employees not on contract, districts should prepare and retain a personnel/payroll action form to document employment terms. The form serves the same purpose as a contract, but does not bind employees to a specific length of service.

All pay or position changes should be documented prior to the work being performed. For contract employees, either the original contract or a contract addendum should include agreements for extra pay received for performing additional duties (e.g., chairing a department or coaching). For employees not on contract, any changes to employment terms should be documented through a personnel/payroll action form. Proposed pay or position changes should be approved by an authorized official in the appropriate department before initiation of the new pay or position. Terminations should also be documented, including reason(s) for termination.

2. **Certification Records**—Districts should retain certification records for teachers, principals, and other certified administrators and staff. Teacher and administrator certificates must be submitted to the county school superintendent when an employee is hired. Accounting Responsibility Program districts do not need to submit certificates to the county school superintendent. A.R.S. §§15-302(A)(9), 15-502(B), and 15-914.01(H)
3. **Employment Eligibility Verification (Form I-9)**—Districts must ensure that an Employment Eligibility Verification, Form I-9, provided by the U.S. Department of Homeland Security, U.S. Citizenship and Immigration Services, is completed for any person hired after November 6, 1986. Districts must retain the completed form and any supporting eligibility documentation. If employment eligibility documents carry an expiration date, districts are responsible for reverifying employment eligibility.  
In addition, for any person hired after December 31, 2007, districts must verify employment eligibility through the E-Verify program operated by the U.S. Department of Homeland Security and the Social Security Administration. Districts must either record the E-Verify case verification number on the Form I-9 or print the case details and keep it with the Form I-9.
4. **Federal and State Withholding Allowance Certificates (W-4 and A-4 forms)**—Districts should obtain completed W-4 and A-4 forms from employees before the first payroll payment is made. If a completed W-4 form has not been submitted before the end of the first payroll period, federal income tax should be withheld at the single rate with no withholding allowances. If a completed A-4 form has not been submitted, state income tax should be withheld at the rate prescribed by the Arizona Department of Revenue (ADOR). The W-4 and A-4 forms remain in effect until new forms are submitted.
5. **Voluntary Deduction Authorizations**—Voluntary deductions may be withheld at employees' request for items such as additional insurance or charitable contributions. Governing boards may also allow employees to participate in federal retirement or deferred compensation plans as provided in 26 United States Code § §401(a), 403(b), and 457(b). Districts must withhold the requested amount and transfer such contributions to the fund manager within 10 working days after each payroll date.  
Contributions transferred after that date must include a penalty of 6 percent a year for each day the contributions are late, which is to be paid by the district. A.R.S. §15-121  
A voluntary deduction authorization form should be retained to support each voluntary deduction and remain in effect until a new one is prepared or a written request canceling the deduction is received.
6. **Loyalty Oath**—Each employee must take and subscribe to the oath prescribed for public officers pursuant to A.R.S. §38-231, and a copy of the acknowledged oath must be retained.
7. **A.R.S. §15-512 Fingerprint Certification Form**—Personnel, whether paid or unpaid, as described in A.R.S. §15-512(A), must be fingerprinted and submit a notarized form, provided by the district, indicating whether they are awaiting trial on, have ever been convicted of, or have ever admitted to committing any of the criminal offenses listed in A.R.S. §15-512(D). Districts may release the information obtained as a result of the fingerprint check to any other district.
8. **Background Investigation Forms**—Districts should retain the completed forms developed by the governing board in accordance with A.R.S. §15-512(F). Districts may release the information obtained as a result of the background investigation to any other public school.



9. **Direct Deposit Authorizations**—Districts should retain direct deposit authorization forms, updated for any changes, to document authorization for the payroll department to process direct deposits to employees' bank accounts. The forms should be accompanied by a voided check, deposit slip, or other financial institution documents that provide the bank, routing, and account information.

### **Payroll Processing**

1. Districts should document changes in payroll such as employment, terminations, and pay/position changes.
2. Attendance records, such as time sheets or timecards, should be prepared each pay period for each employee subject to the *Fair Labor Standards Act*, approved by the employee and the employee's supervisor, and retained to support the payroll. Attendance records should document regular and overtime hours worked, vacation, personal, and sick leave taken, leave without pay, and compensatory time taken or earned during the pay period. Leave records for employees not subject to the *Fair Labor Standards Act* may be completed on an exception basis for overtime hours worked and vacation, personal, sick, or compensatory leave taken, etc. The payroll department should use the attendance and leave records to update leave balances. Supervisors should approve overtime hours in advance.
3. Fringe benefits, including personal use of vehicles provided by districts, must be included in gross income and are subject to income and employment taxes. Fringe benefits should be budgeted for under the appropriate employee benefits expenditure object code. Refer to IRS *Employer's Tax Guide to Fringe Benefits* (Publication 15-B) for further information.
4. The prepayroll register (or prior period payroll list) should be updated from attendance records, contract addendums or personnel/payroll action forms, withholding allowance certificates, and voluntary deduction authorization forms. The register should be reviewed for reasonableness, and exceptions should be noted. A supervisor should review and approve the completed prepayroll register and list of exceptions.

### **Procedures 5, 6, and 7 below should be modified for Accounting Responsibility Program districts.**

5. Districts should prepare a payroll register and submit it to the county school superintendent. The payroll register should be prepared from the prepayroll register and should include the period covered, names, identification and social security numbers, account codes charged for payroll, regular and overtime wage or salary rates, regular and overtime hours worked, gross pay, federal withholding taxes, state withholding taxes, social security taxes, Medicare taxes, retirement, authorized voluntary deductions listed individually by recipient, and net pay. The payroll register should also show totals for gross pay, net pay, and mandatory and voluntary deductions for all employees for the pay period and for the year-to-date.
6. Districts should submit to the county school superintendent a payroll voucher approved by the district governing board and supported by the payroll register, or prepayroll register if the county school superintendent prepares the payroll register, to authorize drawing payroll warrants. Districts should prepare payroll vouchers in a manner similar to expenditure vouchers (see §VI-G, Expenditures). The voucher should indicate the account codes charged for payroll. Total payroll charges should include the amounts the district is required to pay for social security taxes, Medicare taxes, and retirement contributions.
7. Districts should verify that payroll warrants, warrant registers, direct deposit amounts, and payroll registers received from the county school superintendent agree with the prepayroll register and voucher.

8. Employees participating in the various stages of processing payroll, preparing and approving vouchers, and distributing warrants should document what steps (preparation, review, approval) they performed.

### **Prorated Compensation Payments**

In accordance with A.R.S. §23-351(C)(2) and Attorney General Opinion I04-007, employees may elect to have their compensation paid over the actual months worked or prorated in any number of payments. Employee contracts and personnel/payroll action forms should document the election. If compensation is prorated, the contract or form should specify whether compensation due at the end of the school year or fiscal year is paid in a lump sum or paid within 2 months after the end of the fiscal year, at the employee's option.

If employees elect to be paid over the actual months worked, compensation should not be prorated. Hourly employees should be paid based on actual hours worked each pay period. If employees elect to have their compensation prorated, the election must be made before any work is performed, usually at the beginning of the school year or contract period, and the election cannot be changed after work has begun. Before prorated payments begin, districts should determine the annual compensation amount that will be prorated and divide it by the selected number of pay periods. For hourly employees, districts should then compare the cumulative anticipated amount earned to the prorated amount paid as of each pay period. If at any point during the year the cumulative amount paid would exceed the cumulative amount earned, districts should adjust the hourly employees' prorated payment amounts to ensure prepayment of compensation does not occur. Districts should retain documentation to support the calculation of the anticipated annual compensation for hourly employees and the prorated amounts for all employees.

If pay is prorated for hourly employees, districts must have controls in place to ensure that employees are paid only for the hours actually worked. Attendance records should be prepared for all hourly employees, including those receiving prorated payments. At the end of each pay period, the payroll department should compare an employee's expected hours (i.e., the number of hours used to calculate the annual compensation amount that is being prorated) to the attendance records for any differences between expected and actual hours. If an employee has worked fewer hours than expected, the payroll department should adjust the employee's leave balances for the difference. However, if sufficient leave time is not available, the payroll department should reduce the employee's compensation to reflect the hours not worked. If an employee has worked more hours than expected, the payroll department should increase the employee's compensation to include the additional hours.

Districts should base compensation adjustments on the official rate of pay. The district's policies and procedures should specify how adjustments will be applied (i.e., one-time adjustment, allocate the adjustment to the remaining payments for the year, etc.). Regardless of the method chosen, districts must ensure that at no time during the year has the district paid an hourly employee for more than actual hours worked to date. The policies and procedures for applying adjustments should address both continuing employees and employees who terminate during the year. (Note: If additional hours worked entitles an employee to overtime compensation under the federal *Fair Labor Standards Act*, the amount of the adjustment must be calculated so as to comply with the Act's overtime requirements.) Employees entitled to overtime compensation must be paid for overtime hours worked no later than 16 days after the end of the most recent pay period.

## Payroll-Related Expenditures and Reporting

Districts should develop policies and procedures for the payment of employer payroll-related expenditures, such as retirement contributions, social security taxes, Medicare taxes, and unemployment taxes. Required reports for each type should be prepared and reconciled to the payroll warrant registers and accounting records. Supporting schedules or other documents used to develop report information should be retained. Supervisors should periodically review reports to ensure that payments are correct and timely. Districts should also develop policies and procedures for the payment of voluntary deductions, such as health and life insurance, withheld from employees and ensure that reports related to such payments are reviewed and retained.

The IRS, ADOR, ASRS, and Arizona Department of Economic Security issue guidance pertaining to payroll-related deposit, filing, and reporting requirements for employers. Districts should refer to the most recent guidance for specific instructions.

## Fiscal Year-End

Districts should establish policies and procedures to ensure that payroll and payroll-related expenditures are recorded in the correct fiscal year. If payments are made after June 30 that are related to services provided on or before June 30, payments should be processed on an encumbrance voucher for the correct fiscal year.

## Bank Accounts

**State Income Tax Withholdings Account**—The governing board may establish a bank account in which to deposit and accumulate the monies it withholds from employees for state income tax until the monies must be deposited with ADOR. The bank account may be interest bearing, and at the end of each fiscal year, all interest earned must be remitted to the county treasurer for credit to the district’s Maintenance and Operation (M&O) Fund. Disbursements from the account, except the interest remittance, must be made only to ADOR. A.R.S. §15-1222

**Federal Payroll Tax Withholdings Account**—The governing board may establish a bank account in which to deposit and accumulate the monies it withholds from employees for federal income tax and both the district and employee share of social security and Medicare taxes until the monies are electronically transferred to the United States Treasury. The bank account may be interest bearing, and at the end of each fiscal year, all interest earned should be remitted to the county treasurer for credit to the district’s M&O Fund.

Disbursements from the account, except for the interest remittance, should be made only for the purpose of remitting tax payments to the United States Treasury.

**Employee Insurance Programs Withholdings Accounts**—The governing board may establish bank accounts in which to deposit and accumulate the monies it withholds for employee insurance programs, the monies contributed by the district for employee insurance programs, the monies received from board members for insurance programs, and the monies received for the extension of group health plan coverage under *The Consolidated Omnibus Budget Reconciliation Act of 1985* (COBRA) until premiums are paid. A.R.S. §15-1223

The bank accounts may be interest bearing, and at the end of each fiscal year, all interest earned must be remitted to the county treasurer for credit to the district’s M&O Fund. Disbursements from the accounts, except

for the interest remittance to the county treasurer, must be made only to the insurance carriers or to individuals for refunds of insurance premiums.

**Payroll Direct Deposits Clearing Account**—The governing board may establish a bank account in which to deposit the monies to make payroll direct deposit payments to financial institutions designated by employees. The district shall fund the account with a warrant for an amount equal to the payroll direct deposit payment. The bank account must be a clearing account that maintains a zero balance and that does not accumulate monies except for interest earned on the account. At the end of each fiscal year, all interest earned on the account must be remitted to the county treasurer for credit to the district's M&O Fund. A.R.S. §15-1221

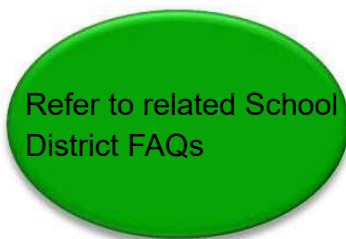
In accordance with Arizona Revised Statutes (A.R.S.), school district governing boards may allow a superintendent, principal, or representatives of the superintendent or principal to travel for a school purpose, as determined by a governing board majority vote. Districts may also permit governing board members and members-elect to travel for school purposes and receive reimbursement. Statute requires districts to prescribe procedures and amounts for reimbursing travel expenses. However, travel expenses, including reimbursements, must not exceed the maximum amounts established by the Arizona Department of Administration (ADOA) in accordance with A.R.S. §38-621 et seq. A.R.S. §15-342(5)

## POLICIES


The ADOA Travel Policy is part of the [State of Arizona Accounting Manual](#) (SAAM). SAAM Topic 50-Travel provides detailed guidance and rate tables for the required mileage reimbursement per mile and the maximum lodging and meal reimbursements. Key provisions from ADOA's policies are listed below with policies that districts should implement to provide adequate internal control over travel expenditures:

1. Districts should approve employee and governing board member travel in advance. To be eligible for lodging and meal expenses, employees and governing board members must be in authorized travel status and at least 50 miles from both their duty post and home. The duty post for governing board members is considered to be their home. A.R.S. §15-342(5)
2. Travel should be planned for the district's convenience using the most reasonable and economic means.
3. All travel expenditures, including reimbursements to employees or governing board members, should be supported by a travel claim and other documents to support the travel costs. Documents should include detailed receipts or invoices if required by district policy. Travel claims must indicate the time and place travel begins and ends, include odometer readings or map mileage, and be signed by the employee and approved by the appropriate supervisor. Employees and governing board members should submit travel claims with related supporting documents in a timely manner to help ensure that supporting documents are not lost and travel expenditures are recorded in the proper fiscal year.
4. Districts must reimburse employees and governing board members for mileage traveled in privately owned motor vehicles or aircraft, with district approval, at the applicable rate established by ADOA, as approved by the Joint Legislative Budget Committee. A.R.S. §§15-342(5) and 38-623
5. Travel expenses, including reimbursements, for lodging, meals, and incidental expenses, must not exceed the maximum amounts set in ADOA Travel Policy in accordance with A.R.S. §38-624(C). However, note the following:

- a. The maximum lodging rates listed in ADOA's reimbursement rates table are exclusive of taxes. Therefore, the maximum allowable district lodging expense is the ADOA maximum lodging rate plus any applicable taxes, except as described in 5.b. below.
- b. Lodging rates while attending a conference, training, or similar event may exceed ADOA's maximum amounts if the rate does not exceed the lowest listed single room rate the conference/event sponsor negotiated. Districts must retain a copy of the event publication, such as a brochure, flyer, or other support, submitted with the travel claim to support the excess reimbursement.
- c. Meal reimbursements include the actual amount spent for a meal, including beverages (excluding alcohol), taxes, and tip, not to exceed the maximum meal reimbursement amounts. Meal reimbursements cannot be claimed when meals are provided at no additional expense, such as complimentary meals provided at a conference or hotel.
- d. Meal reimbursements provided to employees or governing board members may be taxable. The Internal Revenue Service requires employees to be traveling "away from home" in order to exclude reimbursements for meals from their income. The phrase "away from home" means overnight travel or travel long enough to require substantial "sleep or rest" (further defined by IRS regulations). As a result, districts must report all meal reimbursements for travel with no overnight stay as taxable employee benefits. For travel with an overnight stay, districts should exclude meal reimbursements from income for the day of and the day after the actual overnight stay.



Districts should refer to the guidance issued by ADE for State and federal financial assistance. Districts must follow the guidance available at <https://gme.azed.gov>, as part of the Uniform System of Financial Records for Arizona School Districts. If you need assistance, please contact ADE Grants Management via the HelpDesk service system at <https://helpdeskexternal.azed.gov>.



**Refer to USFR  
Compliance  
Questionnaire**

# FINANCIAL REPORTING

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# FINANCIAL REPORTING

## INTRODUCTION

Financial reporting serves as an important link between a district's accounting system and potential users of its financial information. Financial statements are the means by which districts report financial position, and results of operations to legislative and oversight bodies, investors and creditors, and the public. Financial statements should disclose a district's total resources, obligations, and net resources; the effects of transactions; events and circumstances that change resources; and interests in those resources. Financial statements should show how a district obtains and spends cash or other liquid resources, and other factors that may affect the district's liquidity.

In order to effectively communicate information, financial statements should be understandable, reliable, relevant, timely, consistent, and comparable among districts. District financial statements should include adequate disclosures, explanations, and interpretations to help users understand the accounting principles employed in preparing them. Also, it is essential that the accounting and reporting treatments of similar transactions for an individual district over several time periods or among districts during a single time period be consistent for the district's financial statements to be reliable.

Districts are also required by Arizona Revised Statutes (A.R.S.) §15-904 to prepare an annual financial report to inform taxpayers of how well the district is meeting its stewardship responsibilities. Statutory requirements for audits of school district financial statements are discussed in §VIII, Audit Requirements.

## FINANCIAL REPORTS

### Annual Financial Report

Refer to most recent  
AFR Packet

The school district annual financial report (AFR) packet includes the School District Annual Financial Report and a form for reporting the Classroom Site Fund. The AFR packet is revised annually for legislative and other changes by the Office of the Auditor General and the Arizona Department of Education (ADE). Detailed instructions for preparation and distribution are included in the AFR packet.

Information presented in the annual financial report includes beginning and ending fund balances, revenues, expenditures (expenses), other financing sources and uses, and fund transfers. Additionally, the annual financial report makes budget to actual comparisons for the fiscal year and compares current year expenditure data to prior year amounts.

### Basic Financial Statements and Required Supplementary Information

Most districts are required to have an annual or biennial audit (see §VIII, Audit Requirements, for specific requirements). These districts must prepare financial statements, while other districts may choose to prepare financial statements but are not required to do so. The financial statements must be presented in accordance with U.S. generally accepted accounting principles (GAAP), which require:

## FINANCIAL REPORTING

- Basic Financial Statements (BFS) consisting of government-wide financial statements, fund financial statements, and the notes to the financial statements, and
- Required Supplementary Information (RSI), including management’s discussion and analysis (MD&A) and other information.

Reporting guidelines for school district financial statements are issued annually by the Office of the Auditor General.

**Management’s Discussion and Analysis**—The MD&A is a component of the RSI. The MD&A should precede and introduce the BFS and should provide an objective and easily readable analysis of the district’s financial activities based on currently known facts, decisions, or conditions. The MD&A should focus on the district and should distinguish between information pertaining to the district and that of its component units. The MD&A section should discuss the current-year results in comparison with the prior year, with emphasis on the current year. This fact-based analysis should discuss the positive and negative aspects of the comparison with the prior year.

**Government-wide Financial Statements**—Government-wide statements display information about the district as a whole, except for its fiduciary funds and component units that are fiduciary in nature. The statements should include separate columns for the governmental and business-type activities of the district as well as for its component units. The government-wide financial statements consist of a statement of net position and a statement of activities, and are prepared using the economic resources measurement focus and the accrual basis of accounting.

*Statement of Net Position*—The statement of net position should report all assets, deferred outflows of resources, liabilities, deferred inflows of resources, and net position of the district as a whole without displaying individual funds or fund types.

*Statement of Activities*—The statement of activities reports the district’s operations and presents them in a format that reports the net (expense) revenue of the district’s individual functions. The net (expense) revenue format is designed to display the relative financial burden of each of the district’s functions on the taxpayers. Districts should report all expenses by function except for those that meet the definition of special or extraordinary items. At a minimum, districts should report direct expenses for each function. Direct expenses are those that are specifically associated with a service, program, or department and therefore are clearly identifiable to a particular function.

**Fund Financial Statements**—The focus of governmental and proprietary fund financial statements is on major funds. A fund is determined to be a major fund based on specific size criteria, prescribed by GAAP. The General Fund is always considered a major fund. Any other governmental or enterprise fund may be reported as a major fund if district management believes that the fund is particularly important to financial statement users. Major fund reporting requirements do not apply to internal service funds.

Whether a fund is reported as major or nonmajor does not affect how it is accounted for in the district’s accounting records. Major fund determination is used only when reporting fund information on the financial statements. Each major fund should be presented on the financial statements in a separate column while nonmajor funds are aggregated and displayed in a single column.

## FINANCIAL REPORTING

**Governmental Funds**—The governmental fund financial statements report additional and detailed information about the district. The governmental fund financial statements consist of a balance sheet and a statement of revenues, expenditures, and changes in fund balances. These statements should be presented using the current financial resources measurement focus and the modified accrual basis of accounting.

**Balance Sheet**—The balance sheet reports information on the assets, deferred outflows of resources, liabilities, deferred inflows of resources, and fund balances of each major governmental fund and for the nonmajor governmental funds in the aggregate. A total column should be presented. The assets, deferred outflows of resources, liabilities, deferred inflows of resources, and fund balances of governmental funds should be displayed in a balance sheet format.

A summary reconciliation should be included at the bottom of this statement or in an accompanying schedule to reconcile total governmental fund balances to net position of governmental activities in the statement of net position.

**Statement of Revenues, Expenditures, and Changes in Fund Balances**—This statement reports information about the inflows, outflows, and balances of current financial resources for each of the district’s major governmental funds and for the nonmajor governmental funds in the aggregate. A total column should be presented.

A summary reconciliation should be included at the bottom of this statement or in an accompanying schedule to reconcile the total change in governmental fund balances to the change in net position of governmental activities in the statement of activities.

**Proprietary Funds**—The proprietary fund financial statements consist of a statement of net position; a statement of revenues, expenses, and changes in fund net position; and a statement of cash flows. The statements should be presented using the economic resources measurement focus and the accrual basis of accounting.

Proprietary fund statements should present the financial information for each major enterprise fund in a separate column. Nonmajor enterprise funds should be aggregated and displayed in a single column, and a combined total column should be presented for all enterprise funds. The combined totals for all internal service funds should be reported in a separate column on the face of the proprietary fund statements to the right of the total enterprise fund column.

**Statement of Net Position**—Districts should present this statement in a classified format to distinguish between current and long-term assets, deferred outflows of resources, liabilities, deferred inflows of resources, and net position. Net position should be categorized as *net investment in capital assets, restricted*, distinguishing between major categories of restrictions; and *unrestricted*.

**Statement of Revenues, Expenses, and Changes in Fund Net Position**—This statement reports information on operating and nonoperating revenues and expenses, and includes a separate subtotal for operating revenues, operating expenses, and operating income. Nonoperating

## FINANCIAL REPORTING

revenues and expenses should be reported after operating income. Capital contributions, special and extraordinary items, and transfers should be reported separately after nonoperating revenues and expenses. Generally, the amounts reported as net position and changes in net position in the proprietary fund financial statements for total enterprise funds will be the same as net position and changes in net position of business-type activities in the government-wide statement of activities. If differences exist, a summary reconciliation should be included at the bottom of this statement or in an accompanying schedule to explain the differences.

**Statement of Cash Flows**—The statement of cash flows should categorize cash flows as cash flows from operating activities, cash flows from noncapital financing activities, cash flows from capital and related financing activities, and cash flows from investing activities.

The statement of cash flows should be accompanied by a reconciliation of operating income as reported on the statement of revenues, expenses, and changes in fund net position to cash flows from operating activities as reported on the statement of cash flows. This reconciliation must be presented either on the face of the statement of cash flows or on the next page.

In addition, the statement of cash flows should be accompanied by information in narrative or table form concerning noncash investing, capital, or financing activities of the period that affected recognized assets or liabilities. The required information must be presented either on the face of the statement of cash flows or on the next page. Also, when a single transaction involves both cash and noncash components, this schedule should clearly describe the cash and noncash aspects of the transaction.

The amount reported as cash and cash equivalents at the end of the period should agree to a similar account or accounts on the statement of net position. If not, the district should provide a reconciliation.

**Fiduciary Funds**—The fiduciary fund financial statements consist of a statement of fiduciary net position and a statement of changes in fiduciary net position. Districts should include in the fiduciary fund financial statements information about all fiduciary funds, as well as component units that are fiduciary in nature. The statements should be presented using the economic resources measurement focus and the accrual basis of accounting.

Major fund reporting requirements do not apply to the fiduciary funds. Districts should present in the statement a separate column for each fund type—pension (and other employee benefit) trust funds, investment trust funds, private-purpose trust funds, and agency funds, as applicable.

**Statement of Fiduciary Net Position**—The statement of fiduciary net position should include information about assets, deferred outflows of resources, liabilities, deferred inflows of resources, and net position for each fiduciary fund type. In the statement of net position, agency fund assets should equal liabilities.

**Statement of Changes in Fiduciary Net Position**—The statement of changes in fiduciary net position should include information about the additions to, deductions from, and net increase or decrease for the year in net position for each fiduciary fund type. Because agency funds are

## FINANCIAL REPORTING

purely custodial in nature, they should not be reported in the statement of changes in fiduciary net position.

**Notes to the Financial Statements**—The BFS should be accompanied by explanatory notes, which are an integral part of the district’s financial statements. Their purpose is to communicate information that is not readily apparent from or cannot be included in the BFS themselves but is necessary for a fair presentation. Districts should maintain detailed schedules and other documentation that support information reported in the notes.

**Other Required Supplementary Information**—In addition to MD&A, which is presented immediately before the BFS, districts must prepare other RSI for inclusion with the BFS. When applicable, the district must include budgetary comparison schedules for major funds. The budgetary comparison schedules should be presented for the general fund and for each major special revenue fund that has a legally adopted annual budget. This comparison should present both the adopted and the final budgets for the reporting period, as well as actual inflows, outflows, and balances stated on the district’s budgetary basis. A separate column to report the variance between the final budget and actual amounts may be included to present more detailed information, but is not required.

### Comprehensive Annual Financial Report

Districts may prepare and publish a comprehensive annual financial report (financial report) that covers all activities of the primary government (including blended component units) and provides an overview of all discretely presented component units. The financial report should include the independent auditor’s report, MD&A, BFS, notes to the financial statements, other RSI, and individual fund statements. The financial report should also include an introductory section, supplementary and statistical information, schedules, and narrative explanations necessary to demonstrate compliance with finance-related legal and contractual provisions. If the district prepares this financial report, the letter of transmittal included in the introductory section should not duplicate information that is included in the MD&A.

### Single Audit Reporting Package

Districts subject to the requirements of the Uniform Guidance are required to have a single audit that includes submission of a single audit reporting package. The package includes the independent auditor’s reports on the financial statements, internal control, and compliance, and the MD&A, BFS, notes to the financial statements, other RSI, schedule of expenditures of federal awards, summary schedule of prior audit findings, data collection form, and corrective action plan. See §VIII, Audit Requirements, for more information on single audits.

## FINANCIAL REPORTING ENTITY

When preparing financial statements, districts should include financial information on organizations and activities that, although legally separate, are still in substance part of the district as a reporting entity.

The district’s reporting entity is defined as the primary government and organizations for which the district is financially accountable. In addition, the district may determine, through exercise of management’s professional judgment, that the inclusion of an organization that does not meet the

## **FINANCIAL REPORTING**

financial accountability criteria is necessary in order to prevent the district's financial statements from being misleading. In such instances, that organization should be included as a component unit. There are two methods of combining component unit data within data of the district—blended and discrete presentation.

Blended presentation requires that the funds of that component unit be included with the district's funds in the appropriate fund financial statements and combining statements, if applicable. The general fund of a blended component unit should be reported as a special revenue fund since the district's general fund should be the only general fund for the district.

Discrete presentation requires that component unit financial data be reported in one or more columns separate and to the right of the district's financial data, distinguishing between the district's financial data and those of the discretely presented component units by providing descriptive column headings.

Districts should consult applicable Governmental Accounting Standards Board statements for specific guidance when determining the scope of the district's reporting entity and how to report component units.

### **CONSISTENT APPLICATION OF GAAP**

To assist in providing maximum benefit to potential users, a district's BFS should be comparable between reporting periods. Comparability between periods may be affected by accounting changes, correction of errors in previously issued financial statements, changes in classification, or events or transactions substantially different from those accounted for in previously issued financial statements. Therefore, accounting changes can be classified as changes in an accounting principle, changes in an accounting estimate, and changes in the reporting entity.

Changes in the application of GAAP should be disclosed in the financial statements and may necessitate prior-period adjustments. Guidance provided by the Governmental Accounting Standards Board should be used in accounting for and reporting such changes.

### **INTERNAL REPORTS**

The district should prepare internal reports to facilitate planning, controlling, and evaluating district operations. To be most effective, internal reports should be planned as a regular part of the accounting function. The form, frequency, distribution, and content of internal management reports should be developed to meet the district's needs. For example, budget reports are used to continually monitor budget capacity and performance, and are an integral part of the budget control process. See §IV, Budgeting, for details on budget reports and controls.

# AUDIT REQUIREMENTS

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# AUDIT REQUIREMENTS

## INTRODUCTION

Arizona Revised Statutes (A.R.S.) requires most school districts to have an annual or biennial audit. In addition, districts expending \$750,000 or more in federal awards in a fiscal year are subject to the requirements of the Uniform Guidance. Districts required to comply with the Single Audit Act must contract for a financial and compliance (single) audit annually. The audit must be performed by an independent auditor in accordance with U.S. generally accepted auditing standards; *Government Auditing Standards*, issued by the Comptroller General of the United States; and the Uniform Guidance.

School districts not required to have a single audit that have an adopted expenditure budget of \$700,000 or more for the Maintenance and Operation (M&O) Fund must have an annual or biennial financial statement audit as described below. The audit must be performed by an independent auditor in accordance with U.S. generally accepted auditing standards and *Government Auditing Standards*.

If a school district has an adopted expenditure budget of \$2 million or more for the M&O Fund, the district must have an annual financial statement audit. However, a district may convert to a biennial audit schedule if the previous year's audit did not contain any significant negative findings. The statute defines "significant negative findings" as findings that result in the issuance of a letter of noncompliance from the Office of the Auditor General. If, after a district has converted to a biennial audit schedule, the Office of the Auditor General issues a letter of noncompliance based on the biennial audit, the district must convert back to an annual audit schedule. However, a district may again convert to a biennial audit schedule after receiving two annual audits that do not contain any significant negative findings.

If a school district has an adopted expenditure budget of less than \$2 million but more than \$700,000 for the M&O Fund, the district must contract for a biennial financial statement audit (e.g., an audit of fiscal year 2012 and fiscal year 2013 performed after the second year).

For both single audits and financial statement audits, the district's auditor must also complete the USFR Compliance Questionnaire.

Each year, the Office of the Auditor General issues reporting guidelines for school district financial statements and related notes. Periodically, the Office of the Auditor General and the Arizona Department of Education (ADE) issue a sample request for proposals (RFP) with instructions, a sample audit contract, and a USFR Compliance Questionnaire.

Districts not required to have a single or financial statement audit are subject to a procedural review performed by the Office of the Auditor General (see page [VIII-8](#)). The Office of the Auditor General also conducts performance audits of school districts (see page [VIII-8](#)). In addition, districts may be subject to compliance audits conducted by other federal and state agencies, including ADE, the Arizona State Retirement System, the Internal Revenue Service, and the Arizona Department of Revenue.



# AUDIT REQUIREMENTS

## AUDIT PREPARATION

### Obtaining Audit Services

A.R.S. §§15-914(E) and 41-1279.21(A)(4) require that audit contracts and completed audit reports be approved by the Auditor General. A district contracting for an audit must follow the School District Procurement Rules or the Guidelines for Written Quotes, as applicable (see §VI-G, Expenditures). It is recommended that districts use an RFP when obtaining written quotes even if other requirements of the School District Procurement Rules are not followed. The nature of an audit requires that certain essential information about the district and the necessary elements of the audit requirements be communicated to interested audit firms to enable them to develop a proposed work plan and reasonably estimate the audit's cost.

After the contract is awarded to the selected audit firm, the district must send a copy of the proposed contract to the Office of the Auditor General for approval before the contract is signed and audit work commences. The Office of the Auditor General will notify the district of approval, disapproval, and any contract deficiencies requiring correction.

If a district contracts for a 1-year audit with the option to renew for additional years or contracts for a multi-year audit without an option to renew, the cost for each of the years should be clearly specified in the original contract. For contracts with an option to renew, each year that the renewal option is exercised, the district should notify the audit firm that the district will be renewing the audit contract. The renewal should be made by written notification (letter or email) addressed to the audit firm and include the type of audit to be performed, the year(s) being renewed, and the price(s) as stated in the audit firm's original proposal. A copy of the renewal notification must be submitted to the Office of the Auditor General before any audit work begins. If a district has an approved multi-year contract without an option-to-renew provision, no additional action is needed.

Districts in a multi-year contract that may end up above or below the single audit threshold in any of the remaining years under the contract may submit a contract amendment to the Office of the Auditor General to change the type of audit. Likewise, districts in a multi-year contract for multiple biennial financial statement audits that adopt an expenditure budget of \$2 million or more in the later years of the contract must submit a contract amendment to change the frequency of the audits.

Changes in the work's scope, character, or complexity may be negotiated if the audit firm and district mutually agree that changes of this nature are desirable and necessary. Any changes in the work's scope, character, or complexity must be documented in a contract amendment. All proposed contract amendments must be authorized in writing by the school district and approved by the Office of the Auditor General prior to the performance of the work.

### School District Role

District management has a significant role in the audit process and is responsible for providing supporting documents, detailed schedules, accounting records, and other information the audit firm requires. The accuracy and completeness of such information and of the financial reports prepared from it are an integral part of district management's responsibilities. District management is also responsible for

## AUDIT REQUIREMENTS

maintaining effective internal control that provides reasonable assurance of reliable financial reporting, effective and efficient operations, and compliance with applicable laws and regulations.

Districts having a single audit must issue single audit reports that include financial statements, a schedule of expenditures of federal awards, and a summary schedule of prior audit findings. If these documents are prepared by the audit firm from information provided by the district, district management remains ultimately responsible for them. In addition, at the completion of the audit, districts having a single audit must prepare a data collection form and a corrective action plan.

**Schedule of Expenditures of Federal Awards**—Districts must prepare a schedule of expenditures of federal awards. The schedule identifies each federal award received by the district and total expenditures for each program by federal awarding agency and pass-through agency (if applicable).

**Summary Schedule of Prior Audit Findings**—Districts are required to prepare a summary schedule of prior audit findings to report the status of all audit findings included in the schedule of findings and questioned costs for the previous audit period relative to federal awards. The summary schedule must also include audit findings reported in the prior audit's summary schedule of prior audit findings except audit findings listed as corrected, or no longer valid or not warranting further action.

**Data Collection Form**—A data collection form approved by OMB must be completed and submitted along with the audit reports. The form provides information about the district, its federal programs, and the results of the audit.

**Corrective Action Plan**—If the current year's audit reports include audit findings, districts are required to prepare a corrective action plan to address each finding. The corrective action plan must include the name of the contact person responsible for corrective action, the corrective action planned, and the anticipated completion date. If the district does not agree with an audit finding or believes corrective action is not required, then the corrective action plan must include an explanation and specific reasons.

### **Audit Liaison**

An important step in preparing for an audit is to assign an audit liaison between the district and the audit firm. The liaison may be the business manager, administrator, or a designated employee responsible for the financial statements and accounting records.

The audit firm will usually provide a list of documents, supporting schedules, and analyses required for the audit and will specify the date that such documentation must be available. The liaison should sign this list to acknowledge responsibility for collecting such documentation.

The liaison should review the list and begin preaudit preparation before the end of the fiscal year under audit. This review and preparation may include notifying appropriate individuals of the requirements for year-end reports and taking inventory counts of supplies and capital assets. The liaison should provide appropriate forms and instructions to employees to complete these tasks. The liaison should also ensure that files of contracts, agreements, leases, insurance policies, judgments, and other relevant documents are reviewed for completeness and accessibility before June 30 of the audit period. The liaison should also inform the audit firm of any changes in accounting principles made since the previous fiscal year.

# AUDIT REQUIREMENTS

## AUDIT PROCESS

### Engagement Letter

The audit engagement letter is official notice from the audit firm to the district that an audit of the district's financial statements will be performed. The letter describes the nature of the audit and any limitations on the audit scope, and gives scheduled dates for performing and completing the audit. It may also request cooperation of the district's management and staff in furnishing the accounting records and supporting documentation, and assistance in preparing certain audit schedules and analyses. Additionally, the letter should explain that a financial audit is directed to the expression of an opinion on the district's financial statements.

### Audit Test Work

In order to form an opinion on the financial statements and prepare reports on internal control and compliance, the audit firm must obtain sufficient, appropriate audit evidence. The audit firm obtains this evidence by inspecting documents on a test basis, observing district policies and procedures, asking questions of district personnel, and confirming various transactions, account balances, and other information with district employees and outside entities such as banks, vendors, or the county school superintendent and treasurer.

Audit test work consists of two basic types: tests of controls and substantive tests. Tests of controls are directed toward the design or operation of a control to assess its effectiveness in preventing or detecting material misstatements in a financial statement assertion. These tests also determine whether the district has complied with applicable laws and regulations. Tests of controls are usually performed before the end of the fiscal year under audit, but may be performed later. It is during this test work phase that the audit firm usually completes the USFR Compliance Questionnaire. The audit firm uses the results of the tests of controls to determine the nature, timing, and extent of substantive tests.

The audit firm performs substantive tests to detect material misstatements and include tests of details to determine the validity and propriety of transactions and account balances. Substantive tests include confirmation of account balances, analytical procedures, and the review of litigation, claims, assessments, and subsequent events. Substantive tests are usually completed at or after the end of the fiscal year under audit.

The audit documentation contains the results of all test work, which the audit firm must retain for a period of 5 years after the date of the audit reports as a record of the work performed. The audit documentation is the audit firm's property.

### Audit Reports

The financial statements are the responsibility of district management. The audit firm's responsibility is to express opinions on the financial statements based on the audit and to report on internal control and compliance. Audit firms performing a single audit must also report on the schedule of expenditures of federal awards. The audit firm is also required to complete a USFR Compliance Questionnaire.

## AUDIT REQUIREMENTS

**Independent Auditor’s Report**—The audit firm must issue a report to the governing board on the financial statements. The audit firm’s report may express an unmodified opinion stating the opinion units reported in the financial statements are presented fairly in accordance with U.S. generally accepted accounting principles (GAAP); a qualified opinion that states “except for” certain conditions, the opinion units are presented in accordance with U.S. GAAP; or an adverse opinion that states the opinion units are not presented fairly in accordance with U.S. GAAP. Certain circumstances, although not affecting the audit firm’s unmodified opinion, may require that the audit firm add an explanatory paragraph to the standard report. If the audit firm cannot examine sufficient, appropriate audit evidence to support the fairness of the financial statements, the audit firm will express a disclaimer of opinion. All substantive reasons for modifying or disclaiming an opinion are included in the audit firm’s report on the financial statements in separate explanatory paragraphs.

**Report on Internal Control over Financial Reporting and on Compliance and Other Matters Based on an Audit of Financial Statements Performed in Accordance with *Government Auditing Standards***—The audit firm is required to report on the district’s internal control that is relevant to the financial statements and compliance with certain provisions of laws, regulations, contracts, and grant agreements. This report describes the scope of testing of internal control over financial reporting and compliance and the results of that testing. When applicable, the report refers to the separate schedule of findings.

**Report on Compliance with Requirements That Could Have a Direct and Material Effect on Each Major Program and on Internal Control over Compliance in Accordance with the Uniform Guidance**—The audit firm is required to report on the district’s compliance and internal control over compliance with requirements of laws, regulations, contracts, and grants that could have a direct and material effect on each major federal program. When applicable, the report refers to a separate schedule of findings and questioned costs.

**Schedule of Findings and Questioned Costs**—When applicable, the audit firm must report the following in a schedule of findings and questioned costs:

- The type of auditors’ report issued on the financial statements (i.e., unmodified, qualified, adverse, or disclaimer of opinion).
- Whether significant deficiencies or material weaknesses in internal control were disclosed by the audit of the financial statements.
- Whether the audit disclosed any noncompliance that is material to the financial statements of the district.
- Whether significant deficiencies or material weaknesses in the internal control over major federal programs were disclosed by the audit.
- The type of auditors’ report issued on compliance for major federal programs (i.e., unmodified, qualified, adverse, or disclaimer of opinion).
- Whether the audit disclosed any audit findings that the audit firm is required to report under the Uniform Guidance §200.516.

## AUDIT REQUIREMENTS

- An identification of major federal programs.
- The dollar threshold used to distinguish between Type A and Type B federal programs.
- Whether the district qualified as a low-risk auditee under the Uniform Guidance §200.520.
- Findings related to the financial statements that include significant deficiencies and material weaknesses in internal control over financial reporting, material instances of fraud and noncompliance with provisions of laws or regulations, material noncompliance with provisions of contracts or grant agreements, and material abuse that are required to be reported in accordance with *Government Auditing Standards*.
- Findings and questioned costs for federal awards that include significant deficiencies and material weaknesses in internal control over major federal programs, material noncompliance, questioned costs, and fraud that are required to be reported in accordance with the Uniform Guidance §200.516.

Audit findings that relate to both the financial statements and federal awards should be reported in both sections. However, the reporting in one section may be in summary form with a reference to detailed reporting in the other section.

**Report on the Schedule of Expenditures of Federal Awards**—The audit firm is required to report on the schedule of expenditures of federal awards to provide assurance as to its fair presentation in all material respects in relation to the financial statements taken as a whole. This report may be issued separately or it may be added as a final paragraph of the Independent Auditor’s Report.

**USFR Compliance Questionnaire**—The audit firm must complete the USFR Compliance Questionnaire. The Questionnaire assists the Office of the Auditor General in determining whether a district has attained an acceptable degree of compliance with the USFR.

District personnel should review the USFR Compliance Questionnaire before the audit begins. Districts may choose to complete a copy of the Questionnaire informally to aid in determining whether its internal controls are adequate for substantial compliance with the USFR. The USFR Compliance Questionnaire that is submitted to the Office of the Auditor General, however, must be completed by the audit firm.

### Representation Letter

The audit firm should request written representations from management with appropriate responsibilities for the financial statements and knowledge of the matters concerned. The representation letter should be addressed to the audit firm and signed by the appropriate district official. The letter should be dated as of the date of the auditor’s report on the financial statements.

The representation letter includes management’s assertions regarding the preparation and fair presentation of the financial statements, the information and access provided to the audit firm, and completeness of transactions recorded and reflected in the financial statements. Other specific representations must be made related to fraud, laws and regulations, uncorrected misstatements, litigations and claims, estimates, related-party transactions, and subsequent events.

# AUDIT REQUIREMENTS

## REPORT SUBMISSION AND REVIEW

District management should review drafts of the reports described above and resolve any errors before the audit firm issues the reports. Also, in response to the audit reports on compliance and internal control, the district must provide comments concerning deficiencies, significant deficiencies, and material weaknesses in the reports. The district's comments must include a plan for corrective action taken or planned and a statement on the status of corrective action taken on prior audit findings. The reports are then submitted to the district, Office of the Auditor General, ADE Grants Management Division, the federal audit clearinghouse, the district's county school superintendent's office, and become a matter of public record. A copy of the USFR Compliance Questionnaire and management letter, if one is issued, must be submitted to the Office of the Auditor General and ADE Grants Management Division along with the audit reporting package. Reports must be submitted within 9 months after fiscal year-end or 30 days after the reports are issued to the district, whichever is sooner.

### Report Review, Suspension, and Debarment

A.R.S. §§15-914(E) and 41-1279.21(A)(4) require the Auditor General to ensure that completed audits are conducted in accordance with U.S. generally accepted auditing standards; *Government Auditing Standards*, issued by the Comptroller General of the United States; and the Uniform Guidance, if applicable, and the minimum audit standards prescribed by the Auditor General. Accordingly, the Office of the Auditor General reviews the audit reports and selected audit documentation of audit firms performing school district audits to determine the quality of technical performance and adherence to the cited standards and the Uniform Guidance, and to determine whether the audit firms met the requirements prescribed by the Office of the Auditor General for completing the USFR Compliance Questionnaire.

If it is determined that an audit firm has not met the standards and requirements listed in the preceding paragraph, the Auditor General may disapprove audit contracts, or suspend or debar the audit firm from contracting with school districts for audit services, pursuant to *Arizona Administrative Code* R4-44-101 et seq. The Office of the Auditor General will notify districts if an audit firm has been suspended or debarred.

### USFR Compliance Review and 90-Day Process

The Auditor General is also responsible for determining the district's level of compliance with the USFR. The Office of the Auditor General reviews all audit reports, USFR Compliance Questionnaires, and management letters submitted by the audit firms to determine whether districts have established and maintained effective internal control policies and procedures that comply with the USFR at a satisfactory level. Districts that have complied with the USFR at a satisfactory level may be determined to be compliant or marginally compliant. Marginally compliant districts are notified that the Auditor General's review noted deficiencies that did not cause substantial noncompliance but that must be addressed for the district to continue to comply with the USFR in future years. A.R.S. §15-271 requires the Auditor General to inform any district failing to comply with the USFR at a satisfactory level that it has 90 days to achieve compliance with the USFR. The district is sent a letter and is given 90 days to correct the cited deficiencies. A list of the most significant deficiencies and a corrective action plan template is provided to district management.



## **AUDIT REQUIREMENTS**

During the 90-day statutory period, a district may contact staff from the Office of the Auditor General or ADE for assistance.

After the 90-day period, staff from the Office of the Auditor General will review the district's corrective action plan and may require revisions to ensure the plan fully addresses the district's deficiencies. An on-site review of the district's internal control to determine whether the district has attained substantial compliance with the USFR will generally take place 2-3 months after the district has implemented its corrective action plan. The review will cover the deficiencies communicated to management as well as any other internal control deficiencies noted at the time of the review. The district is notified in writing of the results of the review. If the district has not complied with the USFR at a satisfactory level, a letter of noncompliance is sent to the Arizona State Board of Education requesting the State Board take appropriate action as prescribed by A.R.S. §15-272. Upon request of the State Board, a follow-up review may be conducted on a district found in noncompliance by the State Board.

## **PROCEDURAL REVIEWS**

School districts that have an adopted expenditure budget of less than \$700,000 for the M&O Fund and are not required to comply with the *Single Audit Act Amendments of 1996* are subject to procedural reviews performed at the Office of the Auditor General's discretion.

The objective of a procedural review is to conduct a study and evaluation of the district's internal control to determine whether it complies with the USFR. A procedural review is substantially less in scope than an audit, and an audit opinion is not expressed on the district's internal control or financial statements.

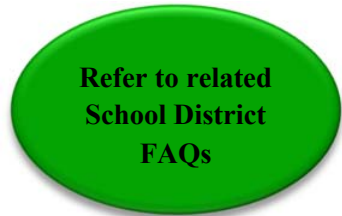
As a result of the review, the Office of the Auditor General issues a procedural review report indicating whether the district is in compliance with the USFR. If a procedural review discloses that a district has not complied with the USFR, the 90-day process as described on page [VIII-7](#) is followed.

## **PERFORMANCE AUDITS**

A.R.S. §41-1279.03 requires the Auditor General to conduct performance audits of school districts. Districts are selected randomly by the Office of the Auditor General for an audit. These audits focus on operational areas such as administration, plant operations and maintenance, food service, student transportation, and IT policies and controls that are designed to determine whether a district is managing its resources in an effective, economical, and efficient manner. These audits provide the Legislature, district decision makers, and the public with information on the use of public monies and identify best practices or make recommendations to the districts to improve operations.

Districts that receive a performance audit must notify the Auditor General in writing as to whether the district agrees or disagrees with the findings and will implement the audits recommendations. The district must also submit to the Office of the Auditor General a written status report on the implementation of the audit findings and recommendations every 6 months for 2 years after the audit is conducted. The Office of the Auditor General reviews the district's progress toward implementing the audit recommendations after receiving the district's status reports.

# INFORMATION TECHNOLOGY



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# INFORMATION TECHNOLOGY

## INTRODUCTION

The information technology (IT) internal control guidelines presented in this section are provided to help school district officials and IT personnel develop and implement effective internal control for IT-based systems. These controls are intended to help provide reasonable assurance that the resulting data is accurate and reliable.

IT controls are a specialized application of basic accounting internal control. The basic concepts are expressed in terms of control objectives and, therefore, are independent of the data processing method used, whether manual or computer-based. IT controls are divided into two basic categories: (1) general controls, which are the policies and procedures that apply to all IT activities and help ensure their proper operation; and (2) application controls, which relate to specific applications, such as the accounting, student attendance, or payroll systems.

Given the wide range of computer systems and applications, each district should tailor IT internal control to effectively and efficiently address its specific environment and risks. For example, Internet accessibility and wireless networks present more opportunities for unauthorized users to gain access to the district's network, systems, and data. Documented and enforced policies and procedures regarding IT systems and specific risks, such as Internet use and wireless access, can protect the district from unintended exposure and consequences. Additionally, the district's IT policies and procedures should address prevention and detection of technology-related issues and should include guidelines on its response to specific incidents.

As used throughout this section, "user" refers to employees, students, and others who use the IT systems to carry out their assigned or authorized activities. "IT personnel" refers to employees who manage, design, program, or operate the IT system(s).

## INTERNAL CONTROL

### General Controls

General controls refer to controls embedded in IT processes and services and include areas such as systems development, change management, security, and computer operations. General controls are intended to ensure that IT resources are directed toward and support business requirements, business application programs are properly managed and maintained, data and systems are safeguarded, and computer operations provide for continuous and effective service.<sup>1</sup> There are four general control areas that management should consider:

1. Systems development helps ensure that computer systems and applications:
  - are acquired or designed in accordance with business needs,
  - address security and control requirements,

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<sup>1</sup> As used in this section, "business" refers to the activity with which an organization is principally and seriously concerned. The context relates to the entity's broader operations, and the intent is that IT processes and services must be focused on the needs and requirements of the entire enterprise rather than on IT itself.

## INFORMATION TECHNOLOGY

- are tested to ensure that they operate as designed, and
  - are properly maintained throughout their life.
2. Change management:
    - addresses needed changes and prevents unauthorized changes to information system resources (for example, software programs and hardware configurations), and
    - provides reasonable assurance that systems are configured and operating securely and as intended.
  3. Security provides a framework and continuing cycle of activity for:
    - managing risk,
    - developing and updating security policies, procedures, and training,
    - assigning responsibilities for security requirements, and
    - monitoring the adequacy of security-related controls.

One particularly important security area that deserves management's special attention relates to access controls, which are designed to limit or detect access to computer resources (data, programs, equipment, and facilities) and protect them against unauthorized use, modification, loss, and disclosure.

4. Computer operations help ensure that critical operations:
  - continue effectively and without disruption, or
  - are promptly resumed when unexpected events occur.

**Systems Development Controls**—Districts should design controls for the acquisition and/or development of, and changes to, their computer systems and applications. IT systems should be developed or modified based on business needs defined by management and users. Policies and procedures for systems development should include:

1. A process to help ensure that systems are designed, or acquired, and implemented in accordance with business and security needs and requirements, and are maintained properly throughout their useful life.<sup>2</sup> Formal policies and procedures over the Systems Development Life Cycle (SDLC) should be considered. The SDLC begins as projects are initially planned and ends when they are finally retired.
2. Requirements that users and IT personnel test the system or changes for consistency with design specifications and user requirements. Testing is usually performed as critical phases of the system are finished and again after the entire system has been completed but before it is put into actual use.

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<sup>2</sup> Business requirements include those that may be both internally and externally mandated. For example, there are requirements that certain information be submitted to the Arizona Department of Education's Student Accountability Information System (SAIS). Related requirements, such as the length and makeup of SAIS IDs, need to be considered both in developing and maintaining local systems.

## INFORMATION TECHNOLOGY

3. Requirements that IT personnel obtain formal approval from business users before placing a system or system modification into operation.
4. Requirements that IT personnel develop and retain system documentation, including documentation of changes from original design specifications.
5. Requirements that user documentation and training be provided to users of the system based upon their job role and function and the way they will be expected to interact with the system.

**Change Management Controls**—Districts should design controls to ensure that key components of their network and systems are kept up-to-date and secure. They can do this by:

1. Developing a plan, strategy, and guidelines to ensure that their computer and network infrastructure (i.e., computers, servers, routers, switches, etc.) are properly maintained and that changes to key equipment and settings are consistent with the district's policies and standards.
2. Establish procedures for monitoring available updates to IT systems and for testing and applying updates to ensure that systems run effectively and securely.

**Security Controls**—Districts should establish a framework and continuous cycle of assessing risk, develop and implement effective security procedures, design and provide security awareness training to staff and users of their computer systems, and monitor and report on the overall effectiveness of their security policies and procedures. In order to do this, districts should:

1. Assign responsibility for security of their IT systems and data, and require periodic reporting on security-related activities to management.
2. Develop and maintain up-to-date security-related policies and procedures, including those which address access to their IT systems and data, and user security awareness training.
3. Periodically assess risks to their IT systems and data, and develop policies and procedures to prioritize and address identified risks.
4. Manage information system security activities, such as installing security patches, anti-virus, and other anti-malware software and updates.
5. Develop policies and procedures that define requirements and actions needed when security incidents occur.
6. Monitor and periodically audit system activity and adherence to security-related policies, procedures, and guidelines.

**Access Controls**—Special attention should be paid to security-related controls over access to IT systems and data. Physical and logical access controls help ensure that only those individuals authorized by management to access and use IT systems and data are able to do so.

Physical access controls include those that restrict the entry and exit of personnel (and often equipment and media) from a physical area, such as an office building, suite, data center, or room containing critical computer-related equipment, such as network servers, routers, and switches. Controls over physical access include barriers that isolate areas and employ screening measures to restrict access. Some examples include:

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1. Combination entry pads and card-key door locks.
2. Surveillance monitors.
3. Intrusion detectors and alarms.
4. Hardware locking mechanisms.

Logical access controls are protection mechanisms that limit users' access to information and restrict the types of access to only what is necessary for them to carry out their assigned duties. Logical access controls are often built into computer and/or network operating systems, or may be part of the "logic" of applications programs or major utilities, such as database management systems. They may also be implemented in add-on security packages that are installed onto computer systems. Some examples of logical security control techniques include the use of:

1. Individual user accounts and passwords, with defined password requirements such as length, characteristics (i.e., use of upper/lower case letters, numbers, symbols, etc.), frequency with which they must be reset, prohibitions against reuse, termination of access rights when a user no longer has a need for access to data, etc.
2. Different levels of access capabilities, such as read/write privileges, based on data classification and/or ownership.
3. Data encryption technologies.
4. Properly configured firewalls and intrusion detection/prevention systems.
5. Up-to-date anti-virus, anti-spyware, anti-spam, and other anti-malware programs, and signatures.
6. System access and exception reports and logs.

Access to program files and production data, including general ledger accounting structure, electronic signatures, vendor file information, and employee and student file data, should be controlled and limited where possible. Program documentation contains information regarding how the programs work, their data file structures, control mechanisms and criteria, and other sensitive information that could be manipulated or used to access or modify systems and data. Therefore, access to program documentation should be restricted to only those employees authorized to maintain computer programs.

Access controls should include maintaining an audit trail to enable tracing of electronic transactions from inception to final disposition. If appropriate electronic audit trails are not available, manual processes should be used to track and document changes made.

**Computer Operations Controls**—Districts should establish policies and procedures to ensure that IT systems are operating effectively and kept up-to-date, and that systems and data are protected from unintended loss or destruction. To do this, districts should:

1. Collect and analyze key system information, such as server processor and disk space utilization, error/incident logs, and capacity management reports, in order to be able to plan for system upgrades or replacements.
2. Establish system replacement guidelines and procedures, including requirements for the proper destruction of information contained on systems that are retired or taken out of service.

## INFORMATION TECHNOLOGY

3. Maintain and regularly update network infrastructure and configuration information.
4. Implement environmental controls. The computer facility should be protected against safety hazards and environmental damage. Storage media, such as computer hard drives, disks, tapes, portable external storage devices such as flash drives, etc., should be protected from exposure to moisture, extreme temperatures, fire, powerful magnetic fields, and other environmental risks. Safeguards against fire might include smoke detectors and fire suppression equipment.
5. Implement backup controls. Backup controls help ensure that current copies of critical system and data files are maintained and easily retrievable. Files, programs, and documentation should be physically safeguarded by maintaining backup copies and regularly storing backups in an off-site storage facility. The frequency and timing of backup procedures or archival policies should be determined by the amount of effort to recreate the current system in the event of losses and legal requirements. Ordinarily, data files may be backed up daily or more frequently; software programs and the related documentation may be backed up when new program changes are made. Districts should develop and document policies and procedures for data recovery, such as the prioritization of programs and files necessary to resume normal operations.
6. Implement disaster recovery controls. Disaster recovery controls help ensure the continuity of operations should an event cause damage or loss to critical computer resources or facilities. Districts should develop and routinely update a documented disaster recovery plan, test the plan periodically, and ensure adequate insurance coverage to provide resources necessary for continuity of operations in the event of a disaster affecting IT systems and data. A disaster recovery plan should include:
  - Business impact analysis, including a risk assessment of critical business functions, risk mitigation, and disaster scenarios.
  - Business recovery strategies, including recovery tasks and procedures.
  - Computer equipment and software inventories.
  - Vital records required for resumption and recovery efforts.
  - List of supplies and equipment required for resumption and recovery efforts.
  - Crisis management plan.
  - Escalation procedures used to specify exactly how to respond to emergencies and how to tell when a “problem” has become a potential “disaster.” Disaster recovery plans should state the steps to follow for escalating unresolved problems to disaster status.
  - Notification procedures for recovery teams.
  - Contact lists of recovery team members, management personnel, vendors, and others as may be appropriate.
  - Plan maintenance and training requirements to ensure that the plan is kept up-to-date and all parties understand their roles and responsibilities during the plan’s execution.

# INFORMATION TECHNOLOGY

## Application Controls

Application controls are manual or programmed activities intended to ensure the completeness and accuracy of records and the validity of entries made into business computer systems. They are embedded in business process applications and include checks over completeness, accuracy, validity, authorization, and separation of duties.

1. Completeness checks help ensure all records were processed from initiation to completion (i.e., provide reasonable assurance that all transactions that occurred are input into the system), accepted for processing, processed in accordance with system requirements, and properly included in output. The most commonly encountered controls for completeness include the use of record counts and control totals, computer sequence checking, computer matching of transaction data with data in a master or suspense file, and checking of reports for transaction data.
2. Accuracy checks provide reasonable assurance that transactions are properly recorded with correct information, data elements are processed correctly by applications, reliable results are achieved, transactions detected with errors are controlled to ensure that they are corrected and reentered in a timely manner, and output is reviewed and control information is reconciled to determine whether errors occurred during processing.
3. Validity checks help ensure that a program operates on clean, correct, and useful data by checking for correctness, meaningfulness, and security of data that is input into the system. The simplest data validation verifies that the characters provided come from a valid set. For example, telephone numbers should include the digits and possibly the dash, and left and right parentheses. A more sophisticated data validation routine would check to see that the user had entered a valid country code (i.e., that the number of digits entered matched the convention for the country or area specified).
4. Authorization checks help ensure that only approved users have access to the application system and that data is properly authorized before it is entered or accepted into the system.
5. Separation of duties helps ensure that checks are in place to prevent fraud and errors by separating the tasks and associated privileges for a specific business process among multiple users. These controls include policies, procedures, and an organizational structure established so that one individual cannot control key aspects of computer-related operations and thereby conduct unauthorized actions or gain unauthorized access to assets or records.

The responsibility for application controls is a joint responsibility between the business and IT personnel. Business personnel are responsible for properly defining functional and control requirements and use of automated services. IT personnel are responsible for automating and implementing business functional and control requirements, and establishing controls to maintain the integrity of applications controls.

Application controls are commonly categorized into the following three phases of a processing cycle:

1. **Input**—Data is authorized, converted to an automated form, and entered into the application in an accurate, complete, and timely manner.

Controls in this phase would include data validation and edit checks that enforce system requirements for data entering the application. For example, they would check for valid account codes, missing data elements, data reasonableness, proper formats, mathematical accuracy, or batch totals.

## INFORMATION TECHNOLOGY

Districts should establish review and control policies and procedures for the prevention, detection, and correction of data input errors. Additionally, to minimize the risk of fraud and identity theft, error logs should not contain sensitive or confidential information, such as social security numbers or bank account numbers. Further, an employee who does not input data should review and approve error corrections and ensure that an adequate audit trail exists to document and record them.

2. **Processing**—Data is properly processed by the computer, and files are updated correctly. These controls would include requirements that users reconcile relevant input control totals with data processed by the application.

To the extent possible, application processing should be standardized, and the manual and automated procedures used should be documented. Audit trails and output reports should be monitored on a regular basis to help ensure that transactions are processed as intended. Users should reconcile relevant input control totals with data processed by the application. For example, the ledger in an accounting system could provide total debits and credits to be calculated for the input transactions to ensure balancing.

Further, the application should have controls to ensure that the correct file is processed, file processing errors are detected, and operator errors are identified. Errors may indicate control weaknesses or control processes that are being bypassed. Where possible, limit and reasonableness checks should be incorporated within programs to help detect clerical or processing errors. Districts should also implement sufficient controls to protect the confidentiality of data during processing.

3. **Output**—Files and reports generated by the application are created properly and accurately reflect the results of processing, and reports are controlled and distributed to the authorized users.

Output controls provide assurance that data has been processed accurately and completely, and that the output is distributed correctly and in a timely manner. Output can be in hard copy form, electronic files that become input to other systems, or as information available for online viewing.

A designated employee independent of processing responsibilities should prepare reconciliations, or automated controls may be incorporated into the application to ensure that correct processing has occurred. When feasible, an employee should compare processed information to original source documents.

Output controls should ensure that the application's results are delivered only to the appropriate end users, output is restricted from unauthorized access, and record retention and backup schedules are established. In particular, districts should ensure that content and availability of output and data are consistent with end users' needs, data sensitivity, confidentiality requirements, and applicable laws and regulations. Further, critical documents and reports, such as blank check stock and reports containing confidential employee or student information, should be properly secured from unauthorized access and use.

**Separation of Duties**—As with non-IT internal control, districts should establish the structure in which operations function and determine their relationships to each other. Often, separation of duties is achieved by splitting responsibilities between two or more organizational groups. Dividing duties this way diminishes the likelihood that errors and inappropriate acts will go undetected because the activities of one group or individual will serve as a check on the activities of the other. Separation of functions, duties,



## INFORMATION TECHNOLOGY

and responsibilities is necessary so that no individual performs incompatible duties that may permit errors or fraud to occur and remain undetected.<sup>3</sup>

The extent to which duties are separated depends on the size of the organization and the risk associated with its activities. A large organization will have more flexibility in separating key duties than a small organization that must depend on only a few individuals to perform its operations. These smaller organizations may rely more extensively on supervisory review to control activities. Similarly, activities that involve extremely large dollar transactions, or are otherwise inherently risky, should be divided among several individuals and be subject to relatively extensive supervisory review.<sup>4</sup>

Additionally, to prevent the unauthorized or fraudulent manipulation of applications or data, districts should separate key responsibilities between IT personnel and users. To accomplish this, districts should designate specific users to initiate and authorize transactions, and prohibit IT personnel from initiating or authorizing transactions. In addition, users should not have system-level access to modify data or programs. When independence is not possible, such as when users also perform IT functions related to the system(s), management must periodically review transactions to help compensate for inadequate separation of duties.

Further, among the IT personnel, programming responsibilities should be separated from computer operation responsibilities. Unauthorized modifications to programs or files are more likely if an employee has the ability to perform both programming and operating functions. If separation of these duties is not feasible, districts should ensure that a supervisor reviews system logs, balancing reports, and other relevant indicators regularly.

## DOCUMENTATION

Districts should establish and document policies and procedures for its IT operations. The amount of documentation necessary depends upon the circumstances and complexity of the district's IT systems. However, at a minimum, standards and procedures related to systems development, change management, security, and computer operations, as described above, should be developed and regularly maintained.

Documentation of application systems and the controls associated with them is also very important. System, program, operations, and user documentation should be prepared and maintained in a standardized, organized manner.

In designing and implementing IT systems, organized and thorough documentation can:

1. Provide an understanding of the system's objectives, concepts, processes, and output.
2. Provide a resource for systems analysts and programmers responsible for maintaining and revising existing systems.
3. Enable supervisory review of work performed on the system.

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<sup>3</sup> Based on the Federal Information System Controls Audit Manual (FISCAM), GAO-09-232G, February, 2009. Chapter 3, section 3.4.

<sup>4</sup> Ibid.



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4. Serve as a reference for existing staff and as a basis for training new personnel.
5. Communicate system information to systems analysts, programmers, operators, and auditors.

System documentation should include a brief narrative description of the system's business purpose and provide both an overview of the system and an explanation of the integration, if any, with other systems. Information on system testing performed, user involvement, and sign-off should be maintained. Input, processing, output, file, security, and related controls for each system should be described. In addition, information regarding significant system changes, including their purpose, scope, authorization, and effective dates, should be preserved.

Program documentation should include a description of the program's purpose; a flowchart, decision table, or detailed logic narrative; a list of built-in control features such as error-detection routines; a detailed description of file formats and record layouts; and the program code itself. Operating instructions, input and output formats, users' request for any changes, change test results, and user's approval of the revised program, if applicable, should also be documented. The interrelationship between that program and other programs that make up the system should also be described.

Operations documentation should include setup instructions and on-going operational requirements, recovery and restart procedures in the event of hardware or software malfunctions, and error-correction procedures. The error correction procedures should include documentation of the problem, cause-analysis, identification of the individual assigned to correct it, and timely review by a supervisor to verify that the problem was resolved. Furthermore, this documentation should also include a list of control procedures and the personnel (positions) responsible for performing them.

User documentation should outline user instructions and provide information about how to use the application, including:

1. Input and output descriptions, including data entry screens and data display screens.
2. Applicable cut-off procedures for submitting data.
3. Balancing and reconciliation procedures.
4. Basic and common functionality.
5. Advanced functionality.
6. Instruction on using the Help functionality.
7. Explanation of error messages and appropriate responses.
8. Problem resolution procedures and/or technical support resources.

## **INTERNET AND E-MAIL**

The Internet provides a mechanism for systems and users to connect to other systems and users outside of the organization's own network. While this provides opportunities, it also introduces potential threats. Therefore, the district's networks and the systems that reside on them need to be properly secured to ensure that its IT resources and data are not accessible and used by unauthorized individuals, or in unauthorized or inappropriate ways. Two important steps districts can take to increase security and ensure

## **INFORMATION TECHNOLOGY**

proper use of electronic resources and information are to develop Internet and e-mail use and security policies, and to implement security and monitoring measures to ensure computer users' compliance with the policies. These policies should address:

1. Who is allowed to use the Internet and e-mail.
2. When they are allowed to use it.
3. What constitutes acceptable use of the Internet and e-mail.
4. What constitutes unacceptable use of the Internet and e-mail.
5. Monitoring procedures for Internet account activity.
6. Virus, spam, and other types of malware protection.
7. Requirements and guidelines over the use and configuration of firewalls and other network perimeter security devices, such as intrusion prevention systems, intrusion detection systems, network access control devices, etc.
8. Procedures for reporting and responding to suspected security and policy violations.

A written Internet and e-mail policy raises users' level of security awareness and serves as guidance for technical decisions affecting Internet and e-mail activity. Further, the policy may help strengthen the district's position in the event of legal prosecution of a security violation. This policy need not be technical; however, it should include a summary of the district's Internet and e-mail security concerns. Further, users should be required to acknowledge and document receipt of the policy and their intention to follow the policy before being granted access to the Internet and e-mail. Districts should also institute periodic security awareness training to remind users of their requirements and responsibilities.

## **WIRELESS NETWORKS**

Wireless networks provide the ability to access network resources, such as files, printers, the Internet, e-mail, and data, without the use of the traditional cables and wires generally required to connect to a district or school site's network infrastructure. In general, wireless networks should be given special attention and need to be adequately controlled due to the risks inherent in using this type of technology. Specifically:

1. All of the vulnerabilities that exist in a wired network also apply to wireless networks (e.g., unauthorized access, viruses, denial-of-service attacks, etc.).
2. Unauthorized wireless connections can be set up without anyone's knowledge by either authorized (i.e. staff, students, or contractors) or unauthorized individuals and may affect network security and performance.
3. Wireless access points, particularly those set up on an ad hoc basis, are often implemented without attention to security and authentication issues, such as the use of default passwords, and may bypass existing network and firewall protections.
4. Sensitive information that is transmitted wirelessly between devices may be easily intercepted and used if not encrypted.

## **INFORMATION TECHNOLOGY**

Reducing the risks and security issues related to wireless networks may require significant effort, resources, and vigilance. Actions needed to maintain a secure wireless network include:

1. Performing a risk assessment of the different threats and vulnerabilities introduced by wireless technology and regularly monitoring the network for unauthorized wireless access points.
2. Developing or expanding and disseminating the security policy to address the proper use and security requirements over wireless access networks.
3. Enabling encryption and authentication security features to mitigate unauthorized access and wireless eavesdropping.
4. Training users on how to properly use wireless access technologies to minimize risks to the district or school site's network.

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| <p align="center"><b>CONSTITUTION OF ARIZONA</b></p>  | <p align="center"><b>ARIZONA ADMINISTRATIVE CODE</b></p>   |
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| <p>Sections of the Constitution of Arizona pertinent to school district accounting and financial reporting responsibilities are listed below.</p> | <p>Administrative rules and regulations pertinent to school district accounting and financial reporting responsibilities are listed below.</p>   |
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| <p>§8 Local debt limits; assent of taxpayers</p>  | <p>§R2-8-101 et seq</p>  |
| <p>§8.1 Unified school district debt limit</p>  | <p align="center"><i>Article 2 — Retirement System</i></p>   |
| <p>§18 Residential ad valorem tax limits; limit on increase in values</p>   | <p>§R2-8-122 Remittance of contributions</p>   |
| <p>§21 Expenditure limitation; school districts and community college districts; adjustments; reporting</p>                                       | <p align="center"><b>TITLE 4— COMMERCE, PROFESSIONS AND OCCUPATIONS</b></p> <p align="center"><b>Chapter 44: Auditor General</b></p> <p align="center"><i>Article 1 — Suspension and Debarment of Contractors Providing School District Audit Services; Disapproval of Contracts</i></p> |
| <p align="center"><b>Article XI: Education</b></p>  | <p>§R4-44-101 et seq</p>   |
| <p>§1 Public school system; establishment and maintenance; elements; education of the deaf, dumb, and blind</p>                                   | <p align="center"><b>TITLE 7— EDUCATION</b></p> <p align="center"><b>Chapter 2: State Board of Education</b></p> <p align="center"><i>Article 8 — Compliance</i></p>   |
| <p>§2 Conduct and supervision of school system</p>  | <p>§R7-2-801 et seq</p>  |
| <p>§6 Admission of students of both sexes to state educational institutions; tuition; common school system</p>                                    | <p align="center"><i>Article 9 — School District Budget and Accounting</i></p> <p>§R7-2-901 et seq</p>   |
| <p>§10 Source of revenue for maintenance of state educational institutions</p>  | <p align="center"><i>Article 10 — School District Procurement Rules</i></p> <p>§R7-2-1001 et seq</p>   |
| <p align="center"><b>Article XVIII: Labor</b></p>   | <p align="center"><i>Article 11 — School District Procurement Continued</i></p> <p>§R7-2-1101 et seq</p>   |
| <p>§1 Eight-hour day</p>  |  |
| <p>§2 Child labor</p>   |  |
| <p>§8 Workmen’s compensation law</p>  |  |

**OTHER SOURCES**

Other sources pertinent to school district accounting and financial reporting responsibilities are listed below.

Audit and Accounting Guide, *Audit Sampling*, American Institute of Certified Public Accountants

Audit and Accounting Guide, *The Auditor's Study and Evaluation of Internal Control in EDP Systems*, American Institute of Certified Public Accountants

Audit and Accounting Guide, *Audits of State and Local Governmental Units*, American Institute of Certified Public Accountants

Audit and Accounting Guide, *Not-For-Profit Organizations*, American Institute of Certified Public Accountants

Auditing Procedure Study, *Auditing in Common Computer Environments*, American Institute of Certified Public Accountants

Auditing Procedure Study, *Auditing with Computers*, American Institute of Certified Public Accountants

*Audit Management Handbook*, Stephen J. Gauthier, published by the Government Finance Officers Association

*Catalog of Federal Domestic Assistance*, Office of Management and Budget and the General Services Administration

*Child Nutrition Programs Guidance Manual*, Arizona Department of Education, Child Nutrition Office

Circular E—*Employer's Tax Guide*, Internal Revenue Service

*Codification of Governmental Accounting and Financial Reporting Standards*, Governmental Accounting Standards Board

*Codification of Statements on Auditing Standards*, American Institute of Certified Public Accountants

*Government Auditing Standards*, Comptroller General of the United States

*Governmental Accounting, Auditing and Financial Reporting* (1988), Government Finance Officers Association

Title 2 U.S. Code of Federal Regulations Part 200, *Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards* (Uniform Guidance)

Title 2 U.S. Code of Federal Regulations Part 225, *Cost Principles Applicable to State, Local, and Indian Tribal Governments*

*Uniform Administrative Requirements for Grants and Cooperative Agreements to State and Local Governments* (Common Rule), Office of Management and Budget

*Uniform Accounting Manual for Arizona County School Superintendents*, Auditor General of the State of Arizona

*Uniform Accounting Manual for Arizona County Treasurers*, Auditor General of the State of Arizona

*Uniform System of Financial Records for Arizona Charter Schools*, Auditor General of the State of Arizona

*Uniform System of Financial Records Memorandums*, Arizona Department of Education and the Auditor General of the State of Arizona

**Accounting Responsibility Program**—Program allowing districts that meet certain requirements to assume responsibility for various accounting and administrative functions that are otherwise performed by the county school superintendent. These include preparing warrants; verifying certification records for teachers, principals, administrators and other certified staff; and reconciling revenues and expenditures to the county treasurer's records. A.R.S. §15-914.01

**Accrued Liabilities**—Amounts owed but not yet due (e.g., accrued wages payable is a liability for wages earned by employees between the last payment date and fiscal year-end but that are not yet due).

**Adjusting Entry**—An entry made in the general journal to correct an amount previously recorded in error or to present the accounts on the modified accrual or full accrual basis. These entries are usually made at the end of the month or year after all other journal entries have been posted.

**Advice of Encumbrance**—A form that indicates the amount for each levy fund that must be encumbered to pay for goods or services received on or before June 30, but not paid by that date. Warrants may be drawn to pay for such goods or services for a period of up to 60 days after the close of the fiscal year. A.R.S. §15-906

**Appropriation**—A legal authorization granted by a legislative body to make expenditures and to incur obligations for specific purposes, usually with specific limitations as to amount, purpose, and time.

**Assessed Valuation**—A valuation determined by the county on real and personal property as provided in A.R.S. §42-15010 to be used as a basis for setting the tax levy and calculating equalization assistance.

**Bonded Indebtedness**—That portion of debt represented by outstanding bonds.

**Capital Expenditure**—An expenditure intended to benefit future periods. Generally, the acquisition of or improvement to land, buildings, or equipment.

**Capital Lease**—An agreement that conveys the right to use land, buildings, or equipment, usually for a stated period of time, that meets one or more of the criteria set forth in Governmental Accounting Standards Board (GASB) Statement No. 62. In substance, the periodic payments are similar to an installment purchase by the lessee for the rights to acquire the lessor's property in the future.

**Cash-Controlled Funds**—District funds other than the Maintenance and Operation (M&O), Unrestricted Capital Outlay (UCO), Adjacent Ways, and Classroom Site funds. Federal and state project funds are cash-controlled funds unless the county treasurer maintains only the minimum number of accounts as prescribed in A.R.S. §15-996.

**Change Funds**—Cash provided to a cashier to make change for cash transactions.

**Charter School**—A public school established by contract with the State Board of Education, the State Board for Charter Schools, a university under the jurisdiction of the Arizona Board of Regents, a community college district, or a group of community college districts pursuant to A.R.S. §15-181 et seq.

**Clearing Account**—An account used to accumulate debits or credits for the purpose of distributing them later among the accounts to which they are allocable.

**Coding**—A system of numbering or otherwise designating entries, invoices, vouchers, etc., for the purpose of identifying the amounts to be recorded and accounts affected.

**Compensated Absences**—Absences, such as vacation, sick, and personal leave for which it is expected employees will be paid.

**Component Unit**—Legally separate organization for which the elected officials of the primary government are financially accountable. In addition, a component unit can be another organization for which the nature and significance of its relationship with a primary government is such that its exclusion would cause the primary government's financial statements to be misleading or incomplete.

**Contingent Liability**—Potential obligation dependent on the outcome of one or more future events, such as accumulated unvested sick leave, a pending lawsuit, or an uncompleted contract.

**Credit Memo**—A notice to a purchaser that the seller has decreased an amount the purchaser owes, resulting in the reduction of a future invoice payment or a cash refund.

**Cutoff Date**—The date selected for separating transactions of one accounting period from those of the succeeding accounting period.

**Database Management System**—A system of storing interrelated data in a centralized location that can be accessed by multiple users and used in one or more applications.

**Depreciation**—Expiration of the service life of capital assets attributable to wear and tear, deterioration, environmental factors, inadequacy, and obsolescence. Also, the portion of the cost of a capital asset charged as an expense during a particular period. In accounting for depreciation, the cost of a capital asset, less any salvage value, is prorated over the estimated service life of such an asset, and each period is charged with a portion of such cost.

**Double Entry**—A system of accounting whereby an entry made to the debit side of an account or accounts requires an entry or entries for a corresponding amount to the credit side of another account or accounts. The underlying premise for this system is that every financial transaction affects at least two accounts. Double entry accounting requires the maintenance of a balance between assets and the sum of liabilities and fund balance/net position (i.e., debits must equal credits).

**Encumbrances**—Commitments related to unperformed contracts for goods or services evidenced by purchase orders, contracts, or salary commitments.

**Equalization Assistance**—The difference between the equalization base and the local contribution (the qualifying tax levy). When the difference is positive, the district is eligible to receive state and county funding for a related portion of the equalization base. When the difference is negative, the district does not receive state or county funding for its equalization base. A.R.S. §15-971

**Equalization Base**—Amount used in the calculation of equalization assistance as described in A.R.S. §15-971(A). The total of the district additional assistance and the lesser of the district’s revenue control limit or district support level.

**Federal Impact Aid**—Aid received by school districts that have a lower property tax base because the property base includes federal land and for costs incurred because of “federally connected” students, such as children of armed services personnel working at a nearby military base.

**Financial Audit**—An audit conducted to determine whether the district’s financial statements are presented fairly in conformity with generally accepted accounting principles.

**Financial Statements**—Presentations of financial data that show the financial position and the results of financial operations of a fund, group of funds, or an entire entity for a particular accounting period.

**Fiscal Year**—A 12-month period to which the annual operating budget applies and at the end of which the district determines its financial position and the results of its operations. The fiscal year for Arizona school districts is July 1 through June 30. A.R.S. §15-101

**Full-Time Equivalent**—A number derived by dividing the amount of actual employed time in a position by the amount of employed time required in a corresponding full-time position.

**Fund Balance**—The difference between total fund assets and deferred outflows of resources and total fund liabilities and deferred inflows of resources of governmental funds.

**Fund Type**—Any 1 of 11 categories into which all funds are classified in governmental accounting. The 11 types are general, special revenue, capital projects, debt service, permanent, enterprise, internal service, pension (and other employee benefit) trust, investment trust, private-purpose trust, and agency funds.

**Generally Accepted Accounting Principles (GAAP)**—Uniform minimum standards and guidelines for financial accounting and reporting. They govern the form and content of a district’s financial statements. GAAP encompass the conventions, rules, and procedures necessary to define generally accepted accounting practice at a particular time. They include not only broad guidelines of general application, but also detailed practices and procedures. GAAP provide a standard by which to measure financial presentations. The primary authoritative body on the application of GAAP for districts is the Governmental Accounting Standards Board.

**Generally Accepted Auditing Standards (GAAS)**—Standards established by the American Institute of Certified Public Accountants (AICPA) for the conduct and reporting of financial audits.

**Government Auditing Standards (GAS)**—Standards issued by the Comptroller General of the United States in the publication *Government Auditing Standards* for the conduct and reporting of both financial and performance audits. GAS establish general standards applicable to both types of audits, and separate standards of fieldwork and reporting for financial and performance audits. The GAS standards of fieldwork and reporting for financial audits incorporate and build upon GAAS.

**Imprest Basis**—A method for handling minor disbursements whereby a fixed amount of money, such as petty cash or a revolving account, is set aside for this purpose. Disbursements are made from time to time as needed, a receipt and documentation being completed in each case. At certain intervals or when the monies are

expended below a designated amount, a report with supporting documentation is prepared and the petty cash or revolving account is replenished for the amount of disbursements by a check or warrant drawn on the appropriate fund. The total of unspent monies plus the amount of paid receipts or other charges against the account at any one time must equal the total amount of monies authorized.

**Interfund Transfers**—Flows of assets (such as cash or goods) from one fund to another without equivalent flows of assets in return and without a requirement for repayment. A list of authorized interfund transfers is provided beginning on page III-56.

**Internal Control**—A process, effected by an entity’s board of directors, management and other personnel, designed to provide reasonable assurance regarding the achievement of objectives in the safeguarding of assets, reliability of financial reporting, effectiveness and efficiency of operations, and compliance with applicable laws and regulations.

**Intrafund Transfers**—Amounts transferred from one account to another within the same fund. Applies primarily to the Student Activities Fund.

**Invoice**—An itemized statement from a vendor for services or merchandise provided or sent to a district that shows quantities, prices, total charges, and applicable dates.

**M&O Fund Budget Balance Carryforward**—The amount of M&O Fund budget balance that can be carried forward to the next fiscal year. The carryforward may not exceed a statutorily specified percentage (currently 4 percent) of the current year’s revenue control limit (RCL) and is specifically exempt from the RCL. A.R.S. §15-943.01

**Notes to Financial Statements**—The summary of significant accounting policies and other disclosures required for a fair presentation of the district’s financial statements in conformity with GAAP. The notes to the financial statements are an integral part of the financial statements.

**Operating Lease**—A lease agreement that does not meet any of the criteria for capitalization set forth in GASB Statement No. 62. In substance, the periodic payments made by the lessee are simply rent for the use of the lessor’s property.

**Petty Cash**—A sum of money set aside on an imprest basis to pay small obligations for which the issuance of a formal voucher and warrant would be too expensive and time consuming. Petty cash accounts are sometimes referred to as petty cash funds. However, they are not funds in the accounting sense. Examples of petty cash expenditures include postage, freight, express, parcel post, travel, or other minor disbursements.

**Pooled Investments**—Monies of various funds commingled for investment purposes. Monies may be pooled to obtain a higher yield on investments and to allow for improved investment management. Fund or district monies are individually accounted for in the pool.

**Prepaid Items**—The amount paid for a benefit not yet received, such as rent paid in advance and unexpired insurance premiums.



**Purchase Order**—A document for the authorization and control of expenditures, which should be sequentially numbered, authorizing the delivery of specified merchandise or the rendering of certain services and the related charges.

**Refunding Bonds**—Bonds issued to retire bonds already outstanding. The refunding bonds may be used to provide the resources for redeeming outstanding bonds, or the refunding bonds may be exchanged with the holders of the outstanding bonds. Cash received is usually invested in securities, and the securities are deposited in an irrevocable trust with an escrow agent to provide for all future debt service payments of the refunded bonds.

**Registered Warrant**—A warrant that is registered by the county treasurer for future payment because of insufficient monies and that is to be paid in the order of its registration. In some cases, such warrants are registered when issued, and in others, when first presented to the county treasurer by the holders. A.R.S. §11-635

**Reporting Entity**—The oversight unit and all of its component units, if any, that are combined in the comprehensive annual financial report (financial report) or general purpose financial statements (GPFS).

**Requisition**—A written request, usually from one department or school, provided to the district purchasing agent or warehouse, requesting specified items or services.

**Reversing Entry**—An adjusting journal entry recorded to reverse adjusting entries previously recorded. In most instances, the entries to be reversed were originally made to establish the accounts on the modified accrual or full accrual basis for financial reporting purposes.

**Revolving Account**—An imprest basis account established to provide travel advances, establish petty cash or change funds, or for other minor disbursements in order to expedite district operations.

**Revolving Line of Credit**—A line of credit established by the county board of supervisors with a financial institution to allow the county treasurer to redeem warrants drawn on M&O, UCO, Adjacent Ways, and Classroom Site funds when monies are insufficient to pay the warrants. A.R.S. §11-604.01

**Single Audit**—An audit performed in accordance with the Single Audit Act Amendments and the Uniform Guidance.

**State Equalization Assistance**—An appropriation based on statutory formulas made by the Legislature for the support of public elementary and secondary education (commonly referred to as State Aid). Does not include payments made under A.R.S. §15-972 for additional State Aid, also referred to as the homeowners' rebate. A.R.S. §15-971

**Surety Bond**—A written promise to pay damages to or to indemnify the district against losses caused by the party or parties named in the document through nonperformance, misappropriation, or embezzlement.

**Transportation Revenue Control Limit (TRCL)**—The TRCL for the budget year is the TRCL for the current year plus any allowable portion of the increase in the transportation support level from the current year to the budget year. A.R.S. §15-946



**Transportation Support Level (TSL)**—The support level for pupil transportation computed as provided in A.R.S. §15-945.

**Unencumbered Balance**—That portion of a budget not yet expended or encumbered. The balance remaining after deducting expenditures and outstanding encumbrances from the budget.

**Voucher**—A document upon which the governing board authorizes the county school superintendent to draw a warrant. The accounts to be charged and payees are included on the document. Accounting Responsibility Program districts prepare their own warrants.

**Warrant**—A written order drawn by a county school superintendent on behalf of a governing board directing the county treasurer to pay a specified amount to a designated payee. Unlike checks, warrants are not necessarily payable on demand and may not be negotiable. Accounting Responsibility Program districts prepare their own warrants.

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**INTRODUCTION**

Education Service Agencies (e.g., Regional Educational Service Agencies, Education Service Centers, Educational Cooperative Service Units, Educational Service Districts, etc.) have been formed in many states as a means of providing regional services to school districts. Through these cooperative efforts, school districts in other states have been able to save money and obtain services not otherwise available to them. Arizona school districts are authorized by Arizona Revised Statutes (A.R.S.) §15-342(13) to enter into contracts or agreements with one another or with other governing bodies for the joint exercise of any power common to the contracting parties pursuant to A.R.S. §11-952. Arizona Administrative Code (A.A.C.) R7-2-1191 specifically authorizes districts to participate in, sponsor, conduct, or administer a cooperative purchasing agreement for the procurement or disposal of materials, services, or construction.

Districts may also participate in county school superintendent (CSS) sponsored special service programs in accordance with A.R.S. §15-365. However, contracts or agreements entered into for such special service programs offered through the CSS are not subject to the following policies covering district contracting for joint or cooperative activities.

**POLICIES**

The following policies should be implemented to comply with statutory and administrative rule requirements and maintain effective internal control over district contracting for joint or cooperative activities that are identified in statutes as intergovernmental agreements and contracts.

1. Contracts involving two or more districts entered into pursuant to A.R.S. §11-952 must be approved by the State Board of Education (A.R.S. §11-952.A).
2. Contracts must specify the following information (A.R.S. §11-952.B).
  - a. Duration
  - b. Purpose
  - c. Manner of financing the joint or cooperative undertaking and of establishing and maintaining a budget therefor
  - d. Permissible method or methods to be employed in accomplishing the partial or complete termination of the agreement and for disposing of property upon such partial or complete termination
  - e. Any other necessary and proper matters
3. Contracts must be submitted to the attorney for each party, who must determine whether the said agreement is in proper form and is within the powers and authority granted under the law (A.R.S. §11-952.D).

4. Contracts submitted to the Attorney General such as those involving a state agency must be filed with the Secretary of State. Any contract submitted to an attorney other than the Attorney General must be filed with the Secretary of State if the agreement affects more than one county or with the county recorder if only one county is affected. (A.R.S. §11-952.F and G)
5. Contracts must also state the following provisions (A.A.C. R7-2-1192).
  - a. Payment for materials and services and inspection and acceptance of materials or services ordered by a district under a cooperative purchasing agreement are the exclusive obligation of such district
  - b. The exercise of any rights or remedies by a district is the exclusive obligation of such district
  - c. Any district may terminate without notice any cooperative purchasing agreement if another eligible procurement unit fails to comply with the terms of the contract
  - d. Failure of an eligible procurement unit to secure performance from the contractor in accordance with the terms and conditions of its purchase order does not necessarily require any other district to exercise its own rights or remedies
6. A contract's duration may be extended by notifying the official with whom it is filed and the State Board of Education. Each extension may not exceed the duration of the previous contract. (A.R.S. §11-952.I)
7. Districts should enter into a cooperative state purchasing agreement to purchase materials or services from vendors at the prices and terms contained in various contracts between the State and those vendors.

## PROCEDURES

### **Establishment of an Intergovernmental Agreement (IGA) or Contract**

The governing board of a district participating in an IGA should designate one of its members to serve as the district's representative in the IGA. Officers and employees should be appointed or employed by the representatives of the IGA. Also, the district governing boards may authorize, by resolution, one representative to serve as fiscal agent for a year. The fiscal agent should establish a fund with the county treasurer to which all receipts are to be deposited. The fiscal agent has the authority to prepare vouchers on behalf of the IGA, and the responsibility to prepare monthly reports of receipts and disbursements and provide these reports to the IGA participants. All participants should recognize (i.e., record) their appropriate share of expenses in the fiscal year incurred and pay them in a timely manner.

A district entering into an agreement may appropriate funds, and may sell, lease, give, or otherwise supply for the benefit of the undertaking such services or personnel as is within its legal power to furnish. However, no district may exercise a power or engage in a business or enterprise that is not authorized by law. Likewise, an agreement does not relieve a district of obligations imposed on it by law, State Board of Education Rules, or the *Uniform System of Financial Records* (USFR).

The following are representative procedures for establishing an IGA. Specific procedures may vary depending on the participants.

| <b>Performed by</b> | <b>Procedure</b>   |
|---------------------|--|
| Governing Board     | <ol style="list-style-type: none"> <li>1. Adopt a joint resolution of purpose and objectives with governing boards of other participating entities to form an IGA</li> <li>2. Prepare an <b>IGA</b> (X-C-5) and review it with the district’s attorney</li> <li>3. Specify in the IGA which district is to act as fiscal agent</li> <li>4. Ratify the IGA</li> <li>5. Submit the IGA to the Arizona Department of Education (ADE) to be forwarded to the Attorney General and State Board of Education for approval, as applicable</li> <li>6. File the IGA with the Secretary of State or county recorder, as applicable</li> </ol> |
| Fiscal Agent        | <ol style="list-style-type: none"> <li>7. Receive the approved IGA from ADE</li> <li>8. File the IGA with the CSS and maintain copy on file</li> </ol>   |

### Services Provided through IGA or Contract

A substantial number of services can be provided cooperatively through contracts or agreements, including the following activities:

|   |                           |
|---|---------------------------|
| Accounting                                | Preschool education       |
| Adult education                           | Print shop                |
| Alternative schools                       | Purchasing                |
| Curriculum development and implementation | Mobile learning centers   |
| Custodial                                 | Research and planning     |
| Data processing                           | Shared staff              |
| Day care                                  | Special education         |
| Distance learning                         | Staff development         |
| Driver education                          | Teacher pools             |
| Equipment repair                          | Technology                |
| Food service                              | Testing                   |
| Grant program writing and management      | Transportation            |
| Health and safety management              | Unemployment compensation |
| Insurance                                 | Vocational education      |
| Media center                              | Workers’ compensation     |

### County Service Agreements

In accordance with A.R.S. §15-365, districts may contract with their respective CSS for service programs that can be more efficiently and economically operated by the CSS as a multidistrict operation. Service programs must be available to any local district that has officially requested the programs, and costs must be shared on a user basis. Costs include central administrative costs that are incurred by the CSS in administering the programs and general service costs that directly relate to the programs.

A.R.S. §15-365 also authorizes county school superintendents to establish special small district service programs to meet the special needs of districts with student counts of less than 600. Small district service programs may serve districts in a single county or multiple counties, depending on the number of small districts within the county. Program costs are paid in part by the county's small district service program fund. Costs in excess of the amount available in that fund must be shared on a user basis by the districts in the program.

The CSS is required to submit to participating districts a program progress report and a fiscal report, including actual expenditures through March 31 and estimates for the remainder of the fiscal year. These reports are due no later than May 31 of each year and should aid the district in the budgeting process for the following year.

Agreements or contracts entered into by districts and operated through the CSS are not subject to the statutes relating to IGAs.

INTERGOVERNMENTAL AGREEMENT  
(A.R.S. §11-951 and A.A.C. R7-2-1191 et seq)

| ITEM |  |
|------|--|
| 1.   | This agreement is entered into on _____, 19____, pursuant to A.R.S. §11-951 et seq between the following public agencies for the joint exercise of their powers:   |
| 2.   | _____, A _____<br>_____, A _____<br>_____, A _____<br>_____, A _____<br>_____, A _____<br>_____, A _____<br>_____, A _____<br>_____, A _____<br>_____, A _____<br>_____, A _____   |
|      | [ ] Check here if additional parties are listed on a separate, attached page.  |
| 3.   | RECITALS:<br><br>School districts, including those which are parties to this agreement, are authorized by A.R.S. §15-341 et seq to carry on activities such as those included in this agreement. (Other recitals — cite authority of other parties to contract.) |
| 4.   | PURPOSE:<br><br>The purpose of this agreement is to: _____<br>_____<br>_____   |
|      | WHEREFORE, The parties agree:<br><br>COVENANTS: I-XV   |
| 5.   | I. The title of this agreement is: _____<br>_____<br>_____   |
| 6.   | II. Duties of the parties: _____<br>_____<br>_____   |

| <b>ITEM</b> |  |
|-------------|--|
| 7.          | III. This agreement shall not be effective until the day it is approved by the State Board of Education. Notwithstanding that effective date, the parties are bound by the terms of this agreement beginning on _____, 19____, and this agreement shall continue to be binding upon the parties until _____, 19____.   |
| 8.          | IV. The source of funds for financing this agreement is: _____<br>_____<br>_____   |
| 9.          | V. The fiscal agent for this agreement shall be _____, and shall have the sole responsibility for all expenditures to be made under this agreement.  |
| 10.         | VI. All funds allocated in the budget shall be deposited with the county treasurer of _____ County for disbursement upon written direction of the fiscal agent. Audits may be conducted at any time by an appropriate political subdivision or agency of the State of Arizona, independent auditors of the parties to the agreement, and by representatives of the federal government when required by applicable federal regulations. |
| 11.         | VII. Requisitions shall be submitted by _____, _____,<br><div style="display: flex; justify-content: space-around; width: 100%;"> <span>Name</span> <span>Title</span> </div> to the fiscal agent for payment, based on the budget schedule.   |
|             | VIII. Payment for materials and services and inspection and acceptance of materials or services ordered by a party under this agreement shall be the exclusive obligation of such party.   |
|             | IX. The exercise of any rights or remedies by a party shall be the exclusive obligation of such party.   |
|             | X. Any party may terminate this agreement without notice if another party fails to comply with the terms of the agreement.   |
|             | XI. Failure of a party to secure performance from the contractor in accordance with the terms and conditions of its purchase order does not necessarily require any other party to exercise its own rights or remedies.  |
| 12.         | XII. Termination of this agreement, or partial termination, may be accomplished as follows:<br>_____<br>_____<br>_____<br>_____  |





|  |  |  |   |           |       |       |       |           |       |       |       |           |       |       |       |           |       |       |       |           |       |
|--|--|--|---|-----------|-------|-------|-------|-----------|-------|-------|-------|-----------|-------|-------|-------|-----------|-------|-------|-------|-----------|-------|
| <b>ITEM</b>  | <p><b>15.</b> XV. CONDITIONS PRECEDENT TO THE EXECUTION OF THIS AGREEMENT</p> <p><i>ATTORNEY(S) OF RECORD:</i> To determine that the agreement is in proper form and is within the power and authority granted under the laws of Arizona. (The Attorney General will sign only when a state agency is a party to the agreement.)</p> <table style="width: 100%; margin-top: 20px;"> <tr> <td style="width: 50%; text-align: center;">_____</td> <td style="width: 50%; text-align: center;">_____</td> </tr> <tr> <td style="text-align: center;">Signature</td> <td style="text-align: center;">Title</td> </tr> <tr> <td style="text-align: center;">_____</td> <td style="text-align: center;">_____</td> </tr> <tr> <td style="text-align: center;">Signature</td> <td style="text-align: center;">Title</td> </tr> <tr> <td style="text-align: center;">_____</td> <td style="text-align: center;">_____</td> </tr> <tr> <td style="text-align: center;">Signature</td> <td style="text-align: center;">Title</td> </tr> <tr> <td style="text-align: center;">_____</td> <td style="text-align: center;">_____</td> </tr> <tr> <td style="text-align: center;">Signature</td> <td style="text-align: center;">Title</td> </tr> <tr> <td style="text-align: center;">_____</td> <td style="text-align: center;">_____</td> </tr> <tr> <td style="text-align: center;">Signature</td> <td style="text-align: center;">Title</td> </tr> </table> | _____  | _____                                   | Signature | Title | _____ | _____ | Signature | Title | _____ | _____ | Signature | Title | _____ | _____ | Signature | Title | _____ | _____ | Signature | Title |
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| Signature  | Title  |  |   |           |       |       |       |           |       |       |       |           |       |       |       |           |       |       |       |           |       |
| <b>16.</b>   | <p><i>APPROVED BY THE STATE BOARD OF EDUCATION</i></p> <p>by _____</p> <p style="text-align: center;">Superintendent of Public Instruction, or other Designated Official</p>   |  |   |           |       |       |       |           |       |       |       |           |       |       |       |           |       |       |       |           |       |
| <b>17.</b>   | <p><i>OFFICIAL DATE FILED:</i> The effective date of the agreement cannot precede the filing date.</p> <table style="width: 100%; margin-top: 10px;"> <tr> <td style="width: 70%; vertical-align: top;"> <p>A. The agreement will be filed with the Secretary of State when involving more than one county and/or a state agency.</p> <p>B. The agreement will be filed with the county recorder if all the political subdivisions in the agreement are within the county jurisdiction.</p> <p>C. If a school district is a party to an agreement made pursuant to A.R.S. §11-952(A), the parties to such agreement may extend the duration of the agreement by notification to the proper officer with whom the agreement is filed and the State Board of Education. Such agreement may be extended as many times as is desirable, but each extension may not exceed the duration of the previous agreement.</p> </td> <td style="width: 30%; vertical-align: top; border: 1px solid black; padding: 5px;"> <p>(Space Reserved for Filing Date)</p> </td> </tr> </table>  | <p>A. The agreement will be filed with the Secretary of State when involving more than one county and/or a state agency.</p> <p>B. The agreement will be filed with the county recorder if all the political subdivisions in the agreement are within the county jurisdiction.</p> <p>C. If a school district is a party to an agreement made pursuant to A.R.S. §11-952(A), the parties to such agreement may extend the duration of the agreement by notification to the proper officer with whom the agreement is filed and the State Board of Education. Such agreement may be extended as many times as is desirable, but each extension may not exceed the duration of the previous agreement.</p> | <p>(Space Reserved for Filing Date)</p> |           |       |       |       |           |       |       |       |           |       |       |       |           |       |       |       |           |       |
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| ITEM | EXHIBIT "A"  |
|------|--|
|      | XVI. RESOLUTION  |
| 18.  | The Governing Board of _____<br>(Legal Entity)   |
| 19.  | hereby authorizes the future signing by _____<br>(Name of Authorized Agent)  |
|      | _____ of an Intergovernmental Agreement<br>(Title of Agent)  |
| 20.  | entitled _____   |
|      | (Name of Project)  |
| 21.  | for the purpose of _____   |
|      | _____  |
|      | _____  |
| 22.  | This resolution was adopted by the Governing Board of _____<br>(Name of Legal Entity)  |
|      | on _____, 19____.  |
| 23.  | <div style="border: 1px solid black; padding: 10px; width: fit-content; margin: 0 auto;"><p>_____<br/>AUTHORIZED SIGNATORY</p></div> |
|      | _____<br>Member of Governing Board   |
|      | _____<br>Member of Governing Board   |
|      | _____<br>Member of Governing Board   |
|      | _____<br>Member of Governing Board   |
|      | _____<br>Member of Governing Board   |

## Instructions for Completing the IGA Form

An intergovernmental agreement should be a precise legal document, but it can easily be inundated with trivia. Programmatic needs assessment, goals, objectives, and flow charts are normal application components that may be used as backup material if needed. Copies of the IGA should be filed with the Arizona Department of Education, the county school superintendent, the county recorder or the Secretary of State, and the parties involved.

Districts may add pages if the space provided in the pro forma form is inadequate.

- Item 2** Enter the names of the parties to the agreement (e.g., Highland No. 23, an elementary school district; Devonshire No. 168, a unified school district; Tularosa No. 16, a high school district; and Phoenix, a chartered city). Although the majority of parties that use this form reflect a cooperative agreement between school districts, the agreement may involve other legal entities, such as state agencies, county agencies, or municipalities.
- Item 4** Enter the specific purpose of the agreement (e.g., to provide special education services cooperatively wherein the cost-effectiveness and education feasibility are greatly enhanced).
- Item 5** Enter the title of the agreement (e.g., Cochise County Special Education Consortium).
- Item 6** List specifically the function of each of the parties and what they are expected to do.
- Item 8** Enter the source of funding (e.g., ESEA Title I).
- Item 9** The fiscal agent must be a legal entity (e.g., a participating school district).
- Item 10** Enter the county of the fiscal agent.
- Item 11** The project director can be anybody.
- Item 12** Record specifically how a termination or partial termination of the agreement may be accomplished.
- Item 13** The accountability and disposal of property should reflect considerations of state statutes and federal funding rules and regulations in any proration strategy.
- Item 15** When more than one political subdivision is involved in the agreement, each attorney of record must sign (e.g., each city attorney if a city or cities are involved; each applicable county attorney if a school district or districts are involved; the Attorney General if a state agency is involved).
- Item 16** After all of the attorneys of record have signed the agreement, the project officer should submit the agreement to the Arizona Department of Education for authorization.
- Item 17** The recording date of the agreement becomes the legal contractual date.

**Exhibit A:** Each entity party to the agreement must complete this resolution before the agreement is entered into and each resolution must be attached to the IGA as Exhibit A.

**Item 19** Enter the name and title of the authorized agent assigned to execute the agreement for the district.

**Item 20** Same as item 5.

**Item 21** Same as item 4.

**Item 22** Repeat name of legal entity and date of official board action plus the signatures of the board members (titles are not needed).

**Item 23** The signature of the authorized agent executing the agreement in behalf of the district.

Districts should refer to the guidance issued by ADE for student enrollment and attendance accounting and reporting policies, procedures, and forms. These guidelines available at [www.azed.gov](http://www.azed.gov) **must** be followed as part of the *Uniform System of Financial Records for Arizona School Districts*. If you need assistance, please call ADE School Finance at (602) 542-5695 or 1-800-352-4558 or the Accounting Services Division of the Office of the Auditor General at (602) 553-0333.



For guidance on records management, districts should refer to the **Education K-12, General Retention Schedules** issued by the Arizona State Library, Archives and Public Records, Records Management Division and the **Permanent and Historical Records document** that describe historically significant records, and storage and handling requirements. For questions or assistance, please contact the Records Management Center at (602) 926-3815 or [www.azlibrary.gov](http://www.azlibrary.gov).



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## INTRODUCTION

School districts are authorized by Arizona Revised Statutes (A.R.S.) to operate meal programs. Districts may also participate in child nutrition programs operated on a nonprofit basis and administered by the Arizona Department of Education (ADE) Child Nutrition Programs Office.

The Food Service Fund is used to account for monies raised by operating meal programs. Districts are permitted to account for the fund as an enterprise fund, but accounting for it as a special revenue fund is recommended. Definitions and accounting treatment for special revenue and enterprise funds can be found in § V, Fund Accounting.

Significant amounts of cash may be collected through food service operations, and because cash is more susceptible to manipulation than any other asset, it is essential that districts establish policies and procedures so that cash receipts are effectively safeguarded and accurately reported. Districts should establish internal control over recording, processing, summarizing, and reporting food service financial data in accordance with the requirements of A.R.S., the USFR, and federal child nutrition programs guidelines and regulations.

This section addresses specific policies and procedures for the Food Service Fund. If a district participates in federal child nutrition programs, the district should refer to the *Child Nutrition Programs Guidance Manual* published by the ADE Child Nutrition Programs Office for detailed program requirements.

## STATE REQUIREMENTS

A.R.S. §§15-1151 through 15-1158 are the laws governing school meal programs. The more significant of which are as follows:

### **§15-1151 — Definition of School Meal Programs**

In this article, unless the context otherwise requires, “school meal programs” means programs under which meals are served by a public or private school on a nonprofit basis to children in attendance, including a program under which federal assistance is received.

### **§15-1154 — Operation of School Meal Programs by Governing Boards; School Meal Program Fund; Revolving Fund**

A. A governing board may operate school meal programs, and for that purpose may employ personnel, purchase equipment and food and incur other necessary expenses, making payment therefor through the use of gifts or donations, proceeds of sales of school meals, contributions made available by the federal government or monies obtained by school district levy, but no monies acquired by the levy of state, county or school district taxes shall be expended for food.

- B. Any monies received in the operation of a school district school meal program shall be deposited with the county treasurer who shall credit the deposits to the school meal program fund of the respective school district. Monies deposited to the credit of a school meal program fund may be withdrawn by voucher as approved by the governing board for operation of the school district school meal program, except that a revolving fund of five hundred dollars may be established in the manner and for the purposes prescribed in subsection C of this section. The school meal program fund of a school district is a continuing fund not subject to reversion.
- C. The governing board of any school district with the consent of the county school superintendent may establish for the operation of school meal programs a revolving fund of five hundred dollars which may be used for payment of freight on commodities, purchase of food required in emergencies, employment of temporary personnel for employment which does not exceed eight hours for any person or other minor disbursements. The revolving fund monies shall be deposited in a federal reserve bank in a designated account and shall be withdrawn by check signed by two bonded employees appointed by the governing board of the school district.
- D. Upon approval of a revolving fund as prescribed by subsection C of this section, the county school superintendent shall draw a warrant to the order of the designated employees and charge the amount thereof against the school district school meal program fund, but no revolving fund shall be established unless the designated employees are bonded for an amount equal to twice the amount of the fund. The cost of the bond shall be a proper charge against the school district school meal program fund.
- E. The designated employees shall periodically submit a voucher with supporting papers covering disbursements from the school meal revolving fund prescribed by subsection C of this section to the county school superintendent who shall issue a warrant for the voucher to reimburse the fund. If the school district is dissolved, consolidated, unified or subdivided, or if the governing board decides to terminate the revolving fund, the designated employees shall return the original amount of the revolving fund to the county treasurer by the date that the dissolution, consolidation, unification or subdivision becomes effective or within thirty days after the date that the governing board decides to terminate the revolving fund, whichever is appropriate, for deposit in the school meal program fund of the respective school district.

### **§15-1155 — Records, Reports, Regulations, Audits and Inspections by State Board of Education**

The State Board of Education shall prescribe regulations for keeping accounts and records and making reports, under the supervision of governing boards. The accounts and records shall be available at all times for inspection and audit by authorized officials and shall be preserved for a period, not exceeding five years, as prescribed by the State Board. The State Board shall conduct or cause to be conducted audits, inspections and administrative reviews of accounts, records and operations as are necessary to determine whether the school meal programs are being administered according to the provisions of this article and the regulations made by the State Board.

**§15-1158 — Agreements for Meals for Persons Sixty Years of Age or Older**

- A. The governing board of any school district may enter into an agreement with any individual, firm, partnership, corporation, association, or public agency whereby the school district agrees to prepare meals for persons sixty years of age or older and their spouses, or any group of such persons, by utilizing the systems and procedures already developed for use in the school meal programs of such school district.
- B. An agreement entered into by a governing board of a school district, pursuant to the provisions of this section, shall not:
  - 1. Involve the expenditure by the school district of any federal or state school meal monies or other school monies or the use of any school meal commodities or school district personnel, equipment or facilities unless the agreement includes a provision requiring full reimbursement for such expenditure.
  - 2. Provide for payment to the school district of any amount in excess of the estimated cost of food, personnel, equipment, facilities and other necessary expenditures involved in the performance of the agreement.
  - 3. Permit any program of meals for persons sixty years of age or older and their spouses to interfere in any way with the use of school meal facilities for school purposes.
- C. The Department of Education may cooperate with any individual, firm, partnership, corporation, association or public agency in the planning of programs whereby school districts may prepare meals for persons sixty years of age or older and their spouses, or any group of such persons, by utilizing the systems and procedures already developed for use in the operation of school meal programs.
- D. The Department of Education shall adopt regulations containing guidelines for governing boards of school districts entering into such agreements.

**BUDGETING****Budget Preparation**

Although not subject to legal budgetary restrictions, the Food Service Fund is included in the district's annual expenditure budget at the fund level. The fund is cash controlled, which means that cash must be available before expenditures are made. Therefore, to strengthen internal control over Food Service Fund cash, the district may also wish to prepare an internal budget at the object and unit code levels.

The district should consider the following factors in the budget preparation process.

- 1. Annual revenues from sales, federal meal programs, and other sources
- 2. The number of breakfasts, lunches, and extra milks expected to be served (this number may be based on projected enrollment and prior year's participation)

3. The number of free, reduced price, and paid meals to be served
4. Unit meal prices based on projected revenues and expenditures
5. Salaries and employee benefits
6. The cost of food, supplies, and capital equipment
7. Estimated expenditures from other funds in support of food service

See §IV, Budgeting, for more information on budget preparation.

### **Budget Review**

The district should periodically compare actual revenues and expenditures with the estimated revenues and budgeted expenditures in order to provide control over expenditures, determine that cash is available to pay obligations as they become due, and otherwise facilitate financial planning.

At the end of the fiscal year, the district should prepare a report of estimated and actual revenues and budgeted and actual expenditures to evaluate operations. Schools should also prepare similar reports to evaluate operations at each school.

### **CASH**

Cash requires a strong system of internal control because it is more susceptible to manipulation than any other asset. Therefore, the district should adopt the following policies and procedures to effectively safeguard and properly account for cash.

1. Cash should be effectively safeguarded, promptly recorded, and accurately classified.
2. Cash-handling and recordkeeping responsibilities should be separated among employees.
3. Cash receipts should be deposited intact daily, if significant, or at least weekly.
4. Checks should be prenumbered and numerically controlled, should be properly completed before issuance, and should not be made payable to cash or bearer. Void checks should be so stamped to prevent reuse and numerically filed with other canceled checks.
5. Checks drawn on the Food Service Fund clearing account must be made payable only to the county treasurer.
6. Unused checks should be physically safeguarded and access to them limited to authorized personnel who do not have access to the signature stamps, signature plates, or electronic signatures.
7. Employees authorized to sign checks, and those handling significant amounts of cash, must be adequately bonded.

8. Bank reconciliations should be prepared monthly on a timely basis. An employee not responsible for handling cash or issuing checks should prepare the bank reconciliations. In small districts where an employee performs both functions, reconciliations should be reviewed and approved by district management. Bank reconciliations should be signed and dated when reviews are completed.
9. Meal cards or tickets should be prenumbered, numerically controlled, and effectively safeguarded.

### **Food Service Fund Clearing Bank Accounts**

Food Service Fund clearing bank accounts may be established by the governing board for the deposit of cash receipts. Cash receipts should be deposited daily, if practicable, or at least weekly. Monies in the bank accounts should be remitted to the county treasurer to the credit of the Food Service Fund weekly, or at least monthly. Amounts disbursed from the bank accounts should agree to the validated treasurer's receipts. No other disbursements should be made from these accounts.

### **Food Service Fund Revolving Bank Account**

With the approval of the county school superintendent, the governing board may establish a Food Service Fund revolving bank account from cash on deposit with the county treasurer in the Food Service Fund. The amount of the revolving bank account must not exceed \$500.

The revolving account should be operated on an imprest basis. Therefore, monies in the bank account plus the total of the paid invoices and bank service charges should equal the authorized revolving account imprest amount. All reimbursements for account disbursements for the current year should be made by June 30 so that expenditures are reported in the proper accounting period.

The revolving bank account may be used for the payment of freight on commodities, purchases of food required in emergencies, temporary employment not to exceed eight hours for any person, and other minor disbursements. The revolving bank account must be administered by two employees designated by the governing board. These employees must be bonded for an amount equal to twice the amount of the fund.

Districts should follow the revolving account procedures discussed in §VI-C, Cash, for establishing, processing disbursements from, and replenishing the revolving bank account.

If the revolving account is used to make refunds for unused meals at the end of the school year, an imprest petty cash account may be established in an amount equal to the total estimated refund amount based on previous years' refunds. Refunds should be supported by **prenumbered refund slips** (see X-F-21 and 22). The total refund amounts as recorded on the prenumbered refund slips plus remaining cash should equal the imprest petty cash amount. Remaining cash should be returned to the revolving account.

**Change Funds**

Districts may establish change funds from cash on deposit with the county treasurer in the Food Service Fund. The change funds should be established by obtaining a warrant made payable to the change fund custodian and should be returned to the Food Service Fund at the end of the year or when no longer needed. The change funds should not be established from the Food Service Fund bank accounts or from cash receipts, and disbursements from change funds should not be permitted.

**Change fund procedures**

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1. District management should maintain a change fund log that indicates the amount of the food service change funds when established.
2. At the beginning of the school year, the cafeteria manager from each school should sign the change fund log to indicate responsibility for the amount received to establish the cafeteria change funds.
3. Cashiers should sign a cafeteria change fund log or receipt forms to indicate responsibility for the change funds in their cash registers.
4. At the end of the school year or when the change funds are no longer needed, cafeteria managers and district management should count the cash being returned, update the change fund log, and sign the updated log to indicate a transfer of accountability for the monies.
5. The counted cash should be deposited in the Food Service Fund clearing bank account.

**INVENTORY**

Inventory generally consists of commodities donated by the United States Department of Agriculture (USDA), and food and supplies purchased by the district. Purchased food and supplies should be recorded on the supplies inventory listing at cost. Donated commodities should be recorded on the listing at their estimated fair market value at the time of donation. Districts should obtain the estimated fair market value from ADE's Child Nutrition Programs Office.

Districts should follow the policies and procedures described in §VI-D, Supplies Inventory, for maintaining inventory systems, taking a physical inventory, and controlling and pricing Food Service Fund inventory.

**EQUIPMENT**

Equipment for meal programs may be purchased from the Food Service Fund or another allowable fund such as the Unrestricted Capital Outlay Fund. Districts should follow the policies and procedures described in §VI-E, Property Control for maintaining, controlling, and valuing equipment, and taking physical inventories.

## REVENUES

Revenues are derived from meal program operations, and should be classified by fund and object codes prescribed by §III, Chart of Accounts. Food Service Fund revenues should be processed through the cafeteria at each school.

There are several different methods of accounting for Food Service Fund revenues. The most common methods are the use of meal cards or tickets. Meal cards or tickets should be prenumbered and numerically controlled, and may be issued for students, student workers, adults, and adult workers. Districts participating in child nutrition programs administered by ADE's Child Nutrition Programs Office may issue separate meal cards or tickets for full price, reduced price, and free meals; however, the meal cards or tickets must be identical in appearance.

Adults and students may also pay cash in lieu of presenting a meal card or ticket.

### Charge Sales

Districts should not allow adults to charge food purchases. In addition, charge sales to students should be discouraged because subsequent collection procedures are required.

However, if school policy is to allow students to charge food purchases, the school should maintain a **Log of Charge Sales** (X-F-12). The cashier should record the student's name, date of the charge, meal type, meal card number, amount charged, and balance due for that student. The student should initial the charge log to indicate responsibility for the debt. Cafeteria managers should be responsible for collecting charges. Cashiers should record payments in the log by date and amount paid. If a student makes a partial payment, the date, amount paid, and balance due should be recorded. Additionally, the cashier posting the payment should initial the entry. Total cash received as charge payments should be recorded on the **Daily Cash Reconciliation Report** (X-F-18). Students should be billed at least every two weeks for outstanding balances.

If the district determines outstanding balances to be uncollectible, it should decrease sales revenue and the related receivable by the amount of the uncollectible.

### Cash Collections

The following procedures and sample forms present one acceptable method of accounting for Food Service Fund revenues. This method presumes a multi-school district that uses cafeterias at each school. This method also assumes that meal cards are used to account for revenues. Districts using meal tickets should modify the procedures and sample forms to meet their needs, except that a **Daily Report of Tickets Issued and Sold** (X-F-20) should be completed in place of the **Daily Report of Meals Cards Issued and Sold**.

Additionally, the following method assumes that sample forms are prepared manually. Districts using more advanced computer systems capable of producing food service documents may modify these procedures appropriately.

Note: If a cashier performs more than one sales activity during the day (e.g., meal card sales and a la carte sales), the cashier may prepare one **Daily Cash Count** and **Daily Cash Reconciliation Report** for both activities.

| <b>Performed by</b>    | <b>Procedure</b>   |
|------------------------|--|
| <b>Meal Card Sales</b> |  |
| District Clerks I & II | 1. Inventory meal cards received from the printer and record beginning and ending card numbers and meal card type, if applicable, in <b>District Log of Meal Cards Received and Issued</b> (X-F-13). Initial and date log to indicate responsibility.  |
| District Clerk I       | 2. Issues blocks of meal cards to each cafeteria. Records appropriate numbers in District Log of Meal Cards Received and Issued by cafeteria and meal card type, if applicable. Issues meal cards in sequence and ensures that all meal cards are accounted for.   |
| Cafeteria Manager      | 3. Initials District Log of Meal Cards Received and Issued to verify receipt of meal cards from district office.<br>4. Records meal cards received from district office in <b>Cafeteria Log of Meal Cards Received and Issued</b> (X-F-14). Initials and dates log to indicate responsibility.<br>5. Issues meal cards to cashier, and records meal cards issued in Cafeteria Log of Meal Cards Received and Issued.   |
| Cashier                | 6. Initials Cafeteria Log of Meal Cards Received and Issued to verify receipt of meal cards from cafeteria manager.<br>7. Collects money from students and adults purchasing meals. Issues meal cards to individuals who have not already been assigned a card.<br>8. Records purchaser's name, meal card number, meal type, and amount paid on the <b>Daily Report of Meal Cards Issued and Sold</b> (X-F-15). For students, the grade level should also be recorded. Signs and dates form to indicate responsibility.<br>9. Prepares a <b>Daily Cash Count</b> (X-F-16). Signs and dates form to indicate responsibility.<br>10. Prepares a <b>Daily Cash Reconciliation Report</b> (X-F-18) to reconcile meal card sales to cash collections. Any differences should be resolved. Signs and dates form to indicate responsibility.<br>11. Submits Daily Report of Meal Cards Issued and Sold, Daily Cash Count, Daily Cash Reconciliation Report, cash, and unissued meal cards to the cafeteria manager. |



| <b>Performed by</b>     | <b>Procedure</b>   |
|-------------------------|--|
| Cafeteria Manager       | 12. Records the date, beginning and ending meal card numbers remaining, and quantity returned in the <b>Cafeteria Log of Meal Cards Received and Issued</b> , initials it, and signs the Daily Report of Meal Cards Issued and Sold to indicate receipt of the unused meal cards and verify the number of meal cards issued.   |
| <b>In Line Sales</b>    |  |
| Cashier                 | <ol style="list-style-type: none"> <li>1. Collects cash paid in line for meals.</li> <li>2. Collects meal cards for meals served.</li> <li>3. Maintains a log of meals served by type.</li> <li>4. Prepares <b>Daily Cash Count</b> (X-F-16). Signs and dates form to document responsibility.</li> <li>5. Counts number of meals served and records amounts on the <b>Daily Report of Meals Served</b> (X-F-17).</li> <li>6. Prepares a <b>Daily Cash Reconciliation Report</b> (X-F-18) to reconcile sales to cash collections. Any differences should be resolved. Signs and dates to indicate responsibility.</li> <li>7. Sorts meal cards by classroom and returns meal cards to school office for distribution by the teacher prior to the next meal period.</li> <li>8. Submits Daily Report of Meals Served, Daily Cash Count, Daily Cash Reconciliation Report, and cash to the cafeteria manager.</li> </ol> |
| Cafeteria Manager       | <ol style="list-style-type: none"> <li>9. If multiple copies of Daily Report of Meals Served forms are prepared, prepares a summary Daily Report of Meals Served.</li> <li>10. Completes Edit Checks on Daily Report of Meals Served.</li> </ol>   |
| <b>A La Carte Sales</b> |  |
| Cafeteria Manager       | 1. Takes beginning inventory of a la carte items and records count on the <b>Daily A La Carte Sales Report</b> (X-F-19).   |
| Cashier                 | <ol style="list-style-type: none"> <li>2. Collects money for a la carte sales.</li> <li>3. Prepares a <b>Daily Cash Count</b>. Signs and dates to indicate responsibility.</li> <li>4. Takes ending inventory of a la carte items and records count on the Daily A La Carte Sales Report.</li> <li>5. Computes and records a la carte sales.</li> <li>6. Prepares a <b>Daily Cash Reconciliation Report</b> (X-F-18) to reconcile sales to cash collections. Any differences should be resolved. Signs and dates to indicate responsibility.</li> </ol>  |

| <b>Performed by</b> | <b>Procedure</b>   |
|---------------------|--|
| Cashier             | 7. Submits Daily A La Carte Sales Report, Daily Cash Count, Daily Cash Reconciliation Report, and cash to cafeteria manager. |
| Cafeteria Manager   | 8. Verifies the mathematical accuracy of the Daily A La Carte Sales Report.  |

**Cash Deposit Preparation and Recording**

|                          |   |
|--------------------------|---|
| Cafeteria Manager        | <ol style="list-style-type: none"> <li>1. Verifies the cash counts and the <b>Daily Cash Reconciliation Reports</b> from each cashier, and secures the change funds. Signs and dates <b>Daily Cash Counts</b> and <b>Daily Cash Reconciliation Reports</b> to indicate review.</li> <li>2. Prepares a deposit slip in duplicate.</li> <li>3. Makes deposit daily if significant amounts of cash are received, or at least weekly.</li> <li>4. Submits the validated bank deposit receipt, and copies of Daily Cash Reconciliation Reports and deposit slip to the recording clerk at the district office. Files original Daily Cash Reconciliation Reports and supporting documentation by deposit date.</li> </ol> |
| District Recording Clerk | <ol style="list-style-type: none"> <li>5. Receives validated bank deposit receipt, and copies of the <b>Daily Cash Reconciliation Reports</b> and deposit slip from the cafeteria manager. Compares validated bank deposit receipt to the total amount of cash receipts on the Daily Cash Reconciliation Reports and bank deposit slip copy; resolves any differences.</li> <li>6. Records bank deposit in check register and records the cash collections in the accounting records.</li> <li>7. Files Daily Cash Reconciliation Reports and validated bank deposit receipt by deposit date.</li> </ol>  |

**Refunding Unused Meals**

The unused portion of prepaid meals may be refunded; however, cashiers should be encouraged to reduce the number of refunds required by accepting prepayments only for amounts that can reasonably be used through the end of the school year. Refunds may be made from the Food Service Fund revolving bank account, or if necessary, from daily cash receipts.

**Procedures for meal card refunds made from daily cash receipts**

---

1. A prenumbered **Meal Card Refund Slip** should be completed in duplicate (X-F-21).
2. The refund slip should be signed by the parent or student receiving the refund, by the cashier who prepares the Meal Card Refund Slip, and by the cafeteria manager. The copy should be given to the student or parent.
3. The total amount of refunds should be recorded on the **Daily Cash Reconciliation Report**. This amount should agree with the sum of amounts recorded on the attached refund slips.
4. Returned meal cards should be voided, attached to the original refund slip, and retained with the Daily Cash Reconciliation Report.

**EXPENDITURES**

Expenditures from the Food Service Fund must be approved by the governing board. No expenditures may be made if cash is not available in the Food Service Fund.

Districts should follow the policies and expenditure processing procedures discussed in §VI-G, Expenditures, for processing Food Service Fund expenditures.

**ACCOUNTING RECORDS**

The basic accounting records that should be maintained for the Food Service Fund are described in detail in §VI-B, Accounting Records. Accounting records should be maintained in sufficient detail to allow the district to prepare financial reports as prescribed in §VII, Financial Reporting.







| _____ SCHOOL DISTRICT NO. ____<br>CAFETERIA _____<br><b>DAILY REPORT OF MEAL CARDS ISSUED AND SOLD</b><br>Date: _____ |       |                           |           |              |
|---|-------|---------------------------|-----------|--------------|
| NAME  | GRADE | CARD NUMBER               | MEAL TYPE | SALES AMOUNT |
|   |       |                           |           | \$           |
|   |       |                           |           |              |
|   |       |                           |           |              |
|   |       |                           |           |              |
|   |       |                           |           |              |
|   |       |                           |           |              |
|   |       |                           |           |              |
|   |       |                           |           |              |
|   |       |                           |           |              |
|   |       |                           |           |              |
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|   |       |                           |           |              |
|   |       |                           |           |              |
|   |       |                           |           |              |
|   |       |                           |           |              |
|   |       |                           |           |              |
|   |       |                           |           |              |
|   |       |                           |           |              |
|   |       |                           |           |              |
|   |       |                           |           |              |
| TOTAL   |       |                           | \$        | *            |
| Cashier Signature _____   |       | Custodian Signature _____ |           |              |
| Date _____  |       | Date _____                |           |              |
| *Enter amount on <b>Daily Cash Reconciliation Report</b>  |       |                           |           |              |

|                                |                   |  |
|--------------------------------|-------------------|--|
| _____ SCHOOL DISTRICT NO. ____ |                   |  |
| <b>CAFETERIA:</b> _____        |                   |  |
| <b>DAILY CASH COUNT</b>        |                   |  |
| <b>DATE:</b> _____             |                   |  |
| Checks:                        |                   |  |
| No. _____                      | \$ _____          |  |
| No. _____                      | \$ _____          |  |
| No. _____                      | \$ _____          |  |
| No. _____                      | \$ _____          |  |
| No. _____                      | \$ _____          |  |
| No. _____                      | \$ _____          |  |
| No. _____                      | \$ _____          |  |
| No. _____                      | \$ _____          |  |
| No. _____                      | \$ _____          |  |
| No. _____                      | \$ _____          |  |
| <b>TOTAL CHECKS</b>            | <b>\$ _____</b>   |  |
| <br>                           |                   |  |
| TOTAL CASH IN DRAWER           | \$ _____          |  |
| LESS CHANGE FUND               | ( _____ )         |  |
| TOTAL DEPOSIT                  | <b>\$ _____ *</b> |  |

| Denomination | Amount          |
|--------------|-----------------|
| Checks       | \$ _____        |
| \$100.00     | _____           |
| 50.00        | _____           |
| 20.00        | _____           |
| 10.00        | _____           |
| 5.00         | _____           |
| 2.00         | _____           |
| 1.00         | _____           |
| .50          | _____           |
| .25          | _____           |
| .10          | _____           |
| .05          | _____           |
| .01          | _____           |
| <b>TOTAL</b> | <b>\$ _____</b> |

Prepared by: \_\_\_\_\_  
 (Cashier)

Date: \_\_\_\_\_

Reviewed by: \_\_\_\_\_

Date: \_\_\_\_\_

\* Enter amount on the **Daily Cash Reconciliation Report**



\_\_\_\_\_ SCHOOL DISTRICT NO. \_\_\_\_\_  
**CAFETERIA** \_\_\_\_\_  
**DAILY REPORT OF MEALS SERVED**  
**DATE** \_\_\_\_\_

| <b>BREAKFAST:</b>                      |            |   |         |   |         |   |      | <b>EDIT CHECKS</b> |                           |                   |   |                   |   |                |
|--|------------|---|---------|---|---------|---|------|--------------------|---------------------------|-------------------|---|-------------------|---|----------------|
| <b>NUMBER OF MEALS SERVED</b>          |            |   |         |   |         |   |      | <b>EDIT CHECKS</b> |                           |                   |   |                   |   |                |
| Students                               | Meal Cards | + | Workers | + | Charges | + | Cash | =                  | <b>Total Meals Served</b> | Students Eligible | x | Attendance Factor | = | Meals Eligible |
| Full-Price                             |            | + |         | + |         | + |      | =                  |                           |                   | x |                   | = |                |
| Reduced-Price                          |            | + |         | + |         | + |      | =                  |                           |                   | x |                   | = |                |
| Free                                   |            | + |         |   |         |   |      | =                  |                           |                   | x |                   | = |                |
| <b>TOTAL STUDENT BREAKFASTS SERVED</b> |            |   |         |   |         |   |      |                    |                           |                   |   |                   |   |                |
| Adults                                 |            | + |         |   |         | + |      | =                  |                           |                   |   |                   |   |                |
| <b>TOTAL BREAKFASTS SERVED</b>         |            |   |         |   |         |   |      |                    |                           |                   |   |                   |   |                |

| <b>LUNCH:</b>                       |            |   |         |   |         |   |      | <b>EDIT CHECKS</b> |                           |                   |   |                   |   |                |
|-------------------------------------|------------|---|---------|---|---------|---|------|--------------------|---------------------------|-------------------|---|-------------------|---|----------------|
| <b>NUMBER OF MEALS SERVED</b>       |            |   |         |   |         |   |      | <b>EDIT CHECKS</b> |                           |                   |   |                   |   |                |
| Students                            | Meal Cards | + | Workers | + | Charges | + | Cash | =                  | <b>Total Meals Served</b> | Students Eligible | x | Attendance Factor | = | Meals Eligible |
| Full-Price                          |            | + |         | + |         | + |      | =                  |                           |                   | x |                   | = |                |
| Reduced-Price                       |            | + |         | + |         | + |      | =                  |                           |                   | x |                   | = |                |
| Free                                |            | + |         |   |         |   |      | =                  |                           |                   | x |                   | = |                |
| <b>TOTAL STUDENT LUNCHES SERVED</b> |            |   |         |   |         |   |      |                    |                           |                   |   |                   |   |                |
| Adults                              |            | + |         |   |         | + |      | =                  |                           |                   |   |                   |   |                |
| <b>TOTAL LUNCHES SERVED</b>         |            |   |         |   |         |   |      |                    |                           |                   |   |                   |   |                |

| _____ SCHOOL DISTRICT NO. _____<br>CAFETERIA _____<br><b>DAILY CASH RECONCILIATION REPORT</b><br>DATE _____ |               |   |                              |   |            |
|---|---------------|---|------------------------------|---|------------|
| CASH IN LINE SALES  | MEALS SERVED* | X | PRICE                        | = | TOTAL CASH |
| <b>BREAKFAST:</b>   |               |   |                              |   |            |
| Student Full-Price  |               |   | \$                           |   | \$         |
| Student Reduced-Price   |               |   | \$                           |   | \$         |
| Paying Adult  |               |   | \$                           |   | \$         |
| <b>LUNCH:</b>   |               |   |                              |   |            |
| Student Full-Price  |               |   | \$                           |   | \$         |
| Student Reduced-Price   |               |   | \$                           |   | \$         |
| Paying Adult  |               |   | \$                           |   | \$         |
| <b>A LA CARTE SALES (from Daily A La Carte Sales Reports)</b>   |               |   |                              |   | \$         |
| <b>TOTAL CASH IN LINE SALES</b>   |               |   |                              |   | \$         |
| <b>TOTAL MEAL CARD SALES (from Daily Reports of Meal Cards Issued and Sold)</b>                             |               |   |                              |   | \$         |
| <b>CASH COLLECTED FROM CHARGES (from Log of Charge Sales)</b>   |               |   |                              |   | \$         |
| <b>TOTAL CASH COLLECTIONS</b>   |               |   |                              |   | \$         |
| <b>LESS CASH REFUNDS FOR UNUSED MEALS</b>   |               |   |                              |   | (\$ )      |
| <b>TOTAL CASH TO BE ACCOUNTED FOR</b>   |               |   |                              |   | \$         |
| <b>DEPOSIT (from Daily Cash Count Reports)</b>  |               |   |                              |   | \$         |
| <b>CASH DIFFERENCE</b>  |               |   |                              |   | \$         |
| <b>Reason for difference:</b>   |               |   |                              |   |            |
|   |               |   |                              |   |            |
|   |               |   |                              |   |            |
| Cashier _____<br>(Signature)  |               |   | Manager _____<br>(Signature) |   |            |
| Date _____  |               |   | Date _____                   |   |            |
| * From the <b>Daily Report of Meals Served</b>  |               |   |                              |   |            |



| _____ SCHOOL DISTRICT NO. _____<br><b>CAFETERIA: _____</b><br><b>DAILY REPORT OF TICKETS ISSUED AND SOLD</b><br>Date: _____ |                                 |                         |                           |              |             |
|---|---------------------------------|-------------------------|---------------------------|--------------|-------------|
| TICKET TYPE   | NEXT TICKET NUMBER TO BE ISSUED | BEGINNING TICKET NUMBER | QUANTITY SOLD             | TICKET PRICE | TOTAL SALES |
| <u>STUDENT FULL-PRICE</u>   |                                 |                         |                           |              |             |
| Breakfast   |                                 |                         |                           | \$           | \$          |
| Breakfast, Worker   |                                 |                         |                           |              |             |
| Lunch   |                                 |                         |                           | \$           | \$          |
| Lunch, Worker   |                                 |                         |                           |              |             |
| <u>STUDENT REDUCED-PRICE</u>  |                                 |                         |                           |              |             |
| Breakfast   |                                 |                         |                           | \$           | \$          |
| Breakfast, Worker   |                                 |                         |                           |              |             |
| Lunch   |                                 |                         |                           | \$           | \$          |
| Lunch, Worker   |                                 |                         |                           |              |             |
| <u>STUDENT FREE</u>   |                                 |                         |                           |              |             |
| Breakfast   |                                 |                         |                           |              |             |
| Breakfast, Worker   |                                 |                         |                           |              |             |
| Lunch   |                                 |                         |                           |              |             |
| Lunch, Worker   |                                 |                         |                           |              |             |
| <u>ADULT</u>  |                                 |                         |                           |              |             |
| Breakfast   |                                 |                         |                           | \$           | \$          |
| Breakfast, Worker   |                                 |                         |                           |              |             |
| Lunch   |                                 |                         |                           | \$           | \$          |
| Lunch, Worker   |                                 |                         |                           |              |             |
| <b>TOTALS</b>   |                                 |                         |                           | \$           | *           |
| Cashier Signature _____   |                                 |                         | Custodian Signature _____ |              |             |
| * Enter amount on <a href="#">Daily Cash Reconciliation Report</a>  |                                 |                         |                           |              |             |

|                                 |                            |
|---------------------------------|----------------------------|
| _____ SCHOOL DISTRICT NO. _____ |                            |
| CAFETERIA _____                 |                            |
| MEAL CARD REFUND SLIP           |                            |
|                                 | No. _____<br>(prenumbered) |
| Date                            | _____                      |
| Student Name                    | _____                      |
| Meal Card No.                   | _____                      |
| Meal Card Type                  | _____                      |
| Account Balance                 | \$ _____                   |
| Amount Refunded                 | \$ _____                   |
| Refund Received By:             | _____                      |
|                                 | (Parent or Student)        |
| _____                           |                            |
| Cashier                         |                            |
| _____                           |                            |
| Cafeteria Manager               |                            |

\_\_\_\_\_ SCHOOL DISTRICT NO. \_\_\_\_\_  
**CAFETERIA** \_\_\_\_\_  
**TICKET REFUND SLIP**

No. \_\_\_\_\_  
(prenumbered)

**Date** \_\_\_\_\_

**Student Name** \_\_\_\_\_

**Ticket Type** \_\_\_\_\_

**Ticket Numbers** \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**Total Number of Tickets** \_\_\_\_\_

**Ticket Price**            X    \$ \_\_\_\_\_

**Refund Amount**            =    \$ \_\_\_\_\_

**Refund Received By:** \_\_\_\_\_  
(Parent or Student)

\_\_\_\_\_

**Cashier**

\_\_\_\_\_

**Cafeteria Manager**

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## INTRODUCTION

The Auxiliary Operations Fund is used to account for monies raised in connection with bookstore and athletic activities. Districts are permitted to account for the fund as an enterprise fund, but accounting for it as a special revenue fund is recommended. Definitions and accounting treatment for special revenue funds and enterprise funds can be found in §V, Fund Accounting.

Significant amounts of cash may flow into a district through the Auxiliary Operations Fund. The high risk of loss associated with cash transactions requires that districts establish the necessary policies and procedures to effectively safeguard and accurately report cash receipts. Therefore, districts should establish effective internal control to record, process, summarize, and report Auxiliary Operations Fund financial data.

This section addresses specific internal control policies and procedures for Auxiliary Operations Fund budgets, cash, inventory, revenues, expenditures, and payroll. Because most districts elect to account for the Auxiliary Operations Fund as a special revenue fund, the remainder of this section is based on that assumption.

## LEGAL REQUIREMENTS

Arizona Revised Statutes (A.R.S.) §§15-1125 and 15-1126 define and describe the operation of the Auxiliary Operations Fund.

### **§15-1125 — Auxiliary Operations Fund Defined**

The Auxiliary Operations Fund shall consist of all monies raised with the approval of the school district governing board in pursuance of and in connection with all activities of school bookstores and athletic activities.

### **§15-1126 — Accounting; Deposit; Disposition of Monies**

- A. Auxiliary Operations Fund monies shall be accounted for in accordance with the requirements of the *Uniform System of Financial Records*.
- B. Auxiliary Operations Fund monies shall be deposited after authorization by the governing board in a bank account designated as the Auxiliary Operations Fund. Disbursements from the fund shall be authorized by the governing board. Disbursements shall be made by check signed by two employees of the school district designated by the governing board. Persons authorized by the governing board to sign checks shall give a bond in an amount determined by the governing board, and the cost of bond premiums may be a charge against the fund.
- C. Auxiliary Operations Fund monies may be invested and reinvested by the governing board of a school district. All monies earned by investment shall be credited to the Auxiliary Operations Fund of the school district.



- D. The governing board may establish an imprest petty cash fund at each school within the school district for activities which require immediate cash outlays for postage, freight, express, parcel post, travel or other minor disbursements, but not including salaries or wages, which are proper as ultimate expenditures from the school district Auxiliary Operations Fund. Imprest petty cash funds established by the governing board shall be funded from the school district Auxiliary Operations Fund in an amount to be determined by the governing board.
- E. The governing board may establish a revolving fund bank account for each school within the school district for necessary current expenditures in connection with school bookstore and athletic activities. The revolving funds shall be funded from the Auxiliary Operations Fund in an amount to be determined by the governing board. The school shall return the monies in the revolving fund bank account at the end of each fiscal year to the credit of the school district Auxiliary Operations Fund.

## **BUDGETING**

### **Budget Preparation**

The Auxiliary Operations Fund is not subject to legal budgetary restrictions. However, financial control is enhanced by the preparation and use of a budget. Therefore, the district should prepare a budget for the Auxiliary Operations Fund.

The district should consider the following factors in the budgeting process.

1. Estimate of revenues from all sources
2. Salaries and employee benefits
3. Cost of inventories for sale or rental
4. Cost of supplies and capital equipment
5. Estimate of other expenditures from the Auxiliary Operations Fund
6. Estimate of expenditures from other funds in support of auxiliary operations
7. District enrollment

See §IV, Budgeting, for more information on budget preparation.

### **Budget Review**

The district should periodically compare actual revenues and expenditures with estimated revenues and budgeted expenditures in order to provide control over expenditures, determine that cash is available to pay obligations as they become due, and facilitate financial planning.

At the end of the fiscal year, the district should prepare a report of estimated and actual revenues and budgeted and actual expenditures to evaluate operations. Schools should also prepare similar reports to evaluate operations at each school.

**CASH**

Cash requires a strong system of internal control because it is more susceptible to manipulation than any other asset. Therefore, the district should adopt the following policies and procedures to effectively safeguard and properly account for it.

1. Bank accounts are prescribed by Arizona Revised Statutes and those accounts must be authorized by the governing board. Inactive bank accounts should be closed promptly.
2. Cash should be effectively safeguarded, promptly recorded, and accurately classified.
3. Separation of responsibilities between cash handling and recordkeeping should be maintained.
4. Cash receipts should be deposited intact daily, when significant, or intact at least weekly.
5. Validated bank deposit receipts should be retained for bank deposits.
6. Cash receipt forms and checks should be prenumbered and numerically controlled. Checks must be signed by two employees designated by the governing board. Each check should be marked “void after six months” to ensure prompt cashing by the payee.
7. Checks should be properly completed before issuance, and should not be made payable to cash or bearer. Void checks should be so stamped to prevent reuse and numerically filed with other canceled checks.
8. Unused checks should be physically safeguarded and access to them limited to authorized personnel who do not have access to the signature stamps, signature plates, or electronic signatures.
9. The signature plates should be physically safeguarded, and access to the plates limited to a minimum number of employees who do not have access to the blank checks.
10. Employees authorized by the governing board to sign checks or handle significant amounts of cash must be adequately bonded.
11. Written bank reconciliations should be prepared monthly on a timely basis. An employee who is not responsible for handling cash or issuing checks should prepare the bank reconciliations; but if one employee must perform both functions, district management should review and approve the reconciliations. Bank reconciliations should be signed and dated when reviews are completed.
12. Idle monies should be invested by the governing board. Monies earned from investments must be credited to the Auxiliary Operations Fund.

### **Auxiliary Operations Fund Bank Account**

The governing board must establish an Auxiliary Operations Fund bank account to account for monies raised in connection with bookstore and athletic activities.

### **Auxiliary Operations Fund Revolving Bank Account**

The governing board may establish an imprest revolving bank account at each school for necessary current expenditures arising from bookstore and athletic activities. The revolving bank accounts must be funded from the Auxiliary Operations Fund in an amount determined by the governing board. All monies must be returned to the Auxiliary Operations Fund at the end of the fiscal year. For Auxiliary Operations Fund revolving bank account disbursements and replenishment procedures, the district should follow the procedures discussed in §VI-C, Cash, except the replenishment voucher should not be sent to the county school superintendent.

### **Petty Cash Account**

An imprest petty cash account may be established at each school in an amount determined by the governing board. Expenditures from the account must be limited to postage, freight, express, parcel post, travel, or other minor disbursements. Salaries and wages may not be paid out of the petty cash account. However, wages paid for game officials may be paid from the petty cash account if the official is considered an independent contractor.

The requisitioner should submit supporting documentation for every expenditure. The governing board should establish a maximum amount (e.g., \$50) for any one expenditure. When a refund is made, a [Refund/Repurchase Form](#) (X-G-13) should be completed to document the cash disbursement. At the end of the school term, the governing board may authorize an increase in the account for refunds or repurchases.

Districts should follow the petty cash disbursement procedures discussed in §VI-C, Cash, for Auxiliary Operations Fund petty cash disbursements.

### **Change Funds**

Change funds may be established at individual schools from the Auxiliary Operations Fund bank account or from the Auxiliary Operations Fund revolving bank account. Change funds should be established by a check made payable to the change fund custodian for bookstore and athletic activities and returned when no longer needed. The amount of the change fund should be reclassified within the Auxiliary Operations Fund (525) from Cash in Bank (0102) to Cash on Hand (0101). Since neither a transfer nor an expenditure has been made, none should be recorded. Change funds may not be established from cash receipts, and payment of expenditures from change funds should not be permitted.

**Investment of Cash**

The district should invest idle cash in relatively risk-free investments, such as savings accounts, interest-earning checking accounts, and certificates of deposit. Interest earned on investments must be credited to the Auxiliary Operations Fund. Accounts should be maintained in the general ledger for the investments and interest earnings.

**INVENTORY**

Auxiliary Operations Fund inventory consists of items such as books, supplies, and materials for sale or rental.

Some bookstores may maintain the district's inventory of required textbooks, which is not accounted for in the Auxiliary Operations Fund. Required textbooks and items for rent should be stamped with an identification number.

Districts should follow the policies and procedures described in §VI-D, Supplies Inventory, for maintaining inventory systems, taking a physical inventory, and controlling and pricing Auxiliary Operations Fund inventory.

**EQUIPMENT**

Equipment used for auxiliary operations may be purchased with monies derived from such operations.

Districts should follow the policies and procedures described in §VI-E, Property Control, for maintaining, controlling, and valuing equipment and taking physical inventories.

**REVENUES**

Auxiliary Operations Fund revenues are derived from bookstore operations, athletic operations, and miscellaneous district-related operations (e.g., deposits for use of district supplies, rental charges for books and materials, course fees), and should be classified by fund and object codes prescribed by the Chart of Accounts (§III). Auxiliary Operations Fund cash collections should be processed through a central location at each school. The location should be either the bookstore or principal's office.

Auxiliary Operations Fund revenues may include the following sources:

1. Sales of books, supplies, and materials
2. Fees for optional, noncredit, educational, or recreational activities that supplement the district's education program, whether offered before, during, or after regular school hours, or when school is not in session (A.R.S. §15-342)
3. Fees for fine arts and vocational education courses for high school students (A.R.S. §15-342)
4. Fees for optional services, equipment, and materials offered to high school students beyond those required to successfully complete any course (A.R.S. §15-342)
5. Deposits for the use of district supplies (e.g., locks, towels, and caps and gowns) by students

6. Rentals of nonrequired textbooks, nonrelated subject matter materials, and supplemental books to high school students (A.R.S. §15-724)
7. Gate receipts from athletic events
8. Class or student pictures (at discretion of governing board)
9. Reasonable fees for the student use of district-provided parking facilities (A.R.S. §15-342)
10. Interest on investments of Auxiliary Operations Fund monies
11. Miscellaneous

Scholarship donations for such items as supplies and materials and usage fees should be processed through the Gifts and Donations Fund, not the Auxiliary Operations Fund. The district should maintain the necessary records to account for these donations.

### **Sales or Rentals**

The governing board may establish a reasonable price for sales or rental of books, supplies, and materials. The markup on cost should be an amount sufficient to recover bookstore operating costs.

### **Materials and Usage Fees**

Districts may charge certain types of materials and usage fees to students (see list above).

The governing board should establish reasonable fees that recover costs but do not accumulate excess revenues, and should authorize principals to waive the assessment of all or part of a fee if it creates economic hardship for a student.

### **Deposits**

Deposits may be collected for rented items, including towels, locks, and caps and gowns to defray costs of replacing lost or damaged property. If the property is returned in satisfactory condition, the deposit should be returned to the student.

Detailed records should be maintained to provide the necessary information, including student name, date, items rented, and amount of refundable deposits.

### **Credit Sales**

The governing board may establish a policy to allow credit sales for necessary supplies to disadvantaged students. Students should be required to sign a **Student Charge Record form** (X-G-14) indicating a schedule of repayment. All charges should be collected by the end of the fiscal year. The governing board should establish policies and procedures for collecting outstanding charges and for writing off uncollectible charges after a reasonable period of time.

**Cash Collections**

The following procedures and sample forms present one acceptable method of accounting for revenues. This method presumes multischool districts that use bookstores to collect Auxiliary Operations Fund cash receipts. This method also assumes that bank deposits are made at the district level. However, districts may choose to use principals’ offices to collect cash and allow the bank deposits to be made by the schools.

**Bookstores** — Revenues from bookstores include sales and rental of books, supplies, and materials, usage fees, and class or student pictures. Additionally, athletic event gate receipts and concession sales may be processed through the bookstores.

Schools may use a cash register or cash box and receipt forms for collecting bookstore receipts. The following example covers both methods.

| <b>Performed by</b>              | <b>Procedure</b>  |
|----------------------------------|---|
| Bookstore Manager<br>or Designee | <ol style="list-style-type: none"> <li>1. Completes a <b>Daily Sales Report</b> (X-G-15) in duplicate for the report number and change fund amount. Enters the beginning and ending receipt form numbers or beginning cash register reading.</li> <li>2. Prepares a prenumbered <b>Change Fund Receipt</b> (X-G-16), if applicable, in duplicate for the change fund amount and retains it on file until after the event.</li> <li>3. Issues the Daily Sales Report, change fund, and receipt book (if applicable) to the cashier.</li> </ol>   |
| Cashier                          | <ol style="list-style-type: none"> <li>4. Signs for the change fund and receipt book (if applicable) on the Change Fund Receipt.</li> <li>5. Collects the cash or checks from sales and restrictively endorses checks “for deposit only” immediately.</li> <li>6. Prepares 2-part prenumbered cash receipt form or enters sales by type in the cash register, and deposits cash collections into the cash register or cash box.</li> <li>7. Gives the customer a copy of the cash receipt form or register receipt.</li> <li>8. Counts the change fund and cash collections to close out the cash box or register.</li> <li>9. Records the cash collections on the <b>Daily Sales Report</b>.</li> <li>10. Records the last receipt number used or ending cash register reading and adjustments (refunds, voids, etc.) on the Daily Sales Report.</li> <li>11. Reconciles sales to cash collections by completing the tape audit or receipt book summary, and investigates discrepancies.</li> <li>12. Attaches the cash receipt forms or cash register detail tape and supporting documentation for any adjustment of tape amounts to the <b>Daily Sales Report</b>.</li> <li>13. Signs and dates the Daily Sales Report.</li> </ol> |

| <b>Performed by</b>           | <b>Procedure</b>  |
|-------------------------------|---|
| Cashier                       | 14. Submits the Daily Sales Report, cash collections, change fund, receipt book (if applicable), and supporting documentation to the bookstore manager or designee.   |
| Bookstore Manager or Designee | 15. Verifies cash and reviews the Daily Sales Report, cash receipt forms or cash register tape, and supporting documentation.<br>16. Places the cash collected into a cash register or safeguards it in a locked cash box or safe, and secures change fund.<br>17. Signs and dates the <b>Daily Sales Report</b> .<br>18. Records and signs for the net cash collections and change fund on the <b>Change Fund Receipt</b> (if applicable).<br>19. Records the Change Fund Receipt number on the Daily Sales Report, if applicable.<br>20. Issues the original Change Fund Receipt to the cashier, if applicable.<br>21. Files Daily Sales Report, cash receipt forms, or cash register detail tape and supporting documentation, and duplicate copy of the Change Fund Receipt, if applicable. |

**Athletics** — Revenues from athletic activities include gate receipts from athletic events. The district should prepare an **Athletic Ticket Sales Report** for tickets sold at athletic events. The sales report format enables districts to calculate the number of tickets sold and extend this amount by the appropriate price. The amount calculated should then be compared to the actual cash collections and any differences promptly investigated.

| <b>Performed by</b>                               | <b>Procedure</b>   |
|---|--|
| District Clerk                                    | 1. Issues the prenumbered tickets to be used for athletic events to the school athletic director, bookstore manager, or other designee. Records the beginning and ending ticket numbers, date, school, and total number of tickets issued on the <b>Auxiliary Operations District Ticket Log</b> (X-G-17) and initials the log.  |
| Athletic Director, Bookstore Manager, or Designee | 2. Records the beginning and ending ticket numbers, date, event, and total number of tickets issued in the <b>Auxiliary Operations School Ticket Log</b> (X-G-18). Initials the log to document receipt of the tickets.<br>3. Prepares a prenumbered <b>Change Fund Receipt</b> (X-G-16) in duplicate for the change fund amount and retains it on file until after the event.<br>4. Indicates the report number, change fund number and amount, ticket type, and beginning and ending ticket numbers issued on the <b>Athletic Ticket Sales Report</b> (X-G-19).<br>5. Issues the prenumbered tickets, change fund, and Athletic Ticket Sales Report to the ticket seller (or bookstore cashier). |

| <b>Performed by</b>   | <b>Procedure</b>   |  |
|---|--|--|
| Ticket Seller/Cashier   | 6. Signs for the change fund on the <b>Change Fund Receipt</b> .   |  |
|   | 7. Reconciles sales to cash receipts on the Athletic Ticket Sales Report in duplicate after the event.   |  |
|   | 8. Signs and dates the Athletic Ticket Sales Report.   |  |
|   | 9. Returns the Athletic Ticket Sales Report, remaining tickets, change fund, and cash collections to the athletic director or bookstore manager. |  |
|   | Athletic Director,<br>Bookstore Manager, or<br>Designee  | 10. Verifies the cash and tickets returned, and mathematical accuracy of the Athletic Ticket Sales Report.                 |
|   |  | 11. Places the cash collected into a cash register or safeguards it in a locked cash box or safe, and secures change fund. |
|   |  | 12. Signs and dates the <b>Athletic Ticket Sales Report</b> .  |
|   |  | 13. Records and signs for the net cash collections and change fund on the <b>Change Fund Receipt</b> .                     |
|   |  | 14. Issues the original Change Fund Receipt to the ticket seller/cashier.  |
| 15. Files the Athletic Ticket Sales Report and duplicate copy of the Change Fund Receipt. |  |  |

**End of Day Procedures**

At the end of each day, a **Daily Cash Collections Summary** should be prepared in order to reconcile cash collections to the **Daily Sales Reports** and Athletic Ticket Sales Reports. This will help ensure that all monies are accounted for and will be deposited.

If there has been only one Daily Sales Report or Athletic Ticket Sales Report for the day, districts may skip this section and follow the applicable steps in the **Deposit Preparation and Accounting Records section**.

| <b>Performed by</b>                                     | <b>Procedure</b>  |
|---|---|
| Athletic Director,<br>Bookstore Manager, or<br>Designee | 1. Removes the cash collected from the cash register, locked cash box, or safe, and retrieves the Daily Sales Reports and Athletic Ticket Sales Reports.  |
|   | 2. Prepares a <b>Daily Cash Collections Summary</b> (X-G-20) to reconcile the amount of total cash collected for the day to the <b>Daily Sales Reports</b> and <b>Athletic Ticket Sales Reports</b> . Resolves any differences. |
|   | 3. Files the Summary, Daily Sales Reports, and Athletic Ticket Sales Reports by date, and places the cash collections in a locked cash box or safe until deposit.   |



**Deposit Preparation and Accounting Records**

For districts with multiple schools, each school should submit the Daily Cash Collection Summaries and supporting documentation to the district office where centralized records are updated and maintained.

| <b>Performed by</b>                                     | <b>Procedure</b>   |
|---|--|
| Athletic Director,<br>Bookstore Manager, or<br>Designee | <ol style="list-style-type: none"> <li>1. Removes the cash collections from the locked cash box or safe, counts cash, and prepares a deposit slip in duplicate for the cash collections.</li> <li>2. Compares the deposit amount to Part II — Cash Count recorded on the <b>Daily Cash Collections Summary</b>.</li> <li>3. Deposits the cash intact into the Auxiliary Operations Fund bank account.</li> <li>4. Attaches the deposit slip and validated bank deposit receipt to the Daily Cash Collections Summary.</li> <li>5. Submits the Daily Cash Collections Summary, <b>Daily Sales Reports</b>, and <b>Athletic Ticket Sales Reports</b> to the district office.</li> <li>6. Files the duplicate copies of the Daily Sales Reports and Athletic Ticket Sales Reports.</li> </ol> |
| District Clerk  | <ol style="list-style-type: none"> <li>7. Reviews the Daily Cash Collections Summary for mathematical accuracy and correct account codes. Signs and dates the Summary to indicate review.</li> <li>8. Compares the cash count on the Summary to the deposit slip and validated bank deposit receipt.</li> <li>9. Records the cash collections in the Cash Receipts Journal from each report.</li> <li>10. Files all documents.</li> </ol>  |

**EXPENDITURES**

**Expenditure Processing**

Expenditures from the Auxiliary Operations Fund bank account must be approved by the governing board. No expenditures may be made if cash is not available in the bank account.

An **Auxiliary Operations Fund Voucher** (X-G-21) should be used to submit expenditures to the governing board for approval. Alternatively, the governing board may, by resolution, ratify expenditures as reported monthly. The ratification must be documented in the governing board minutes. (A.R.S. §15-321.G)

Districts should follow the policies and expenditure processing procedures discussed in §VI-G, Expenditures, for processing Auxiliary Operations Fund expenditures except that vouchers should not be submitted to the county school superintendent. Instead, the following procedures should be followed for payment of vendor invoices.

| <b>Performed by</b> | <b>Procedure</b>   |
|---------------------|--|
| District Clerk      | <ol style="list-style-type: none"> <li>1. Prepares a check for each vendor from the vendor invoice and approved <b>voucher</b>.</li> <li>2. Stamps voided checks to prevent reuse and files numerically with other canceled checks. Tears authorized signatures from voided checks.</li> <li>3. Records the check and voucher numbers on the vendor’s invoice.</li> <li>4. Stamps the vendor’s invoice “paid” or otherwise cancels the invoice.</li> <li>5. Records the expenditures in the Cash Disbursements Journal.</li> <li>6. Submits the supporting documentation along with the check to district management for signature.</li> </ol> |
| District Manager    | <ol style="list-style-type: none"> <li>7. Signs the check. (Two authorized signatures are required.)</li> <li>8. Mails the check to the vendor.</li> </ol>   |
| District Clerk      | <ol style="list-style-type: none"> <li>9. Files the voucher in numerical sequence.</li> <li>10. Files the vendor’s invoice, requisition, receiving report, packing slip, and Copy 2 of the purchase order in the vendor’s closed file.</li> </ol>  |

**Cash Advances**

Cash advances may be necessary for certain expenditures such as trips for athletic events away from home. To obtain a cash advance, a requisitioner should prepare and submit a **requisition and cash advance form** (X-G-22) to the athletic director or bookstore manager for approval. The requisition and cash advance form should be approved and initialed by the district clerk after it is determined that the budget and cash balances are

sufficient to cover the advance. The requisition and cash advance should be recorded on a **voucher** for approval by the governing board, or paid out of an Auxiliary Operations Fund revolving account if a more immediate cash outlay is required. Receipts for expenditures should be returned to the bookstore along with remaining cash promptly after the trip.

### **Expenditures from Other Funds**

Expenditures from other funds in support of auxiliary operations may include salaries for bookstore employees, miscellaneous expenditures from the Maintenance and Operation Fund, or capital acquisitions from any allowable fund such as the Unrestricted Capital Outlay Fund.

Auxiliary operations expenditures made from other funds should be coded with auxiliary operations program and function codes to identify expenditures. Program code 100 and function code 3400 may be used to identify bookstore operations and program code 620 and function code 1000 for athletic operations.

## **PAYROLL**

Districts should follow established payroll policies and procedures (see §VI-H, Payroll) for salaries or wages paid from auxiliary operations.

## **ACCOUNTING RECORDS**

The basic accounting records that should be maintained for the Auxiliary Operations Fund are described in detail in §VI-B, Accounting Records. Accounting records that should be considered for use are the General Journal, Cash Receipts Journal, Cash Disbursements Journals, and the General Ledger.

Auxiliary operations should be separated into bookstore and athletic operations in the accounting records. By maintaining separate records, the district can determine the results of operations of each.

Accounting records should be maintained that will provide sufficient accounting information to allow the district to prepare financial reports as prescribed in §VII, Financial Reporting.

\_\_\_\_\_ **SCHOOL DISTRICT NO.** \_\_\_\_\_  
**REFUND/REPURCHASE FORM**

**Date** \_\_\_\_\_  
**School** \_\_\_\_\_  
**Student's Name** \_\_\_\_\_

**Reason for Refund:**

| Description | Account No. | Amount |
|-------------|-------------|--------|
|             |             | \$     |
|             |             |        |
|             |             |        |
|             |             |        |
|             |             |        |
|             |             |        |
|             |             |        |
|             |             |        |
|             |             |        |
|             |             |        |
|             |             |        |

Total Amount Refunded \$                     

Received By: \_\_\_\_\_  
Signature of Student

Refund Authorized By: \_\_\_\_\_  
Signature of Bookstore Manager or Designee

\_\_\_\_\_ **SCHOOL DISTRICT NO.** \_\_\_\_\_

**STUDENT CHARGE RECORD**

School: \_\_\_\_\_

Student Name: \_\_\_\_\_

Student I.D. Number: \_\_\_\_\_

Grade: \_\_\_\_\_

| Period        | Teacher | Course | Rental No. | Rental | Sale | Fees | Rental Deposit | Other Deposits | Cashier's Initials | Student's Initials |
|---------------|---------|--------|------------|--------|------|------|----------------|----------------|--------------------|--------------------|
|               |         |        |            | \$     | \$   | \$   | \$             | \$             |                    |                    |
|               |         |        |            |        |      |      |                |                |                    |                    |
|               |         |        |            |        |      |      |                |                |                    |                    |
|               |         |        |            |        |      |      |                |                |                    |                    |
|               |         |        |            |        |      |      |                |                |                    |                    |
|               |         |        |            |        |      |      |                |                |                    |                    |
|               |         |        |            |        |      |      |                |                |                    |                    |
|               |         |        |            |        |      |      |                |                |                    |                    |
|               |         |        |            |        |      |      |                |                |                    |                    |
|               |         |        |            |        |      |      |                |                |                    |                    |
| <b>TOTALS</b> |         |        |            | \$     | \$   | \$   | \$             | \$             |                    |                    |

Grand Total \$ \_\_\_\_\_

**SCHEDULE OF REPAYMENT:**

| DATE DUE | DATE PAID | SCHEDULED PAYMENT | AMOUNT PAID | CASHIER'S INITIALS | STUDENT'S INITIALS |
|----------|-----------|-------------------|-------------|--------------------|--------------------|
|          |           | \$                | \$          |                    |                    |
|          |           |                   |             |                    |                    |
|          |           |                   |             |                    |                    |
|          |           |                   |             |                    |                    |

Student Signature \_\_\_\_\_

Date \_\_\_\_\_

Parent/Guardian \_\_\_\_\_

Address \_\_\_\_\_

Phone Number \_\_\_\_\_

REPORT NO. \_\_\_\_\_

\_\_\_\_\_ SCHOOL DISTRICT NO. \_\_\_\_\_

**DAILY SALES REPORT**

SCHOOL \_\_\_\_\_

ACCOUNT NAME \_\_\_\_\_ ACCOUNT CODE \_\_\_\_\_

EVENT \_\_\_\_\_ DATE \_\_\_\_\_

CASHIER \_\_\_\_\_

CHANGE FUND RECEIPT NUMBER \_\_\_\_\_ AMOUNT \$ \_\_\_\_\_

| CASH COLLECTIONS        |               |
|-------------------------|---------------|
| Denomination            | Cash Returned |
| Checks                  | \$            |
| \$100.00                |               |
| 50.00                   |               |
| 20.00                   |               |
| 10.00                   |               |
| 5.00                    |               |
| 2.00                    |               |
| 1.00                    |               |
| .50                     |               |
| .25                     |               |
| .10                     |               |
| .05                     |               |
| .01                     |               |
| TOTALS                  | \$            |
| LESS CHANGE FUND ISSUED | ( )           |
| COLLECTIONS             | \$            |

**TAPE AUDIT**

- 1. Ending Cash Register Reading \$ \_\_\_\_\_
  - 2. Beginning Cash Register Reading - \_\_\_\_\_
  - 3. Tape Adjustment +/- \_\_\_\_\_
  - 4. Total to Be Accounted For = \_\_\_\_\_
  - 5. Less Collections - \_\_\_\_\_
  - 6. Cash Overage (Shortage) = \_\_\_\_\_
  - 7. Total Deposit \$ \_\_\_\_\_
- Reason for Overage (Shortage): \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

**RECEIPT BOOK SUMMARY**

Beginning Number: \_\_\_\_\_ Ending Number: \_\_\_\_\_

Last Number Used: \_\_\_\_\_

Quantity Sold: \_\_\_\_\_ Price: \$ \_\_\_\_\_

Total Sales (Quantity X Price) \$ \_\_\_\_\_

Less Collections \$ \_\_\_\_\_

Cash Overage (Shortage) \$ \_\_\_\_\_

Total Deposit \$ \_\_\_\_\_

Reason for Overage (Shortage): \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Reconciliation Completed By: \_\_\_\_\_  
Cashier Signature and Date

Change Fund and Cash Collections Received By: \_\_\_\_\_  
Bookstore Manager Signature and Date

|   |           |
|---|-----------|
| <b>NUMBER (Prenumbered)</b>             |           |
| _____ <b>SCHOOL DISTRICT NO.</b> _____  |           |
| <b>CHANGE FUND RECEIPT</b>              |           |
| COMPLETE WHEN CHANGE FUND ISSUED:       |           |
| DATE                                    | _____     |
| SCHOOL                                  | _____     |
| ACCOUNT NAME                            | _____     |
| ACCOUNT CODE                            | _____     |
| CHANGE FUND AMOUNT ISSUED               | \$ _____  |
| _____                                   |           |
| TICKET SELLER/CASHIER SIGNATURE         |           |
| _____                                   |           |
| DATE                                    |           |
| COMPLETE WHEN CHANGE FUND RETURNED:     |           |
| CASH RECEIVED                           | \$ _____  |
| CHANGE FUND AMOUNT RETURNED             | ( _____ ) |
| NET CASH COLLECTIONS                    | \$ _____  |
| CASH RECEIVED BY                        | _____     |
| BOOKSTORE MANAGER OR DESIGNEE SIGNATURE |           |
| _____                                   |           |
| DATE                                    |           |







REPORT NO. \_\_\_\_\_

\_\_\_\_\_ SCHOOL DISTRICT NO. \_\_\_\_\_

**ATHLETIC TICKET SALES REPORT**

School \_\_\_\_\_

Account Name \_\_\_\_\_ Account Code \_\_\_\_\_ Date \_\_\_\_\_

Event \_\_\_\_\_

Ticket Seller \_\_\_\_\_

Change Fund Receipt Number \_\_\_\_\_ Amount \$ \_\_\_\_\_

| Ticket Type | Ticket Numbers Issued |    | Next No. To Be Issued | First Ticket Number Issued | Number Sold | Price | Total Sales |
|-------------|-----------------------|----|-----------------------|----------------------------|-------------|-------|-------------|
|             | From                  | To |                       |                            |             |       |             |
|             |                       |    |                       |                            |             | \$    | \$          |
|             |                       |    |                       |                            |             |       |             |
|             |                       |    |                       |                            |             |       |             |
|             |                       |    |                       |                            |             |       |             |

| Denomination     | Cash Returned |  |
|------------------|---------------|--|
| Checks           | \$ _____      | Total Deposit \$ _____                                 |
| \$100.00         | _____         | Less Total Sales _____                                 |
| 50.00            | _____         | Cash Overage (Shortage) \$ _____                       |
| 20.00            | _____         | Reason for Overage (Shortage)                          |
| 10.00            | _____         | _____  |
| 5.00             | _____         | Reconciliation Completed By:                           |
| 2.00             | _____         | _____  |
| 1.00             | _____         | Ticket Seller Signature _____                          |
| .50              | _____         | _____  |
| .25              | _____         | Date _____   |
| .10              | _____         | Change, Tickets, and Cash Collections Received By:     |
| .05              | _____         | _____  |
| .01              | _____         | Athletic Director or Bookstore Manager Signature _____ |
| Total            | \$ _____      | _____  |
| Less Change Fund | _____         | Date _____   |
| Total Deposit    | \$ _____      |  |

\_\_\_\_\_ **SCHOOL DISTRICT NO.** \_\_\_\_

**SCHOOL** \_\_\_\_\_

**AUXILIARY OPERATIONS DAILY CASH COLLECTIONS SUMMARY**

\_\_\_\_\_, 19\_\_\_\_  
**Month Day**

**Part I — Cash Collections Held for Deposit to the Auxiliary Operations Fund Account**

| Report Number | Account Code | Description (issued to) | Net Cash Collections |
|---------------|--------------|-------------------------|----------------------|
|               |              |                         | \$                   |
|               |              |                         |                      |
|               |              |                         |                      |
|               |              |                         |                      |
|               |              |                         |                      |
|               |              |                         |                      |
|               |              |                         |                      |
|               |              |                         |                      |

Total Net Cash Collections (Part I) \$                     

| <b>Part II — Cash Count</b> |           |
|-----------------------------|-----------|
| Checks                      | \$        |
| \$100.00                    |           |
| 50.00                       |           |
| 20.00                       |           |
| 10.00                       |           |
| 5.00                        |           |
| 2.00                        |           |
| 1.00                        |           |
| .50                         |           |
| .25                         |           |
| .10                         |           |
| .05                         |           |
| .01                         |           |
| <b>TOTAL</b>                | <b>\$</b> |

**Part III — Reconciliation**

|                                     |                                |
|-------------------------------------|--------------------------------|
| Total Net Cash Collections (Part I) | \$ <u>                    </u> |
| Total Cash Count (Part II)          | \$ <u>                    </u> |
| Cash Overage (Shortage)             | \$ <u>                    </u> |

Reason for Overage (Shortage)  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

Summary Prepared By: \_\_\_\_\_  
 Date

Reviewed By: \_\_\_\_\_  
 Date

No. (Prenumbered)

\_\_\_\_\_ SCHOOL DISTRICT NO. \_\_\_\_\_

**AUXILIARY OPERATIONS FUND VOUCHER**

DATE \_\_\_\_\_

The district superintendent is hereby authorized to issue check(s) against the Auxiliary Operations Fund for the sum of \_\_\_\_\_ dollars on account of obligations incurred for value received in goods and services as shown for (period) \_\_\_\_\_ to \_\_\_\_\_.

| Check No. | Account Code | Vendor | Invoice No. | P.O. No. | Amount |
|-----------|--------------|--------|-------------|----------|--------|
|           |              |        |             |          | \$     |
|           |              |        |             |          |        |
|           |              |        |             |          |        |
|           |              |        |             |          |        |
|           |              |        |             |          |        |
|           |              |        |             |          |        |

Total \$ \_\_\_\_\_

I certify that this claim is just and correct, and the goods and services herein represented have been received. All items are properly coded and not in excess of account balance. Itemized statements accompany this voucher.

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Governing Board Members' Signatures

Date Signed \_\_\_\_\_

No. \_\_\_\_\_

\_\_\_\_\_ SCHOOL DISTRICT NO. \_\_\_\_\_

**AUXILIARY OPERATIONS FUND CASH ADVANCE**

**Purchase Req. No.** \_\_\_\_\_

**Check Issued To** \_\_\_\_\_

**Amount \$** \_\_\_\_\_

**Mailing Address**

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**Purpose** \_\_\_\_\_

\_\_\_\_\_

---

**Authorizing Signatures:**

\_\_\_\_\_  
Requisitioner

\_\_\_\_\_  
Date

\_\_\_\_\_  
Athletic Director/Bookstore Manager

\_\_\_\_\_  
Date

\_\_\_\_\_  
District Clerk

\_\_\_\_\_  
Date



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**INTRODUCTION**

Student activities are defined in Arizona Revised Statutes (A.R.S.) §15-1121 as student clubs, organizations, school plays, or other student entertainment (hereafter referred to as clubs). Student activities monies are raised by the efforts of students with the approval of the governing board. These monies must be accounted for in an agency fund titled Student Activities Fund, which is separate and distinct from district operating funds.

The governing board must establish the Student Activities Fund and appoint an employee as a student activities treasurer to be responsible for the fund. In districts with multiple schools, the governing board may designate an assistant student activities treasurer for each school and may authorize a Student Activities Fund bank account for each school.

Student Activities Fund accounting functions are governed by the following principles.

1. Monies should be expended in a manner beneficial to those students currently in school. Students must actively participate in the management of funds.
2. School management should participate in developing policies, procedures, and regulations for the supervision and administration of student body financial activities.
3. Disbursement of monies derived by the efforts of a specific student club must be approved by that group. Any monies generated by the student body as a whole should be administered by the student council, and may be expended for reasonable and necessary expenses under the supervision and guidance of the governing board.
4. In elementary schools, for certain grades, the student activities treasurer or assistant student activities treasurer may authorize the sponsor to approve club disbursements.
5. Sealed competitive bidding is recommended for purchases that meet or exceed the amount requiring sealed bids as calculated by the State Board of Education in accordance with A.R.S. §15-213. Procedures in the School District Procurement Rules for sealed competitive bidding are recommended.
6. Guidelines for competitive purchasing below the dollar limits required for sealed bids, as prescribed by the USFR in accordance with A.R.S. §15-271 (§VI-G, Expenditures), should be followed for purchases costing less than the amount requiring sealed bids as calculated by the State Board of Education in accordance with A.R.S. §15-213.
7. The student council and each student club should have a sponsor.
8. Each club should prepare minutes of all of its meetings. Approval to make any disbursements should be documented in the minutes.

## LEGAL REQUIREMENTS

A.R.S. §§15-1121 through 15-1124 define and describe the operation of the Student Activities Fund.

### §15-1121 — Student Activities Monies Defined

All monies raised with the approval of the governing board of a school district by the efforts of students in pursuance of or in connection with all activities of student organizations, clubs, school plays, or other student entertainment other than funds specified in §§15-1125 and 15-1126 are student activities monies.

### §15-1122 — Student Activities Treasurer; Assistant Student Activities Treasurer; Administration of Student Activities Monies

- A. The governing board of any school district having student activities monies shall establish a Student Activities Fund and appoint a student activities treasurer. The student activities treasurer shall deposit the student activities monies in a bank account designated the student activities account. In school districts which have multiple schools, the governing board may designate an assistant student activities treasurer for each school. Each assistant student activities treasurer shall deposit student activities monies in the school district's student activities bank account or in student activities bank accounts established separately for each school. Disbursements from the student activities accounts shall be by check, signed by two persons, one of whom shall be either the student activities treasurer or an assistant student activities treasurer and one of whom shall be any other person authorized to sign by the governing board. The governing board may appoint more than one person to act as cosigner with the student activities treasurer or assistant student activities treasurer. Any disbursement shall be authorized by or on behalf of the student members of the particular club or organization as provided in the *Uniform System of Financial Records*. The student activities treasurer and assistant student activities treasurers shall give bonds in an amount determined by the governing board, and the cost of bond premiums shall be a charge against the school district.
- B. Accounts showing the balances due the respective student organizations as provided in §15-1121 shall be kept by the student activities treasurer and assistant student activities treasurers and shall be open to inspection by officers of the student bodies concerned.

### §15-1123 — Record of Revenues and Expenditures

- A. The student activities treasurer or assistant student activities treasurer shall maintain an accurate detailed record of all revenues and expenditures of the Student Activities Fund. The record shall be made in such form as the governing board of the school district prescribes. Copies of the record shall be presented to the governing board of the school district not less than once during each calendar month.
- B. Student Activities Fund monies may be invested and reinvested by the governing board of a school district. All monies earned by investment shall be credited to the Student Activities Fund of the school district.



**§15-1124 — Student Activities Revolving Fund for Expenses**

The governing board of a school district may, by resolution entered upon its minutes, establish a revolving fund for the purpose of meeting necessary current expenses connected with student activities as defined by this article. The amount of the revolving fund shall be determined by the governing board which establishes the fund and provision for its establishment shall be included in the budget. The amount of monies provided in the revolving fund shall, at the end of each fiscal school year, be returned to the credit of the school district and the fund reestablished as provided in this section.

**CASH**

Cash requires a strong system of internal control because it is more susceptible to manipulation than any other asset. Therefore, the student activities treasurer should ensure the following prescribed policies and procedures are followed consistently districtwide to effectively safeguard and properly account for Student Activities Fund cash.

1. Monies should be physically safeguarded.
2. Separation of responsibilities between cash handling and recordkeeping should be maintained.
3. The student activities treasurer, assistant student activities treasurers, and other employees who handle significant amounts of cash must be bonded and the expense charged to the district.
4. Monies received should be deposited intact daily, if material, or intact at least weekly.
5. Disbursements must be made by prenumbered and numerically controlled checks. Cash should be available in a student club's account before a disbursement is made.
6. Checks must be signed by the student activities treasurer or assistant student activities treasurer and by one other individual appointed by the governing board.
7. Void checks should be so stamped to prevent reuse and numerically filed with other canceled checks.
8. Written bank reconciliations should be prepared monthly, preferably by an employee not responsible for handling cash or issuing checks. In small districts where an employee performs both these functions, reconciliations should be reviewed and approved by district management. Bank reconciliations should be signed and dated when reviews are completed.
9. Student Activities Fund monies should not be used to defray any district expense.

**Student Activities Fund Bank Account**

A.R.S. §15-1122 requires the district to establish a Student Activities Fund bank account. In districts that have multiple schools and the governing board has designated an assistant student activities treasurer for each school, a bank account may be established for each school.

Monies should be deposited in the bank accounts promptly. Disbursements from the Student Activities Fund must be made by check signed by the student activities treasurer or assistant student activities treasurer and one other person appointed by the governing board.

The student activities treasurer or assistant student activities treasurer must maintain a current record of the balance due each club. The balance due each club should be maintained in the **Cash Receipts and Disbursements Journal** (X-H-25).

**Student Activities Fund Revolving Bank Account**

The governing board may establish an imprest revolving bank account from the Maintenance and Operation Fund for current expenditures of the Student Activities Fund (A.R.S. §15-1124).

At the end of each fiscal year, revolving account monies must be returned to the credit of the Maintenance and Operation Fund.

**Change Funds**

Change funds may be established from the Student Activities Fund bank account. Change funds should be established by a check made payable to the change fund custodian and returned at the end of the school year or when the change fund is no longer needed. Change funds may not be taken from cash collections, and disbursements from change funds are not permitted. The amount of the change fund should be reclassified within the Student Activities Fund from Cash in Bank to Cash on Hand. Since neither a transfer nor a disbursement has been made, none should be recorded.

**Investments**

The governing board should invest idle cash in relatively risk-free investments, such as savings accounts, interest-earning checking accounts, and certificates of deposit. Investments should be recorded in the **Cash/Investments Ledger** (X-H-26).

Interest earned on investments should be allocated on a pro rata basis to the appropriate clubs having monies on deposit. However, interest earned may be deposited into the Student Council Account to benefit the entire student body if all student clubs provide written consent.

## RECEIPTS

Student activities monies are derived from a variety of sources including the following:

1. Dues
2. Concessions
3. Interest
4. Ticket sales
5. Publications
6. Salvage drives
7. Gifts (do not include gifts to the district)
8. Fund-raising events approved by the governing board
9. Class or student pictures (discretion of the governing board)

A student club may participate in a joint fund-raising project with an outside group such as a parent-teacher organization if the governing board has approved the project. The proceeds should be allocated proportionately between the two organizations based on the level of effort devoted by each group on the project. (Attorney General (AG) Opinion I84-032)

In general, a student club may not hold a raffle. AG Opinion I84-018 states that only clubs that are not school controlled (such as off-campus clubs, clubs sponsored by civic groups, or parent-teacher organizations) and fit within the tax exempt categories defined by A.R.S. §43-1201 may hold raffles if they also meet the requirements of A.R.S. §13-3302.B.

The student activities treasurer is ultimately responsible for all monies. Therefore, the student activities treasurer should establish internal control policies and procedures to ensure transmittal of all monies to the student activities treasurer or assistant student activities treasurers for deposit in the Student Activities Fund bank accounts.

The following policies and procedures and sample forms are derived from systems currently in use by districts and presume a multischool district that uses assistant student activities treasurers and a bank account for each school. These are sample policies and procedures, and documents, and they present only one of many methods for controlling student activities monies. Districts having high schools may use the bookstore in the collection of cash, while other districts may choose to collect and process cash by other means.

### **Ticket Sales**

Sales may be accounted for with tickets. To reconcile sales to cash collections, an **Activity Report** should be completed.

The Activity Report should be prepared to reconcile cash collected to tickets sold at student activities, such as dances or plays. The Activity Report format enables the student activities treasurer or assistant student activities treasurers to calculate the number of tickets sold and multiply this amount by the appropriate price. The amount calculated should then be compared to the actual cash collections.

| <b>Performed by</b>                    | <b>Procedure</b>  |
|--|---|
| Student Activities Treasurer           | 1. Issues the prenumbered tickets to be used for club activities to each assistant student activities treasurer. Records the beginning and ending ticket numbers, school, date, and total number of tickets issued in the <b>Student Activities District Ticket Log</b> (X-H-16).   |
| Assistant Student Activities Treasurer | 2. Records the beginning and ending ticket numbers, club, date, and total number of tickets issued in the <b>Student Activities School Ticket Log</b> (X-H-17).<br>3. Issues the tickets to the bookstore manager or designee.  |
| Bookstore Manager or Designee          | 4. Prepares a prenumbered <b>Change Fund Receipt</b> (X-H-19) in duplicate for the change fund amount and retains it on file until after the event.<br>5. Indicates the report number, change fund receipt number and amount, ticket type, and beginning and ending ticket numbers on the <b>Activity Report</b> (X-H-18).<br>6. Issues the prenumbered tickets, change fund, and Activity Report to the club officer/sponsor.  |
| Club Officer/Sponsor                   | 7. Signs the <b>Change Fund Receipt</b> for receipt of the change fund.<br>8. Completes the <b>Activity Report</b> in duplicate after the event.<br>9. Signs the Activity Report.<br>10. Returns the Activity Report, remaining tickets, change fund, and cash collections to the bookstore manager or designee.  |
| Bookstore Manager or Designee          | 11. Verifies the cash and tickets returned, and the mathematical accuracy of the Activity Report. Reconciles differences between total ticket sales and actual cash collected.<br>12. Places cash collected and change fund into a cash register or safeguards it in a locked cash box or safe.<br>13. Signs the Activity Report.<br>14. Records and signs for the net cash collections and change fund on the <b>Change Fund Receipt</b> .<br>15. Issues the original Change Fund Receipt and Activity Report to the club officer/sponsor.<br>16. Files the duplicate copies of the Activity Report and Change Fund Receipt. |

**Other Receipts**

A **Cash Collection Report** should be prepared to account for cash collected when tickets are not sold (e.g., for such events as candy, T-shirt, and bake sales). In some instances, prenumbered cash receipts will be practicable and the Cash Collection Report may be used to reconcile cash receipts to cash collected. Receipt books used should contain duplicate, prenumbered receipt forms. When a sale is completed, the original receipt should be given to the buyer and the duplicate retained.

| <b>Performed by</b>           | <b>Procedure</b>   |
|-------------------------------|--|
| Bookstore Manager or Designee | <ol style="list-style-type: none"> <li>1. Prepares a prenumbered <b>Change Fund Receipt</b> in duplicate for the change fund amount and retains it on file until after the event.</li> <li>2. Completes a <b>Cash Collection Report</b> (X-H-20) in duplicate for the report number and change fund receipt number and amount. Enters beginning and ending receipt numbers if a receipt book is used.</li> <li>3. Issues the Cash Collection Report, change fund, and receipt book to the club officer/sponsor.</li> </ol>   |
| Club Officer/Sponsor          | <ol style="list-style-type: none"> <li>4. Receives the Cash Collection Report and signs for the change fund and receipt book on the Change Fund Receipt and Cash Collection Report.</li> <li>5. Collects cash and completes Cash Collection Report.</li> <li>6. Records number of the last receipt used (if applicable) on the Cash Collection Report.</li> <li>7. Submits the cash collections, change fund, receipt book (if applicable) and Cash Collection Report to the bookstore manager or designee.</li> </ol>   |
| Bookstore Manager or Designee | <ol style="list-style-type: none"> <li>8. Counts the cash collections and change fund and reconciles to the receipt book (if applicable) and to the <b>Cash Collection Report</b>.</li> <li>9. Verifies mathematical accuracy of the Cash Collection Report.</li> <li>10. Signs the Cash Collection Report.</li> <li>11. Places the cash collected and change fund into a cash register or safeguards in a locked cash box or safe.</li> <li>12. Records and signs for the net cash collections and change fund on the <b>Change Fund Receipt</b>.</li> <li>13. Issues the original Change Fund Receipt and Cash Collection Report to the club officer/sponsor.</li> <li>14. Files the duplicate copies of the Cash Collection Report, Change Fund Receipt, and receipt book (if applicable).</li> </ol> |

**End of Day Procedures**

If there has been only one **Activity Report** or **Cash Collection Report** prepared for the day, these steps may be omitted.

At the end of each day, a **Daily Cash Collections Summary** should be prepared in order to reconcile the amount of cash collected to Activity Reports and Cash Collection Reports issued. This will help ensure that all monies are accounted for and will be deposited.

| <b>Performed by</b>              | <b>Procedure</b>  |
|----------------------------------|---|
| Bookstore Manager<br>or Designee | <ol style="list-style-type: none"> <li>1. Removes the cash collected from the cash register, locked cash box, or safe, and retrieves the Activity Reports and Cash Collection Reports.</li> <li>2. Prepares a <b>Daily Cash Collections Summary</b> (X-H-21) to reconcile the amount of total cash collected for the day to Activity Reports and Cash Collection Reports. Investigates and resolves any differences.</li> <li>3. Files the Summary, <b>Activity Reports</b> and <b>Cash Collection Reports</b> by date and places the cash collections in a locked cash box or safe until deposit.</li> </ol> |

**Deposit Preparation and District Accounting**

| <b>Performed by</b>              | <b>Procedure</b>  |
|----------------------------------|---|
| Bookstore Manager<br>or Designee | <ol style="list-style-type: none"> <li>1. Removes the cash collections from the locked cash box or safe, counts cash, and prepares a deposit slip in duplicate for the cash collections.</li> <li>2. Compares the deposit amount to Part II — Cash Count recorded on the <b>Daily Cash Collections Summary</b>.</li> <li>3. Deposits the cash in the Student Activities Fund bank account.</li> <li>4. Attaches the duplicate deposit slip, validated bank deposit receipt, and cash register detail tapes (if applicable) to the Daily Cash Collections Summary.</li> <li>5. Submits the Daily Cash Collections Summary, Activity Reports, Cash Collection Reports, and supporting documentation to the assistant student activities treasurer.</li> </ol> |

| <b>Performed by</b>                    | <b>Procedure</b>  |
|--|---|
| Assistant Student Activities Treasurer | <ol style="list-style-type: none"> <li>6. Reviews the <b>Summary</b> for mathematical accuracy and correct account codes. Signs and dates the Summary to indicate review.</li> <li>7. Compares the cash count on the Summary to the deposit slip and validated bank deposit receipt.</li> <li>8. Records the cash collections in the <b>Cash Receipts and Disbursements Journal</b> (X-H-25) of the appropriate club.</li> <li>9. Files the Summary, deposit slip, and validated bank deposit receipt by date and the other documents by student club.</li> </ol> |

**DISBURSEMENTS**

The Arizona Administrative Code R7-2-1002.E exempts Student Activities Fund purchases from the school district procurement rules prescribed by the State Board of Education, unless district monies are involved. However, to maximize purchasing power, districts should consider following the procurement rules or similar procedures for Student Activities Fund purchases that meet or exceed the amount requiring sealed bids, as calculated by the State Board of Education in accordance with A.R.S. §15-213. Additionally, districts should follow the purchasing guidelines in §VI-G, Expenditures, for Student Activities Fund purchases costing less than that amount.

The following procedures and sample forms are derived from systems currently in use by districts and presume a multischool district that uses assistant student activities treasurers. These are sample procedures and documents and present only one of many methods for controlling student activities disbursements.

| <b>Performed by</b>           | <b>Procedure</b>   |
|-------------------------------|--|
| Club Officer/Sponsor          | <ol style="list-style-type: none"> <li>1. Approves the disbursement and documents approval in the club's minutes.</li> <li>2. Prepares a <b>Student Activities Requisition form</b> in duplicate (X-H-22).</li> <li>3. Signs the requisition; files copy of requisition.</li> <li>4. Submits the original requisition to the bookstore manager or designee.</li> </ol>   |
| Bookstore Manager or Designee | <ol style="list-style-type: none"> <li>5. Reviews the requisition for mathematical accuracy.</li> <li>6. Verifies that the club's cash balance is adequate to permit the disbursement and that the disbursement is appropriate. Accepts or rejects the requisition stating reason for rejection. Signs and dates requisition.</li> <li>7. Determines that bidding procedures are followed (if applicable).</li> <li>8. Prepares a prenumbered <b>Student Activities Purchase Order</b> (X-H-23 and 24) and records the purchase order number on the requisition. Student Activities Purchase Orders should be signed by the assistant student activities treasurer.</li> </ol> |

| Performed by                              | Procedure   |
|---|---|
| Bookstore Manager<br>or Designee (Cont'd) | <p><b>Purchase orders</b> are maintained by the student activities treasurer and issued in numerical blocks to the assistant student activities treasurers. Individual purchase orders are issued by the assistant student activities treasurer in numerical order.</p> <p>9. Distributes the purchase order as follows:</p> <ol style="list-style-type: none"> <li>Original — Vendor</li> <li>Copy 1 — Vendor file (alphabetical with <b>requisition</b> attached)</li> <li>Copy 2 — Numerical file</li> <li>Copy 3 — Club receiving report with quantities blocked out</li> </ol> <p>10. Attaches the requisition to Copy 1 of the purchase order and files it in an open purchase order file.</p>  |
| Club Officer/Sponsor                      | <p>11. Files the <b>receiving report</b> (X-H-24) and awaits delivery of goods.</p> <p>12. Signs, dates, and records the quantity on the receiving report (Copy 3 of purchase order) when delivery of the goods is made.</p> <p>13. Notes the delivery date on the requisition. Files it in a closed file.</p> <p>14. Submits the receiving report and packing slip to the bookstore manager or designee.</p>   |
| Bookstore Manager<br>or Designee          | <p>15. Compares quantity on the receiving report to requisition and Copy 1 of the <b>purchase order</b>.</p> <p>16. Attaches the receiving report and packing slip to the requisition and Copy 1 of the purchase order.</p> <p>17. Receives the vendor's invoice and compares quantity and price to the packing slip, receiving report, and Copy 1 of the purchase order.</p> <p>18. Verifies the mathematical accuracy of the documents, and initials and dates the documents as evidence of the check.</p> <p>19. Attaches the vendor's invoice to the packing slip, receiving report, requisition, and Copy 1 of the purchase order.</p> <p>20. Prepares a check. Notes the purchase order number and student activity account code number and name on the check.</p> <p>21. Records the check number on the vendor's invoice.</p> <p>22. Stamps the vendor's invoice "paid" or otherwise cancels the invoice.</p> <p>23. Submits prepared check and supporting documentation to the assistant student activities treasurer.</p> |



| <b>Performed by</b>                       | <b>Procedure</b>   |
|---|--|
| Assistant Student<br>Activities Treasurer | 24. Records the disbursement in the <b>Cash Receipts and Disbursements Journal</b> (X-H-25) of the appropriate club. |
|   | 25. Signs the check and submits supporting documentation along with the check for cosignature.                       |
| Authorized Cosigner                       | 26. Reviews supporting documentation and cosigns the check.  |
|   | 27. Mails the check to the vendor.   |
| Assistant Student<br>Activities Treasurer | 28. Files the documents by student activities account.   |

### **CAPITAL ASSETS**

Assets purchased with Student Activities Fund monies should not be included on the district’s capital assets list since they are not district property; however, the district may choose to maintain a separate list for Student Activities Fund assets above a certain dollar amount. If a student club chooses to donate an asset to the district, the decision should be documented in the club’s minutes and in a written statement signed by the club president and sponsor. At that time, the asset should be included on the district’s capital assets list at acquisition value at the acquisition date.

### **ACCOUNTING RECORDS**

The basic accounting records that should be maintained are the **Cash Receipts and Disbursements Journal** (X-H-25) and the **Cash/Investments Ledger** (X-H-26). Multischool districts using assistant student activities treasurers and a bank account for each school should maintain these basic accounting records at each school. Additionally, the student activities treasurer in a multischool district should compile accounting information from all schools to maintain the cash control for the fund.

The Cash Receipts and Disbursements Journal should be used to record cash, intrafund transfers, interclub transactions, and other entries for each student club. The cash balance of each club should be maintained separately. Individual clubs should also maintain their own cash balances to facilitate stewardship.

The Cash/Investments Ledger should be used to record totals of receipts and disbursements for all clubs that have been recorded in the Cash Receipts and Disbursements Journal. In addition, investments should be recorded in the ledger. Examples of entries to the ledger are presented on **X-H-26**.

The combined cash balances for all clubs recorded in the Cash Receipts and Disbursements Journal should equal the balances of cash and investments in the Cash/Investments Ledger at the end of the month.

### Cash Receipts Entries

Cash receipts should be entered in the **Cash Receipts and Disbursements Journal** of the appropriate club. Each cash receipt is entered as a credit (increase) in the journal by the appropriate account code. The offsetting entry in the journal is a debit (increase) to the cash balance.

For example, if the Student Council receives cash from ticket sales, the amount is entered in the receipts column as a credit as shown on **X-H-25**. The offsetting entry is a debit (increase) to cash.

At the end of the month, the receipts should be totaled and the total of all clubs should equal the receipts in the **Cash/Investments Ledger**.

### Cash Disbursements Entries

Cash disbursements should be entered for each transaction by account code in the **Cash Receipts and Disbursements Journal** of the appropriate club. Disbursements are entered as debits (increases) to the disbursements accounts while the offsetting credits (decreases) are to the club's cash balance.

For example, if the Student Council buys supplies, the amount spent is entered as a debit (increase) in the Cash Receipts and Disbursements Journal as shown on **X-H-25**. The offsetting credit (decrease) entry is made to cash.

At the end of the month, the disbursements should be totaled and the total of all clubs should equal the disbursements recorded in the **Cash/Investments Ledger**.

### Intrafund Transfers

Intrafund transfers include the following types of transactions.

1. Transfer of a defunct club's cash balance to the general student body account.
2. Allocation of cash from one club to another club (e.g., cash collected for a joint venture recorded in one club's account).

Transfer of a defunct club's cash balance should be authorized by the student activities treasurer or assistant student activities treasurer and the Student Council. Other transfers may be authorized by the club sponsor and officer.

Intrafund transfers should be accounted for on the **Student Activities Fund Journal Entry** (X-H-13) by the student activities treasurer or assistant student activities treasurer. The entry should then be recorded in the **Cash Receipts and Disbursements Journal** of the appropriate clubs. Transfers may be made by entries to both accounts in the journal with no physical exchange of money.

An example of the transfer entry for an allocation of money to the Student Council Account (JE 1) is illustrated on **X-H-25**. For the receiving club, cash is debited (increased) and transfers are credited (decreased). The entry for the transferring club is a credit to cash and a debit to transfers.

The following entry demonstrates an example of cash allocation.

| <b>STUDENT ACTIVITIES FUND JOURNAL ENTRY</b>                                     |             |                |                                |               |               |  |
|--|-------------|----------------|--------------------------------|---------------|---------------|--|
| <u>Club</u>  |             |                |                                | <u>Amount</u> |               |  |
| <b>Name</b>  | <b>Code</b> | <b>Account</b> | <b>Transaction/Description</b> | <b>Debit</b>  | <b>Credit</b> |  |
| Spanish Club   | 02          | XXXX           | Transfer — Out                 | \$100         |               |  |
| Spanish Club   | 02          | XXXX           | Cash in bank                   |               | \$100         |  |
| Student Council  | 01          | XXXX           | Cash in bank                   | 100           |               |  |
| Student Council  | 01          | XXXX           | Transfer — In                  |               | 100           |  |
| To transfer the remaining cash balance of a defunct club to the student council. |             |                |                                |               |               |  |

Note that while cash in the total fund is unaffected, cash in the individual accounts is redistributed and should be adjusted.

Intrafund transfers need not be posted to the **Cash/Investments Ledger** since the net effect to the fund's cash balance is zero.

**Interclub Transactions**

Interclub transactions include sales of supplies between clubs. The transactions should be accounted for on the Student Activities Fund Journal Entry and recorded in the **Cash Receipts and Disbursements Journal** of the appropriate clubs.

Examples of both an interclub sale (JE 2) and purchase of supplies (JE 3) are presented on **X-H-25**.

**Other Entries**

Journal entries to initiate, correct, or adjust an account are explained in §VI-B, Accounting Records. The student activities treasurer or assistant student activities treasurer should record the journal entry in the **Cash Receipts and Disbursements Journal**.

**District Accounting**

Student Activities Fund transactions should not be reported in the district’s records. The district’s records should include only the cash balance of the Student Activities Fund held by the district and a corresponding liability in accordance with the Chart of Accounts (§III). The district should use the monthly **Report of Cash Receipts, Disbursements, Transfers, and Cash Balances** (X-H-27) prepared by the student activities treasurer to adjust the district’s records.

The following is a sample journal entry to adjust the district’s accounting records.

| Page 02   |                   |                       |                                |        |        |
|---|-------------------|-----------------------|--------------------------------|--------|--------|
| GENERAL JOURNAL   |                   |                       |                                |        |        |
| Date<br>19XX  | Account Number    | Account Description   | Posted to<br>General<br>Ledger | Amount |        |
|   |                   |                       |                                | Debit  | Credit |
| 4/30  | 850-000-0000-0216 | Due to Student Groups | X                              | \$150  |        |
|   | 850-000-0000-0102 | Cash in Bank          | X                              |        | \$150  |
| To adjust the district’s accounting records for student activities operations for the month of April. |                   |                       |                                |        |        |

**Account Codes**

Except for the Student Activities Fund number and balance sheet account numbers, the account codes and structure prescribed by the Chart of Accounts are optional for the Student Activities Fund. The student activities treasurer may develop different account codes and structure. However, at a minimum, the account code structure should consist of the following elements:

1. **Fund** — Student Activities Fund
2. **Object** — The type of receipt, disbursement, or balance sheet account
3. **Unit** — A particular school of the district
4. **Club**

The Student Activities Fund account structure and codes adopted by the governing board should be used uniformly by all schools in the district.

### **FINANCIAL REPORTING**

A **Report of Cash Receipts, Disbursements, Transfers, and Cash Balances** (X-H-27) must be prepared monthly by the student activities treasurer. In a multischool district, a report should be prepared monthly by the assistant student activities treasurer at each school, if separate bank accounts are maintained, and submitted to the student activities treasurer. The Report should be submitted to the governing board in a timely manner.





REPORT NO. \_\_\_\_\_

SCHOOL DISTRICT NO. \_\_\_\_\_

## ACTIVITY REPORT

School \_\_\_\_\_

Account Name \_\_\_\_\_ Account Code \_\_\_\_\_ Date \_\_\_\_\_

Event \_\_\_\_\_

Club Officer/Sponsor \_\_\_\_\_

Change Fund Receipt Number \_\_\_\_\_ Amount \$ \_\_\_\_\_

| Ticket Type | Ticket Numbers Issued |    | Next Ticket Number to Be Issued | Beginning Ticket Number Used | Number Sold | Price | Total Sales |
|-------------|-----------------------|----|---------------------------------|------------------------------|-------------|-------|-------------|
|             | From                  | To |                                 |                              |             |       |             |
|             |                       |    |                                 |                              |             | \$    | \$          |
|             |                       |    |                                 |                              |             |       |             |
|             |                       |    |                                 |                              |             |       |             |
|             |                       |    |                                 |                              |             |       |             |

|                  |               |   |
|------------------|---------------|---|
| Denomination     | Cash Returned | Total Deposit \$ _____                                  |
| Checks           | \$ _____      | Less Total Sales _____                                  |
| \$100.00         | _____         | Cash Overage (Shortage) <u>\$ _____</u>                 |
| 50.00            | _____         | Reason for Overage (Shortage):                          |
| 20.00            | _____         | _____   |
| 10.00            | _____         | _____   |
| 5.00             | _____         | _____   |
| 2.00             | _____         | Tickets and Change Fund Issued To:                      |
| 1.00             | _____         | _____   |
| .50              | _____         | Club Officer/Sponsor Signature                          |
| .25              | _____         | _____   |
| .10              | _____         | Date  |
| .05              | _____         | _____   |
| .01              | _____         | Change Fund, Tickets, and Cash Collections Received By: |
| Total            | \$ _____      | _____   |
| Less Change Fund | _____         | Bookstore Manager or Designee                           |
| Total Deposit    | \$ _____      | _____   |
|                  |               | Date  |



**NUMBER**  
**(Prenumbered)**

\_\_\_\_\_ **SCHOOL DISTRICT NO.** \_\_\_\_\_

**CHANGE FUND RECEIPT**

COMPLETE WHEN CHANGE FUND ISSUED:

DATE \_\_\_\_\_  
SCHOOL \_\_\_\_\_  
ACCOUNT NAME \_\_\_\_\_  
ACCOUNT CODE \_\_\_\_\_  
CHANGE FUND AMOUNT ISSUED \$ \_\_\_\_\_

\_\_\_\_\_  
CLUB OFFICER/SPONSOR SIGNATURE

\_\_\_\_\_  
DATE

COMPLETE WHEN CHANGE FUND RETURNED:

CASH RECEIVED \$ \_\_\_\_\_  
CHANGE FUND AMOUNT RETURNED ( \_\_\_\_\_ )  
NET CASH COLLECTIONS \$ \_\_\_\_\_

CASH RECEIVED BY \_\_\_\_\_  
BOOKSTORE MANAGER OR DESIGNEE SIGNATURE

\_\_\_\_\_  
DATE

REPORT NO. \_\_\_\_\_

\_\_\_\_\_ SCHOOL DISTRICT NO. \_\_\_\_\_

### CASH COLLECTION REPORT

School \_\_\_\_\_

Account Name \_\_\_\_\_ Account Code \_\_\_\_\_

Event \_\_\_\_\_ Date \_\_\_\_\_

Club Officer/Sponsor \_\_\_\_\_

Change Fund Receipt Number \_\_\_\_\_ Amount \$ \_\_\_\_\_

| Denomination       | Cash Returned | Receipt Book Summary           |                |
|--------------------|---------------|--------------------------------|----------------|
| Checks             | \$ _____      | Beginning                      | Ending         |
| \$100.00           | _____         | Number _____                   | Number _____   |
| 50.00              | _____         | Last Number Used _____         |                |
| 20.00              | _____         | Quantity Sold _____            | Price \$ _____ |
| 10.00              | _____         | Total Sales                    |                |
| 5.00               | _____         | (Quantity X Price)             | \$ _____       |
| 2.00               | _____         | Less Net Collections           | \$ _____       |
| 1.00               | _____         | Cash Overage (Shortage)        | \$ _____       |
| .50                | _____         | Total Deposit                  | \$ _____       |
| .25                | _____         | Reason for Overage (Shortage): |                |
| .10                | _____         | _____                          |                |
| .05                | _____         | _____                          |                |
| .01                | _____         | _____                          |                |
| TOTALS             | \$ _____      |                                |                |
| Less Change Issued | ( _____ )     |                                |                |
| Net Collections    | \$ _____      |                                |                |

Receipts and Change Fund Issued To:

Change Fund, Receipts, and Cash Collections Received By:

\_\_\_\_\_  
Club Officer/Sponsor Signature

\_\_\_\_\_  
Bookstore Manager or Designee

\_\_\_\_\_  
Date

\_\_\_\_\_  
Date

\_\_\_\_\_ SCHOOL DISTRICT NO. \_\_\_\_\_

SCHOOL \_\_\_\_\_

**STUDENT ACTIVITIES DAILY CASH COLLECTIONS SUMMARY**

\_\_\_\_\_, 19\_\_\_\_  
 Month Day

| <b>Part I — Cash Collected and Held for Deposit to the Student Activities Fund Account</b> |                 |                         |                         |
|--|-----------------|-------------------------|-------------------------|
| Change Fund<br>Receipt Number  | Club<br>Account | Description (issued to) | Net Cash<br>Collections |
|  |                 |                         | \$                      |
|  |                 |                         |                         |
|  |                 |                         |                         |
|  |                 |                         |                         |
|  |                 |                         |                         |
|  |                 |                         |                         |

Total Net Cash Collections (Part I) \$ \_\_\_\_\_

| <b>Part II — Cash Count</b> |          |
|-----------------------------|----------|
| Checks                      | \$ _____ |
| \$100.00                    | _____    |
| 50.00                       | _____    |
| 20.00                       | _____    |
| 10.00                       | _____    |
| 5.00                        | _____    |
| 2.00                        | _____    |
| 1.00                        | _____    |
| .50                         | _____    |
| .25                         | _____    |
| .10                         | _____    |
| .05                         | _____    |
| .01                         | _____    |
| TOTAL                       | \$ _____ |

| <b>Part III — Reconciliation</b>    |          |
|-------------------------------------|----------|
| Total Net Cash Collections (Part I) | \$ _____ |
| Total Cash Count (Part II)          | \$ _____ |
| Cash Overage (Shortage)             | \$ _____ |
| Reason for Overage (Shortage):      | _____    |
|                                     | _____    |
|                                     | _____    |
|                                     | _____    |

Summary Prepared By \_\_\_\_\_

Date \_\_\_\_\_

Summary Reviewed By \_\_\_\_\_

Date \_\_\_\_\_

REQUISITION NO. \_\_\_\_\_

\_\_\_\_\_ SCHOOL DISTRICT NO. \_\_\_\_\_

**STUDENT ACTIVITIES REQUISITION**

SCHOOL \_\_\_\_\_

ACCOUNT NAME \_\_\_\_\_ ACCOUNT CODE \_\_\_\_\_ DATE \_\_\_\_\_

**AUTHORIZING SIGNATURES**

CLUB OFFICER \_\_\_\_\_

SPONSOR \_\_\_\_\_

**REQUEST FOR PURCHASE ORDER**

ISSUE PURCHASE ORDER TO: \_\_\_\_\_ AMOUNT \$ \_\_\_\_\_

MAILING ADDRESS: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**DESCRIPTION OF SERVICES OR ITEMS**

| Quantity | Items | Amount   |
|----------|-------|----------|
|          |       | \$       |
|          |       |          |
|          |       |          |
|          |       |          |
| Total    |       | \$ _____ |

Purpose (Event, Dates, Etc.)

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**FOR OFFICE USE ONLY**

Accepted: \_\_\_\_\_ Rejected: \_\_\_\_\_ Date: \_\_\_\_\_ P.O. No. \_\_\_\_\_

Reason for Rejection: \_\_\_\_\_

Signature: \_\_\_\_\_

**Bookstore Manager or Designee**

\_\_\_\_\_ SCHOOL DISTRICT NO. \_\_\_\_\_

**STUDENT ACTIVITIES PURCHASE ORDER**

SCHOOL \_\_\_\_\_

PURCHASE ORDER NO. (Prenumbered)

TO \_\_\_\_\_  
(Vendor)

DATE \_\_\_\_\_

FROM \_\_\_\_\_

TERMS \_\_\_\_\_

EXPECTED DELIVERY DATE \_\_\_\_\_

PLACE OF DELIVERY \_\_\_\_\_

DO NOT BACK ORDER

Unless otherwise indicated, all prices are FOB destination.

| Quantity Ordered | Description | Quantity Received | Units | Unit Price | Amount |
|------------------|-------------|-------------------|-------|------------|--------|
|                  |             |                   |       |            | \$     |
|                  |             |                   |       |            |        |
|                  |             |                   |       |            |        |
|                  |             |                   |       |            |        |
|                  |             |                   |       |            |        |

TOTAL \$ \_\_\_\_\_

SUMMARY BY ACCOUNT

| Account | Amount   |
|---------|----------|
| _____   | \$ _____ |
| _____   | _____    |
| _____   | _____    |
| _____   | _____    |
| _____   | _____    |
| TOTAL   | \$ _____ |

*This purchase order is a claim against the Student Activities Fund only. The district assumes no liability in the purchase transaction.*

APPROVED BY:

\_\_\_\_\_  
STUDENT ACTIVITIES TREASURER OR ASSISTANT  
STUDENT ACTIVITIES TREASURER

\_\_\_\_\_  
( DATE APPROVED )

Vendor (Original)  
District (Copies 1 and 2)



| CASH RECEIPTS AND DISBURSEMENTS JOURNAL |            |                 |   |          |        |               |        |           |      |       |        |         |
|---|------------|-----------------|---|----------|--------|---------------|--------|-----------|------|-------|--------|---------|
| School:                                 |            | ABC School      |   |          |        |               |        |           |      |       |        |         |
| Account Name:                           |            | Student Council |   |          |        |               |        |           |      |       |        |         |
| Account Code:                           |            | 01              |   |          |        |               |        |           |      |       |        |         |
| Period:                                 |            | October 19XX    |   |          |        |               |        |           |      |       |        |         |
|   | Reference  |                 |   | Receipts |        | Disbursements |        | Transfers |      | Cash  |        |         |
| Date<br>19XX                            | Ck.<br>No. | Other           | Transaction<br>Description                    | Debit    | Credit | Debit         | Credit | Out       | In   | Debit | Credit | Balance |
| 10/01                                   |            |                 | Cash Balance<br>Brought Forward               |          |        |               |        |           |      |       |        | \$100   |
| 10/08                                   |            | No.<br>112      | Ticket Sales                                  |          | \$75   |               |        |           |      | \$75  |        | 175     |
| 10/08                                   | 44         |                 | Supplies                                      |          |        | \$60          |        |           |      |       | \$60   | 115     |
| 10/12                                   |            | JE 1            | Cash Allocation                               |          |        |               |        |           | \$50 | 50    |        | 165     |
| 10/12                                   |            | JE 2            | Supplies —<br>Interclub                       |          |        |               | \$10   |           |      | 10    |        | 175     |
| 10/12                                   |            | JE 3            | Supplies —<br>Interclub                       |          |        | 15            |        |           |      |       | 15     | 160     |
| 10/31                                   |            | JE 4            | Apportionment —<br>Interest on<br>Investments |          | 10     |               |        |           |      | 10    |        | 170     |

| <b>CASH/INVESTMENTS LEDGER</b> |                 |                      |   |                    |               |                |              |               |                |
|--------------------------------|-----------------|----------------------|---|--------------------|---------------|----------------|--------------|---------------|----------------|
| <b>Posting Date</b>            | <b>Receipts</b> | <b>Disbursements</b> | <b>Description</b>                                  | <b>Investments</b> |               |                | <b>Cash</b>  |               |                |
|                                |                 |                      |   | <b>Debit</b>       | <b>Credit</b> | <b>Balance</b> | <b>Debit</b> | <b>Credit</b> | <b>Balance</b> |
| Balance Forward                |                 |                      |   |                    |               |                |              |               | \$2,500        |
| 10/31/XX                       | \$340           |                      | Receipts for month of October                       |                    |               |                | \$340        |               | 2,840          |
| 10/31/XX                       |                 | \$250                | Disbursements for month of October                  |                    |               |                |              | \$ 250        | 2,590          |
| 10/31/XX                       | 50              |                      | Interest earned on investments for month of October |                    |               |                | 50           |               | 2,640          |
| 11/30/XX                       |                 |                      | Check #45 —<br>TCD 108572                           | \$1,000            |               | \$1,000        |              | 1,000         | 1,640          |



**ABC SCHOOL DISTRICT  
STUDENT ACTIVITIES  
REPORT OF CASH RECEIPTS, DISBURSEMENTS, TRANSFERS, AND CASH BALANCES  
MONTH ENDED APRIL 30, 19XX**

| <u>Club/Organization</u> | <u>Cash Balance<br/>March 31, 19XX</u> | <u>Receipts</u> | <u>Disbursements</u> | <u>Transfers</u> |             | <u>Cash Balance<br/>April 30, 19XX</u> |
|--------------------------|--|-----------------|----------------------|------------------|-------------|--|
|                          |  |                 |                      | <u>In</u>        | <u>Out</u>  |  |
| Student Council          | \$ 550                                 | \$ 700          | \$ 800               | \$50             |             | \$500                                  |
| Hiking Club              | 50                                     |                 |                      |                  | \$50        | -0-                                    |
| Dance Club               | <u>500</u>                             | <u>600</u>      | <u>650</u>           | _____            | _____       | <u>450</u>                             |
| <b>Total</b>             | <u>\$1,100</u>                         | <u>\$1,300</u>  | <u>\$1,450</u>       | <u>\$50</u>      | <u>\$50</u> | <u>\$950</u>                           |

## Uniform System of Financial Records for Arizona School Districts (USFR) Compliance Questionnaire

- Instructions
- Governing board/management procedures
- Budgeting
- Accounting records
- Cash and revenue
- Supplies inventory
- Property control
- Expenditures
- Travel
- Credit cards and purchasing cards (p-card)
- Procurement
- Classroom Site Fund
- Payroll
- Financial reporting
- Student attendance reporting
- Information technology (IT)
- Transportation support
- Records management
- General long-term debt

## Instructions

Arizona Revised Statutes (A.R.S.) §15-271 requires the Arizona Auditor General to inform any school district failing to establish and maintain the requirements prescribed by the *Uniform System of Financial Records for Arizona School Districts* (USFR) that it has 90 days to correct the cited deficiencies. The USFR prescribes the minimum internal control policies and procedures to be used by Arizona school districts for accounting, financial reporting, budgeting, attendance reporting, and various other compliance requirements. To help the Arizona Auditor General determine whether a district has attained an acceptable degree of compliance with USFR requirements, the audit firm must complete this USFR Compliance Questionnaire (Questionnaire).

A.R.S. §§15-213(F) and 15-914(G) require districts to have a systematic review of their purchasing practices and average daily membership (ADM), respectively, performed in conjunction with their annual or biennial financial audit to determine whether the district complied with the applicable State of Arizona procurement and student attendance laws and rules. Auditor completion of the Procurement and Student attendance reporting Questionnaire sections constitutes the required systematic reviews.

Audit firms must gain an understanding of the district's internal controls and obtain and document sufficient, appropriate evidence annually to support each Questionnaire response. These instructions, the Questionnaire questions, and the required review procedures constitute the minimum audit standards for completing the Questionnaire. Required review procedures are included in the Questionnaire and in the "tooltip" next to applicable questions in the web-based auditor submission Questionnaire. The Arizona Auditor General may reject Questionnaires that are not prepared in compliance with the minimum audit standards.

- Audit documentation must describe the procedures performed, items reviewed, and the results of such procedures and reviews to support the auditor's Questionnaire responses and related comments.
- Evidence may be obtained through test work, observation, examination, and client assertion. However, client assertion alone is not adequate evidence to support "Yes" responses on the Questionnaire.
- The audit firm must determine the district reviewed documents and transactions and provided sufficient evidence of approval including manual or electronic signatures or initials and date of review.
- Audit firms must consider population size in determining the number of items to test (i.e., sample, scan, review, examine, or observe), and the items selected should be representative of the population. Therefore, testing 1 transaction, record, or item is not sufficient. The Credit cards and purchasing cards, Procurement, and Student attendance reporting Questionnaire sections prescribe minimum sample sizes for specific questions. Population and samples sizes used for test work should be entered in the fields provided next to the applicable questions throughout the Questionnaire.
- A **"Yes"** response indicates that the audit firm has determined that the district complied with the USFR for that question based on auditor obtained evidence. Several review procedures allow for auditors to determine whether the district implemented compensating controls when recommended USFR procedures could not be implemented due to limited staff size. When compensating controls are found, auditors should answer the question "Yes" and describe in the comments the compensating controls in place to meet the question's objective. However, the Arizona Auditor General makes the final determination of compliance with the USFR based on the evidence presented in the Questionnaire, audit reports, audit documentation, and any other sources of information available.

*Uniform System of Financial Records for Arizona School Districts* Compliance Questionnaire

\*This questionnaire must be used for fiscal year (FY) 2024 audits and thereafter.

- A “No” response indicates the district did not comply with the USFR for that question. Audit firms must explain the district’s deficiency noted for all “No” responses in the comment box below the question. Deficiencies must be described in sufficient detail to enable the Arizona Auditor General to determine the nature and significance of the deficiency for:

- (a) assessing compliance with the USFR,
- (b) appropriately describing the deficiency in a report, and
- (c) testing compliance during a status review.

The description should include the number of items tested and the number of exceptions noted, dollar amount of the error, and any other relevant information that would provide context for the deficiency. For deficiencies related to processes required at regular intervals such as monthly bank reconciliations, the description should adequately describe whether the district’s processes did not meet required intervals or were not completed at all.

Each deficiency comment should specifically describe how the district did not meet the USFR requirement described in the related question.

Cash and revenues questions apply to all the district’s cash and revenue, including food service, auxiliary operations, extracurricular activities fees tax credit, and student activities receipts and bank accounts. Comments for “No” responses to these questions should indicate the type of receipt or bank account to which the deficiency applies.

- An “N/A” response indicates the district did not have activity related to the USFR requirements for that question. The audit firm **must** explain all “N/A” responses in the comment box below the question, unless the reason for the N/A is obvious.

The questions in the Questionnaire do not address all requirements of the USFR. If the audit firm is aware of noncompliance with a requirement of the USFR that is not addressed in the Questionnaire, including the Arizona Administrative Code (A.A.C.), Title 7, Ch. 2, Articles 10 and 11, (School District Procurement Rules) and the Arizona Department of Education’s (ADE) membership and attendance guidelines, the audit firm should include the compliance findings in its reports issued in accordance with Governmental Auditing Standards and Title 2 U.S. Code of Federal Regulations Part 200, *Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards (Uniform Guidance)*, as applicable.

The audit firm must make the resulting audit documentation supporting the audit firm’s Questionnaire responses and comments available on request for the Arizona Auditor General and the ADE’s review. To facilitate this review, the audit firm should include in the audit documentation a copy of the Questionnaire with references to the audit procedures performed for each question.

Once the audit firm has completed, reviewed, and signed the Questionnaire, it must submit it electronically to the Arizona Auditor General by following the instructions at the end of the web-based auditor submission Questionnaire. Audit firms should print the file to PDF to create the Questionnaire document to distribute to the district. As required by A.R.S. §15- 914(D), the district must submit the completed Questionnaire with the audit reporting package to the district’s county school superintendent’s office and ADE.

\*This questionnaire must be used for fiscal year (FY) 2024 audits and thereafter.

| Governing board/management procedures–Arizona Revised Statutes (A.R.S.) §38-503   |   |   |
|---|---|---|
| Objective: To determine whether the governing board and District management have established and implemented certain procedures as required by statute. |   |   |
| FY24 #  | Question  | Review procedure  |
| GBMP01  | The District held governing board meetings in accordance with A.R.S. §§38-431 through 38-431.09, and prepared and retained written minutes and/or recordings.   | <p>Determine the District:</p> <ul style="list-style-type: none"> <li>• Included a statement on its website describing where all public notices of their meetings were posted, including the physical and electronic locations, and gave additional public notice as is reasonable and practicable for all meetings and maintained documentation to support all meeting notices were posted on its website. A.R.S. §38-431.02(A)(2)</li> <li>• Posted public meeting notices and agendas at least 24 hours before the meeting. A.R.S. §38-431.02(C) and (G)</li> <li>• Provided for the taking of written minutes or a recording of all public meetings, including executive sessions, and made the minutes or recording available for public inspection no later than 3 working days after the meeting except as otherwise specifically provided by statute. A.R.S. §§38-431.01(C),(D), and (E) and 38-431.03</li> </ul> |
| GBMP02  | The District annually provided governing board members and employees guidance on what constitutes a substantial interest and that the conflict-of-interest statutes apply to all District governing board members and employees as a part of their employment. A.R.S. §§38-502, 38-503 and 38-509   | <p>Determine the District maintained:</p> <ul style="list-style-type: none"> <li>• Documentation to support the guidance provided.</li> </ul> <p>A list of those who received the guidance and the date it was provided.</p>  |
| GBMP03  | The District annually obtained conflict-of-interest (COI) forms that allowed governing board members and employees to make known and fully disclose a conflict of interest in any contract, sale, purchase, service, or decision, and prior to accepting the forms, management reviewed the information to ensure governing board members and employees properly completed the form and sufficiently disclosed the required information. A.R.S. §§38-502 and 38-503 | <p>Review the COI forms obtained from the governing board members and employees and determine:</p> <ul style="list-style-type: none"> <li>• Management’s review of COI forms was documented on each signed form or in the District’s official governing board meeting minutes.</li> <li>• If a conflict was disclosed, the form described the nature of the interest/conflict as required by statute to allow district management to consider the conflict’s potential impact on district decisions.</li> <li>• If no conflict was disclosed, determine the form included a signed statement of no conflict.</li> </ul>   |
| GBMP04  | The District maintained, for public inspection, a special file with all documents necessary to memorialize all governing board members and employees COI disclosures. A.R.S. §38-509  | Determine all COI forms and related documents are maintained in one special file and the file is publicly available electronically or in hard copy.   |
| GBMP05  | Employees or governing board members with reported conflicts, except as provided in A.R.S. §15-323, refrained from voting upon or otherwise participating in any manner in that contract, sale, purchase, service, or decision of the school district. A.R.S. §§38-502 and 38-503(A)(B)   | <p>If an employee or governing board member disclosed a conflict, determine:</p> <ul style="list-style-type: none"> <li>• The governing board member or employee with the conflict refrained from participating in any decision-making processes related to the conflict.</li> <li>• Disclosed conflicts were considered in relation to district procurement decisions and contract awards.</li> </ul>  |

Uniform System of Financial Records for Arizona School Districts (USFR) Compliance Questionnaire

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| GBMP06 | The District's management notified the Arizona Auditor General and appropriately resolved all allegations of theft, fraud, or misuse of District monies and assets in a timely manner.             | <p>Determine management's action to resolve all allegations of theft, fraud, or misuse of district monies or assets by inquiries of District staff, review of governing board minutes, search of local media coverage, and results of audit test work, including examining copies of the incident reports or communicating with investigative agencies for known allegations.</p> <ul style="list-style-type: none"> <li>• If the audit firm determines that district management was aware of allegations but did not appropriately resolve them in a timely manner (e.g., no action was taken; actions were not documented; actions were delayed, inadequate, or inappropriate to the circumstances), the audit firm should answer the question "No." This includes instances where an external investigation is underway for allegations but district management did not request the investigation, was not fully cooperating with the investigators, or was not otherwise attempting to resolve the allegations.</li> <li>• If the audit firm determines that district management was not aware of any allegations the question should be answered "N/A."</li> <li>• If the audit firm finds evidence of theft, fraud, or misuse of district assets but does not find evidence that district management was aware of the possible theft, fraud, or misuse, the audit firm should report the incident to the Arizona Auditor General and answer this question "N/A."</li> <li>• If the audit firm finds that the district appropriately resolved allegations of theft, fraud, or misuse and notified the Auditor General answer this question "Yes" and include a summary of the allegation and action taken by District management in the comments.</li> <li>• Also consider if the district's internal controls failed to prevent or detect the theft, fraud, or misuse and include a deficiency in the USFR compliance area where the control failed.</li> </ul> |
| GBMP07 | The governing board established written personnel and payroll policies and approved employee contracts, wage agreements, salary and wage schedules, and any other agreed-upon terms of employment. | <p>Determine</p> <ul style="list-style-type: none"> <li>• Employee pay rate documentation or employment contracts were governing board approved.</li> <li>• District policies and employee pay rate forms or contracts documented all agreed-upon terms of employment, including the number of paid holidays provided to hourly employees, and the number of workdays, number of paid holidays, and the number of hours to be worked per day for contract employees.</li> </ul>   |
| GBMP08 | The governing board appointed a student activities treasurer and, if applicable, assistant student activities treasurers. A.R.S. §15-1122  | Review the governing board minutes to determine the required appointments were completed annually or as necessary for staff changes.  |
| GBMP09 | The governing board received monthly Student Activities Fund Reports of Cash Receipts, Disbursements, Transfers, and Cash Balances that were accurately prepared. A.R.S. §15-1123                  | Sample the Student Activities reports to determine if they were accurately prepared and presented monthly to the governing board.   |

Uniform System of Financial Records for Arizona School Districts (USFR) Compliance Questionnaire

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| GBMP10 | The governing board approved student clubs' and organizations' fund-raising events. A.R.S. §15-1121 and AG Opinion 184-018                              | For the deposits sampled in CR11, determine the governing board gave prior approval for student activities events. Indicate in the comments any events that included raffles, bingo, or other forms of gambling, which are not legal events for student clubs. |
| GBMP11 | The governing board obtained voter approval to construct buildings and purchase or lease school sites, unless otherwise exempted by A.R.S. §15-342(25). |  |

Budgeting—USFR IV

Objective: To determine whether the District's budget preparation processes ensure that the District properly allocates the monies it receives, stays within those budgets, and accurately informs the public about the use of those monies.

| FY24 # | Question  | Review procedure  |
|--------|---|---|
| BUD01  | The budget included all funds as required by A.R.S. §15-905 and followed the form's Budget— <a href="#">Submission and Publication Instructions</a> .   | <p>If no, list the budget requirements that the District did not complete or complete timely, such as:</p> <ul style="list-style-type: none"> <li>• Prepared budgets for all funds.</li> <li>• Prepared proposed budget and provided notice of public hearing prior to proposing the budget no later than July 5.</li> <li>• Followed truth in taxation requirements and posted required information, if applicable.</li> <li>• Adopted budget by July 15.</li> <li>• Met publishing requirements including providing a link on their website to budget documents on ADE's website.</li> </ul>  |
| BUD02  | Total budgeted expenditures on the originally adopted budget for the Maintenance and Operation (M&O) and Unrestricted Capital Outlay Funds (UCO) were less than or equal to the budgeted amounts on the published proposed budget and within the general budget limit (GBL) and the unrestricted capital budget limit (UCBL). A.R.S. §15-905(E) |   |
| BUD03  | The District revised its budget on or before December 15, if ADE notified the District that its M&O or UCO Fund budgeted expenditures exceeded the GBL or UCBL. A.R.S. §15-905(E)   | <ul style="list-style-type: none"> <li>• Review the District's BUDG-25 Budget Verification letter and any subsequent information from ADE and determine the District appropriately revised its M&amp;O or UCO Fund budgeted expenditures to be within the GBL or UCBL, as applicable.</li> <li>• Verified the District followed the notice and publication requirements described in A.R.S. §15-905(C) and (D) if the M&amp;O or UCO Fund budgeted expenditures exceed the GBL or UCBL by more than 1 percent of the GBL.</li> <li>• Verified the District submitted the revised budget to ADE by December 18.</li> <li>• N/A for districts whose BUDG-25 letter did not indicate a revision was required.</li> </ul> |
| BUD04  | The District completed its revised expenditure budget before May 15 and filed it electronically with the Superintendent of Public Instruction by May 18. A.R.S. §15-905(I)  |   |

Uniform System of Financial Records for Arizona School Districts (USFR) Compliance Questionnaire

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| BUD05  | The District reduced the budget by the prior year's overexpenditure (or a portion of the prior year's overexpenditure, as approved by the Superintendent of Public Instruction) or the District began the process to correct its prior year's data that impacts state-aid and/or budget capacity. A.R.S. §§15-905(M) and 15-915 |  |
|--|---|--|
| <b>Accounting records–USFR VI-B</b>  |   |  |
| <b>Objective: To determine whether the District accurately maintains accounting records to provide support for financial information. Test work should indicate the procedures performed to document what processes and controls the District has in place to reduce the risk of undiscovered errors that would affect the reliability of information reported to the public and oversight agencies, such as tracing detailed source documents to the District's trial balance that agree to the financial statements.</b> |   |  |
| FY24 #   | Question  | Review procedure   |
| AR01   | The District coded transactions in accordance with the USFR Chart of Accounts.  | For transactions auditors sample for test work from accounting records, expenditures, travel, credit cards, journal entries, property control, payroll, and Classroom Site Fund (CSF), determine transactions were coded properly.   |
| AR02   | The District sequentially numbered journal entries and retained supporting documentation and evidence that journal entries were signed, dated, and approved by someone other than the preparer.   | <ul style="list-style-type: none"> <li>• Determine that the procedures used to initiate, authorize, record, and process journal entries in the general ledger were properly separated among the staff. If adequate separation was not possible due to the District's limited staff size, determine that management established alternate procedures that adequately control the risk of unauthorized transactions.</li> <li>• Scan the journal entry report or otherwise determine the journal entries are sequentially numbered.</li> <li>• Sample adjusting journal entries to determine journal entries were properly supported and approved, signed, and dated by someone other than the preparer.</li> <li>• Indicate the total number of adjusting journal entries that were posted during the fiscal year in the field provided.</li> </ul> |
| AR03   | The District transferred monies only between funds listed in the USFR §III Chart of Accounts–Authorized Transfers.  | <ul style="list-style-type: none"> <li>• Sample transfers to determine they were allowable. Fund transfers-in should be coded under other financing sources object code 5200. Fund transfers-out should be coded under other financing uses object code 6930 or other financing uses object code 6910 when transferring to the Indirect Cost Fund. For each operating fund transfer-in, there should be a corresponding fund transfer-out.</li> <li>• Indicate in the comments if the District recorded an unauthorized transfer instead of making a journal entry to correct an accounting error.</li> <li>• Indicate the total number of transfers that were posted during the fiscal year in the field provided.</li> </ul>   |



Uniform System of Financial Records for Arizona School Districts (USFR) Compliance Questionnaire

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| AR04 | The District documented and dated a monthly review of financial transactions the county school superintendent (CSS) initiated (i.e., revenue postings or journal entries) for propriety, and properly researched and resolved any differences.     | <p>Determine:</p> <ul style="list-style-type: none"> <li>The District documented and dated its monthly review of revenue postings and journal entries the CSS initiated, including documenting the resolution of any inaccuracies noted in the review. USFR page VI-B-8</li> <li>The reviews were completed by someone independent of recording transactions in the District's accounting records.</li> </ul> <p>N/A for Accounting Responsibility Districts.</p>   |
| AR05 | The District reconciled cash balances by fund monthly with the CSS or county treasurer's records, as applicable, and properly supported, documented, and dated the reconciliations.  | <p>Determine:</p> <ul style="list-style-type: none"> <li>If the CSS was reconciled to the county treasurer, that the District reconciled its funds' cash balances to the CSS, researched and resolved any differences, and documented and dated such reconciliation. USFR page VI-B-8</li> <li>If the CSS was NOT reconciled to the county treasurer or the District had assumed accounting responsibility, that the District reconciled its funds' cash balances to the county treasurer and researched and resolved any differences, and documented and dated such reconciliation. USFR page VI-B-8</li> <li>The reconciliations to the CSS/county treasurer were completed by someone independent of recording transactions in the District's accounting records.</li> </ul> |
| AR06 | The District reconciled total revenues, expenditures, expenses, and cash balances (as applicable) by fund, program, function, and object code at least at fiscal year-end with the CSS and the reconciliation was reviewed and properly supported. | <p>Determine:</p> <ul style="list-style-type: none"> <li>The District's reconciling differences were researched, resolved, documented, and dated. USFR page VI-B-8</li> <li>The reconciliations to the CSS were completed by someone independent of recording transactions in the District's accounting records.</li> </ul> <p>N/A for Accounting Responsibility Districts.</p>   |

Cash and revenue—USFR VI-C, F, X-G and X-H

Objective: To determine whether the District maintained controls over cash transactions to safeguard monies, protect employees involved in handling monies from accusations of misuse, and reduce the risk of theft or loss. Test work for cash and revenue should document how the processes work, employees involved in those processes, and how the processes were verified.

| FY24 # | Question   | Review procedure  |
|--------|--|---|
| CR01   | The District maintained only authorized bank accounts as listed in the USFR and did not have any inactive bank accounts. | <p>Discuss with the District and obtain bank statements for all bank accounts the District has access to and determine the District included the activity of all identified bank accounts in its accounting records.</p> <p>In the comments, list all bank accounts that are not authorized in the USFR or that are inactive, indicating the account name, June 30 balance, purpose, and active or inactive status.</p> |

Uniform System of Financial Records for Arizona School Districts (USFR) Compliance Questionnaire

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| CR02 | The District used an M&O Fund revolving bank account in accordance with A.R.S. §15-1101.   | <p>Determine:</p> <ul style="list-style-type: none"> <li>• The M&amp;O Fund revolving bank account was maintained at an allowable amount, approved by the governing board, and operated by the District on an imprest basis.</li> <li>• All reimbursements for revolving bank account expenditures were made by June 30 so that expenditures were reported in the proper accounting period.</li> <li>• The expenditures were only for immediate cash outlay.</li> <li>• The District refrained from paying taxable travel reimbursements, salaries, and wages from the account.</li> </ul> |
| CR03 | The District used miscellaneous receipts clearing bank account(s) in accordance with A.R.S. §15-341(A)(20).                                    | <p>Determine:</p> <ul style="list-style-type: none"> <li>• Disbursements were made only by electronic payment or check payable to the county treasurer at least monthly.</li> <li>• The account was cleared at year-end to ensure revenues were recorded in the proper accounting period.</li> </ul> <p>For deficiencies, describe in the comments any months where the disbursements were not completed versus completed late and the uncleared account balance at year-end, if applicable.</p>   |
| CR04 | The District used a Food Service Fund clearing bank account(s) in accordance with USFR page X-F-5 and Arizona Attorney General Opinion I60-35. | <p>Determine:</p> <ul style="list-style-type: none"> <li>• Disbursements were made only by electronic payment or check payable to the county treasurer at least monthly.</li> <li>• The account was cleared at year-end to ensure revenues were recorded in the proper accounting period.</li> </ul> <p>For deficiencies, describe in the comments any months where the disbursements were not completed versus completed late and the uncleared account balance at year-end, if applicable.</p>   |
| CR05 | The District used a Food Service Fund revolving bank account in accordance with A.R.S. §15-1154.   | <p>Determine:</p> <ul style="list-style-type: none"> <li>• The Food Service Fund revolving account was maintained at an amount approved by the governing board that did not exceed \$500 and operated by the District on an imprest basis.</li> <li>• All reimbursements for revolving bank account expenditures were made by June 30 so that expenditures were reported in the proper accounting period.</li> </ul>   |
| CR06 | The District used an Auxiliary Operations Fund bank account in accordance with A.R.S. §15-1126.  | <ul style="list-style-type: none"> <li>• Determine Auxiliary Operations Fund bank account checks were signed by 2 employees designated by the governing board.</li> <li>• If the district used petty cash funds, determine the petty cash funds were established from the Auxiliary Operations Fund in amounts approved by the governing board and operated on an imprest basis.</li> </ul>  |

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| CR07 | The Auxiliary Operations Fund bank or treasurer account deposits included all monies raised in connection with the activities of school bookstores and athletics. A.R.S. §15-1125   | <p>Determine:</p> <p>The Auxiliary Operations Fund included only monies raised in connection with school bookstores and athletics, including extracurricular activities fees tax credit monies, if appropriate. (See CR08)</p> <ul style="list-style-type: none"> <li>• Prenumbered cash receipt forms or tickets were issued to document cash collected.</li> <li>• Daily cash collection summaries were prepared and reconciled to sales reports/tickets issued.</li> </ul>   |
| CR08 | The extracurricular activities fees tax credit (tax credit) monies were included in the Auxiliary Operations Fund or separately accounted for in an Extracurricular Activities Fees Tax Credit Fund. A.R.S. §15-341(A)(19) and (20) | Determine extracurricular activities fees tax credit monies were deposited in the Auxiliary Operations bank account or treasurer’s account, or in a separate tax credit treasurer’s account.  |
| CR09 | The District used the Auxiliary Operations Fund revolving bank account(s) in accordance with A.R.S. §15-1126.   | <p>Determine:</p> <ul style="list-style-type: none"> <li>• Auxiliary Operations Fund revolving bank account(s) were maintained at amounts approved by the governing board and operated by the District on an imprest basis.</li> <li>• All reimbursements for revolving bank account expenditures were made by June 30 so that expenditures were reported in the proper accounting period.</li> </ul>   |
| CR10 | The District used the Student Activities Fund bank account(s) in accordance with A.R.S. §15-1122.   | Determine Student Activities Fund bank account checks were signed by the student activities treasurer or assistant treasurer and 1 other person authorized by the governing board.  |
| CR11 | The Student Activities Fund monies were deposited in a bank or treasurer account designated as the Student Activities Fund account.   | <p>Determine:</p> <ul style="list-style-type: none"> <li>• Student Activities Fund deposits included only monies raised by student clubs and organizations.</li> <li>• Student Activities Fund deposits were properly supported by prepared reports that reconciled sales to cash collected at student activities events using: <ul style="list-style-type: none"> <li>○ documented tickets,</li> <li>○ sequentially numbered cash receipts,</li> <li>○ a cash register, or</li> <li>○ a count of items on hand before and after a sale.</li> </ul> </li> </ul> |
| CR12 | The District used the Student Activities Fund revolving bank account in accordance with A.R.S. §15-1124.  | <p>Determine:</p> <p>If used, the Student Activities Fund revolving bank account was:</p> <ul style="list-style-type: none"> <li>• Established from the M&amp;O Fund in an amount approved by the governing board and operated on an imprest basis.</li> <li>• Returned to the credit of the M&amp;O Fund at fiscal year-end and all disbursements were appropriately accounted for in the Student Activities Fund.</li> </ul>  |

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| CR13 | The District used the federal payroll tax withholdings bank account in accordance with USFR page VI-H-6.  |   |
| CR14 | The District used the State income tax withholdings bank account in accordance with A.R.S. §15-1222.  |   |
| CR15 | The District used the employee insurance programs withholdings bank account(s) in accordance with A.R.S. §15-1223.  |   |
| CR16 | The District used the payroll direct deposits clearing bank account in accordance with A.R.S. §15-1221.   | Determine the account was used only for direct deposit payments to employees' banks, which would include amounts withheld for federal savings bond plans. This account should not accumulate monies and should be maintained at a \$0 balance when not processing payments.   |
| CR17 | The District used the electronic payments clearing bank account in accordance with A.R.S. §15-1221.   | Determine the account was used only for making electronic payments to vendors, including the Arizona State Retirement System (ASRS). This account should not accumulate monies and should be maintained at a \$0 balance when not processing payments.  |
| CR18 | The District used the grants and gifts to teachers bank account in accordance with A.R.S. §15-1224.   |   |
| CR19 | The District used the principals' supplies bank account(s) in accordance with A.R.S. §15-354.   |   |
| CR20 | The use of debit cards was prohibited as a payment method associated with any District bank account.  | <ul style="list-style-type: none"> <li>• Scan bank accounts for debit card activity.</li> <li>• List all bank accounts with debit cards in the field provided and indicate the total annual amount of debit card activity.</li> <li>• Determine whether the District made cash withdrawals and specify the total amount of cash withdrawals, if any.</li> </ul> |
| CR21 | The District paid bank charges from only the M&O Fund revolving bank account, Food Service Fund revolving bank account, Auxiliary Operations Fund bank account, and Auxiliary Operations Fund revolving bank account(s) or, if not, the bank charges were reimbursed from an appropriate District fund or bank account. | Sample bank statements to identify any bank charges and determine the charges were appropriate for the account or were reimbursed to the appropriate fund or bank account.  |

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| CR22 | The District separated responsibilities for cash-handling and recordkeeping among employees (i.e., receiving, depositing, and recording revenues), to safeguard monies.             | If adequate separation was not possible due to the District's limited staff size, determine adequate management review procedures were in place for handling monies related to bookstores, auxiliary operations, food service, student activities, and miscellaneous receipts to compensate for employees performing incompatible functions. Determine cash received was safeguarded in a locked cash drawer, cash register, or other secure location immediately upon receipt, and access was limited to only those employees who required access.  |
| CR23 | The District supported deposits with issued receipts, cash receipt summary reports, mail logs, etc., and reconciled sales to amounts collected with summary reports or ticket logs. | Determine all sampled cash receipt types (e.g., miscellaneous, auxiliary operations, food service, etc.) were adequately supported. (See example cash receipt forms in USFR section VI-F and applicable appendix sections.) Student activities deposits should be addressed on CR11.<br><br>The term "cash" includes currency on hand, such as petty cash funds and cash receipts not yet deposited, and negotiable instruments, such as drafts, checks, warrants, credit card transactions, and money orders.   |
| CR24 | The District's deposits were made in a timely manner and supported by deposit slips or other deposit transmittal documentation.   | Sample deposits and determine: <ul style="list-style-type: none"> <li>• Cash received was deposited intact daily when significant, or at least weekly. If not, include number of days until deposited in the deficiency comment.</li> <li>• Monies deposited were accompanied by a deposit transmittal form or a treasurer's receipt.</li> <li>• Validated deposit slips or other evidence indicating the amount and date of deposit were retained for deposits in District bank accounts or with the county treasurer and were agreed to applicable bank deposit slips or other deposit transmittal documentation.</li> </ul> Scan deposits to determine deposit slips are sequentially numbered. |
| CR25 | The District's deposits with the county treasurer were reconciled.  | Determine all validated treasurer's receipts or revenue posting reports were reconciled to the accounting records and to copies of deposit transmittals or treasurer's receipts.   |
| CR26 | The District retained supporting documentation for disbursements from bank accounts.  | <ul style="list-style-type: none"> <li>• Scan records and determine cash disbursements were made from bank accounts with sequentially numbered checks or electronic fund transfers.</li> <li>• Sample disbursements and determine supporting documentation was retained.</li> <li>• Scan bank statements for images of cancelled checks payable to cash or bearer.</li> </ul>  |
| CR27 | The District safeguarded unused checks.   | <ul style="list-style-type: none"> <li>• Determine unused checks were stored in a secure location and access to them limited to only authorized personnel who were not check signers. (Not applicable to revolving funds as the revolving fund custodian should maintain the checks.)</li> <li>• Scan unused check stock to determine the District refrained from presigning blank or incomplete checks.</li> </ul>  |

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| CR28 | The District safeguarded signature stamps, signature plates, and electronic or digital signatures used for approving accounting transactions, checks, and other District documents to ensure that access was limited to only the employee whose signature they represented. |   |
| CR29 | An employee not involved with cash-handling or issuing checks reconciled all District bank accounts monthly, and an employee independent of the cash-handling process reviewed, signed, and dated the monthly bank reconciliations.   | Review a sample of bank account reconciliations and determine reconciliations were completed timely. If not, indicate which months were not reconciled timely and which months were not completed at all in the deficiency comment.<br><br>If adequate separation was not possible due to the District's limited staff size, determine district management established adequate alternate review procedures to control the risk of unauthorized transactions, and compensate for employees performing incompatible functions. |
| CR30 | The District tracked and reconciled the number of meals sold to the total cash collected per day.   | Determine the District used a method, such as prepayment accounts, student ID, or meal tickets to track the number of meals sold, reconciled meals sold to the total cash collected per day, and researched and resolved any cash overages and shortages.   |

Supplies inventory–USFR VI-D

Objective: To determine whether the District has controls in place to help physically safeguard and report inventories to prevent theft, overstocking, understocking, spoilage, and obsolescence.

| FY24 # | Question   | Review procedure   |
|--------|--|--|
| SI01   | The District physically safeguarded supply inventories to prevent unauthorized use, theft, damage, and obsolescence and enable accurate financial reporting. | Determine: <ul style="list-style-type: none"> <li>• The District's process for maintaining supply inventories, such as office supplies, food service supplies and food, auto parts, and fuel as applicable, was adequate to safeguard District resources.</li> <li>• If a perpetual inventory was maintained, supplies inventory records were investigated and adjusted to account for significant physical count differences when an actual physical inventory was performed.</li> <li>• Supplies inventory list(s) were maintained that included item and unit descriptions, purchase document numbers, quantities, unit costs, extended costs, page totals, and a grand total prepared at the end of each fiscal year for all supplies, including donated items.</li> </ul> |

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| Property control–USFR VI-E  |  |  |
|---|--|--|
| Objective: To determine whether the District has effective controls to safeguard property from theft and misuse since significant resources are invested in acquiring and maintaining District property. Test work should be completed on a sample basis annually and documented to ensure that land, buildings, and equipment are properly valued, classified, and reported on the stewardship and capital assets lists. |  |  |
| FY24 #  | Question   | Review procedure   |
| PC01  | The District maintained a capital assets list that included all required information listed in the USFR for all land, land improvements, buildings, building improvements, and equipment with costs that exceed the District’s adopted capitalization threshold. | Determine: <ul style="list-style-type: none"> <li>The capital assets list contained all the required information listed on USFR pages VI-E-4 and 5.</li> <li>The District had a method to track depreciation information that conformed to Generally Accepted Accounting Principles for all depreciable capital assets.</li> <li>Indicate in the comments the method/program the District used to maintain the capital assets list (i.e., Visions, Excel, etc.).</li> </ul>  |
| PC02  | The District had security controls in place to help prevent theft, loss, unauthorized use, or damage to District property.   | Determine security controls were in place based on physical observation of the District’s premises.  |
| PC03  | The District recorded additions including financed assets on the capital assets list and reconciled capitalized acquisitions to capital expenditures at least annually.  | Determine all capital acquisitions were added to the capital assets list (after all encumbrances had been included in the accounting records). The District should retain all related supporting documentation for the life of the asset.  |
| PC04  | The District’s stewardship list for items costing at least \$1,000 but less than the District’s capitalization threshold, including financed assets, included all required information.  | <ul style="list-style-type: none"> <li>Determine the stewardship list contained all the required information listed on USFR page VI-E-5.</li> <li>Indicate the method/program used to maintain the stewardship list (i.e., Visions, Excel, etc.).</li> </ul>   |
| PC05  | The District’s capital assets and stewardship items were identified as District property, properly tagged, and included on the corresponding list.   | Sample 15 items (5 items from the stewardship list, 5 from the capital asset list, and 5 items from the premises), and determine if the identifying number affixed to each of these 15 items agrees to the information recorded on the corresponding list.   |
| PC06  | The District reconciled the current year’s June 30 capital assets list to the previous year’s June 30 list.  | Determine that the capital assets list was updated for audit year acquisitions, transfers, or disposals.   |
| PC07  | The District performed a physical inventory of all equipment at least every 3 years and reconciled the inventory results to the stewardship and capital assets lists upon completion.  | <p>Determine that a physical inventory of all equipment was completed and reconciled in the last 3 years and indicate the date the District’s last physical inventory was performed and reconciled in the fields provided.</p> <ul style="list-style-type: none"> <li>If the inventory was completed during the audit year, determine the District developed physical inventory instructions and documented following those instructions.</li> <li>If the inventory was completed during the audit year, determine an employee independent of capital asset purchasing, custodial, and recordkeeping responsibilities conducted the inventory or that adequate alternative review procedures were used to ensure the accuracy of the inventory.</li> </ul> |

Uniform System of Financial Records for Arizona School Districts (USFR) Compliance Questionnaire

\*This questionnaire must be used for fiscal year (FY) 2024 audits and thereafter.

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| PC08  | The governing board or authorized designee approved stewardship and capital asset disposals during the fiscal year, and the District removed the assets from the corresponding list and disposed of them in accordance with A.A.C. R7-2-1131.         | <ul style="list-style-type: none"> <li>• Determine the District prepared a request-for-authorization form to dispose of District property and the items identified for removal or disposal were removed from the capital assets or stewardship list (see example on USFR page VI-E-18).</li> <li>• Indicate the date(s) disposals were approved by the governing board or authorized designee in the field provided. USFR pages VI-E-10 and 11</li> </ul>  |
| Expenditures–USFR VI-G  |   |  |
| Objective: To determine whether the District has effective controls for expenditures in place to ensure expenditures are for an allowable District purpose. Test work should document processes and controls that demonstrate expenditure transactions are properly approved, are for an amount within budget capacity or available cash, and protect employees from allegations of misuse. |   |  |
| FY24 #  | Question  | Review procedure   |
| EXP01   | The District separated responsibilities for expenditure processing among employees (i.e., voucher preparation, recordkeeping, and authorization).   | <ul style="list-style-type: none"> <li>• Determine responsibilities were separated for expenditure processing among employees (i.e., voucher preparation, recordkeeping, and authorization).</li> </ul> <p>If adequate separation was not possible due to the District's limited staff size, determine whether adequate management review procedures were in place to compensate for employees performing incompatible functions.</p>  |
| EXP02   | The District monitored budget capacity in budget-controlled funds and cash balances in cash-controlled funds before approving purchase orders (PO) and authorizing expenditures, except as authorized in A.R.S. §§15-207, 15-304, 15-907, and 15-916. | <p>Determine the District had procedures to monitor budget/cash balances to prevent overexpenditures, such as:</p> <ul style="list-style-type: none"> <li>• Encumbrance amounts are in place prior to releasing a PO.</li> <li>• POs were sequentially numbered.</li> <li>• Blanket POs include a definite time period and specific dollar limit.</li> <li>• POs are approved by authorized District personnel prior to issuance.</li> </ul> <p>Review the District's ADE BUDG75 report for M&amp;O and UCO Fund overexpenditures. List all budget-controlled funds that exceeded their budget limit at year-end and cash-controlled funds where the District exceeded the cash balance and incurred a cash deficit at the time of the expenditure, including the overexpenditure or cash deficit amounts.</p> |
| EXP03   | The District's expenditures were made only for allowable District purposes, properly satisfied the specific purposes required for any restricted monies spent, and were adequately supported by documentation required by the USFR.                   | <ul style="list-style-type: none"> <li>• Sample expenditures from a variety of District funds and determine the expenditures were allowable and supported by required documentation, such as receiving reports that documented the date of receipt, quantity received, and signature of the recipient for all goods and services received, vendor invoices, and purchase orders to determine prices and quantities were verified before payments were issued to vendors.</li> <li>• Determine invoices were stamped "paid" or otherwise marked to help prevent duplicate payments.</li> </ul>  |



Uniform System of Financial Records for Arizona School Districts (USFR) Compliance Questionnaire

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| EXP04 | The District's extracurricular activities fees tax credit monies were expended only for eligible activities that qualified under A.R.S. §§43-1089.01 and 15-342(24).   | Based on a sample of tax credit expenditures, determine tax credit monies were spent only on activities that qualified under A.R.S. §§43-1089.01 and 15-342(24)<br><br>(See the Arizona Department of Revenue's website for guidance at <a href="https://azdor.gov/tax-credits/public-school-tax-credit">https://azdor.gov/tax-credits/public-school-tax-credit</a> ).   |
| EXP05 | The District's Student Activities Fund disbursements and transfers of monies among student clubs were issued only when cash was available in the student club account and properly authorized by or on behalf of the student members of a particular club and documented in the club minutes.  | Determine: <ul style="list-style-type: none"> <li>• If any student club accounts had a negative cash balance.</li> <li>• Documentation to support that disbursements or transfers were authorized by or on behalf of the student club was maintained.</li> </ul>   |
| EXP06 | The District agreed invoice amounts to contract pricing and terms and conditions for expenditures made through written quotes or competitively awarded contracts, including cooperative contracts.   | For the sample of expenditures in EXP03 and payments related to the procurement type identified in PRO01 and PRO02, determine the amounts paid agreed to the quote, PO pricing and terms, or to the contract terms and conditions. If pricing did not agree, the District should have included an explanation on the documentation (e.g., on the PO or invoice) that included an authorized reason for the difference or what action was taken to remedy the difference. |
| EXP07 | The District prepared an Advice of Encumbrance for levy funds based on the list of liabilities for goods or services received but not paid for by June 30, including payroll, and filed it with the CSS by July 18. A.R.S. §15-906 (Districts authorized by A.R.S. §15-914.01 to participate in the accounting responsibility program should perform the duties as described in A.R.S. §15-304.) | Review documentation that supported the amounts on the Advice of Encumbrance and determine it was filed with the CSS as required.  |
| EXP08 | The District properly prepared the Career Technical Education District (CTED) Supplanting worksheet and adequately supported that monies received from a CTED were used only for career and technical education and to supplement, rather than supplant, the District's base year career and technical education courses. A.R.S. §15-393   | Determine: <ul style="list-style-type: none"> <li>• Monies received as part of CTED funding were used to supplement and not supplant base year career and technical education courses.</li> <li>• The District provided the Work Sheet for Determining Appearance of Supplanting with CTED Monies to the CTED's Governing Board and ADE as required by A.R.S. §15-393 (D)(7).</li> </ul>   |
| EXP09 | The District retained fully executed copies of each intergovernmental agreement (IGA) and payments for services were made or received, as applicable. A.R.S. §11-952   | If the District was a fiscal agent, determine the IGA monies were maintained in the appropriate fund at the County Treasurer, and a monthly financial report of receipts and disbursements was provided to participants.   |

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**Travel–USFR VI-I**

**Objective: To determine whether the District implemented effective controls to ensure employees and governing board members were traveling for District purposes and travel expenditures and reimbursements complied with the Arizona Department of Administration (ADOA) limits.**

| FY24 # | Question   | Review procedure  |
|--------|--|---|
| TRA01  | The District’s travel expenditures (lodging, meals, and incidentals) and mileage reimbursements were for District purposes and reimbursed within the maximum reimbursement amounts established by the Director of the (ADOA) and in accordance with governing-board-prescribed policies and procedures. Amounts were reimbursed and reported as a taxable employee benefit if no overnight stay or no substantial sleep/rest occurred. | <ul style="list-style-type: none"> <li>• Sample travel expenditures to determine reimbursements were within allowable maximums and indicate in the comments the amount of any overpayments.</li> <li>• For any lodging reimbursements sampled, determine they were properly supported by receipts or conference brochures and rates were confirmed by the District prior to reimbursement.</li> </ul> |

**Credit cards and purchasing cards (p-card)–USFR pages VI-G-15 through 20**

**Objective: To determine whether the District has implemented effective controls over credit card and p-card purchases to help reduce the risk of misuse and unapproved or fraudulent transactions.**

| FY24 # | Question  | Review procedure  |
|--------|---|---|
| CPC01  | The District used credit cards.   | List the number and type of credit cards including store cards and fuel cards in the field provided.  |
| CPC02  | The District used p-cards.  | List the number and type of p-cards in the field provided.  |
| CPC03  | The District ensured different employees were responsible for issuing cards; requesting, authorizing, and executing purchases; and payment processing.  |   |
| CPC04  | The District issued and tracked possession of all District credit cards and trained employees who make credit card purchases or process transactions on the District’s policies and procedures. | Determine: <ul style="list-style-type: none"> <li>• The District followed its governing-board-approved credit card policy.</li> <li>• The District maintained a complete list/log of card users to track card possession and personnel for training.</li> <li>• Card policies prohibited cash withdrawals and no cash withdrawals occurred.</li> <li>• Signed card user agreements were required and retained for all users that outlined card use policies and procedures, including possible disciplinary actions for misuse.</li> <li>• Cards were issued with defined dollar limits based on the card or transaction type.</li> <li>• Annual training was supported by a dated employee sign-in sheet or other documentation that supports each applicable employee’s participation.</li> </ul> |
| CPC05  | The District recovered cards immediately from terminated employees.   | Determine whether the District recovered cards from card users who had terminated employment with the District, if any, during the audit year.  |

Uniform System of Financial Records for Arizona School Districts (USFR) Compliance Questionnaire

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| CPC06  | The District's management periodically reviewed purchases for unauthorized vendors and purchases over approved limits and/or purchases that circumvent the procurement rules and District policies.   | Determine District management documented periodic review of credit card purchases and vendor usage as a fraud risk prevention measure to confirm procurement rules and District policies were not circumvented.  |
| CPC07  | The District ensured someone other than a card user reconciled credit card and p-card supporting documentation and billing statements.  | <ul style="list-style-type: none"> <li>• Determine billing statements were mailed directly to the District office.</li> <li>• Scan reconciliations for statements selected in CPC08 for completeness/accuracy and determine they were completed by someone who was not a card user.</li> </ul>   |
| CPC08  | The District's card purchases were only for authorized District purposes, within the dollar limits authorized for the employee, and supported by valid receipts or transaction logs that clearly identify the employee making the purchase. | <ul style="list-style-type: none"> <li>• Sample at least 3 monthly credit card/p-card statements in total (including store cards and fuel cards) from different cards/accounts if the District has more than 1 card/account) and scan the statements for unusual or inappropriate purchases, or purchases not made within the District's policies and procedures.</li> <li>• From the statements sampled above, select at least 5 individual transactions in total and review supporting documentation for the purchases.</li> <li>• Determine the District verified that goods that were prepaid, such as items purchased online, by phone, or fax, were received or disputed the charge as appropriate.</li> </ul> |
| CPC09  | The District paid credit card and p-card statements before the due date to avoid finance charges and late fees.   | Determine if there were any finance charges or late fees paid. Describe the frequency and amounts of any finance changes and late fees in the comments.  |
| Procurement–USFR VI-G and A.A.C. R7-2-1001 et seq  |   |  |
| Objective: To determine whether the District followed the A.A.C. (School District Procurement Rules) and USFR purchasing guidelines to promote fair and open competition among vendors that helps ensure the District is getting the best value for the public monies it spends. |   |  |
| FY24 #   | Question  | Review procedure   |
| PRO01  | The District requested at least 3 written quotes for purchases costing at least \$10,000 but less than \$100,000 and followed the guidelines prescribed by the USFR.  | <p>Auditors should examine expenditures under \$100,000 by vendor or like-items (vendor total list) and determine the District:</p> <ul style="list-style-type: none"> <li>• Requested and obtained at least 3 written quotes (see USFR pages VI-G-9 &amp; 10).</li> <li>• Retained the vendor name, person(s) contacted, telephone number, and price quotes or results of the request in a procurement file or with the related requisition form or purchase order.</li> <li>• If 3 written quotes were not obtained, the District documented the vendors contacted and their reasons for not providing quotes and retain this with the procurement file or related documents.</li> </ul>                           |

Uniform System of Financial Records for Arizona School Districts (USFR) Compliance Questionnaire

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| PRO02 | The District properly procured expenditures that individually or cumulatively totaled over \$100,000.  | <p>Auditors should examine expenditures over \$100,000 by vendor or like-items (vendor total list) and discuss with the District the types of procurement performed for the items and solicitations issued during the year. Based on this analysis and discussion, determine the population for IFBs or RFPs (PRO04–14 and PRO21) and cooperative purchases (PRO18-20). Auditors should also consider the procurement for School Facilities Oversight Board projects, if any.</p> <p>If the District did not procure an expenditure or maintain documentation for the procurement, document that deficiency here. The remaining solicitations should be considered for test work below.</p>  |
| PRO03 | The District maintained a list of prospective bidders. A.A.C. R7-2-1023  | <p>Determine:</p> <ul style="list-style-type: none"> <li>• The District compiled and maintained a list of persons who requested to be added to the District's list of prospective bidders.</li> <li>• The District furnished those bidders with notice of available bids for any applicable audit year solicitations.</li> </ul>   |
| PRO04 | The District issued solicitations for invitation for bids (IFB) or request for proposals (RFP) during the fiscal year.   | <ul style="list-style-type: none"> <li>• Sample solicitations completed during the FY audited. If the District did not complete any solicitations during the year, answer this question "No" and questions PRO05–PRO16 will automatically populate as "N/A."</li> <li>• Sample a specified number of procurements completed during the fiscal year based on the District's ADM or determine whether a larger sample is needed:<br/>&lt;1,000 ADM (5); 1,000-5,000 ADM (10); &gt;5,000 ADM (15).</li> <li>• Of the total solicitations sampled, at least 40 percent must be for competitive sealed bids (IFB) and at least 40 percent must be for competitive sealed proposals (RFP), and as applicable, at least 1 awarded contract should be for traditional construction (design-bid-build), and at least 1 should be for qualified select bidders list, or construction-manager-at-risk, design-build, job-order-contracting (PRO11), and specified professional services (PRO15), as applicable. If the District acted as a lead district in a cooperative purchase, at least 2 of these contracts should be included in the sample (PRO21).</li> <li>• For all procurement questions, the audit firm must refer to the School District Procurement Rule(s) cited in the question to determine the District complied with the specific requirement(s).</li> <li>• If the response is "No," indicate which specific requirement(s) were not complied with.</li> </ul> |
| PRO05 | The District published and, as applicable, provided other adequate notice of the issuance of solicitations. A.A.C. R7-2-1022, R7-2-1024(C) or R7-2-1042(C)   |  |
| PRO06 | The District issued solicitations at least 14 days before the time and date set for bid opening or the closing date and time for receipt of bids or proposals. A.A.C. R7-2-1024(A) or R7-2-1042(B) | Determine the District documented the specific reason in writing if a shorter time frame was deemed necessary.   |

Uniform System of Financial Records for Arizona School Districts (USFR) Compliance Questionnaire

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| PRO07 | The District included all required content in the solicitation, as applicable. A.A.C. R7-2-1024(B) or R7-2-1042(A)   | Determine the solicitation documentation, including the uniform general terms and conditions and special terms and conditions, contained all the required content. In addition, determine whether the District took necessary steps to ensure bidders/offers did not violate A.R.S. §15-213(O). A.A.C. R7-2-1024(B)(1)(q) and R7-2-1042(A)(1)(l)  |
| PRO08 | The District recorded the time and date that sealed bids or proposals were received and stored bids or proposals unopened until the time and date set for opening. A.A.C. R7-2-1029 or R7-2-1045   |   |
| PRO09 | If the District awarded multiple contracts, it established and followed procedures for the use and award of multiple contracts. A.A.C. R7-2-1031(D) and R7-2-1050(C)   | <p>Determine the District:</p> <ul style="list-style-type: none"> <li>• Included in the solicitation(s) notification that multiple contracts may be awarded, the District's basis for determining whether to award multiple contracts, and the criteria for selecting vendors for the multiple contracts. A.A.C. R7- 2-1031(C) and R7-2-1050(B)</li> <li>• Documented the specific reason(s) that a single award was not advantageous to the District and retained documentation that supported the basis for a multiple award. A.A.C. R7-2-1031(D) and R7-2-1050(C)</li> <li>• Limited contract awards to the least number of suppliers necessary to meet the requirements of the District. A.A.C. R7-2-1031(D) and R7-2-1050(C)</li> </ul>            |
| PRO10 | The District evaluated bids/proposals and awarded contracts according to A.A.C. R7-2-1031, R7-2-1032, R7-2-1046(A)(1), or R7-2-1050 and retained documentation to support the award(s).  | <p>Determine:</p> <ul style="list-style-type: none"> <li>• For contracts where only 1 responsive bid or proposal was received, the District followed the requirements of A.A.C. R7-2-1032 or R7-2-1046(A)(1) and retained documentation for that determination.</li> <li>• For purchases made through an IFB, contracts were awarded to the lowest responsible and responsive bidders whose bids conformed to the requirements and evaluation criteria set forth in the IFB. A.A.C. R7-2-1031</li> <li>• For purchases made through an RFP, contracts were awarded to the offerors determined to be the most advantageous, based on the factors set forth in the RFP, and documentation was retained for the determination. A.A.C. R7-2-1050</li> </ul> |
| PRO11 | If the District procured construction projects that used construction-manager-at-risk, design-build, job-order-contracting, or qualified select bidders lists to procure construction services, it complied with the requirements of A.A.C. R7-2-1100 through R7-2-1115. |   |

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| PRO12 | The District obtained signed procurement disclosure statements for all procurement consultants, members of a procurement advisory group, or evaluation committee involved in each specific procurement process. A.A.C. R7-2-1008 | <p>Determine:</p> <ul style="list-style-type: none"> <li>• The Procurement disclosure statement includes the required disclosures described in A.A.C. R-7-2-1008(C). (These forms are different than the COI forms required by A.R.S. §§38-502 and 38-503.)</li> <li>• The District did not compensate nonemployees who served on procurement advisory groups or evaluation committees, except for reimbursements allowed by the District's travel policy.</li> </ul> <p>N/A if the District did not issue solicitations during the year.</p>                                    |
| PRO13 | The District prepared the applicable written determinations as required by the specific procurement rule(s). A.A.C. R7-2-1004  | For all solicitations sampled in PRO04, determine the District prepared any required written determinations based on the type of procurement, specifying reasons and how the written determination was made, and maintained the written determination in the procurement file.   |
| PRO14 | The District followed A.R.S. §15-213 and A.A.C. R7-2-1093 for the use of multi-term contracts.   | <p>Determine:</p> <ul style="list-style-type: none"> <li>• The terms and conditions of renewal or extension, if any, were included in the IFB or RFP. A.R.S. §15-213(L) and A.A.C. R7-2-1093</li> <li>• For materials or services and contracts for job-order-contracting construction services that were entered into for more than 5 years, the governing board determined in writing that a contract of longer duration would be advantageous to the District before the procurement solicitation was issued. A.R.S. §15-213(L) and A.A.C. R7-2-1093</li> </ul>               |
| PRO15 | The District followed A.A.C. R7-2-1117 through R7-2-1123 for contracts for specified professional services.  |  |
| PRO16 | The District's procurement files included the required information, as applicable. A.A.C. R7-2-1001(97)  | Based on the procurement files tested in the questions above and if a response is "No," specifically indicate which document was not included in the file. Do not include items already cited on another question.   |
| PRO17 | The District provided training and guidance related to restrictions on soliciting, accepting, or agreeing to accept any personal gift or benefit with a value of \$300 or more. A.R.S. §15-213(N) and R-7-2-1003                 | <p>Determine the District:</p> <ul style="list-style-type: none"> <li>• Provided training and guidance to employees, their supervisors, and others who participate in the planning, recommending, selecting, or contracting for materials, services, goods, construction, or construction services of a school district or school purchasing cooperative.</li> <li>• Maintained documentation of the attendees and training date.</li> </ul> <p>Describe in the comments if any gift violations were identified and the District's actions to address the violation, if any.</p> |

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| PRO18 | The District used only school district purchasing cooperatives contracts from cooperatives it was a member of or used only lead district contracts that it was listed as a member of in the solicitation or ensured its additional purchases would not have materially increased the volume stated in the original solicitation. A.A.C. R7-2-1191 through R7-2-1195 | <p>Determine the District:</p> <ul style="list-style-type: none"> <li>Retained cooperative purchasing agreements on file for each cooperative or lead district it used.</li> <li>Did not use a cooperative's or another district's contract for purchasing goods or services unless the District was a member or included in the original solicitation or the District determined its purchases would not have materially increased the estimated volume stated in the original solicitation.</li> </ul>                        |
| PRO19 | The District performed due diligence to support the use of each cooperative or lead district contract the District made purchases from during the audit period. A.A.C. R7-2-1191(D)   | <ul style="list-style-type: none"> <li>Indicate the name of each purchasing cooperative/consortium used and also provide the name of any lead district used by the cooperative/consortium to procure the contract used by the District.</li> <li>Determine the District's due diligence process ensured that the cooperative complied with the A.A.C (School District Procurement Rules). See Procurement FAQs 9 &amp; 10</li> </ul>  |
| PRO20 | The District prepared written determinations for any specified professional services, construction, construction services, or materials purchased through a school purchasing cooperative. A.A.C. R7-2-1004 and A.R.S. §15-213(B)   | <p>For purchases made from a cooperative contract, determine:</p> <ul style="list-style-type: none"> <li>The District followed its prescribed method and procedures to prepare written determinations when choosing to use a cooperative contract as required by A.A.C. R7-2-1004.</li> <li>Each determination specified the reasons for using the cooperative contract, including how the determination was made, the rationale for the vendor selected, and how it is advantageous to the district.</li> </ul>                |
| PRO21 | The District, when acting as a lead district in a procurement, followed the procurement procedures required for competitive sealed bidding or competitive sealed proposals, as applicable, and considered the total estimated volume of purchases for all public procurement units identified in the solicitation. A.A.C. R7-2-1011                                 | <p>Determine the District:</p> <ul style="list-style-type: none"> <li>Followed the procurement rules required for IFBs or RFPs as applicable.</li> <li>Identified the total estimated volume of purchases for all public procurement units in the solicitation. A.A.C. R7-2-1011</li> </ul> <p>Sample at least 2 contracts issued as lead district, if any, and indicate in the comments the number of contracts the District procured as a lead district and identify the applicable purchasing consortium or cooperative.</p> |
| PRO22 | For all emergency procurements, the District retained a written statement documenting the basis for the emergency, the selection of the particular contractor, and why the price paid was reasonable, and this statement was signed by the individual authorized to initiate emergency procurements. A.A.C. R7-2-1055 and R7-2-1056                                 |   |

Uniform System of Financial Records for Arizona School Districts (USFR) Compliance Questionnaire

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|-------|---|---|
| PRO23 | The District's governing board approved all sole-source procurements before any purchases were made, and the written determinations were retained in the procurement files. A.A.C. R7-2-1053 and R7-2-1086  | Determine the governing board approved all sole-source procurements prior to making a purchase or entering a contract and that the written determinations include the following information required by A.A.C. R7-2-1053.<br><ol style="list-style-type: none"> <li>1. A description of the procurement needed and the reason only a single source was available, or why no reasonable alternative exists.</li> <li>2. The name of the proposed supplier.</li> <li>3. The duration and estimated total dollar values of the proposed procurement.</li> <li>4. Documentation that the price was fair and reasonable.</li> <li>5. A description of the efforts made to seek other sources.</li> </ol> |
| PRO24 | For any purchase of services from governing board members or goods or services from District employees, regardless of the expenditure amount, the District followed the School District Procurement Rules, except as authorized by A.R.S. §15-323.                          | Based on discussion with the District and scan of the vendor totals list, identify any purchases from governing board members or employees and determine if the purchases were completed appropriately. A.R.S. §38-503(C)<br>See exceptions in A.R.S. §15-323(B) and (C).   |
| PRO25 | The District followed the School District Procurement Rules for purchases of any supplies, materials, and equipment from governing board members if the purchase exceeded \$100,000 or followed the guidelines for written quotes if below the threshold. A.R.S. §38-503(C) | Based on discussion with the District and scan of the vendor totals list, identify any purchases from governing board members or employees and determine if the purchases were completed appropriately.   |
| PRO26 | For purchases the District made from General Services Administration (GSA) schedules 70-IT and 84-Law Enforcement, the governing board first authorized the contracts in writing. A.R.S. §15-213(K) and A.A.C. R7-2-1196(C)   | Determine the governing board minutes included written approval for purchases from a GSA contract.  |

Classroom Site Fund—A.R.S. §15-977

Objective: To determine whether the District appropriately spent these State sales tax revenues for teacher pay and programs to support students, such as class size reduction, dropout prevention, and tutoring, as allowed by law.

| FY24 # | Question  | Review procedure |
|--------|---|------------------|
| CSF01  | The District's Classroom Site Fund (CSF) expenditures did not exceed its Classroom Site Fund Budget Limit (CSFBL).  |                  |
| CSF02  | The District adopted a performance-based compensation system for at least a portion of its CSF monies and ensured CSF expenditures were made only for allowable purposes listed in A.R.S. §15-977. See <a href="#">CSF FAQs</a> |                  |
| CSF03  | The District's CSF monies were used to supplement, rather than supplant, existing funding from all other sources. See CSF FAQ 3   |                  |



Uniform System of Financial Records for Arizona School Districts (USFR) Compliance Questionnaire

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| Payroll—USFR VI-H   |   |  |
|---|---|--|
| Objective: To determine whether the District has implemented effective controls to reduce the risks associated with payroll expenditures by documenting evidence of review, verification, and approval to ensure employees are appropriately compensated. |   |  |
| FY24 #  | Question  | Review procedure   |
| PAY01   | The District's payroll-processing responsibilities (i.e., adding new employees, adjusting pay, payroll preparation, payroll authorization, and warrant distribution) were separated among employees.  | <ul style="list-style-type: none"> <li>• Determine the District separated payroll-processing responsibilities (i.e., adding new employees, adjusting pay, payroll preparation, payroll authorization, and warrant distribution) among employees.</li> <li>• If separating payroll processing was not possible due to the District's limited staff size, determine management established alternate procedures that adequately control the risk of unauthorized transactions.</li> </ul>  |
| PAY02   | The District established a delayed payroll system for hourly employees that did not delay payments more than 7 business days during its normal 2-week payroll processing cycle and allowed adequate time for payroll adjustments to be made, if needed, between the end of the pay period and the payment date. | Determine the payroll system allowed processing time for any payroll adjustments to be made between the end of the pay period and the payment date and did not delay payments more than 7 business days during its normal 2-week payroll processing cycle.   |
| PAY03   | The District required employees' contracts or personnel/payroll action forms to document the employees' election for prorated compensation.   | For a sample of employees who elected to have their pay prorated, determine they completed prorated compensation elections before beginning work and the election was not changed after work had begun.  |
| PAY04   | The District ensured any adjustments to pay for employees who received prorated wage payments during the year were based on each employee's official rate of pay.   | For a sample of employees who received a pay adjustment during the year, determine the District used the employees' official rate of pay to calculate the pay adjustment.  |
| PAY05   | The District ensured hourly employees were not paid for more than the actual hours worked to date.  | <ul style="list-style-type: none"> <li>• Determine the District had a procedure in place to review employee hours worked to identify any overpayments at any point throughout the year.</li> <li>• Sample hourly employee payroll payments to determine employees were not paid for more than the actual hours worked to date.</li> <li>• Indicate in the comments the amount of any over/under payments identified</li> </ul>   |
| PAY06   | The District's individual personnel files included all appropriate supporting documentation, as listed on USFR pages VI-H-2 through 4.  | For a sample of employee files, determine the files contained all the required documents. If not, determine the District had a plan to obtain the required documents.  |
| PAY07   | The District ensured that valid fingerprint clearance cards were on file for all required personnel and a method to identify employees whose cards were going to expire was in place. A.R.S. §§15-512, 15-342 and 41-1750(G)  | <ul style="list-style-type: none"> <li>• Determine the District had a method to obtain and track employees' fingerprint clearance cards and other credentials and monitor expiration dates.</li> <li>• Based on the sample in #PAY06 and based on review of the District's list of employees requiring fingerprint clearance cards, determine the District maintained valid fingerprint clearance cards for required personnel.</li> </ul> <p>For deficiencies related to expired cards, describe in the comments the expiration date.</p> |

Uniform System of Financial Records for Arizona School Districts (USFR) Compliance Questionnaire

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| PAY08 | The District enrolled employees who met the ASRS membership criteria, withheld employee contributions, and in a timely manner remitted employee and District contributions in accordance with the ASRS Employer Manual.  |  |
| PAY09 | The District accurately calculated and in a timely manner remitted the alternative contribution rate payments to ASRS for all applicable positions filled by ASRS retirees.<br><a href="https://www.azasrs.gov/content/alternate-contribution-rate">https://www.azasrs.gov/content/alternate-contribution-rate</a> . | For a sample of ASRS retirees employed determine the ACR was accurately calculated and remitted in a timely manner.  |
| PAY10 | The District calculated the accrual and use of vacation, sick leave, and compensatory time for all employees in accordance with District accrual rates for specified years of service, maximum amounts to be accrued, and disposition of accrued time upon separation of employment following District policies.     | Determine the District had a system in place (computer-based program or spreadsheet) to track employee leave balances for accrual and use of leave and determine accuracy of that system.  |
| PAY11 | Attendance records were prepared for each pay period for each employee subject to the Fair Labor Standards Act (FLSA) and were approved by the employee and the employee's supervisor.   | Sample employees subject to FLSA and determine timesheets included the proper approvals.   |
| PAY12 | The District's payroll reports were properly reviewed and approved before processing and distribution to employees.  | Sample prepayroll registers or payroll registers to determine they were supported by authorized notifications of: <ul style="list-style-type: none"> <li>• Employment.</li> <li>• Terminations.</li> <li>• Pay rate changes.</li> <li>• Withholding and voluntary deduction authorization forms.</li> <li>• Documentation of additional duty pay rate or hours and evidence work was performed.</li> <li>• Work attendance/leave records.</li> </ul> Determine all supporting documents were reviewed and approved before final completion and warrants and direct deposit amounts were reviewed prior to distribution to employees.<br>Indicate in the comments the amount of any over/under payments identified. |

Financial reporting–USFR VII

Objective: To determine whether the District properly prepared its financial reports, including its Annual Financial Report (AFR), for the audit year to provide legislative and oversight bodies, investors and creditors, and the public a transparent view of the District's financial position and operational results.

| FY24 # | Question   | Review procedure |
|--------|--|------------------|
| FR01   | Budgeted expenditures reported on the AFR agreed with the District's most recently revised adopted expenditure budget. |                  |

Uniform System of Financial Records for Arizona School Districts (USFR) Compliance Questionnaire

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| FR02 | The District completed and submitted all parts of the AFR reporting package, including the school-level reporting AFR, using its accounting data in the files and reported additional information required in the forms, such as revenue and expenditure amounts that were not automatically pulled from its accounting and student count data, and maintained applicable supporting documentation. A.R.S. §15-904 | <p>Determine:</p> <ul style="list-style-type: none"> <li>• The District either did not post transactions or adjusting entries to its accounting records after using its accounting data to populate the AFR or, if it made adjustments to its accounting data, the district uploaded new accounting data into its AFR and notified ADE of the changes and resubmitted its AFR. Audit firms may forgo writing a deficiency for rounding errors.</li> <li>• The District completed and submitted all parts of the AFR reporting package, including the school-level reporting AFR.</li> </ul> |
| FR03 | The District followed the AFR— <a href="#">Review, Submission, and Publication Instructions</a> .  | <p>If no, list the AFR requirements that the District did not complete or complete timely, such as:</p> <ul style="list-style-type: none"> <li>• Prepared AFR that included all funds.</li> <li>• Submitted all AFR forms to ADE by October 15.</li> <li>• Submitted a copy of signed cover page to ADE within 5 days of submission.</li> <li>• Met publishing requirements for the AFR by November 15.</li> </ul>  |
| FR04 | The District properly prepared the Food Service page of the AFR and reported expenditures from the M&O Fund 001 and Capital Fund 610 that agreed with the District's accounting records.   | Determine reported amounts were properly coded and agreed to the District's accounting records, including the State match.  |
| FR05 | Detailed source documents were traceable to the District's trial balance that was used to prepare the financial statements.  | Indicate in the comments if significant audit adjustments were made to properly state current year activity.  |
| FR06 | The District's website included its average teacher salary information required by A.R.S. §15-903(E) and a copy of or a link to the District's page from the most recent Arizona Auditor General District Spending Report.   |   |
| FR07 | The District submitted the School District Employee Report (SDER) to ADE, and it was accurate and timely for ADE to calculate the Teacher Experience Index (TEI). A.R.S. §15-941 and <a href="#">School Finance Reports   Arizona Department of Education (azed.gov)</a>   | <p>Determine:</p> <ul style="list-style-type: none"> <li>• The District had a process to prepare and submit the SDER.</li> <li>• Review the SDER and compare with payroll reports to determine full-time equivalents and salaries were accurately reported.</li> <li>• The District filed the SDER report with ADE by October 15, and corrections were made within the February 1 to March 1 deadline.</li> </ul>   |
| FR08 | The District submitted its prior year's audit reports and USFR Compliance Questionnaire to the CSS and ADE. A.R.S. §15-914(D)  | <p>Determine the District:</p> <ul style="list-style-type: none"> <li>• Uploaded its prior year audit reports and USFR Compliance Questionnaire to ADE.</li> <li>• Sent a copy of all reports to the CSS.</li> </ul>  |

Uniform System of Financial Records for Arizona School Districts (USFR) Compliance Questionnaire

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| Student attendance reporting--ADE's School Finance External Guidelines  |  |  |
|---|--|--|
| Objective: To determine whether the District has implemented effective controls to report accurate student membership and attendance information to ADE to reduce the risk that the District received an inappropriate amount of State aid and/or local property taxes. |  |  |
| FY24 #  | Question   | Review procedure   |
| SAR01   | The District's calendar ensured school was in session for the required days and offered students the required instructional hours per grade level, including Arizona Online Instruction (AOI) Programs as prescribed in A.R.S. §§15-808(J)(1), 15-901(A)(1), 15-901.07, and 15-901.08.                                     | Determine the District's calendar and bell schedule(s) met instructional hour requirements.  |
| SAR02   | If the District had an early (pre-) kindergarten program, the District calculated and submitted membership information for early (pre-) kindergarten students' attendance records for this program only for students with disabilities. A.R.S. §15-901(A)(1)(a)(i) and USFR Memorandum No. 175                             | Sample at least 3 student attendance records. (If a student in the sample was in a virtual day, the auditors should ensure the student was counted based on the instructional time model [ITM]).   |
| SAR03   | The District appropriately tracked and reported student membership and absences. A.R.S. §15-901  | Sample number of attendance records shown in parentheses based on District's ADM: <ul style="list-style-type: none"> <li>• For elementary &amp; junior high - &lt;1,000 ADM (5); 1,000-5,000 ADM (10); &gt;5,000 ADM (15).</li> <li>• For high school, CTED or AOI - &lt;1,000 ADM (3); 1,000-5,000 ADM (5); &gt;5,000 ADM (7).</li> </ul> (If a student in the sample was in a virtual day, the auditors should ensure the student was counted based on the ITM.) |
| SAR04   | The District prorated high school students' membership if enrolled in less than 4 subjects.  | Sample number of attendance records shown in parentheses based on District's ADM: <ul style="list-style-type: none"> <li>• For high school - &lt;1,000 ADM (3); 1,000-5,000 ADM (5); &gt;5,000 ADM (7).</li> </ul>   |
| SAR05   | The District was a CTED or CTED member.  | If yes, for questions SAR 07 through 11, sample number of students shown in parentheses based on District's ADM for high school, CTED, or AOI - <1,000 ADM (3); 1,000-5,000 ADM (5); >5,000 ADM (7).   |
| SAR06   | The District had an AOI program. A.R.S. §15-808  | If yes, for SAR 12, for Districts offering an AOI Program, based upon sample of ( ) AOI students' attendance records for 4 weeks: (ADE's SF-0003-AOI Participation).<br>Sample number of students' records shown in parentheses based on the District's ADM - <1,000 ADM (3); 1,000-5,000 ADM (5); >5,000 ADM (7).   |
| SAR07   | For students enrolled in a program provided by a CTED in a facility the District owned or operated (satellite programs), the District reported the actual enrollment for only the District classes the student was enrolled in at the District's school (excluding CTED program classes) under the District's CTDS number. | Sample number of students shown in parentheses based on ADM for high school, CTED, or AOI - <1,000 ADM (3); 1,000-5,000 ADM (5); >5,000 ADM (7)  |

Uniform System of Financial Records for Arizona School Districts (USFR) Compliance Questionnaire

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| SAR08 | For students enrolled in a program the CTED provided in a facility the District owned or operated (satellite programs), the District calculated student absences in accordance with ADE's methods based on the number of District classes the student was enrolled in and attended at the District's school (excluding CTED satellite program classes). | Sample number of students shown in parentheses based on ADM for high school, CTED, or AOI - <1,000 ADM (3); 1,000-5,000 ADM (5); >5,000 ADM (7)  |
| SAR09 | For CTED satellite programs, the CTED reported actual student enrollment data for only the CTED program classes the student was enrolled in at that member district's satellite location (excluding school district classes). A.R.S. §15-393(O)   | Sample number of students shown in parentheses based on ADM for high school, CTED, or AOI - <1,000 ADM (3); 1,000-5,000 ADM (5); >5,000 ADM (7).<br>Total membership claimed for the school district and the CTED satellite locations for each student should not exceed 1.25.   |
| SAR10 | For CTEDs that meet for at least 150 minutes (not including any breaks) per class period on a CTED central campus, the CTED reported the membership as 0.75. A.R.S. §15-393(Q)  | Sample number of students shown in parentheses based on ADM for CTED - <1,000 ADM (3); 1,000-5,000 ADM (5); >5,000 ADM (7) for students enrolled in a CTED course provided at a qualifying centralized or leased centralized campus.   |
| SAR11 | For students enrolled in both District and in CTED central program courses, the sum of the ADM was no more than 1.75 and the amount claimed by either entity was no more than 1.0. A.R.S. §15-393(Q)  | Sample number of students shown in parentheses based on ADM for high school - <1,000 ADM (3); 1,000-5,000 ADM (5); >5,000 ADM (7).   |
| SAR12 | The District maintained appropriate documentation and accurately reported students enrolled in CTED programs, including accurately submitting scheduled hours of instruction and community college credits. A.R.S. §15-393  | Sample number of students enrolled in a CTED shown in parentheses based on District's ADM for high school - <1,000 ADM (3); 1,000-5,000 ADM (5); >5,000 ADM (7).<br>Determine if the reported total scheduled hours of instruction and/or total community college credits enrolled agreed to the supporting course enrollment documentation.   |
| SAR13 | The District maintained appropriate documentation and accurately reported students enrolled in its AOI program, including redetermining the actual full time equivalent (FTE) for each student enrolled in an AOI program following a student's withdrawal or after the end of the school year. A.R.S. §15-808  | Sample number of students' records shown in parentheses based on the District's ADM - <1,000 ADM (3); 1,000-5,000 ADM (5); >5,000 ADM (7) and determine the District maintained the students' intended FTE Enrollment Statement and guardian-approved or District computer-generated daily log describing the amount of time spent by the student on academic tasks that agreed to the hours reported to ADE.<br><br>*ADE guidance advises that A.R.S. §15-901 be used to determine the FTE for students in 7th and 8th grade. |
| SAR14 | The District ensured the student's name in the student management system matched the name on the legal document on file. A.R.S. §15-828(D)  | For questions 13-19, sample the number of entries and withdrawals shown in parentheses based on District's ADM - <1,000 ADM (5); 1,000- 5,000 ADM (10); >5,000 ADM (15).   |
| SAR15 | The entry date in the computerized attendance system agreed to the entry form.  |  |

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| SAR16 | The student membership begins on the first day of actual attendance or, for continuing/pre-enrolled students, the first day that classroom instruction was offered, provided that the students actually attend within the first 10 days of school. <a href="#">ADE's External Guideline GE-17 First Day Absence</a> |  |
| SAR17 | The District obtained and maintained verifiable documentation of Arizona residency for enrolled students, including students in its AOI program. A.R.S. §15-802(B)(1) and <a href="#">ADE's Updated Residency Guidelines</a>  | Determine A.R.S. §15-802(B)(1) and ADE's Updated Residency Guidelines were complied with, except as noted in A.R.S. §15-828(I).  |
| SAR18 | The District prepared and retained the Official Notice of Pupil Withdrawal form for each withdrawal, and the forms were signed by a District administrator. A.R.S. §15-827  | Determine the withdrawal date in the District's computerized attendance system agreed with the withdrawal date on the official form.   |
| SAR19 | The District counted students withdrawn for having 10 consecutive unexcused absences in membership only through the last day of actual attendance or excused absence. A.R.S. §15-901(A)(1)  |  |
| SAR20 | The District uploaded membership and absence information to ADE that agreed to the District's computerized system records for the first 100 days of school. A.R.S. §15-901  | Determine the District submitted the AzEDS ADM15 or ABSATT10 reports, as applicable to ADE electronically at least once every 20 school days for membership information and at least once every 60 days for absence information through the last day of instruction. For an AOI program, sample year-end attendance information. |
| SAR21 | The District excluded nonresident students from the District's student count and State aid calculations and charged tuition as applicable. A.R.S. §15-823(G) and (L)  | Discuss with the District their process to identify nonresident students.  |
| SAR22 | The District reported students who completed all high school requirements with the applicable graduation code and used the appropriate year-end status code for all other students.   | For a sample of all students, determine graduation and year-end codes were correct based on ADE's <a href="#">Pupil Withdrawals</a> .  |
| SAR23 | For students participating in distance learning, the District followed attendance procedures defined in a governing-board-adopted ITM.  | Determine the District followed the ITM it submitted to ADE via the <a href="#">ITM submission link</a> . Students selected for test work should be tested based upon the ITM that was effective for that time period. <a href="#">ITM template and FAQ</a>  |

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| Information technology (IT)–USFR IX  |  |   |
|--|--|---|
| Objective: To determine whether the District adopted an information technology (IT) security framework that aligned with credible industry standards and implemented controls that provide reasonable assurance that its data is accurate and reliable and protected from unintended exposure and consequences. Test work should determine that the District adopted a framework and controls were operating to protect District and student data. |  |   |
| FY24 #   | Question   | Review procedure  |
| IT01   | The District maintained adequate separation of duties in its IT systems that prevented 1 employee from completing a transaction without additional review and approval procedures.       | <ul style="list-style-type: none"> <li>• Scan the District user system access reports and determine the District adequately separated responsibilities among staff for administration, authorization, and operational responsibilities within the separate business systems (i.e., financial accounting system, student attendance system, student payment systems, network, and website) and limited employee access to only those business functions or software necessary to perform their job function. If this was not possible due to the District's limited staff size, determine adequate management review procedures were in place. See IT FAQ 2.</li> <li>• If there were incompatible duties or employees with superuser access, indicate in the comments what systems employees had inappropriate access to and what, if any, steps were taken to mitigate the risks of unauthorized changes. See IT FAQ 5.</li> </ul>   |
| IT02   | The District reviewed and documented any system or software changes implemented.   | Scan the District's procedures and documentation to confirm any modifications to system hardware or software were authorized by a supervisor and were appropriate. See IT FAQs 1, 4, & 15.  |
| IT03   | The District assessed security risks for its systems and data, implemented appropriate controls to address risks, and provided employees/contractors annual security awareness training. | <p>Determine the District:</p> <ul style="list-style-type: none"> <li>• Assessed the risks to District systems and data and implemented procedures to prevent and detect technology-related threats, such as risks to its systems, network, and data through email, internet use, social media, VPN, wireless access, and mobile devices. See IT FAQs 17 &amp; 19.</li> <li>• Classified data by its sensitivity level and protected sensitive and confidential data. See IT FAQ 11.</li> <li>• Provided employees/contractors security awareness training at least annually that addressed prevention and detection of technology-related threats (i.e., phone and email phishing, website and ransomware attacks, and data breaches), and detailed instructions regarding how to prevent, identify, and report suspected security risks and incidents. See IT FAQ 6.</li> <li>• The District maintained evidence of training for those who attended the annual security awareness training including the training date(s). See IT FAQ 6.</li> </ul> |

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| IT04 | The District immediately and appropriately modified terminated or transferred employees', contractors', or vendors' access to all District systems.  | <ul style="list-style-type: none"> <li>• Determine the District has a documented process for modifying or removing user access from all systems (e.g., financial accounting system, student information system, District's network, etc.). See IT FAQ 4.</li> <li>• Scan the current list of contractors or vendors and transferred or terminated employees and determine that access to District systems had been appropriately modified or removed.</li> </ul>  |
| IT05 | The District's computer network, system software, and hardware was physically protected from unauthorized access, theft, and environmental hazards.  | <ul style="list-style-type: none"> <li>• Determine the District has physical access controls over sensitive areas such as server rooms or communication closets. See IT FAQs 5 &amp; 13.</li> <li>• Determine the District has implemented port security to prevent unauthorized users from accessing the network. See IT FAQ 13.</li> </ul>  |
| IT06 | The District scheduled and performed data backup-control procedures for all critical systems at least daily, or more frequently, to ensure uninterrupted operations and minimal loss of data.  | <p>Determine system backup procedures included:</p> <ul style="list-style-type: none"> <li>• Test of backup reliability and integrity.</li> <li>• Backup copies were stored in separate facilities or fire-rated container.</li> <li>• Backups were scheduled for a defined time/period. See IT FAQ 7.</li> </ul>   |
| IT07 | The District routinely completed software and application updates and operating system patches when they became available.   | <p>Determine the District's process and documentation that software (including anti-virus, anti-spyware, and anti-malware software) and applications were updated, and operating system patches were completed timely. In addition, determine systems were up-to-date to adequately protect the integrity and reliability of the District's data (i.e., web-based applications, accounting, student attendance, and payroll systems). See IT FAQ 16.</p>  |
| IT08 | The District had cloud computing, digital learning, and vendor contracts or data-sharing agreements in place with any 3rd parties accessing or hosting District data that addressed controls to support security and processing integrity, and backup procedures if applicable, before data was accessed/shared. | <p>Determine the District's cloud computing, digital learning, and vendor contracts or data-sharing agreements had appropriate security/access, processing, and backup controls in place. In addition, determine the District appropriately reviewed data accessed or processed by vendors or 3rd parties for propriety. See IT FAQ 18.</p>   |
| IT09 | The District ensured changes to data in business (i.e., employee information, pay rates) and IT (i.e., user roles, access rights) systems were approved by an authorized individual prior to processing changes.   | <p>Determine changes to data were reviewed and approved by a designated employee to ensure the validity, completeness, and accuracy of processed data, and if issues were noted, corrective action was taken. See IT FAQ 1.</p>   |
| IT10 | The District enforced data security policies related to passwords and user authentication that aligned with credible industry standards.   | <p>Determine the District:</p> <ul style="list-style-type: none"> <li>• Followed a password policy that required strong passwords, screen locks, repeated failed sign-on attempt lockouts, and prohibited sharing of user IDs and passwords along with more modern controls to authenticate user identities. See IT FAQ 14.</li> <li>• Required multifactor authentication for at least all employees/contractors with remote access, administrative access, and all users with access to critical IT systems. See IT FAQ 19. If any critical IT systems are not capable of implementing multifactor authentication, determine the District had compensating controls in place to adequately secure those IT systems and related data.</li> </ul> |



Uniform System of Financial Records for Arizona School Districts (USFR) Compliance Questionnaire

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| IT11 | The District's IT systems generated electronic audit trail reports or change logs with information about electronic transactions that the District reviewed or analyzed regularly to determine transactions' propriety. | If a District IT system does not provide an electronic audit trail function, determine the District documented a process that allowed it to audit transactions. See IT FAQ 12.   |
| IT12 | The District monitored and reviewed IT system-generated incident or error reports to identify network security threats or other unusual activity and addressed noted issues.  | Determine the District had procedures to investigate and respond to activities identified in the audit event/trail function such as repeat failed logons, or failed access attempts related to information systems; administrative privilege usage, employee credential usage, or third-party credential usage; or suspicious network activity. See IT FAQ 12.   |
| IT13 | The District had incident response/contingency planning documents in place to restore or resume system services in case of disruption or failure that were reviewed and tested at least annually.                       | <p>Determine:</p> <ul style="list-style-type: none"> <li>• The District had planning documents that included the date and method the District used to review the plan (i.e., walkthroughs, tabletop discussion/simulations, full interruption, or other method) and maintained evidence of the procedures used, such as screenshots of tests, backups run, and minutes from meetings to document procedures performed to test plans. See IT FAQ 10.</li> <li>• The plan was tested at least annually to ensure employees/contractors understand their responsibilities, identify internal and external vulnerabilities, and take action to update equipment or remedy any issues identified since the last review. See IT FAQs 7 – 10.</li> </ul> <p>(If the District used a third-party vendor for IT support, the District should still have a District-level plan to activate the recovery or contingency plan that is tested at least annually.)</p> |

Transportation support–ADE's SF-0002 Transportation Guidelines

Objective: To determine whether the District has implemented effective controls for its transportation program to ensure it properly reports its transportation miles and student riders to ADE, which helps to ensure the District receives the appropriate amount of State aid.

| FY24 # | Question  | Review procedure  |
|--------|---|---|
| TS01   | The District accurately calculated and maintained documentation for miles and students reported on the Transportation Route Report submitted to ADE. A.R.S. §15-922 | <p>Based on ADE's Transportation Guidelines, determine the District accurately reported the number of miles and eligible students transported.</p> <p>Indicate in the comments any net under/overstatement of miles and/or students reported and whether the over/understatement impacted the District's funding.</p> |

Uniform System of Financial Records for Arizona School Districts (USFR) Compliance Questionnaire

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| Records management–USFR X-E   |  |  |
|---|--|--|
| Objective: To determine whether the District has implemented effective controls to properly protect and maintain its records, including student and employee data, and that its records were disposed of securely and in accordance with established time frames. |  |  |
| FY24 #  | Question   | Review procedure   |
| RM01  | The District established and followed policies and procedures to properly protect, maintain, and dispose of personally identifiable information and confidential records, such as student and employee information and social security numbers.  | Determine the District’s records were properly protected, maintained, and disposed of in accordance with the General Retention Schedules for Education K-12 published by the Arizona State Library, Archives and Public Records. <a href="#">Retention Schedules</a>   <a href="#">Arizona State Library (azlibrary.gov)</a> |
| General long-term debt–Arizona Revised Statutes Title 15, Chapter 9, Article 7  |  |  |
| Objective: To determine whether the District is following the laws related to bonds to ensure voters are informed and the District complies with the bond covenants.  |  |  |
| FY24 #  | Question   | Review procedure   |
| GLTD01  | The District calculated and issued any bonds in accordance with Arizona Revised Statutes and the Arizona Constitution. A.R.S. §15-1021   |  |
| GLTD02  | The District expended bond proceeds only for voter-authorized purposes and not for items with useful lives less than the average life of the bonds issued or 5 years. A.R.S. §15-1021(F)   | Sample expenditures made from bond proceeds to determine if expenditures were appropriate and meet the useful life definition.   |
| GLTD03  | If the District had outstanding bonded indebtedness and a balance remained in the Bond Building Fund after the acquisition or construction of facilities for which the bonds were issued, the governing board transferred the remaining balance to the Debt Service Fund. Otherwise, if the District had no outstanding bonded indebtedness and a balance remained in the Bond Building Fund after the acquisition or construction of facilities for which the bonds were issued, the governing board used the remaining balance to reduce taxes. A.R.S. §15-1024(B) |  |
| GLTD04  | The District credited interest or other money earned from investing bond proceeds to the Debt Service Fund unless the voters authorized the interest to be credited to the Bond Building Fund or federal laws or rules require the interest to be used for capital expenditures. A.R.S. §15-1024(C)  |  |