



# Understanding Montana School Finance and School District Budgets



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Montana  
**Office of Public Instruction**  
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**Understanding  
Montana School Finance  
And  
School District Budgets**

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# Introduction

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The purpose of this booklet is to provide Montana citizens, legislators, parents, and school board trustees with a basic understanding of Montana school finance and school district budgets. It is written in a question/answer format and addresses some of the major aspects of school finance and the budgeting process.

The concepts outlined in this booklet are subject to change with every legislative session and as new laws affecting school finance are enacted.

Many of the topics covered in this booklet can be found at the Montana Office of Public Instruction website ([www.opi.mt.gov](http://www.opi.mt.gov)). In addition, more detailed information about a particular school district may be obtained by contacting the school district superintendent and/or clerk, the county superintendent of schools, the county treasurer, or the county commissioners.

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# Montana Constitution

Article X, Section 1 of the Montana Constitution of 1972 states in part:

“It is the goal of the people to establish a system of education which will develop the full educational potential of each person. Equality of educational opportunity is guaranteed to each person of the state.

The state recognizes the distinct and unique cultural heritage of the American Indians and is committed in its educational goals to the preservation of their cultural integrity.

The legislature shall provide a basic system of free quality elementary and secondary schools ... (and) shall fund and distribute in an equitable manner to the school districts that state share of cost of the basic elementary and secondary school system.”

## Commonly Used K-12 Education Acronyms

The following list of acronyms is commonly used in K-12 education and throughout this guide:

Acronym	Meaning
ANB	<b>Average Number Belonging - The term used for the number of children in attendance in a school district</b>
ARM	<b>Administrative Rules of Montana - Administrative rules are agency regulations, standards or statements of applicability that implement, interpret, or set law or policy. An agency can also adopt administrative rules that describe the organization, procedures or practice requirements of the agency. Agencies are given rulemaking authority through the legislative process.</b>
BASE	<b>Base Amount for School Equity - The minimum general fund budget that all public school districts must adopt in Montana.</b>
BPE	<b>Montana Board of Public Education The Board of Public Education was created by the Montana Constitution of 1972 to exercise general supervision over the elementary and secondary schools of the state.</b>
GTB	<b>Guaranteed Tax Base</b>  <b>The Guaranteed Tax Base Aid Program Is a state program that provides subsidized funding for school districts whose ratio of taxable value to students in attendance is lower than the established statewide threshold.</b>
MCA	<b>Montana Codes Annotated - The Montana statutes</b>
OPI	<b>Office of Public Instruction</b>
TRS	<b>Teacher's Retirement System</b>
PIR	<b>Pupil-instruction-related day is a day of teacher activities devoted to improving the quality of instruction.</b>
RSBG	<b>Related Services Block Grant</b>

## Statewide Overview

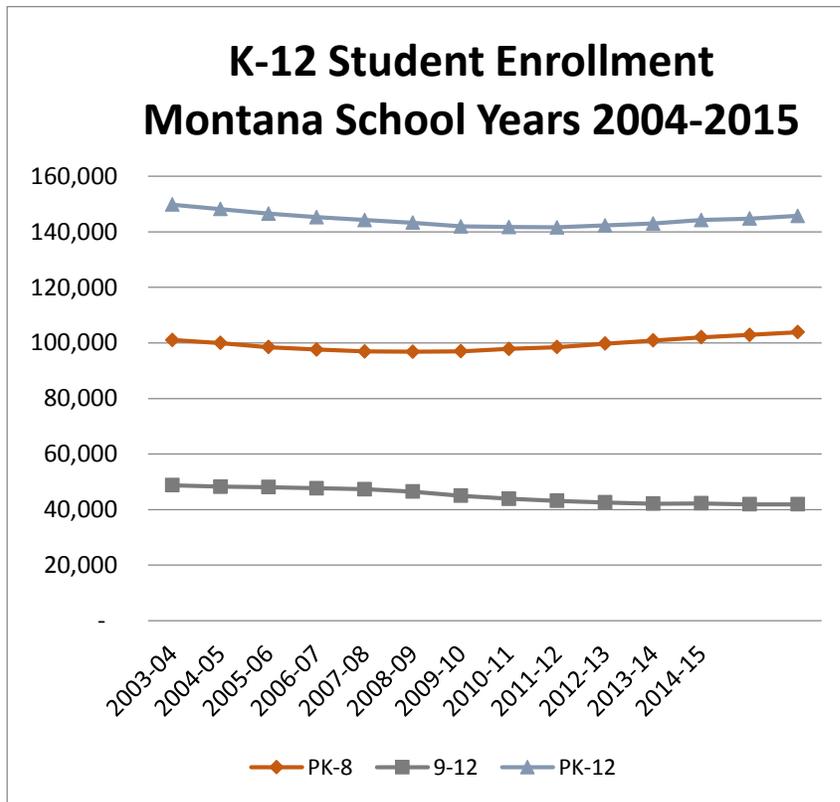
**Q: How many public school districts does Montana have?**

A: For the three most recent school years, Montana had the following number of school districts:

	FY2013	FY2014	FY2015
Elementary	255	253	251
High School	104	103	103
K-12	<u>56</u>	<u>57</u>	<u>57</u>
	415	413	411

**Q: How many students are enrolled in Montana’s public schools?**

A: In FY201 4-1 5, there were 144,532 students enrolled in K-12 public education. This includes 144,447 students enrolled in public schools and 85 students enrolled in state-funded schools (Pine Hills, Riverside, and Montana School for the Deaf and Blind).



**Q: How much of Montana’s school funding comes from federal, state, county, and local sources?**

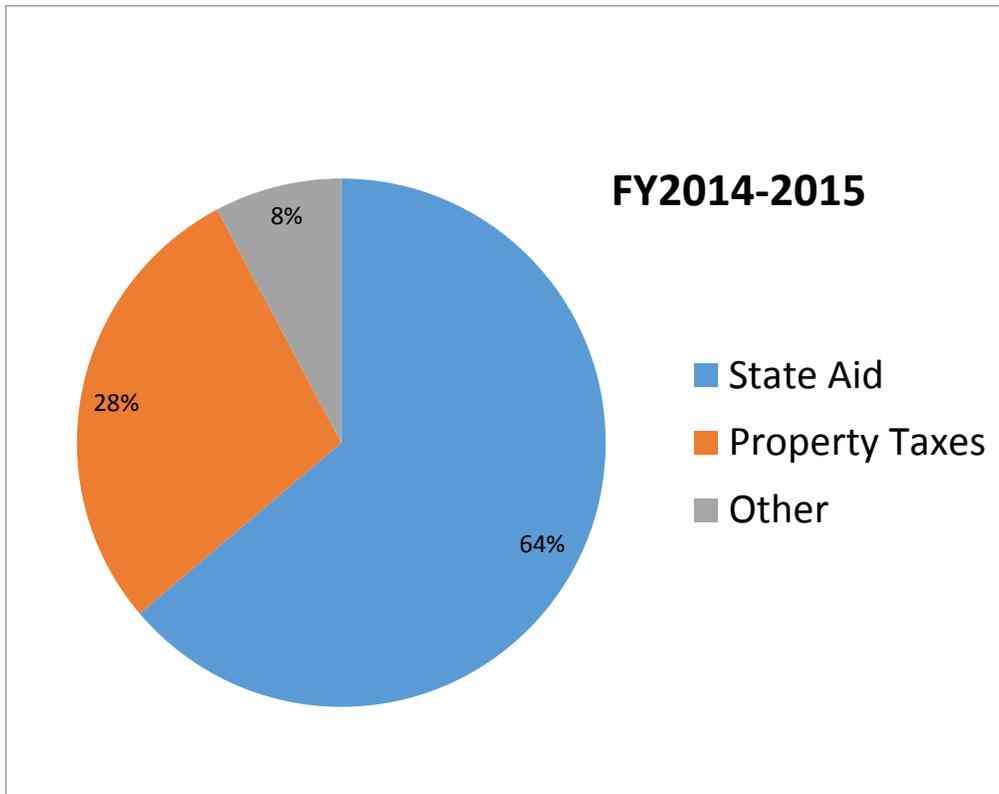
A: In Fiscal Year 2014-15, schools received about 42.50% of their funding from the state, 26.25% from local property taxes, 9.18% from county sources, 10.32% from non-tax local sources, and 11.75% from federal sources. (OPI, Revenue Core File 2015)

**Q: What is the total general fund budget for Montana’s school districts? How much does the state fund?**

A: Total school general fund budgets for 2014-15 were about \$1.041 billion. The state funded about \$664 million (63.80%).

**Q: How much of school general funds are supported by local property taxes?**

A: In 2014-15, local property taxes supported \$295.6 million (28%) of the total school general fund budgets statewide.



**Q: What is the average school general fund budget per pupil in Montana?**

A: In 2014-15, districts budgeted an average of \$7,257 per pupil. Of that amount, the state support was \$4,631 per pupil.

**Q: What portion of money from the lottery goes to Montana schools? Are lottery funds still earmarked for education?**

A: Lottery money is no longer earmarked for education, but it is one funding source used for education. In 1986, the Montana State Lottery Act passed by 69% of the popular vote. Under that Act, the lottery profits were used to fund the Teachers’ Retirement System in order to hold the line on, or reduce, property taxes. In 1989, the Legislature allocated lottery profits to state equalization aid for schools. In 1991, the Legislature allocated lottery profits to the state’s general fund. In the state general fund, the lottery profits are combined with many other state resources used to fund a variety of state programs. Other more significant revenues that fund the state general fund include state income taxes, property taxes, and coal trust interest earnings.

Based on FY 2015, approximately 0.6% of the state general fund money came from lottery profits. In FY2015, the total general fund revenue was about \$2.1 billion, and lottery profits brought in about \$12.4 million, or 0.6% (six tenths of one percent). About \$739.5 million of the state general fund is used for school funding purposes annually.

The Teachers’ Retirement system benefits school teachers in Montana, who pay 8.15% of their salaries into the system. School district employers contribute 8.57% and the state pays 2.38% plus \$25 million.

**Q: What are school trust lands?**

A: Under the Enabling Act that granted Montana its statehood in 1889, the federal government ceded 5.2 million acres of land across Montana for common school support. The State Board of Land Commissioners has the authority to direct, control, lease, exchange, and sell school lands and lands which have been or may be granted for the support and benefit of the various state educational institutions. Income and interest earnings from school trust lands are set aside in a “Guarantee Account” and statutorily appropriated to fund K-12 BASE aid. The Legislature builds these school trust funds into its revenue estimates for schools. If income and interest earnings from the school trust lands exceed an annual amount in excess of \$56 million, and the total excess interest and income revenue exceeds one million, 50% must be reserved for an appropriation in the

next regular session as part of the natural resource development payment and 50% must be distributed to schools on a perquality-educator basis. Revenue from the sale of timber on Common Schools land and income received from certain lands and riverbeds, are deposited in the School Facility and Technology Account, which was established to provide money to schools for facilities and technology improvements.

**Q: How much is raised by the county equalization (55) and statewide equalization (40) mills?**

A: In FY2014-15, the county equalization mills raised \$147 million and the statewide equalization mills raised \$100 million.

## **Organization of a School District**

Each school district is governed by a **board of trustees** who are ultimately responsible for every action of the school district. The trustees are elected officials and, as a board, must carry out their duties according to the Montana Constitution, the laws of Montana, and the Administrative Rules of Montana of the Board of Public Education (BPE) and other pertinent state agencies, such as the Office of Public Instruction (OPI). The trustees typically hire a district superintendent and school clerk to assist with the general supervision and fiscal responsibilities of the school district. The trustees also work with the county superintendent of schools, county commissioners, and county treasurer.

**Q: Why does the board of trustees control the school district?**

A: Article X, Section 8 of the Montana Constitution establishes local control of a school district: “The supervision and control of schools in each school district shall be vested in a board of trustees to be elected as provided by law.”

**Q: When are school district trustees elected?**

A: Trustee elections take place on the regular school election day, which is the first Tuesday after the first Monday in May.

**Q: How many members are on the board of trustees?**

A: The number of trustees on the board depends on the population within school district boundaries. Typically, small school districts have three trustees; large school districts have seven trustees. See 20-3-341 and 20-3-351, MCA for specific information.

**Q: How long do the trustees serve on the board?**

A: Trustees are elected for three-year terms.

**Q: Are trustees paid for their positions?**

A: No, the trustees of a school district do not receive compensation for their services as trustees.

**Q: What are the powers and duties of the trustees of each district?**

A: The trustees are ultimately responsible for every aspect of the school district. The trustees make policy, adopt and administer the annual budget, approve expenditures, make required reports to various agencies, establish elections, and enforce the requirements for government of the school district according to state law and the Administrative Rules of the BPE and the OPI. A detailed list of these duties is found in 20-3-324, MCA.

**Q: Does an individual board member have any authority in the operation of a school district?**

A: No board member, including the chairperson, has authority as an individual in the operation of a school or school district. The only authority an individual has is as a member of the board when acting as part of a collective unit in a regular or properly called special meeting.

**Q: What is the role of the district superintendent?**

A: The superintendent is responsible for the general supervision of all the schools of the district and for implementing and administering the policies of the board of trustees. In very small schools that do not hire a district superintendent, the county superintendent of schools fulfills this role.

**Q: What is the role of the district clerk?**

A: By law, the trustees must employ and appoint a clerk of the district. The district clerk is the custodian of all documents, records and reports of the trustees. Most clerks are also employed to perform accounting and financial reporting functions for the school district.

**Q: What is the role of the county superintendent of schools?**

A: The county superintendent provides general supervision of the schools located in the county as outlined in 20-3-205 and 20-3-206, MCA. Other duties found in state law include chairing the county transportation committee, acting as attendance officer for a third-class school district, if one is not appointed, being clerk of a joint board of trustees, and assisting trustees with school supervision if a district superintendent or principal is not employed there.

**Fund Accounting**

School district accounting systems are organized and established on a fund basis. A fund is a self-balancing set of accounts used to track the fiscal activity for a specific purpose or activity. Each fund must be accounted for separately so that its resources, obligations, revenue, and expenditures are kept apart from other funds. Legal reference to fund accounting for schools can be found at 20-9-201, MCA.

**Q: What types of funds are used by school districts?**

A: School district funds are included within the following categories:

**Governmental Funds**—Most school district functions are financed through four types of governmental funds: General, Special Revenue, Capital Projects, and Debt Service. These funds are classified as either budgeted or non-budgeted funds.

**Proprietary Funds**—The two types of proprietary funds, Enterprise and Internal Service, are used to account for a school district’s ongoing organizations and business-type activities that are similar to those found in the private sector. Proprietary funds are non-budgeted funds.

**Fiduciary Funds**—The two types of fiduciary funds, Trust and Agency, are used to account for assets held by a school district in a trustee capacity or as an agent for another entity or fund. Fiduciary funds are non-budgeted funds.

**Q: What are budgeted funds?**

A: A budgeted fund means any fund for which a budget must be officially adopted by the board of trustees in order to expend money from the fund. 20-9-201(2)(a), MCA

Budgeted funds include:

- |                               |                       |
|-------------------------------|-----------------------|
| General Fund                  | Building Reserve Fund |
| Transportation Fund           | Adult Education Fund  |
| Bus Depreciation Reserve Fund | Non-operating Fund    |
| Tuition Fund                  | Technology Fund       |
| Retirement Fund               | Flexibility Fund      |
| Debt Service Fund             |                       |

**Q: What are non-budgeted funds?**

A: A non-budgeted fund is any fund for which an official budget is not required to be adopted in order to expend money on deposit in the fund, 20-9-201(2)(b), MCA. Expenditures from these funds are limited to the amount of cash balance in the fund.

Non-budgeted funds include:

- |                             |                 |
|-----------------------------|-----------------|
| School Food Services Fund   | Impact Aid Fund |
| Miscellaneous Programs Fund | Enterprise Fund |
| Building Fund               | Agency Fund     |

Lease or Rental Agreement Fund

Extracurricular Fund

Traffic Education Fund

Endowment Fund

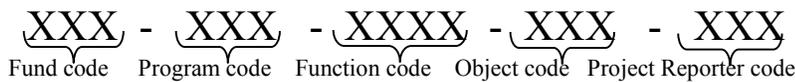
**Q: What are district accounting codes?**

A: By law, each district must use the accounting codes designated by the OPI. This ensures continuity and uniformity across the state. The OPI uses accounting codes suggested by the U.S. Department of Education.

**Q: What are the different components of an expenditure accounting code?**

A: District clerks pay bills using expenditure codes that identify the payment. For example, an expenditure code might look like this:  
101-100-1000-680-123

An expenditure code is made up of five different parts. They are:



- Fund code (General Fund, Transportation Fund, etc.)
- Program code (regular programs, special Education programs, etc.)
- Function code (instruction, student support Services, etc.)
- Object code (salaries, supplies, utilities, etc.)
- Project Reporter code (code for district’s separate accounting of projects)

A detailed description and list of codes is found in the School Accounting Manual at:  
<http://opi.mt.gov/PDF/SchoolFinance/ChartAccounts.pdf>.

**Q: Are school districts audited?**

A: Yes. In the 2007 legislative session, HB 487 was passed and changed the audit threshold from \$200,000 to \$500,000. Beginning in FY 2007-08, districts with \$500,000 or more of revenue would receive a basic audit, and districts with less than \$500,000 of revenue must have a financial review at least once every four years. Federal law requires districts that expend \$500,000 of federal money in FY14-15 must have a more comprehensive audit in accordance with OMB A-133 federal audit guidelines. The limit will increase from \$500,000 to \$750,000 in FY16.

**Funding and the Budget Process**

Most discussion about Montana school budgets and the budget process concentrates on the general fund. The general fund budget is used to finance instructional, administrative, facility maintenance, and other operational costs of a district not financed by other funds established for special purposes. In an effort to equalize school funding in Montana, state law requires schools to adopt general fund budgets within an equalized range between the BASE and Maximum. A district can adopt the current year maximum or the previous year’s adopted budget plus increases in the Quality Educator Payment, Indian Education for All Payment, At-Risk Student Payment, and the American Indian Achievement Gap Payment. SB 175, passed in the 2013 regular session, added the Data for Achievement Payment and increases In the Direct State Aid (DSA) for the Per-ANB and Basic Entitlements.

Other funds are established for special purposes, such as pupil transportation, tuition and debt service. A budget must be adopted for each of these funds in the manner provided for in state law.

**Q: What is the history of the current school funding system?**

A: In 1985, a coalition of 64 school districts filed a lawsuit in Helena District Court claiming that the funding of the education system in Montana, guaranteed under the Montana Constitution, was unconstitutional. On January 13, 1988, the “Loble Decision” was handed down. This decision, which was challenged by the state of Montana and subsequently upheld by the Montana Supreme Court, confirmed that the State of Montana:

“. . . Has failed to provide a system of quality public education granting to each student the equality of education opportunity guaranteed under Article X, Section I of Montana’s Constitution.”

In June of 1989, a special session was called to address the problem. During that session, HB 28 was passed in an attempt to solve the equity problem. HB 28 increased funding and instituted a Guaranteed Tax Base System (a mechanism designed to assist low wealth districts by subsidizing their tax base through state assistance). However, the under-funded coalition did not feel that this solved the equity problem and the funding disparity issue ended up back in District Court. The result was two additional equity lawsuits filed in 1991. Subsequent legislative action passed by HB 667 established the current method of school funding for all public school districts in the state. It established a formula that created maximum and minimum general fund budget levels for all school districts. Each school district was required to be within that range on or before 1998. SB 460 (1999 session) and SB 390 (2001 session) expanded the capacity of districts to adopt budgets that exceed the “Maximum” level.

In April 2004, the Sherlock decision in *Columbia Falls v. Montana* found the state share of school district spending inadequate and found that Montana’s funding formula is not reasonably related to the costs of providing a basic system of free quality public elementary and secondary schools. The state appealed the decision to the Montana Supreme Court and the Court upheld the Sherlock decision.

The 2005 Legislature adopted a definition of a quality education and appointed a committee to study the formula and propose changes that would align it with the new definition. Also, schools received additional funding for FY 2007 from several new funding components, some which expanded the district general fund and some which were deposited as One-Time-Only payments (OTO) in the district miscellaneous programs fund.

The 2007 legislative session provided additional funding which further expanded the district general fund and state OTO payments in the miscellaneous programs fund.

In the 2009 legislative session, federal funds allocated to Montana in the American Recovery and Reinvestment Act (ARRA) were appropriated to support K-12 BASE aid in the district general fund and for federal grants to school districts for existing programs administered by the U.S. Department of Education in the miscellaneous programs fund. School districts and special education cooperatives received state OTO payments in the miscellaneous programs fund in support of deferred maintenance and energy efficiency expenditures.

In the 2011 legislative session, the Pathway to Excellence Program was established to promote educational excellence in Montana’s public schools through data-driven decision making and to maintain a focus on continuous improvement and increased academic achievement for public school students. The session also authorized the creation of multidistrict cooperatives, in addition to establishing new mechanisms for the distribution of oil and natural gas production taxes.

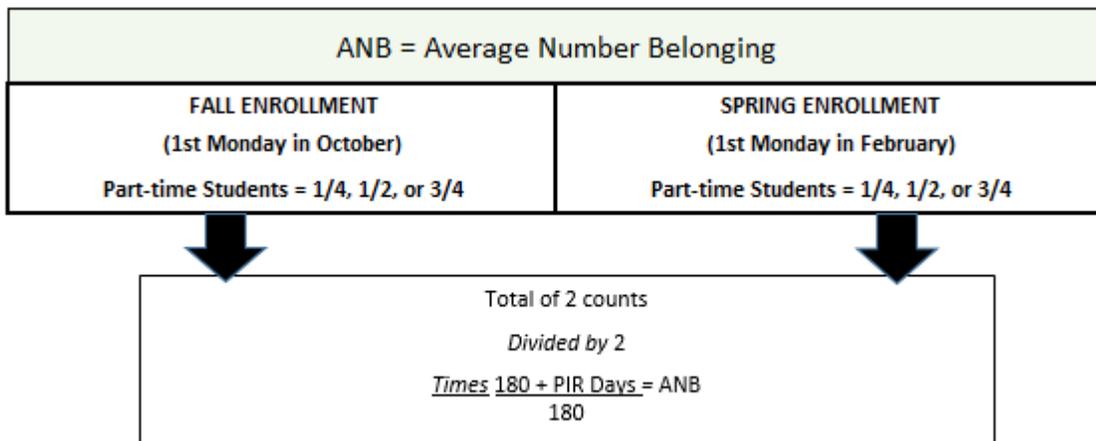
In the 2013 legislative session, SB 175 redesigned the Basic Entitlement to provide additional resources for larger school districts. A new general fund budget component, the Data for Achievement (D4A) payment, was added. The Natural Resource Development Funding (NRD) payment was established to provide a payment to each district in proportion to the district’s direct state aid and to reduce local property taxes in support of general funds. Oil and gas production taxes were required to be remitted to the state when amounts exceeded thresholds of budget authority, and amounts were redistributed among districts with oil and natural gas production within their boundaries or which border on districts with the revenues. In some cases, depending on the size of district budgets, oil and gas revenues were not required to be anticipated to fund the general fund and could instead be redirected to the general fund from other budgeted funds to make up revenue shortfalls. In general funds, districts were allowed to transfer unused levy authority from other budgeted funds to the Flexible Nonvoted Levy for the general fund overBASE. The law established a third annual enrollment for determining funding. Schools gained authority to establish voted revenue bonds to be repaid using oil and gas production taxes.

**Q: How are BASE (minimum) and Maximum general fund budget levels calculated?**

A: Budget levels are calculated based on state entitlements, driven by enrollment, number of educators and licensed professionals, and number of American Indian students. The basic and per-ANB entitlements, Quality Educator, Indian Education for All, American Indian Achievement Gap, At-Risk Student and Data for Achievement components, along with the district's special education funding, define BASE (minimum) and Maximum general fund budget limits.

**Q: What is ANB?**

A: In October and February of each school year, school districts report the number of students enrolled in their schools to the OPI. From these counts, ANB is calculated. ANB is then used to calculate the per-student entitlement, special education funding, Indian Education for All, and the Data for Achievement payment these, together with the basic entitlement, At-Risk Student payment, and the Quality Educator payment, make up the BASE (minimum) and Maximum general fund budget levels for the following school year.



A school district is allowed to use current year ANB or 3-year average ANB for each budget unit by level (elementary or high school), whichever generates the greatest Maximum general fund budget. Current year ANB is the ANB for the budget unit for the ensuing school fiscal year. 3-year average ANB means an average of ANB over the most recent 3-year period, calculated by adding the current year ANB to the current ANB for each of the previous two school fiscal years, dividing the sum by 3, and rounding up to the next whole number.

**Q: What is the basic entitlement?**

A: The basic entitlement is the minimum funding each school district will receive if in operation. The formula for calculating basic entitlement changed in the 2013 legislative session. For FY 2014-15, elementary districts without an accredited 7th-8th grade program received \$40,000 for the first 250 students, plus an additional \$2,000 for every 25 ANB over 250. A school district with an accredited 7th-8th grade program received \$40,000 for the K-6 elementary program plus an additional \$2,000 for every 25 ANB over 250 and \$80,000 for the 7th-8th grade program, plus \$4,000 for every 45 ANB over 450. High school districts received \$290,000 plus \$12,000 for every additional 80 ANB over 800.

**Q: What is the per-ANB entitlement?**

A: Per-ANB entitlement (also known as per-student entitlement) varies based on the total number of ANB in the school district. The per-ANB entitlement rates are determined by the Legislature. Rates shown below are effective for FY2013-14.

Elementary districts have a per-ANB entitlement of \$5,226. This rate is decreased by \$.20 per ANB for each additional elementary ANB up to 1,000 ANB. The per-ANB entitlement is \$5,026.20 for each ANB over 1,000.

High school districts have a per-ANB entitlement of \$6,691. This rate is decreased by \$.50 per ANB for each additional high school ANB up to 800 ANB. The per-ANB entitlement is \$6,291.50 for each ANB over 800.

Elementary districts, or the elementary program of a K-12 district, with an accredited 7th-8th grade program, receive the elementary rate for students in grades K-6 and the high school rate for students in grade 7-12.

**Q: What other General Fund payments exist?**

A: In the 2005 special legislative session four new components were added to the General Fund: Quality Educator, At-Risk Student, Indian Education for All, and American Indian Achievement Gap. The 2013 legislative session added an additional component, the Data for Achievement component.

Calculations of these components are:

Quality Educator - Each district and special education cooperative will receive a \$3,042 payment in FY2014-15 for each full-time equivalent licensed educator and for other licensed professionals employed by the school district, including registered nurses, licensed practical nurses, physical therapists, speech language professionals, psychologists, licensed social workers, counselors, occupational therapists, and nutritionists.

At-Risk Student - The At-Risk Student payment is intended to address the needs of at-risk students, and the money is distributed in the same manner as Title I monies are distributed to schools. For FY 2014-15 the Legislature appropriated \$5.149M.

Indian Education for All - Each district receives an Indian Education for All payment to implement the provisions of the Montana constitution (Article X, section 1(2) and the statutory requirements for the recognition of American Indian cultural heritage (20-1-501, MCA). The Indian Education for All payment is the greater of \$100 for each district or \$20.40 per ANB.

American Indian Achievement Gap - A school district receives a payment of \$200 for each American Indian student enrolled in the district.

Data for Achievement - Beginning in FY 2014-15, the payment is equal to \$15 per budgeted ANB.

**Q: How does the state fund special education?**

A: OPI distributes state funding for special education in three categories:

1) Instructional Block Grant (IBG) and Related Services Block Grant (RSBG)—These block grants are based on the ANB of a district. The money is spent on allowable special education costs as defined in 20-7-431, MCA. The district must spend \$1 of local money for every \$3 received from each block grant. If a school district is a member of a special education cooperative, the state pays the district's RSBG directly to the cooperative.

2) Reimbursement (40%) for Disproportionate Costs—Districts with unusually high special education costs may be eligible for additional special education reimbursements.

3) Additional administrative/travel funding for special education cooperatives.

**Q: What is a special education cooperative?**

A: Special education costs often involve the services of specialists, such as speech or physical therapists and psychologists. Large school districts are often able to pay for these special services through their own programs. However, smaller districts may not have adequate resources to run a special education program. The result is that small- and mid-sized school districts usually pool their resources by forming a cooperative to maximize their special education services.

**Q: What is the BASE budget?**

A: The BASE budget is the minimum budget that a district must adopt for its general fund. It is equal to 80% of the basic entitlement, 80% of the district's per-ANB entitlement, 100% of the Quality Educator payment, 100% of the At-Risk Student payment, 100% of the Indian Education

for All payment, 100% of the American Indian Achievement Gap payment, 100% of the Data for Achievement payment, 140% of the district's special education allowable cost payment, and 40% of the district's prorated special education cooperative cost payment.

<p><u>Maximum</u></p> <p>100% Per-ANB Entitlement          100% Basic Entitlement          100% Quality Educator Payment          100% At-Risk Student Payment          100% Indian Education for All Payment          100% American Indian Achievement Gap Payment          100% Data for Achievement Payment          Special Ed Allowable Cost Funding (State)          If not in co-op, includes Related Services Block Grant          75% to 100% X [Special Ed Allowable Cost Funding PLUS Prorated Co-Op Payment] (Local)</p>	<p>Over-Base</p>	<p><u>BASE</u></p> <p>80% Per-ANB Entitlement          80% Basic Entitlement          100% Quality Educator Payment          100% At-Risk Student Payment          100% Indian Education for All Payment          100% American Indian Achievement Gap Payment          100% Data for Achievement Payment          Special Ed Allowable Cost Funding (State)          If not in co-op, includes Related Services Block Grant          40% X [Special Ed Allowable Cost Funding PLUS Prorated Co-Op Payment] (Local)</p>

**Q: What is the Maximum budget?**

A: The Maximum general fund budget is the sum of 100% of the district's basic entitlement, 100% of the district's per-ANB entitlement, 100% of the Quality Educator payment, 100% of the At-Risk Student payment, 100% of the Indian Education for All payment, 100% of the American Indian Achievement Gap payment, 100% of the Data for Achievement component, between 175% and 200% of its special education allowable cost payment, and between 75% and 100% of the district's prorated special education cooperative cost payment.

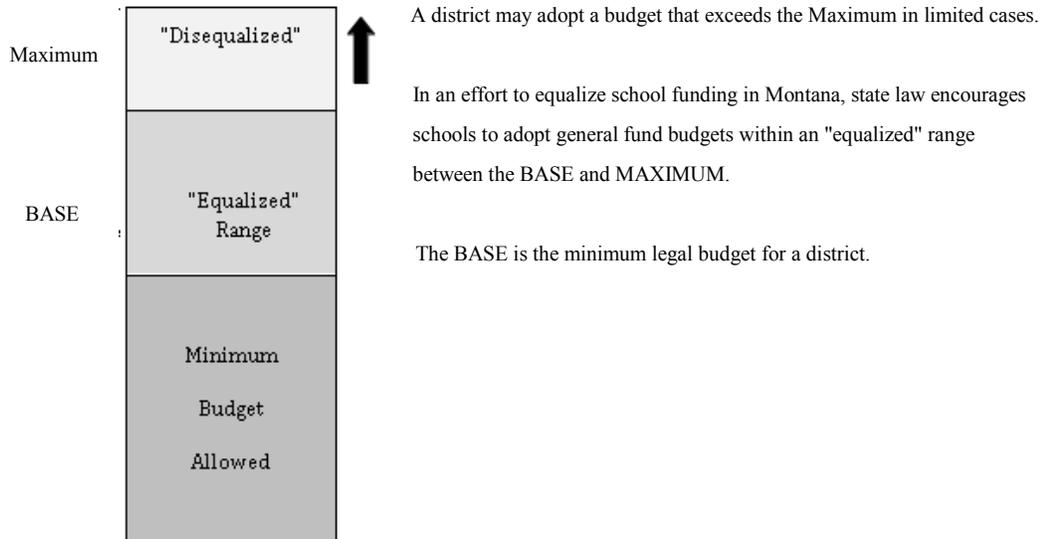
**Q: What if a district's current budget is between the BASE and Maximum levels?**

A: The district's budget is equalized if it's between the BASE and Maximum levels. This is what the court intended in its decision on equitable funding.

**Q: What is a “disequalized” district?**

A: A district is disequalized if its budget is over the Maximum.

Districts must obtain voter approval to adopt a budget over the Maximum, up to the amount of the prior year adopted budget plus the highest over-BASE levy authorized or imposed in the past five years and if it needs an increase in the over BASE levy to do so.



**Q: How does a district determine how to budget in the general fund?**

A: Districts can adopt the higher of the Maximum budget or the adjusted prior year adopted budget. Districts may be required to seek voter approval to attain these budget levels. In no case can any district budget below the minimum “BASE level.”

**Q: What is the adjusted prior year adopted budget?**

A: The adjusted prior year adopted budget is calculated as follows:

- Prior year adopted budget
- + any increases in the following general fund components:
  - Quality Educator
  - At-Risk Student
  - Indian Education for All
  - American Indian Achievement Gap
  - Data for Achievement
- + any increases in direct state aid for the following:
  - Basic entitlement
  - Per ANB entitlement
- + Full-time kindergarten transition amount
- = Adjusted prior year adopted budget

**Q: How does a district fund its general fund budget?**

A: A district may fund its general fund budget from the following sources:

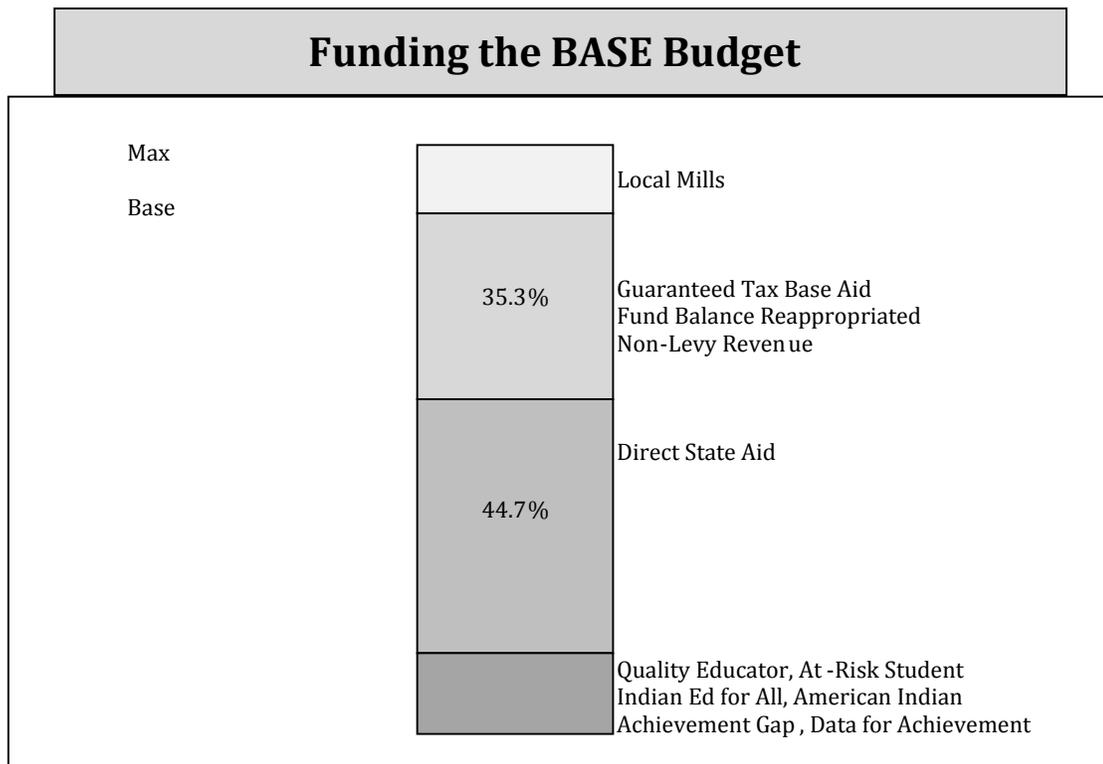
1. Direct State Aid equal to 44.7% of the district’s basic and per-ANB entitlements.
2. Special Education Allowable Cost payments from the state that are paid directly to the district.
3. Non-levy revenue and fund balance reappropriated.

4. Non-voted local levies subsidized with Guaranteed Tax Base (GTB) aid to fund 35.3% of its basic and per-ANB entitlement and 40% of its special education allowable cost payment, including RSBG paid directly to cooperatives.
5. Voted and non-voted local levies with no GTB aid for that portion of the general fund budget that exceeds the BASE budget.

**Q: How is the BASE budget funded?**

A: The BASE budget is funded as follows:

1. Direct State Aid:
  - 44.7% of the district’s basic entitlement
  - + 44.7% of the district’s per-ANB entitlement
2. Special Education Allowable Cost Payment:
  - Instructional Services Grant
  - + Related Services Block Grant (if the district is not in a cooperative)
  - + Reimbursement for disproportionate costs (explained above)
3. BASE Mill Levy (includes GTB aid for qualifying districts):
  - 35.3% of the basic entitlement
  - + 35.3% of the per-ANB entitlement
  - + 40% of the state special education allowable cost payment
4. 100% Quality Educator Payment  
 100% At- Risk Student Payment  
 100% Indian Education for All Payment  
 100% American Indian Achievement Gap Payment  
 100% Data for Achievement Payment



**Q: How is the BASE Mill Levy calculated?**

A: The BASE Mill Levy is a local permissive (non-voted) tax levy. It is calculated by taking the BASE budget and subtracting all non-tax revenue sources that will be available to the district, including state funding, non-levy revenues such as oil and gas production revenues, and fund balance that can be reappropriated to fund the BASE budget next year. The remainder of the BASE must be funded with the BASE mill levy. The state subsidizes the BASE mill levy through GTB aid for districts that qualify.

**Q: What is GTB aid, and how does a school district qualify to receive it?**

A: GTB means **Guaranteed Tax Base**. **GTB aid** is a state subsidy for BASE mills. It is used to equalize property-generated wealth across the state. This is the state revenue source that helps school districts reach the minimum (BASE) funding level. If a district’s taxable value compared to the locally funded part of the BASE budget is below the comparable statewide ratio, the district will receive GTB aid to assist in funding up to the BASE budget level.

**Q: Does Montana have a true Guaranteed Tax Base system?**

A: Although we use the term GTB and refer to our current system of funding as a guaranteed tax base system, we do not actually have a true GTB system. Under a true GTB system, the tax base level is guaranteed and each levied mill supplies the same amount per student in any given district. Montana’s program is actually a guaranteed tax yield system that provides state assistance in order to obtain at least a minimum amount of funding per mill for each student.

**Q: How is the statewide GTB ratio figured for the elementary or high school?**

A: The statewide taxable valuation is multiplied by 193%. This is then divided by the locally funded portion of BASE budgets, which includes 35.3% of the basic and per-ANB entitlements and 40% of the total special education allowable costs payments for all schools statewide.

$$\text{State GTB Ratio} = \frac{\text{Statewide Taxable Valuation} \times 193\%}{35.3\% \text{ of Basic Entitlement} + 35.3\% \text{ of per-ANB Entitlement} + 40\% \text{ Special Education}}$$

**Q: How is the local district GTB ratio figured?**

A: According to statute (20-9-366(2)(a), MCA), GTB ratios for the upcoming school year are calculated using the district’s prior year taxable value, entitlements, and special education funding.

**Q: What is Fund Balance Reappropriated?**

A: At the end of the fiscal year (June 30), most districts still have cash on hand. After considering any unpaid obligations, the remainder is referred to as Fund Balance. School districts are allowed to set aside, or reserve, some or all of their fund balance in order to continue operation of the school district until funding is received from the state and property taxes. Fund Balance Reappropriated is the difference between the end-of-year fund balance and the amount reserved for operations. It must be used to fund the next year’s budget. In 2011, the legislature limited the amount of fund balance that may be appropriated to 15% of the maximum general fund budget. Excess funds must be remitted to the state guarantee account (70%) and state school facility account (30%).

**Q: How much fund balance is a district allowed to reserve for operations?**

A: By law a district cannot carry over more than \$10,000 or 10% of the upcoming school year budget of the general fund (whichever is greater). Reserve limits have also been established for some of the other budgeted funds (Transportation Fund 20%, Retirement Fund 20%, and Adult Education Fund 35%).

**Q: What is non-levy revenue?**

A: School districts receive revenues from other sources in addition to those levied on property. Some examples are:

- Interest earnings
- Rental of buildings and equipment
- Summer school revenues
- School Block Grant
- Coal gross proceeds tax
- Property tax reimbursements
- Montana oil and gas tax
- Tuition

**Q: Are school districts required to budget non-levy revenue sources?**

A: Section 20-9-141, MCA, says that school districts must budget in the current year the same amount of non-levy revenue as actually received in the prior year in the general fund. Non-levy revenues that must be anticipated include:

- Interest earnings and other non-levy revenue received in the previous year
- Coal gross proceeds
- School block grants
- Anticipated oil and gas production taxes

SB 175 in the 2013 legislative session made significant changes in the requirements for anticipating the oil and gas production tax revenues:

- \* Districts must anticipate at a minimum amount the lesser of 25% of the total received the previous year or the net general fund levy requirement. A minimum amount of 50% must be used to fund the Base Budget. Once the general fund requirement is met, the remaining revenues may be deposited into another budget fund(s).
- \* Districts are not required to anticipate oil and gas production taxes if the district's general fund budget is less than \$1M or the general fund budget is not more than 105% of Maximum, or if the budget is less than \$1M and the district adopted an unanticipated enrollment increase in the prior year.
- \* If receipts are expected to be less than 50% of the prior year receipts, then the district may transfer oil and gas production taxes from another budgeted fund to overcome the shortfall.

**Q: What is the Over-BASE budget?**

A: If a district adopts a budget over the BASE (minimum) budget, that amount of budget is called the over-BASE budget. The over-BASE budget of an equalized district would be, at most, the amount of budget between the BASE and Maximum. That difference would be equal to 20% of the basic entitlement, 20% of the per-ANB entitlement and between 35% and 60% of state special education funding.

**Q: How is the Over-BASE budget funded?**

A: The over-BASE budget, including any amount of budget that exceeds the Maximum, is funded using a local over-BASE tax levy and a flexible nonvoted levy, if needed. The state does not help finance these mill levies. Some districts receive tuition and other non-levy revenues that help fund this part of the budget.

**Q: What happens if a district's budget is over the Maximum level?**

A: Any budget over the Maximum is "disequalized." The district may adopt a budget over the Maximum up to the amount of the prior year adopted budget plus the highest over-BASE levy authorized or imposed in the past five years. A flexible nonvoted levy may also be imposed.

**Q: What is a Flexible Nonvoted Levy?**

A: Beginning in fiscal year 2013, districts may increase the over-BASE budget levy without a vote if nonvoted property tax levies are reduced by at least that much in other budgeted funds. The funds that would reduce their levies would be the tuition, adult education, bus depreciation, and transportation funds. The ongoing authority for any nonvoted increase in the overBASE budget levy must be reduced in future years to the extent that nonvoted levies increase in the other funds.

**Q: What happens if enrollment decreases from the prior year?**

A: Montana laws provide a three-year averaging of enrollment to flatten the effects of enrollment decreases on funding. If ANB decreases from the prior year, the BASE and Maximum budget levels will usually decrease for the year.

**Q: Does a district have to lower its budget if enrollment drops?**

A: If the district needs an increase in the prior year over-BASE levy to maintain its prior year budget level and voters do not approve the increase, the district would have to lower its budget. In some cases, districts may be able to use the Flexible Nonvoted Levy to avoid reducing the budget.

**Q: How does a district get the required voter approval for an over-BASE tax increase?**

A: To obtain voter approval for an over-BASE tax increase, the trustees adopt a resolution calling for an election. Budget elections are held on the regular school election day (the first Tuesday following the first Monday in May). School districts may conduct the election on a date other than the regular school election day in years the legislature meets and passes laws that affect school funding.

**Q: How do voters know how much the voted tax increase will be?**

A: State law requires that certain information be contained in the ballot language, including the total amount of the tax increase, the approximate number of mills and an estimate of the increase in the taxes on homes with market values of \$100,000 and \$200,000.

**Q: What happens if a budget election fails?**

A: If voters do not approve the increase, the school district may adopt a budget that is no greater than its highest budget without a vote. For an equalized district, the over-BASE levy can be no more than the highest over-BASE levy authorized or imposed in the past five years, plus any Flexible Nonvoted Levy authority transferred to the general fund.

**Q: How does the board of trustees set the budget of the school district?**

A: Generally, the superintendent makes recommendations to the board about the budget. However, the trustees set the official budget for the operation of a district. The adoption of a budget is done at a meeting, or series of meetings, open to the public. Any taxpayer in the district may be heard with regard to the budget, or to any item or amount proposed in the budget.

**Q: Do the trustees call for a mill levy election prior to the adoption of a budget or after it is adopted?**

A: The trustees have preliminary budget figures for use in considering a resolution to call for a levy election. Elections must be held in May, or at a later date in legislative years. The trustees can adopt the final budget no later than August 15, but must have obtained voter approval before taking actions that require a vote.

**Q: When is the final budget prepared?**

A: The board of trustees must adopt a final budget no later than August 25th. Within three days after final approval, the adopted budget is delivered to the county superintendent, to be placed before the county commissioners. 20-9-131, MCA

**Q: What is the county commissioners' role in the school district budget process?**

A: Although the trustees control the budget process in a school district, the county commissioners actually levy the required mills for the final budget. The commissioners cannot alter the budget, but they can send it back to the trustees if there is insufficient revenue to fund the budget. By law, commissioners set the mill levies by the later of the first Thursday in September, or within 30 calendar days after receiving certified taxable values. 7-6-4036, MCA

**Q: Does a district have to spend all the money budgeted in a school year?**

A: No law forces a district to spend what is budgeted and raised through the various revenue sources. However, the amount carried over from one fiscal year to another (the fund balance reappropriated) must offset local non-voted revenue, and the amount of fund balance that may be reappropriated is limited to 15% of the maximum general fund budget. Any excess over the limit must be reverted to the state.

**Q: What is the budget process for the other budgeted funds?**

A: The process for the other budgeted funds is similar to the general fund. Since these funds are established for specific purposes, the types of expenditures and revenue sources are varied. Tax levies in the Transportation, Bus Depreciation, Tuition, and Adult Education are non-voted (permissive). Voter approval is required for tax levies in the Debt Service, Building Reserve, Technology and Flexibility funds.

**Q: What is the purpose of the Transportation Fund?**

A: The Transportation Fund is used to pay for the costs of getting students from home to school and back. This can include the purchase of buses, building a bus barn, bus maintenance, bus driver salaries and benefits, hiring a private contractor to run the transportation program, and transportation reimbursement contracts. The state and county share in funding "on-schedule costs" based on bus routes and mileage contracts with parents. Additional funding is provided through fund balance reappropriated, non-levy revenues and a nonvoted district transportation fund levy.

**Q: What is the purpose of the Bus Depreciation Fund?**

A: The Bus Depreciation Fund is used to accumulate funds for bus replacement and additional school buses. Revenue may come from fund balance reappropriated, non-levy revenues, and a non-voted district tax levy.

**Q: What is the purpose of the Tuition Fund?**

A: The Tuition Fund is used in limited cases to pay tuition for a student who attends school outside the student's district of residence. Students may be attending under mandatory or discretionary agreements paid by the resident school district. Rates are set under 20-5-323, MCA based on 20% of the per-ANB entitlement for the year of attendance. Special education add-on rates are calculated under ARM 10.16.3818. SB 191, passed in the 2013 legislative session also allows districts to pay for the cost of implementing a resident student's Individualized Education Program (IEP) Funding sources are fund balance reappropriated; direct state aid (for out-of-state tuition), non-levy revenue, and a non-voted district tax levy.

**Q: What is the purpose of the Retirement Fund?**

A: The Retirement Fund is used to pay the school district's share of specific employer contributions, including social security and Medicare taxes, Teachers' Retirement System (TRS) and Public Employees Retirement System (PERS) contributions, and state unemployment insurance. It is funded by a countywide retirement levy.

Senate Bill 424, enacted by the 2003 Montana Legislature and signed into law by the Governor, requires school districts to use federal funds for employer contributions to the retirement, federal social security, and unemployment insurance systems for all employees whose salaries are paid from a federal funding source, excluding Impact Aid and employees paid from the Food Service Fund.

**Q: What is the purpose of the Debt Service Fund?**

A: The Debt Service Fund is used to budget and pay for a school district's bond debt, including principal and interest payments and agent fees, and/or special improvement district payments (SIDs). State equalization aid (known as state reimbursement for school facilities) is available to school districts that have a district mill value per ANB that is less than the corresponding statewide mill value per ANB. Debt Service Fund revenues also include fund balance reappropriated, and non-levy revenue.

**Q: What is the purpose of the Adult Education Fund?**

A: State law authorizes districts to establish an adult education program. The program may provide any area of instruction approved by the trustees, including basic and secondary general education and vocation/technical education for persons 16 years of age or older who are not regularly enrolled, fulltime pupils. Revenue sources for this fund are fund balance reappropriated, non-levy revenue (including student fees), and a non-voted district tax levy. State and federal money received for an adult basic education program are accounted for in a different fund. 20-7-702, MCA

**Q: What is the purpose of the Building Reserve Fund?**

A: The Building Reserve Fund is used to accumulate funds for future construction, equipping or enlarging school buildings, or for purchasing land needed for school purposes. The fund is established upon passage of a voted levy that authorizes the levy for up to 20 years. The amount levied in one year is limited to the total authorized levy divided by the number of years authorized. Fund balance reappropriated and non-levy revenues are also sources of funding for the Building Reserve Fund.

The Building Reserve Fund can also be used to fund transition costs of opening or closing schools, based on a voted levy for up to 6 years.

**Q: What is the purpose of the Technology Fund?**

A: The Technology Fund is used for the purchase, rental, repair and maintenance of technology equipment, and associated technical training for school district personnel. SB 199, passed in the 2013 legislative session, also allows districts to purchase computer network access, software, data storage, desktop virtualization, network security, and technology curriculum. It is funded by a state technology grant, fund balance reappropriated, non-levy revenues, state, federal and private grants or donations that will be spent in the budget year, and a district tax levy. The term for district tax levies that were approved prior to July 1, 2013, may be perpetual or durational. With the passage of SB 199, the term of district levies approved after July 1, 2013 may not exceed 10 years and the term of any existing perpetual levies must be revised and limited to 10 years. The district tax levy approved prior July 1, 2013 is limited to 20% of the cost of the computer equipment and computer network access, not to exceed 150% of the cost over time. District tax levies approved after July 1, 2013 are not subject to this limitation. The district's voters must approve any increase in levy authority from the previous year.

**Q: What is the purpose of the Flexibility Fund?**

A: This fund is used for technology, facility expansion, student assessment and evaluation, curriculum development, and other types of expenditures as described in MCA 20-9-543. It is funded by the State Flexibility Payment, non-levy revenues, and an optional annual voted levy of up to 25% of the estimated State Flexibility Payment.

**Q: Do the Building Reserve, Technology and Flexibility Fund elections have to be held along with the general fund election in May?**

A: No. These are special elections that can be held at any time, as long as the proper election procedures are followed. In order to allow enough time for completing the election before the budget is adopted, the school district would need to hold the election no later than August 1.

**Q: What is a budget amendment?**

A: A budget amendment is a procedure used to adjust an adopted budget. The law allows amendments for:

1. Unanticipated enrollment increases;

2. Destruction or impairment of school property;
3. Court judgment for damages against the district;
4. Enactment of legislation after the adoption of the budget;
5. Deferred projects to be funded from receipt of protested taxes, tax audit, or delinquent taxes; and
6. Unforeseen needs of the district that cannot be postponed without affecting the safety of students and employees or the educational functions of the school district.

**Q: Do budget amendments have to be approved by the Office of Public Instruction?**

A: The only budget amendments that must be approved by the Office of Public Instruction are the unanticipated enrollment increase and an emergency levy. All other budget amendments are approved at the trustee level. These amendments do, however, need to be filed with OPI, even though they do not need OPI approval. Steps for a resolution, public hearing, and timeline are set by statute. Any budget amendment adopted pursuant to MCA, 20-9-161(6)(b) that, in combination with other budget amendments, within the same fiscal year exceeds 10% of the districts adopted general fund budget must be reported by the school district to the Education and Local Government Interim Committee and the Board of Public Education with an explanation of why the budget amendments were necessary.

## **How to Read a Property Tax Bill**

Property taxes are based on the market value of the property and the taxable rate. The Montana Constitution places the responsibility for property tax values on the state. All taxing jurisdictions must use the assessed valuation of property established by the state (Article VIII, Sections 1 and 4). The Department of Revenue is responsible for the appraisal, assessment, and equalization of the value of all property in the state for the purpose of taxation. The Legislature establishes various classes of property and the rate of tax on each class. Local governments (counties, cities, school districts, fire districts, etc.) determine the mill levy requirements for each taxing jurisdiction. By the later of the first Thursday in September or within 30 calendar days after receiving certified taxable values. (MCA 7-6-4036). Department of Revenue staff calculates the property tax liability for each property using the mill levies, including special district fees and charges. The county treasurer is responsible for the billing, collection, and reconciliation of property taxes.

Information about property taxes is available at the Department of Revenue’s website at <http://revenue.mt.gov/home/property.aspx>

**Q: What is property tax liability?**

A: It is the amount of taxes a property owner must pay to the county treasurer each year. The first half is due in November and the second half is due in May. Property tax liability depends on the taxable value of property owned by the taxpayer and the number of mills levied.

**Q: What is taxable value?**

A: Taxable value is the market value of a piece of property times the tax rate for that property. Taxable value times the number of mills levied by the different taxing jurisdictions (i.e., school districts, cities, counties, state) will determine the property tax liability.

$$\text{Taxable Value} = \text{Market Value} \times \text{Tax Rate}$$

$$\text{Taxable Value} \times .001 = \text{Mill Value}$$

$$\text{Mill Value} \times \text{Mills} = \text{Property Tax Liability}$$

**Q: What is a tax rate?**

A: The tax rate is the percentage of market value of property that is considered taxable.

**Q: Do all property owners pay the same tax rate?**

A: Under state law, different types, or “classes,” of property are taxed at different rates. The property classification system is as follows (Tax Year 2015 taxable value percentages are shown in parenthesis):

(Note: Some exclusions of market value apply to certain classes of property before these rates apply.)

- **Class 1**

Net proceeds of mines and mining claims, except bentonite, coal and metal mines (100%)

- **Class 2**

Gross proceeds of metal mines (3%)

- **Class 3**

Agricultural land (2.16% of its productivity capacity value)

Nonproductive patented mining claims (2.16% of its productivity capacity value)

Non-qualified agricultural land 20 acres or more, but under 160 acres (15.12% -seven times the agricultural land tax rate)

One-acre homesites located on agricultural land (2.16%)

- **Class 4**

Single-family residential dwellings (1.35%)

Single-family residential dwelling value greater than \$1.5 million (1.89%)(1.35% multiplied by 1.4)

Commercial, and industrial land and improvements ((1.89%)(1.35% multiplied by 1.4)

Golf courses (0.95%)(one-half the tax rate established for residential property, 1.35% multiplied by 1.4)

Mobile homes/Manufactured homes (1.35%)

One-acre homesites located on non-qualified agricultural land or forest land (1.35%)

- **Class 5**

Air and water pollution control and carbon capture improvements (3%)

Rural electric and telephone cooperatives (3%)

Real and personal property of “new industry” (3%)

Machinery and equipment used in electrolytic reduction facilities (3%)

Real and personal property of research and development firms (3%)

Real and personal property used to produce gasohol (3%)

- **Class 6**

Repealed Sections 27, 31, Chapter 285, L. 1999 (Now Exempt)

- **Class 7**

Qualifying rural electric associations (8%)

- **Class 8**

If the statewide aggregate market value of an individual or business entity's class eight business equipment is:

(a) \$100,000 or less, the taxable market value of the property is zero and therefore exempt from taxation;

(b) \$6,100,000 or less, the department will apply the \$100,000 exemption proportionally between each property owned and apply a (1.5%) taxable rate to the remaining taxable market value; or

(c) greater than \$6,100,000 the department will apply the \$100,000 exemption proportionally between each property owned and apply the (1.5%) taxable rate proportionally to the next \$6,000,000 of taxable market value, and apply a (3%) taxable rate to the remaining taxable market value.

- **Class 9**  
Real and personal property of pipelines and the non-electric generating properties of electric utilities (12%)
- **Class 10**  
Forest land (0.37% of its forest productivity value)
- **Class 11**  
Repealed. Sec. 9, Chapter 267, L. 1993
- **Class 12**  
The taxable value of the real and personal property of railroads, railroad car companies, and airlines is determined annually (2.97%)
- **Class 13**  
Real and personal property of telecommunication utilities and the electric generating property of electric utilities (6%)
- **Class 14**  
Qualifying wind generation facilities (3%)  
Biodiesel production facilities constructed after June 1, 2007 (3%)  
Biogas production facilities constructed after June 1, 2007 (3%)  
Biomass gasification facilities (3%)  
Coal gasification facilities and ethanol production facilities constructed after June 1, 2007 (3%)  
Geothermal facilities  
Integrated gasification combined cycle facility that sequesters carbon dioxide (3%)  
Renewable energy manufacturing facilities constructed after June 1, 2007 (3%)  
Natural gas combined cycle facilities (3%)  
Equipment constructed after December 31, 2007 used to capture carbon dioxide and prepare it for transport before it is sequestered or else injected to enhance the recovery of oil and gas (3%)  
Qualifying high-voltage transmission lines constructed after June 1, 2007 (3%)  
Qualifying alternating current transmission lines and equipment constructed after June 1, 2007 (3%)
- **Class 15**  
Department of Environmental Quality (DEQ) - certified pipelines used to transport carbon dioxide that is sequestered or used in closed-loop enhanced oil recovery operations (3%)  
DEQ qualified liquid pipelines (3%)  
Equipment used in closed-loop enhanced oil recovery operations (3%)  
Qualifying pipelines and equipment carrying products other than carbon dioxide that originate at a qualifying wind generation facility and terminate at an existing pipeline or facility (3%)
- **Class 16**  
Qualifying high voltage DC converter station constructed in a location where power can be directed to two different regional power grids (2.25%)

**Q: What is a mill?**

A: A mill is one-thousandth (.001) of a dollar. School districts can determine how much a mill will raise by taking the total taxable value in a district (an amount provided to the school district by the county assessor) and multiplying it by .001. This result is equal to what one mill will raise.

Example: The taxable value of property in an elementary district is \$46,000,000. This amount multiplied by .001 equals \$46,000. In other words, the amount of money raised by levying one mill would be \$46,000.

If this district needs to raise \$2,500,000, it would divide \$2,500,000 by \$46,000, thus determining that 54.34 mills are needed.

**Q: How is a property tax bill calculated?**

A: An individual's property tax bill is calculated using the market value of the property, the tax rate, and the mill value. Example: For a residential property owner whose house has an assessed market value of \$100,000, the taxable value in 2014-15 would be \$1,309.10 and the

mill value would be \$1.31 figured as follows:

Taxable Value

Market value	\$100,000
Less: Residential exemption	47.00%
Taxable amount	\$53,000
Multiply by: Tax rate for Class 4 property	2.47%
2014-2015 Taxable value	\$1,309.10

Mill Value

Taxable Value	\$1,309.10
Multiply by: One mill	.001
Mill Value	\$1.31

Property Tax Liability

Mills (from example above)	54.34
Multiply by: Mill value	\$1.31
Property Tax Liability	\$71.19

**Q: Are any properties exempt from property tax?**

A: Several different properties are not subject to property taxes. Examples include:

- Disabled Veterans' Land;
- School, City and County Lands;
- Churches;
- U.S. Government Land;
- Municipal Corporations;
- Some Nonprofit Organizations (such as nonprofit health care facilities); and
- Public Facilities (such as museums, art galleries, zoos, etc.)

**Q: Are any of these taxes grouped together?**

A: Occasionally, a county treasurer will group taxes together. However, by law, the county treasurer should design the tax notice to reflect taxing jurisdictions.

**Q: In addition to the local school district property taxes, do property owners pay other property taxes for education?**

A: In addition to mill levy taxes for local schools, there is a statewide equalization mill levy of 40 mills. Taxpayers also pay 33 mills for elementary county equalization and 22 mills for high school county equalization, and 6 mills to support the university system. Counties also assess mills to support school retirement and transportation fund expenditures.

**Q: What is the purpose of state and county equalization levies?**

A: Every property owner in the state is assessed a 40 mill state equalization levy and a 55 mill county equalization levy. Money raised by these levies goes to the State General Fund. The purpose of these levies is to support statewide funding of school districts in the form of direct state aid, guaranteed tax base (GTB) aid, state transportation aid, and state special education funding.

**Q: What does a typical tax notice for a residential home include?**

A: An example of items found on a tax notice for a residential home is as follows:

Market value of the land	Taxable value of the land
Market value of the buildings	Taxable value of the buildings
Legal description of the property	Taxable value of personal property
Special Assessments for city and/or county	
Countywide mills	
Citywide mills	
School mills	

Example of school mills:

Elementary School District	
General	87.47 mills
School District Transportation	5.65 mills
Bus Reserves	2.01 mills
Debt Service	9.69 mills
Adult Education	1.00 mills
Technology	3.70 mills
Flexibility	5.25 mills
High School District	
General	55.76 mills
School District Transportation	2.47 mills
Bus Reserves	2.01 mills
Debt Service	3.24 mills
Adult Education	.39 mills
Technology	4.30 mills
Flexibility	6.75 mills
Countywide Levy	
Countywide Elementary	33.00 mills
Countywide High school	22.00 mills
Elementary Retirement	19.36 mills
High school Retirement	11.26 mills
County Transportation	4.17 mills
Vo-Tech (only in counties that have a Vo-Tech center)	1.50 mills
Statewide Levy	
State Equalization	40.00 mills
University mills	6.00 mills
<b>Total School mills</b>	<b>328.98</b>

In addition, city and/or county taxes are listed. In most urban tax notices, there is not a breakdown of all city taxes, but the notice lists a single tax. Many rural counties list every tax jurisdiction, but tax notices vary from county to county. If a taxpayer would like to have additional information concerning an individual tax notice, the treasurer's office can provide a detailed breakdown of all mills assessed.

**Q: What is a “business equipment” tax?**

A: The business equipment tax is a property tax applied to any class of personal property that is used by a sole proprietor, firm, association, partnership, business, corporation, or limited liability company. 15-6-122, MCA

**Q: Is all business personal property taxed the same way?**

A: There are several classifications of business-related personal property within the property classification system. Each class has different tax rates and exemptions. Most business personal property is Class 8 property (see 15-6-138, MCA). Personal property used in specific industries is included in Classes 5, 6, 7, 9 12 and 13.

**Q: How does business taxation affect a school district?**

A: In districts where there are large industrial plants, high personal property valuation of business property increases the tax base of a district. This assists greatly in raising tax dollars to support a school district.

## **Grants and Other Funding Sources**

Most of the revenue that a school district uses for its general fund budget comes from local, county, state, and federal taxes. The exact percentage that a district receives from each source depends upon the economic and population conditions of the district. School districts commonly look for other ways to bring revenue into the district without using direct tax dollars.

**Q: Are grants a common source of revenue among school districts?**

A: Grants are quite common as a method of supplementing school district budgets. The two common types of grants are “discretionary” and “entitlement.”

**Q: What is a discretionary grant?**

A: Discretionary grants are competitive and can be obtained either through governmental agencies, a private sponsor, or the corporate sector. The skill of the grant writer is crucial to the success of this process; a district’s needs alone may not be enough to ensure a competitive grant. It is becoming more common for small school districts to work together in a cooperative manner, pooling resources to fund a qualified grant writer. Large districts might hire their own writer or assign grant writing responsibilities to an administrator.

**Q: What is an entitlement grant?**

A: An entitlement grant is a grant awarded to a district based on a formula which may focus on enrollment or other factors rather than need.

**Q: What grants are administered by the Office of Public Instruction (OPI)?**

A: An overview of state and federal grant programs administered by OPI can be found at its website at <http://www.opi.mt.gov/Finance&grants/Index.html?gpm=1> 9

**Q: Can school districts receive donations or endowments?**

A: Yes, schools can accept and use donations or endowments from individuals, businesses, or public or private foundations.

**Q: How do schools fund athletics and activities?**

A: School districts fund athletics and activities, such as football, basketball, band, speech, etc., using gate receipts and participation fees, fundraisers, donations from booster clubs and parent organizations. Districts also support these programs using their general fund budgets.