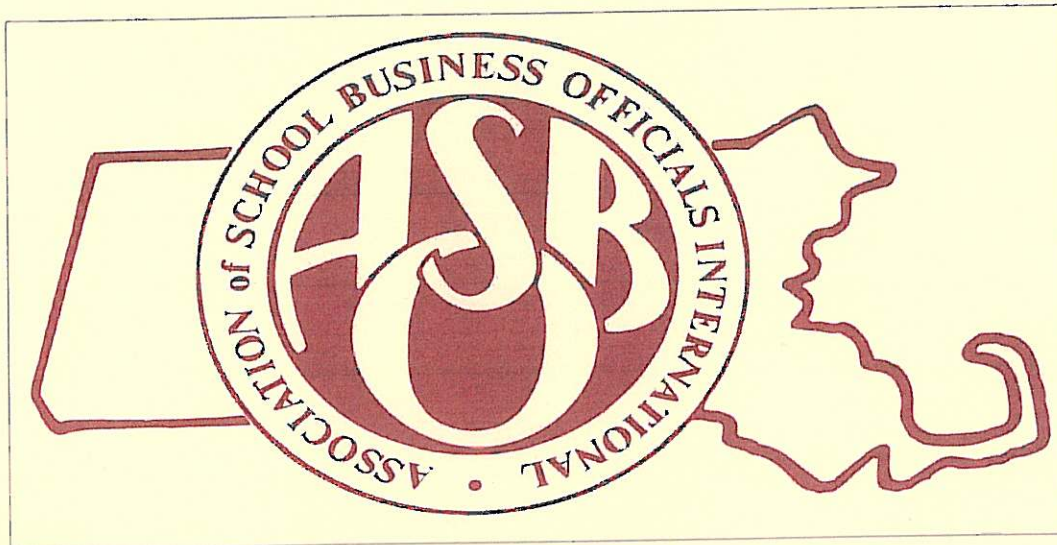


SWAMPSCOTT PUBLIC SCHOOLS



Financial Operations Review

MAY 2007

Massachusetts Association of School Business Officials

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Massachusetts Association of
School Business Officials, Inc.

Affiliated with the
ASSOCIATION OF SCHOOL BUSINESS OFFICIALS INTERNATIONAL

Swampscott Public Schools
Superintendent's Office
207 Forest Avenue
Swampscott, MA 01907
Attention: Matthew H. Malone, Ph.D., Superintendent

Dear Dr. Malone:

In behalf of the MASBO Review Team and the MASBO Board of Directors, I would like to thank you for affording us the opportunity to conduct a Financial Operations Review at the Swampscott School District. The Review Team is especially appreciative of the hospitality, cordiality and cooperation that you and your staff afforded us during our two day visit.

As per your direction during our initial interview, the primary objectives of the review were:

- To review the overall adequacy of financial software and hardware in recording, tracking, reporting and accounting for budgetary expenditures initiated by the Reading School System;
- To acknowledge strengths, identify weaknesses, and recommend improvements to the critical financial systems of the school district.

In this regard, the Review Team investigated the budget planning and development processes; financial reporting and management processes; procurement processes and procedures; payroll processes; and the overall organizational structure of the School District. The result of this investigation is compiled in the enclosed report. I sincerely hope that you find the information contained herein beneficial for your purposes. Please contact me if you require any additional clarification regarding any aspect of this report.

Very truly yours,

John A. Crafton,
MASBO Executive Director

PROJECT OVERVIEW

John Crafton, Executive Director of the Massachusetts Association of School Business Officials (MASBO), John Sheehan, MASBO Team Reviewer and Joel Lovering, MASBO Team Reviewer met with Dr. Matthew H. Malone., Superintendent to discuss an engagement by MASBO to review the business operations of the Swampscott school district and assess it's business practices, policies and procedures

The parties entered into an agreement whereby three representatives from MASBO would conduct an on-site review in April of 2007 and then prepare a report of their findings for the district.

The district, prior to the on-site review, completed a self-assessment process and completed a survey on a form provided by MASBO. The survey consisted of questions relating to budget planning and development, financial processes, reporting and management, and purchasing processes and procedures.

The MASBO team also reviewed the district's organization chart, End-of-Year Pupil and Financial Report, Fiscal Year 2006 Budget, District Improvement Plan for Fiscal Year 2006, School Committee policies relative to finance operations, Annual Operating Report, documents posted on the district's web site, and various other financial reports.

After MASBO representatives completed their initial review of the documentation, they developed a plan to proceed with on-site observations and determined the representatives of the district that they would request to personally interview. Consequently, in addition to engaging in continual discussion with the Superintendent, they convened meetings with other finance personnel working in the business office. These meetings were convened for the purpose of understanding the responsibilities of these particular positions.

At the conclusion of the second day on-site the representatives conducted an exit interview with the Superintendent of Schools. This report contains the findings resulting from the interviews, documents reviewed, and the observations of the MASBO team.

Existing Conditions

Swampscott Massachusetts is a community comprised of 3 square miles serving a population of approximately 8225 residents. The Town of Swampscott has an Open Meeting form of town government which votes to approve both Town and School budgets for each fiscal year. The Town of Swampscott and the Swampscott Public Schools have undertaken several major school building projects over the past several years which include a new high school scheduled to open in September 2007. An interesting note is that the new high school will house the new Senior Center which could become a model for other communities in the Commonwealth in that students will have the opportunity to interact with that population on a daily basis.

The Swampscott School Committee is comprised of five elected members with terms of three years in duration. The Board of Selectman consists of five members and shares the same election schedule as the School Committee. The Town Meeting is made up of Representative Town Meeting members (RTM's) who vote on budget issues that effect the school budget and capital projects.

Transition within the Central Office Administration has created a need for outside consultant help in the Business Office. The Assistant Superintendent for Business was out on a medical leave at the time of the financial review. The position of Assistant Superintendent for Business is being eliminated at the end of the fiscal year for budgetary reasons and a new position of Budget Director is being proposed with a focus strictly on school district finances.

During the interview process with Central Office personnel and school officials it became apparent that the budget process was in need of attention with the FY 07

document not reflecting MUNIS expenditures or balances. The FY 08 budget document was being prepared for presentation to the School Committee and ultimately the Town Meeting. Current Central Office philosophy is to address Business Office/budget shortcomings and shift appropriate budget responsibility to the building principals.

The relationship between the Schools and Town is favorable. The Town Accountant was very helpful when being interviewed and showed a willingness to continue to work collaboratively with the district. The Superintendent was appointed July 2006 and the district hired a Technology Director in September of 2006.

Currently the school district has one high school, one middle school and four elementary schools. With the opening of the new high school, the existing high school will be reconfigured to become the middle school and the existing middle school is scheduled to close. The district also intends to close one elementary school to address enrollment and budget concerns.

The school district does not provide regular school bus transportation in that all students meet the Department of Education mileage requirements for walking distances. Special Education transportation is contracted.

The district has a free and reduced lunch population of approximately 6%.

The district currently contracts with an outside cleaning company to clean the high school and that contract will move to the new high school when it is occupied in September 2007.

Central Office Administration currently has the following staff configuration:

- Superintendent of Schools
- 2 Administrative Assistants
- Budget Director (proposed title)
- Administrative Assistant to the Budget Director
- Accounts Clerk
- Payroll Clerk

- Executive Director of Teaching and Learning
- Executive Director of Unified Student Support Services
- Director of Technology
- Network Technician
- 2 maintenance employees (system wide)
- 14 full time custodians

The following individuals were interviewed during the Financial Review process:

Administrators: Superintendent of Schools, Executive Director of Unified Student Support Services, Director of Technology, Business Office Consultant and the Principal of the High School; Administrative Assistants to: Superintendent of Schools, Business Office, Special Education Office: the following clerks: Payroll and Purchasing Clerks

The following additional general conditions were noted during this financial review:

- Currently the school department audit is performed by Melanson, Heath and Company, PC. The last audit performed by this firm is dated January 11, 2007.
- Teacher contracts are currently in negotiations.
- Currently the Swampscott School Committee does have a Budget Transfer Authority policy file:DBJ. The policy is as follows: "In keeping with the need for periodic reconciliation of school department's budget, the School Committee will consider requests for transfers of funds as they are recommended by the Superintendent. The Committee wishes to be kept abreast of the need for these adjustments so that it may act promptly and expedite financial record keeping for the school. All funds in the general account not expended by the close of the fiscal year will be returned to the town."
- All health insurance is maintained and paid for by the town government. Schools are charged for health insurance under Net School Spending.
- Town and Schools do not have a written agreement for Net School Spending.
- There is no evidence of outside or internal audits being made to the Student Activity Accounts. The Revolving Accounts are being audited internally but it is not documented as to how often and by whom.

- Administrators have not had accurate budget reports from the Business Office since December 2006. This situation forced a budget freeze on spending at that time. The freeze was still in effect at the time of this financial review. Entries into MUNIS were not being made and accounts are currently being reconciled to determine existing balances. The Town Auditor has been very helpful in the reconciliation process.
- No monthly financial reports have been provided to the School Committee
- Principals are including building staff and School Council input when building the budget at the building level.
- The Town of Swampscott is currently exploring an alternative to GASB 45 (unfunded liabilities) by examining the pros and cons of disability insurance for town employees.

Payroll Procedures

The following reflects the current payroll procedures of the Swampscott Public Schools:

In discussing payroll procedures with the Payroll Clerk and the Administrative Assistant the following procedures have been identified:

- **Payroll is done on a weekly basis for everyone except teachers, substitutes and Educational Support(ESP) personnel**

The Payroll Clerk does the payroll by hand and sends a payroll ledger to Town Hall for approval and payment. Only one clerk is trained in the payroll function.

The payroll clerk is not able to use MUNIS for payroll entry per the Town

Treasurers directive. Teachers, substitutes and ESP's are paid bi-weekly. All other employees are paid weekly.

- **The Payroll Clerk is responsible for tracking the weekly and annual attendance of all school employees (sick, vacation etc.)**

The Payroll Clerk discussed with the MASBO Financial Review Team the procedures currently in place for maintaining attendance in the school district. Currently a sub caller calls for substitutes for teachers and educational support persons (ESP). Information is tracked on a white card by the sub caller and the information is forwarded to payroll for making the proper entry for the day absent. The payroll clerk stated that this is a very complex system and the sub caller system is not standardized for all subs.

- **The Payroll Clerk does not have entry access for MUNIS and can not enter the payroll from her station.**

In discussing the payroll process with the Payroll Clerk it was noted that the payroll clerk does not have access to entering payroll information for either the weekly or bi-weekly payrolls. The Payroll Clerk does not have the capability to make changes or adjust entries once the payroll has been submitted.

- **Under present circumstances payroll entries are open to error due to the number of times the different personnel work with the payroll data.**

In discussing the payroll procedures it is apparent that several people (school and town) have access to the payroll process. The Payroll Clerk at the school department is unable to directly enter into MUNIS the weekly and bi-weekly payrolls which create the need for a handwritten ledger from payroll printouts.

- **New Vendors**

New vendors to the school district are set up by the Payroll Clerk. The Pay roll clerk also updates the Town Vendor List for the school district.

Purchasing Procedures

The following reflects the current purchasing procedures of the Swampscott Public Schools:

In discussing the purchasing procedures with the Accounts Clerk and the Administrative Assistant for Business the following procedures were identified:

- **A teacher or a staff member may initiate a supply requisition at the building or Central Office level.**

A teacher, school support staff member, maintenance employee, or central office employee may initiate a requisition for supplies, textbooks, materials or equipment.

- **The requisition is referred to the building secretary or appropriate Central Office assistant who will enter the requisition into the computer.**

Depending on the individual's area of employment a new requisition will be generated for disposition by the appropriate individual.

- **The requisition moves to the Principal (Level 1) for approval or disapproval**
At the building level the Principal is the first level of signatory authority to either approve or disapprove the requisition. At the Central Office level it is moved to the Budget Director.

- **If approved:**

The requisition goes to the Accounts Clerk who runs a hard copy from the Excel requisition form for the Budget Director. (Level 2)

- **The Budget Director approves or disapproves the requisition.**

- **If approved:**
The requisition is assigned a purchase order number and a hard copy is printed.

- **The Budget Director signs the purchase order and a copy is sent back to the school by the Accounts Clerk.**
The Central Office handles district purchases. A copy of school purchase orders are sent back to the schools for confirmation.

- **The Accounts Clerk faxes the vendor and the order is placed.**
Each school is responsible for their own purchase orders once they have been approved. A copy of the confirmation is sent to the school.

- **The school is responsible for receiving the goods and supplies they have ordered and verifying their arrival.**
When the order arrives at the school the secretary confirms the delivery of items with the Accounts Clerk and files the packing slips and or paperwork at the building level.

- **The building secretary will notify the Purchasing Assistant of missing items from an order and payment will be made only on those items received.**
Each school is responsible for notifying the Accounts Clerk of items not received by the school. The Accounts Clerk will process a warrant for a partial payment but will not make full payment until items have been received and confirmed by the school.

- **A new bill will be issued by the vendor if partial payment has been previously made.**
The new bill reflects only items missing from the original order and has been received by the school.

- **If disapproved:**

The disapproved requisition is returned to the school or originator.

Additional Observations:

- **No standard requisition form currently exists within the district.**

In discussion with the Administrative Assistant and Accounts Clerk the school district uses an Excel spreadsheet requisition form for purchasing.

- **The school district currently has no consolidation of purchases policy.**

In speaking with the Accounts Clerk there is no evidence of a consolidation of purchases policy where the town or multiple schools could collectively buy products to recognize better purchasing power. The district is a member of a purchasing collaborative for certain items.

- **There is a Standard Operating Procedure manual for the Business Office but it has not been distributed to employees in the Business Office.**

In conversation with the Administrative Assistant for Business it was noted that no Standard Operations Manual for the Business Office is currently in use. In further research it was discovered that a manual was adapted from another district and tailored to the Swampscott Business Operations.

- **Some delays have been realized with purchase orders due to the complexity of the signature process.**

In discussion with the High School Principal it was noted that purchase orders can get slowed down or stopped altogether once they are in the Business Office. It appears that there is no defined process for requisition and purchase orders that all employees can easily follow. Purchase requisitions have been submitted to the Business Office without all fields being filled in by the requestor.

- **Payment of invoices is unusually slow.**

The Accounts Clerk and High School Principal verified that vendors make numerous phone calls in an effort to track down school department payments. Purchases have been made by employees by directly calling the vendor without an approved requisition. The FY 07 budget not being reconciled has contributed to this issue.

- **A Five Year Capital Improvement Plan has been developed by the Business Office for Town Meeting approval.**

The Town of Swampscott shows all indications of being very supportive of Capital Improvement Plan projects. The town has supported school projects beyond the new school buildings and has demonstrated this through voting affirmatively on school capital project articles presented at Town Meeting.

- **There is no electronic signature process for purchase orders.**

In discussion with the Director of Technology it was brought to the team's attention that there was no electronic signature process. It was felt if such a system were in place it would expedite the purchase process.

- **Food Service is provided by an outside contractor.**

The school district is currently under contract with Chartwell Food Services Company for the lunch program. This change was made after the first of the year when the previous food service contractor was out bid for the food service program.

- **Budget Information.**

The High School Principal noted that in his experience as an administrator he has

“always had his budget at his fingertips.” This year it does not seem to be the case. Currently the only orders being submitted and processed are essential items necessary to maintain on going school functions.

- **Special Education is concerned about accurate financial information.**
Special Education noted that current financial information does not provide them the necessary numbers to project costs to the end of the fiscal year. Concern about Circuit Breaker numbers and payments are being studied for oversights and accuracy. The lack of monthly updates by the Business Office was noted as a need.
- **MUNIS modules for Purchase Orders and Payroll.**
In discussion with both town and school personnel it was felt that MUNIS modules should be installed for use by the school department purchasing and payroll clerks. It was mentioned that the types of mistakes made was the direct result of too many people handling the same work. It was estimated the cost of training would be approximately \$1500.
- **Collaborative buying.**
The Swampscott School District does use collaborative purchasing for general school and art supplies. The school district bids custodial supplies and includes the collaborative as part of that purchasing agreement.
- **Cross training**
All departments interviewed felt there was a need for cross training. In cases where retirement within the department was known this issue appears to be paramount.
- **Budget Responsibilities**
Building principals are responsible for three budget lines: materials, supplies and

media. Building technology falls under the Director of Technology budget lines.

- **Budget Process**

There is a sense that a more definitive budget process needs to be outlined for the administrators who have to prepare a budget. It was also felt that a timeline needed to be developed and followed with the school committee and administration. There was no evidence that the School Committee's budget goals and objectives had been voted on.

- **Job Descriptions**

Job descriptions in the Business Office do not exist or reflect the work that is actually being done by the individual employee.

FINANCIAL PROCESSES, REPORTING AND MANAGEMENT

The organization chart of the Swampscott Public Schools business department indicates the flow of authority and responsibility begins with the school committee, to the Superintendent and then to the School Business Manager. The Business Manager's position will be eliminated at the conclusion of fiscal 2007 and replaced with the position of Budget Director. This change will institute a position that will place a focus directly on school district finances. The Business office also has a ten month administrative assistant/secretary, a twelve month accounts payable position, and a twelve month payroll/human relations position. The MASBO team interviewed a number of other personnel relative to the business office functions including the Superintendent and the Town Accountant from the municipal side of government.

A school district such as the Swampscott Public Schools, should assure that its staff is appropriately trained to perform their functions in the operation of the business office. The business office equipment should also be adequate for effective and efficient operations.

The goal of the business department should be to keep the School Committee and Superintendent informed so they may properly inform the community about the current financial needs of the school system and the long range financial capital plans of the Committee.

Fiscal 2008 will be the second budget cycle in the Swampscott Public Schools for the Superintendent and the first for the Budget Director. The Superintendent is presently in the process of developing that budget and placing particular emphasis on constructing a budget document that will clearly demonstrate the needs of the school district to all stakeholders. Current revenue projections indicate that difficult decisions will need to be made in order to meet the anticipated budget, and in this regard, the Superintendent is evaluating a number of options. The Superintendent is working with central office administrators, district supervisors, and school principals regarding recommended staffing and other options. The central administration will develop the staffing, maintenance and utilities budget. Principals should develop the allocation of supplies and materials for their respective departments. When all areas of the budget are complete the superintendent will present it to the school committee, city officials and other interested stakeholders. Administration will also inform the School Committee on a regular basis as to the status of budget development and solicit recommendations from them.

When the budget is approved and managed during the fiscal year, the administration should develop financial reporting documents that meet the need of the school committee to be informed of the budget progress. The school committee should develop reasonable policies that address reporting timelines. The school business operation and the financial operation of the district should establish financial reporting procedures that allow efficient and timely reconciliation of budget expenditures.

BUDGET DOCUMENT REVIEW

The FY 2007 Swampscott budget was reviewed from the perspective of national standards that were established approximately ten years ago by the Association of School

Business Officials (ASBO) International. The following is a summary of this analysis.

Comments on the Current Budget Document

The FY 2007 budget contains a lot of good data. The summary on the first two pages is presented well with the explanatory text boxes adding to the interest and understanding of the reader. There is also a great deal of information offered on capital projects and SPED Tuition-Out. The Five Year Capital Budget Plan is very well presented.

The budget would be improved if there were three years of actual historical expense data shown as well as the current and budget year. Two years of historical expense data are shown in the detail but only one year is shown in the summary at the beginning of the document. The column labeled FY 05 Budget in the summary should be FY 05 Expense and should tie to the FY 05 Expense columns in the detail. It does not tie out in four of the budget categories – Transportation, Fixed Expenses, Machon Instructional Expenses and Swampscott High Instructional Expenses, leaving the reader to wonder which is the correct figure.

The detail breakdowns that tie back to the summary on page 3 are informative and represent the pyramid approach to budget presentation recommended by ASBO, however, there is no detail shown for several categories – Athletics, SPED In-District Expenses and Medical/Health. Consistent formatting would improve the presentation and readability of the document.

The schedule of changes in FTE's is helpful but would be more useful if information was given on all positions and included current and historical data as discussed above. There is no data on enrollment or on revenue from other sources such as grants and revolving funds. These are critical pieces of the overall funding picture and should be included.

There is no narrative to explain what the district is trying to accomplish with this budget, i.e. what goals and objectives it is attempting to address. The document appears disjointed as though several unrelated documents were put together instead of a single

document that flows well from one page to the next. Use of one consistent font, except where information is highlighted intentionally, would be helpful. Careful editing before the document is presented to the public is a must as spelling errors (note page 2) were found in the current document.

The level of detail provided for SPED Tuition-Out may border on compromising student privacy due to the comments in the Description column. If a breakdown by institution is desired, it may be more prudent to show only the total anticipated tuition and enrollment for each school. Political considerations may play a role in the level of detail presented here, and if so, the Description column should be eliminated or scrubbed for information that could be linked to a specific child by an acquaintance.

The Capital Projects section of the budget is very comprehensive and the Five Year Capital Budget Plan is very well done. This section could be made more readable by including subtotals on both the Summary by Building and the Summary by Type of Project pages. A glossary or footnote to explain the categories on each of these pages would be helpful as well. The Capital Projects Status Report should reference an "as of" date or should include a completion date for each project as this information is not clear in the current format. A footnote should be added to explain the meaning of the column labeled (ATM 5/04).

Suggestions for Improving the Budget Document

Format, Presentation and Ease of Use

The budget document should begin with an executive summary from the superintendent. This introductory section should include a table of contents, general information about the district such as enrollment and staffing data, a list of school committee members and key district administrators, the mission statement, the district strategic goals, and budget assumptions. The narrative should clearly explain the district's accomplishments to date and what it is trying to accomplish with this budget request. Requests should be tied to the goals of the district strategic plan. It should also

discuss any enrollment, political or other trends that will have an impact on attaining those goals. Continuous page numbers and references to more detail in later pages will aid the reader.

An explanation of how the budget is set up would be helpful. The MUNIS account codes shown are meaningless to outside users. The DOE codes are imbedded in the account codes shown and perhaps could be highlighted and explained in a glossary format to aid readers in comprehending why the budget is presented as it is. Although the budget is somewhat site-based, some costs such as utilities that could be allocated by building are aggregated in a separate section. Sample pages of budgeting by location are attached. A model budget can also be made available to Swampscott to use as a template. Information should be provided in a variety of formats (narrative, mathematical and graphical), to enable all readers to grasp and digest the information provided. Charts and graphs should be used to clarify information and bring areas of interest or concern to the reader's attention. Some samples of such charts and graphs are attached.

Narratives and Footnotes

Narratives are critical and should be used throughout the document to explain trends and financial schedules. Footnotes should be used to highlight and explain large variances or to explain labeling.

Content

The budget should be presented by fund and cost center and should contain information on sources and uses of all revenue. The revenue, expenses, and staffing for the general fund should appear in one section. The revenue, expenses and staffing for special revenue funds (grant, revolving and gift, etc.) should appear in a separate section. The presentation of revenue, staffing and expenses should include three years of historical data, the current year and the proposed year. A sample revenue page and grant page are attached.

The budget document should contain historical information on enrollment and

staffing trends, MCAS scores, numbers of students qualifying for free and reduced lunch and any other data that will inform the reader and explain where the district has been and where it is going.

Budget Process and Timeline

In order to keep the budget process flowing smoothly, a budget calendar should be developed by the administration and adopted by the school committee. It is critical to hold to the timelines set forth in the budget calendar in order to meet statutory deadlines set forth in local regulations and Mass. General Laws. Below is a sample. References to local and state requirements should be noted on the budget calendar but are not shown here as they vary from district to district. Information should be included on the budget process and timeline in the budget document so that all interested citizens can understand and participate in the process.

SAMPLE BUDGET CALENDAR

Thursday, October 26	Budget Documents distributed at Administrative Council
Friday, November 10	Budget Requests due from Principals and Directors
Tuesday, December 5	School Committee receives Tentative Budget
Tuesday, December 12	Meeting with Town Leadership re: School Budget
Tuesday, January 9	School Committee Budget Review (meet with principals and directors to review budget requests)
Thru	
Tuesday, January 23	Final Budget Draft developed
February 6	Public Hearing – Adoption of Budget by School Committee
February 14	Presentation of Final Budget to Town Leadership
Monday, April 2	Town Meeting

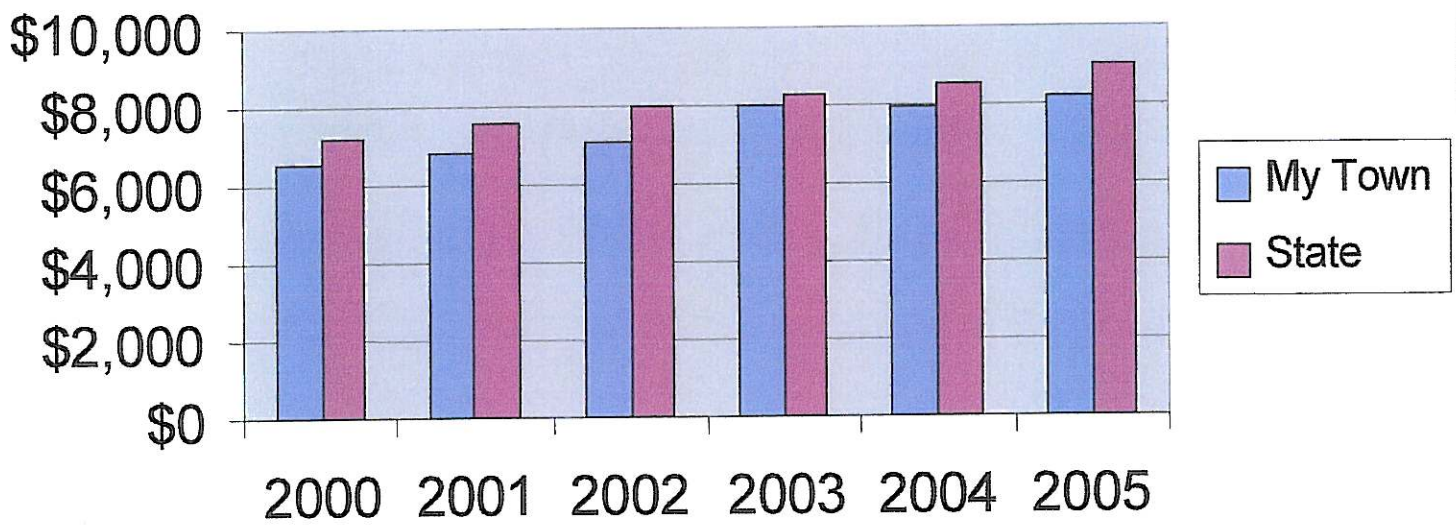
Final Comments

It is clear that a lot of hard work has gone into preparing the budget document. Each school district has its own political peculiarities and requirements. Some of these suggestions may not work well in your district for various reasons, however, there are many resources available through MASBO and ASBO that can be of assistance in developing a budget document that is clear and understandable to the lay reader as well

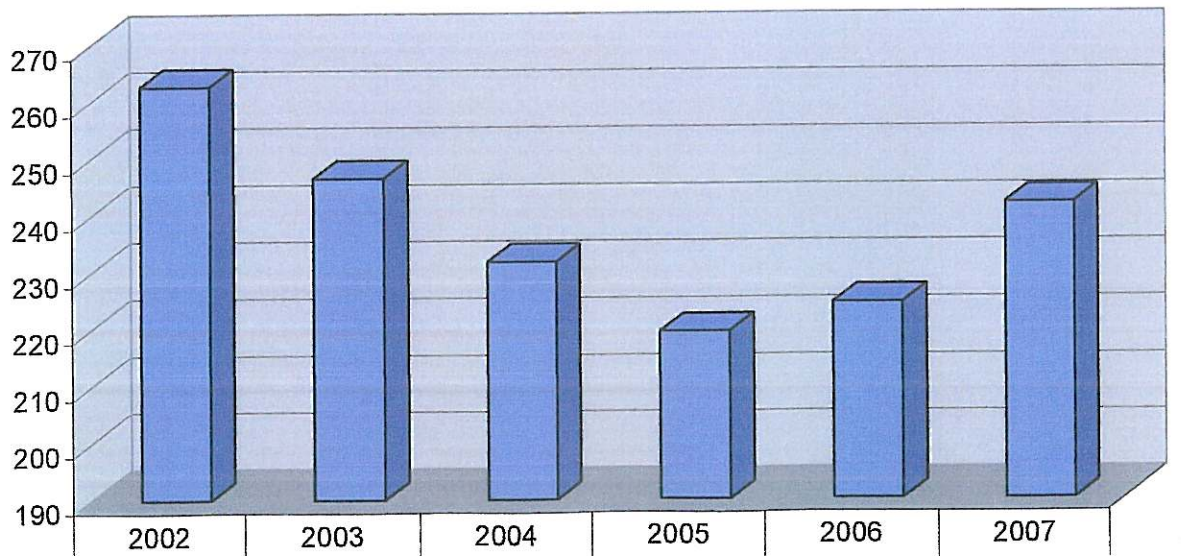
as to the seasoned professional and that also meets the needs of the district.

SAMPLE GRAPHS AND CHARTS

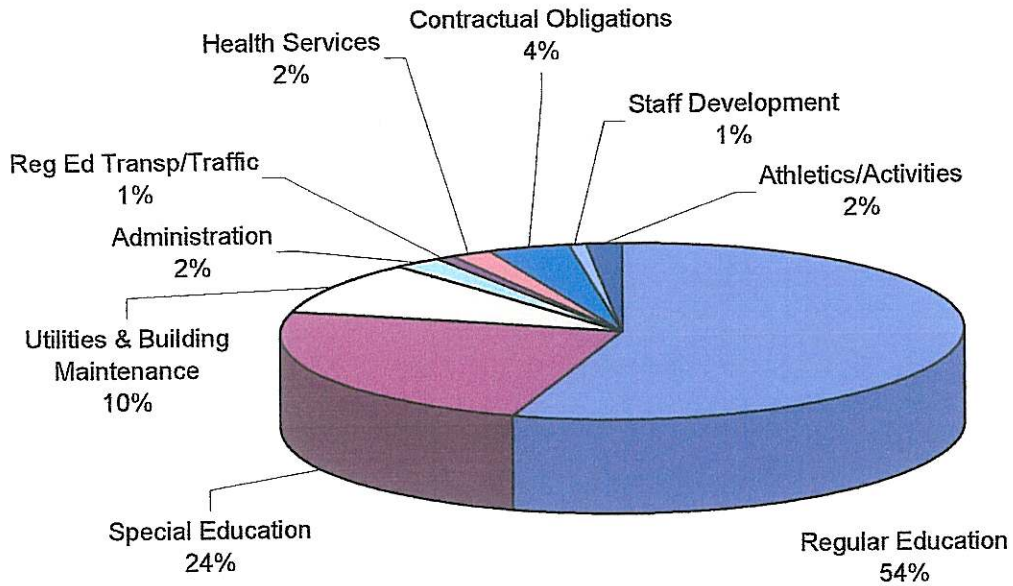
Per Pupil Expenditure Comparison - Total



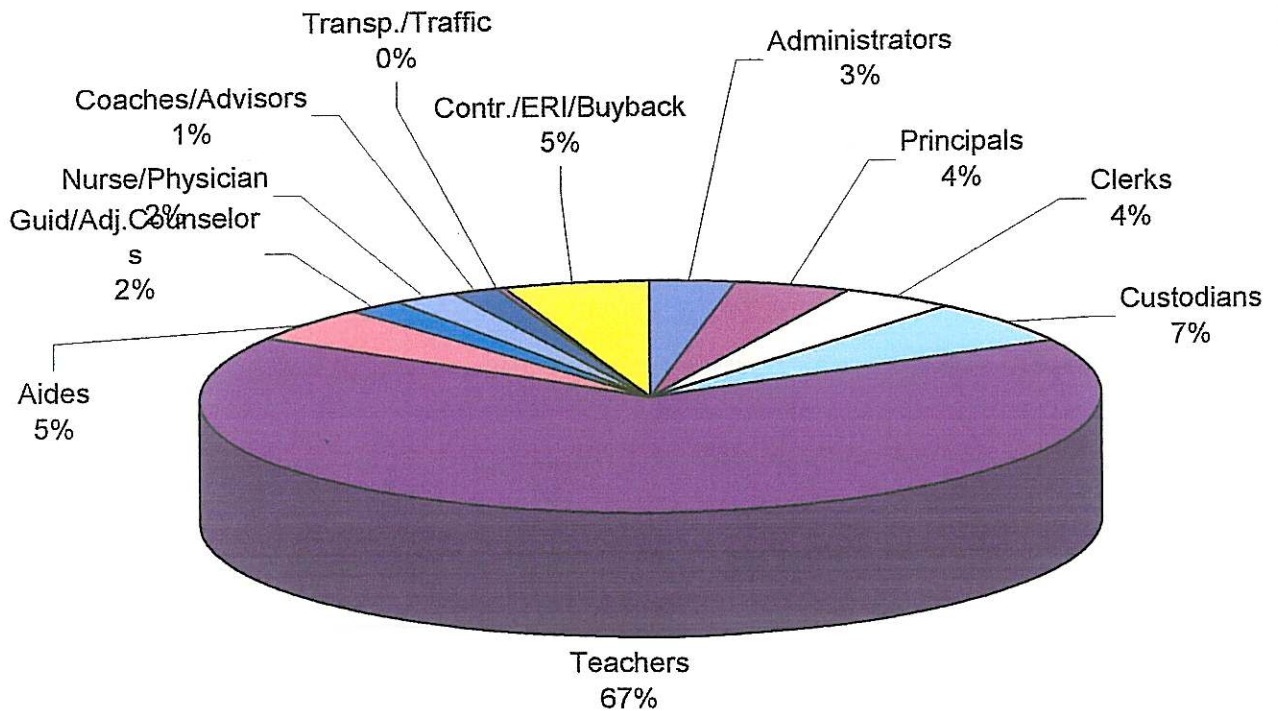
Total Teacher FTE*



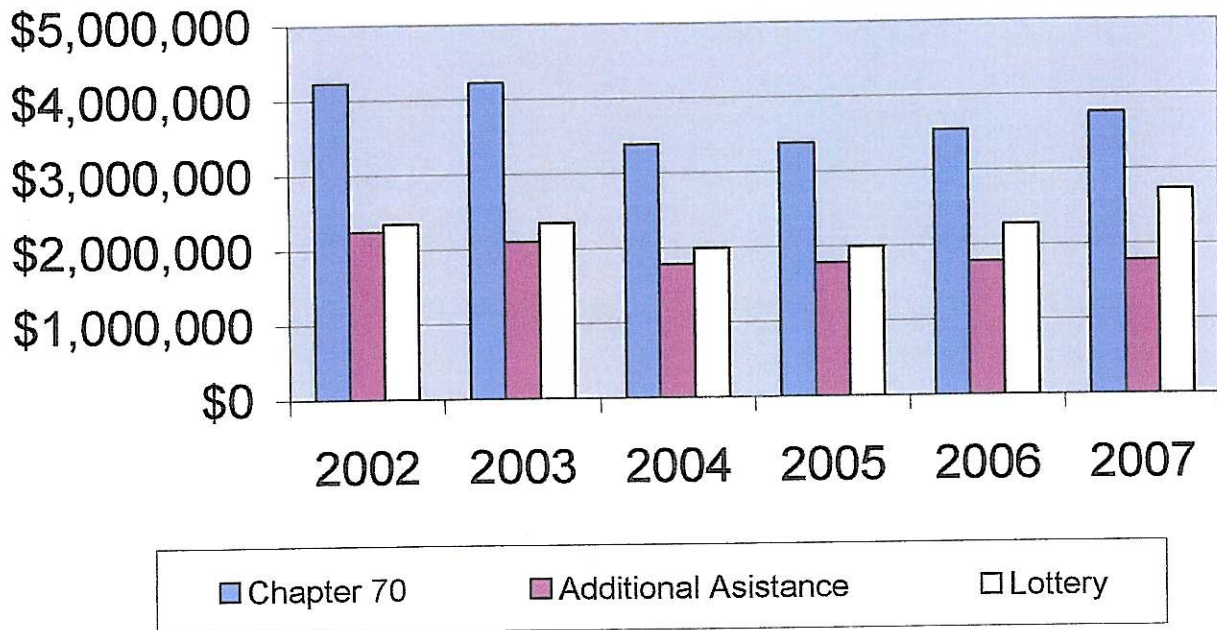
2007 Budget



2007 Salaries



Town/City State Aid



RECOMMENDATIONS

The Budget Planning and Development Process should be revised and formalized

The self- assessment survey distributed to the district before the MASBO on-site review revealed that principals do not believe procedures are in place for involving all pertinent staff in the development of the annual school district budget. Principals believe that the district's budgetary process is moderately effective as a site based and program based tool. Principals also answered that the evaluations of ongoing programs and new initiatives are moderately effective as part of the budget development process.

The budget process should be clearly defined with timelines and the responsibilities of all participants. Budgets should be developed through an open participatory process that includes input from central and system wide administrators, directors, principals, department heads, teachers, and parent councils. The process should use student achievement data as a factor in budget development. The completed document should be clear, comprehensive, understandable, and provide accurate historical and current information on all fund sources.

The School Department should consider upgrading their accounting and budgeting software applications.

The school district should investigate the upgrading of their software to provide them with more effective and efficient operations. The district's response to MASBO's self-assessment survey indicated that the administration believes that the present system does not effectively integrate district level financial information with the financial information of each school, and does not allow principals to accurately track spending against their budgets on a regular basis. In interviews with principals and other administrators, especially the Director of Special Education, it was stated that they do not have accurate financial reports on the status of their budgets.

There are a number of areas the updating or training in the application capabilities of the district's MUNIS software would improve the district's financial operations. In the area of requisitioning supplies and materials, a module available in MUNIS, will allow principals to develop requisitions for purchases on a computer at their school and forward them electronically to central purchasing where they can be converted to a purchase order on the computer, downloaded, properly executed, and forwarded to the vendor. Interviewees stated that no standard requisition form currently exists. Various models have been developed on EXCEL spreadsheets. Principals sending requisitions to central office by their computer also will allow them to transfer this expenditure to a computer program on their desktop that will enable them to monitor the expenditures and balances of their budget allocations. In addition, at present there is no system available that can combine requisitions from each school for similar purchases to receive a more favorable

price. Forwarding requisitions by computer to the central office could improve those opportunities. In addition, it was reported that there were delays in sending out purchase orders due to the required signature process. This system could improve the time delay. Another problem in the purchasing procedure was that personnel had been circumventing the purchase order process and calling vendors directly to order materials. This has resulted in administrators not having a firm handle on unexpended budget funds and being required to freeze spending during the budget year. This system can improve that process but a purchasing procedures manual should be developed and mandated for all personnel to prevent personnel from circumventing the established processes.

The school district's administration and financial representatives from town hall should meet and reconcile their accounts on a monthly basis.

The absence of monthly reconciliation can cause difficulty with account balances if they are only reconciled late in the budget year. Compatible computer software should facilitate that process. Also, it was reported that the school payroll clerk does not use MUNIS for payroll entry but submits payroll information developed by hand to the municipality. The school payroll clerk cannot make changes or adjustments once the payroll has been submitted to the municipality. It was stated that there are a number of personnel on the school and town side who have some responsibility with the payroll process. The process and relationship of the payroll activities between the school and municipality needs to be reviewed, particularly the practice that the school payroll clerk does not enter payroll information on the MUNIS system.

The School Committee and the Municipality do not have written agreements related to 603 CMR 10.0 for calculating indirect charges levied by the city to the school department.

There is no formal agreement in place that describes the Net School Spending assessed charges from the municipality to the school department. This is a legal requirement and since the municipality performs maintenance work for the school department, it is important that proper documentation be maintained. The school department also needs to see documentation for insurance costs that are assessed through

Net School Spending. A descriptive document that is properly executed needs to be developed.

Job descriptions for Business Office personnel

Personnel do not have current job descriptions or the job descriptions do not match the tasks being performed. There should be a complete job description for all business office personnel. The description should include the requirements for an annual performance review including the evaluation criteria. The job descriptions should also include the level of expertise expected of staff in the area of software program knowledge and should be drafted to establish a proper segregation of duties. In interviews with business office staff it was learned that the job descriptions are outdated and do not describe the tasks actually performed by individuals.

Cross training and backup for business office personnel

It is important that there is cross training to cover illnesses and vacations. In interviews with these support personnel it was learned that employees believed they had the experience to back up other personnel. Cross training should be done on a periodic basis and not just when there is an absence in a particular position. The requirement for an employee to be cross-trained should be included in their job description.

Improvement in Record Keeping

School employees attendance is now handwritten on index cards. This system is time consuming and error prone. It could be improved by the development of a simple software program, possibly on EXCEL.

Use of Student Assessment Data to Develop the Budget

MASBO representatives reviewed the process of budget development. We recommend that notes be kept of administrative budget meetings, particularly when the discussions involve use of student assessment data in budget development, and application of School and District Improvement goals in the budget process. Notes of these meetings when they involve student assessment data should be kept. School Committee minutes should detail agenda items in which budget discussions include use

of student data to make budget decisions.

Distribution of Financial Reports to School Committee

It was stated in interviews that presently the school committee does not receive formal financial reports. School committees should receive a minimum of quarterly financial reports from the administration displaying the financial situation of the school department.

Development of a Policy for Collection of Student Activity Funds, Gate Receipts, and Cash

The District should review all procedures relative to these activities and develop directives for personnel who are involved in the handling of receipts. Audits of the Student Activity account should be conducted every two years by the town's independent audit firm. This is not presently being accomplished. School administrators should conduct audits of gate receipts on a periodic basis. The athletic revolving account is presently not being externally audited.

Improvement in the Transfer of Funds Procedure

There is some concern by MASBO that some line item accounts are allowed to be overspent before the School Committee approves a formal transfer. The School Committee has a policy titled: "Budget Transfer Authority" that is general in nature. However, a more definitive policy should be considered that eliminates the possibility of accounts being in negative balance prior to transfer. This policy should not be so restrictive that it impedes the normal business office practices.

ADDENDUM A

Preparing for an External Agency Review

This addendum is submitted for the purpose of informing the school district regarding areas for consideration, first on the subject of finance, and then in other areas so that the district may begin preparation for an examination by an outside agency. The MASBO team has reviewed a number of reports prepared by the Educational Quality and Accountability (EQA) Agency relative to their examinations of other school districts and has also reviewed a copy of the Department of Education's proposed Audit and Compliance Financial Review. The DOE would be looking for a district's accounting documentation relative to their financial processes and evidence that they comply with these processes, particularly in the areas of cash and cash management, disbursements, payroll records and procedures, grants compliance, and privately held accounts.

An independent agency such as the Educational Quality and Accountability (EQA) when conducting a review of a school district's financial and asset management effectiveness would look for a process that uses student achievement data as a factor in budget development. Budgets should be developed through an open, participatory process and the completed document should be clear, comprehensive, understandable, and provide accurate historical and current information on all fund sources.

Evidence (minutes, memos etc.) needs to be maintained that the budget was developed through an open, participatory process and that there is an evaluation based review processes within the budget development to determine the cost effectiveness of programs. Administrators should prepare timely, accurate, and complete finance reports for the school committee, school leaders, and other appropriate stakeholders. School districts should have software programs that will accurately maintain budget expenditures and forecast future expenditures such as revolving accounts, grants, and the operating budget. The district should have available all independent audit reviews with evidence that any findings have been addressed.

In the areas of building maintenance and improvements, the district should have a formal maintenance plan with evidence that it is being implemented and the district should have a capital improvement plan that is reviewed and updated annually by appropriate personnel.

The Swampscott Schools has an informative web site that appears to be well maintained. It contains a number of important documents that keep the parents and general community well informed.

The following are general considerations that EQA examiners evaluate during a school site review:

- The school district has a District Improvement Plan that has a clear vision, contains goals and priorities, and expectations that the analysis of student achievement data will drive the development and implementation of the educational program. The Improvement Objectives and action steps within them are well written and when implemented will meet the expectations of any examination. Leadership should be vigilant that these goals are reaching the classroom and the students and they should periodically report to the school committee on the attainment of these goals. District Improvement
- School committee members should be knowledgeable about their responsibilities under the Education Reform Law and should develop their policies and decision-making process considering student achievement and other educational data. School administrators should be effective at data gathering, interpretation, use, and decision making utilizing this data.
- School leadership should promote equity through allocation of resources to their students with greater needs. Leadership should prepare educationally sound budgets based, in large portion, on the analysis of student achievement data.
- The performance of the school's administrators should be annually evaluated with some consideration based on MCAS results, other student achievement data, and the attainment of goals in the District Improvement Plan. The Superintendent should be evaluated, in part, on how effective he or she delegates the educational

and operational leadership of the schools.

- Curricula for all grade levels should be implemented that clearly addresses all components of the state curriculum frameworks. The curricula should be aligned horizontally and vertically. The school should have a curriculum leader who oversees the alignment, and effectiveness and timely review of the curricula. The school should have appropriate educational technology.
- School reporting instruments and report cards should be implemented to measure the attainment of goals, progress, and effectiveness. The reports should be focused on student achievement, MCAS, local benchmarks, and other assessment tools to measure student progress. School leadership should annually review student assessment results and other data to maximize effectiveness in staff assignment, goals, time, and resources.
- The district should verify that all professional staff has appropriate Massachusetts's licensure and that staff on professional waivers is provided monitoring and support toward appropriate licensure.
- Professional educational staff new to the district should be provided with mentors or coaches. The school's human resources policies and practices should encourage professional growth. Professional development programs should include development of data analysis skills.
- Evaluation procedures for teacher's performance should be aligned with the requirements of the Educational Reform Act, should be informative and instructive, and used to promote individual growth. Additional professional development should be available for less effective teachers.
- Evaluation procedures for administrator's performance should be aligned with the Educational Reform Act, should be informative and instructive, and used to promote individual growth. Administrators should be held accountable for improving student achievement in their respective assignments. Improvement in student performance should be considered an element of an administrator's evaluation when considering compensation and continued employment.

- The school's administration and staff should use aggregated and disaggregated student achievement data considering the student population groupings and relevant achievement to adjust instruction and to provide additional programs. Leaders should use formative assessment and summative data to identify students who do not meet expectations.
- The school district should have fair policies, practices, and procedures to reduce discipline referrals, grade retention, suspension, and expulsion. The district should have policies and procedures to minimize dropouts and to return dropouts to school. The school district should have appropriate policies and procedures that address student attendance and appropriate policies and procedures that address the needs of transient and homeless students.
- The school district should also have policies that promotes and tracks staff attendance

The Department of Education is developing an audit and compliance financial review procedure. It is anticipated that they will be reviewing a number of areas such as:

- General Accounting
 - Organizational chart
 - Computerization of the accounting system
 - Safeguarding of accounting records
 - Chart of Accounts
 - The reconciliation process on bank and ledger accounts
- Cash and Cash Management
 - Cash receipt process
 - Procedures for depositing cash
 - Petty cash fund
 - Credit cards used by district
- Disbursements
 - Documentation required for payments

Authorization of payments

Policy on checks issued by district

- Payrolls

Payroll process

Maintenance of records

Forecasting cash needs

Payroll tax reporting forms

- Grants

Approved policies, civil rights etc.

Methodology for indirect costs

2. Clear procedures have been established and followed regarding the transfer of funds.
Very Effective 5 4 Moderately Effective 3 2 Not Effective 1

Clarke	Hadley	Machon	Stanley	MS	HS	KK
1	1	1	1	n/a	2	2

3. The business office provides the school committee and the public with regular financial reports.
Not applicable for principals

4. Budgetary expenditures are reconciled with municipal financial records on a regular basis.
Not applicable for principals. KK-1 (not reconciled)

5. The district's accounting technology effectively integrates district level financial information with the financial information of each school, and allows financial managers and principals to accurately track spending against their budgets on a regular basis.
Very Effective 5 4 Moderately Effective 3 2 Not Effective 1

Clarke	Hadley	Machon	Stanley	MS	HS	KK
1	1	1	1	n/a	1	1

6. Estimate the degree to which your accounting technology facilitates the reconciliation of budgetary expenditures with municipal financial records.
reconciliation w/ Tm Hall
Not applicable for principals. KK-1 (not effective)

7. *Spending Projections*
 A system is in place that effectively provides spending projections in the major account areas (professional salaries, classified salaries, Special Education tuitions, utilities, etc) so that the end-of-year of these accounts can be estimated.
Not applicable for principals.

8. Variances between Schedule 1 on the End of Year Report and the school budget are documented by school committee approved budgetary transfers.
Not applicable for principals.

16. Student performance information is used to assist in the formulation of financial decisions.
Very Effective *Moderately Effective* *Not Effective*

Clarke	Hadley	Machon	Stanley	MS	HS	KK
3	1	2	2	2	2	n/a

17. The school business official licensure status
Professional License *Not Licenced*
Or provisional license

Not applicable for principals

18. Spending is monitored utilizing control procedures and a reliable forecast instrument.
Not applicable for principals *KK-1 (not effective)*

C. Purchasing Processes and Procedures

1. The process used for purchasing meets the needs of the schools and school district
Very effectively *Somewhat effectively* *Not effectively*

Clarke	Hadley	Machon	Stanley	MS	HS	KK
1	2	1	1	2	1	1

2. The school business official is very familiar with the Mass. Public Procurement Law.
MCPPO Certified *Somewhat Familiar* *Is not familiar*

Clarke	Hadley	Machon	Stanley	MS	HS	KK
n/a	n/a	n/a	n/a	n/a	n/a	n/a

3. The district adheres to the provisions of the Public Procurement Law
Consistently adheres *Somewhat adheres* *Does not adhere*

Clarke	Hadley	Machon	Stanley	MS	HS	KK
n/a	n/a	n/a	n/a	n/a	n/a	n/a

4. Purchase orders required for goods and services.

<i>Always required</i>		<i>Sometimes not required</i>			<i>Not required</i>	
Clarke	Hadley	Machon	Stanley	MS	HS	KK
5	5	5	5	5	4	5

5. Normal turn around time for requisition to purchase order

<i>1-2 days</i>		<i>3 to 5 days</i>			<i>More than 5 days</i>	
Clarke	Hadley	Machon	Stanley	MS	HS	KK
1	1	1	1	3	1	Days-months

6. Purchases are efficiently received, recorded and processed in a timely manner

<i>Very efficiently</i>		<i>Somewhat efficiently</i>			<i>Not efficiently</i>	
Clarke	Hadley	Machon	Stanley	MS	HS	KK
1	1	1	1	---	1	1

7. Invoices, once checked against the purchase orders, are paid.

<i>Within 20 days</i>		<i>21 to 45 days</i>			<i>more than 45 days</i>	
Clarke	Hadley	Machon	Stanley	MS	HS	KK
1	1	1	1	1	3	2-1

8. Instructional assets, such as computer equipment, texts, furniture and materials are tracked and inventoried

<i>Very effectively</i>		<i>Moderately effectively</i>			<i>Not effectively</i>	
Clarke	Hadley	Machon	Stanley	MS	HS	KK
*	*	1	*	n/a	2	2

*Clarke- Yes to computer equipment;
 Hadley- Yes to computer equipment; No to furniture and materials
 Stanley - Yes to computer equipment; No to texts and furniture and to materials being tracked and inventoried.

9. A preventative maintenance program is in effect for buildings and equipment
Very effective *Moderately effective* *Not effective*

Clarke	Hadley	Machon	Stanley	MS	HS	KK
1	1	1	1	n/a	2	2

10. School district assets are tracked in accordance with GASB No. 34
Very effective *Moderately effective* *Not effective*

Clarke	Hadley	Machon	Stanley	MS	HS	KK
n/a	n/a	n/a	n/a	n/a	-----	---

11. A facilities and capital improvement plan is in place and regularly updated
Very effective *Moderately effective* *Not effective*

Clarke	Hadley	Machon	Stanley	MS	HS	KK
3	3	3	3	n/a	2	n/a

PURCHASING FLOW CHART

1. Requisition Initiated by: Building-based Principal
 2. Approval of requisition by: Principal/Business Manager
 3. Describe how approved requisition becomes a purchase order: building secretary types PO after approval of principal.
 4. Who approves School Dept. PO's? Business Manager
 5. Are school department PO's, once approved at the school dept. level, sent to a central office for their approval? YES
 6. If so, please indicate the title of the central officer involved in the approval process. ASST. SUPT./BUSINESS MANAGER. Is this next level of approval required for a valid purchase order? YES
 7. Who is responsible for sending the approved purchase order to the vendor? BUSINESS OFFICE STAFF
 8. How much time elapses between the initiation of the requisition and the sending out of the approved PO? TWO WEEKS TO SIX MONTHS
 8. Describe the process by which the accounts payable staff are notified that ordered items have been received and that the vendor's invoice can be paid? PROCESS HAS CHANGED MANY TIMES DURING THE LAST TWO YEARS. MANY EFFORTS SEEMED TO BE DUPLICATED. PROCESS IS NOT CLEAR.
 9. What is the average amount of time it takes to complete the process described in #8 and when a check is actually sent out? TWO WEEKS TO SIX MONTHS
- D. Payroll Processes**
1. Payroll processing is consolidated into one payroll office or person regardless of funding source.
4-5 (consolidated)
 2. Hourly employee adjustments, stipends, and reimbursements are handled:
1-2 (inefficiently)
 3. Employee's payroll-related pre-retirement questions and answers are handled:
3-4 (somewhat efficiently)
 4. Employee's sick leave, personal leave, vacation leave and attendance data are handled:
1-2 (inefficiently)

*Appendix B: Review Team
Qualifications*

Joel H. Lovering

20 Windsor Road
East Walpole, Massachusetts 02032
(H) 508 668-1445 (C) 508 294-4509

Summary of Qualifications:

Superintendent of Schools for a public school district of 6300 pupils. Extensive experience in facilities, fiscal and property management, food service and transportation. President and Finance Chairman of the Southeastern Massachusetts Arts Collaborative (SMARTS), President of the Schools to Career Partnership, Inc (SCP), Voting Member: Bi County Collaborative (BICO) Board of Directors, Past President of the Massachusetts Association of School Business Officials (MASBO), sitting member of the Association of School Business Officials, International (ASBO) Facilities Professional Sub Committee. Knowledgeable in the areas of Educational Reform, School Finance, bidding procedures, DOE reporting, school construction and curriculum. Certified by the State of Massachusetts Inspector General Office in procurement, building design and construction procedures, supplies and services (MCPPO); Registered School Business Official with the Association of School Business Officials International (RSBA). Retired Lieutenant Colonel USAR Aviation

Education:

Bridgewater State College

Bridgewater, Massachusetts

Master of Education in School Administration 1974

Norwich University

Northfield, Vermont

BA Education, Minor: Science 1968

Johnson and Wales College

Providence, Rhode Island

Associate Degree: Business Administration 1979 Associate Degree: Business Management 1979

Associate Degree: Computer Science 1979

Certification:

Massachusetts Department of Education: Superintendent of Schools, Principal K-12, School Business Official

Rhode Island Department of Education: Superintendent, Principal K-12

July 1, 2003 to June 30, 2006

Superintendent of Schools

Responsible for 6300 students, 780 employees, 12 school buildings and a \$50m budget. Chief Executive Officer of the school department, working directly with city and elected officials. Created school district personnel office, and realigned business office for better efficiency. Responsible for making a \$1.1m mid year budget adjustment due to city reducing the school appropriation six months into the fiscal year and ending the fiscal year with a positive balance. Work directly with food service and facilities management companies working within the district. Chief negotiator for all administrative, custodial and maintenance contracts. Chief Procurement Officer for the school district. School district spokesman on school district related affairs. Work directly with the school committee and subcommittees on policy, curriculum, finance and procurement issues. Responsible for cooperative working relations with all school unions and city departments. Responsible for setting educational goals for the school district and ensuring their implementation. Directly involved with curriculum and special education matters.

February 1989 to July 1, 2003

Assistant Superintendent of Schools for Business

(Director of Funds and Facilities 1989-1992; Business Administrator 1992-1998: (title changes)

Overall responsibility for all business affairs of the school district. Duties include the development, implementation and oversight of the school district budget; monitoring proper control measures for payroll and business accounts; supervising long range financial planning while introducing creative approaches to saving tax dollars. Ensuring that expenditures are

properly charged within the budget and kept within appropriation limits; liaison to city government for financial issues. Work directly with the School Committee Finance subcommittee on budget, procurement and facility matters; responsible for the management of transportation, facility maintenance and food service contracts. Chief negotiator for clerical, custodial, maintenance and bus driver contracts; advisory member of the Municipal Building Commission on school building projects.

Accomplishments:

Worked with City Municipal Building Commission and School personnel to plan, construct/renovate and build six school building projects.

Collaboratively worked with seven communities to develop an energy consortium that has saved the Attleboro School District over \$125,000 in utility cost annually.

Worked with City Officials to successfully change school district budget from pencil ledger to computerized budget format.

Co-authored the MASBO Strategic Plan as President of the Massachusetts Association of School Business officials.

Successfully bid and contracted with facilities maintenance, foodservice company and transportation companies over a period of 18 years.

Teaching Experience:

Attleboro Public Schools

Attleboro, Massachusetts

September, 1972-February 1989

Brennan Middle School: Grades 6-8

Classroom teacher in the areas of Science, Government, Social Studies and Reading

Achievements: Successful teaching experience; Vice Chairman of Brennan Middle School Improvement Council; Horace Mann Grant recipient; Co-Chairman NELMS Evaluation Committee; Harvard University Educational Technology recipient; New England Secondary Schools and Colleges Science Sub-committee Chairman visiting accreditation team; South Eastern Massachusetts host classroom for the Governor Dukakis Drug Alliance Program.

September, 1968-June, 1969

Thacher Middle School: Grades 5-8

Classroom teacher in the areas of Science and Reading

Military Experience:

Lieutenant Colonel USAR (ret)

United States Army: June, 1968-February 1972

Armor Officer, Fort Knox, Kentucky; UH-1 Helicopter pilot, Fort Wolters, Texas; Fort Rucker, Alabama, Company Commander/Aircraft Commander, Republic of Viet Nam

Massachusetts Army National Guard: March, 1972-December, 1991

Company Commander, G3 Division Airspace Management Officer, UH-1/OH 6 Helicopter Pilot,

Division Rear Project Officer

United States Army Reserve: June, 1991-August 1996

Instructor: Combined Arms Services Staff School

Past/Present Professional Memberships and Awards:

Massachusetts Association of School Superintendents

Association of School Business Officials, International: Member; Management Techniques Committee 2002-2004, Facilities Management Committee 2004-present

Massachusetts Association of School Business Officials: Board of Directors 1997-2000; Vice President 2000-2001; President Elect 2001-2002; President 2002-2003; Past President 2003-2004

Recipient: Massachusetts Association of School Business Officials President's Award; May 2006

Rotary Club of Attleboro

American Association of School Administrators

Judith A. Mulligan
137 Lothrop Street
Beverly, MA 01915
(978) 927-1196

Education

MBA, Endicott College, Beverly, MA 2003
B. S. in Accounting, Cum Laude, May 1989, Merrimack College, North Andover, MA
ABC's of Education Reform Financing, Bentley College, Waltham, MA 1996
ABC's of DOE Accounting and Reporting, Bentley College, Waltham, MA 1996
Various seminars offered by Mass. Department of Revenue, Mass. Department of Education, MASBO and ASBO
Mass. Collector/Treasurer Annual School, U. Mass. Amherst, 1993, 1994
Municipal Accounting, Western New England College, Springfield, MA, 1989

Professional Accomplishments

ASBO Meritorious Budget Reviewer, 2002 to present
ASBO International Aspects Committee, 2006
Mass. Certified Public Purchasing Official, May 1999
Presenter of various workshops for MASBO and ASBO

Employment

July 2006 Business Manager, Manchester-Essex Regional School District, Manchester, MA 01944
To
Present Responsibilities include preparation and management of the school operating budget and management of all business office functions, including purchasing, payroll, accounts payable and accounts receivable. Oversee all purchasing in compliance with Mass. General Laws including preparation of specifications, public bidding, and approval of all purchase orders. Supervise Transportation Coordinator, Food Service director and all custodians, including planning and training.

July 2002 Finance Manager, Saugus Public Schools, Saugus, MA 01906
To
July 2006 Responsibilities include preparation and management of the school operating budget in conjunction with the superintendent, oversight of all custodians, including planning and training, and management of all business office functions, including purchasing, payroll, accounts payable and accounts receivable. Responsible for contract administration including food service and transportation. Oversee all purchasing in compliance with Mass. General Laws including preparation of specifications, public bidding, and approval of all purchase orders. Responsible for the management of state and federal grants and required reporting. Participate in union negotiations. Also currently responsible for district-wide telecommunications and technology purchasing, planning and oversight, both administrative and educational. Accomplishments include development of a new chart of accounts compliant with MA DOE requirements in 2002, and in the process, converting the accounting system to one shared with the town. Developed a 5 year strategic plan for

the district, including forming the committee and leading the meetings, culminating in completion of the plan and approval by the school committee in 2005.

July 1995
To
July 2002

School Business Manager, Beverly Public Schools, Beverly, MA 01915
Responsibilities included supervision of all business and non-professional staff as well as the Directors of Buildings and Grounds, Transportation and Food Service. Assisted the Superintendent in development of the budget. Prepared, published, distributed and administered the operating budget. Supervised various functions of the business office including payroll, purchasing, accounts payable and receivable, accounting and reporting. Responsible for all required federal and state financial reporting. Oversight of all purchasing in compliance with Mass. General Laws including preparation of specifications, public bidding, and approval of all purchase orders. Participated in union negotiations. Oversaw the maintenance of all school buildings, grounds and equipment including preventive maintenance, security and long range planning in conjunction with the Director of Buildings and Grounds. Responsible for administration of buildings-use policy, district-wide mail and district-wide telecommunications. Attended all meetings of the Planning and Construction Committee. Processed all invoices related to the construction of new schools. Maintained records relating to all major renovation and construction projects. Accomplishments include assisting in successful submission of six elementary school projects to DOE in June 1996, completion of four of the six projects through my departure, implementation of automated purchase order system in 1996 and conversion to in-house payroll system in 1998. In 2001, at my suggestion, the school Committee approved changes in school start times for the fall to enable a three-tier bus run schedule in place of the former two-tier schedule. This saved the district over \$50,000 and eliminated the need for additional buses. I also formed an energy conservation committee to look at ways to reduce utility bills in the district. This group was instrumental in Beverly's receipt of one of the first grants through the Massachusetts Green Schools Program, totaling \$123,000 for design costs and up to \$500,000 for construction costs.

Sept. 1992
To
July 1995

Collector/Treasurer, City of Beverly, Beverly, MA 01915
Responsibilities included accepting and recording of all cash receipts to the city, issuance of all payroll and vendor checks (including school dept.), and monitoring cash flow to maximize investment income, minimize borrowing and insure safety. Issued all W-2's, 1099's and 1099R's. Custodian of city trust funds and pension funds. Prepared and monitored budgets for Collector/Treasurer Office, long and short term debt and interest and unemployment compensation. Oversight of deferred compensation program for city employees. Responsible for all long and short term borrowing including preparation of information required by Mass. DOR and SEC disclosure regulations. Issued and collected all real estate tax, motor vehicle and boat excise tax, and water/sewer bills. Processed tax takings on all delinquent properties, managed and collected all tax title accounts through tax foreclosure and sale. Interacted with the public to resolve problems and complaints. Responsible for completion and forwarding of all required reports to state and federal agencies.

Successfully completed conversion to new computer system. Outsourced or computerized repetitive tasks to free up valuable employee time.

July 1989
To
Sept. 1992

Assistant Auditor/Finance Director, City of Beverly, Beverly, MA 01915
Maintained general ledger and journal for all city funds including trust funds, special revenues and capital projects using the UMAS system. Assisted in preparation of \$50,000,000+ budget and tax recap. Monitored monthly expenditures against approved budgets for all departments and budgeted revenues vs. actual. Responsible for proper posting of all payrolls. Prepared monthly and year end trial balances. Compiled financial data, including Schedule A, for use by public officials and state and federal agencies. Facilitated timely completion of yearly audit. Successfully completed conversion from manual accounting system to computerized system in 1990.

March 1987
To
July 1989

Financial Administrator, Community Development Office, City of Beverly, Beverly, Ma, 01915. Responsibilities included general financial record keeping for state and federal grants totaling over \$5,000,000, budget forecasting for each active grant, and monitoring income generated by past grants. Liaison to local banks and state and federal auditors. Prepared all financial reports for state and federal agencies. Set up and maintained new bookkeeping system which was recommended as a model for other communities by state auditors. Researched existing agreements with local banks involving state grant funds and recovered over \$125,000 in funds due the city.

Community Service

Treasurer, Beverly Cultural Council, 1989 to 1995
Treasurer, First Night Beverly, Inc., 1995 to 1999

JOHN D. SHEEHAN
65 Neck Street
North Weymouth, MA 02191
Phone 781-337-9221
John.sheehan12@verizon.net

PROFESSIONAL EXPERIENCE:

John Sheehan has over 30 years experience as a School Business Administrator and educational consultant for public school systems. His school business management experience as Assistant Superintendent of Schools included responsibility for all the business functions of the district. He also has extensive experience with the entire process of building and renovating schools from initial studies through contract completion. His present engagements include consultant agreements with public sector and private firm clients.

Present Clients:

Massachusetts Office of Quality and Accountability

Consultant examiner for this state agency whose mission is to review and evaluate the effectiveness of public school districts in promoting student achievement in the Commonwealth of Massachusetts. Through the monitoring of a school district's educational performance, particularly low performing systems, findings and reports are prepared for policy makers.

Habeeb & Associates Architects, Inc., Norwell, Massachusetts

Responsible for the contractual procedures and compliance regulations for the construction or renovation of school buildings, liaison with requisite agencies, and coordination of study, design and construction projects. Other responsibilities include analysis of school districts projected enrollments and development of educational specifications.

Massachusetts School Building Authority

Member of audit advisory council for this new authority recently established by the Massachusetts Legislature. The Council is presently developing audit and contract assistance procedures for communities that have constructed or are planning to construct or renovate new school buildings.

Previous Experience:

Milton Public Schools, Assistant Superintendent of Schools for Business

John Sheehan was the Chief Financial Officer of a public school system with an annual operating budget exceeding \$25 Million. Responsibilities included management of all business functions. Additional responsibilities included development of the capital needs, long range planning programs and enrollment projections for the district. During his tenure the district embarked on a \$130 Million building program which addressed the needs of all schools.

Weymouth Public Schools, Business Assistant

General Dynamics Corporation, Senior Contract Administrator

EDUCATION:

Bridgewater State College - Masters Degree in Education; Major: School Administration

Boston University - Masters Degree in Urban Affairs

Northeastern University - Bachelor of Science, Major: Industrial Management

Wentworth Institute - Associate in Engineering, Major: Architectural Engineering

PROFESSIONAL SOCIETIES AND AFFILIATIONS:

Massachusetts Association of School Superintendents; Massachusetts Association of School Business Administrators; American Association of School Business Administrators.

PROFESSIONAL REGISTRATION:

Massachusetts School Business Administrator, Certification Number 239413 .

CIVIC ACTIVITIES:

Member Town of Weymouth, MA Finance Committee, six years.