

B&E Consulting, LLC

Certified Public Accountants

PERFORMANCE AUDIT OF THE SMITHFIELD PUBLIC SCHOOLS

PREPARED BY B&E CONSULTING LLC

November 18, 2013

*(401) 785-0800
Fax (401) 421-5696*

*21 Dryden Lane
Providence, RI 02904*

*wedge@beconsulting.biz
dbebyn@beconsulting.biz*

TABLE OF CONTENTS

	Page #
I. Executive Summary	2
II. Introduction	10
III. Review Department Level Activities:	18
School Committee Policy Manual	
Central Administration	
IV. Review of Instructional Programs:	24
Elementary (Grades Pre K - 5)	
Middle School (Grades 6 - 8)	
High School (Grades 9 - 12)	
Special Education Program	
Personnel Contracts	
V. Review of Financial and Administrative Activities:	36
Administrative Overview	
Budgetary Review	
Student Transportation	
Information Technology (IT)	
Central Supply and Receiving	
Food Services	
Health Insurance	
Human Resources (HR)	
Buildings and Grounds Department	
Grants	
Four Year Budget to Actual Comparison Schedule	

Attachments:

Attachment Smithfield Public School Responses

I. EXECUTIVE SUMMARY

I. Executive Summary - Overview

The Performance Audit of the Smithfield Public Schools (SPS) was conducted by B&E Consulting LLC for the Smithfield Town Council. B&E's engagement team consisted of Mr. Thomas E. Sweeney, MBA, Ed.M, Mr. Walter E. Edge Jr, MBA, CPA and Mr. David Bebyn BA, CPA. This Performance Audit Report (Report) contains detail program descriptions plus B&E's observations, findings and recommendations.

B&E found that the SPS were well run, resulting in education excellence and financial surpluses. For the most part, the SPS provide an educational program which is in excess of the Rhode Island Basic Education Program (BEP) in a financially responsible manner. However, B&E found certain areas of the education program and administrative activities that need greater attention. B&E believes that the observations, findings and recommendations in this report will result in savings of valuable resources without sacrificing the level of education in the SPS.

B&E is well aware that State and Federal Law, the BEP and the SPS' labor contracts require certain levels of funding. Therefore, this Report addresses those expenditures that exceed these levels as discretionary and worthy of further analysis.

In addition to program considerations, B&E has commented on certain administrative areas where action is required to improve effectiveness and efficiency. The estimated savings identified by B&E is for the first full year of implementation. Additional savings for subsequent years are not included in the total savings identified. It must be noted, however, that although some of the recommendations can be implemented immediately; others can only be realized over time. Further, although some of the recommendations will eliminate unnecessary expenditures without changing law, regulation or contract, others must be supported by a change in policy and/or priority by the Smithfield School Committee (SSC).

Although B&E has made many recommendations, identified areas for improvement, and identified cost savings, B&E realizes that any changes in the existing operations and educational programs are the sole responsibility of the SSC under Title 16 of the Rhode Island General Laws. The SSC, in turn, is limited in its ability to implement some changes by law or contract until a window of opportunity occurs. Two of these windows of opportunity are 1) March 1, 2014 the notification for certified staff layoffs, and 2) the end or opening of existing labor contracts.

B&E is hopeful that there will be public policy debate regarding all of the recommendations in this report. B&E is sure that the residents of Smithfield (which include public officials, parents, students, teachers, employees of the SPS and taxpayers) know what is in their own and the Town's best interest. B&E trusts that this report will serve as a catalyst for discussion in this and future years.

This report is divided into five major sections:

- I. Executive Summary (this section)
- II. Introduction
- III. Review of Department Level Activities
- IV. Review of the Instructional Programs
- V. Review of Financial and Administrative Activities

In this executive summary B&E will briefly provide an overview of the subject matter presented in each section of this Report. In an attempt to keep the executive summary as brief as possible, only major observations and findings have been included in the Executive Summary with reference to and brief discussion of the overall results for each section.

Although some of the observations and recommendations presented in this Report will have a financial impact on the SPS' future budgets, there are a number of observations and recommendations that have no obvious or immediate financial impact but B&E believes are equally as important. For example, B&E reviewed the SPS Policy Handbook and made numerous recommendations which do not result in any immediate financial impact. However, non-implementation of these recommendations may result in future law suits or continued failure to follow certain Rhode Island Laws and Regulations.

Therefore, all of the sections of this report are important. Further, the individual sections of this report are not presented in order of importance but rather presented in an order that flows easily for the reader.

Special Questions Asked by the Town

In addition to completing the audit, B&E was asked to provide the answers to four specific questions. These questions and answers are as follows:

- 1. Did the SPS have adequate unrestricted cash reserves available to hire the positions identified "as needed" by the school department before receiving the \$450,000 payment held in escrow by the Town?**

Answer: Yes.

- 2. Does the SPS need the additional \$450,000 appropriated, but held (escrowed) by the Town, until the completion of this report.**

Answer: Yes.

- 3. Why does the SPS request millions of dollars each year in excess of what they eventually spend?**

Answer: Timing and SPS' misuse of "structural deficits".

4. How did the SPS have million dollar plus surplus each year after receiving less than the requested funding from the Town?

Answer: They didn't.

These questions and answers are explained in much further detail within the Introduction Section II of this report.

II. Introduction

This Performance Audit Report and the Performance Audit itself were prepared and conducted in accordance with Generally Accepted Governmental Auditing Standards (GAGAS). Those standards require that the audit be planned and performed to obtain sufficient, appropriate evidence to provide a reasonable basis for B&E's findings and conclusions based on the audit objectives. B&E believes that the evidence obtained provides a reasonable basis for its findings and conclusions based on its audit objectives.

This Report contains a description of the programs and systems audited plus B&E's findings, observations, and recommendations. The estimated first year annual savings identified by B&E in this report are \$350,000 for FYE June 30, 2015).

III. Review of Department Level Activities

School Committee Policy Manual

For this section of the report, B&E reviewed the SPS' most current Policy Manual to determine if all policies were current and legal (please note that the legality of the policies was based upon the expertise and knowledge of B&E's education expert who is not an attorney). Also it is important to note that the appropriateness of the policies was reviewed given the current education environment in the 21st century.

B&E found the current policy manual is in need of significant correction and update. The items requiring attention are listed in detail in the Policy Manual Section of this Report. B&E emphasizes that the Policy Manual must have all School Committee policies in writing; the policies must be properly indexed, and most importantly the policies must be kept up to date. By law the Policy Manual is the legal document that states the following: 1) a description of the School Department; 2) how the School Committee governs, and 3) what policies are in place to address the activities of the School Department.

Central Administration

In this section of the Report B&E reviewed the Central Administration of the SPS. The key management positions that run the SPS were interviewed and they were evaluated as to the scope of their duties and the need for their positions. B&E obtained copies of the current job descriptions (if available) and determined if all the tasks listed on the job descriptions (or public law) were being completed and if there were any additional tasks assigned to the individuals.

The Central Administration includes the following individuals:

- ✓ Superintendent
- ✓ Assistant Superintendent
- ✓ Business Manager

B&E concluded that these three executive administrators' positions are appropriate and required. The remainder of the central administration staff including the executive secretaries, the Business Manager's departmental staff, and the staffs in facilities, human resources, and grants will be reviewed in concert with the review and evaluation of their individual departments.

IV. Review of Instructional Programs

Elementary (Grades Pre K to 5th)

The SPS delivers pre-kindergarten through grade 5 elementary school programs using four elementary school facilities. B&E provided descriptions of and findings relating to these schools in the Elementary School section of the report. In general, B&E was very impressed with the elementary program.

Middle School (Grades 6th to 8th)

The Vincent J. Gallagher Middle School has class rooms, gym, cafeteria and other specialized school areas. B&E toured the Middle School and found the facility and grounds clean and well maintained.

The Middle School provides a program that attempts to meet the needs of all its students. The students are selected for their teams in a heterogeneous manner. Response to Intervention (RTI) is a major consideration to make sure students don't fall behind. All students who fall behind the norm are reviewed on an ongoing basis within their team with assistance from specialists and special interventions are developed to improve results.

The small percentage of students who have active Individual Education Plans (IEP) shows that RTI has been effective. Without the special programs offered, the cost of out of district tuitions could increase dramatically during this difficult period in student academic, social and behavioral growth. B&E was impressed with the SPS middle school program.

High School (Grades 9 - 12)

Smithfield High School (Grades 9th to 12th) was built in 1965 with an addition in 2001 and renovations in 1997 and 2001. The building is approximately 148,000 square feet. During the tour of the High School, B&E found the building and grounds clean and well maintained.

B&E reviewed the “master schedule” at the HS for 2014 and found that many of the classes were underutilized. B&E recommends that the efficiency level of the entire master schedule be improved to 80%. B&E also made comments and recommendations relating to a reduction in guidance staffing. There are four additional non-financial suggested improvements.

Special Education Program

In short, the special education department and program is one of the best that B&E has reviewed. B&E was impressed in the small number of out placements and the strong program for students taught in-house. The Special Education Program has established a great Response to Intervention (RTI) program throughout the SPS. B&E made only two recommendations and one was simply to support the current direction of the department.

Personnel Contracts

B&E obtained and read all employee contracts. There are three employee Contracts between the Smithfield School Committee (SSC) and employee unions. There are also a number of individual contracts between SSC and Administrators most of which end in 2014.

The largest group of employees covered by a union contract is certified teachers and their contract is negotiated by the NEA RI. The second largest union contract is with paraprofessionals and clerical staff and is also negotiated by NEA RI. The third contract covers SPS’ custodian and maintenance employees. This contract is negotiated by the R.I. District Council of Local Union 1217 of the Laborers International Union of North America.

The only concerns identified in this section of the report were with the issues of inadequate levels of co-share amounts paid for health insurance (across-the-board), the rapidly growing cost of accumulated vacation and sick benefits paid at retirement (currently nearly a \$1,000,000 liability) and the need to increase compensation for School Administrators who have been given a significant increase in work to comply with State and Federal evaluation mandates.

V. Review of Financial and Administration Activities

Administrative Activities and Staffing

As part of this Performance Audit, B&E reviewed various areas of SPS’ administrative procedures, internal controls and staffing (central office) to determine the effectiveness and efficiency of the financial and administrative activities. As part of the audit B&E reviewed job descriptions and interviewed all of the administrative staff in the central office. B&E also reviewed expenditure items on a line item basis to determine if the services provided were worth the cost.

B&E concluded that the employees in the central office were dedicated, enjoyed working at the SPS, and had jobs that required a full time status. B&E found no waste or redundancy relating to salaries and wages in the central office.

Budgetary Review

B&E completed a detailed review of the FY 2014 budget and compared the FY 2014 budget to the annual budgets and actual results for FYs 2010, 2011, 2012, and 2013 (please note that the expenditures used for FYE 2013 were unaudited). B&E provided at the end of the Report this multi-year schedule showing budgeted and actual results. The SSC requested an electronic copy of this excel worksheet so that they may update it annually and use it as a tool for reviewing future budgets (it was provided). B&E also reviewed the budgetary process used for the FY 2014 budget. At the conclusion of its review, B&E made observations and identified recommendations that would improve the budgeting process in the future.

Student Transportation

B&E reviewed the bussing contract and the decision to switch to the State multiyear plan. After detailed review and calculation B&E supports the SPS decision to enter the state program. B&E found that the in-house operation and management of the bus program was a bit disjointed but nevertheless operating reasonably.

Computer Technology

B&E spent a good deal of time with the IT department. B&E met with the IT Director and interviewed the IT staff. B&E was impressed with the new IT Director and strongly supports the efforts that he has already made and his vision for programs to be implemented in the future. Most importantly B&E supports the concept of connecting the School and Town computer systems so that the Finance Officer of the Town can have real time access to the school financial books and records. Further, the tie in of the systems should result in time and money savings for financial activities shared between the Town and School. B&E made three recommendations.

Central Receiving

There is no central supply or central receiving of education materials and supplies. The only central inventory is the supplies used by the department of Building and Grounds kept in the Administration building. School supplies are “drop shipped” delivered directly to the schools eliminating the need for a central supply or central receiving.

Food Services

Food service is provided by contract form ARAMARK. B&E reviewed the program and found that it is operating well. B&E offered no recommendations.

Health and Dental

The Business Manager in cooperation with the Superintendent has primary responsibility for the administration of the health insurance program provided by SPS. The SPS offers health insurance from Blue Cross (Classic Blue and Healthmate). SPS has a self-insured "claims made" program administered by a collaborative. The collaborative pays the insurance claims requested during the year for the SPS and at the beginning of each new fiscal year the collaborative provides the SPS with individual monthly rates for each type and level of coverage provided. The coverage is available to all active employees, retirees, and non-current former employees who purchased their insurance by COBRA.

All employees are required to pay a co-share for their health insurance. Per contract, teachers pay a 12% co-share, Secretaries and Paraprofessionals pay a 6% co-share and custodians pay a 7% co-share. All administrators, except for the Director of Buildings and Grounds (who pays the same as his staff), are required by contract to pay the same as the teachers (the language is "as is provided teachers in the Town"). Thus all but one of these administrators pays a co-share of 12%. Retirees pay the same co-share as they did when they retired and 100% of the increases in the cost of the policy over the cost when they retired.

The total cost of the Health Insurance for budgeting purposes is the total cost of the premiums less all co-pays, COBRA payments, and retiree and part-time employee additional payments. The calculation of the health insurance budget amount should include all of these items and any other reimbursements.

B&E made three recommendations: 1) due to its complexity of the co-shares the Benefits clerk should complete a regular review to assure that everyone is paying their appropriate co-shares, 2) all part-time employees' co-pay should be calculated the same way as it is for part-time teachers, and 3) co-share percentages should be the same throughout all SPS' union contracts and SPS should continue their efforts to raise co-shares to reach 20% across-the-board.

Human Resources

B&E met with the numerous staff and management who are responsible for Human Resources (HR) activities. There is no HR department or HR Director. In general, B&E found that the functions of HR were being completed well but that the concept of an HR department was missing. B&E's major concerns were in the areas of confidentiality and recognition of the changes in HR law.

Buildings and Grounds

B&E reviewed and visited all of the operations in the Building and Grounds department. B&E provided four recommendations that after further work by the SPS may result in savings in this department.

Grants

SPS has very limited grant funding compared to other RI schools. B&E reviewed the use of the grant money by SPS and found that the funds were being spent in compliance with the grants. B&E had no recommendations relating to grants.

II. Introduction

This Report contains a description of the programs and systems audited by B&E and B&E’s findings, conclusions, observations and recommendations. This Performance Audit was conducted in accordance with Generally Accepted Governmental Auditing Standards (GAGAS). Those standards require that the audit be planned and performed to obtain sufficient, appropriate evidence to provide a reasonable basis for B&E’s findings and conclusions based on the audit objectives. B&E believes that the evidence obtained provides a reasonable basis for its findings and conclusions based on its audit objectives.

B&E noted that State and Federal law, the Basic Education Plan (BEP) and the SPS’s own existing contracts require a certain level of funding to be in compliance with law, regulation and contract. This Report considered all expenditures in excess of these required levels of program spending as discretionary and worthy of further analysis. In addition to reviewing the discretionary dollars, B&E has also reviewed and evaluated areas where, in B&E’s opinion, additional action is required by the School Committee to allow the SPS’ administration to operate with increased efficiency.

Discretionary education dollars are defined by B&E as budgeted dollars that are not part of core programming, nor required by contract, the BEP or applicable federal and state law/regulation. All school districts require significant discretionary dollars to support their educational programs. These dollars are more difficult to obtain, but once assigned often are maintained in the District’s budget regardless of the effectiveness of the program because of staff and/or powerful special interest group support. The mark of a good School District is often how the District uses such dollars and the ability to move such funds to support critical District needs in a flexible and effective manner.

The total estimated savings identified by B&E in this report, if all recommendations were implemented, is in excess of **\$350,000**. The following list shows the number of recommendations by program available for FYE June 30, 2015:

Number of Items	Program	Savings
1	Elementary	\$ 50,000
1	Middle School	25,000
1	High School	25,000
0	Special Education	0
0	Facilities	0
1	Administrative Activities *	250,000
	Total	\$350,000
* Could be implemented in FY 2014		

In addition to the above savings, B&E identified approximately **\$490,000** worth of items budgeted for FY 2014 that are in excess of what SPS needs. Unfortunately, these savings are less than what is required to reduce the 2014 budget enough to eliminate the SPS’ need for the escrowed (\$450,000) funds held by the Town.

In addition to the savings identified above, B&E also identified the possibility of savings in the scheduling of the High School classes. In the High School section of the Report B&E pointed out that the class sizes in many subjects are far less than they should be or could be according to the teachers' contract.

The High School's scheduling goal should be to provide students with educational options but with an eye toward budgetary constraints. The High School administration should establish procedures that will result in the High School's scheduling process to approach 80% efficiency in the overall departmental schedule. These savings are not available for the 2014 budget and B&E was unable to cost out these savings because SPS' current efficiency levels in some classes are far from the stated goal and therefore it will take a few years to achieve an 80% efficiency goal. It would be difficult and meaningless to try to estimate when and if the 80% goal could be met. B&E believes that some savings should be accomplished in FY 2015 but most will take more time.

As noted earlier in this Report not all recommendations can be implemented immediately, and therefore, the savings can only be realized over time. Further, although some of the recommendations will eliminate waste and require no action by the SSC, other items listed in this Report must be supported by a SSC change in policy and/or priority.

Any changes in the existing operations and educational programs are the full authority and responsibility of the SSC under Title 16 of the General Laws of Rhode Island. The SSC, in turn, is limited in making some immediate changes by law or contract until a window of opportunity occurs. Two such windows of opportunity are 1) the March 1 notification for certified staff layoffs and 2) the end or mutual opening of the term of existing staff contracts.

B&E believes that changes such as the ones identified here should be the subject of public policy debate at all levels of government. The residents of Smithfield know what is in their best interest and will see that it is accomplished. B&E believes this Report will be a catalyst for discussion among all interested parties.

THANKS

This engagement was made easier by the cooperation of the SPS' Superintendent of Schools, Assistant Superintendent of Schools and the Business Manager in conjunction with the total administration and staff. B&E was provided information at all hours of the day even if employees were on vacation or simply out for a day or two. The SPS cooperation allowed B&E to build the needed GAGAS files for every section of this audit.

SPS has a strong team approach, lead by the Superintendent and the Business Manager that is the result of each of them being with the SPS and working together for many years. They are joined by a great administration team with loyal staff. The team's overall identity would best be described as financially conservative, dedicated to SPS' goals, loyal, and hard working individuals who make a difference every day.

Lastly, we would be remiss if we did not acknowledge the outstanding assistance of the Town's Finance Director.

Special Questions Asked by the Town

1. **Did the SPS have adequate unrestricted cash reserves available to hire the positions identified “as needed” by the School Department before receiving the \$450,000 payment held in escrow by the Town?**

Answer: Yes. B&E reviewed the June 30, 2012 audited financial statements and the FYE June 30, 2013 budget.

The 2012 audited financial statements showed that SPS had unrestricted fund balances totaling \$2,948,563 which the SSC had committed to the following activities (see footnote 12 to the audited financial statements):

Somewhat Restricted:	
Re-appropriation for fiscal 2013 *	\$1,286,595
Capital Expenditures	668,476
Technology	38,479
Not Restricted:	
Unanticipated Special Education Costs	200,000
Unanticipated Transportation Costs	50,000
Unanticipated Utility Costs	200,000
Unanticipated Tuition Costs	50,000
Education	455,013
Total Committed Fund Balance	2,948,563
* B&E confirmed that the SPS did in fact make this re-appropriation	

Clearly the SPS had adequate unrestricted reserves (most of these reserves are like board designated funds (the last five listed above) which are not restricted but rather “committed” by the School Committee. B&E believes that these commitments can be “re-committed” to other items by the SSC. The SSC could have advanced itself the \$450,000 from these committed funds to fund the needed positions, fill them, and then reimburse itself when this report concluded that the SPS needed the \$450,000.

When asked by B&E, the Administration stated that the \$450,000 was needed to pay reoccurring activities (permanent staff) and to use “one time assets” (the current surplus) to fill operating positions is inappropriate. B&E agrees with this premise, however if the SPS was sure that it needed the funds requested and felt strongly that the conclusion of the B&E audit report would show that the SPS needed the \$450,000, then SPS would not be using the one time money but rather borrowing the funds from its own reserves.

B&E believes that the SPS Administration and the SSC had the funds needed, the authority to use these funds and the responsibility to hire the needed positions when they were needed. The Administration with the advice and consent of the SSC should have done so (using its reserves). Later, after receiving the escrowed funds the SSC could require that the restricted funds be reinstated. B&E believes that if this approach were used, the SSC could have avoided the uncomfortable back and forth with the Town Council, which would have saved time and effort for both entities.

2. Does the SPS need the additional \$450,000 appropriated and held (escrowed) by the Town, until the completion of this Report?

Answer: Yes. B&E found that the SPS has been level funded for three years and there has been a steady diminishing of annual surplus until FY 2013 which is expected to result in a loss and the SPS' first structural deficit. SPS has been anticipating structural deficits since at least FYE June 30, 2010, but has not had one until FYE 2013. The following is a chronology of SPS' surpluses and loss:

For FYE 2010 the SPS designated \$685,276 of its unrestricted fund balance to balance the 2010 budget. Fortunately, the SPS was able to operate the school department efficiently and ended the FY 2010 with a surplus (per the audited financial statements) of \$1,088,022. Of course, the surplus was in part the result of the \$685,276 appropriation of cash reserves therefore the actual surplus for FYE 2010 was **\$402,746** which increased the SPS' cash reserves.

In FYE 2011 the SPS once again anticipated needing to appropriate from its reserves only this time SPS appropriated \$710,179 of its unrestricted fund balance to balance the 2011 budget. Fortunately, the SPS was once again able to operate the school department efficiently and ended the FY 2011 with a surplus of \$1,023,244 (per the audited financial statements). Of course, once again the surplus was in part the result of the \$710,179 appropriation of cash reserves and this time a subsequent increase in the original appropriation from the Town of \$175,885. Therefore, the true surplus for FYE 2011 backing out both of these items was **\$137,180** which increased the SPS' cash reserves.

In FYE 2012 the SPS once again designated from its unrestricted fund balance, this time, \$1,253,995 (which was subsequently reduced to \$656,738 in the final reconciling budget) to balance the 2012 budget. Fortunately, again the SPS was able to operate the school department efficiently enough to result in a savings from the total budget in the amount of \$719,523. Of this balance \$656,738 is the use of the SPS unrestricted reserves. The fact that the SPS used "one-time money" from its committed reserves that resulted in a \$719,523 surplus does not result in a structural deficit; rather it results in a minor actual surplus of **\$62,785**.

In spite of three years of decreasing surpluses to near breakeven the SPS was level funded for 2013. B&E believes that this was unfortunate and that at that time it should have been expected that a third year of level funding would most likely result in a 2013 annual deficit and SPS' first structural budget deficit.

The SPS anticipated a deficit in 2013 and once again expected to have a structural deficit. The SPS designated \$1,286,595 of its unrestricted reserves to balance its budget for FYE June 30, 2013. It should be noted that since the SPS had been budgeting part of its cash reserves since at least 2010 and never ended up using the reserves, one might have expected the same results again in 2013.

The 2013 annual audit is not yet completed but based upon the unaudited revenues and expenditures (and a follow-up conversation with the year end auditor), B&E expects that the SPS has in fact used some of its designated restricted funds and will end the year with a reduction of its cash reserves of around \$900,000. The fact that \$1,285,595 was allocated of the unrestricted cash reserves for 2013 the audited financial statements will most likely show a surplus of about \$400,000. If the SPS shows an excess of revenues and appropriation of cash reserves of about \$400,000 (\$1,285,595-\$910,718), there will still be a structural deficit of about \$900,000. All things being equal the SPS would have needed about a **\$900,000** increase in its appropriation for 2013 to break even.

This trend continued again in 2014. The SPS designated \$1,413,573 of its committed reserves to balance its budget for FYE June 30, 2014. The 2014 year is less than four months old yet it would appear from the 2013 results that a substantial portion of the designated cash reserves will be needed to balance the 2014 budget. Given that the SPS has operated with decreasing surpluses in 2010, 2011, and 2012 and a deficit in 2013 and most likely a deficit in 2014; it is reasonable to conclude that the SPS needs at least \$450,000 added to the 2014 appropriation and most likely more.

One might ask, "If the SPS has adequate reserves to balance their budget, why give them an increase in their appropriation?" "Why not wait until the SPS uses up all of its reserves and then provide an increase at that time?" The complete answers to these questions are somewhat broader than just the budgeting process.

In order to answer that question we must review municipal financing. Cities and Towns borrow money using ratings from the rating agencies. In general, the higher the rating earned by the City or Town the less costly the cost of borrowing.

B&E's experience is that rating agencies prefer (and some might say require) surplus fund balances and annual operating surpluses in both the School and the Town in order to get a better rating. Budgeting annual deficits and exhausting the SPS surplus by level funding would result in either a reduction in taxes or simply an increase in the Town's surplus. If the surplus is simply switched to the Town from the School it loses its value to the rating agencies.

If taxes are reduced or simply not increased as much as a result of eliminating school reserves the property tax payers will get an initial break. However, that break will be at the expense of increased borrowing costs and a future increase in property taxes far greater than the benefit gained. This is because a structural budget deficit will eventually grow higher each year.

When the structural deficit is finally addressed (in one year rather than phased in over time) the percentage increase in property taxes will be more significant than the initial break given. Further, if SPS is allowed to retain its reserves it will be favorable to the rating agencies and provide insurance for unknown future events which will help the Town deal with funding any unknown future events.

Recently the SPS was notified that they were going to receive 12 new Special Education students that were previously in Bradley Hospital in East Providence. This information was not available when the budget was presented or when the Town made the appropriations for 2014. At this time, B&E does not know the impact of these 12 new Special Education students.

However, as stated earlier, the SPS designated \$200,000 of its committed funds for just this type of contingency. Because SPS had to use some of its reserves (approximately \$900,000) to cover deficits in 2013, going forward it only has designated \$66,000 to Special Education unknown events. Having reserves is not only important to the rating agencies but appropriate sized reserves are great for handling unknown situations. This allows the SPS the ability to handle some problems in the current year and then ask the Town to address those items if recurring in the budget the next year.

B&E is a strong supporter of reasonable reserves for both the Town and the School. The Town should release the \$450,000 for the 2014 budget and address the issue of structural deficits for the School in the next budget cycle.

3. Why does the SPS request millions of dollars each year in excess of what they eventually spend?

Answer: Timing and the misuse of what the SPS was calling “structural deficits”.

Timing: The Town requires the SPS to file its first draft of its budget in February. At that time (a little more than half way through the current year) many large dollar items are not known and often not easily measurable (see the budgeting section of this report). Items like retirements for the next year, personnel available at the beginning of next year, student enrollment, health and dental insurance increases, out of district tuitions, transportation costs, state pension increases, state appropriations to the school, the Special Education census, etc are simply not known and very difficult to budget.

As a result these items must be estimated. B&E has found that human nature when budgeting is to estimate a bit higher than expected so that you don't have to return to ask for a larger appropriation after the initial budget submittal.

An example of this timing issue happened in the 2014 budget. The 2014 internal budget (before submittal to the Town) included the SPS' estimated health insurance costs amount would be 15% greater than the amended budget for 2013 plus the health insurance costs for 8.5 new positions (based upon the best

information available at that time). This 15% increase is a pretty standard percentage increase for budgeting health insurance costs and at the time it was budgeted to add new positions. SPS calculated a 2014 budget amount for health insurance of **\$3,753,847**.

As time passed, the Administration became better aware what the actual health insurance costs might be for 2013 (the unaudited actual amount for 2013 was \$2,959,397 a few dollars less than the 2012 actual of \$2,961,079). The Administration therefore decreased its health insurance request by using the estimated actual 2013 cost times 115% resulting in a new request of **\$3,403,609** (per the April 22, 2013 SPS' revised 2014 budget).

The difference in this one line item from the initial calculation before February to its March 22, 2013 request was only \$350,238. However, when the final percentage increase was provided by the collaborative for the FYE June 30, 2013 the proposed increase was actually a 7.3% decrease in the premium. Therefore, the SPS was able to reduce the health insurance request to \$2,746,923 in its final reconciliation budget. This represents a whopping \$1,006,924 reduction in the request for health insurance for 2014 (a single line item) which is simply the result of the timing between the internal budget (using the best available information) and the final reconciling budget (using better information provided by the collaborative which wasn't available until months later). A similar situation occurred for dental costs but on a smaller scale.

It should be noted that the health insurance cost projection is one of the most difficult items to budget. SPS is part of a collaborative which pays the SPS claims. In the beginning of every year the collaborative provides the Town with a new premium for each of the types of health insurance coverage. That premium is then used all year and can result in either an overpayment or an underpayment. It is never exactly correct.

Since SPS does not pay the claims, it does not have real time daily tracking of claims to compare claims made in other years to current claims making it difficult to estimate the next year's budget. Instead of spending the time estimating the increase or decrease in claims, SPS reasonably waits for the accounting from the collaborative and uses that premium provided by the collaborative to calculate the health insurance expense for the budget. To make the budgeting process harder the collaborative requires each City and Town to maintain a reserve balance at the collaborative. If the reserve balance becomes too large the collaborative lowers the next year's premium and if the reserve is too small they increase the next year's premium.

Over time Cities and Towns have found that paying claims made through the collaborative, rather than using a health provider's premium based system is cheaper. B&E supports the use of the collaborative for health insurance.

Structural Deficits: The use of structural deficits to justify the next year budget was inappropriate from 2010 through 2012 because there were no structural budget deficits during that period of time as shown in the Introduction section of this Report. Using expected structural budget deficit line items to justify the amount needed in the upcoming budget was misguided. In fact, structural deficits are never a line item used to justify the needed for additional funding. The requested annual budget should include all the items need to result in a balanced budget for that year. Requesting the “structural deficit” from a prior year as a reconciling item to support the proposed budget would only be used if the school department wanted to be reimbursed for prior year losses.

4. How did the SPS have “million dollar” surpluses each year after receiving less than requested in the appropriation from the Town?

Answer: They didn't. This question has already been addressed in the answer to question #2 above. Having a surplus of revenues and committed reserve funds greater than expenditures is not a surplus unless the surplus is greater than the amount of committed funds appropriated from the SPS' cash reserves. Instead, the amount used of the appropriation of SPS' cash reserves is really a deficit (see the explanation of 2013 above). The SPS did not have a million dollar surplus in any of the last four years. Loaning money to oneself at the beginning of the year and then getting it back at the end of the year is not a surplus even though it is shown as a surplus every year in the Generally Accepted Accounting Policies (GAAP) basis financial statements.

The remainder of this Report will provide B&E's observations, findings, and recommendations which were developed as a result of B&E's Performance Audit of the SPS. Each area discussed includes a description of the current programs and systems, B&E's evaluation of that system and appropriate observations, findings, and recommendations.

III. REVIEW DEPARTMENT LEVEL ACTIVITIES

School Committee Policy Manual

Included in TITLE 16 Education of the RI General Laws, Chapter 16-2 School Committees and Superintendents, Section 16-2-32 is the following:

§ 16-2-32 Policy manual for school committees. “(a) All school committees in the state will have a policy manual. The policy manual will have all school committee policies in writing, properly indexed, and kept up to date. The policy manuals will be a source used to govern each school system. At least one policy manual will be available to the faculty and staff in each school library. At least one policy manual will be available for public reference at each administrative building and public library.”

General Findings

The Smithfield Policy Manual was last revised in fiscal year ending June 20 1999. Since that time new policies have been added and some older policies revised. Some selected policies contained in the Policy Manual are available on line on the Smithfield School Department web page. It is also available in hard copy at the following locations: Administration Office, each School Office and both of the Town’s Public Libraries.

There are six (6) sections to the Smithfield Policy Manual listed as follows:

- Section 1..... School Committee
- Section 2..... Community
- Section 3..... Student
- Section 4..... Personnel
- Section 5..... Instruction
- Section 6..... Business

While most Policies have the date adopted and/or revised listed, policies do not have legal references cited as a matter of fact. However, when the policy is directly obtained from State Law, the cite within the state law is provided in the policy. Administrative Procedures are not differentiated within the policy manual, which confuses the legal and practical responsibilities between the School Committee (a policy making body) and the Superintendent and his staff (the administration of School Committee Policy).

While State law 16-2-9, lists the responsibilities of the School Committee under the state law, this description is an attachment to the Smithfield manual. Also, 16-2-11 of the state law lists the responsibilities of the Superintendent, but these responsibilities are neither referenced nor attached in the Smithfield policy manual. In general the Smithfield School Department Policy Manual is a mixture of both Policies and Administrative Procedures which blur the legal responsibilities of School Committee and Administration.

Individual Policy Manual Findings

The following findings are not meant to be exhaustive but rather they are representative of the type of problems within given policies and sections:

SECTION 1 – SCHOOL COMMITTEE – Series 1000

The School Committee section does not contain By-Laws of the Committee as required. Instead it contains “Rules and/or Business” which contain several of the items found in typical school committee By-Laws. There is no mention however of the process by which the “Rules” and /or Policies can be revised or new “Rules”/Policies can be added. In addition these “Rules” do not allow for the approval by the School Committee of the Administrative Procedures of the Superintendent.

This section contains “Attachments” which are copies of the State Law 16-2-9 and the Town Charter. State Law 16-2-9 should be in the By-Laws since it spells out specifically the responsibilities of the School Committee and most of the legal support for their Policies.

SECTION 2 – COMMUNITY Series 2000

This Section contains 5 policies some of which could be more appropriately placed in different sections of the Manual. Use of school facilities is usually found in the Finance/Business section. Section 504 of the Rehabilitation Act is normally included in a Personnel Section for staff or a section containing Special Education Policies. Smoking Policies are usually found under Administration and incorporated by reference in Personnel and Student Sections. The Smithfield Manual has no Administration Section, which is a major failing. The Administration Section would be where the role of the Administration is defined.

There are 2 Non-Resident Pupil policies, which are confusing. One of these policies is unnumbered, but has an approval date of February 3, 2003. This Policy has forms for the Superintendent to complete, which is an administrative function and should be part of an Administrative Procedure and not School Committee Policy. The other is numbered 2010 and adopted June 24, 1996, revised February 22, 1999. This policy does not contain forms. Neither policy has a legal reference, but both contain detailed “Guidelines” which again belong as part of an administrative procedure.

SECTION 3- STUDENT

There are 2 Medication Policies, Elementary and Middle/High School. The Policies contain forms, which are an administration function.

There is a HIV/Hepatitis Policy that is 9 pages long. Much of this Policy is informational and not Policy. The informational material should be in the Medical Procedures Handbook which is approved by the School District Physician. Since the Policy was last revised in February of 2009 much of the information given may be inaccurate or out of date. A Medical Procedural Handbook could and should be updated on a yearly basis, while policies often stay in place for 10 or more years.

There is a policy entitled “Interscholastic Athletic Policy” that is 9 pages long with multiple administrative forms that was last revised in 2000.

SECTION 4 - PERSONNEL

This Section has several policies that are correctly placed such as “Affirmative Action”, “Suspected Child Abuse and/or neglect”, and Employment and Duties of School Principals and Assistant Principals” There are however, no certified and/or non-certified staff job descriptions or provisions for them.

There are no policies with regards to the negotiation process with personnel (certified or non-certified), which is a legal responsibility of the School Committee. Such policies are usually found in either the School Committee By-laws or Personnel Sections of a Policy Manual.

In addition, negotiated Staff Contracts are not included, at least by reference. Such Contracts become School Committee Policies once negotiated.

SECTION 5 – INSTRUCTION

The instruction of students is the main purpose of any school district. The School Committee by law (16-2-9.20) should include the responsibility to establish policies governing curriculum, courses of instruction, and text books. The Smithfield section on instruction contains 3 policies: 1) “Reviewing, Showing and Viewing Films/Video recordings”, 2) “Acceptable Use Policy for Staff and Students” and 3) “Wellness Policy”. This Section of the Smithfield School Committee Policy Manual certainly does not meet the Committee’s responsibility under the law.

SECTION 6 – BUSINESS

Although this Section is entitled “Business” there are no policies addressing the annual budget setting process and no policies concerning the proper implementation of approved budget. Policies 16-9-2.8, 2.9, 2.10, and 2.11 have specific responsibilities of the School Committee which require policies under State law 16-2-32.

Recommendations:

1. The existing Smithfield Policy Manual does not meet the requirements of General Law 16-2-32. Numerous School Committee areas of responsibilities are not recognized by specific Policies. The policy of the School Committee and administrative responsibilities of the Superintendent are not differentiated and create the impression that many aspects of the school department's operation are the immediate reaction to scenarios as they occur, rather than implementation of policies from an appropriate School Committee Policy Manual which should be used to govern the school system.

B&E recommends that the School Committee immediately establish an ad-hoc Policy Manual Committee with School Committee, Administrative and community representation. To be successful, such a Committee would need professional consulting support and /or access to the all inclusive Policy Manual provided nationally called the "National Association of School Committee's Policy Identification System". The Committee should identify budgeted funds for this process in the existing budget or in the FYE June 30, 2015 Budget.

2. The committee should consider other separate sections of the new policy handbook to cover general matters, certified and non-certified personnel, and network security. It is impossible to understate the importance of a proper, legally protecting and complete policy manual.

Central Administration

There are 3 central administration management people in the SPS as follows:

- ✓ Superintendent
- ✓ Assistant Superintendent
- ✓ Business Manager

The staff reporting to these individuals will be reviewed later in the report as part of the overall Administrative Overview sub-section of the Review of Financial and Administrative Activities section of the report.

Superintendent

The duties and responsibilities of a Superintendent within the State of Rhode Island are enumerated in Title 16 of the Rhode Island General Laws (16-2-11). Title sixteen requires the Superintendent complete 16 duties and responsibilities and further establishes the Superintendent as the Chief Executive Officer of the school system, responsible directly to the School Committee.

The hiring/firing of staff members should be, by law, the sole responsibility of the Superintendent and the School Committee should have the responsibility to give its advice and consent on all such actions. The Superintendent also has the responsibility to construct and recommend an annual budget for presentation to the School Committee. Once approved by the School Committee the Superintendent is responsible for the implementation of the budget consistent with State Law with School Committee oversight.

State law requires a school budget must be in balance (revenues to expenditures) while at the same time the budget must be compliant with all state and federal laws, regulations and educational mandates. During difficult financial times this becomes a major dilemma for school Departments and may result in legal actions such as a Caruolo filing.

Assistant Superintendent

The duties and responsibilities of the Assistant Superintendent in Smithfield are not listed in a job description form. However, we obtained from the Assistant Superintendent her duties which include, but are not limited to:

- All curriculum and assessment development leadership (formative, summative) progress monitoring, standardized, etc. (including collaboration efforts with consortium groups, RIDE, etc).
- Instructional leadership and teacher quality- responsible for the professional development (embedded and formalized sessions) of all employees including teachers, administrators, and support staff.
- Strategic Plan Coordinator- oversees all School Improvement Planning and the implementation efforts toward meeting all of the goals in the Strategic Plan including communication, curriculum, teaching and learning excellence, and technology integration.
- Principal supervision and evaluation - responsible for evaluating principals and providing ongoing feedback and support, etc.
- Implement all aspects of Race to the Top as required by regulation, including the common core standards, data inquiry teams, and the Annual Professional Performance Review process.
- Develop and coordinate Consolidated Resource Plan- Title I, Title II, and Title III Consortium Director.

Business Manager

The duties and responsibilities of the Business Manager include all of the financial operations of the School Department including but not limited to the following:

1. Supervises the accounting staff including bookkeeper, accounts payable clerk, payroll clerk and employee benefits clerk.
2. In cooperation with the bookkeeper, she calculates, designs and submits the annual school budget to the Superintendent. Together with the Superintendent she prepares the budget for submittal to the SSC.

3. Responsible for maintaining the books of original entry (general ledger, cash receipts, cash disbursements, etc.)
4. Responsible for maintaining the two five-year capital asset budget plans. The capital asset budget and the IT capital budget are funded in separate budgetary funds with any annual surpluses carried-over to the next year. Both capital budgets can utilize prior year surpluses in subsequent years. These capital budgets are funded annually. When the SPS wishes to spend the capital asset funds the SPS must get Town approval.
5. The Divisions of Management Information Systems, Food Services and Facilities/Maintenance have separate directors. The office of the business manager provides accounting assistance and some day to day operation assistance to these directors.

In this school system B&E concluded that the Superintendent, Assistant Superintendent and the Business Manager positions are important, reasonable and appropriate. Further, B&E found that each of these individuals is fully dedicated to the tasks and responsibilities assigned to them and often times go far beyond the scope of their responsibilities when the need arises.

Recommendations:

1. None.

V. REVIEW OF INSTRUCTIONAL PROGRAMS

General Comments

B&E has reviewed Smithfield Pre-K-12 educational programs and methods of instruction in depth. As part of the review B&E obtained and studied materials at every school level. The materials and data reviewed included, but were not limited to, the following:

1. School handbooks
2. Master Schedules (teachers/students)
3. Detailed program information
4. Program enrollments
5. Facilities
6. Any other pertinent information made available

Updated class size enrollments and high school master schedules were provided as of October 1st. In addition, informational meetings were held with the Superintendent, Assistant Superintendent, Special Education Director, Facility Director and the Director of Instructional Technology. The purpose of these meetings was to become familiar as to what The Smithfield Public Schools (SPS) offer educationally to its students.

All schools were visited during the summer of 2013 without instructional staff and/or students present except for special education extended school year programs. This original tour of facilities was to become familiar with the buildings, maintenance and custodial functions as well as the need for improvements.

A second visit to all schools occurred after the FY 2014 school year began in late September and early October. During these visits B&E toured the facilities, visited classrooms in session, and met with all principals and assistant principals as well as some classroom teachers and special education staff. The purpose of these visits was to validate the hardcopy information and data previously provided.

B&E was extremely impressed with the SPS and the educational program it provides for its students. While B&E will make specific recommendations at each instructional level, a positive general commendation is well deserved.

The high quality of instruction leadership provided by the building administrators who truly strive for instructional improvement, the caring and committed certified staff devoted to their students' educational proficiency along with the strong support of quality paraprofessionals and all under the capable hands-on leadership of the SPS' central administrators speaks extremely well of the Smithfield School System and the instructional program it provides.

Since the quality of SPS' building administrators is excellent and their work ethic is beyond compare, the SSC should examine incentives to mitigate the possibility of any one of them seeking or being sought for similar administrative positions in other communities.

Elementary (Pre K-grade 5)

The SPS delivers pre-kindergarten through grade 5 elementary school programs using four school facilities. As of October 1, 2013 the individual school enrollments were as follows:

School	Grade	Total Enrollment	½ Day K Enrollment	Extended K Classes	Pre K
Anna McCabe	K-5	324	22	11	39
LaPerche	K-5	229	32		
Old County	K-5	258	43		
William Winsor	K-5	263	29		
Total		1,074	126	11	39

Based on finalized October enrollments Elementary grades pre-K-5 contain 1,074 public school students taught by 36 regular classroom teachers, 6 special education self contained teachers, 12 special education resource teachers, 2.6 social workers, 2.5 Psychologists and 14 paraprofessionals. Of the total 1,074 students 153 receive free lunch and 36 receive reduced lunch for a total of 189 students or 17.6% of the K-5 enrollment. B&E determined that 132 students have IEPs and 2 students are English Language Learners (ELL) students. There is 1 ELL teacher. (System-wide there are 15 ELL students (3 are on monitor)). Only Old County Road School qualifies as a Title 1 School.

The 4 elementary facilities have physical differences, but the instructional program is consistent across all schools. William Winsor School was built in 1934 with an addition in 1967 and renovations in 1997 with a total of 34,000 sq. ft. Old County Road was built in 1955 with renovations in 1997 with 34,000 sq. ft. Anna McCabe School was built in 1957 with renovations in 1997 with 35,620 sq. ft. Raymond C. LaPerche School was built in 1967 with renovations in 1997 with 39,100 sq. ft. During the B&E visits all of the Elementary facilities seemed well maintained, clean and had safe appropriate playgrounds.

Findings

Elementary Principals indicated in their interviews that they are full members of the Pre K-12 administrative team that meets at least monthly and further the principals meet as a separate group at least twice a month often with the presence of the Superintendent and/or Assistant Superintendent. Their input is sought on all issues before the team. One of the major areas of discussion in the past year has been the new Evaluation Process that has been mandated by the State Department of Education (RIDE). All Elementary Principals agree that the evaluation process is very time consuming and requires many hours of work beyond the regular school day including weekends. This evaluation process has been placed on top of their regular and expected responsibilities. They all indicated that they have embraced the process and found that it is having a positive effect on the overall improvement of student instruction.

Recent state-wide testing results indicate that Smithfield elementary students have done very well in the Common Core Instructional Program. Winsor and LaPerche School led the state in NECAP writing and scores in reading, math and science indicate student performance is well above state average results.

All Elementary Principals indicated that they were in favor of "Full Day Kindergarten". With the RIDE requirement that the Kindergarten Common Core curriculum, which is based on a full day implementation, be used, they feel that SPS' kindergarten students will fall behind those children that are in districts that offer a full day program. The cost of full day kindergarten in Smithfield can be reduced in part by the elimination of mid-day bus runs and taking advantage of RIDE grants.

B&E witnessed an excellent program during its tour. "Data Days" are held 3 times a year in each elementary school and at each grade level, where the test and antidotal progress of every student is analyzed by a committee made up of the grade teachers, special education teachers and specialists chaired by the principal. Each student identified as "being below what is expected" has an individual intervention designed to bring the student back to normal levels.

Although there is no so-called "Gifted and Talented" program, enrichment programs are part of the elementary program. The enrichment program does not speed up the curriculum for specific students, but expands the overall content areas taught. Computers are available in the Elementary Schools in a lab format and in the libraries. Few computers are available in the classroom. While some of the computers are new or relatively new, many are old and high-speed broadband is not available in most situations. Some of the computers were donated and unable to be connected to a common server.

The SPS Elementary Program meets at least the minimum requirements of the Rhode Island Basic Education Plan. Health is taught by nurse teachers and all students receive instruction in music, art, computer, library and physical education each week.

Class sizes throughout grades k-5 vary in size throughout the 4 elementary schools. The overall scheduling efficiency seems to be liberal in certain grades. For example there are 8 half day kindergarten classes for a total student load of 122 students or an average of 15.25 students in each class. Class sizes vary from a maximum of 20 to a low of 11. The teacher contract allows for 25 students per class at the elementary level.

In the other grades class sizes are as follows: first grade average is 21 with a high of 24 and a low of 19; second grade average is 21 with a high of 25 and a low of 14; third grade average is 24 with a low of 21 and a high of 25; fourth grade average is 21 with a low of 17 and a high of 24, and fifth grade average of 24 with a low of 19 and a high of 25. With the exception of the present grades 3 and 5 the number of classes could be reduced by at least one and still maintain a maximum class size of 25, but only if students were moved to other schools to fill available seats.

Since the 4 schools are basically neighborhood schools, moving students to reduce the number of classrooms is not always practical and would result in children being moved from school to school based on seats available and the number of seats available would change every year. The kindergarten class size is significantly lower than other elementary grade levels and needs to be addressed, especially if full day kindergarten becomes available next year.

Kindergarten is a special problem in the SPS as a number of Smithfield parents chose to send their children to private kindergartens because of full day programs and their wish to select and/or deselect a specific teacher. Many of these students return to public school in the first grade. This year the number of half day programs to meet maximum class size is 5 half day programs, which reduces the number of teachers needed by 1.5 at a maximum class size of 25. B&E would not support such a reduction as kindergarten students would be at a further disadvantage with the Common Core mandate. If the number of sections were reduced by only 2, however, 1 teacher position could be eliminated and the average class size would average 20.3. This staff reduction could save approximately **\$50,000** including benefits at the 3rd step. This savings would end with the implementation of all day K.

Recommendations:

1. A full time kindergarten program in the FY 2015 school year is a viable option to meet the content requirements of the Common Core Curriculum.
2. Until full time kindergarten is instituted, reduce the number of half day kindergarten classes by 2. One of these reductions could possibly be done at McCabe Elementary School where the kindergarten class size is 11 in both sections. The other would require a rescheduling of students between 2 of the other schools. At the very least no single elementary school should have 2 sections of Kindergarten with a total number of students less than 25.
3. High speed broadband capability should be available at the elementary school to assist in the educational program.
4. Old computers should be replaced and classrooms should have 4-6 computers for students to use in group activities.

Middle Schools (Grades 6-8)

The Vincent J. Gallagher Middle School was built in 1975 with an addition and renovations in 1997. The facility contains 74,900 sq. ft. The building has class rooms, gym, cafeteria and other specialized school areas. B&E toured the Middle School and found the facility and grounds clean and well maintained.

The October 1, 2013 enrollment shows that grade 6 has 198 students, grade 7 has 205 and grade 8 has 173 for a total middle school enrollment of 576 students. Of the 576 students 58 are eligible for free lunch and 27 students are eligible for reduced lunch for a total of 87 students or 11.1% of the middle school enrollment. B&E determined that 48 students or 8.3% of students have an active IEP.

The Middle School Educational Program is supported by

- 1 Principal
- 1 Assistant Principal
- 40 classroom teachers
- 1 school nurse
- 1 librarian
- 3 guidance counselors
- 0.5 social workers
- 0.5 psychologist
- 6 special education resource teachers
- 1 intensive special education teacher
- 6 special education paraprofessionals

The Middle School Program is designed around student grade based teams with 1 teacher each for English, math, science and social studies. Each team can have a maximum student cluster load of 112 -116 students. With 576 total students a minimum of 6 Teams would be required. During the FY 2014 school year and based on data provided there are 6 teams, 2 per grade. This represents a scheduling efficiency rate of 83%. The average team size in grade 6 is 99, grade 7 is 102.5 and grade 8 is 86.5.

Findings

The Middle School provides a program that attempts to meet the needs of all its students. The students are selected for their teams in a heterogeneous manner. Response to Intervention (RTI) is a major consideration to make sure students don't fall behind. All students who fall behind the norm are reviewed on an ongoing basis within their team with assistance from specialists and special interventions are developed to improve their results. The small percentage of students that have active IEPs shows that RTI has been effective. Without the special programs offered, the cost of out of district tuitions could increase dramatically during this difficult period in student academic, social and behavioral growth.

The curriculum is consistent across the grade line heterogeneous teams. The eighth grade teams do provide mathematics designed on a homogeneous basis. Unfortunately students that have high academic skills do not have the ability to move faster in the curriculum, which may cause reduced opportunities when they move to the High School. There has been some parental reaction to this concern. Occasionally parents have moved their children to private schools, where they feel the curriculum vigor better serves their child's needs.

Recommendations:

1. B&E concluded that 3 Guidance counselors in the middle school are somewhat generous. The average case load per counselor is 192 and on a grade level basis the high is 205 and the low is 173. B&E recommends a reduction of a 0.5 Middle School guidance councilor at a savings of approximately **\$25,000** with salary and benefits. Such a reduction would establish a case load of 230 per counselor.

2. B&E recommends that the Middle School Curriculum be bumped up to better support the more academically able student. This could be done within teams by providing additional academic opportunities for the more academically talented student. It could be done by providing at least 1 split team (Grade 7 and 8), where academically able students could move within the grade lines. Due to the closeness of the High School the most academically gifted students could also take high school level courses. Such a plan could assist in establishing a constant affordable enrollment in AP courses in the junior and senior years.

High Schools (Grades 9-12)

Smithfield High School (Grades 9-12) was built in 1965 with an addition in 2001 and renovations in 1997 and 2001. The building is approximately 148,000 square feet. During the tour of the High School, B&E found the building and grounds clean and well maintained.

Based on data provided, the October 1, 2013 enrollment is as follows:

Grade	Enrollment
9	193
10	189
11	169
12	204
Total	755

Of the total number of students, 79 students receive free lunch and 28 receive reduced rate lunch for a total of 107 students or 14.1% of the total enrollment. B&E determined that 58 students have active IEPs or 7.7% of the total enrollment.

The High School Educational Program is supported by these staff:

- 1 principal
- 2 assistant principals (1 who serves as part-time director of the system-wide safety program)
- 61 classroom teachers
- 4 guidance counselors
- 1 nurse
- 1 librarian

Plus Special Education Staff

- .5 social worker
- .5 psychologist
- .5 department head
- 1 transitional counselor
- 5 resource teachers
- 13 special program teachers
- 6 paraprofessionals

Since Smithfield High School (SHS) has a very high rate of graduation (93.7 percent) and has done well when compared to state averages on the NECAP exams. It is clear that SHS is providing an appropriate, and for the most part, well designed education program for its students.

Findings

Guidance: SHS' 4 guidance teachers have an average case load of approximately 190 students. B&E finds such a case load relatively small compared to state and national case load averages. If the number of counselors were reduced to 3, the average case load would be approximately 250 students per counselor, which is a reasonable number. If the average case load was significantly beyond 250 students, B&E would recommend additional guidance staffing. Even if the number was reduced to 3.5 students per counselor, the case load would only be 215 students, which is more than generous when compared with other RI High Schools.

Scheduling: SHS has a hybrid schedule with a rotating 7 day schedule with 2 periods dropped every day. Each of the 7 days contains 5 periods. Tuesday and Thursday contain an additional 30 minute "Mentor Period" which shortens the length of every other period. The lunch period each day contains four 25 minutes lunch periods which allows for up to a 75 minute class period minus passing time. Other periods have times of various lengths of 62, 72 and 56 minutes. For example, classes held in an individual class will have a total time of approximately 264 minutes in a 7 day week.

SHS is a comprehensive high school, which means that the curriculum must provide educational opportunities for all students from the most academically able students to students more interested in career/technical pursuits. In order to accomplish this goal a wide selection of course offerings must be available and in sufficient number of sections to meet demand. The curriculum also requires that students receive sufficient credits per year to graduate and follow their path to college and/or career.

When a school is also relatively small in enrollment by grade, the master schedule can become a concern. B&E feels that High School scheduling should be undertaken with a goal of 80% scheduling efficiency. Specific justifications for exceptions should be generated. Less efficiency helps to create enlarged school budgets.

SSC has signed contracts with certified employee organizations containing maximum class size agreements. If scheduling was an exact science all classes would have the maximum number of students allowed thereby reducing the number of teachers needed and size of the school budget. Smithfield High School, for the most part, meets its scheduling objective, but needs to be upgraded to maximize efficiency.

Specific areas of concern are English, mathematics, languages and physical education. For example: English grade 9 has 9 sections with the largest class size of 28 and the smallest class size of 13. Of the maximum seats available for English Grade 9 (252) B&E calculated that 66 are empty. With perfect scheduling this represents 2 plus sections over demand or 2/5 of a teacher.

B&E determined that in the semester course 9/10 literacy there are 144 seats available (12 sections with an average class size of 12 per section for grade). B&E found that only 79 students are scheduled for this course which means that 65 (almost 45%) of the available seats are underutilized. Literacy is a course that might grow in number during the year, but the number of sections is currently excessive and should be reviewed. A similar scheduling concern occurs in Literacy 2.

Some English electives have very small enrollments such as Journalism (28 available seats with a student demand of 7). Small enrollment electives in all subjects need to be evaluated yearly from a student demand basis as to their justification for existence.

Mathematics classes in total have 1,642 total seats available, but only 949 of that number are utilized, which means 57.8% of the seats available do not have students sitting in them. World Languages have 41% of seats empty. French classes, especially once students reach French 3, have 75% of the seats available empty in a total of 3 classes. Physical Education has 37% of the seats available not used.

Advanced Courses: SHS offers 2 advanced placement tracts for its college bound students. The first such program is a local program called the Early Enrollment Program (EEP). The EEP has college level courses which allow seniors to be co-enrolled at Rhode Island College or the University of Rhode Island and receive college credits. Since a significant portion of SHS College bound students attend these 2 schools class size in EEP courses is adequate.

The second program is the more well known Advanced Placement Program (APP). The APP is a creation of the College Board and allows students to receive college credits at almost, if not all, Colleges and Universities. SHS class sizes in APP courses do not meet the same level of enrollment as EEP offerings. And even EEP classes have class enrollments sizes of less than 15.

B&E determined that the dual programs are somewhat conflicting and lead to low class enrollments in some instances. SHS would like to increase the number of APP classes and areas of study, but are unable to justify such course increases given the consistent yearly expectation of class enrollment.

Recommendations:

1. B&E recommends the reduction of at least 0.5 counselors at SHS for a savings of at least **\$25,000**.
2. B&E recommends that SHS adopt as a goal 80% scheduling efficiency by department, which should result in reduced staffing requirements and budget savings. These savings cannot be accomplished in FYE 2014 but rather the goal should be to obtain these savings in future years.
3. B&E recommends that the K-12 administrative team investigate ways in which academically talented students can be provided an upgraded program in order that a higher percentage of said students will select EEP and/or APP courses.
4. B&E recommends that SHS re-evaluate the EEP and APP courses to reduce student conflicts in course selection.
5. B&E recommends that other means, such as corroboration with other high schools, internet presentation, televised classes, etc., be utilized for advanced French offerings.
6. B&E recommends electives in all departments be justified yearly based on student demand and relevance to the core curriculum.

Special Education Program

The Smithfield Special Education Program as of 10/01/2013 services 256 students ages 3 through 21. There is a full continuum of programs grades Pre-K through grade 12 in-house. Three students are in outplacement. All students with Individual Education Plan (IEP) are in or will be in stages of evaluation for a disability throughout the year.

The Program is funded in the School Department operational budget and with some limited federal IDEA funds. All programs are controlled by Federal and RI Law and Regulation.

The administration of the Special Education program is headed by a Director with a total staff of 67.1 certified and non-certified personnel. The FYE June 30, 2014 Special Education program has 256 IEPs and 67.1 staff members.

The staff for the Special Education program system wide is as follows:

- 3.6 social workers
- 3.0 psychologists
- 0.5 high school department head
- 1 transitional coordinator
- 23 resource teachers
- 10 special program teachers
- 26 paraprofessionals

The percentage of PreK-12 students who have IEPs is 10.6 %, and only 3 students are in out of district placements. These numbers indicate an outstanding PreK-12 program continuum and a total staff dedication to the principles of the federal law IDEA. In Smithfield the needs of students with disabilities are being met within the public school with the least restrictive environment (LRE).

Findings

Principals are directly involved in all aspects of the IEP and program operation. Response to Intervention (RTI) is practiced at every level of the school system. Data driven interventions for students reduce the need for special education evaluations and the resultant IEPs. The use of resource teachers and paraprofessional in the classroom responds to the LRE demands of IDEA. Smithfield's Special Education Program is a model for other school districts to emulate.

As a result of decisions made by RI DCYF, Smithfield was notified that a girls group home in Smithfield will be receiving a number of students that are presently in expensive out of district placements. The cost for said students could increase the out of district placement section of the school budget as early as FYE 2015. The Special Education Director is presently monitoring these potential students. Due to the continuing programs offered in Smithfield some of these potential students could be absorbed by existing Smithfield programs.

Recommendations:

1. B&E recommends that the Special Education department develop a self-evaluation program that involves the entire administration and staff. The evaluation plan should be implemented on a continuing basis.
2. B&E recommends that Smithfield continue to maintain, and where ever possible improve, the Special Education Program. Improvement may not cost additional dollars but simply mean making minor adjustments through program evaluation.

Personnel Contracts

B&E obtained and read all employee contracts. There are three employee Contracts between the Smithfield School Committee (SSC) and employee unions. There are also a number of individual contracts between SSC and Administrators most of which end in 2014.

The largest group of employees covered by a union contract is certified teachers and their contract is negotiated by the NEA RI. The second largest union contract is with paraprofessionals and clerical staff and is also negotiated by NEA RI. The third contract covers SPS' custodian and maintenance employees. This contract is negotiated by the R.I. District Council of Local Union 1217 of the Laborers International Union of North America.

During B&E's reading of these contracts B&E noticed that co-share amounts for health care benefits are inconsistent across the Contracts (also see the health insurance section of this report). Efforts should be made in future negotiations to equalize such amounts. If there is a concern about lower paid employees a percentage of salary (instead of a percentage of premiums) may be a consideration. Without question however teachers should be paying 20% co-pay for their health insurance costs and that should be addressed in future negotiations (next negotiations scheduled).

Another concern was in the area of retirement benefits across all contracts. B&E noticed that sick leave is being saved and used for very large retirement payouts rather than being used for time needed because of illness.

The 2012 Audited Financial Statements showed accrued benefits (sick and vacation) of almost \$1,000,000. Efforts should be made to phase in a modest retirement check program for employees based on years of service and salary rather than accumulated sick days and at the same time phase out paying for 100% of accumulated sick leave at retirement.

Union Contracts

The Teachers Contract is the only personnel contract that ends in 2014. Since the paraprofessionals - clerical staff (ends in 2015), as well as the custodial - maintenance staff (ends in 2016) received zero increase during the term of their contracts; negotiations with the teachers will probably be problematic. Teachers received a 2% pay increase for FY 2014. To avoid school disruptions and major budgetary problems the SPS should prepare their negotiations package for the teachers in the immediate future and make sure that an accurate cost analysis is available for the FY 2015 Budget.

Administrative Contracts

The SSC should be prepared to add additional incentives to their administrative staff whose contracts are up for renewal. B&E reviewed the newest benefit given to the Administrators of a so called "cafeteria plan". It was a start, but should be improved upon.

B&E recommends additional increase benefits and/or salary increases for Administrators to reflect the increased workload as a result of the new Federal and State evaluation program (see earlier education sections of this Report for further details). Further, B&E noticed an uncommon level of dedication by the administrative staff to SPS program improvements. B&E was very impressed with Smithfield's Administrators and has some concern that they are very marketable in Rhode Island and would be an asset to any school system. All seemed loyal to SPS and its educational program and such work effort and loyalty should be recognized in some financial manner.

Recommendations:

1. Address the ever increasing liability for accrued sick leave to avoid significant financial issues down the road.
2. Make sure that the next Teachers' contract provides for at least one year of no pay increases and that in subsequent years the salary increases are in part off-set by insurance co-pay increases.
3. To avoid losing valuable personnel the SSC should improve the compensation of its administrative team based upon added work and unrivalled dedication.

V. REVIEW OF FINANCIAL AND ADMINISTRATIVE ACTIVITIES

General

As part of B&E's Performance Audit B&E reviewed various areas of the SPS's internal controls, administrative procedures and staffing in the Central Office to determine the effectiveness and efficiency of the financial and administrative activities. B&E was mindful of areas where there were opportunities for financial savings and areas where there could be opportunities for additional revenues or reimbursements. The following section of the report will summarize those areas that were reviewed and B&E's findings, observations, and recommendations.

Central Office Administrative Staffing

B&E reviewed the staffing at the Central Office. To do so, B&E obtained the job descriptions of each individual and interviewed each of them to get a good understanding of their daily work load and position. B&E was looking for excellence in the employees understanding of their work and position, if they understood how their position fit into the overall office systems, the level of cross training, and any redundancy, waste or inefficiency. The following individual positions were interviewed:

- ✓ Two confidential administrative assistants to the Superintendent and the Assistant Superintendent
- ✓ One additional executive secretary for the Superintendent and Assistant Superintendent
- ✓ Director of Buildings and Grounds (uses the third executive secretary listed above)
- ✓ Special Education Director
- ✓ Director of Information Technology
- ✓ Food Service Provider
- ✓ Bookkeeper
- ✓ Payroll Clerk
- ✓ Purchasing and Accounts Payable Clerk
- ✓ Benefits Clerk and Computer Specialist

B&E will address the position above of Director of Buildings and Grounds (and staff), the Special Education Director (and staff), the Director of Technology (and staff) and Food Service Provider in the separate sections of this Report where their individual departments are reviewed and evaluated. The following are observations from B&E's reviews and interviews of the remaining staff in the central office:

Two Confidential Administrative Assistants are non-union. One reports to the Superintendent and the other to the Assistant Superintendent. Their responsibilities mirror the responsibilities of their bosses.

Superintendent's Confidential Administrative Assistant generally assists with regards to letters and memos, preparation of presentations, gathers information for meetings, makes copies of hand-outs and coordinates the Superintendent's schedule. Like the Superintendent, his assistant has dealings with the SSC. She prepares and assists with the actual agenda, handles all open meetings act compliance, in particular the advertising, prepares the packets for the meetings, acts as the clerk for the meetings and is responsible for the minutes. After the meeting she prepares the minutes and files any letters.

The Superintendent's assistant's duties also include personnel matters such as typing contracts district wide, and processing new hires giving them various packet items such as 1) orientation literature 2) W-4's, and 3) the forms for background checks. She also processes layoffs by providing notices, letters and notations the personnel file, processes recalls for individuals hired back and processes notices for leaves, resignations and changes in status such as to department head or advisors. She maintains employee files and keeps the listing of internal postings of the job availability.

Another area that she works with is getting substitutes. She maintains a list of substitute teachers, processes the paperwork for new substitutes, maintains a list of substitutes by subject area and provides letters of reassurance. The Superintendent's assistant also completes task in the school sports program, public records requests, the school calendar planning, and maintains BCI's for all volunteers, they currently have over 300.

Assistant Superintendent's administrative assistant also assists her boss with her schedule and the preparation of letters, memos, etc. Her duties include:

1. Enrolls students into RIDE database
2. Inputs new students into the infinite campus program
3. Receives backup information for getting approval for families that are homeschooling
4. Loads personnel data into RIDE database
5. Maintains master list for certification of teachers
6. Maintains incident reports for workers, comp
7. Handles any issues with late bus transportation
8. Assists with preparing of bus routes
9. Assists with any changes to the late bus routes
10. Assists with placement of student teachers
11. Notifies colleges of student teachers' participation in program
12. Verifies BCI checks
13. Backs up administrative assistant to superintendent with regards to school committee clerk duties. Fills in when she is out
14. Maintains and updates school calendar
15. Maintains policy manual. Updates for changes enacted by school committee

One Additional Executive Secretary who reports to Superintendent of Schools and Director of Buildings and Grounds. Her functions as the general main office secretary are to deal with all general office duties, first person to answer phone, first person to answer door, receives and distributes interoffice mail after date stamping to all personnel, and responsible for the petty cash account.

The general secretary also has responsibilities for cash activity. She maintains cash log for payments such as pre-K collections, maintains cash receipts (log details: date, payment from, and purpose of payment), issues receipts for any cash collection, and posts all checks to the secretary's log.

For the buildings and ground departments she receives "use of buildings and grounds request" forms and issues of the permits for buildings and grounds use. She is responsible for filing duties, preparation of memos and letters and answering the phones for Directors of buildings and grounds.

This position also has central registration duties as follows: 1) gathers all information from and for student, 2) asks the secretary at school if they have room, and 3) gathers immunization records for nurse.

Another area of responsibility is the school sports programs. She checks the availability of fields, books buses for away games, verifies invoices from the bus company to assure that billing corresponds to dates, times and numbers of players charged for school sports transportation.

This position is also involved in the "book loan program". The book loan program allows for students at private schools to have the public school system purchase any books that are needed in the private schools and then lend the books for their use at the private schools. This area of responsibility is a major time-consuming activity four months of the year (June through September). Books are constantly changing and have to be verified by the secretary as to ISBN numbers, names and titles. She has to order any books that are not in stock. There are hundreds of requested books during the year. At the end of the school year she has to invoice the parents who do not return books.

Lastly she handles all truancy in family court petitions.

The three secretaries discussed above all appear to like their jobs and show a dedication to the SPS and their bosses. It is very important that the two confidential assistants remain non-union positions so that the work of the Superintendent and Assistant Superintendent can be kept confidential. Most of the information about the students, employees and the SPS itself is highly sensitive and must be handled with complete discretion. Per its interviews and reviews of their job descriptions B&E concluded that the three secretaries interviewed above are essential to the operation of the SPS.

Bookkeeper reviews the data entry of accounting data into accounting system for proper coding to the correct chart of accounts number. Also reviews data to see if accounts are over budget. The bookkeeper is also responsible for the accounting of grants, interacting with the school lunch vendor ARAMARK Educational Services, LLC, the entry of items paid directly by the Town and manual checks. Further, the bookkeeper reconciles all bank accounts. In addition the bookkeeper assists with the processing of purchase orders for grants and capital purchases. He assists business manager with preparation of budget and will enter approved budget into Phoenix accounting system.

Accounts Payable Clerk is responsible for purchasing and payables. She processes purchase orders and assists with bid specifications. She maintains security system by assigning security codes to new hires and will contact the security company for changes for those who leave. She orders supplies for the administration building. She is also responsible for monitoring the use of copiers and the use of utilities through-out the system. Outside the finance department she assists the education department with ordering of textbooks. This position appears to be a full-time position dealing with purchasing and accounts payable and it should be retained.

Payroll Clerk enters the employees' time and deductions data into the ADP software and prepares an Excel worksheet coded in a fashion consistent with the SPS' chart of accounts. The Bookkeeper uses this worksheet to make the payroll journal entries. There has been a major change in the numbering sequence for the chart of accounts due to the change from form 31 accounts to the new UCOA accounts required by RIDE. This change has not been reflected in the ADP system so the intermediary step in excel is required. The SPS needs a payroll clerk.

The Benefits Clerk's primary responsibility is the coordination of benefits i.e. health insurance, dental, and life insurance. She also completes the billing for private tuitions, and assists with the payment of payables. Because of her computer skills she is also the accounting department's computer specialist assisting the employees in the administration building with computer support for software items like Word and Excel. For internal control purposes she also is involved in printing the accounts payable checks. B&E determined that this position is important and must be retained.

Regarding the finance staff, it was obvious that they were all working hard (most with multiple responsibilities often done by more than one employee), they totally understood their jobs, and in most cases they were cross-trained to assist other members of the finance team. B&E did not observe any redundancy, waste or inefficiency.

B&E met with the Business Manager to review the current financial staffing levels. After B&E's discussions with management, review of internal controls, review of operations and individual interviews, B&E concluded that the financial staffing levels in the Central Office are reasonable.

Recommendations:

1. The one area that needs improvement is the payroll system. The SPS should continue its efforts to have its payroll provider (ADP) develop a new program that can provide the payroll information using the UCOA chart of accounts format. This will eliminate the payroll clerk from having to prepare an excel spread sheet to convert the current information provided into the UCOA format.
2. On more than one occasion B&E observed the use of excel schedules to prepare information from one system into the format needed in a different system. Every effort should be made to have electronic information transferable from one system directly to another without human involvement through excel worksheets.

Budgetary Review

B&E determined the SPS annual budget format is not as informative as it should be. As part of this engagement, B&E reviewed the FYE 2014 SPS budget.

Budget Procedures and Structure: B&E reviewed the procedures used to prepare the FYE June 30, 2014 SPS operating budget and determined that it was a bottom up budget. B&E noted that building principals and department heads have initial input regarding their portions of the overall budget. This results in everyone taking ownership of the SPS budget. The Business Manager puts all of the information together from the numerous sources and then adds salaries and fringes. The budget is then reviewed with the Superintendent.

Scheduling: Timing of the budget preparation is a problem. The schedule is as follows.

- Beginning in October each school fills in totals on an excel spread sheet.
- At the High School, department heads have input. Teachers have input at middle & elementary school levels.
- Special Education prepares its budget request.
- At the end of November each school submits their request to Business Manager.
- Business Manager gets the Directors of Buildings and Technology needs.
- During December the Business Manager combines data for overall budget.
- By the end of December the Business Manager and Superintendent finalize their recommendations for the budget for the Smithfield School Committee (SSC).
- There are two to three SSC budget workshop meetings during January followed by a formal presentation to the entire SSC for a vote during the last week of January.
- The School Committee approved budget is then presented to the Town.
- Around March there is a joint Town/School workshop. The Superintendent presents the budget.
- In April the Town prepares its Town Budget book which includes the figures submitted in February with any changes identified with the passage of time.
- In May there is a Budget Hearing conducted by the Town Council (budget numbers can change).
- In June – there is the Financial Town Meeting where taxpayers vote to approve as is or modify the budgets.

Because of the length of this schedule, the budgeting process starts in October (only one month after school starts in the current year) and way in advance of when the principals, department heads and Administration have reasonable and adequate information to project items like next year's retirements (used to calculate turnover), personnel available at the beginning of next year (used to calculate turnover), student enrolment, health and dental insurance increases, out of district tuitions, transportation costs, state pension increases, state appropriations to the school, Special Education census, etc. As time passes the Administration receives information that allows for a better calculation of next year's items.

Budget Format: Prior to the FY 2014 budget the budget format included 1) The budget year requested budget (presented to School Committee.), 2) the budget year recommended budget, 3) the current year final revised budget, and 4) the prior year actual. This format was totally inadequate for proper review and evaluation of the budget.

Beginning with FY 2014 budget the format was changed to include 1) The budget year-requested budget (presented to school comm.), 2) The budget year recommended budget (presented to the town), 3) the current year budget and year to date actual, 4) the current year –final revised budget, and 5) two prior years of actual results.

Clearly the 2014 format is far superior to the format used previously. However, B&E found the Executive Summary is still a bit lacking as follows:

- The important items in the first paragraph of the Executive Summary (ES) are that there are 1.4 new positions included in the budget and the fact that the SSC made numerous reductions to the amount requested. However, there are no explanations as to why the two new positions are required or what the total cost of these two positions is in the budget. Further, the paragraph only shows the amount requested of the SSC and how much the SSC approved. The calculation of just how much was cut (\$1,343,127) was left to the reader to calculate. Further the reader would be asking clarification as to “Where there any reductions of positions reflected in the budget?” If not, that should be stated.
- Paragraph two of the ES states that the SSC is requesting the 4 percent cap from the SCC but provides no amount. The paragraph states that there is still a \$1,822,682 deficit but does not explain how the SSC intends to address this deficit if the Town Council and the taxpayers only approve the requested 4% cap increase. The fact that there is a 2% increase and steps for the teachers is important but how much does it increase the budget? It is good to point out that there are no salary increases for five specific groups of employees but it leaves the reader with the question, ‘Are there any other employees who got raises?’ Are there any steps increases for the union positions (other than teachers) that increased the budget request for the 2014 budget? This paragraph also shows that there is a \$506,939 increase in employee benefits but show no detail. A small table would be helpful.

- Paragraph three shows that there is a \$200,000 special request for technology “beyond the capital technology amount” but fails to explain if it is for capital equipment, personnel, or testing supplies. The reader should not have to assume that it is for hardware or what type of hardware is needed. The paragraph does state that the \$200,000 is for the implementation of PARCC (?) testing. Lastly there is a statement that the budget reflects a \$100,000 increase for Special Education services. However there is no explanation as to why.
- The last (fourth) paragraph summarizes the need for the \$1,800,000 noted in paragraph 2 above as being the increases listed in the above three paragraphs plus the \$1.2 million utilization of fund balance (referred to as a structural deficit) from the current year (2013). First of all, there have been no structural deficits in the past (prior to 2013) and the \$1,200,000 is referring to the \$1,285,000 plus that was appropriated by the SSC from the SPS’ cash reserve to balance FYE 2013.
- The amount of \$1,285,000 is not a structural deficit until it is used and as of now it is anticipate that about \$900,000 of this balance was used and became a “structural deficit” while the rest \$400,000 did not. The SPS budgets have been developed each year using, as part of the justification for the budget, “structural deficits”. As stated earlier in this Report there have been no structural deficits during the last three fiscal years 2010, 2011, and 2012. Further, as stated earlier in the Report, structural deficits are not items that can be used to justify future budgets. Losses from one year are normally the starting point for the estimated level of shortage in the next year’s budget but are not an additional item to be included in the next year’s budget.
- The ES should be a summary of the major increases and decreases between the last budget and the proposed budget. The way to properly complete this portion of the budget is to review all of the line items in the budget and provide the reader with any items that is considered material to the budget increase. For example, the following table would be helpful:

Account Group	Increases	Reason
Instructional Teachers	\$389,751	Raises, steps, 1.4 new positions
Transportation	65,565	Reason unknown
Building Upkeep/Maintenance	92,396	Fuel Oil (prev. under-budgeted)
Special Education	258,369	Dept. Wide +s and -s
Health Insurance	268,543	Projected Increase
Teacher Defined Contribution	445,536	New
Municipal Defined Contribution	31,719	New
	Decreases	
Teachers Pension	213,473	Added Defined Contribution
Municipal Retirement	65,666	Added Defined Contribution

B&E requested a copy of every document shown to the SSC when presenting the budget.

One of those documents was labeled “Shortfall of Revenues for Recommended Budget” This document is very informative and should be part of the executive summary as it shows all the increases and decreases in the budget. It shows a net increase in expenditures of \$1,610,960 (after the February 4, 2013 cuts by the SSC). This schedule should be updated (and dated) each time the budget is recalculated and made part of the executive summary. It would provide the reader a listing similar to the one shown above.

The biggest difference in the schedule above and the Shortfall of Revenues schedule provided by the SPS is the grouping of pension increases and decreases in the SPS schedule and the detailed increases and decreases in the schedule above. B&E believes that when there is a significant change in the budgeting process of any item it should be shown in its entirety and not hidden by netting various amounts. The new pension budgeting should have been a separate paragraph in the Executive Summary.

B&E believes that the Executive Summary is by far the most important part of the budget document. The fact that this was the first executive summary written and included in the budget required B&E to take the time to explain how it can be approved. Many readers have difficulty reviewing spreadsheet after spreadsheet but most readers of the financial statements can read the Executive Summary even with a few tables and it is the Executive Summary that explains and sells the budget as a whole.

Budget Detail: The SPS budget contains a “Revenue Page” which is further used to reflect a summary of the entire budget. The total expenditures of the budget are reflected as one line item on the revenue page which allows for the calculation of the “Excess (deficiency) of Revenues over (under) Expenditures calculation. This page is the second most important page in the budget because it gives the reader the overview of the entire budget and shows the detail of the revenues expected. SPS’ “Revenue Page” shows that Smithfield is a wealthy community providing about 84% of the school budget and while the State provides only about 15% of the funding. This page also shows that the SPS “re-appropriated” unrestricted fund balance surpluses for 2011 and 2012. The Revenue Page is very informative as presented in the 2014 budget.

All school budgets have detailed “line item” budgets for expenditures. These detailed line items are presented by function / by program. The total of all of the programs equals the total budget. In addition the budget is presented by fund. The General Fund is the largest fund.

B&E reviews detailed budgets by preparing a four or five year budget to actual schedule which shows every expenditure line item, for in this case four years (Schedule is attached at the end of this Report). The new budget format adding two years of actual results is a move in the right direction but for those who want to really evaluate the proposed budget it is important to have the actual results of a few years and the original budget for each of these line items. It is easy to see from such an analysis the accounts that are always over-budgeted and those that are always under-budgeted. These accounts must be reviewed in detail as they will most likely result in overages and savings in the current year if budgeted the same way or even using the same exact amount.

A quick review of this document can provide a great deal of information. For example:

- Instructional Teacher’s salaries are always over-budgeted: in 2011 the budget request was \$11,386,875 reduced to \$10,772,604 and the actual was \$10,404,342 a savings of \$982,533. In 2012 the request was for \$11,150,983, reduced to \$11,150,983 and the actual was \$10,307,435 a savings of \$843,543. In 2013 the request was for \$10,792,828, reduced to \$10,702,560 and the actual (unaudited) was \$10,475,672 for a savings of \$317,156. The good news is that the actual labor costs have remained fairly constant over the last three years and the budgeting in 2013 appears to be the best of the three years. Nevertheless, it is most likely that the adjusted request for 2014 of \$10,882,962 will likewise be found excessive and there will be a savings in this line item (B&E estimates the savings will be around \$250,000).
- Most school budgets “under-budget” the sub account because the savings in the teacher’s salaries make up for any overage in subs. SPS, on the other hand, over-budgeted the sub account in 2011 and 2012 but in 2013 there was an increase in sub expense and the amount budgeted was inadequate. As a reader of the schedule one might want to know why the sub-account increased by roughly \$25,000 in 2013. If it is found that the overage was non-recurring the sub budget should be adequate if not a bit excessive.
- Teacher’s salaries are not the only accounts that appear to be over-budgeted each year and these accounts are most likely over-budgeted in 2014.

Account	Estimated Overage
All Transportation Accounts (Total)	\$100,000
Data Processing (Total Function)	20,000
Business Operations (Total Function)	50,000
Special Education Instructional Teachers	40,000
Benefits – All Programs	30,000
Total	\$240,000

If all of the other accounts were budgeted correctly and not under-budgeted (some are) the total savings would be **\$490,000** (\$250,000 salaries and \$240,000 other). Given that the amount of surplus budgeted to balance the 2014 budget was \$1,413,573; it is unlikely that the SPS will operate with a surplus in 2014 even with an estimated \$490,000 budget savings. Once again, B&E believes that the SPS should be given the escrowed \$450,000. (Note: B&E has determined that the Town has already released \$300,000 of the \$450,000 and B&E recommends that the remaining \$150,000 be released.)

The SSC has requested that B&E provide its four year budget to actual comparison detailed schedule attached to this report in electronic form so that they may use it for their review of future budgets. B&E will be happy to provide the schedule electronically to both the School and the Town.

Supplies: B&E discussed the ordering of supplies with the Business Manager. B&E was informed that supplies and textbooks for the subsequent year are purchased in the current year. This approach to purchasing supplies and textbooks is not original and B&E has found it in a number of schools. The difference here is that the next year supplies are, for the most part, not budgeted in the year that they are purchased and in fact not budgeted at all. Surplus funds are used at year end to make these purchases and the budget line item is allowed to be overspent.

B&E reviewed the 2013 year to date purchases of supplies and textbooks at January 1, 2013 and compared twice that amount (to reflect the second half of the year) to the unaudited actual purchases by year end June 30, 2013. The results are as follows:

Account	1/31/2013	6/30/2013	Difference
Instructional Material and Supplies	\$ 13,550	\$ 191,125	\$ 177,574
Library and Media	0	40,829	40,829
School Office	5,030	16,176	11,146
SE Instructional Mat and Supp.	3,092	19,019	15,928
Total	\$ 21,672	\$ 267,149	\$ 245,766

The above table shows that in FYE June 30, 2013 the SPS spent \$245,476 for supplies and materials that for the most part were not budgeted in FY 2013. These supplies and materials were purchase to be used in FY 2014 therefore, it would be reasonable to conclude that the 2014 budget would also not need to include these supplies. B&E reviewed the 2014 budget and found that the supplies and material accounts were likewise under-budgeted therefore the 2014 budget does not have funds available to purchase the 2015 year supplies and materials. This is the first time B&E has seen this approach to not budgeting supplies and materials.

This observation raises the question: What happens if SPS changes its approach to budget and buy its supplies and materials in the same year? The answer is that in FY 2014 the SPS will not buy the supplies and materials for 2015 which will result in a smaller FY 2014 loss. In 2015, however, SPS will have to budget these supplies and materials requiring an increase in the budget of approximately \$250,000. This situation should be addressed in 2015. The Town needs to review SPS' need for additional funding to address previous year underfunding in 2013 and 2014.

One might ask what happens if we don't fix the issue and let the SPS continue to buy supplies in one year to be used in the next year. The current approach is not transparent an in fact has hidden the spending of these fund from the budgetary process. B&E cannot recommend the continuation of this approach.

In conclusion, B&E noted that there have been significant improvements in the budget process in recent years and is encouraged that the future budgets will be easier to review, more transparent, and that the total requested will better match the actual results.

Recommendations:

1. B&E recommends that the SPS expand the Executive Summary of the budget and use it to explain all of the changes in the budget (increases and decreases of current accounts plus all new and eliminated accounts and programs) in words before the reader starts the review of the detail figures (schedule after schedule). The Executive Summary should be the same type of presentation (only in writing) that the Administration would provide to the School Committee and the School Committee would provide orally to the Town when presenting the budget. Having a summary of the highlights of the budget, in writing, at the beginning of the budget document is extremely helpful to the School Committee, the Town, general public, consultants, lawyers and judges.
2. The SPS should stop using the term “structural deficit” as support for the budget increase requested. A “structural deficit” is created when an entity uses “one time dollars” to pay current operating costs resulting in a built in shortfall in funding from one year to the next. This “structural deficit” can be addressed in the next year increasing revenues or operating cuts in spending. A “structural deficit” cannot be used as a budgetary “expenditure type” item to justify the revenue requirement in excess of the requested operating budget in the subsequent year. The operating budget contains all of the expenditure items needed to balance the budget year if revenues are appropriated to cover the total operating budget.

The Town is not required to budget enough money to cover the requested operating budget and in addition replace the structural deficit. If the Town provides adequate appropriations to cover the requested operating budget it will in effect have covered the previous year’s structural budget deficit (not replaced it) for the budget year. There will be no carry forward of the structural budget deficit to the next year as a result of the full funding of the operating budget.

3. The Town and School should work to shorten the length of the budgetary process. Information provided in February is almost unusable and serves little if any needs of the SSC or the Town Council. Most communities wait until February to start the budgetary process with delivery to the Town Council in March or April when better information is available. It should be noted that certain major line items such as salaries and wages, benefits, special education expenses and transportation costs (the major dollar value accounts) are not known until late April or May. Printing of the Town’s budget book in April is an impediment to getting better estimates of the projected actual expenses for the current year as well as weakening the estimates provided by the SSC.

4. B&E favors a bottom-up budget process like the one used by the SPS but also believes that the SSC should give top down guidance. The Administration should not give the SSC a wish list that is unreasonable given financial constraints. The SSC should request from the Administration a fiscally strong budget that addresses the needs of the SPS but does not exceed a cap of X%. If additional funds are needed above the SSC cap, the SPS Administration should provide the excess items in order of importance. Further, the SPS administration should explain under what provision of the state mandated cap law the overages are allowed.
5. The SPS should continue to tighten up its budgeting process. Since FYE 2010 the SPS has overstated its needs by hundreds of thousands of dollars each year. As stated in this Report it is difficult to make good projections of budgeted items so early in the year but B&E believes that SPS can do a better job. Given the conservative nature of both the Business Manager and the Superintendent it is difficult for them to tighten up their budget. They would rather have a large surplus than a small deficit. The fact is that the surpluses since 2010 are far greater than is reasonable. So much so that the reserves had reached the point of being excessive. Cash reserves of 5% (\$1,600,000) would be reasonable but the SPS reserves had reached closer to 10% (\$3,000,000). Recent losses in 2013 and the expected losses in 2014 should reduce the reserves to a more appropriate level.

Student Transportation

Student Transportation is outsourced to Dattco, a Connecticut-based company which had for years entered into a direct contract with the SPS. Recently, Dattco won the State bussing contract and SPS is now using the state's multiyear contract. The coordination of transportation services provide to SPS is completed by a number of staff (see review of central office personnel elsewhere in this report). Although disjointed the system appears to be working well.

Before changing to the State multiyear contract SPS completed a review of the options and determined that the state multiyear plan appeared the best option. However, SPS wanted assurances and hired a consultant who is an expert in transportation contracts to review the various bid proposals received by the State and SPS and the resulting state master purchase agreement with Dattco. His conclusion was that the state master purchase agreement with Dattco was the best choice and the fact that SPS could retain the same company and implement the new contract earlier than renewing its current contract, saving immediate additional dollars, was an added benefit.

B&E reviewed the prior year contract transportation costs with Dattco and the state master purchase agreement transportation costs with Dattco. Our findings were the same as the SPS and the consultant that the state master purchase agreement was the best option and also least costly. In order to make our determination we had to review the two options on an all inclusive basis. For example, the state agreement proposal excluded the cost of preschool and kindergarten aides and monitors as well as regular monitors while the old contract included both.

B&E found that the apples to apples comparison resulted in the same conclusion that the state master purchase agreement was less costly (by approximately \$100,000) and the best overall option. Further, B&E believes that the best proof is in the actual results. B&E's four-year budget to actual cost analysis (attached to this Report) clearly shows that transportation cost decreased from FY 2012 to FY 2013 resulting in a net savings for the SPS. FY 2013 was the first year of this new state master purchase agreement.

Recommendations:

1. None.

Information Technology (IT)

The IT Director is new to the SPS with less than one year of experience at the school. His previous experience was as the Director of IT for the Burrillville School District in RI. He reports directly to the Superintendent of schools. His responsibilities are as follows:

1. Manages IT support staff which includes two full time techs and a data manager.
2. Manages entire SPS network infrastructure. This does not include the Town's infrastructure since there is no linkage between the Town's system and School's system.
3. Responsible for all IT hardware such as computers, servers, IT interfaces, printers and copiers.
4. Responsible for maintaining and training staff on computer software.

Work order system: The two technicians are managed using a work order system. This is the same work order system that is used by the buildings and grounds department. Teachers make requests for the techs by typing their request into the work order system. The IT Director will review the work order to make sure it fits within the technological plan and current year IT budget. The IT Director approves or disallows the work. The work orders are then given and Identification number. Work orders can be for software, printer ink, computer parts, accessories, etc.

Work orders for major IT projects as well as renewal and placement projects are issued only by the IT Director. Most of these improvements are part of the technological plan. The current technological plan is good through 2015 however the IT Director is requesting a committee to update the technological plan for further into the future.

Printer cartridge issue: As part of the IT Director's introduction into the job, he reviewed the printer cartridge issue pointed out to him on his arrival. He made an immediate change. He found that printer cartridges were being ordered from the supplier by each teacher for their own printers. Immediately all printer cartridges were collected and stored at the IT office in the administration building. Now teachers must fill out a work order request to obtain a printer cartridge.

Further, he is in the process of eliminating this issue by instituting centralized print servers or centralized printing. The current copiers are not all network.

The former IT Director purchased a student portfolio software system called Richter Digital System. There were many issues in implementing this software and getting teachers excited about using the software. Furthermore, there is the main issue of how the software really should be used. While this software will digitally collect a portfolio for each student by making a digital copy, this could also be accomplished by making a PDF copy of a student's printed portfolio.

The new IT Director has experienced implementing this software while director of IT in Burrillville. He stated that it took Burrillville a long time to institute the program. In large part, the delay in implementation is the need for cultural change by those using the software. For example teachers are not used to giving assignments using this software so that the students can complete the assignments and upload their work back to the teacher on the same software. Afterwards the teacher evaluates and stores the evaluations on the same software. This software is intended to provide for real-time inquiry into how well the student is doing meeting their portfolio requirements. This integrated system would allow parents to monitor their child's progress with read-only access. Wider use of this system is one of the new IT Director's major goals.

Town linkage: As stated above the Town has no linkage to the school's network. The IT Director is currently moving forward with an area wide fiber-optic system which could be tied in with Town. The goal of this project would be to have on-site backup data storage. Even if the Town does not hook up, there will be redundancy by allowing data storage at the administration building and at the High School at the other end of town. There could be cost savings by having the Town store the information at the Town hall instead of using the administration building and thus having two locations at opposite ends of town. If the Town ties in the system they would have access to the schools records and there could also be some cost sharing.

While the Town is not linked to SPS network the Town does use some of the schools IT infrastructure. The Town currently utilizes the SPS' mass communication alert system and software for Town emergency notices.

Copiers: As stated above the IT Director is investigating centralized printing by teachers and other staff through the copy machines. By networking the copy machines and allowing centralized printing there will be savings on printer ink used by the individual teachers in their rooms. The IT Director implemented user ids and passwords to each employee for use of the copiers. This allows management to track the copier usage of each employee and has already resulted in a drop in copier usage compared to the previous year.

Staffing: The IT staffing includes a Data Manager and two IT Technicians.

The Data Manager is responsible for the following tasks:

- Responsible for any system maintenance regarding student information.
- Responsible for the new online student assessment program, the school lunch program, and the Discovery Channel learning system.
- Primary individual for data reporting to RIDE. This includes daily reports for student enrollment and disciplinary issues. Reports also include benchmark reports which are done on a weekly and monthly basis.
- Trains district staff on various student informational programs.
- Assists special education department with its various data management needs.

The two IT Technicians are responsible for the following:

- Both techs are part of administration but are stationed at the schools. One tech's station is at the High School while the other tech is at the Middle school.
- Both techs work at all of the schools in the system where IT solutions are needed.
- The techs work on IT related work orders approved by the IT director.

Recommendations:

1. B&E strongly supports the project that would allow the Town's financial officer to have real time (read only) access to the books and records of the SPS. Although B&E supports separate accounting functions for the Town and the School B&E has always recommended that the financial officer of the City or Town have real time access (read only) to the books and records of the School. By law, it is the Town's financial officer who has primary responsibility for reporting financial results of both the Town and the School to the State. Therefore, real time access eliminates any surprises.
2. B&E recommends that after the Town has access to the SPS computer systems that certain reporting requirements and accounting activities back and forth between the Town and the School be completed electronically. Items such as monthly reconciliations, checks paid directly by the Town for the School, health insurance claims made, and many other activities could be completed electronically. This will save time and money.
3. B&E was not hired to review the Town's accounting department so it is impossible to make a recommendation relating to consolidating any part or all of the accounting departments of the Town and the School. From its review of the SPS however B&E did not see any individuals in accounting positions that would have time to complete additional Town work. Therefore, consolidating the departments to save staff would most likely result in immaterial savings unless the Town's financial staff have unused time during the week.

Central Receiving

B&E visited the receiving and storage area in the administration building. The space occupied was clean and orderly. The location however is only responsible for receiving and storing maintenance and custodian supplies. This area does not deal with educational materials and supplies. The SPS uses a “drop shipment approach” for education material and supplies which allows the items to go directly to the schools, eliminating the need for a Central Receiving department. B&E has recommended such a system in previous engagements and supports the SPS decision to eliminate the need for a central receiving location or department.

Recommendations:

1. None.

Food Services

SPS has used the food service provider ARAMARK for 13 years. The SPS bookkeeper reconciles the bank statement for the food service program and reviews all expenditure reports along with the invoice from ARAMARK. The current year’s contract is an SPS renewal of the original contract which was part of the state’s master purchase agreement.

B&E met with the ARAMARK food service director who supervises the SPS lunch program. B&E determined that all revenues, expenses and profits belong entirely to the SPS. ARAMARK’s compensation is a flat management fee for lunch service which is included in the cost of the food service operations. Any revenues greater than expenses; belong to the SPS. ARAMARK has guaranteed a profit of at least \$10,000 per year.

Fiscal years 2010 and 2011 were profitable and the draft financials show a fiscal 2013 profit of \$9,000. However, fiscal year 2012 had a \$46,000 loss, as a result of one-time events (new equipment purchased and the painting of the cafeterias). According to the ARAMARK, this was the first time in a long while that the program ran a loss.

ARAMARK operates the program from its office at the middle school. Most vendors deliver food service supplies only at the middle school and high school. Milk is an exception to the rule and it is delivered directly to each of the schools. Fifty percent of the food production is cooked at the high school and the other 50% at the middle school. The food is then shipped from the middle school to the elementary schools. The central office custodian delivers to each of the schools using self contained food plates that keep the food warm. On his return, the administration custodian picks up the lunch paperwork at each location and returns it to the middle school office. ARAMARK pays all bills and payroll and provides copies of all bills on a monthly invoice. Daily deposits are taken to the bank by the head of the program in a locked bank bag. Each location cashier prepares a deposit slip.

Recommendations:

1. None.

Health Insurance

The Business Manager in cooperation with the Superintendent has primary responsibility for the administration of the health insurance program provided by SPS. The SPS offers health insurance from Blue Cross (Classic Blue and Healthmate). SPS has a self-insured "claims made" program administered by a collaborative. The collaborative pays the insurance claims requested during the year for the SPS and at the beginning of each new fiscal year the collaborative provides the SPS with individual monthly rates for each type and level of coverage provided. The coverage is available to all active employees, retirees, and non-current former employees who purchased their insurance by COBRA.

All employees are required to pay a co-share for their health insurance. Per contract, teachers pay a 12% co-share, Secretaries and Paraprofessionals pay a 6% co-share and custodians pay a 7% co-share. All administrators, except for the Director of Buildings and Grounds (who pays the same as his staff), are required by contract to pay the same as the teachers (the language is "as is provided teachers in the Town"). Thus all but one of these administrators pays a co-share of 12%. Retirees pay the same co-share as they did when they retired and 100% of the increases in the cost of the policy over the cost when they retired.

Part-timers are treated differently. Part time teachers (say 3/5th teacher) can get 100% health insurance coverage but they are required to pay the current teacher co-share on the 60% (3/5th) plus the total cost of the insurance for the remaining percentage not worked. All other part timers get 100% health insurance and pay the appropriate co-pay per the contract that covers them. Only the part-time teachers pay 100% of the un-worked percentage of the coverage.

In addition, employees are provided Healthmate Coast-to-Coast which is the base plan. However, they can buy up to the full Healthmate coverage. If the employee buys up, they are responsible for all additional premiums. Retirees receive health insurance only till 65 years of age. Also there are no "Plan 65" plans available for purchase.

The total cost of the Health Insurance for budgeting purposes is the total cost of the premiums less all co-pays, COBRA payments, and retiree and part-time employee additional payments. The calculation of the health insurance budget amount should include all of these items and any other reimbursements.

Recommendations:

1. Budgeting of health insurance is difficult and complex. The Benefits clerk identifies all of the moving parts to this calculation and has establish a template to include the projected claims, co-shares, COBRA payments and additional payments by part-timers and retirees. Due to its complexity of the co-shares the Benefits clerk should complete a regular review to assure that everyone is paying their appropriate co-shares.

2. For all part time employees the co-pay should be calculated the same way as it is for part-time teachers. They should all pay the co-share on the percentage of health insurance cost relating to their percentage of the full time hours and 100% of the insurance cost for the remaining percentage.
3. Co-share amounts should be the same throughout all SPS' union contracts. Many municipalities within RI have established or are trending toward establishing 20% co-pays from all municipal employees (including schools). Health insurance costs are significant to all municipalities and the taxpayers, most of whom are paying a portion of their own health insurance (if they have health insurance), should not be burdened with the entire health insurance cost of the municipal employees. SPS should continue their efforts to raise co-shares to reach 20% across-the-board.

Human Resources

There is no Human Resources (HR) Department and there is no HR Manager or Director within the SPS. The functions of the HR Department are disbursed and completed by various people within the SPS. The Superintendent (with the advice and consent of the SSC) is responsible for hiring department heads, principles and administration. He also evaluates department heads, principles, and administrators. Teachers are evaluated by principles. Custodians are evaluated by Director of Buildings and Grounds. The remaining staff is evaluated by their individual Directors.

The day to day activities of HR are completed by a group of people including the bookkeeper, payroll clerk, employee benefits clerk and various administration secretaries. They complete the HR day to day activities of employee benefits, processing new employee paperwork, conduct background checks, enter activity into the books of original entry, etc. The detail duties of these clerks and administrative secretaries have been presented in the Administrative Overview section of the Report.

The Superintendent handles grievances. No one person is responsible for keeping up on changes with HR laws. However, SPS is generally notified of changes and new laws through state organization such as the Rhode Island Association of School Business Officials (RIASBO), from SPS' attorneys or through the RI Interlocal Risk Management Trust. For example, with the Affordable Care Act (ACA), one of the SPS attorneys invited management from four districts that they represent to come together to discuss and ask questions. Also RIASBO had an entire meeting devoted to this topic.

Recommendations:

1. B&E understands why an HR department does not exist given the size of the operations, however many of the functions of HR are very important and B&E is concerned that the bifurcation of the department may be resulting in certain information and tasks being missed, or worse still, certain information not being held confidential.

SPS should review this area of its operations and the Administration should, at a minimum, put together a “paper” HR department that shows the duties of the HR department and the individuals who complete those duties.

2. HR laws are constantly changing and SPS is relying on a number of resources to keep up with these laws. However, to be safe, someone in the SPS Administration should be reviewing each of these laws (new or changes) and posting them to a book containing a listing of changes and new laws. To determine which ones impact SPS’ operations the Administration should be notified of the posting and provided with a copy of the law by email when it is posted. Significant laws like ACA are unlikely to be missed but some less advertised laws might slip through the cracks. The current cost of completing this function can sometimes be a source of funds for hiring an HR coordinator or even an HR Department head.

Buildings and Grounds

The Director of Buildings and Grounds (DBG) has just given his notice after many years of service to the community. He is going to do the same job at a different Town (where he lives). This position reports directly to the Superintendent. The Director is responsible for the following activities:

1. Scheduling and overseeing of maintenance of all buildings and grounds.
2. Supervising all buildings and grounds staff which include
 - a. Four maintenance employees
 - b. One day (responsible for lunches and security during the day) and one night custodian at each of the four elementary schools
 - c. Two day and three night custodians at the middle school
 - d. Two day and six night custodians at the high school
 - e. Two grounds crew
 - f. One custodian in the administration building
3. Serves on a panel responsible for interviewing new employees (principals are part of the panel)

Custodial work: B&E reviewed the “custodian maintenance schedules” which list the daily duties to be performed by each custodian. These schedules are detailed specifically for each school building by shift (day or night) and by section (if there are multiple night custodians at that school). These schedules require the custodian to check off each duty that was performed. These schedules provide space for the custodians to list their name. The majority of the cleaning is performed by the night custodians. The day custodians are responsible for lunch coverage (up to three lunches), keeping the bathrooms cleaned and security. The custodians sometimes provide other functions, for example, the custodians at the McCabe elementary school painted the hallways.

Maintenance work: SPS uses a “work order program” for the scheduling of maintenance work needed through-out the school system. A teacher fills out a work order for a maintenance task which is needed in the class room. The school principal has first review and can either accept or decline the work order. Once accepted by the principal the Director of Buildings and Grounds will review the work order and if appropriate will assign it to one of the maintenance employees. If the scope of the work is too large or difficult to be completed in-house, the DBG can use outside contractors to complete the maintenance.

When the work order is completed the maintenance personnel enters into the work order program a notice that the job is completed and the program will e-mail the individual who requested the work order along with the DBG. This step in the process provides an opportunity for the individual requesting the work to review the results to assure that the work performed was as requested.

With regard to hiring outside contractors, the in-house electrical and plumbing staffs are only allowed to maintain current systems; contractors are used for major jobs and installing new systems. For the most part, the electrical maintenance staff maintains the heating and air-conditioning rooftop units and general maintenance throughout the school system. The SPS allows the DBG to use outside contractors to do certain maintenance but these outside contractors must be chosen from an SPS approved list of electrician and plumber contractors. Jobs exceeding \$10,000 must go out for bid. The DBG also gets approval from the Town on major capital purchases which come out of the capital budget.

Grounds keeping: Only one of the grounds keeping positions is currently filled. Between September and early November one of the elementary school day custodians is used to help with grounds keeping. Snow plowing for the parking lots is outsourced. The Town provides sanding. Custodial staff is responsible for keeping sidewalks and paths clear of snow. In the interview the DBG suggested that he needed both grounds people to properly maintain the grounds.

Custodial Cleaning Standards: For previous engagements B&E’s research identified that Service Management Assist (SMA) provides a list of the 5 levels of cleaning within School Facilities. Their report states that Level 3 cleaning is the norm for most school facilities. According to SMA this level of cleaning is acceptable to most stakeholders and does not pose any health issues. Using their guidelines for level 3 cleaning SMA states that a custodian can clean approximately 28,000 to 31,000 square feet in 8 hours.

Elementary: Using the standard above the SPS elementary schools are adequately staffed. The four elementary schools each have one night custodian who is responsible for cleaning between 32,108 square feet and 40,450 square feet each night. Given that the standard above suggested a top end 31,000 square feet can be cleaned in eight hours it would appear that SPS needs additional custodians for the elementary schools. However, B&E concluded that the cleaning completed by the day custodian (including lunch room, etc) reduces the square footage that must be cleaned by the night custodian making the level of staffing adequate.

The High School (HS) has six night custodians which appears to be a bit excessive. The HS is 166,560 square feet so each night custodian is responsible for less than 27,760 square feet (plus some of the total square footage is cleaned by the day custodians) which is below the low end of the range (28,000 square feet). B&E determined that the HS night custodians actually fill in for vacations and sick days for the elementary schools avoiding costly overtime. All things considered, B&E concluded that the work load of the high school night custodians is reasonable.

The Middle School (MS) has three night custodians for 89,788 square feet. This is 29,929 square feet per custodian which is reasonable.

The Administration Building custodian (a day custodian there is no night custodian) is responsible for cleaning only 15,318 square feet which is far below the standard. This custodian only cleans for about half day and then he does other responsibilities. He is responsible for the delivery of school lunches and mail, plus he is responsible for maintaining the central supply of cleaning inventory located in the administration building. B&E concluded that this custodian has adequate cleaning and other responsibilities to justify the need for this position.

The MS and HS day custodians spend far less time cleaning than they spend on their other responsibilities. For example, the day custodians are responsible for opening the schools, checking the facility for any problems such as with the boilers etc, raising and lowering the flag, upkeep of the grounds around the building, cleaning bathrooms, hallways, etc during the school day, security, emergency repairs, other special cleaning issues, etc.

That said B&E reviewed the custodian maintenance schedules for the MS and HS day custodians and found they are less monitored than the other custodians. All other custodians have individual custodian maintenance schedules that they have to check off every hour of every day. Both the HS and MS day custodians have only one check list to share. It appears that certain items on the list could and should be completed by only one of them. If there is any waste in the custodian staffing area it is with the two day custodians in the MS and the HS. Given the close proximity of the two buildings, B&E suggests that separate custodian maintenance schedules be prepared for each of the day custodians. The elimination of one of the four could be possible.

Two Grounds Crew was identified by the DBG as necessary however, only one of the positions is filled (nor budgeted). The DBG explained that one of the elementary day custodians was used to assist during the fall of the year to clean up leaves, etc.

The list of duties that this one individual does is impressive but B&E would not recommend that the second grounds crew position be filled. Instead, B&E suggests that the SPS turn over the ground keeping responsibilities to the Town's Public Works Department. If an agreement can be worked out, the remaining grounds crew could either be transferred to the Town or take the next vacant position within the department of buildings and grounds.

Recommendations:

1. Staffing of the custodian duties appears reasonable given the information provided, however, B&E believes that the current responsibilities of the four day custodians at the MS and HS (two each) should be better defined. After making individual “custodian maintenance schedules” for each of the HS and MS custodians it might be possible to save one custodian. B&E has not calculated any savings from this recommendation but rather provides the recommendation as another area that can be reviewed by SPS in an attempt to make the operations more efficient.
2. Review the job responsibilities of the remaining grounds crew and determine if this function could be easily moved to the Town.
3. The departure of the DBG provides the SPS with options. The SSC could choose to eliminate the position and turn the functions of building and grounds over to the Town. After all the SPS is in the education business not the building and grounds business. B&E believes the combining of buildings and grounds functions within the Public Works Department will strengthen the Town’s overall ability to service all of the Town’s buildings and grounds (including the schools) and most likely result in budget savings for the combined functions.
4. B&E likes the DBG’s work order system but believes that one valuable check or verification might be missing. B&E did not see where the Principal receives an email showing that the work is completed or did B&E see any notation on the finished work order system that presented the Principal’s opinion as to the completeness and quality of the work done. If these two items are not part of the system they should be added.

Grants

Financial grants from federal, state and local sources allow the SPS to provide additional educational programs beyond state and local funding to its students. Smithfield does not receive a significant amount of grant assistance because of its student body mix. Per the budget submitted April 22, 2013 for FYE June 30, 2014 the State is expected to provide \$4,942,225; the Smithfield Town Council is expected to provide \$26,814,432 (plus an additional \$450,000 held in escrow), and grant sources (restricted funds) are expected to provide \$795,379.

The 3 largest federal grants are Title I (estimated to be \$138,131), Title II (estimated to be \$70,909) and IDEA Part B (\$501,354).

- Title I funds must be used for under privileged students. These funds are dispersed to districts based on the number of free and reduced lunches.
- Title II funds can be used for professional development. These funds are not tied to under privileged students, but rather to the number of staff members on a K-12 basis.

- B&E determined that \$426,010 (85%) of IDEA funding is used for Special Education salaries and benefits for staff engaged in face to face teaching and \$75,334 (15.0%) is used for Special Education support staff and other less significant uses.

The smaller grants expected in FY 2014 are Pre-school \$16,444 which is restricted to preschool activities, and two small “Reach to the Top” (RTTT) grants (\$37,129 for education effectiveness and \$31,412 for instructional improvement).

B&E reviewed the use of all of these grant funds and found that SPS is using grant funds in compliance with approved Federal and State usages.

Recommendations:

1. None.

**PERFORMANCE AUDIT
OF THE
SMITHFIELD PUBLIC SCHOOLS**

Four Year Budget to Actual Comparison Schedule

PROGRAM 10 GENERAL EDUCATION

	To Town Mgr		Balanced		To Town Mgr		Balanced		To Town Mgr		Balanced		To Town Mgr	
	2010-2011 Recommended	2010-2011 ACTUAL	2010-2011 ACTUAL	2010-2011 Revised 8-2-10	2011-2012 Recommended	2011-2012 Revised 6-2-11	2011-2012 ACTUAL	2012-2013 Recommended	2012-2013 Revised 7-2-12	2012-2013 actual	2013-2014 Revised	2013-2014 REVISED 7/1/2013	2013-2014 Revised	2013-2014 REVISED 7/1/2013
FUNCTION 111 INSTRUCTIONAL TEACHERS														
51110-0000 Elementary	3,944,753	3,775,102	3,561,109	3,946,585	3,946,585	3,604,454	3,838,415	3,745,367	3,679,078	3,679,078	3,845,766	3,845,766	3,845,766	3,845,766
51110-0000 Middle School	2,883,326	2,619,328	2,597,209	2,701,521	2,701,521	2,592,750	2,725,173	2,720,521	2,596,017	2,596,017	2,763,644	2,763,644	2,763,644	2,763,644
51110-0000 High School	4,203,851	4,023,229	3,961,477	4,175,980	4,175,980	3,871,657	3,984,981	3,986,117	3,932,594	3,932,594	4,196,163	4,196,163	4,196,163	4,196,163
51110-0001 Kindergarten	287,654	287,654	284,135	260,020	260,020	238,234	243,889	270,155	267,655	267,655	286,338	286,338	286,338	286,338
51332-0000 Sick Leave Pay Out	66,891	66,891	66,891	66,477	66,477	340	400	400	328	328	400	400	400	400
55809-0000 Employee Travel - Teachers	400	400	412	400	400	340	400	400	328	328	400	400	400	400
TOTALS FUNCTION 111	11,386,875	10,772,604	10,404,342	11,150,983	11,150,983	10,307,435	10,792,858	10,702,560	10,475,672	10,475,672	11,092,311	11,092,311	11,092,311	10,882,962
FUNCTION 112 SUBSTITUTE TEACHERS														
51115-0000 Substitutes	280,000	280,000	257,648	280,000	280,000	242,526	260,000	269,000	341,578	341,578	269,000	269,000	269,000	269,000
51339-0000 Class Coverage	-	-	-	-	-	500	450	-	450	450	-	-	-	-
TOTALS FUNCTION 112	280,000	280,000	257,648	280,000	280,000	243,026	260,000	269,000	342,028	342,028	269,000	269,000	269,000	269,000
FUNCTION 113 INSTRUCTIONAL PARAPROFESSIONALS														
51110-4600 Elementary	319,117	319,117	318,091	324,925	324,925	198,574	198,030	198,030	197,774	197,774	203,535	203,535	203,535	203,535
51133-4600 Longevity	5,850	5,850	6,000	6,675	6,675	3,975	4,350	4,350	4,726	4,726	4,726	4,726	4,726	4,726
TOTALS FUNCTION 113	324,967	324,967	324,091	331,600	331,600	202,549	202,380	202,380	202,500	202,500	208,261	208,261	208,261	208,261
FUNCTION 121 PUPIL-USE TECHNOLOGY AND SOFTWARE														
51110-0000 Director of Technology	97,108	95,186	95,330	100,720	100,720	98,206	100,220	99,640	82,079	82,079	99,640	99,640	99,640	88,000
51110-0000 Technicians	60,880	60,880	59,380	106,879	106,879	106,879	109,016	109,017	112,254	112,254	111,197	111,197	111,197	111,197
51110-0000 Technical Assistants	-	-	-	-	-	-	-	-	-	-	6,000	6,000	6,000	6,000
51110-0000 Other Salaries	-	-	-	-	-	3,080	-	3,000	-	-	2,300	2,300	2,300	2,300
53221-0000 Virtual Classroom	-	-	2,142	7,400	7,400	4,842	8,910	10,820	11,558	11,558	19,678	19,678	19,678	19,678
53301-0000 Professional Training	-	-	-	-	-	-	-	-	-	-	3,500	3,500	3,500	3,500
53303-0000 Professional Development & Training	-	-	-	5,000	5,000	-	5,000	5,000	-	-	27,825	27,825	27,825	27,825
53502-0000 Other Technical Services	-	-	-	48,100	48,100	33,505	52,030	18,200	20,314	20,314	25,000	25,000	25,000	25,000
54407-0000 Internet Connectivity	-	-	-	11,969	11,969	6,600	6,600	12,096	12,390	12,390	5,000	5,000	5,000	5,000
54320-0000 Maintenance & Repairs	-	-	-	4,890	4,890	4,890	4,770	5,000	5,435	5,435	4,770	4,770	4,770	4,770
55803-2500 Employee Travel - Non-Teachers	6,000	6,000	6,583	6,000	6,000	6,000	6,583	6,583	6,152	6,152	6,000	6,000	6,000	6,000
56101-0000 General Supplies	-	-	-	69	69	69	-	-	-	-	200	200	200	200
56403-2000 Reference Books	-	-	31	200	200	60	200	200	30	30	50	50	50	50
56404-2000 Subscriptions & Periodicals	-	-	-	50	50	30	50	50	-	-	-	-	-	-
56501-0000 Technology-Related Supplies-Tech	143	143	143	16,000	16,000	21,630	16,000	16,000	18,428	18,428	18,000	18,000	18,000	15,000
56501-0000 Technology-Related Supplies - Elem	20,000	12,000	16,656	10,000	10,000	5,377	10,000	10,000	8,239	8,239	5,484	5,484	5,484	5,000
56501-0000 Technology-Related Supplies - MS	13,005	5,245	5,484	13,384	13,384	10,506	13,384	13,384	11,743	11,743	10,800	10,800	10,800	8,000
56501-0000 Technology-Related Supplies - HS	12,500	9,000	12,286	127	127	3,948	-	-	-	-	-	-	-	-
57309-0000 Tech-Related Hardware-Tech Director	-	-	-	79	79	-	-	-	4,779	4,779	-	-	-	-
57309-0000 Tech-Related Hardware - Elem	-	-	-	-	-	-	-	-	-	-	-	-	-	-
57309-0000 Tech-Related Hardware - Middle Sch	-	-	-	-	-	-	-	-	-	-	-	-	-	-
57309-0000 Tech-Related Hardware - High School	-	-	-	-	-	-	-	-	-	-	-	-	-	-
57311-0000 Computer Software-Tech Director	111	111	47	1,860	1,860	-	-	-	-	-	-	-	-	-
57311-0000 Computer Software - Elementary	-	-	-	1,000	1,000	250	490	490	1,000	1,000	-	-	-	-
57311-0000 Computer Software - Middle School	-	-	26,280	250	250	250	490	490	240	240	-	-	-	-
57311-0000 Computer Software - High School	-	-	-	-	-	-	-	-	-	-	-	-	-	-
58101-0000 Professional Organz Fees	-	-	-	-	-	151	-	-	-	-	-	-	-	-
58102-0000 Professional Other Fees & Dues	-	-	-	-	-	-	-	-	-	-	-	-	-	-
TOTALS FUNCTION 121	209,614	188,432	241,391	316,922	316,922	311,392	329,483	310,480	293,639	293,639	343,444	343,444	343,444	325,180

	2010-2011 Recommended	2010-2011 REVISED 8-2-10	2010-2011 ACTUAL	2011-2012 Recommended	2011-2012 Revised 6-2-11	2011-2012 ACTUAL	2012-2013 Recommended	2012-2013 Revised 7-2-12	2012-2013 actual	2013-2014 Revised	2013-2014 REVISED 7/1/2013
--	--------------------------	-----------------------------	---------------------	--------------------------	-----------------------------	---------------------	--------------------------	-----------------------------	---------------------	----------------------	-------------------------------

FUNCTION 122 INSTRUCTIONAL MATERIALS, TRIPS AND SUPPLIES											
53210-0000 Performing Arts - English-HS			1,650			1,500					
53210-1600 Performing Arts - Music - HS											540
54311-0000 Maint & Repairs Fixtures/Equip Elem	500	500									
54311-0000 Maint & Repairs Fixtures/Equip MS	500	500	20								
54311-0000 Maint & Repairs Fixtures/Equip HS	1,000	1,000	2,000	3,500	3,500	75	3,200	3,029	3,029	3,015	1,000
54602-0000 Rental of Equipment & Vehicles	85,000	85,000	65,809	68,063	68,063	65,919	68,063	68,063	56,759	64,000	64,000
56101-0000 General Supplies & Materials - Elem	20,153	30,153	66,954	86,912	6,500	122,156	6,500	5,000	47,323	5,000	5,000
56101-0000 General Supplies & Materials - MS	22,565	12,358	15,531	12,000	10,000	17,466	10,000	10,000	13,414	10,000	1,000
56101-0000 General Supplies & Materials - HS	22,565	12,358	56,410	65,000	10,000	57,380	10,000	10,000	49,198	10,000	8,000
56401-0000 Textbooks - Elementary	61,323	75,442	20,077	13,508	1,500	1,142	2,000	2,000	41,482		
56401-0000 Textbooks - Middle School	8,654		602	2,397	2,397	2,026	1,500	1,500	11,526		
56401-0000 Textbooks - High School	53,250		9,397	84,801	5,000	10,109	5,000	5,000	28,183	10,000	7,500
56403-0000 Reference Books - Elementary											
56403-0000 Reference Books - Middle School											
56403-0000 Reference Books - High School				500	500	345	500	500			
56404-0000 Subscriptions & Periodicals - Elem	720	720		336	672	672	257	247	273	365	365
56404-0000 Subscriptions & Periodicals - MS	470	470	469	453			292	292	273		
56404-0000 Subscriptions & Periodicals - HS	1,336	1,336	1,350	1,636	1,636	1,535	1,641	1,641	1,588	1,764	1,764
57305-0000 Equipment - Elementary			2,163	1,147	1,147	1,042	721	721			
57305-0000 Equipment - Middle School				443	443	252	443	443			
57305-0000 Equipment - High School			500	2,773	2,773	1,877	2,773	2,773	7,153		
57306-0000 Furniture & Fixtures - Elementary	10,000		128	2,765	2,765	2,017	2,010	2,010	2,421		
57306-0000 Furniture & Fixtures - Middle School				1,178	1,178				827		
57306-0000 Furniture & Fixtures - High School				4,665	4,665	1,871	3,000	3,000			
58101-0000 Professional Organiz Fees - Elem											
58101-0000 Professional Organiz Fees - MS											
58101-0000 Professional Organiz Fees - HS	2,500	2,500	140						1,000		
58102-0000 Other Fees & Dues - Elementary	500	500	409	180	180	553	500	472	500	500	500
58102-0000 Other Fees & Dues - Middle School			191	180	180		180	180	118	100	100
58102-0000 Other Fees & Dues - High School	1,415	1,415	1,000	1,215	1,215	1,000	1,150	1,150	1,000	1,000	1,000
TOTALS FUNCTION 122	269,886	218,894	244,800	353,772	116,087	288,937	110,730	109,230	265,012	97,284	90,769

**There is a high need for the full amount in the requested column.

FUNCTION 211 GUIDANCE											
51110-0800 Guidance Counselors	535,905	538,905	538,133	536,705	536,705	536,841	540,705	537,705	474,965	549,223	474,534
51110-0800 School-Based Coordinator	40,480	40,480	40,363	41,407	41,407	42,869	41,407	41,407	2,662	2,000	2,000
51110-0800 Guidance Clerk									42,671	41,407	41,407
51115-0000 Substitutes	1,075	1,075	966	1,075	1,075	1,042	1,117	1,117	1,116	1,192	1,192
53218-0800 Student Assistance Counselor				29,690							
53303-0800 Professional Development & Training									2,898		
53503-0800 Testing											
53705-0800 Shipping & Postage	1,100	1,100	1,504	528		528	225	368			
56101-0800 General Supplies & Materials	2,733	4,938	224	1,465	1,465	931	1,175	391			
56403-0800 Reference Books	400	285	224	325	325	339		212		254	254
56409-0800 Electronic Textbooks			32								
53705-0800 Equipment											
57306-0800 Furniture & Fixtures				2,100	2,100	2,248			1,896		
TOTAL FUNCTION 211	581,703	586,793	582,090	613,295	583,077	586,611	584,629	580,229	527,178	594,076	519,387

**There is a high need for the full amount in the requested column.

FUNCTION 212 LIBRARY AND MEDIA											
51110-2600 Librarians	249,073	249,073	251,983	265,540	265,540	265,525	271,748	240,557	236,138	249,533	204,407
51110-2600 Library Clerk	35,273	35,273	35,115	35,976	35,976	35,900	35,976	35,976	28,206	35,976	35,976
51115-2600 Substitute Librarians			2,910			15,769					
51133-0000 Longevity	1,075	1,075	1,075	1,150	1,150	1,150	1,225	1,225	1,225	1,300	1,300
53502-2600 Other Technical Services							7,700				
54310-2601 Non-Tech Related Repairs & Maint	1,300	1,300	470	1,300	1,300					900	
54320-2601 Maint & Repair, Tech Related Hard			52			57			130	100	100
55809-0000 Employee Travel											
56101-2600 General Supplies & Materials-Library	894	4,342	2,652	3,168	200	2,054	200		3,212		

	2010-2011 Recommended	2010-2011 REVISED 8-2-10	2010-2011 ACTUAL	2011-2012 Recommended	2011-2012 Revised 6-2-11	2011-2012 ACTUAL	2012-2013 Recommended	2012-2013 Revised 7-2-12	2012-2013 actual	2013-2014 Revised	2013-2014 REVISED/7/1/2013
FUNCTION 212 LIBRARY AND MEDIA											
56101-2601 General Supplies & Materials-AV	1,571	710	967	1,676	500	1,631	500	500	1,590		
56402-2600 Library Books		12,001	33,028	20,581		21,602	2,768		32,664		
56403-2600 Reference Books	8,599	1,323	3,146	5,848		5,241	3,146		3,364		
56404-2600 Subscriptions & Periodicals		8,599	2,718	8,369	8,122	8,159	8,159		8,422	6,422	
56407-2600 Web-Based Software or Databases			13,289	11,246	11,246	22,330			12,191	13,350	13,350
56501-2600 Technology-Related Supplies				5,458	5,458				853		
57305-2600 Equipment - Library				1,377	1,377	6,544	5,031		195		
57305-2601 Equipment - AV			721	1,380	1,380		443		140		
57306-2601 Furniture & Fixtures - AV				2,105	2,105						
57309-2600 Tech-Related Hardware				5,574	5,574						
57309-2601 Tech-Related Hardware-AV							540				
57311-2600 Computer Software											
TOTAL FUNCTION 212	297,785	313,696	348,126	370,748	340,175	388,926	337,436	304,470	322,157	307,581	261,555

**There is a high need for the full amount in the requested column.

FUNCTION 214 STUDENT SERVICES Instr. Related											
51110-2500 Computer Specialist	10,609	10,609	12,806	15,300	15,300	13,056	15,300	15,300	13,056	15,606	15,606
51110-2500 Instruct. Officer						666	3,800		756	1,200	1,200
51323-000 Detention Coverage											
53210-0000 Performing Arts				26,048	26,048	25,052	28,103	25,548	24,942	25,548	25,548
53502-0000 Other Technical Services						1,365					
53706-0000 Catering/Food Reimbursement											
54602-0000 Rental of Equipment & Vehicles	5,000	3,500		5,000	5,000						
55501-0000 Printing	22,022	10,000	7,761	12,500	12,500	5,382	8,000	6,500	11,666	13,200	12,000
55803-0000 Employee Travel-Non Teacher			93			121			54	150	150
56113-2500 Graduation Supplies	2,300	2,300	3,661	2,300	2,300	3,333	1,500	3,000	3,190	2,700	2,700
56117-2500 Honors/Award Supplies	900	900		900	900	461			314		
56101-0000 Professional Organization Fees			25			25			25		
TOTAL FUNCTION 214	40,831	27,309	24,546	62,048	62,048	49,461	56,703	50,348	54,003	58,404	57,204

FUNCTION 215 ACADEMIC INTERVENTIONS											
51326-0000 Teacher Support Teams	9,500	9,500	5,600	9,500	9,500	5,950	8,000	8,000	7,200	8,000	6,500

FUNCTION 216 STUDENT HEALTH SERV. - Non-Inst											
51110-2500 Nurses	424,192	424,192	424,126	432,444	432,444	432,414	453,090	453,090	437,847	461,934	461,934
51115-2500 Substitute Nurses			900								
53207-0000 Interpreter & Translator Services			118								
53411-0000 Physician	1,500	1,500	1,500	1,500	1,500	1,500	1,500	1,500	1,500	1,500	1,500
53412-0000 Dentist	1,750	1,750	1,750	1,750	1,750	1,750	1,750	1,750	1,750	1,750	1,750
55809-0000 Employee Travel - Teachers	100	100	125	100	100	98	100	100	100	100	100
56115-2500 Medical Supplies	700	300	4,580	4,535	1,100	4,931	3,761	750	2,661	750	750
56403-2500 Reference Books	50	50							426		
56404-2500 Subscriptions & Periodicals	50	50		336	336						
57305-2500 Equipment	77	65	432	154		128	118	118			
57306-2500 Furniture & Fixtures	100	100	100				429	429			
TOTAL FUNCTION 216	428,519	428,107	433,631	440,819	437,230	440,821	460,738	457,737	445,505	465,284	466,034

FUNCTION 221 CURRICULUM DEVELOPMENT											
51110-2500 Clerk			15,211			15,515			15,515		
51110-0000 Asst. Superintendent			44,083			29,210			41,738		
51311-0000 Teachers	25,000	25,000	2,900	20,000	20,000	15,475	25,000	25,000	14,490	6,300	6,300
51115-0000 Substitutes	15,000	15,000		3,000	3,000		3,000	3,000		9,100	9,100
51132-0000 Department Heads	27,000	27,000	27,000	27,000	27,000	27,000	27,000	27,000	27,000	27,000	27,000
53301-0000 Professional Development & Training	5,000	2,000									
53406-0000 Curriculum Consultant		3,070		3,000	3,000	3,265			6,640		
53703-2800 Accreditation	5,000	3,000	940	3,000	3,000				3,705		
56101-0000 General Supplies & Materials	8,000	8,000	378	10,000	10,000	1,290			486	14,000	3,000

	2010-2011 Recommended	2010-2011 REVISED 8-2-10	2010-2011 ACTUAL	2011-2012 Recommended	2011-2012 Revised 6-2-11	2011-2012 ACTUAL	2012-2013 Recommended	2012-2013 Revised 7-2-12	2012-2013 actual	2013-2014 Revised	2013-2014 REVISED 7/1/2013
FUNCTION 221 CURRICULUM DEVELOPMENT											
56601-0000						783					
57309-0000						12,771					
58102-0000						60					
TOTAL FUNCTION 221	85,000	85,070	92,732	66,000	66,000	105,369	55,000	55,000	109,574	56,400	45,400

**There is a high need for the full amount in the requested column.

	2010-2011 Recommended	2010-2011 REVISED 8-2-10	2010-2011 ACTUAL	2011-2012 Recommended	2011-2012 Revised 6-2-11	2011-2012 ACTUAL	2012-2013 Recommended	2012-2013 Revised 7-2-12	2012-2013 actual	2013-2014 Revised	2013-2014 REVISED 7/1/2013
FUNCTION 222 IN-SERVICE, STAFF DEVELOPMENT AND SUPPORT											
51110-2500			14,763			15,059			15,059		
			42,787			28,351			40,510		
51113-0000	176,250	168,750	158,432	182,250	182,250	127,000	168,000	166,500	125,250	122,250	117,749
	15,000	15,000									
51115-0000											
51304-0000	12,000	12,000	4,000	12,000	12,000		12,000	4,000	5,760	4,000	4,000
	15,000	15,000				4,100					
53301-0000											
53303-0000			8,368	22,225	22,225	7,805	22,225	5,454		11,520	6,500
						254					
53706-0000			108			490					
			2,974								
55809-0000			631						1,769		
			186	2,000	2,000	1,948	2,000	1,000	66	1,800	
56101-0000	10,000	5,000									
FUNCTION 222 IN-SERVICE, STAFF DEVELOPMENT AND SUPPORT											
	15,000										
57305-0000											
58101-0000			100								
58102-0000											
TOTAL FUNCTION 222	243,250	215,750	232,549	218,475	218,475	186,267	204,225	193,725	188,250	145,330	134,009

	2010-2011 Recommended	2010-2011 REVISED 8-2-10	2010-2011 ACTUAL	2011-2012 Recommended	2011-2012 Revised 6-2-11	2011-2012 ACTUAL	2012-2013 Recommended	2012-2013 Revised 7-2-12	2012-2013 actual	2013-2014 Revised	2013-2014 REVISED 7/1/2013
FUNCTION 231 PROGRAM MANAGEMENT											
51110-2500			14,763			15,059			15,059		
			42,787			28,351			40,510		
TOTAL FUNCTION 231			57,550			43,410			55,569		

	2010-2011 Recommended	2010-2011 REVISED 8-2-10	2010-2011 ACTUAL	2011-2012 Recommended	2011-2012 Revised 6-2-11	2011-2012 ACTUAL	2012-2013 Recommended	2012-2013 Revised 7-2-12	2012-2013 actual	2013-2014 Revised	2013-2014 REVISED 7/1/2013
FUNCTION 241 ACADEMIC STUDENT ASSESSMENT											
53503-0000	2,943	2,943	3,662	8,907	8,907	22,552	5,000	25,620	22,397	35,299	35,299
53706-0000											
55803-0000				22,000	22,000		31,020		1,456	1,800	1,800
56101-0000	8,705	10,502	19,114	215	215				891	2,700	2,700
TOTAL FUNCTION 241	11,648	13,445	22,776	31,122	31,122	22,552	36,020	25,620	24,743	39,799	39,799

	2010-2011 Recommended	2010-2011 REVISED 8-2-10	2010-2011 ACTUAL	2011-2012 Recommended	2011-2012 Revised 6-2-11	2011-2012 ACTUAL	2012-2013 Recommended	2012-2013 Revised 7-2-12	2012-2013 actual	2013-2014 Revised	2013-2014 REVISED 7/1/2013
FUNCTION 311 TRANSPORTATION											
51110-2500			9,275			18,549			18,935		
			11,716			16,738			17,748		
53406-0000						6,000					
55111-2500	1,391,218	1,391,218	890,081	1,808,455	1,808,455	1,081,495	1,850,894	1,850,894	1,332,739	1,916,459	1,916,459
	150,000	150,000	90,932	140,000	140,000	96,007					
56203-2500											
TOTAL FUNCTION 311	1,541,218	1,541,218	1,002,004	1,948,455	1,948,455	1,218,789	1,850,894	1,850,894	1,369,422	1,916,459	1,916,459

	2010-2011 Recommended	2010-2011 REVISED 8-2-10	2010-2011 ACTUAL	2011-2012 Recommended	2011-2012 Revised 6-2-11	2011-2012 ACTUAL	2012-2013 Recommended	2012-2013 Revised 7-2-12	2012-2013 actual	2013-2014 Revised	2013-2014 REVISED 7/1/2013
FUNCTION 312 FOOD SERVICE											
51110-2500			9,275			18,549			18,935		
			8,947			9,126			9,347		
51110-2500									12,906		
55803-2500						15			54	50	50
TOTAL FUNCTION 312			18,222			27,690			41,241	50	50

	2010-2011 Recommended	2010-2011 REVISED 8-2-10	2010-2011 ACTUAL	2011-2012 Recommended	2011-2012 Revised 6-2-11	2011-2012 ACTUAL	2012-2013 Recommended	2012-2013 Revised 7-2-12	2012-2013 actual	2013-2014 Revised	2013-2014 REVISED/1/2013
--	--------------------------	-----------------------------	---------------------	--------------------------	-----------------------------	---------------------	--------------------------	-----------------------------	---------------------	----------------------	-----------------------------

FUNCTION 313 SAFETY											
53502-2500											
54310-2500											
56101-2500											
TOTAL FUNCTION 313											

FUNCTION 321 BUILDING UPKEEP, UTILITIES AND MAINTENANCE											
51110-2500	73,684	71,928	73,733	71,928	73,733	73,733	73,733	73,317	73,317	73,317	73,317
51110-2500	187,009	183,984	182,375	180,612	182,375	180,612	186,028	186,028	179,467	187,281	187,281
51110-2500	931,723	952,395	950,784	889,002	950,784	889,002	989,754	989,754	912,879	934,637	934,637
51110-2500	21,672	21,247	21,672	21,247	21,672	21,247	-	-	-	-	-
51133-0000	12,275	12,275	13,700	12,963	13,700	12,963	14,100	14,025	13,963	15,350	15,350
53303-2500	4,000	4,000	4,000	4,000	4,000	4,000	4,000	2,000	576	576	576
53406-2500	500	500	500	500	500	500	500	500	500	500	500
54201-2500	1,500	1,500	1,500	1,917	1,500	1,350	750	2,289	1,350	1,350	1,000
54202-2500	19,500	22,200	19,500	21,500	19,500	21,500	21,500	28,750	22,000	22,000	22,000
54204-2500	-	-	-	1,083	-	-	-	-	1,260	-	1,260
54205-2500	-	-	-	-	-	-	-	-	-	-	-
54310-2500	81,000	50,019	81,000	69,963	81,000	66,000	66,000	62,539	59,400	59,400	59,400
54312-2500	30,741	34,056	30,000	29,251	30,000	30,000	30,000	24,120	30,000	30,000	25,000
54313-2500	12,000	11,518	12,000	9,165	12,000	10,000	10,000	11,942	9,000	9,000	8,730
54321-2500	3,000	3,000	3,000	-	3,000	3,000	3,000	1,695	900	900	-
54323-2500	1,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000	15,200	15,200	15,200
54402-2500	15,185	15,145	15,200	16,303	15,200	15,200	15,200	15,200	18,000	18,000	16,000
54403-2500	27,260	18,972	19,300	16,472	19,300	19,300	18,000	14,370	18,000	18,000	16,000
54404-2500	16,560	15,900	16,500	16,500	16,500	16,500	16,500	19,040	19,040	19,040	19,040
54405-2500	6,500	7,000	7,000	7,591	7,000	7,000	7,000	516	1,000	1,000	1,000
54602-2500	2,599	2,599	2,000	670	2,000	2,000	2,000	1,706	1,000	1,000	1,000
54901-2500	17	17	200	17	200	200	200	50	50	50	50
54904-2500	79,654	77,434	83,637	85,465	83,637	94,012	94,012	95,642	100,424	100,424	100,424
55201-2500	9,098	5,051	9,553	6,314	9,553	6,677	6,888	6,155	7,232	7,232	7,232
55803-0000	-	1,421	-	1,368	-	1,400	1,400	1,000	1,000	1,000	-
56112-2500	765	-	1,000	687	1,000	1,000	1,000	4,920	1,728	800	800
56201-2500	14,500	18,544	15,500	19,300	15,500	17,500	17,500	684	900	900	750
56202-2500	4,500	4,300	4,300	2,881	4,300	4,300	4,300	22,193	19,300	19,300	19,300
56204-2500	1,100	1,502	1,100	2,772	1,100	2,200	2,200	1,771	3,600	3,600	2,800
56207-2500	370,500	428,068	310,700	383,138	310,700	310,700	310,700	625	1,350	1,350	950
56209-2500	32,400	31,146	31,400	35,126	31,400	31,400	31,400	439,803	385,000	385,000	375,000
56211-2500	3,700	4,014	3,700	4,379	3,700	3,700	3,700	31,274	31,400	31,400	31,400
56213-2500	4,000	4,339	4,000	5,862	4,000	3,700	3,700	878	4,000	4,000	2,000
56214-2500	305,000	246,056	305,000	242,992	295,000	250,000	250,000	4,591	7,500	7,500	5,000
56215-2500	3,000	2,608	3,000	2,793	3,000	3,000	3,000	289,233	250,000	250,000	245,000
56216-2500	5,200	6,406	5,200	5,407	5,200	5,200	5,200	1,071	3,000	3,000	1,000
56217-2500	11,600	12,439	11,600	13,561	11,600	14,600	13,500	18,220	13,680	13,680	13,680
56218-2500	58,000	40,074	48,000	49,207	48,000	41,000	41,000	18,336	13,500	13,500	13,500
56219-2500	10,302	12,354	10,692	9,627	10,692	10,769	8,000	35,716	41,000	41,000	38,000
57305-2500	900	5,475	900	1,868	900	900	900	5,980	12,748	12,748	-
57309-2500	2,408,543	2,301,020	2,302,046	2,238,840	2,280,346	2,238,840	2,245,923	2,194,517	2,312,437	2,286,913	2,236,951
58102-2500	900	5,475	900	1,868	900	900	900	1,035	2,000	2,000	900
TOTAL FUNCTION 321											

FUNCTION 331 DATA PROCESSING											
51110-2500	25,800	-	31,589	54,775	55,080	55,080	55,080	43,865	57,306	57,306	57,306
51110-2500	5,000	-	5,000	-	-	-	-	2,000	-	-	-
53301-2500	6,000	6,000	6,000	3,505	6,000	10,450	10,450	3,394	4,608	4,608	4,000
53406-2500	-	-	-	50	-	-	-	-	-	-	-
TOTAL FUNCTION 331											

	2010-2011 Recommended	2010-2011 REVISED 8-2-10	2010-2011 ACTUAL	2011-2012 Recommended	2011-2012 Revised 6-2-11	2011-2012 ACTUAL	2012-2013 Recommended	2012-2013 Revised 7-2-12	2012-2013 actual	2013-2014 Revised	2013-2014 REVISED7/1/2013
FUNCTION 331 DATA PROCESSING											
53501-2500	22,500	22,000	21,157	28,350	28,350	24,978	28,350	28,350	26,353	28,350	28,350
53501-2500	167,333	166,500	57,902	56,317	56,317	31,184	57,530	49,250	46,787	61,454	61,454
53502-2500	15,000	15,000	26,148	-	-	421	-	504	-	504	504
54407-2500	-	-	-	-	-	-	1,870	2,300	1,215	2,300	1,000
54320-2500	-	-	1,859	-	-	1,178	1,100	1,100	731	1,000	1,000
55803-2500	-	-	1,046	-	-	-	-	-	250	-	-
57311-0000	-	-	-	-	-	-	-	-	-	250	-
58101-2500	-	-	-	-	-	-	-	-	-	-	153,864
TOTAL FUNCTION 331	241,633	209,500	145,626	145,747	145,747	116,091	154,380	146,584	122,595	155,772	

FUNCTION 332 BUSINESS OPERATIONS											
51110-2500	94,672	92,817	74,198	95,230	95,230	55,718	95,230	94,673	56,804	94,673	94,673
51110-2500	131,021	131,021	162,445	178,880	178,880	160,266	180,021	179,944	160,956	179,944	179,944
51133-0000	2,875	2,875	2,875	3,075	3,075	3,075	3,225	3,263	3,263	3,488	3,488
53303-2500	-	-	-	350	350	250	350	350	125	224	-
53404-2500	3,510	3,510	3,200	3,510	3,510	3,800	3,510	3,783	3,783	2,500	2,500
53705-2500	-	-	-	-	-	1,979	-	750	1,424	1,800	1,800
54602-2500	-	-	2,775	-	-	2,432	-	-	3,924	4,475	4,475
55401-2500	10,400	12,500	12,908	13,000	10,000	2,446	5,000	2,500	2,547	2,500	2,500
55803-2500	750	750	473	750	750	324	750	500	382	500	500
56101-2500	250	250	1,333	250	1,000	1,964	1,400	1,750	1,953	2,000	2,000
56403-2500	-	-	-	-	-	-	-	-	90	-	-
56504-2500	150	150	-	150	150	527	500	500	820	500	500
57305-2500	-	-	700	-	-	314	-	-	-	-	-
57309-2500	-	-	499	-	-	658	-	-	-	-	-
57311-0000	-	-	47	-	-	425	500	500	766	636	636
58101-2500	725	725	415	725	725	425	500	500	236,837	293,240	293,016
TOTAL FUNCTION 332	244,353	244,598	262,093	295,920	293,670	234,178	290,486	284,560	236,837	293,240	

FUNCTION 431 PUBLIC, PAROCHIAL, PRIVATE AND CHARTER SCHOOL PASS-THROUGHS											
51110-2500	-	-	82	-	-	-	-	-	15,243	-	-
53216-0000	-	-	30,941	-	-	-	-	-	-	-	-
55630-0000	-	-	-	-	-	14,216	-	-	4,973	-	-
55111-0000	-	-	-	-	-	44,047	38,168	57,624	62,072	50,915	50,915
55660-0000	54,853	54,853	63,555	35,733	35,733	58,263	38,168	57,624	82,288	50,915	50,915
TOTAL FUNCTION 431	54,853	54,853	94,578	35,733	35,733	58,263	38,168	57,624	82,288	50,915	

FUNCTION 432 RETIREE BENEFITS AND OTHER											
51306-5100	-	-	5,590	-	-	9,769	-	-	4,599	-	-
51332-5100	-	-	41,419	-	-	11,572	66,477	66,477	16,274	66,477	36,036
TOTAL FUNCTION 432	-	-	47,009	-	-	21,341	66,477	66,477	20,873	66,477	36,036

FUNCTION 511 PRINCIPALS AND ASSISTANT PRINCIPALS											
51110-0000	965,501	942,842	944,467	971,547	971,547	928,810	960,297	944,598	927,143	940,287	940,287
53303-0000	-	-	-	-	-	1,889	-	-	3,746	3,920	3,920
55803-0000	-	-	615	-	-	1,936	-	-	1,831	-	-
TOTAL FUNCTION 511	965,501	942,842	945,082	971,547	971,547	932,235	960,297	944,598	932,720	944,207	944,207

FUNCTION 512 SCHOOL OFFICE											
51110-0000	341,990	341,990	335,368	349,963	349,963	309,188	313,154	271,747	273,536	276,570	276,570
51110-0000	3,800	3,800	1,116	3,800	3,800	7,425	7,850	1,200	6,500	5,475	5,475
51133-0000	7,425	7,425	7,425	8,025	8,025	-	5,950	-	-	-	-
53303-0000	10,350	10,350	3,693	6,950	6,950	-	5,950	-	-	-	-

	2010-2011 Recommended	2010-2011 REVISED 8-2-10	2010-2011 ACTUAL	2011-2012 Recommended	2011-2012 Revised 6-2-11	2011-2012 ACTUAL	2012-2013 Recommended	2012-2013 Revised 7-2-12	2012-2013 actual	2013-2014 Revised	2013-2014 REVISED7/1/2013
FUNCTION 512 SCHOOL OFFICE											
53705-0000 Shipping & Postage	8,326	14,312	7,551	8,420	1,065	7,682	1,551	1,551	5,823	1,000	800
53706-0000 Catering/Food Reimbursement			354								
54311-0000 Maint & Repairs Fixtures & Equip	3,000	1,500	83	2,900	2,900	100	100	100	405	1,980	1,500
55501-0000 Printing	4,250	2,000	1,088	2,000	2,000	268	2,000	2,000	1,312	1,700	1,700
55502-0000 Binding			2,140	1,200	1,200		1,200				
55803-0000 Employee Travel- Non Teacher						93					
56101-0000 General Supplies & Materials	10,911	12,000	13,913	22,170	11,378	9,269	11,378	8,000	15,608	8,000	5,000
56403-0000 Reference Books	2,217	2,217	945	2,100	1,681	1,681	1,200	1,200	568	945	
56404-0000 Subscriptions & Periodicals	1,600	2,050	463	1,680	1,660	655	1,680	1,680	632	2,478	2,000
56501-0000 Technology-Related Supplies						560			1,146	460	460
57305-0000 Equipment	2,151	812		2,928	2,928	429	1,575	1,575	18,874		
57306-0000 Furniture & Fixtures				300	300	195			284		
57309-0000 Technology-Related Hardware			423	1,268	5,922						
57311-0000 Computer Software			4933	5,384	5,384	5,630	5,506	5,518		6,500	6,500
58101-0000 Professional Organization Fees		5,550	455				560				
58102-0000 Other Fees & Dues											
TOTAL FUNCTION 512	405,781	404,006	385,455	419,068	400,021	349,097	353,684	302,799	330,276	305,708	300,005

	2010-2011 Recommended	2010-2011 REVISED 8-2-10	2010-2011 ACTUAL	2011-2012 Recommended	2011-2012 Revised 6-2-11	2011-2012 ACTUAL	2012-2013 Recommended	2012-2013 Revised 7-2-12	2012-2013 actual	2013-2014 Revised	2013-2014 REVISED7/1/2013
FUNCTION 521 Deputies, Senior Administrators, Researchers and Program Evaluators											
53406-2500 Strategic Planning	35,000	15,000				344	2,000	2,000	284	1,000	1,000
53706-2500 Catering/Food Reimbursement									135		
56101-2500 Strategic Planning General Supplies											
Total Function 521	35,000	15,000				344	2,000	2,000	419	1,000	1,000

	2010-2011 Recommended	2010-2011 REVISED 8-2-10	2010-2011 ACTUAL	2011-2012 Recommended	2011-2012 Revised 6-2-11	2011-2012 ACTUAL	2012-2013 Recommended	2012-2013 Revised 7-2-12	2012-2013 actual	2013-2014 Revised	2013-2014 REVISED7/1/2013
FUNCTION 531 SUPERINTENDENT AND SCHOOL BOARD											
51110-2500 Superintendent	137,325	133,908	131,586	140,789	140,789	137,285	140,789	139,981	139,981	139,981	139,981
51110-2500 Assistant Superintendent	130,912	127,657	10,951	134,376	134,376	16,104	123,466	122,759	122,759	122,759	122,759
51110-2500 Secretaries	174,436	174,436	84,335	132,619	132,619	84,063	137,167	83,357	137,844	137,844	137,844
51110-2500 School Committee	15,700	15,700	15,700	15,700	15,700	15,700	15,700	15,700	15,700	15,700	15,700
51110-2500 School Committee Clerk	500	500	500	500	500		750	675	675	825	825
51133-0000 Longevity	1,150	1,150	1,150	1,150	1,150	525	2,500	1,279	2,250	2,250	2,250
53303-2500 Professional Development & Training	3,000	3,000	1,555	4,500	4,500	3,027		245			
53401-2500 Police Detail			3,166	5,000	5,000	4,278	3,000	3,000	1,895	500	500
53705-2500 Shipping & Postage			380			271	1,000	750	227	750	
53706-2500 Catering/Food Reimbursement				500	500		500				
54311-2500 Maint & Repairs Fixtures & Equip	6,511	6,511	4,528	8,000	8,000	2,439	6,000	6,000	4,107	4,500	4,500
54602-2500 Rental of Equipment & Vehicles	6,654	6,654	7,225	6,987	6,987	6,649	6,800	6,800	5,481	6,029	6,029
55207-2500 Errors & Omissions Insurance	3,800	3,800	2,196	3,800	3,800	1,529	2,500	2,500	2,374	2,000	2,000
55501-2500 Printing	1,000	1,000	100	1,000	1,000	100	500	500	350	100	100
55802-2500 Workshops & Conf. School Committee	9,500	9,500	9,809	9,500	9,500	8,108	9,500	9,500	10,384	9,500	9,500
55803-2500 Employee Travel - Non-Teachers	7,500	7,500	2,073	7,500	7,500	3,085	3,500	3,135	3,500	2,500	2,500
56101-2500 General Supplies & Materials - Supt	500	500	212	750	750	72	750	750	146	300	300
56101-2500 General Supplies & Materials - SC	1,000	1,000	126	500	500	126	500	500	500	400	400
56404-2500 Subscriptions & Periodicals	1,000	500	351	500	500	585	500	500	719	400	400
56501-2500 Technology-Related Supplies	2,500		1,143	3,500	3,500	1,390	3,500	3,500	2,274	1,400	1,400
57305-2500 Equipment - Supt			357	1,000	1,000						
57305-2500 Equipment - SC			674			1,570			120		
57309-0000 Tech-Related Hardware-Supt.											
57309-2500 Tech-Related Hardware - School Comm			94								
57311-0000 Computer Software	3,000	2,800	2,330	2,800	2,800	3,910	2,800	2,800	4,525	3,835	3,835
58101-2500 Professional Organization Fees - Supt	5,707	5,188	5,188	5,188	5,188	5,188	5,188	5,188	5,188	5,189	5,189
58101-2500 Professional Organization Fees - SC			300			196			130		
58102-2500 Other Fees & Dues											
TOTAL FUNCTION 531	517,195	506,304	286,400	486,159	486,159	296,200	466,970	457,070	282,291	456,462	455,412

	2010-2011 Recommended	2010-2011 REVISED 8-2-10	2010-2011 ACTUAL	2011-2012 Recommended	2011-2012 Revised 6-2-11	2011-2012 ACTUAL	2012-2013 Recommended	2012-2013 Revised 7-2-12	2012-2013 actual	2013-2014 Revised	2013-2014 REVISED7/1/2013
FUNCTION 532 LEGAL											
53402-2500 Legal Services	48,400	48,400	41,155	48,400	48,400	67,208	48,400	48,400	66,155	48,400	48,400
53409-0000 Negotiations/Arbitration			2,130								
TOTAL FUNCTION 532	48,400	48,400	43,285	48,400	48,400	67,208	48,400	48,400	66,155	48,400	48,400
TOTAL PROGRAM 10 GENERAL ED	20,832,055	19,732,308	18,780,122	20,898,359	20,553,297	18,742,982	19,915,821	19,624,322	19,110,147	20,210,177	19,742,375

PROGRAM 20 SPECIAL EDUCATION

	2010-2011 Recommended	2010-2011 REVISED 8-2-10	2010-2011 ACTUAL	2011-2012 Recommended	2011-2012 Revised 6-2-11	2011-2012 ACTUAL	2012-2013 Recommended	2012-2013 Revised 7-2-12	2012-2013 actual	2013-2014 Revised	2013-2014 REVISED7/1/2013
FUNCTION 111 INSTRUCTIONAL TEACHERS											
51110-2101 Gen Ed w/ Supports & Services S.Y.	1,731,755	1,676,684	1,634,484	1,738,254	1,738,254	1,718,095	1,788,360	1,790,734	1,728,401	1,965,027	1,965,027
51110-2102 Gen Ed w/ Supports & Serv Ext S.Y.	143,588	143,588	42,220	90,000	90,000	-	90,000	90,000	51,950	90,000	90,000
51110-2103 Special Class S.Y.	317,968	317,968	344,122	323,474	323,474	372,468	329,530	329,530	401,954	344,960	344,960
51309-2107 Homebound/Hospitalized	27,000	27,000	39,888	27,000	27,000	19,532	27,000	27,000	14,275	27,000	20,000
51110-2110 Pre-School	81,469	46,524	50,165	80,272	80,272	44,274	50,650	46,524	46,524	58,321	58,321
51338-2104 ESY Teachers			280			60,170					
53223-2141 Instructional Teachers						618					
55809-2101 Employee Travel - Teachers - Resource	1,200	1,200	875	1,200	1,200	1,838	1,200	1,200	1,474	1,500	1,500
55809-2103 Employee Travel - Teachers - SC	200	200		200	200		200	200		400	400
55809-2110 Employee Travel - Teachers - Pre-Sch	400	400	286	400	400		400	400		400	400
55809-2131 Employee Travel - Support Cert.			701			710			696		
TOTAL FUNCTION 111	2,303,590	2,213,584	2,113,021	2,260,800	2,260,800	2,217,705	2,287,340	2,285,588	2,245,274	2,487,608	2,480,208
FUNCTION 112 SUBSTITUTE TEACHERS											
51115-1295 Special Ed Substitute Teachers			24,173			37,065					
FUNCTION 113 INSTRUCTIONAL PARAPROFESSIONALS											
51110-2101 Paraprofessionals S.Y.			64,122	62,955	62,955	495,513	62,955	62,955	626,287	560,838	560,838
51110-2103 Paraprofessionals S.Y.			26,547	60,000	60,000	196,371	60,000	60,000	284,776	310,027	310,027
51110-2110 Paraprofessionals - PreSchool			64,693			63,899			61,160	63,389	63,389
51110-4600 Paraprofessionals-S.Y.	201,071	201,071		1,875	1,875	9,900	2,025	2,025	12,975	15,000	15,000
51133-4600 Longevity	8,850	8,850	2,025	1,875	1,875	8,319			57,830	15,000	15,000
51338-2000 Paraprofessionals - Extended SY				124,830	124,830	774,002	124,980	124,980	1,023,028	964,264	964,264
TOTAL FUNCTION 113	209,921	209,921	157,387	124,830	124,830	774,002	124,980	124,980	1,023,028	964,264	964,264
FUNCTION 121 PUPIL-USE TECHNOLOGY AND SOFTWARE											
53221-2107 Virtual Classroom			1,910	2,000	2,000	405	2,500	2,500	6,826	11,700	11,700
53222-2101 Web-Based Supplemental Instr.			240			1,677	4,000	4,000	1,275	1,350	1,350
53222-2103 Web-Based Supplemental Instr.			133			1,068					
53502-2103 Other Technical Services											
54311-2132 Maintenance and Repair											
54320-2146 Maintenance Contracts						854			495	675	675
56409-2146 Electronic Textbooks-AT			140						790	360	360
56501-2103 Technology-Related Supplies - Resource	5,000	5,000	105	5,000	5,000	228	5,000	5,000		500	500
56501-2103 Technology-Related Supplies - SC	5,613	5,613	443	5,000	5,000	175	5,000	5,000	227	500	500
56501-2146 Technology-Related Supplies- AT			1,364			1,679			450		12,150
57305-2146 Adaptive Equipment			3,401	7,500	7,500	6,707	10,000	10,000	11,706	13,500	
57305-2101 Tech-Related Hardware - Resource			80	5,289	5,289	2,429	6,310	6,310	1,798		
57309-2103 Tech-Related Hardware - SC				5,000	5,000	2,327	17,250	17,250	1,122		

	2010-2011 Recommended	2010-2011 REVISED 8-2-10	2010-2011 ACTUAL	2011-2012 Recommended	2011-2012 Revised 6-2-11	2011-2012 ACTUAL	2012-2013 Recommended	2012-2013 Revised 7-2-12	2012-2013 actual	2013-2014 Revised	2013-2014 REVISED 7/17/2013
FUNCTION 121 PUPIL-USE TECHNOLOGY AND SOFTWARE											
57309-2110					1,500	900					
57309-2113				1,500	1,500	1,109					
57309-2146			6,493	1,500	1,500	4,820	5,000	5,000	6,125	6,750	6,075
57311-2101			1,046	2,500	2,500	531	6,700	6,700	2,487		
57311-2103											
57311-2131			47								
57311-2146			330	1,000	1,000	1,657	1,000	1,000	366	3,000	3,000
TOTAL FUNCTION 121	10,613	10,613	15,802	37,799	37,799	26,566	62,760	62,760	33,666	38,335	36,310

	2010-2011 Recommended	2010-2011 REVISED 8-2-10	2010-2011 ACTUAL	2011-2012 Recommended	2011-2012 Revised 6-2-11	2011-2012 ACTUAL	2012-2013 Recommended	2012-2013 Revised 7-2-12	2012-2013 actual	2013-2014 Revised	2013-2014 REVISED 7/17/2013
FUNCTION 122 INSTRUCTIONAL MATERIALS, TRIPS AND SUPPLIES											
53220-2101	91	91									
53503-2102	176	176	367	7,500	7,500	200					
53705-2101	4,935	4,935	1,104	352	352		536	536	3,792	4,000	4,000
54311-2101	26,250	26,250		5,000	5,000	835	1,000	1,000	960	900	315
55111-2000				3,500	3,500	389	5,000	5,000	495		
56101-2101	26,250	26,250	27,042	26,369	22,369	26	3,500	3,500	203		
56101-2101				730	730	16,420	21,187	21,187	14,817	14,600	13,140
56101-2102			1,365	2,500	2,500	1,107	2,500	2,500	1,040	2,070	1,863
56101-2103	9,620	9,620	7,814	10,416	9,194	12,807	7,693	7,693	11,708	10,000	9,000
56101-2110	5,264	5,023	3,157	6,332	6,332	3,694	5,808	5,808	1,366	4,950	4,455
56101-2113	830	830	1,464	2,500	2,500	4,395	2,500	2,500	1,870	1,800	1,620
56101-2120						374			394	2,430	2,187
56101-2121				1,500	1,500	425	2,500	2,500	190	2,250	2,025
56101-2122				3,380	3,380	2,386	3,380	3,380	4,012	4,185	3,767
56101-2124				400	400		400	400	25	900	810
56101-2125				1,800	1,800	3,289	1,800	1,800	1,364	1,634	1,471
56101-2137											
56101-2146			657	1,000	1,000		1,000	1,000		2,700	2,430
56401-2103	1,500	1,500		1,500	1,500	2,386			2,743	450	405
56403-2101	300	300	175	750	750		1,500	1,500	270	243	243
56403-2103	500	500		500	500	356	750	750	62	675	608
56404-2101				200	200		500	500		450	405
56404-2103	250	250		200	200		200	200		180	180
57305-2101				5,000	5,000		5,000	5,000		2,500	2,250
57305-2101			81	1,084	1,084	831	1,299	1,299	1,113	1,250	1,125
57305-2103				7,115	7,115		10,176	10,176	945	1,000	900
57305-2110			894	2,000	2,000		2,000	2,000		450	405
57305-2113				1,000	1,000		1,000	1,000			
57305-2101			299	3,212	2,478	244	2,690	2,690	2,782	1,100	990
57305-2103			12,137	7,000	7,000	5,967	10,287	10,287	4,964	6,000	5,400
57306-2110			1,135	500	500	1,032	500	500	53	1,350	1,215
57306-2113				3,000	3,000	1,977	3,000	3,000		900	810
57311-2146			350								
58102-2103			125	350	350	1,776	350	350	1,251		
58102-2110											
TOTAL FUNCTION 122	49,716	49,475	61,791	106,690	100,734	60,916	108,256	109,606	56,169	69,444	62,154

FUNCTION 215 ACADEMIC INTERVENTIONS											
53216-2101						5,614			540		
53406-2128			98	5,000	5,000	63,897	4,000	4,000		3,360	3,360
53502-0000											
TOTAL FUNCTION 215			98	5,000	5,000	69,511	4,000	4,000	540	3,360	3,360

	2010-2011 Recommended	2010-2011 REVISED 8-2-10	2010-2011 ACTUAL	2011-2012 Recommended	2011-2012 Revised 6-2-11	2011-2012 ACTUAL	2012-2013 Recommended	2012-2013 Revised 7-2-12	2012-2013 actual	2013-2014 Revised	2013-2014 REVISED 7/1/2013
FUNCTION 214/216 STUDENT HEALTH AND SERVICES											
51338-2104			4,680	7,800	7,800	4,720	7,800	7,800	4,660	6,240	6,240
53220-2101			-	-	-	85	-	-	-	-	-
TOTAL FUNCTION 216			4,680	7,800	7,800	4,805	7,800	7,800	4,660	6,240	6,240
FUNCTION 221 CURRICULUM DEVELOPMENT											
51132-2101	3,000	3,000	3,000	3,000	3,000	3,000	-	-	3,000	-	3,000
53302-0000	1,700	1,700	9,598	9,500	7,824	8,665	5,000	5,000	8,665	11,000	11,000
53703-2800	4,700	4,700	1,700	650	650	350	-	-	350	350	350
TOTAL FUNCTION 221	4,700	4,700	14,298	13,150	10,824	11,665	5,000	5,000	11,665	11,350	14,350
FUNCTION 222 IN-SERVICE, STAFF DEVELOPMENT AND SUPPORT											
51113-2000					33,647				33,750		45,750
51304-2101				400	280						
53301-0000				400							
53301-2101									1,875		
53301-2130											
53303-2101			696		1,723						
53303-2129			25	500	325		500	500		325	325
53303-2130	1,000	1,000	8,700	5,000	10,189	8,775	5,000	5,000	8,775	10,800	9,720
53406-2000	225,000	224,576	81,005	240,000	56,080	156,675	200,000	200,000	156,675	219,600	197,640
53706-2130			132								
55803-2130			1,239								
56101-2101			900		930				671	900	810
TOTAL FUNCTION 222	226,000	225,576	92,697	245,900	103,174	207,746	205,500	205,500	207,746	277,375	254,245
FUNCTION 231 PROGRAM MANAGEMENT											
51110-2102	12,000	12,000	8,120	12,000	12,000	8,000	12,000	12,000	9,460	12,000	12,000
51110-2130	117,870	114,883	113,389	117,870	114,883	114,883	121,335	120,625	120,625	120,625	120,625
51110-2130	41,557	41,557	40,867	42,856	41,326	42,856	42,856	42,856	41,434	52,937	42,782
51110-2131	60,972	60,972	63,752	60,972	60,972	60,972	60,972	60,972	60,972	62,152	62,153
51133-2130	75	75	75	450	150	225	600	600	225	750	750
51338-2104					1,820						27,247
53218-2127	28,836	28,836	20,550	31,000			34,100	34,100	32,565	30,274	30,274
53301-2130	1,100	1,100	615	2,000			2,000	2,000	450	450	450
53303-2100	1,000	1,000	362	1,000	842		1,000	1,000	660	4,500	4,500
53414-2131										900	900
53502-2130											
53705-2101	3,200	3,200		3,200			3,200	2,200	1,667		
53705-2130	1,600	1,600	3,316	1,600	1,708		1,600	1,600	1,472		
53705-2131					393		500	500	20	1,800	
53706-2130			38	500	150		500	500	440	450	450
54311-2131	200	200	220	500			500	500	440	450	450
54602-2130					2,432		1,500	1,500	3,924	4,028	4,028
55501-2130			964	995	1,023		1,500	1,500	168	1,125	1,013
55803-2500	3,800	3,800	3,940	3,800	3,500		3,800	3,800	3,732	3,800	3,420
55809-2131	800	800	800	800	800		800	800	800	1,000	900
56101-2130	3,500	3,500	2,194	3,500	1,607		3,500	3,500	2,528	1,575	1,418
56101-2131	1,200	1,200	1,449	2,000	3,874		2,000	2,000	1,618	3,600	3,240
56403-2129	500	500	99	1,000			1,000	1,000		1,000	900
56403-2130	220	220	375	550	78		550	550	249	230	225
56404-2130	180	180	75	250	90		250	250		100	100
56404-2130	85	85	222	195					90		
56407-2130							5,500	5,500	422	288	288
56501-2130			546	5,000	323		5,000	5,000	500	500	500
57305-2130				1,500	1,205		15,000	1,500			
57306-2131				1,500			2,100	2,100	1,899		
57306-2101											

	2010-2011 Recommended	2010-2011 REVISED 8-2-10	2010-2011 ACTUAL	2011-2012 Recommended	2011-2012 Revised 6-2-11	2011-2012 ACTUAL	2012-2013 Recommended	2012-2013 Revised 7-2-12	2012-2013 actual	2013-2014 Revised	2013-2014 REVISED 7/1/2013
FUNCTION 231 PROGRAM MANAGEMENT											
57309-2101 Tech-Related Hardware						658					
58101-2130 Professional Organization Fees	800	800	538	800	800	538	800	800	1,186	1,450	1,450
TOTAL FUNCTION 231	279,495	276,008	263,026	293,838	293,838	247,028	330,963	315,753	285,457	305,054	287,939

	2010-2011 Recommended	2010-2011 REVISED 8-2-10	2010-2011 ACTUAL	2011-2012 Recommended	2011-2012 Revised 6-2-11	2011-2012 ACTUAL	2012-2013 Recommended	2012-2013 Revised 7-2-12	2012-2013 actual	2013-2014 Revised	2013-2014 REVISED 7/1/2013
FUNCTION 232 THERAPISTS, PSYCHOLOGISTS, EVALUATORS, PERSONAL ATTENDANTS AND SOCIAL WORKERS											
51110-2101 Paraprofessionals S.Y.	341,150	341,150	505,736	435,743	435,743	-	468,636	468,636			
51110-2102 Paraprofessionals Ext S.Y.	228,973	228,973	200,997	239,236	239,236	82	294,870	308,565			
51110-2110 Paraprofessionals - Pre-School	60,655	60,655	-	62,569	62,569	-	62,669	62,669			
51110-2120 Social Workers	136,119	132,381	140,120	157,320	157,320	130,854	142,243	162,215			
51110-2121 Psychologists	138,484	137,184	117,226	111,327	111,327	118,333	116,152	113,399			
51110-2122 Speech Therapists	360,910	350,910	341,698	380,520	380,520	312,470	343,376	352,135			
51110-2143 Speech Therapists- Ext S.Y.			4,500			17,010					
51115-2120 Substitute Social Workers				7,500	7,500		11,025	11,025			
51133-0000 Longevity - Paraprofessionals			6,000			28,124					
51338-2104 Paraprofessionals Ext S.Y.						540					
51338-2120 ESY Social Workers			540			3,020					
51338-2121 ESY Psychologists			940			11,040					
51338-2122 ESY Speech Therapist											
51401-2120 Stipend - Social Work Intern	10,000	10,000		10,000	10,000	10,000		10,000		10,000	10,000
51401-2121 Stipend - Psychologist Intern	10,000	10,000	10,000	10,000	10,000	10,000	10,000	10,000		10,000	10,000
53202-2000 Speech Therapy Services	100,853	100,853	72,764	50,852	50,852	35,336	10,852	4,928			
53203-2000 Occupational Therapy Services	164,287	170,819	125,404	190,000	190,000	129,168	171,000	140,190		130,500	117,450
53204-2000 Therapy Services	5,000	5,000	37,116	55,949	55,949	95,496	63,000	88,990		90,000	81,000
53204-2104 Therapy Services - ESY								33,695		4,500	4,050
53204-2128 Therapy Services - Behavioral								13,313		49,815	44,834
53204-2137 Therapy Services - Parent										270	243
53204-2146 Therapy Services - Assistive Tech										8,154	13,500
53205-2000 Psychological Services	140,000	140,000	124,265	153,000	153,000	136,714	153,000	79,805		90,000	81,000
53206-2000 Audiology Services	7,700	7,700	10,597	7,700	7,700	190	7,500	7,500		6,750	6,075
53207-2000 Interpreter Services	2,000	2,000	3,965	1,000	1,000	146	1,000	1,000		450	405
53208-2000 Orientation & Mobility Services	5,745	5,745	2,174	7,500	7,500	732	5,400	5,400		2,700	2,430
53211-2000 Physical Therapy Services	34,300	34,300	16,800	38,000	38,000	24,084	30,000	30,388		22,500	20,250
53213-2000 Evaluations	6,702	6,500	750	6,500	6,500		9,000	9,000		4,500	4,050
53216-000 Home Tutoring Butler Hospital			124								
53218-2127 Transition Services	36,750	36,750	46,740	45,144	45,144	42,487	45,144	70,528		90,000	81,000
53218-2128 Transition Services											
53219-2000 Social Worker Services	25,770	26,670	19,450			12,324		115		15,877	14,289
53220-2127 Other Purchased Prof. Ed. Services						225		4,230			
55809-0000 Employee Travel - Teachers	1,000	1,000		1,000	1,000		1,000	1,000		1,280	1,152
56101-2120 Social Work Supplies				3,000	3,000		3,000	3,000		225	203
57309-2120 Technology-Related Hardware SW						1,996				225	225
TOTAL FUNCTION 232	1,816,378	1,808,569	1,787,906	1,973,860	1,973,860	1,103,409	1,951,048	1,959,689	1,112,780	1,242,492	1,181,206

	2010-2011 Recommended	2010-2011 REVISED 8-2-10	2010-2011 ACTUAL	2011-2012 Recommended	2011-2012 Revised 6-2-11	2011-2012 ACTUAL	2012-2013 Recommended	2012-2013 Revised 7-2-12	2012-2013 actual	2013-2014 Revised	2013-2014 REVISED 7/1/2013
FUNCTION 241 ACADEMIC STUDENT ASSESSMENT											
51110-2131 Child Outreach Screeners	12,000	12,000	7,886	12,000	12,000	9,525	12,000	12,000	8,410	12,000	12,000
53503-2000 Testing Supplies						6,833			843	2,700	2,700
TOTAL FUNCTION 241	12,000	12,000	7,886	12,000	12,000	16,358	12,000	12,000	9,254	14,700	14,700

	2010-2011 Recommended	2010-2011 REVISED 8-2-10	2010-2011 ACTUAL	2011-2012 Recommended	2011-2012 Revised 6-2-11	2011-2012 ACTUAL	2012-2013 Recommended	2012-2013 Revised 7-2-12	2012-2013 actual	2013-2014 Revised	2013-2014 REVISED 7/1/2013
FUNCTION 311 TRANSPORTATION											
55110-2127 Transportation Cont for Transition Program	24,000	24,000	4,645	30,000	30,000	3,625	20,000	20,000	7,655	5,000	5,000
55110-2142 Trans from another District or Public Carr				4,000	4,000		4,000	4,000	180,532	19,000	19,000
55111-2000 Transportation Contractors			161,667			191,417					
56203-2142 In-District Fuel Cost			8,720								
TOTAL FUNCTION 311	24,000	24,000	175,032	34,000	34,000	195,042	24,000	24,000	188,186	24,000	24,000

2010-2011 Recommended	2010-2011 REVISED 6-2-10	2010-2011 ACTUAL	2011-2012 Recommended	2011-2012 Revised 6-2-11	2011-2012 ACTUAL	2012-2013 Recommended	2012-2013 Revised 7-2-12	2012-2013 actual	2013-2014 Revised	2013-2014 REVISED/7/1/2013
-----------------------	--------------------------	------------------	-----------------------	--------------------------	------------------	-----------------------	--------------------------	------------------	-------------------	----------------------------

FUNCTION 313 SAFETY										
56101-2142 General Supplies & Materials										
		621	1,000	1,000	589	1,000	1,000	58	750	675
FUNCTION 431 PUBLIC, PAROCHIAL, PRIVATE AND CHARTER SCHOOL PASS-THROUGHS										
55111-2000 Transportation Contractors	140,000	140,000			132,025			88,126	1,800	1,620
53202-2122 Speech Therapy Services					14,016			848	17,000	15,300
53203-2000 Occupational Therapy Services								982		
53204-2000 Therapy Services	8,436	8,436			250			900		
53205-2121 Psychological Services			30,000					30,000		
53206-2000 Audiology Services								956		
53216-2107 Tutoring Services					341					
53218-2000 Transition Services								10,150		
53220-2127 Other Purchased Prof Ed Services					9,720				12,600	11,340
55630 Tuition to Private Sources										
55610-2103 Tuition to other School Districts in State					12,093					
55630-2103 Special Class SY		37,852								
55630-2104 Special Class ESY	136,879	136,879								
55630-2105 Non-PubDay, Non-Beneficiary ESY		12,600	3,446	3,446	23,608	13,651	15,162	18,250	43,184	43,184
55630-2106 Non-PubDay, Non-Beneficiary 45DX	8,640	8,640	243,744	243,744	382,231	412,987	412,987	285,022	223,726	223,726
55630-2108 Non-PubDay, Beneficiary SY			65,340	65,340		71,874	71,874	17,331	61,560	61,560
55630-2110 Pre-School Part-Time SY			70,000	70,000	89,397	70,000	70,000	97,898	45,000	45,000
55630-2112 Resident Schools Beneficiary					3,024				150,000	150,000
55640 Tuition to Education Service Agencies within the State										
55640-2103 Special Class SY		22,696								
55640-2104 Special Class ESY			46,463	46,463	6,681					
55640-2105 Non-PubDay, Non-Beneficiary ESY	40,162	40,162	4,086	4,086	44,350	48,785	47,806	47,630	50,001	50,001
55640-2113 Pre-School Full-Time						47,806	25,960			
55660-2106 Tuitions to Charter Schools										
56101-2106 Non-Pub, Non-Ben Supplies										
TOTAL FUNCTION 431	334,117	356,873	463,079	463,079	717,736	698,703	673,769	568,395	604,871	601,731
TOTAL PROGRAM 20 SPECIAL ED	5,270,530	5,191,279	5,579,746	5,573,790	5,584,730	5,823,350	5,791,465	5,740,878	6,049,843	5,931,382

PROGRAM 30 VOCATIONAL AND TECHNICAL EDUCATION PROGRAMS

FUNCTION 431 PUBLIC, PAROCHIAL, PRIVATE AND CHARTER SCHOOL PASS-THROUGHS										
55110-0000 Trans from another District or Public Carr		2,790								
55111-0000 Out of District Transportation		73,912			41,274			77,621		
55610-0000 Tuition to other School Districts in State	15,246	15,246	77,415	77,415	36,070	97,636	108,000	83,243	142,380	142,380
55690-0000 Tuition to other School Districts in State										
56203-0000 Out of District- Fuel Costs-Davies		4,993								
TOTAL PROGRAM 30 VOCATIONAL	15,246	15,246	77,415	77,415	77,344	97,636	108,000	160,864	142,380	142,380

PROGRAM 40 BI-LINGUAL/ESL EDUCATION

FUNCTION 111 INSTRUCTIONAL TEACHERS										
51110-0600 ESL & Bi-Lingual										
56101-0600 General Supplies & Materials					337					
57309-2146 Tech-Related Hardware - ESL			900	900		900	900		900	900
51113-2000 Professional Days										
51113-2000 Professional Days										
51110-0600 ESL Interpretive Services		4,256			945					
TOTAL PROGRAM 40 BI-LINGUAL/ESL	38,808	38,808	40,108	40,108	40,090	40,108	40,108	38,808	40,695	40,695

2010-2011 Recommended	2010-2011 REVISED 8-2-10	2010-2011 ACTUAL	2011-2012 Recommended	2011-2012 Revised 6-2-11	2011-2012 ACTUAL	2012-2013 Recommended	2012-2013 Revised 7-2-12	2012-2013 actual	2013-2014 Revised	2013-2014 REVISED 7/1/2013
--------------------------	-----------------------------	---------------------	--------------------------	-----------------------------	---------------------	--------------------------	-----------------------------	---------------------	----------------------	-------------------------------

PROGRAM 50 NON-PUBLIC SCHOOL PROGRAMS

FUNCTION	2010-2011 Recommended	2010-2011 REVISED 8-2-10	2010-2011 ACTUAL	2011-2012 Recommended	2011-2012 Revised 6-2-11	2011-2012 ACTUAL	2012-2013 Recommended	2012-2013 Revised 7-2-12	2012-2013 actual	2013-2014 Revised	2013-2014 REVISED 7/1/2013
FUNCTION 311 TRANSPORTATION											
55111-2500 Transportation Contractors	321,858	321,858	149,177								
55660-000 Tuitions to Charter Schools			7,474								
55203-0000 In-District Fuel Costs											
FUNCTION 431 PUBLIC, PAROCHIAL, PRIVATE AND CHARTER SCHOOL PASS-THROUGHS											
55111-2500 Out of District Transportation			74,637			287,638			101,908		
55610-0000 Vocational School General Ed.											
55610-2101 Vocational School Special Ed.											
55203-0000 Out-of District Fuel Costs	15,000	12,000	7,847	12,000	12,000	7,992	12,000	10,000	5,014	8,000	8,000
55406-0000 Non-Public Textbooks	336,858	333,858	251,591	12,000	12,000	295,630	12,000	10,000	106,922	8,000	8,000
TOTAL PROGRAM 50 NON-PUBLIC											

PROGRAM 62 SUMMER SCHOOL PROGRAMS

PROGRAM 62 SUMMER SCHOOL PROGRAMS											
51110-2702 Summer Ramp-up Program - SHS											6,300
TOTAL PROGRAM 62 SUMMER SCHOOL											6,300

PROGRAM 90 CO-CURRICULAR AND EXTRA-CURRICULAR ACTIVITIES

FUNCTION	2010-2011 Recommended	2010-2011 REVISED 8-2-10	2010-2011 ACTUAL	2011-2012 Recommended	2011-2012 Revised 6-2-11	2011-2012 ACTUAL	2012-2013 Recommended	2012-2013 Revised 7-2-12	2012-2013 actual	2013-2014 Revised	2013-2014 REVISED 7/1/2013
FUNCTION 213 EXTRACURRICULAR											
51110-1800 Athletic Coaches Salaries			75,826			106,129			106,729		
51110-4800 Athletic Event Assistants & Tickets			50								
51110-2300 Advisors- Regular Salaries			1,130			21,480			21,480		
51403-2200 Athletic Directors			10,870	11,087	10,870	10,870	10,870	10,870	10,870	12,300	12,300
51404-1800 Coaches			27,762								
51404-2200 Coaches			87,500	106,500	106,500	103,000	103,000	103,000	110,141	110,141	110,141
51404-2300 Advisors			21,015	24,585	24,585	24,585	24,585	24,585	26,690	26,690	26,690
53410-2300 Police & Fire Details			2,800	2,560	2,560	2,520	2,520	2,520	2,400	2,400	2,328
53416-2200 Officials Fees			30,000	32,800	32,800	29,750	29,750	29,750	31,650	34,000	32,980
54311-2200 Maint & Repairs Fixtures & Equip			4,950	9,500	9,500	5,908	9,000	9,000	8,245	8,500	8,245
54311-2300 Maint & Repairs Fixtures & Equip			1,500	1,948	1,948	1,000	576	576	576	576	559
54602-2300 Rental of Equipment & Vehicles			210	9,500	9,500	15,000	15,000	15,000	17,027	5,000	4,850
54605-2200 Ice Rink Rental			12,500	1,000	1,000	1,500	1,500	1,500	17,500	17,500	16,975
54606-2200 Swimming Pool Rental				1,000	1,000	1,000	1,000	1,000	1,000	1,000	970
54607-2200 Golf Course Rental			1,000	85,000	85,000	68,852	79,000	79,000	44,171	74,000	71,780
55111-2200 Transportation			77,025	9,100	9,100	3,098	9,100	9,100	11,000	11,000	10,670
55111-2300 Transportation			6,231	3,600	3,600	3,599	3,600	3,600	3,600	3,600	3,492
55501-2300 Printing			5,305	8,110	8,110	7,923	8,110	8,110	10,622	7,500	7,294
56101-2300 General Supplies & Materials			1,782	9,800	9,800	8,291	8,800	8,800	190	7,500	7,275
56115-2200 Athletic Medical Supplies			11,839	500	500	558	1,750	1,750			
56116-2200 Athletic Supplies			800	3,175	3,175	3,175	3,175	3,175	1,750	3,975	3,856
56117-2200 Honors/Award Supplies			3,525	12,500	12,500	8,972	4,800	4,800	4,955	4,400	4,268
56117-2300 Honors/Award Supplies			10,983	10,000	10,000	9,500	9,500	9,500	10,500	12,000	11,640
57305-2200 Equipment			12,500	9,500	9,500	9,500	9,500	9,500	10,500	12,000	11,640
58101-2200 Professional Organization Fees			10,000	1,620	1,620	1,310	2,195	2,195	1,545	1,545	1,499
58101-2300 Professional Organization Fees											
58102-2300 Other Fees & Dues			1,173	2,195	2,195	1,310	2,195	2,195	1,545	1,545	1,499
TOTAL PROGRAM 90 CO-CURRICULAR			317,976	343,460	343,460	310,895	323,156	323,156	291,311	344,647	338,782

2010-2011 Recommended	2010-2011 REVISED 8-2-10	2010-2011 ACTUAL	2011-2012 Recommended	2011-2012 Revised 6-2-11	2011-2012 ACTUAL	2012-2013 Recommended	2012-2013 Revised 7-2-12	2012-2013 actual	2013-2014 Revised	2013-2014 REVISED 7/1/2013
--------------------------	-----------------------------	---------------------	--------------------------	-----------------------------	---------------------	--------------------------	-----------------------------	---------------------	----------------------	-------------------------------

BENEFITS - ALL PROGRAMS

	52,614	51,984	44,472	53,175	53,175	46,826	53,077	52,820	46,955	48,069	47,477
52102 Life Insurance	2,049	2,049	1,994	2,580,008	2,580,008	188,467	204,117	-	6,694	7,630	7,630
52104 Vision Benefits	288,984	284,974	243,104	5,800	5,800	5,464	5,800	207,879	191,486	190,842	187,842
52109 Medical Buy Back Payments	5,800	5,800	5,716	3,342,985	3,342,985	2,961,079	3,432,882	5,700	5,447	5,700	5,700
52111 Maint/Custodial Legal Dues	2,815,955	2,918,374	2,764,518	3,253,338	3,253,338	2,394	3,762	3,134,975	2,959,397	3,403,609	2,746,923
52121 Health Insurance Premium	4,104	4,104	3,420	2,219,110	2,219,110	2,105,956	2,121	-	4,061	3,420	3,420
52123 Dental Buy Back Payments	297,046	300,985	282,234	22,593	22,593	21,576	22,121	265,416	257,320	284,823	279,024
52124 Dental Insurance Premium	2,034,646	1,920,387	1,791,238	208,058	208,058	184,910	306,367	1,840,824	1,840,824	2,100,873	2,055,864
52203 Teachers' Retirement	23,712	22,944	21,723	337,612	337,612	212,196	282,071	21,745	21,893	23,232	22,751
52207 Survivor's Benefits	183,305	182,017	151,696	243,467	243,467	281,784	298,493	304,512	261,188	238,846	238,846
52213 Teachers' Defined Contribution				30,000	30,000				418,445	445,536	434,476
52218 Municipal Defined Contribution	287,144	288,085	239,544	337,612	337,612	212,196	282,071	246,639	225,472	250,631	249,455
52301 FICA	288,960	288,960	275,344	243,467	243,467	281,784	298,493	295,145	288,038	304,973	300,215
52302 Medicare	30,000	30,000	19,457	30,000	30,000	33,892	37,500	37,500	34,582	37,500	37,500
52401 Administrator's Cafeteria Plan	15,000	120,000	83,895	15,000	15,000	91,925	48,000	20,000	19,933	20,000	20,000
52501 Unemployment Comp.	61,899	62,537	63,043	65,664	65,664	65,778	69,067	70,701	73,316	76,357	78,437
52710 Workers' Compensation	629,882	599,368	570,030	643,191	643,191	589,395	559,407	622,547	622,547	562,152	562,152
Retiree Insurance Premiums											
TOTAL BENEFITS - ALL PROGRAMS	7,021,080	7,042,568	6,561,428	7,770,001	7,770,001	7,067,778	7,936,551	7,523,644	7,307,858	8,035,912	7,309,431

TOTALS GENERAL FUND	33,654,350	32,653,642	31,316,934	34,721,089	34,370,071	32,119,448	34,148,622	33,420,695	32,756,787	34,831,654	33,519,345
----------------------------	-------------------	-------------------	-------------------	-------------------	-------------------	-------------------	-------------------	-------------------	-------------------	-------------------	-------------------

FEDERAL STABILIZATION FUND

FUNCTION 111 INSTRUCTIONAL TEACHERS											
51110-0000 Salaries			48,462								
FUNCTION 211 GUIDANCE											
53218-0800 Student Assistance Counselor	29,975	29,680	29,680								
FUNCTION 311 TRANSPORTATION											
55111-0000 Transportation Contractors			150,917								
TOTAL FEDERAL STABILIZATION FUND	29,975	29,680	239,063	-	-	-	-	-	-	-	-
Benefits			9,994								

FEDERAL JOBS BILL FUND

FUNCTION 111 INSTRUCTIONAL TEACHERS											
51110-0000 Salaries				139,572	139,572	159,108					
Benefits				84,416	84,416	68,189					
TOTAL FEDERAL JOBS BILL FUND	-	-	-	223,988	223,988	227,297	-	-	-	-	-

2010-2011 Recommended	2010-2011 REVISED 8-2-10	2010-2011 ACTUAL	2011-2012 Recommended	2011-2012 Revised 6-2-11	2011-2012 ACTUAL	2012-2013 Recommended	2012-2013 Revised 7-2-12	2012-2013 actual	2013-2014 Revised	2013-2014 REVISED 7/1/2013
--------------------------	-----------------------------	---------------------	--------------------------	-----------------------------	---------------------	--------------------------	-----------------------------	---------------------	----------------------	-------------------------------

LITERACY FUND

FUNCTION 111 INSTRUCTIONAL TEACHERS										
51110-0000	Salaries - Elementary									
	Benefits	109,200	-	-	-	-	-	-	-	-
TOTAL LITERACY FUND		140,492	-	-	-	-	-	-	-	-

TECHNOLOGY FUND

FUNCTION 121 PUPIL-USE TECHNOLOGY AND SOFTWARE										
51110-0000	Technicians	43,893	43,893	-	-	-	-	-	-	-
	Benefits	16,235	-	-	-	-	-	-	-	-
TOTAL TECHNOLOGY FUND		60,128	43,893	-	-	-	-	-	-	-

CAPITAL FUND

FUNCTION 121 PUPIL-USE TECHNOLOGY AND SOFTWARE										
56218-2500	Electrical Supplies		5,116	-	-	-	-	-	-	-
54310-2500	Non-Tech Related Maintenance		7,447	2,125	-	-	-	78,320	-	-
FUNCTION 122 INSTRUCTIONAL MATERIALS, TRIPS AND SUPPLIES										
57306-0000	Furniture & Fixtures		-	-	-	-	-	5,602	-	-
FUNCTION 211 GUIDANCE										
57306-0000	Furniture & Fixtures		-	-	-	-	-	-	-	-
FUNCTION 312 FOOD SERVICE										
57305-0000	Equipment		-	-	-	-	-	10,000	-	-
FUNCTION 313 SAFETY										
57306-0000	Capital - Alarm & fire safety		-	-	-	-	-	17,900	-	-
FUNCTION 321 BUILDING UPKEEP, UTILITIES AND MAINTENANCE										
54310-2601	Non-Tech Related Repairs & Maint		-	-	-	-	-	-	-	-
54321-2500	Maint & Repair Electrical		-	-	-	-	-	16,700	-	-
FUNCTION 422 CAPITAL PROJECTS										
53502-2500	Other Technical Services		14,627	-	-	-	-	-	-	-
54501-2500	School Construction - Capital Project	250,000	250,000	250,000	250,000	350,000	250,000	6,399	250,000	250,000
56217-2500	Plumbing & Heating Supplies		-	-	-	-	-	-	-	-
57202-2500	Building Improvements		234,998	20,314	-	-	-	444,767	-	-
57301	Vehicles		27,729	-	-	-	-	-	-	-
TOTAL CAPITAL FUND		250,000	308,289	250,000	250,000	350,000	250,000	579,688	250,000	250,000

2010-2011 Recommended	2010-2011 REVISED 8-2-10	2010-2011 ACTUAL	2011-2012 Recommended	2011-2012 Revised 6-2-11	2011-2012 ACTUAL	2012-2013 Recommended	2012-2013 Revised 7-2-12	2012-2013 actual	2013-2014 Revised	2013-2014 REVISED/1/2013
--------------------------	-----------------------------	---------------------	--------------------------	-----------------------------	---------------------	--------------------------	-----------------------------	---------------------	----------------------	-----------------------------

CAPITAL TECHNOLOGY FUND

FUNCTION 121 PUPIL-USE TECHNOLOGY AND SOFTWARE										
53222-0000	Web-Based Supplemental Instr.	-	-	-	5,190	-	-	6,081	-	-
53502-0000	Other Technical Services	45,000	45,000	11,957	13,885	-	-	10,753	-	-
56501-2500	Tech-Related Supplies	-	-	5,333	4,996	-	-	4,847	-	-
57306-0000	Furniture & Fixtures	-	-	115,075	2,280	-	-	94,581	-	-
57309-0000	Tech-Related Hardware	-	-	6,971	133,597	-	-	2,999	-	-
57311-0000	Technology Software	-	-	-	1,934	-	-	-	-	-
FUNCTION 212 LIBRARY AND MEDIA										
56501-0000	Tech-Related Supplies	-	-	81	251	-	-	21	-	-
57309-2000	Tech-Related Hardware	825	825	818	786	-	-	3,891	-	-
57311-2500	Computer Software	-	-	-	-	-	-	-	-	-
FUNCTION 231 PROGRAM MANAGEMENT										
56501-2500	Tech-Related Supplies	-	-	-	224	-	-	-	-	-
FUNCTION 241 ACADEMIC STUDENT ASSESSMENT										
53301-0000	Professional Development & Training	5,000	5,000	3,200	-	-	-	-	-	-
56501-2500	Tech-Related Supplies	10,000	10,000	8,800	-	-	-	-	-	-
FUNCTION 321 BUILDING UPKEEP, UTILITIES AND MAINTENANCE										
57309-0000	Tech-Related Hardware	-	-	-	-	-	-	-	-	-
FUNCTION 331 DATA PROCESSING										
53502-0000	Other Technical Services	-	-	-	4,400	-	-	3,906	-	-
56501-2500	Tech-Related Supplies	-	-	-	692	-	-	28,287	-	-
57306-0000	Furniture & Fixtures	-	-	-	3,692	-	-	1,509	-	-
57309-2000	Tech-Related Hardware	-	-	-	5,379	-	-	-	-	-
57309-2000	Computer Software	-	-	-	-	-	-	-	-	-
FUNCTION 332 BUSINESS OPERATIONS										
56501-2500	Tech-Related Supplies	-	-	-	543	-	-	-	-	-
57309-2000	Computer Software	-	-	-	-	-	-	-	-	-
FUNCTION 422 CAPITAL PROJECTS										
53502-2500	Other Technical Services	5,600	5,600	-	-	-	-	-	-	-
56501-2500	Tech-Related Supplies	11,000	11,000	684	-	-	-	-	-	-
57309-2500	Tech-Related Hardware	121,750	121,750	6,720	200,000	200,000	200,000	200,000	400,000	400,000
57405-2500	Other Long-Term Infrastructure	-	-	-	-	-	-	-	-	-
57311-2500	Computer Software	825	825	2,811	52,356	-	-	-	-	-
FUNCTION 511 PRINCIPALS AND ASSISTANT PRINCIPALS										
57309-2500	Tech-Related Hardware	-	-	-	-	-	-	989	-	-
FUNCTION 512 SCHOOL OFFICE										
57309-2000	Tech-Related Hardware	-	-	-	807	-	-	-	-	-
FUNCTION 531 SUPERINTENDENT & SCHOOL										
56501-2500	Tech-Related Supplies	-	-	-	-	-	-	-	-	-
57309-2000	Tech-Related Hardware	-	-	-	778	-	-	2,278	-	-
57309-2000	Computer Software	-	-	-	-	-	-	-	-	-
TOTAL CAPITAL TECHNOLOGY FUND										
		200,000	200,000	162,450	231,790	200,000	200,000	160,152	400,000	400,000
TOTAL STATE AND LOCAL BUDGET										
		34,178,218	33,177,225	32,227,386	35,044,059	32,604,598	33,870,695	33,496,627	35,481,654	34,169,345

**PERFORMANCE AUDIT
OF THE
SMITHFIELD PUBLIC SCHOOLS**

Attachment - Smithfield Public School Responses

**Smithfield Public School's Responses to
Performance Audit Report prepared by B & E Consulting LLC**

1. School Committee Policy Manual, pp. 18-21

B&E Recommendations:

- a. That the School Committee immediately establish an ad-hoc Policy Manual Committee with School Committee, Administrative and community representation. To be successful, such a Committee would need professional consulting support and/or access to the all inclusive Policy Manual provided nationally called the "National Association of School Committee's Policy Identification System." The Committee should identify budgeted funds for this process in the existing budget or in the FYE June 30, 2015 budget.
- b. The committee should consider other separate sections of the new policy handbook to cover general matters, certified and non-certified personnel, and network security. It is impossible to understate the importance of a proper, legally protecting and complete policy manual.

SPS Response:

- a. If funds can be identified in the current budget, the process of revising and updating the policies can begin. We will budget money in FYE 2015 budget to complete the process.
- b. The Superintendent will recommend that the School Committee consider adding other separate sections to the policy manual.

2. Elementary (Pre K-grade 5), pp. 25-27

B&E Recommendations:

- a. A full time kindergarten program in the FY 2015 school year is a viable option to meet the content requirements of the Common Core Curriculum.
- b. Until full time kindergarten is instituted, reduce the number of half day kindergarten classes by 2. One of these reductions could possibly be done at McCabe Elementary School where the kindergarten class size is 11 in both sections. The other would require a rescheduling of students between 2 of the other schools. At the very least no single elementary school should have 2 sections of kindergarten with a total number of students less than 25.
- c. High speed broadband capability should be available at the elementary school to assist in the educational program.
- d. Old computers should be replaced and classrooms should have 4-6 computers for students to use in group activities.

SPS Responses:

- a. The Smithfield School Committee, on Monday, November 4, 2013, voted to proceed with the planning around the institution of full day Kindergarten based upon the goals in the Strategic Plan and recommendations from the Citizens Advisory Committee. Smithfield Public Schools submitted a comprehensive grant to the Rhode Island Department of Education to assist with the initial costs related to the implementation of full day Kindergarten. Included in this grant is a complete schedule for implementation that includes acquisition of supplies and materials, professional development, and all necessary infrastructure changes that need to be made in order to successfully accommodate the additional Kindergarten classrooms.
- b. Each year, decisions are made with regard to the number of classrooms needed, district wide, to accommodate the number of students enrolled at each grade level. Should the enrollment continue to decline for Kindergarten, a reduction in staffing would occur. To more

effectively prepare for kindergarten staffing needs, kindergarten registration will be moved from March to January beginning in 2014.

- c. Smithfield Public Schools is well-positioned for the installation of high-speed access to the Internet. At the present time, we are awaiting authorization from the Rhode Island Department of Education Wireless Generation grant to proceed with the installation. All local steps for installation have been taken.
- d. SPS is moving toward purchasing integrated technology tools including laptops and/or tablets on mobile carts and stationary desktop computers for classrooms. The variety of devices will allow students to participate in collaborative group activities.

3. Middle Schools (Grades 6-8), pp. 28-29

B&E Recommendations:

- a. B&E concluded that 3 guidance counselors in the middle school are somewhat generous. The average case load per counselor is 192 and on a grade level basis the high is 205 and the low is 173. B&E recommends a reduction of a 0.5 middle school guidance counselor at a savings of approximately \$25,000 with salary and benefits. Such a reduction would establish a case load of 230 per counselor.
- b. B&E recommends that the middle school curriculum be bumped up to better support the more academically able student. This could be done within teams by providing additional academic opportunities for the more academically talented student. It could be done by providing at least 1 split team (Grade 7 and 8), where academically able students could move with the grade lines. Due to the closeness of the high school the most academically gifted students could also take high school level courses. Such a plan could assist in establishing a constant affordable enrollment in AP courses in the junior and senior years.

SPS Responses:

- a. The responsibilities of guidance counselors have changed dramatically with the new requirements of Response to Intervention (RtI) and the increased generation and analysis of student performance data to inform instruction and make decisions about programs around student needs. In addition to the traditional responsibilities of guidance counselors including scheduling, counseling, and career exploration, guidance counselors are now responsible for the coordination of all assessments at the middle school. These assessments include NECAP and STAR. Response to Intervention (RtI) is coordinated and led by the members of the Guidance department. This coordination involves leading meetings where student performance data is analyzed, intervention groups are formed, research-based strategies are discussed and planned for implementation, and follow-up assessments are conducted. Guidance counselors are responsible for all aspects of the District Attendance Policy including coordination with the Rhode Island Family Courts. In addition, several years ago the student assistance counselor position at both the middle and high schools was eliminated from the budget. Guidance counselors are now responsible for all aspects of student support around substance abuse, student and family conflicts and peer relations.

Due to the wide range of responsibilities of the guidance counselors at the middle school level, the Smithfield Public Schools determines that there is, indeed, a need for three full-time guidance counselors.

- b. The middle school curriculum is a challenging one that relies heavily upon the expertise of its teachers to successfully differentiate to meet the needs of all learners. Students are placed

on "teams" where heterogeneous groups of students learn side-by-side. Within these heterogeneous classes, teachers are able to provide accelerated learning for the more academically-able students and interventions for those students who are not meeting expectations.

Over the past year, dialogue between the middle school and high school administrators and teacher leaders has begun around exploring the possibility of implementing a form of tele-presence for more academically-advanced students at the middle school to access and participate in high school courses. As students are identified as having reached a point of academic achievement that would lend itself to such a program, additional steps will be taken to institute a system to meet the needs of these students.

4. High Schools (Grades -12), pp. 29-32

B&E Recommendations:

- a. B&E recommends the reduction of at least 0.5 counselors at SHS for a savings of at least \$25,000
- b. B&E recommends that SHS adopt as a goal 80% scheduling efficiency by department, which should result in reduced staffing requirements and budget savings. These savings cannot be accomplished in FYE 2014 but rather the goal should be to obtain savings in future years.
- c. B&E recommends that the K-12 administrative team investigate ways in which academically talented students can be provided an upgraded program in order that a higher percentage of said students will select EEP and/or AP courses.
- d. B&E recommends that SHS re-evaluate the EEP and AP courses to reduce student conflicts in course selection.
- e. B&E recommends that the other means, such as corroboration with other high schools, internet presentation, televised classes, etc. be utilized for advanced French offerings.
- f. B&E recommends electives in all departments be justified yearly based on student demand and relevance to the core curriculum.

SPS Responses:

- a. The responsibilities of guidance counselors at the high school level have changed dramatically with the new graduation regulations and Response to Intervention (Rtl) requirements. The increased generation and analysis of student performance data to inform instruction and the subsequent decisions about programs around student needs has increased the demands on the guidance counselors at the high school level. In addition to the traditional responsibilities of guidance counselors including scheduling, counseling, and career exploration, guidance counselors are now responsible for the coordination of all assessments at the high school. These assessments include NECAP and STAR. Response to Intervention (Rtl) is coordinated and led by the members of the Guidance department. This coordination involves leading meetings where student performance data is analyzed, intervention groups are formed, research-based strategies are discussed and planned for implementation, and follow-up assessments are conducted. Guidance counselors are responsible for all aspects of the District Attendance Policy including coordination with the Rhode Island Family Courts. In addition, several years ago the student assistance counselor position at both the middle and high schools was eliminated from the budget. Guidance counselors are now responsible for all aspects of student support around substance abuse, student and family conflicts and peer relations.
- b. With regard to the recommendation that 80% scheduling efficiency be attained in the future, it is important to note that not all classes are designed to run at 80% capacity. For example,

advanced courses in various departments such as World Language, Computer Technology, and Industrial Technology, are designed to meet a specific level of academic achievement and/or specialized interest. Additionally, while it may appear as though our Science courses are not at the 80% scheduling capacity, it is important to note that due to lab capacity, the maximum number of students in one lab class is 24.

- c. The K-12 administrative team will investigate ways in which academically talented students can be provided an upgraded program.
- d. Based upon the recommendations made by the Citizens Advisory Group, as well as the goals in the Strategic Plan, on Monday, November 4, the Smithfield School Committee voted to proceed with the recommended increase in the number of Advanced Placement (AP) at Smithfield High School. At the current time, a comprehensive plan is being developed to increase the AP offerings over the next five years.

In addition to increasing the number of AP courses at Smithfield High School, an in-depth review of the EEP and AP course offerings will take place in the Spring of 2014. Programming decisions around course offerings will take place in preparation for the 2014-2015 school year, with the goal of an increase in AP courses being a primary factor.

- e. Smithfield Public Schools will explore options for collaboration with other districts and/or the use of technological tools for advanced French offerings.
- f. Each year, data is analyzed with regard to students' course requests. This includes elective courses. It is important to provide our students with as many choices related to their interests and college/career aspirations. Decisions around elective offerings are made based upon quantitative and qualitative data.

5. Special Education Program, pp. 32-33

B&E Recommendations:

- a. B&E recommends that the Special Education department develop a self-evaluation program that involves the entire administration and staff. The evaluation plan should be implemented on a continuing basis.
- b. B&E recommends that Smithfield continue to maintain, and wherever possible, improve, the Special Education program. Improvement may not cost additional dollars but simply mean making minor adjustments through program evaluation.

SPS Responses:

- a. Smithfield Public Schools Special Education needs are reviewed on a continual basis to ensure that each child identified as having a disability has access to a viable and rigorous curriculum in the Least Restrictive Environment. This process includes input from parents, teachers, administrators, and outside agencies, as well as reviewing numerous data sources. As part of the State of Rhode Island's annual submittal of the State Improvement Plan, each district must submit their respective staffing plan with justifications for increases or decreases in staffing from year to year (based on student need). In an effort to help all stakeholders understand the nuances related to the fluidity of staffing and resources for students identified as having a disability, a flow chart will be developed that delineates the on-going process of self-evaluation of staffing, programs and resources that currently exists in Smithfield Public Schools.

- b. Smithfield Public Schools will continue to maintain, and where possible, improve the Special Education program.

6. Personnel Contracts, pp. 34-35

B&E Recommendations:

- a. Address the ever increasing liability for accrued sick leave to avoid significant financial issues down the road.
- b. Make sure that the next Teachers' contract provides for at least one year of no pay increases and that in subsequent years the salary increases are in part off-set by insurance co-pay increases.
- c. To avoid losing valuable personnel the SSC should improve the compensation of its administrative team based upon added work and unrivalled dedication.

SPS Responses:

- a. Accrued sick leave will continue to be part of the negotiation process.
- b. Salary and benefits are part of the negotiation process.
- c. The Superintendent will continue to advocate for a fair compensation package for the Smithfield School Department dedicated and hard working administrative team.

7. Central Office Administrative Staffing, pp. 36-40

B&E Recommendations:

- a. The one area that needs improvement is the payroll system. The SPS should continue its efforts to have its payroll provider (ADP) develop a new program that can provide the payroll information using the UCOA chart of accounts format. This will eliminate the payroll clerk from having to prepare an excel spread sheet to convert the current information provided into the UCOA format.
- b. On more than one occasion B&E observed the use of excel schedules to prepare information from one system into the format needed in a different system. Every effort should be made to have electronic information transferable from one system directly to another without human involvement through excel worksheets.

SPS Response:

- a. SPS has already begun the process with ADP to create a file upload directly from payroll to the financial accounting system. The preliminary work has been completed, and we are implementation is scheduled for the first payroll of January.
- b. The spreadsheets discussed in the recommendation above allow us to have the most current information available. Entries are not posted to the financial system on a daily basis, so these spreadsheets allow more up-to-date information on our current cash balance and also allow easy access to other information such as monthly health/dental insurance costs.

8. Budgetary Review, pp. 40-47

B&E Recommendations:

- a. B&E recommends that the SPS expand the Executive Summary of the budget and use it to explain all of the changes in the budget (increases and decreases of current accounts plus all new and eliminated accounts and programs) in words before the reader starts the review of the detail figures (schedule after schedule). The Executive Summary should be the same type of presentation (only in writing) that the Administration would provide to the School Committee and the School Committee would provide orally to the Town when presenting the budget. Having a summary of the highlights of the budget, in writing, at the beginning of the

budget document is extremely helpful to the School Committee, the Town, general public, consultants, lawyers and judges.

- b. The SPS should stop using the term "structural deficit" as support for the budget increase requested. A "structural deficit" is created when an entity uses "one time dollars" to pay current operating costs resulting in a built in shortfall in funding from one year to the next. This "structural deficit" can be addressed in the next year increasing revenues or operating cuts in spending. A "structural deficit" cannot be used as a budgetary "expenditure type" item to justify the revenue requirement in excess of the requested operating budget in the subsequent year. The operating budget contains all of the expenditure items needed to balance the budget year if revenues are appropriated to cover the total operating budget.

The Town is not required to budget enough money to cover the requested operating budget and in addition replace the structural deficit. If the Town provides adequate appropriations to cover the requested operating budget it will in effect have covered the previous year's structural budget deficit (not replaced it) for the budget year. There will be no carry forward of the structural budget deficit to the next year as a result of the full funding of the operating budget.

- c. The Town and School should work to shorten the length of the budgetary process. Information provided in February is almost unusable and serves little if any needs of the SSC or the Town Council. Most communities wait until February to start the budgetary process with delivery to the Town Council in March or April when better information is available. It should be noted that certain major line items such as salaries and wages, benefits, special education expenses and transportation costs (the major dollar value accounts) are not known until late April or May. Printing of the Town's budget book in April is an impediment to getting better estimates of the projected actual expenses for the current year as well as weakening the estimates provided by the SSC.
- d. B&E favors a bottom-up budget process like the one used by the SPS but also believes that the SSC should give top down guidance. The Administration should not give the SSC a wish list that is unreasonable given financial constraints. The SSC should request from the Administration a fiscally strong budget that addresses the needs of the SPS but does not exceed a cap of X%. If additional funds are needed above the SSC cap, the SPS Administration should provide the excess items in order of importance. Further, the SPS administration should explain under what provision of the state mandated cap law the overages are allowed.
- e. The SPS should continue to tighten up its budgeting process. Since FYE 2010 the SPS has overstated its needs by hundreds of thousands of dollars each year. As stated in the Report it is difficult to make good projections of budgeted items so early in the year but B&E believes that SPS can do a better job. Given the conservative nature of both the Business Manager and the Superintendent it is difficult for them to tighten up their budget. They would rather have a large surplus than a small deficit. The fact is that the surpluses since 2010 are far greater than reasonable. So much so that the reserves had reached the point of being excessive. Cash reserves of 5% (\$1,600,000) would be reasonable but the SPS reserves had reached closer to 10% (\$3,000,000). Recent losses in 2013 and the expected loss in 2014 should reduce the reserves to a more appropriate level.

SPS Responses:

- a. The Executive Summary was added to the budget as part of a RI Department of Education requirement last year. SPS agrees with B&E's recommendations on the Executive

Summary. Future Executive Summaries will provide more detailed explanations as recommended.

- b. SPS was unaware the term "structural deficit" was being used inappropriately and will refrain from using this term incorrectly in the future.
- c. SPS completely agrees with this recommendation. The February due date to the Town makes it extremely difficult to estimate many line items. Extending the due date beyond March 1 would result in more information being available and more accurate budget estimates.
- d. The budget presented to the School Committee does include only necessary items and is not a wish list. We do provide the Committee the total that was asked for at each level, but the budget also shows what was eliminated from that list. The remaining items are items that are needed. We will present budgets that are at or below the 4% cap, but if we need funds that exceed the cap, we will continue to provide justification and requests in the order of importance to the SSC.
- e. Based on unaudited figures, at the close of FYE 2013, the accumulated surplus is approximately \$2,116,000. This brings the surplus closer to the recommended level.

B&E also discussed the process of ordering supplies and textbooks for the subsequent year in the current year. Based upon the recommendation, SPS will discontinue this practice effective immediately. However, SPS would like to explain its reasons this practice began.

- Most schools place their orders after July 1. Prices can sometimes be higher and delivery takes longer because the companies are busier during this period.
- The elementary schools are closed during the summer. Custodians work as teams and, as a result, no one is in the school to receive the orders. This means that all deliveries must be made to the Administration Building.
- Space is an issue in the Administration Building.
- There is one person who checks in orders. It is very difficult for this individual to receive and check in orders for four schools in addition to her daily work.
- This practice also creates "double handling" of each order. The orders are checked in at the Administration Building and then the Administration custodian delivers the boxes to the elementary school. The secretary, in addition to all the other duties that must be performed prior to the opening of school, must then check the order in again and distribute it to the appropriate classroom or storage space.
- These boxes sit in the school until the secretaries return the week before school starts. If someone has ordered the wrong item, the invoice has already been paid and the package has been in the school for over a month. It is difficult to make any returns or get credits on incorrect items after that much time has passed.

9. Information Technology (IT), pp. 48-50

B&E Recommendations:

- a. B&E strongly supports the project that would allow the Town's financial officer to have real time (read only) access to the books and records of the SPS. Although B&E supports separate accounting functions for the Town and the School, B&E has always recommended that the financial officer of the City or Town have real time access (read only) to the books and records of the School. By law, it is the Town's financial officer who has primary

responsibility for reporting financial results of both the Town and the School to the State. Therefore, real time access eliminates any surprises.

- b. B&E recommends that after the Town has access to the SPS computer systems that certain reporting requirements and accounting activities back and forth between the Town and the School be completed electronically. Items such as monthly reconciliations, checks paid directly by the Town for the School, health insurance claims made, and many other activities could be completed electronically. This will save time and money.
- c. B&E was not hire to review the Town's accounting department so it is impossible to make a recommendation relating to consolidating any part or all of the accounting departments of the Town and the School. From its review of the SPS however B&E did not see any individuals in accounting positions that would have time to complete additional Town work. Therefore, consolidating the departments to save staff would most likely result in immaterial savings unless the Town's financial staff have unused time during the week.

SPS Responses:

- a. Discussions will continue between the Town and School Department as we strive to continue to build a positive relationship.
- b. The Town and School currently complete many activities electronically. If recommendation "a" is completed, this will allow for more requirements to be completed electronically.
- c. No response.

10. Health Insurance, pp. 52-53

B&E Recommendations:

- a. Budgeting of health insurance is difficult and complex. The Benefits Clerk identifies all of the moving parts to this calculation and has established a template to include the projected claims, co-shares, COBRA payments and additional payments by part-timers and retirees. Due to the complexity of the co-shares the Benefits Clerk should complete a regular review to assure that everyone is paying their appropriate co-shares.
- b. For all part-time employees the co-pay should be calculated the same way as it is for part-time teachers. They should all pay the co-share on the percentage of health insurance cost relating to their percentage of the full time hours and 100% of the insurance cost for the remaining percentage.
- c. Co-share amounts should be the same throughout all SPS' union contracts. Many municipalities within RI have established or are trending toward establishing 20% co-pays from all municipal employees (including schools). Health insurance costs are significant to all municipalities and the taxpayers, most of whom are paying a portion of their own health insurance (if they have health insurance), should not be burdened with the entire health insurance cost of the municipal employees. SPS should continue their efforts to raise co-shares to reach 20% across-the-board.

SPS Responses:

- a. The Benefits Clerk will complete regular reviews to be sure that everyone is paying their appropriate co-shares.
- b. We agree that all part-time employees' co-pays should be calculated the same way that part-time teachers are. This is an item that would need to be negotiated.
- c. Co-shares will be part of the negotiation process when contracts expire. As far as increasing co-shares to 20% across the board, the School Committee approved a less generous medical insurance plan as its base plan several years ago. The base plan is Healthmate Coast to Coast deductible plan, which has higher co-pays and also deductibles for certain services that the Healthmate Coast to Coast standard plan does not have. This plan decreased SPS medical insurance costs, as the employees took on more costs. For that reason, the

employees' co-shares were kept at a lower rate. For example, for hospital stays or outpatient surgeries, employees pay a deductible of \$250 for an individual plan/\$250 per member (maximum of 2 members) for a family plan under the SPS base plan as opposed to no co-pays for the standard Healthmate Coast to Coast plan. Primary care visits under the SPS base plan are \$15 per visit, while the standard Healthmate plan is \$10.

11. Human Resources, pp. 53-54

B&E Recommendations:

- a. B&E understands why an HR department does not exist given the size of the operations, however many of the functions of HR are very important and B&E is concerned that the bifurcation of the department may be resulting in certain information and tasks being missed, or worse still, certain information not being held confidential.
- b. HR laws are constantly changing and SPS is relying on a number of resources to keep up with these laws. However, to be safe, someone in the SPS Administration should be reviewing each of these laws (new or changes) and posting them to a book containing a listing of changes and new laws. To determine which ones impact SPS' operations the Administration should be notified of the posting and provided with a copy of the law by email when it is posted. Significant laws like ACA are unlikely to be missed but some less advertised laws might slip through the cracks. The current cost of completing this function can sometimes be a source of funds for hiring an HR coordinator or even an HR Department Head.

SPS Responses:

- a. We agree that the functions of HR are very important. A town HR coordinator position exists and this may be an area for continued discussion on consolidation or shared services.
- b. We will attempt to identify funds to review new or changed laws or to hire an HR coordinator or a compliance officer.

12. Building and Grounds, pp. 54-57

B&E Recommendations:

- a. Staffing of the custodian duties appears reasonable given the information provided, however, B&E believes that the current responsibilities of the four day custodians at the MS and HS (two each) should be better defined. After making individual "custodian maintenance schedules" for each of the HS and MS custodians it might be possible to save one custodian. B&E has not calculated any savings from this recommendation but rather provides the recommendation as another area that can be reviewed by SPS in an attempt to make the operations more efficient.
- b. Review the job responsibilities of the remaining grounds crew and determine if this function could be easily moved to the Town.
- c. The departure of the DBG provides the SPS with options. After all the SPS is in the education business not the building and grounds business. B&E believes the combining of buildings and grounds functions within the Public Works Department will strengthen the Town's overall ability to service all of the Town's buildings and grounds (including the schools) and most likely result in budget savings for the combined functions.
- d. B&E like the DBG's work order system but believes that one valuable check or verification might be missing. B&E did not see where the Principal receives an email showing that the work is completed nor did B&E see any notation on the finished work order system that presented the Principal's opinion as to the completeness and quality of the work done. If these two items are not part of the system they should be added.

SPS Responses:

- a. A new buildings and grounds director has been hired and will be asked to review and make recommendations for efficiency with our custodial staff.

- b. We are presently looking at the grounds crew and are developing a plan for the town to assume the shared responsibilities of cutting grass and snow removal. The plan will be discussed at a future joint meeting between the Town Council and School Committee.
- c. Under RI general law **§ 16-2-9 General powers and duties of school committees.** – (a) The entire care, control, and management of all public school interests of the several cities and towns shall be vested in the school committees. If the functions of building and grounds are not under the care, control and management of the Smithfield School Committee the town would no longer be eligible for housing aid reimbursement. The SSC has already added the option of shared services or consolidation of services to the new building and grounds directors job description. We are exploring opportunities for efficiency.
- d. Principals often receive an email showing that work is completed; however, we will work to systemize this process.