

I'm not robot!

Robert Smith

School Photographer

PERSONAL STATEMENT

Hardworking, organized, School Photographer professional with a proven background delivering sensible business technology solutions on time and under budget while working as a team member or team leader.

WORK EXPERIENCE

School Photographer

Lifetouch National School Studios - August 2012 - 2014

Responsibilities:

- Greeted and interacted daily with the faculty members at the schools photograph.
- Solved problems and satisfying needs as they arise.
- Conducted photography sessions in a fun, professional, efficient manner.
- Worked as a photographer to capture memorable moments on film.
- Traveled to schools and take pictures of the students and staff.
- Carried company equipment in their own personal vehicle, traveled to schools from elementary-high, set up equipment, and took about 400 pictures a day.
- Provided high-quality photographs with a strong, dependable, and professional work ethic.

School Photographer

Delta Corporation - 2010 - 2012

Responsibilities:

- Set up equipment.
- Interacted with customers to produce winning photos.
- Send the images to the lab to be printed.
- School photographer.
- Include driving up to 4 hours each way to schools in our area, setting up a large photography set, photographing students, working directly with staff.
- Very customer service oriented position.
- Team work consisting of meeting other photographers prior to arriving at school, working together to make sure everyone is set up on time, helping other team members pack up equipment, and ensuring everyone knows how to get back to our final destination.

Education

GED

CONTACT DETAILS

1737 Marshville Road,
Alabama
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SKILLS

Photography, Photoshop,
Office Suite, Clerical,
Clerical, Customer
Service, Customer
Service, Management
Experience.

LANGUAGES

English (Native)
French (Professional)
Spanish (Professional)

INTERESTS

Climbing
Snowboarding
Cooking
Reading

REFERENCES

Reference - 1 (Company Name)
Reference - 2 (Company Name)

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Student Budget Planning Worksheet

Instructions: To determine if you will have enough financial aid dollars to cover your university charges, complete the yellow and blue sections of the worksheet below. For the amounts to use in the "VCU Charges" section, see the appropriate schedule of tuition, fees and other charges (available online at www.vcu.edu/essb/ea/fall08); if charges for the upcoming year have not been posted, use current year charges as an estimate but expect an increase. For an example of how to complete the worksheet, see the green highlighted areas (note: the amounts are for example only and do not reflect actual charges and awards).

Example Key: Sample Student:
(a) = a freshman dependent Virginia resident majoring in art
(b) = living in Johnson Hall in a double room, with
(c) = the 250 meal block plan
(d) = total university charges
(e, f, g) = estimated awards shown to the right

Sample Student Financial Aid Awards	Total
VCU Scholarship	0
Federal Pell Grant	\$400
Other Grants	\$2,510
Federal Perkins Loan	\$2,200
Federal Direct Subsidized Loan	\$3,448
Federal Direct Unsubsidized Loan	0
Federal Work-Study Program	0
Total Financial Aid Package	\$6,558

VCU Charges

Tuition and Fees: Enter your semester tuition and fees below and multiply by 2 semesters; add any special fees (note that special fees may be per semester, per year or per credit hour).

x 2 semesters = + = (a)

Housing and Communications Fees: Enter your costs below, multiplying by 2 semesters.

(x 2 semesters =) + (x 2 semesters) = (b)

Board Plan: Enter your costs below, multiplying by 2 semesters.

x 2 semesters = (c)

Total University Charges:

Charges for fall and spring (a) + (b) + (c) = (d)

Note: You also will want to allow funds for books and supplies; however, these charges are not paid to VCU.

Sample Student

\$6,240
(2415.00 x 2 + 1310.00)
\$4,127
(2415.00 x 2 + 1295.00 x 2)
\$2,930
6,495 x 2
\$33,466
Total charges

Financial Aid Awards

Scholarships/Grants: Enter the awards listed on your Financial Aid Award Notification

VCU Scholarship + Pell Grant + Other Grants = (e)

Compare (e) with (d). Does the total of scholarships/grants cover or exceed your VCU charges?

Yes: Because your scholarships/grants will cover your VCU charges, you may wish to consider declining all or a portion of the loan(s) awarded to you. If later you find that you need additional funds, you can request to have the loan(s) reinstated.

No: Can you cover the remaining balance out of pocket or are you planning to sign up for the VCU Installment Payment Plan? If not, you should consider accepting all or a portion of the loan(s) awarded to you.

Loans: Compare total university charges (d) with total aid awarded (g).

Does the total aid cover or exceed your VCU charges?

Yes: You may wish to consider declining any portion of the loan(s) not needed. If later you find that you need additional funds, you can request to have the loan(s) reinstated.

No: Can you cover the remaining balance out of pocket? If not, your parent may wish to apply for a Federal Direct PLUS Loan. You may want to apply for an alternative loan or, if independent, an additional unsubsidized loan. You may also participate in the

Scholarships: (e)
Perkins Loan: + (f)
Subsidized Loan: + (f)
Unsubsidized Loan: + (f)
Total Scholarship/Grants and Loans: = (g)

\$2,910
(7 x \$400 + \$300)
\$2,200
\$3,448
\$0
\$6,558
Total awards
\$6,558

**AUBURN UNIVERSITY
PURCHASE CHANGE ORDER REQUEST**

To: Procurement and Payment Services Date: _____
 After completion and approval, send completed form to 311 Ingram Hall

From: _____ Dept: _____
 Dean, Director or Department Head

Contact Person: _____ Phone: _____

Purchase Order #: _____ Vendor Name: _____

Cancel Order Approved Invoice(s) attached

Cancel Remaining Balance - Last CK #: _____ Amount: _____

Cancel order to accommodate change in vendor

PLEASE MAKE THE FOLLOWING CHANGES:

	Fund	Org	Account	Prog	Activity	Location	%	Amount
<input type="checkbox"/> Decrease <input type="checkbox"/> Increase								
<input type="checkbox"/> Decrease <input type="checkbox"/> Increase								
<input type="checkbox"/> Decrease <input type="checkbox"/> Increase								
<input type="checkbox"/> Decrease <input type="checkbox"/> Increase								

Line Item #: _____ Add new Line Item? Yes No

Line Item #: _____ Add new Line Item? Yes No

Line Item #: _____ Add new Line Item? Yes No

Change Fund Number From _____ To _____

Change Account Code From _____ To _____

Increase Decrease Unit Price From _____ To _____

Increase Decrease Quantity From _____ To _____

Delete Add Item Description _____

Reason for the above change(s):

If a change involves the vendor, purchasing will send written notification to the vendor.
 If a change is internal, the vendor will not be notified.

Robert Smith

Associate Test Engineering Manager

CONTACT DETAILS

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Alabama
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www.qwikresume.com

PERSONAL STATEMENT

Skilled individual with extensive business development, sales, engineering, operations management, leadership and outsourcing experience in the semiconductor industry. Proven strengths with business management encompassing strategic planning, marketing/sales and executing the conversion of products and processes into profitable ventures.

SKILLS

Proficient in
architectonic, designing,
C++.

LANGUAGES

English (Native)
French (Professional)
Spanish (Professional)

INTERESTS

Climbing
Snowboarding
Cooking
Reading

REFERENCES

Reference - 1 (Company Name)
Reference - 2 (Company Name)

WORK EXPERIENCE

Associate Test Engineering Manager ABC Corporation - 2011 - 2014

Responsibilities:

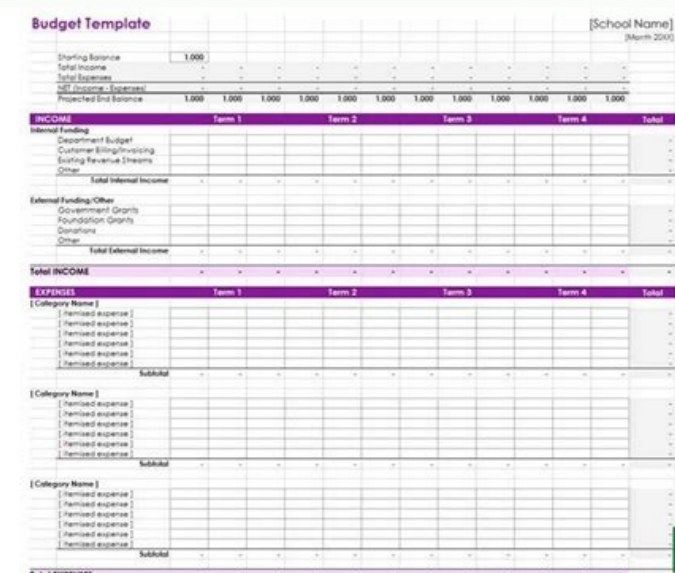
- Responsible for managing sixteen (16) test engineers, production release (31) devices pre-release (40) devices to manufacturing in a year.
- Minimized hardware designs and maximized software reuse through flex daughterboard utilization.
- Defined and developed startup operations (assembly, test, production), processes, and procedures for Wireless Local Loop WLL.
- Managed eight (8) staff and \$3M budget.
- Established manufacturing startup operations, facilities, hired and led manufacturing and Test Engineering Staff, test programs, and processes.
- Delivered initial WLL shipments (stations/equipment) into remote China providences.
- Led several in-circuit test engineers from multiple cities and countries.

Test Engineering Manager Delta Corporation - 2009 - 2012

Responsibilities:

- Ensured on time delivery of HP/Agilent 3070 In-circuit test fixtures and Takaya Flying Probe tests to production for multiple sites.
- Lead a mass test development platform obsolescence and scheduled for over 100 Teradyne Z1800 tests to be converted over to the Teradyne Spectrum interface.
- Verified workloads of the global in-circuit test group was normalized through test development scheduling.
- Was responsible for procuring new test equipment when tester utilization got maxed out and was responsible for solving any bottle neck issues in test.
- Contributed hands on to the NPI test development for Agilent 3070 In-circuit test and Takaya Flying Probe tests.
- Was in charge of the yearly group budget which included training and procuring test equipment.
- Was in charge of the teams incentive and rewards plan.

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School budget planning guide. School budget planning software. School budget planning cycle diagram. School budget planning calendar. School education department planning & budget branch. School budget planning worksheet. School budget planning process. School budget planning cycle.

It's vital that school business managers avoid inadvertently leaving gaps between the school's budget and its development plan. This ebulletin flags up ways to avoid these gaps and keep your budget in line with the school's development needs. As we are all aware, the objective of a school is to improve the quality of the educational outcomes for our students, and to do this we need money and resources. With a new government now in situ it is vital to ensure that we plan for the future and ensure that our resources are sustainable, especially with the uncertainty as to what cuts (or day I say increases!) the government will make to the education budget. At the moment it is not looking too promising. So how can we do this? Some senior SBMs are probably asking why I am asking this question, but I am still amazed at how many schools do not link their budget to the school development plan and forecast for at least the next three years. For this article I will be looking at school improvement planning and the processes required to link the budget to the school development plan (SDP). This is not as easy as it sounds, as all schools are different, especially with the formation of academies, trust and foundation schools, extended school clusters, special schools and children's centers. But basically the thinking process goes towards the same end; improving standards of attainment for students. The budget setting process aims to ensure that the resources required match what the school priorities are and that the school can afford it - if this isn't done then there is a good chance of an unplanned deficit. The process also helps schools to realize whether their expectations are realistic or not and to adjust plans accordingly if necessary. What I find most difficult is the way that the budget is planned from 1 April each year. Support staff contracts can be processed throughout the year, annual salary increments (when we get them!) are from 1 April. However, teacher contracts and increments begin on 1 September and together with this we can then have different funding streams ending in March or August. Personally I would be happier if the financial year coincided with the academic year but I can understand the difficulties with tax that this would incur. When do you start the budget planning process? Budget planning can be started way before your budget is expected; a good time would be in the winter, and some of the factors to be considered should include the following: Income: pupil numbers (main element of the plan; what are the numbers likely to be in the future?) SSG funding external funding streams lettings extended services income standards funds catering. Expenditure: staffing operational expenditure, ie rates, utilities etc resources SEN curriculum department spending ICT (taken from the ICT development plan) standards fund expenditure premises/facilities (taken from the premises development plan) school future initiatives catering. However, with schools already having a well established cycle of self-evaluation (SEF) they will also need to identify and include new key priorities, but in addition, SBMs should be considering how effective their previous plan was: Had all the priorities been completed? If not, why not? What were the 'blockers'? Did this affect pupils learning? Were all stakeholders included in the planning process? Parents, governors, pupils and the wider community. Can the plan demonstrate that all stakeholders have been involved in the process? The SDP will usually have short-, medium- and long-term objectives and outcomes, and the skill is to produce a plan that makes a reasonable attempt at forecasting the future, considering the factors listed above. A question that SBMs need to ask above all is whether the plans are sustainable - will the budget support these priorities? Are stakeholders aware of the detrimental implications that a plan can have when all priorities are not considered? S3.1 FMSIS Guidance: Setting Annual and Multi Year Budgets suggests good practice in setting your budget. The guidance states: 'An effective budget is the result of a careful examination of what the likely income and expenditure will be in your school. It needs to be done so that you can weigh up whether you have enough funds to pay for the activities that you believe are necessary for the school to carry out its school development plan (SDP). In short, the budget process ensures the budget can be balanced and helps you to ensure resource allocation matches school priorities.' www.fmsis.gov.uk Futures planning can sometimes bring misleading financial projections, but where deficit budgets are identified immediate action should be taken - workable strategies can be created if problems are found early enough. In the past, schools have planned budgets before considering the implications of the SDP; this happened because a school's budget had little money left over after allocating costs to the essential budget headings. I would always advise taking the SDP as your starting point and then looking at the priorities that have been identified in your SEF. This should inform the budget, even when you have limited resources available. To actually link my budget to the SDP I use the HCSS package, which I mentioned in my last article. There are many other companies that provide such a package. This program provides me with a data template that I can email to all heads of departments, so that they can develop their own subject development plan which can then be uploaded directly into the finance SDP wizard, ensuring that all resources can be planned for and linked into the budget. This is the first year that I have implemented this at the school and it has been a success, with good feedback from heads of departments. Not only do I have the whole-school SDP, but I can separate the priorities for specific subjects, enabling me to identify the impact of the short-, medium- and long-term planning. The next stage of your financial and SDP planning would be to ensure that you are getting value for money with regard to your fixed costs, ie. insurance, contracts, staffing (essential) resources, leases, telephones etc. What SBMs do not want to be doing is cutting costs in other areas when money could have been saved with better negotiating of service contracts. I have just re-negotiated our absence insurance and saved 13k by changing the service provider and having private health insurance included. I am also in the process of changing our energy provider, which has been an interesting experience to say the least! I did take up the offer of the free Value for Money consultancy program, where we received a visit from an experienced education consultant who did a sort of mini audit on our resources, service contracts, staff etc. and it was identified that we did have good value for money procedures in place. Benchmarking with other schools enables you to compare your school's income and expenditure with that of similar schools. In the past I have contacted other schools to see where they have made savings when I have noticed a considerable difference in expenditure in premises costs. Our SDP also prioritizes objectives and identifies the potential impact they would have on the students' attainment. I am sure all schools do this, with priority no.1 being the most important and something that must be completed no matter how bad your budget is. We continually review our SDP and have at times re-prioritized an objective, especially where new funding has been obtained. Sometimes you might come to the conclusion that an objective is either no longer or unnecessary - in this case always consider what the impact will be on the school and its improvement planning. I am sure all schools have their own different processes, but I cannot stress enough the importance of actually linking your budget to the SDP and showing this in your financial statements. These can be used to inform your futures planning and be used to report to governors, SLT, LA and other agencies. With careful monitoring and evaluation, schools can ensure, where budget allows, that they have allocated resources effectively for achieving their objectives. This e-bulletin issue was first published in May 2010 About the author: Lindsey Lester is School Business Manager at St Martins Catholic School, Leicester Creating a school budget is probably the single most labor-intensive project a school district's business office undertakes every fiscal year. Perhaps unsurprisingly, creating the school district's budget is also the most important annual project a school business office will be responsible for. The school budget is not just a fiscal planning document or an expense tracking tool, but a tangible deliverable of the educational promises of the district to its community. Boards of education, superintendents and administrative teams set all kinds of worthwhile educational goals for a district every year. However, none of the goals will be achieved if they aren't definitively represented in the school's budget. As important as the school budget is to achieving the educational goals of the district, the process for developing a good budget is not complicated. While different regions and regulations affect certain aspects of the budget development process, the general steps are universal. This article will cover the basic steps for creating a school budget and the best practices. Table of Contents Best Practices for Developing a School Budget Before we detail the steps that explain how to prepare a school budget, you'll need to have a solid foundation first. Gain an understanding of these best practices before beginning your K-12 school budget. Best Practice #1: Develop a Budget Calendar Perhaps the single most important organizational tool for developing a K-12 school budget is the budget calendar. No budget development process is complete without one! The budget calendars are best built backwards starting from the end. In most locales, the end of the budgeting process is the formal budget adoption vote by the school board or government authority. Most states have their own statutory budget adoption deadlines that must be strictly adhered to. The school business official must ensure a calendar is developed that schedules input from all relevant programmatic staff AND allows the developed budget to meet every required statutory deadline. The budget calendar can also serve as an index for tracking the budget development process. The sample budget calendar snippet below shows how a budget calendar document can track the budget development process: The budget calendar should be shared with both the administrative team and the board of education so that all stakeholders are aware of relevant timelines. Best Practice #2: Start Early & End Late According to the National Center for Education Statistics, 64% of school budget expenditures are on staff salaries alone (NCES 2020). Given this expenditure category's dominance, it is important to get this category as accurate as possible for your budget. By starting the salary analysis early in your budget development calendar, you can nail down the impacts of advancing staff on guides and new positions needed. It is best to build a staffing roster, complete with new positions, early. Then repeat the process much later. Staffing is never as constant as school business officials would like. Throughout the year, there are leaves, retirements, lateral guide movements, resignations and terminations. Build a complete staffing roster by the end of the first couple of months of your budget calendar. Then redo the process during the last couple of months of your budget calendar. The latter roster has much more accurate budgetary numbers than the former, as it almost always picks up several mid-year staffing changes that occur in the middle months of the budget development process. The earlier staffing roster is helpful because it gives you a good approximation of what at least 64% of the budget will look like. Best Practice #3: Leverage Broker Projections According to the National Center for Education Statistics, employee benefits account for 23% of school budget expenditures (NCES 2020). Health insurance is almost always the largest expenditure in the benefit category. Some districts procure their own health insurance, others belong to state run or regional joint insurance funds. Forecasting the increase in health insurance premiums requires a crystal ball. If a crystal ball is unavailable, the next best thing is to use an insurance professional to give a budgetary forecast of where health insurance premiums will go. If your district is in a state run or regional joint insurance fund, there will likely be an official projection you can use. It is always helpful to be able to point to the forecast of an insurance industry expert to defend your health insurance budget numbers. Best Practice #4: Be a Fly on the Wall in Curricular Administration Meetings Some school business officials look to avoid getting stuck in administrative team meetings that pertain to curriculum and programming. You might take the view that staying in your lane is the safest bet. However, there are benefits to keeping your finger on the pulse of what is happening in some of these programmatic meetings. Business officials, on occasion, have to remind administrators that the new program enhancement they had been excitedly promoting for months, was not budgeted for anywhere in the submitted departmental budget forms. It is always easier to make an adjustment during the budget development process than after the budget is adopted. Staying abreast of new initiatives can help you scan their budget submissions to make sure key items haven't been left out. Best Practice #5: Rank Line-Item Submissions This is probably the simplest budgeting practice that pays the most dividends in terms of making the budget process more efficient. Over the course of the budget development calendar, many stakeholders are making budgetary requests. Very rarely have school business officials had the joy of being able to include every single budget request in the next year's budget. Making cuts is a foundational part of the process. Deciding what cuts to make can lead a business official into myriad conversations about which items to reduce and why. Requiring all budget development stakeholders to enter their requests in priority order, allows you to make cuts that cause minimum pain without engaging a back and forth over

