



SUL ROSS STATE UNIVERSITY

Department of Education

Spring 2017

ED 6320

School Support Services

Instructor: Rebecca Schlosser, J.D., Ed.D.



Office Hours:

VIA Blackboard Instant Messaging

Mon., Tues., Wedns. 6:30-9:30 PM (Alpine time)

And BY APPOINTMENT

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Course Description: This web course examines the comprehensive role of the human resource, finance, facility, transportation, and nutrition functions in public schools. Included in this course are the facets of providing human resources, finance, facility, transportation, and nutrition services and the development of public school employees.

Student Learning Outcomes: At the conclusion of this course, each student will be able to:

1. Create and implement a recruitment, selection, placement of personnel, compensation and retention plan for their campus/district;
2. Create and implement a plan for induction, mentoring, and staff development of personnel
3. Plan, create, and implement, monitor, and assess a campus budget
4. Coordinate with campus and district leaders to plan, create, implement, monitor, and assess support programs such as:
 - a. Food services
 - b. Transportation
 - c. Plant construction and maintenance
 - d. Safety

Human Resources: Through the activities of this course, students will gain an overview of human resources as a management and developmental function. Students will become acquainted with and develop a working understanding of the following topics as they relate to the human resources function:

- An overview of public school human resources.
- Planning for the needs of the district
- Recruitment, selection, placement of personnel, and compensation of personnel
- Induction, mentoring, and staff development of personnel
- Performance evaluation of personnel

- Ethical considerations and issues in personnel administration

School Finance: Through the activities of this course, students will gain an overview of school finance including collaborative financial planning, establishing partnerships and mobilizing resources, aligning instructional needs and budget, categories of expenditures, and operational budgets. Students will become acquainted with and develop a working understanding of the following topics as they relate to the school finance function:

- Working knowledge on how to prepare a school budget
- A variety of fiscal approaches to budgeting
- Knowledge of the multiple sources of funds available to a district and to the school
- Working knowledge and experience with the use of Microsoft Excel as a spreadsheet tool

Goals: School administrators are managers of human resources, logistics, time, curricula, facilities, and money. A goal of this course is to provide students with knowledge of the guiding principles of human resources, budgeting and managing school funds with emphasis on how that process relates to the management of other school resources. Another goal is to provide students with knowledge of the comprehensive role of the human resource function in public schools. Also, a goal of this course is to provide students with knowledge of current rules and regulations regarding student nutrition, transportation, and construction and maintenance of the plant facility.

TEXES Principal Competencies: This course provides the student with the basic laws, regulations, and policies that guide the Principal in the domains of the competencies listed below. Additionally, the material covered in this course and class discussions will supplement the administrator's knowledge of laws that affect all the principal's domains.

Domain 1 - School Community Leadership Competency 002 - The principal knows how to establish partnerships with parents/caregivers, businesses, and others in the community to strengthen programs and support campus goals. The principal also knows how to respond to pertinent political, social, and economic issues in the internal and external environment.

Domain 1 - Competency 003 - The principal knows how to act with integrity, fairness, and in an ethical and legal manner.

Domain 2 - Instructional Leadership Competency 005 - The principal knows how to analyze instructional needs and allocate resources effectively and equitably.

Domain 2 - Competency 006 -The principal knows how to implement a staff evaluation and development system to improve the performance of all staff members, select and implement appropriate models for supervision and staff development, and apply the legal requirements for personnel management.

Domain 3 - Administrative Leadership Competency 008 - The principal knows how to apply procedures for effective budget planning and management.

Domain 3 - Competency 009 -The principal knows how to apply principles of leadership and management to the campus physical plant and support systems to ensure a safe and effective learning environment.

TEXES Principal Standards:

Standard 2--Human Capital. The principal is responsible for ensuring there are high-quality teachers and staff in every classroom and throughout the school.

Standard 3--Executive Leadership. The principal is responsible for modeling a consistent focus on and commitment to improving student learning.

Standard 4--School Culture. The principal is responsible for establishing and implementing a shared vision and culture of high expectations for all staff and students.

Standard 5--Strategic Operations. The principal is responsible for implementing systems that align with the school's vision and improve the quality of instruction.

Required Texts: All of the following books are required for the course. I recommend that you plan on keeping these books close at hand; they make excellent reference books for the administrator. You will also need Microsoft Excel.

Rebore, R. W. (2011). *The essentials of human resource administration in education* (1st ed.) NY: Prentice Hall.

ISBN-10: 0137008538 **ISBN-13:** 978-0137008537

American Psychological Association. (2010). *Publication Manual of the American Psychological Association* (6th ed.). Washington D.C: Kendall Hunt.

Other texts or readings as assigned.

Format Requirements for Submittals: All submittals must comply with the APA Publication Manual. Use Times New Roman, #12 font with one-inch margins on all sides. Included charts and graphs must also follow APA format. If Internet sources are cited, care must be taken to provide currently professional, peer-reviewed references. Assignments submitted with APA errors may receive a grade of "0." All submittals must be professional papers. Do not submit your assignments in a "homework" or "school assignment" format. Each submittal should be written as if it were an actual professional paper ready for publication or for transmission to the addressed recipient using APA. A title page is not necessary. Put a single-spaced heading in the top left corner of the first page only that states: name, class, date, assignment name and number. Put your name and the assignment number in the document's file name. (To do this, click on "Save as" and under "File name" put your name and assignment number.)

Textbook Assignments 1-9 (850 points): There are nine assignments and a final project in this course. Detailed instructions can be found in Blackboard under "Assignments," "Textbook Assignments." See the Schedule of Activities for due dates. All of these assignments will be

submitted by going to the specific assignment location on Blackboard, then clicking on the assignment link, and attaching the assignment.

Assn #1-Human Resources-Planning & Legal Considerations (100 points)

Human Resources Planning and Legal Considerations

Read Chapter 2 in Rebores, and the attached excerpts from Alexander, K., & Alexander, M.D. (2005). *American public school law* (6th ed.). CA: Thomson West. Then, complete the following activities.

1. Go to the link below and watch the video on Judge Deitz' ruling that the Texas school finance system is unconstitutional. Then, interview your principal or Human Resources Director and find out: 1) if any employees were RIFed because of the budget shortfall from the 82nd Legislature; and what projections they anticipate for the recently ended 83rd Legislative Session; and 3) what changes in morale they have seen as a result of the changes made by the last legislative session; 4) be sure to attach the transcript of your interview with the contact information for the person you interviewed as well.

Link: <http://wp.me/P3kGER-1>

2. Sexual harassment is a common topic for questions on the TEXES and is the source of a good deal of litigation these days.

Part A: Write a definition that contains the elements of each of the following legal terms relating to that topic:

- (1) quid pro quo discrimination,
- (2) hostile work environment discrimination in cases involving 'school official on student sex harassment' and 'employer on employee' sex harassment. Also,
- (3) state in your response which school entities (i.e. the district, administrators, teachers) may be held liable for such discrimination.

Part B: Then, analyze the case study attached and prepare a 2-page report. You are the judge and will decide if the case will be dismissed or proceed to trial. Be sure to include your rationale and cite the appropriate legal precedents from the texts provided using APA.

Click on the assignment link to download the case study and *Alexander* materials.

NOTE: Please use the assignment numbering and topics as the headings in your paper to make it easier for me to grade. Feel free to abbreviate the headings (but please use the same numbering system).

Assn #2-Human Resources- Recruitment & Selection (100 points)

Recruitment and Selection

Read Chapters 2 and 3 in Rebores. Then, do Part A and Part B of the assignment below.

Part A: Prepare a comprehensive campus plan to recruit and select teachers for **ONE** of the two scenarios below. Include with your plan the following documents: 1) a recruitment brochure, 2) a job posting (including details on where you will post it, and 3) interview questions 4) a comprehensive report addressed to your Superintendent that specifically includes the following:

- 1) where and how you will recruit
- 2) how much money will be spent (include an itemized budget)
- 3) when recruiting will take place (include a timeline - see below)
- 4) who will be involved in the recruiting process
- 5) specifics on forming an interview committee
- 6) who will serve on the interview committee
- 7) guidelines for the interview committee (include a letter to participants outlining the needs of the campus and goals of the committee) Be sure to instruct committee members on the "do's" and "don'ts" of interviewing. Also be sure to inform them that their decisions are only "advisory." Cite the appropriate Texas statutes regarding these limitations.
- 8) Interview questions and questioning protocol - how much time will the interview last; same questions for all interviewees, etc. (include a scoring sheet for interviewers)
- 9) A timeline for recruiting, interviewing, and hiring

Part B: Interview a human resource director or other central office personnel familiar with the norms in your district. Be sure to include contact information for the interviewee in your report. Topics to cover in the interview:

- 1) Is there a district recruiting plan? If so, get a copy and highlight key actions.
- 2) Is there an action plan?
- 3) What is difficult about recruiting in your district?
- 4) How do you measure success of the recruiting plan?
- 5) Are there any guidelines about finding highly qualified teachers?
- 6) How has the current economic condition affected recruiting in the district?

Scenario 1: You are the human resource director for a 2A rural, isolated district in West Texas. Enrollment is declining at about 5% per year and has been for about 5 years. Teachers earn the minimum state mandated salary. Enrollment at the high school is 220 students. It is July, and your assignment is to fill 3 job openings: a chemistry, special education, and band director position by August 15th.

Scenario 2: You are the human resource director in a 5A urban school district that is designated a fast-growth district in a West Texas city. Your high school is bursting at the seams with an average of 35 students per classroom. Enrollment is estimated to continue to increase dramatically for the next 3 years as military families move into the area (transferred to a local military base). The recent bond election to build a new high school failed by 500 votes. The superintendent left shortly thereafter and there is a new superintendent starting in July. Teachers earn a substantial amount above the minimum state mandated-pay. There are serious problems at the high school with a recognized gang problem and failure to meet AYP for the last 2 years. Your job assignment is to fill 1/3rd of the faculty with high performing teachers that can turn the school around. There is federal money available for the next year. If you do not meet AYP by the end of next year, you and the other central office administrators will lose their jobs.

Assn # 3- Human Resources - Placement, Induction, & Staff Development (100 points)

Retention: Placement, Induction, & Staff Development

Retention of highly qualified teachers is a major issue for all school districts. The key components to high retention rates are numerous and include leadership and motivation, among other issues, that are not covered in this course. We do, however, cover three important aspects that contribute to retention of highly qualified personnel and those are: placement, induction, and staff development. These concepts are covered in Rebores, Chapters 5 & 6. Read those chapters and then complete the following assignment.

Develop a comprehensive orientation and staff development plan for the upcoming start-up (fall semester) for your campus. Be sure to include specific orientation plans for new teachers separate and apart from your returning teachers. Include a 1) plan, 2) timeline, and 3) itemized budget for all of the activities planned. Also include in your staff development portion of the plan 1) a needs assessment tool, 2) detailed plans for assessing the effectiveness of the training, 3) detailed plans for monitoring the use of the training (for example, having teachers attach samples of student work showing use of the training to a six week report); and 4) detailed plans on how to reassess the effectiveness of the training and its effect on student performance at the end of the year. Use authoritative references and support for the plan that indicate your plan will be successful in improving overall retention rates for your district. Or, if your retention rates are already high, include references that will support that the orientation and training will result in high motivation and development of highly qualified personnel thereby improving your district.

You may use the orientation and staff development policies in your district as a guide.

Assn #4 - Finance - Basic Funding Structures (100 points)

Basic Funding Structures

Utilizing the materials attached to this assignment, prepare a report titled "Basic Funding Structures for Public Education in Texas." I am looking for a two-three page paper that explains the Texas overarching tax system, our state aid formulas (Robin Hood), our permanent school fund (etc.), and current innovations on the horizon. Make liberal use of the terminology explained in this chapter; cite specific facts tying your paper to the textbook and outside sources. You will need to refer to outside sources for your discussion of the Texas school finance system. Be sure to answer these questions.

- 1) What percentage of monies come from federal, state, and local sources?
- 2) What do the terms equity and adequacy mean? What is the difference between them? Why are we moving towards adequacy?
- 3) How do the 3-tiers in Texas equalize wealth?
- 4) What are Chapters 41 and 42 and how do they equalize wealth?
- 5) What are the new formulas and why were they needed?

- 6) What effect did the *Edgewood* cases have on Texas School Finance?
 7) What effect did the *West Orange Cove* cases have on Texas School Finance?

Reference all outside sources of information. Attached are websites with additional Texas school finance information.

Assn #5 - Finance - Budget Planning (50 points)

Budget Planning

Read the chapter 5 attached below from *Money & Schools*. Describe, in one or two sentences, the following types of budgeting: Incremental, Line-Item, PPBS, Zero-based, and School-site. Then, write a one-page report describing which method would you prefer and why, as a school principal in Texas? Remember that in Texas, a variety of budgeting is used in every district as PEIMs (line-item budgeting) is required of all districts by state law. Cite both the textbook and at least one outside source for each. Your comprehensive examination study guide questions mirror the Chapter 5 assignment. So, put a copy of your response in your study guide for later.

Assn #6-Finance-School Facilities (100 points)

Budgeting for and Maintenance of School Infrastructure

Part One: Explain how facilities are funded in Texas. (one page) Use the attached materials and links to prepare this report. Be sure to cite your references including all statutory references using APA. Here are some websites with valuable facility information.

Part Two:

A. Obtain permission from the campus supervisor, and conduct a facilities inspection of one of the campuses in your district. Use the form provided. **BE SURE TO GET PERMISSION FROM THE PRINCIPAL BEFORE DOING ANY TYPE OF INSPECTION.** If your principal does not give you permission, then email your classmates and join one or more of them in an inspection. A group inspection is encouraged as you will notice much more as a group and get the perspective of others.

B. Contact the administrator in charge of facilities – construction and maintenance – and have them conduct the inspection with you. Be sure to include contact information for this person in your report.

C. Prepare a one-page report to include on the cover of your inspection report that outlines your findings and conclusions. Be sure to highlight the priorities you found that need attention and those conditions that are exemplary.

Assn #7 - School Finance-Transportation (100 points)

Part 1: Using the following websites, find 3 articles or reports (from 3 different websites) and write a critique of the article/report. Be sure to cut and paste the article into Word and attach it as an Appendix. Use the article critique format provided. Each critique should be one to two pages in length.

Part 2: Review the TEA website provided for information regarding funding for transportation in Texas. Then, interview your district administrator in charge of facilities. Interview the administrator about the funding sources for facilities and include general information about transportation funding as well. Be sure to ask about funding sources, amounts, and allotments for transportation. Ask about energy sources and "going green" projects in the works. Prepare a 2-page report and be sure to include contact information regarding the interviewee.

Assn #8 - Finance - Food Services (100 points)

Visit the following website for Texas nutrition: <http://www.squaremeals.org>

Review the 1) resources, 2) policy, and 3) program overview sections of the website. Then, interview the administrator in your district in charge of food services and food services financing. Ask questions regarding the general organization of food services and funding in your district for food services. Be sure to add questions regarding nutrition regulations as well and how they affect cost. Then, write a 2-page report regarding your interview. Include your questions and a summary of the answers in the appendix. Also, include in the appendix contact information for the interviewee.

Assn #9 - Finance - Budget Process (100 points)

Interview a campus level administrator responsible for school budgets and finances. Produce a PowerPoint slide show that you would use to present what you learned about that organization's budget process. Remember the key words here are **BUDGET PROCESS**.

The slide show must contain certain elements. On the title slide, identify the organization, year of budget, and yourself. Next slide, identify the person you interviewed, the date of interview, their area of responsibility, and their credentials. From your questioning, determine the method used in their organization to create the annual budget. Provide a slide that explains that process. On another slide, identify the source or sources of revenue, with dollar amounts for each category. Create a revenue chart with that information. Next, identify the general categories of expenditures, and the approximate dollar amounts in each category. Insert a chart or table of expenditures by category on this or a separate slide. Include a pie chart that depicts the categories by percentage. Use Excel to create the charts and graphs. Also, include a chart showing the expenditures by PEIMs function codes. I have attached a TEA document regarding PEIMS codes to assist you. The interview activity itself could be performed in small groups. If you elect to do so, you may organize yourselves into a 3 or 4 person team to conduct the interview and gather information. However, each person must write and submit their own report!

Along with the slide show, send me the date and time you performed the interview and the name, address, phone number, and Email address of the person so that I may verify the information you provide in your briefing. I recommend that you take your Final Budget Project for this class and discuss it with your expert to obtain his/her view on the subject.

Assn #10-Electronic Portfolio (25 points)

In your ED5330 Course, you created a Portfolio. In every other course that you take in this Principal Preparation Program, you will add assignments from that course to your Portfolio. At the end of the program, you will submit a Final Portfolio that is a comprehensive summative evaluation of the work you have done in this Principal Program. You will add key assignments from each course in the program to your Portfolio as you go through the program. You also may add any other assignments for which you are particularly proud of your work. The mandatory assignments in this class, are as follows:

**All assignments except Assignments 1 and 4.
All of these assignments address Domain III (Administrative Leadership).**

Budget Project (Final Exam) (125 points)

This budget project will be simple if you already know Microsoft Excel. If you have no experience with Excel, this is your chance to learn! You may have someone help you by teaching/explaining the spread sheet functionality. Just be sure that you are the one who does the data entry and writes the formulas. I have provide a document that explains the scenario and sets the guidelines. I have provided an Excel Workbook with spread sheets that give you data on the district. Use the data provided BUT YOU MUST MAKE ASSUMPTIONS to complete the exercise. Please do not ask me to interpret the data for you. I already know that it does not make perfect sense. That is, in fact, the point of this final exam. Data provide to the campuses rarely makes perfect sense. You must make decisions just as if you were the principal and this scenario were real.

There is no one correct solution; many solutions are possible depending upon your interpretation of the data. You will receive points for the number of mistakes you identify; and also for the creativity and practicality of your budget cuts. **For example, cutting faculty should always be a last resort.** So, if you balance the budget only by cutting faculty/staff, you have used the last resort option first which is not optimal; and you have not used any other options, which is not optimal. And, you have not identified any of the "mistakes" in the scenario. So, your grade may be passing, but it will not be an "A."

Also, points will be awarded based on the specificity of your Superintendent Report. If you do not mention the \$\$ you are cutting and what you are specifically cutting, then your grade will not be optimal. For example, if you are reducing the budget \$50,000 by non-renewing 2 employees, then you need to mention the names, titles, and rationale for cutting those employees (but remember that cutting employees is a choice of last resort).

Grading: Grades are based on a point system. There are 1000 points available. Scores of:

900 – 1000 equates to an A,
800 – 899 equates to a B
700 – 799 equates to a C

699 or less receive an F.

Grading Policy:

1. **Late assignments will lose 20% of possible points for each day that they are late. Even if an assignment is so late that the student will receive “0” points; the student must submit the assignment in order to pass the course. There are no optional assignments. The last assignment cannot be late because grades are due; therefore, if the assignment is not submitted on time, the student will fail the course.**
2. As papers should be typewritten according to the American Psychological Association (APA) manual. A poor quality paper may be returned to the student to be rewritten by a date established by the instructor.
3. Extra credit points are not available.
4. There are no I's (incompletes) for this class.
5. After 11:00 pm on the date for any assignment due is considered late and will result in a lowered grade for that assignment.
6. There are no optional assignments in this course.
7. Students who fail to participate in Discussion Board or complete any assignment will not pass this course – **THERE ARE NO OPTIONAL ASSIGNMENTS**

Advice: Successful completion of a Web-delivered course requires dedication and constant effort. Do not fall behind in your work! Begin your research paper as soon as possible. Submit professional quality work. Have someone proofread your submittals and always use the grammar and spell check functions on your computer before submission.

Attendance: This is a Web Delivered class however; the guiding principles of the Sul Ross Absences/Class Attendance Policy are still relevant. Read the policy and note especially the last phrase in the last sentence.

Students are expected to attend all class and be on-time. Students must notify the instructor in advance if unable to attend a class or immediately after missing class. Students are to make themselves aware of the SRSU policies on Absences and Class Attendance posted in the SRSU Student Handbook. Make up work is at the discretion of the instructor as it relates to “explained or excused” absences. The Absences/Class Attendance policy includes all absences excused or unexcused. In this course you are expected to attend all classes, to be punctual, and to complete all assignments on time.

Distance Education Statement: Students enrolled in distance education courses have equal access to the university’s academic support services, such as Smarthinking, library resources, such as online databases, and instructional technology support. For more information about accessing these resources, visit the SRSU website. Students should correspond using Sul Ross email accounts and submit online assignments through Blackboard, which requires secure login information to verify students’ identities and to protect students’ information. The procedures for filing a student complaint are included in the student handbook. Students enrolled in distance education courses at Sul Ross are expected to adhere to all policies pertaining to academic honesty and appropriate student conduct, as described in the student handbook. Students in web-

based courses must maintain appropriate equipment and software, according to the needs and requirements of the course, as outlined on the SRSU website.

Conduct: Academic honesty is expected in all work. Violations will result in course failure. Use of good “Netiquette” is essential in an online environment. Please observe the following rules of common courtesy:

- a) Check the course website frequently and respond appropriately and on subject.
- b) Focus on one subject per message and use pertinent subject titles
- c) Capitalize words only to highlight an important point or for titles. Capitalizing otherwise is generally interpreted as SHOUTING!
- d) Be professional and careful with your online interaction. Remember that you should be comfortable with your statements if they were published on the front page of the local newspaper.
- e) Cite all quotes, references and sources.
- f) Never forward someone else’s messages without their permission, this is considered to be extremely rude.
- g) Use humor with care. The absence of face-to-face cues and body language can lead to misunderstandings. Feel free to use emoticons such as :) or ;) to communicate that you are being humorous.
- h) All discussion postings should be of top quality, on time, and rich in text. This means no comments such as “at a boy”, “you go girl”, “I agree with that”, “couldn’t have said it better myself”, etc. will be considered master degree quality responses. Make sure to take the time to add richness to the discussion and make connections to the many theories in instructional leadership that will be covered in this course. Remember, postings are tracked for quantity, quality, and punctuality of deadlines set forth. (The above “netiquette guidelines were adapted from Rinaldi, A. (1994) The Net User Guidelines and Netiquette, Florida Atlantic University, available from Netcom).

Comment [ras1]:

SCHEDULE OF ACTIVITIES:

Jan. 17 Class Begins
Jan. 30 DUE Assn #1 - HR Planning & Legal Considerations
Feb. 13 DUE Assn #2 – HR Recruitment & Selection
Feb. 20 DUE Assn #3 - Placement, Induction & Staff Development
Feb. 27 DUE Assn #4 – Finance – Basic Funding Structures
March 6 DUE Assn #5 – Finance – Budget Planning
March 13-17 Spring Break
March 20 DUE Assn #6 – Finance – School Facilities

Comment [ras2]:

March 27 DUE Assn #7 – Finance – Transportation
April 3 DUE Assn #8 – Finance - Food Services
April 17 DUE Assn #9 – Finance – Budget Process
May 1 DUE Budget Project – Final Project; Electronic Portfolio
May 3 Course Ends

SRSU Disabilities Services:

Sul Ross State University is committed to equal access in compliance with the Americans with Disabilities Act of 1973. It is the student's responsibility to initiate a request for accessibility services. Students seeking accessibility services must contact Mary Schwartze, M. Ed., L.P.C., in Counseling and Accessibility Services, Ferguson Hall, Room 112. The mailing address is P.O. Box C-122, Sul Ross State University, Alpine, Texas 79832. Telephone: 432-837-8691. E-mail: mschwartze@sulross.edu.