

**AUGUSTA STATE UNIVERSITY
COLLEGE OF EDUCATION
DEPARTMENT OF EDUCATIONAL LEADERSHIP, COUNSELING,
AND SPECIAL EDUCATION**

**EDLR 6420
School Business Administration
THREE SEMESTER HOURS (3-0-3)**

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COURSE DESCRIPTION: This course surveys the non-instructional areas of educational administration. Topics studied include the management of finance, information, time, records, physical facilities and resource management. The management aspects of related topics such as student affairs, personnel services, sensitive educational programs, special education services and other public and private educational arrangements are also discussed as part of the course.

COLLEGE OF EDUCATION CONCEPTUAL FRAMEWORK PRINCIPLES:

Understanding for Teaching, Teaching for Understanding

The preparation of educators is the most critical of all professions, without educators there are no other professions. The professional educator is the key element in the learning process. Building on the key elements of the professional educator, the Conceptual Framework of the unit of Augusta State University consists of a vision and mission with an overarching theme to produce **prepared, able, and responsive** professionals to teach diverse learners.

This vision and mission is a shared responsibility between campus colleagues, public school practitioners, and involved community agencies requiring the partnership of the entire education unit including the College of Education, the College of Arts and Sciences, and the local community educational system and the Partner School Network.

Element: Prepared (PD)

P1: Demonstrate strong content and pedagogical preparation in their respective subject area or professional field.

P2: Use self assessment and analysis to form the basis for collaboration with colleagues and the development of a desire to be a lifelong learner.

P3: Participate in graduate study to extend and refine the knowledge base of educators to build expertise.

P4: Possess an understanding of the central concepts, tools of inquiry, and structures of the discipline(s) or their professional field of study and be able to create learning experiences that enable all students to learn.

P5: Understand how students learn and develop (intellectually, socially, and individually) and be able to provide developmentally appropriate learning opportunities and support for these opportunities.

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P6: Demonstrate knowledge of how to implement effective verbal and nonverbal information and technology techniques to foster active inquiry, collaboration, and supportive interaction in educational settings.

Element: Able (AD)

A1: Understand, use, and support a variety of instructional strategies to encourage the learner's development of critical and creative thinking, problem solving, and performance skills.

A2: Create a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation for all learners.

A3: Plan, guide, and support instruction based upon knowledge of subject matter, the learners, the community, and curriculum goals.

A4: Understand and use authentic assessment to evaluate and ensure the continuous intellectual, social, and physical development of the learner.

A5: Ability to teach and work in authentic settings with diverse populations of learners

Element: Responsive (RD)

R1: A respect for the dignity of all persons. All children can learn and have the right to an opportunity to do so.

R2: Preparation in the subject area(s) to be taught or the professional field of study must be accompanied by the skill and dispositions to translate knowledge into creating and supporting meaningful experiences for diverse learners

R3: Understanding of how students differ in their approaches to learning and demonstrate the commitment for meeting their educational needs in fair, caring, nondiscriminatory, and equitable manners.

R4: Ability to be a reflective practitioner who continually evaluates the effects of his/her choices and actions on others (students, parents, and other professionals in the learning community) and actively seeks the opportunity to grow professionally

R5: Fostering of relationships with school colleagues, parents, and agencies in the larger community to support the learning and well-being of all students.

LiveText: All students admitted to degree programs in the College of Education are required to purchase *LiveText* software through the ASU bookstore. *LiveText* is an electronic, web-based data management service that allows students and faculty to create, store, and publish documents online using a word-processing format. All students will upload assignments, their portfolio, and other required documents into *LiveText*. *LiveText* works better with the Mozilla Firefox browser rather than Internet Explorer. Students may Google Mozilla Firefox and download it to their computers.

REQUIRED TEXT: Guthrie, J.W., Hart, C.C., Ray, J.R., Candoli, I.C. & Hack, W.G. (2008).

Modern school business administration: A planning approach.

Boston: Allyn & Bacon.

COURSE GOALS and OBJECTIVES:

The Educational Leadership program's goals and objectives are focused on the knowledge, skills, and dispositions candidates need to lead educational enterprises centered on teaching and learning. To that end, course content includes three dimensions: (1) **Awareness**, defined as acquiring concepts, information, definitions, and procedures; (2) **Understanding**, defined as interpreting knowledge to school environments, integrating concepts with practice, and using knowledge and skills in context; and (3) **Capability**, defined as applying knowledge and skills to specific problems of practice (ELCC).

The candidate will:

1. Direct the school/system budget process, including planning, developing, monitoring, administering, coping with contingent budget restrictions, and working with stakeholders to establish a budget.
2. Follow legal and ethical guidelines for managing resources and ensuring financial stability.
3. Focus management of school/system finances and facilities on achievement of educational goals and objectives.
4. Demonstrate knowledge of Georgia public school finance, including state, federal, and local sources of funding, and restrictions on uses of funding.
5. Compute actual costs and accurately forecast school/system revenues and expenditures for funding of school/system educational programs based upon Georgia public school funding procedures.
6. Assess the system's current financial health and monitor the status of system finances on an ongoing basis.
7. Demonstrate an understanding of the impact of and relationship between the tax levy, assessment practices, and equalization rates.
8. Project school student enrollment and staffing needs within acceptable limits.
9. Use site-based budget planning and management in conjunction with financial administration.
10. Use cash management procedures, including internal controls.
11. Understand school accounting procedures and practices.
12. Demonstrate an understanding of the roles, responsibilities, and effective utilization of audit controls.

Method of Instruction

Classroom lecture and classroom activities will be the primary method of delivery in the course. Candidates are expected to participate in class and will be graded on their class participation and presentations.

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COMPETENCIES: Course assignments are aligned to support candidate **awareness**, **understanding**, and **capability** for the following standards:

ELCC STANDARD 3.0, Georgia PSC Standard 3.0, ISLLC Standard 3

Candidates who complete the program are educational leaders who have the knowledge and ability to promote the success of all students by implementing a continuous organizational improvement approach to developing and managing the organization, operations, and resources as prescribed in Georgia law, rules and regulations and in the way that contains costs and maximizes benefits for students, parents, and taxpayers.

ELCC	Georgia PSC	ISLLC	Georgia BOR Performance Strands
3.3 a-c	3.1	K3.1-3.8	8-10
3.4 a, c-m	3.2	D3.4-3.7	
	3.3	P3.2, 3.4-3.10	
	3.4		

COURSE CONTENT AND SCHEDULE:

Week #1

Current context for School Business Administrators
The Job of a School Business Administrator

Week #2

Planning
Legal and Regulatory Environment
Education Funding Sources

Week #3

NO CLASS

Week #4

Capital Projects
Budgeting

Week #5

Education Finance and the Federal Government
Accounting, Auditing, and Reporting
Money Management

Week #6

NO CLASS

Week #7

Facilities Management
Materials Management
Auxiliary Services

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Week #8

Risk Management

Information Management

COURSE ASSIGNMENTS: (*Awareness, Understanding*) Four papers are due during the term. For three of the papers, each student will choose a topic from the Topic Assignments List appearing at the end of this syllabus. At least one topic from each section **MUST** be chosen by the class as a whole; otherwise, the instructor will assign topics. The first topic should come only from the first section of choices, the second from section two, and the last from the remaining section. Each candidate will provide the instructor with his/her topic per the schedule provided in this syllabus and each candidate will present their paper in class per the same schedule on or before the scheduled drop dead date. Topic selection and paper presentations **MUST** be completed by each **DROP DEAD DATE**, without exception, to receive a grade. No more than three candidates may select the same topic from any section and all candidates with the same topic must make a group presentation. Each paper is worth 20% of the final grade. Paper presentations will count toward 10% of each paper's overall grade. The instructor encourages PowerPoint presentations. There is no page minimum expected by the instructor for each paper; however, each topic chosen must be answered completely. The grade for each paper will be determined by how thorough each topic is covered. A minimum of four references are required for each paper with one reference always being the text and no other non-textbook reference (journal) being older than January, 2004. Each paper is to be original and typed on white bond paper, **using APA style.** Copies of references (except texts) must be turned in with each paper.

TERM PROJECT: (*Awareness, Understanding, Capability*) The fourth paper, which will be the final paper due, shall cover school safety and insurance, and budgeting and cash management. This is an in-school field experience project and will require the assistance and guidance of an in-school coach (Principal or AP). Each candidate will conduct a building safety and insurance audit. The audit should involve the Principal, a Public Safety Officer and include all safety and insurance requirements and procedures that are the responsibility of the Principal. Each candidate will detail and trace the process of school budgeting beginning with the state department/legislative role in budget approval, through to the local board, and then to the individual school. For the budget and cash management portion of the assignment, the student should interview either a local state level elected official or a school system's comptroller for insight into the appropriations process. For the next phase, the student shall choose a school and include a step-by-step explanation of that school's budget – it does not have to be the current year's budget – and interview the Principal as to his/her experience with the overall budget process. Then, conclude with the process of school cash (banking) management. Interview a school bookkeeper; discuss internal cash controls, checkbook balancing – at least one month - check writing procedures, purchasing, internal audit controls/procedures, and any and every aspect of the bookkeeper's role as building "banker". Presentation dates for this paper will be near the end of the term and a schedule will be made during class.

For all four papers know that points will be deducted for spelling errors, incorrect syntax, poor grammar, punctuation errors, etc. Double space and use one inch margins all around (APA style).

FIELD EXERCISES: (*Awareness, Understanding, Capability*)

First Field Exercise: Part One - The candidate will review the district building level (elementary, middle or high school) audit policies and audit requirements for the principal. What is the intent of an audit, and what information does the audit schedule/report contain (what is the auditor looking for)?

Part Two -The candidate will then interview the district internal auditor. The interview **MUST** include the following questions and the candidate’s reaction (narrative) to each of the auditor’s responses:

- What qualifications are required to become an internal auditor in this district?
- How often is each school audited?
- What items are covered on an audit schedule/report when a school is audited?
- What does the auditor expect from the building principal during an audit?
- What does the auditor expect from the building bookkeeper during an audit?
- What items does the auditor check BEFORE coming to the school to perform the audit?
- Besides internal controls for the handling of money, what other items does the auditor review during an audit?
- Who above the building principal receives a copy of the final audit report?
- How can a principal fail an audit?
- What penalties does a principal face for failing an audit?
- What penalties does the principal face for bookkeeper errors and/or bookkeeper fraud?
- What advice does he/she (auditor) have for a new principal (you)?

Second Field Exercise: Audit your school’s FTE count for the current count period; tabulate the results by student classification/category, and report on its accuracy. Your report should also contain a review and your comments on your district’s FTE count policy – what does the state of Georgia require and what does your district do?

Assignments will not be accepted beyond the due date and will not be graded (i.e., the grade will be zero). If you cannot attend class, it is your responsibility to turn in any assignment due before class begins on the due date. Example: Class begins at 4:30 p.m. on the 30th, and you cannot attend; you must have the assignment in my possession by 4:29:59 p.m. on the 30th to receive a grade other than zero.

FIELD EXERCISE SCORING RUBRIC:

CRITERIA SCORING	UNSATISFACTORY 0-69 Points	IN PROGRESS 70-79 Points	PROFICIENT 80-89 Points	EXEMPLARY 90-100 Points
Candidate demonstrates the knowledge to manage the organization by effectively analyzing and organizing resources, processes and	The artifacts and/or supporting explanations DO NOT provide evidence the candidate has the knowledge to manage organizational resources in a	The artifacts and/or supporting explanations provide evidence of a DEVELOPING level of candidate understanding of the knowledge needed to manage	The evidence and artifacts presented by the candidate demonstrate an understanding of the knowledge to manage the organization effectively and MEET the	The evidence and artifacts and supporting explanations provided by the candidate EXCEED expectations and demonstrate a clear

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systems to support teaching and learning.	manner that supports teaching and learning. Evidence and/or artifacts are missing.	the organization effectively in support of teaching and learning. Evidence and artifacts are not presented in a professional manner.	requirement in support of teaching and learning. The evidence and artifacts are presented in a professional manner	understanding of the knowledge to manage the organization by effectively analyzing and organizing resources, processes and systems to support student learning.
Manage operations within the structure of Georgia public education rules, regulations and laws through implementation of a comprehensive organizational development process.	The evidence and artifacts provided by the candidate DO NOT demonstrate the candidate has the knowledge to manage the organization within the structure of Georgia public education rules, regulations and laws. Evidence and/or artifacts are missing.	The artifacts and evidence presented by the candidate demonstrate a DEVELOPING understanding by the candidate of how to manage operations within the structure of Georgia public education rules, regulations and laws. Artifacts and evidence are not always presented in a professional manner.	The evidence and artifacts presented by the candidate demonstrates the knowledge required to manage operations within the structure of Georgia public education rules, regulations and laws and MEET the level of knowledge required. The artifacts and evidence presented in a professional manner.	The artifacts, evidence, and supporting explanations presented by the candidate demonstrate a clear understanding of the knowledge necessary to manage operations within the structure of Georgia public education rules, regulations and laws and EXCEED expectations. The evidence and artifacts are presented in a professional manner.
Analyze and organize resources, processes and systems to support teaching, learning, and organizational effectiveness.	The artifacts and/or supporting explanations DO NOT provide evidence the candidate has knowledge to analyze and organize resources, processes and systems to support teaching, learning, and organizational effectiveness. Evidence and/or artifacts are missing.	The artifacts and/or supporting explanations provide evidence of a DEVELOPING level of candidate understanding of the knowledge needed to analyze organize resources, processes and systems to support teaching, learning and organizational effectiveness. Evidence and artifacts may not be presented in a	The evidence and artifacts presented by the candidate demonstrate an understanding of the knowledge to analyze and organize resources, processes and systems and MEET the requirement in support of teaching and learning. The evidence and artifacts are presented in a professional	The evidence and artifacts and supporting explanations provided by the candidate EXCEED expectations and demonstrate a clear understanding of the knowledge to analyze and organize resources, processes and systems to support student learning and organizational effectiveness. The

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		professional manner.	manner	evidence and artifacts was presented in a professional manner.
Candidate demonstrates the knowledge and ability to create, implement and monitor a budget based on Georgia's educational funding procedures that supports teaching and learning and organizational effectiveness.	The artifacts and/or supporting explanations DO NOT provide evidence the candidate has the ability and knowledge to create, implement and monitor a budget based on Georgia's educational funding procedures that supports teaching and learning and organizational effectiveness. Evidence and/or artifacts are missing.	The artifacts and/or supporting explanations provide evidence of a DEVEDLOPING level of candidate understanding of the knowledge needed to create, implement and monitor a budget based on Georgia's educational funding procedures that supports teaching and learning and organizational effectiveness. Evidence and artifacts are incomplete.	The evidence and artifacts presented by the candidate demonstrate an understanding of the knowledge to create, implement and monitor a budget based on Georgia's educational funding procedures that supports teaching and learning and organizational effectiveness and MEET the requirement in support of teaching and learning. The evidence and artifacts are complete.	The evidence and artifacts and supporting explanations provided by the candidate EXCEED expectations and demonstrate a clear understanding of the knowledge to create, implement and monitor a budget based on Georgia's educational funding procedures that supports teaching and learning and organizational effectiveness. The evidence and artifacts are complete and presented in a professional manner.
Provide and maintain facilities that support teaching and learning.	The evidence, artifacts and supporting explanations DO NOT demonstrate that the candidate has knowledge to provide and maintain facilities that support teaching and learning. Evidence and artifacts are missing.	The evidence, artifacts and supporting explanations demonstrate a DEVEDLOPING level of candidate understanding of the knowledge needed to Provide and maintain facilities that support teaching and learning. Evidence and artifacts may not be presented in a professional manner.	The evidence and artifacts presented by the candidate demonstrate an understanding of the knowledge to provide and maintain facilities and MEETS the requirement in support of teaching and learning. The evidence and artifacts are presented in a professional manner	The evidence and artifacts and supporting explanations provided by the candidate EXCEED expectations and demonstrate a clear understanding of the knowledge needed to provide and maintain facilities that support teaching and learning. Evidence and artifacts was presented in a professional manner.

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Candidate demonstrates the knowledge and ability to recruit and hire qualified personnel to support teaching and learning and organizational effectiveness.	The artifacts and/or supporting explanations DO NOT provide evidence the candidate has knowledge to recruit and hire qualified personnel to support teaching and learning and organizational effectiveness. Evidence and/or artifacts are missing.	The artifacts and/or supporting explanations provide evidence of a DEVELOPING level of candidate understanding of the knowledge needed to recruit and hire qualified personnel to support teaching, learning and organizational effectiveness. Evidence and artifacts are incomplete.	The evidence and artifacts presented by the candidate demonstrate an understanding of the knowledge to recruit and hire qualified personnel and MEET the requirement in support of teaching and learning. The evidence and artifacts are complete.	The evidence and artifacts and supporting explanations provided by the candidate EXCEED expectations and demonstrate a clear understanding of the knowledge needed to recruit and hire qualified personnel to support student learning and organizational effectiveness. The evidence and artifacts are complete and presented in a professional manner.
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GRADING: GRADES ARE NOT CURVED

90>	A	Papers (3)	20pts. each
80 – 89.99	B	Field Exercises	10 pts. each
70 – 79.99	C	Budget/Insurance/Safety	
60 – 69.99	D	Paper (Term Project)	20 pts.
59.99<	F		

All candidate work for all field exercises in this course must be loaded into LiveText. Each candidate is expected to also load these field exercises into their respective personal LiveText portfolios. No permanent grade will be assigned to any candidate work in this course that is required to be loaded into LiveText and is not loaded into LiveText (i.e., the grade will be zero). LiveText submissions must be completed within one week after the due date for the assignment.

APA STYLE: All written work for the College of Education follows the American Psychological Association (APA) style manual, 6th edition (2010). Your cover page, running head, in-text citations, reference list, grammar and mechanics must reflect this style manual. General assistance with APA style is available through the Augusta State University Writing Center and online at <http://owl.english.purdue.edu/owl/resource/560/01/>

ATTENDANCE: Augusta State University requires class attendance. Roll is taken at each class. You are responsible for signing-in and indicating your arrival time. If you leave class early, you are to sign-out and note the time as well. In our case, since we meet six times in class, a candidate can not miss time that equals more than ONE class. On the second absence, the candidate will receive a grade of “F” for the course. There are no excused absences in this course.

ACADEMIC HONESTY: Candidates are expected to read and strictly adhere to the entire Academic Honesty policy found in the *2009–10 Augusta State University Catalog*. In part, the policy reads:

Academic honesty requires the presentation for evaluation and credit of one’s own work, not the work of others...Plagiarism is the failure to acknowledge indebtedness. It is always assumed that the written work offered for evaluation and credit is the student’s own unless otherwise acknowledged. Such acknowledgement should occur whenever one quotes another person’s actual works, whenever one appropriates another person’s ideas, opinions, or theories, even if they are paraphrased, and whenever one borrows facts, statistics, or other illustrative materials unless the information is common knowledge. (p.43)

PIPELINE ACCOUNTS: Candidates are encouraged to check their Pipeline accounts daily. Candidates are responsible for all course material, assignments, or deadlines sent to them via Pipeline. If you have trouble accessing your Pipeline account, you should contact Information Technology Services at 737-1676. Computers and printers are available free of charge in computer labs throughout campus as well as the library and campus internet cafes for candidates who do not have access from a home computer.

CANDIDATES WITH DISABILITIES: Candidates with disabilities who are registered with the Office of Disability Services should schedule an appointment with the instructor before the second week of class to discuss academic accommodations. If the candidate does not initiate this meeting, it is assumed no special accommodations or modifications will be necessary to meet the requirements of this course. You may make an appointment by calling the Counseling and Testing Center (706) 737-1471 or visit their office located in the Quadrangle, next to Fanning Hall (Business Office).

Please let the instructor know promptly about problems or concerns with assignments or requirements of the course.

STUDENT SAFETY: Student safety is of primary importance. Students leaving classes late in the evening are encouraged to stay in groups of two or more and to report all suspicious behavior or persons to the ASU Office of Public Safety (emergency number 706-729-2911; non-emergency 706-737-1401). Emergency telephones are located in the University Hall parking lot and various other locations on campus.

CELL PHONE & PAGER POLICY: Candidates are asked to mute or turn off cell phones and/or pagers during class time. Violations will be addressed on an individual basis.

DEPARTMENT OF EDUCATION LEADERSHIP, COUNSELING, AND SPECIAL EDUCATION WEBSITE: Candidates are invited to visit the departmental website at: <http://www.aug.edu/clinical>. A variety of forms, some interactive, may be downloaded from the website. There are also newsletters, registration information and announcements which students will find useful. Most forms are in Adobe Acrobat. All campus computers have Adobe Acrobat Reader installed and students can download Adobe Acrobat Reader for their home computer at no charge from: <http://www.adobe.com/products/acrobat/>

THIS SYLLABUS CAN BE ALTERED ONLY BY THE INSTRUCTOR AND ONLY AFTER GIVING ALL CANDIDATES NOTICE NOT LESS THAN ONE WEEK PRIOR TO ANY CHANGE UNLESS SUCH CHANGE COMES DIRECTLY FROM AUGUSTA STATE UNIVERSITY OR THE COLLEGE OF EDUCATION. NOTICE WILL BE CONSIDERED AS HAVING BEEN GIVEN TO ALL CANDIDATES EITHER DURING CLASS OR VIA CAMPUS PIPELINE.

References

Brimley, V. & Garfield, R. (2005). *Financing education in a climate of change*. (10th ed.).

Boston: Allyn and Bacon.

Guthrei, J.W., Springer, M.G., Rolle, R.A. & Houck, E.A. (2007) *Modern education finance and policy*. Boston: Allyn and Bacon

King, R.A., Swanson, A.D. & Sweetland, S.R. (2003) *School finance: Achieving high standards with equity and efficiency*. (3rd ed.). Boston: Allyn & Bacon

McConnell, C.R. & Brue, S.L. (2002) *Macroeconomics: Principles, problems, and policies*. (15th ed.). Boston: McGraw-Hill

Odden, A.R. & Picus, L.O. (2004) *School finance: A policy perspective*. (3rd ed.). Boston: McGraw-Hill

Thompson, D.C. & Wood, R.C. (2005) *Money and schools*. (3rd ed.) Poughkeepsie, NY: Eye on Education

ASSIGNMENTS AND DROP DEAD DATES

Class #1

First paper topic due to professor

Class #2

First paper due and presentation given in class

Second Paper topic due to professor

Class# 3

NO CLASS

CANDIDATES TO WORK ON FIRST FIELD ASSIGNMENT

Class#4

Second paper due and presentation given in class as well as first field exercise due and presentation given in class

Third paper topic due to professor

Class #5

Third paper due and presentations given in class

Class #6

NO CLASS

CANDIDATES TO WORK OF SECOND FIELD ASSIGNMENT

Class #7

Second field exercise due and presentations given in class

Class #8

Final term project (school budget exercise) with class presentations due

Topic Assignments List

Section One: Chapters Two through Six

- 1) Discuss the pros and cons of restricting school business administrator positions to those who have taught and have had appropriate educational administrative positions.
- 2) Identify a major instructional decision at the school level and trace the development or evolution of the decision. Then point out at each step the presence (or absence) of inclusions with school business implications.
- 3) Review the policy handbook for your school district and determine the legal bases of the school business-related policies that have been established.

- 4) Describe how local tax rates are set in Georgia and detail how these rates have been implemented in your district.
- 5) Review the financial reports for your district over a five year period. Determine the amount of revenue from each discrete source in the general fund (exclude all other funds). Develop an explanation as to why the amounts and proportions of revenue for each discrete source have changed over the five year period.
- 6) Describe the benefits of a value-added tax over a general sales tax. Which tax is most fair to consumers? Why? Which would be more stable for school funding purposes?
- 7) Obtain a copy of your school district's vision and mission statements and describe to what degree do you feel components of these statements can be accurately assessed.
- 8) Interview your district superintendent, an associate superintendent, or business official (controller) in order to identify and discuss examples that have influenced the school business administration function in Georgia by:
 - a. Legislation (state or federal)
 - b. Case law (state or federal)
 - c. Judicial opinion or rulings (state or federal)

Section Two: Chapters Seven through Twelve

- 9) Discuss the relative merits of foundation programs, flat grants, and other revenue distribution methods covered in the text.
- 10) Prepare a plan for staff, students, and community involvement in planning educational facilities.
- 11) Trace the steps and describe the details needed in issuing municipal bonds for school construction.
- 12) Develop a line-item and programmatic type budget for some phase of your school's program. Explain how each type of cost allocation lends itself to the program cost analysis.
- 13) Outline a zero-based budget for a high school.
- 14) Develop a site-based budget for an elementary school.
- 15) Page 221, #1
- 16) Obtain a copy of a monthly financial report of the board of education. From it, develop an interpretation that could be understood by a reasonably perceptive layperson.
- 17) With the cooperation of an accountant in your district, select a given transaction and trace an

audit trail of it from its initiation through to its final disposition.

18) Survey several local banks (at least three) and brokerage firms (at least two) to determine current interest rates, minimum deposits, minimum investment amounts, maturity periods, and other information related to the investing and management of school district funds.

Chapters Thirteen through Sixteen

19) How is due process provided in personnel terminations – both certified and non-certified personnel, in your district? How do moral, racial, and gender issues factor into such considerations?

20) Develop a plan for community and other group use of your school. Does your district have a written policy for such use? If so, evaluate the policy. If not, why?

21) Discuss the pros and cons of using an “in house” maintenance department versus contracting out for such services. Which method does your district use? Why?

22) What is the value of staff development for custodial staff? How would you organize such a program?

23) List and discuss the essential elements of a contract.

24) Explain just-in-time ordering and why should it replace the huge warehouse type storage and distribution system so often used by school districts.

25) Interview your district’s risk manager and discuss your district’s risk management plan. What is your district’s risk management plan? And why has your district chosen the plan it now utilizes.

26) What are the advantages of self-insurance, full insurance, co-insurance, or no insurance and in what situations would each apply in your district.

27) Identify the most severe security problems facing your school. Develop a positive response to each one.

28) Interview your food service manager regarding food service needs for your school. What considerations are there that he/she must comply with (e.g., food safety, quality, cleanliness, preparation, fire risk, etc.) What consideration does he/she give to selection and dietary requirements? Who does she/he report to?

29) Determine Georgia’s requirements for pupil transportation. To what extent are these requirements exceeded by policies enacted by your district.

