

Texas Association of School Business Officials



Professional Certification Program

© October 2011 by
Texas Association of School Business Officials
2538 South Congress Avenue; Austin, TX 78704
Phone 512-462-1711 Fax 512-462-1782

TASBO's Mission Statement

THE trusted resource for school business and operations.

Values Statement

The TASBO leadership and staff are guided in their duties by these principles:

- Supporting student needs,
- Focusing on members first,
- Maintaining ethics, integrity and accountability,
- Leading and managing with innovation and transparency;
and
- Collaborating with education partners.

Objectives

Customer Satisfaction and Service

Provide benefits and services to the network of school business and operations officials.

Knowledge and Resource Center

Deliver relevant content and resources to enhance professional growth and development.

Public and Professional Awareness

Promote the value of school business and operations.

The Model Association

Maintain a model association to serve the profession and membership.

SECTION I: OVERVIEW

Texas Association of School Business Officials Professional Certification Program

Purpose

The Texas Association of School Business Officials has developed a non-discriminatory, voluntary program of professional certification and continuing education to provide recognized standards of professional competence and educate its diverse constituency in professional business and operations practices. This program was especially created for school business administrators, officials, and specialists in the state of Texas.

Professional Certification Standing Committee

The Professional Certification Standing Committee (Certification Committee) shall serve as the advisory group to the TASBO Board of Directors regarding all matters of certification.

The goals of the TASBO Certification Committee are:

- To provide training in all areas identified in the Components and Competencies for School Business and Support Services (see Appendix E).
- To assure that the TASBO program continues to be the standard required for Texas school business and operations staff.
- To assure that the TASBO program is accessible through multiple methods of delivery.

The TASBO Certification Committee is responsible for the following:

- Develop and maintain a strong, flexible and meaningful certification program.
- Gather and disseminate pertinent research data from the field.
- Develop instruments to be used as models for analyzing and improving school district business and/or operations practices.
- Prepare and conduct training and education about the TASBO Certification Program.
- Conduct research sponsored by the TASBO Board and Executive Director in the area of certification programs.
- Prepare and submit for possible publication, feature articles and other editorial material about certification.
- Identify the needs and provide training for TASBO Management courses required for certification.
- Maintain certification program rules, regulations and procedures that will promote and maintain valid TASBO certification throughout the TASBO organization and the state of Texas.
- Assist with the nomination process of the TASBO Commitment to Excellence Award.

Professional Certification Standing Committee Structure:

The TASBO Certification Committee, in accordance with Board Policy 8550, shall be structured as follows:

- Consist of 9 members appointed by the TASBO Board of Directors. Members shall be required to sign the TASBO Standing Committee Code of Conduct.
- Candidates for membership on this committee must be TASBO Certified (or have previous experience as a member of the TASBO Board of Directors), have served at least 3 years as an active or life member, and have 2 years active service on a TASBO research committee.
- Members shall serve 3-year terms and may be appointed for multiple year terms.
- The TASBO Board has the authority to remove and or replace members at any time.
- The committee shall have a Chair, Vice-Chair and Secretary elected by the committee members. These officers will serve 2-year terms, elected at the TASBO Annual Conference in odd numbered years. There will not be an automatic rotation schedule. In the event of a vacancy, an interim will be appointed to complete the term

Governance of the Program

The TASBO Board of Directors shall adopt all policies, rules, and regulations governing the administration of the certification program. Policies, rules, and regulations for action should come recommended to the Board from the Certification Committee and the Executive Director. Policies, rules, and regulations governing the certification program will be made available through the TASBO web site.

Eligibility

Eligibility requirements are outlined in Section II of this manual. Upon final approval of the application, all individuals who meet the standards and qualifications for certification established by the TASBO Board of Directors shall be certified for three-year periods. Recipients must meet the continuing education requirements, as established by the Board of Directors and described on page 4, to renew their certification for subsequent 3-year periods.

Prior Course Work

Non-members who have taken courses and passed the required tests, in the period 2 years prior to May 1, 2005, may receive certification credit. Requests to receive this credit should be sent in writing to the TASBO Education Coordinator.

Procedures

- All applications for certification will be reviewed and evaluated by the TASBO Education Coordinator. The Education Coordinator will approve or deny the applicants based on information received from the application and data in the transcript file of the individual.
- The Education Coordinator may request additional information as is deemed necessary to verify application data. Failure to provide information as requested by the Education Coordinator shall constitute grounds for denial of the application. An

application for certification may be disapproved if TASBO staff is unable to satisfactorily verify any material representation contained in the application.

- Information provided as part of the application for professional certification shall be used solely for the purpose of evaluating the qualifications of the applicant for professional certification.
- Certified appointees may hold only one TASBO certificate designation at a time, the highest they have earned. The Registered Texas School Business Administrator (RTSBA^{cm}) supersedes the Certified Texas School Business Administrator (CTSBA).
- An applicant for the Certified Texas School Business Specialist (CTSBS^{cm}) or the Certified Texas School Business Official (CTSBO^{cm}) designation must indicate the area of specialization(s) by taking the required courses in those areas when working for certification.
- Course credit earned under any certification level may be credited toward any higher certification level, where applicable.
- TASBO maintains a “no testing out” policy. To receive certification credit, an individual must attend the course in its entirety and take and pass the test given at the end of the course. The test must be taken at the time it is administered to the class participants.
- Individuals completing online courses will be given a final exam when the instructor determines that all lessons have been satisfactorily completed. After successful completion of the final exam, course credit will be awarded.
- A retired individual holding a certificate and who wishes to keep his/her certification must complete the required continuing education hours same as an active member would.
- Questions about the Certification Program shall be addressed to the Director of Professional Development, Education Coordinator or Certification Specialist.

Denial and Appeal Process

In the event an application is not approved by the Education Coordinator, the applicant will be notified in writing of that determination by the Education Coordinator.

The applicant shall have the right to appeal the decision of the Education Coordinator by written notice to the Executive Director. If the appeal is denied, the Executive Director shall notify the applicant in writing. The applicant shall then have the right to appeal the decision to the Certification Committee. The appeal must be received by the chair of the Certification Committee within 30 days from the date of receipt of the Executive Director’s written denial notice. All documentation supporting the appeal must be received by the committee chair within 60 days of receipt of the Executive Director’s written notice of denial.

Continuing Education Requirements

All certificates shall be valid for three years from the date granted. All RTSBA^{cm}, CTSBA, CTSBO^{cm}, or CTSBS^{cm} certificates will be renewed upon completion of continuing education requirements.

The purpose of the continuing education requirement is to verify that certificate holders remain knowledgeable and current in their field of expertise. Certified individuals may apply for continuing education credit hours offered by an approved organization (see Appendix A).

- Certificate holders of the CTSBS^{cm}, CTSBO^{cm}, CTSBA, and RTSBA^{cm} must receive at least 60 clock hours of continuing education every three years. This is to be completed by the end of the three-year period from the date of issuance or renewal to maintain their current certification.
- At least 12 of the 60 required hours must be taken through TASBO workshops, education courses, attendance at Annual or Summer Conferences, or programs sponsored by TASBO affiliates. Publication of an original article in the TASBO Report earns 3 hours of CEU's.
- Certificate holders must file their clock hours of continuing education credits in writing with TASBO staff or through TASBO's electronic reporting system.
- Certificate holders who are Life Members are not required to complete continuing education hours to maintain certification.
- After attendance at a training offered by an approved organization, individuals are to complete a Continuing Education Attendance Report (blank form is available at end of Appendix A) and send it to TASBO headquarters. Individuals must keep a copy of the attendance record for a period of three years. A list of organizations currently approved for continuing education credit is found in Appendix A and on the TASBO website.
- Instructors of TASBO education courses may receive certification credit and/or continuing education hours, once annually (TASBO's fiscal year) per course taught. Instructors should inform TASBO staff if they want either of these credits.
- The end-of-course test is not required if the course is taken only for continuing education hours; however, certification credit can only be earned if the test is taken and passed. The test must be taken at the time the test is administered to class participants.

Individuals attending the TASBO Annual Conference may earn 6 continuing education hours for each full day they attend the Conference and actual hours attended for partial days. Summer Conference attendees may also earn 6 continuing education hours each full day and actual hours attended for partial days.

Other Program Continuing Education Credit

TASBO education courses are approved as continuing education for CPAs, TESA's Staff Training for Effective Management (STEM) program, public school board members, State Board for Educator certification, and charter school board members and administrators. Forms are provided at each class for participants to request these credit hours or are emailed to participants after workshops, academies and other training events.

Substitute Course Credits

Substitute courses are those taken in lieu of specific TASBO courses. These substitutes must be approved, in advance, by the appropriate research committee and the TASBO Certification Committee. No more than two substitute or equivalent courses will be allowed for all certification levels combined. See Appendix B for a list of currently approved substitute courses.

Equivalent Course Credits

The TASBO Certification Committee, upon petition from another school professional organization, will review the requirements of that organization for certification to determine which, if any, course equivalencies may be granted toward TASBO certification for that professional organization's certified members. See Appendix B for a list of currently approved equivalent courses. The maximum number of equivalent or substitute courses which may be credited towards TASBO certification is two.

Revocation of Certification

A professional certificate may be revoked by the TASBO Executive Director, based on recommendation of the TASBO certification staff, for failure to meet requirements of continuing education. This revocation can occur only after the individual has been notified in writing that continuing education requirements have not been met, and has been given a three-month period to turn in documentation of completion. Names of members whose certificates have been revoked for this reason will be provided to the Board of Directors at the next scheduled board meeting.

A professional certificate may be revoked by the TASBO Board of Directors for violation of the TASBO Code of Ethics or the TASBO Standards of Conduct or for falsification or misrepresentation of information relied on when granting the certificate. See Appendix C for Code of Ethics and Standards of Conduct.

Reinstatement of Certification

A professional certificate revoked for failure to meet continuing education requirements may be reinstated if all of the following conditions are met: 1) a new application is submitted to TASBO, 2) the application fee is paid again, 3) the new application is submitted within two years of the date the certification was revoked, and 4) all delinquent continuing education hours are completed and documentation is submitted to TASBO. The individual is required to submit the remaining number of hours for the maintenance period between the date of revocation and the date application is made for reinstatement. The new maintenance period begins the date reinstatement is approved, and upon submission of the reinstatement application, supporting documents, and required fee.

Violation of TASBO Code of Ethics or Standards of Conduct

- Any TASBO certified individual may file a grievance with the Board of Directors of the Texas Association of School Business Officials against any other certified individual who has knowingly violated the Code of Ethics or Standards of Conduct of this Association.

- The Board of Directors will determine whether or not to have a hearing regarding the grievance.
- If a hearing is held, the Board of Directors will notify the parties involved of the time and place of the hearing, which will be private and not open to the public. Notices shall give all parties a reasonable length of time to prepare.
- Based upon the evidence and facts presented to the Board of Directors and based upon the seriousness and degree of the violation, the Board of Directors will decide upon the proper sanction, if any, of the individual.

Fees

Fees will be set by the Board of Directors. The current fee structure is shown below.

	<u>RTSBA^{cm}</u>	<u>CTSBO^{cm}</u>	<u>CTSBS^{cm}</u>	<u>Project</u>
Member Rate*	\$60	\$40	\$40	\$30
Non-Member Rate	\$175	\$155	\$155	\$50

(* Member Rates include all TASBO Institutional, Individual, Associate and Student Members)

SECTION II

REQUIREMENTS

FOR

CERTIFICATION

SECTION II: REQUIREMENTS FOR CERTIFICATION

General Requirements

The following requirements are common to all levels of TASBO certification:

1. As of May 1, 2005, TASBO membership is no longer required to become TASBO certified.
2. An individual must be currently working in a public or non-public school or qualifying organization (see Appendix D) at the time application for certification is filed and approved.
3. At the time of application for certification, submit a letter of recommendation from the applicant's Superintendent, Chief School Business Administrator, Board President, or equivalent supervising administrator regarding the applicant's:
 - a. Integrity
 - b. Character
 - c. Ethical Behavior
 - d. Efficiency and competency on the job.
4. Complete the required coursework track.
5. Submit a completed Official Letter of Transmittal and an Application for Certification Status on forms provided by TASBO, including signed Code of Ethics.
6. Substitute courses must be approved, in advance, by the appropriate research committee and the TASBO Certification Committee. (No more than two substitutions will be allowed for all certification levels combined.)
7. Each level of certification requires a minimum number of courses taken in a classroom setting. Certification can not be earned through online courses only.
8. Course credit earned under any certification level may be credited toward any higher certification level, where applicable. (i.e., an individual does not have to take a course twice).
9. As of January 1, 2007, MGT307: Business Ethics is a required course for all levels of TASBO certification.

Areas of Specialization

Education courses are based on these areas of specialization: Accounting, Distribution & Inventory, Maintenance and Operations, Information Technology, Information Technology Management, Payroll, PEIMS, Personnel, Purchasing & Supply Management, Risk Management, Safety and Security, School Nutrition, Instructional Materials and Transportation. **(Management courses are also provided but are not considered an area of specialization.)**

School Business Experience

The definition of school business experience is an individual whose primary job responsibility is school business and/or operations. The following is to be considered as a guide for determining an individual's school business experience:

- The individual's job must relate to the Components and Competencies (see Appendix E).

- A significant amount of the individual's time, defined as a minimum of 7-hours per day for 90 working days, or equivalent to at least 630 hours of the TASBO fiscal year, is spent in Texas school business and/or operations area of responsibility.
- Any questions or clarifications related to the definition are submitted by the Education Coordinator to the Certification Committee for review and action.

Provisional Certificate Requirements

A candidate may apply for a provisional certificate in any of the three levels of certification if all requirements for full certification are met with the exception of years of experience. The applicant is to submit a completed Official Letter of Transmittal and an Application for Certification Status on forms provided by TASBO, in addition to a written request for provisional certification. The holder of a provisional certificate may not use the letter designation after their signature.

To receive full certification, a person holding a provisional certificate must complete the school business and/or operations experience as stated under the requirements for a certificate. Full certification will be granted after TASBO certification staff is provided with documentation showing that the years of experience requirements have been met.

Requirements for CTSBS^{cm} (Certified Texas School Business Specialist)

Applicant Must:

1. Meet all general requirements for certification.
2. Have two years of school business and/or operations experience.
3. A minimum of 2 TASBO certification courses must be taken in a classroom setting.

Course Requirements:

1. A minimum of seven courses must be completed
2. Four courses must be taken from one area of specialization in the TASBO curriculum. Management is **not** an area of specialization.
3. The remaining three courses must include MGT307: Business Ethics and two courses from any of the TASBO curriculum.

Requirements for CTSBO^{cm} (Certified Texas School Business Official)

Applicant Must:

1. Meet all general requirements for certification.
2. Have three years of school business and/or operations experience, with at least two consecutive years in one district or qualifying organization.
3. A minimum of 4 TASBO certification courses must be taken in a classroom setting.

Course Requirements:

1. A minimum of ten courses must be completed.
2. A minimum of three courses must be taken from each of three different areas of specialization in the TASBO curriculum (total of nine courses). Management is **not** an area of specialization.

3. MGT307: Business Ethics
4. A project may substitute for three courses in one area of specialization. (See Project Guidelines and Requirements on page 10.) A fee will be assessed for this substitution.

Requirements for RTSBA^{cm} (Registered Texas School Business Administrator)

Applicant Must:

1. Meet all general requirements for certification.
2. Have at least a bachelor's degree from an accredited college or university.
3. Have five years of school business and/or operations experience, with at least three consecutive years in one district or qualifying organization.
4. A minimum of 6 TASBO certification courses must be taken in a classroom setting.

Course Requirements:

1. A minimum of fifteen courses must be completed
2. Eight specific courses must be taken, including:
 - a. Management 301: Functions and Duties of School Business Administrator
 - b. Management 303: Approaches to Management and Leadership
 - c. Management 306: Board Policies and Administrative Procedures
 - d. Management 307: Business Ethics
 - e. Management 308: Effective Communications
 - f. Management 309: Business Administration and the Law
 - g. Management 310: Long-Range Planning
 - h. One of the following courses:
 - i. Management 317: Financial Essentials for Non-Accountants
 - ii. Management 318: Cost Accounting for Accountants
3. The remaining seven other courses must be taken from any of the TASBO curriculum.

Endorsement Requirements: (Optional)

Definition:

An endorsement is a special designation on the RTSBA^{cm} certificate that signifies that an individual has sufficient experience and training in an area of specialization, so that a prospective employer could reasonably be assured that the person has the potential to serve in a supervisory capacity in that area of specialization.

Requirements:

1. Four courses must be taken in one area of specialization. These courses can be part of the eight non-management courses required for the RTSBA^{cm}.
2. The applicant must have at least three years of work experience in the area of endorsement.
3. A project is required for each endorsement. (See Project Guidelines and Requirements on page 10.) A project completed for the CTSBO^{cm} may also satisfy the endorsement requirement for the RTSBA^{cm}, but only in the area of specialization related to the

project and only if completed within the 3-year period prior to the date of the endorsement request. A fee will be assessed for each project.

CTSBA Certification (Certified Texas School Business Administrator)

Effective January 1, 2000, the CTSBA (Certified Texas School Business Administrator) is no longer available; however, those individuals who have already earned the CTSBA may continue to use that designation as long as they maintain their continuing education requirements. If a holder of the CTSBA earns the RTSBA^{cm}, the RTSBA^{cm} will supersede.

Certification Renewal Requirements

All certificates shall be valid for three years from the date granted. All RTSBA^{cm}, CTSBA, CTSBO^{cm}, or CTSBS^{cm} certificates will be renewed upon completion of 60 clock hours of continuing education every three years.

Project Guidelines and Requirements

A project is not required for any certification. However, a project may be used to substitute for three courses in one area of specialization for the CTSBO^{cm}. A project is only required if an individual wishes to add an endorsement to an RTSBA^{cm} certificate. See Requirements for RTSBA^{cm} for more information on endorsements.

Purpose of the Project

A candidate for certification should be able to solve a problem in school business administration through individual study. The purpose of the project is to demonstrate the applicant's problem solving and analytical abilities.

- a. The project should benefit the individual, the school district, or the school business profession.
- b. The project should demonstrate the candidate's ability to study a particular problem.
- c. The project may lend itself to adding to the body of knowledge in school business administration.

Guidelines

1. The candidate is to declare in writing to the TASBO Education Coordinator, his/her intention to begin a project. Candidate should include the certification desired and the area of specialization if applicable.
2. If the candidate previously developed a work-related project that he/she wishes to submit for review, the project must have been completed within the 3 year period prior to the date of submission for review.
3. The TASBO certification department identifies, selects, and assigns a review panel made up of practitioners in that area of specialization. TASBO then notifies each candidate in writing of the review panel members. This letter will also include information on formatting, purpose of the project, and suggested methodologies that may be used.
4. The candidate is responsible for contacting the review panel lead person to arrange for submission of the general description of the project for approval. The

panel has 45 days from the receipt of the general description until it is returned with approval or modifications.

5. Review panel members are responsible for maintaining a copy of the changes the candidate is being asked to make.
6. Once the review panel has authorized the project, the candidate may begin the project. The candidate has 24 months from the time of project authorization to complete the project. Time extensions may be granted by each review panel on a case by case basis.
7. Upon final approval, two copies of the project must be sent to the TASBO certification department.

Methodologies

There are three primary approaches a candidate may take for studying a topic or problem. They are as follows:

1. *Historical Perspective* - An historical perspective might approach a topic from the standpoint of what has occurred over a period of time. For example, a candidate might study and document the history of educational funding in Texas, beginning with the pre-Civil War era to present. A detailed history of the various structures of the funding system and its evolution from its origins to its current complex structure would be educational and informative to any school business official in this state.
2. *Issue Analysis* - An issue analysis approach consists of identifying the issue(s) and analyzing and evaluating alternatives. It would not be mandatory to make a recommendation of one alternative over the other. An example would be to address the alternative of a compensating balance versus fee for service depository banking contracts.
3. *Statistical Survey* - This method would involve conducting a survey on a specific issue in school business and discussing the findings of the responses. An objective unbiased and well-developed survey form would be developed. For example, conduct a salary survey of several districts to determine external competitiveness.

Various other methods and approaches are available for use by a candidate. Candidates should discuss with their review panel any methodology to be used.

SECTION III

CERTIFICATION PROGRAM CURRICULUM

Section III: Certification Program Curriculum

A. Accounting and Finance Curriculum

ACT 100: Fundamentals of Bookkeeping

- A. Accounting formulae and double entry bookkeeping
- B. General and special journals
- C. General, detailed, and subsidiary ledgers
- D. Trial balances and worksheets
- E. Adjusting entries, reporting and closing the books
- F. Test

ACT101A: State Aid Calculation Part I

- A. The history of state aid to schools in Texas
- B. Equalization concept and Tier I and Tier II
- C. Review of elements of aid calculation
- D. Test

ACT 101B: State Aid Calculation Part II

(ACT101A is a prerequisite for this course)

- A. Budget problems
- B. Payment and property tax issues
- C. Practice problem
- D. Test

ACT 102: Introduction to Financial Accounting & Reporting Module

THIS COURSE IS NO LONGER OFFERED

ACT 103: The Elements of School District Accounting

THIS COURSE IS NO LONGER OFFERED

ACT 104: Budget and Financial Planning

- A. Budgetary approaches
- B. The budget development process
- C. Communicating the budget
- D. Roles and responsibilities
- E. Legal requirements (funds to be budgeted)
- F. Forecasting
- G. Multiyear projections
- H. Fund balance
- I. Grant/construction programs
- J. Truth in taxation
- K. Fiscal year change
- L. Test

ACT 105A: Basic Governmental Accounting Part I

(Suggested course for those without accounting background)

(Hand calculator required for class.)

- A. Define governmental accounting
- B. Principles of debits and credits
- C. How to record bookkeeping entries
- D. Purpose of the general ledger
- E. Preparing financial statements
- F. Understanding the balance sheet
- G. Closing a set of books
- H. Review the accounting cycle
- I. Budgeting process
- J. Explanation of budgetary accounts
- K. Understanding the encumbrance system
- L. Analyzing budgetary variances
- M. Test

ACT 105B: Basic Governmental Accounting Part II

(Hand calculator required for class.)

- A. Facts about the Governmental Accounting Standards Board (GASB)
- B. General fund
- C. Special revenue fund
- D. Capital projects fund
- E. Debt service fund
- F. Permanent funds
- G. Proprietary fund
- H. Fiduciary fund
- I. Long-term liability accounts and general capital asset accounts
- J. Internal controls
- K. Test

ACT 106: Financial Coding for Texas Schools

- A. Overview of account codes
- B. Fund codes
- C. Function code series 10-90
- D. Expenditure/expense object codes
- E. Optional codes 1 and 2
- F. Organization codes and types of organizational units
- G. Fiscal year codes
- H. Program intent codes
- I. Optional code 3 - educational span
- J. Optional codes 4 and 5
- K. Revenue object codes
- L. Other resources/non-operating revenue object codes
- M. Other uses/non-operating expense object codes
- N. Asset object codes
- O. Liability object codes

- P. Fund balance/net assets codes
- Q. Clearing account object codes
- R. GASB 34 coding changes
- S. Test

ACT 107: Pupil Projections

- A. The need for projecting end of year student counts
- B. The fundamentals of student attendance accounting
- C. Three projection types
 - 1. Projection of ADA and FTE from enrollment
 - 2. Ratio projection
 - 3. Trend
 - 4. Cohort survival
- D. Special Cases
 - 1. Small numbers of students
 - 2. Volatile conditions
- E. Class problem
- F. Evaluation of projection
- G. Practice problem
- H. Test

ACT 108: Accounts Payable Processes

- A. The role A/P plays in the district's financial position.
- B. The relationship between accounts payable department and purchasing department.
- C. Knowledge of internal control components
- D. Knowledge and understanding of internal controls
- E. Test

ACT 111: Advanced Issues in State Funding

THIS COURSE IS NO LONGER OFFERED

ACT 201: Internal Auditing

- A. Need for internal audit function
 - 1. Internal audit definition
 - 2. Importance of internal auditing
- B. Selecting and developing an audit staff
 - 1. Professional standards
 - 2. Code of ethics
- C. Establishing an audit charter
- D. Developing an internal audit manual
- E. Developing an audit schedule
- F. Performance standards
- G. Test

ACT 202: External Auditing

- A. State guidelines
- B. External audits
- C. Pre-audit procedures
- D. Post-audit procedures
- E. Releasing the audit
- F. Management audits (non-financial audits)
- G. SAS112
- H. Test

ACT 203A: The Basics of Investing School Funds

- A. Investment terminology
- B. Federal Reserve System
- C. Reporting requirements
- D. Compliance with the Public Funds Investment Act
- E. Test

ACT 203B: Investing School Funds

- A. Review of types of investment risk
- B. Investment controls and strategies
- C. Depository contracts
- D. Reporting requirements
- E. Compliance with the Public Funds Investment Act
- F. Test

ACT 205A: Intermediate Governmental Accounting-Part I

(For those with an accounting background)

(Hand calculator required for class)

- A. Accounting principles-GASB
- B. Budgeting and budgetary accounting
- C. Governmental fund type transactions
- D. Trust and agency funds
- E. Enterprise and internal service funds
- F. Revenue and expenditure recognition
- G. Capital assets
- H. General long-term debt
- I. Test

ACT 205B: Intermediate Governmental Accounting-Part II

(For those with an accounting background)

(Hand calculator required for class)

- A. Financial reporting
 - 1. Interim financial reports
 - 2. Comprehensive annual financial reports
 - 3. Investments
- B. Analysis and interpretation of financial statements
- C. Auditing standards

- D. Application of governmental accounting principles by participants working problems in class
- E. Test

ACT 208: *Managing Special Revenue and State Programs*

- A. Accounting and reporting processes of managing special revenue funds, including types of special revenue funds
- B. Budgeting
- C. Expenditure reporting
- D. Indirect cost revenue
- E. Allowable expenditures
- F. PEIMS reporting
- G. Comparability issues
- H. Test

ACT 209: *District-wide Risk Assessment*

- A. An understanding of District-wide Risk Assessment
- B. Control structures and their use
- C. Defining risk and the different types of risk
- D. Defining controls the different types of controls
- E. Completing a risk and control matrix
- F. Understanding the difference between District-wide risk assessment and the Annual risk assessment performed by Internal Audit
- G. Test

ACT 210: *Operational Auditing*

- A. Definition of operational auditing
- B. Types of operational auditing
- C. Internal control emphasis
- D. Benefits to school districts
- E. Available resources
- F. Audit programs steps
- G. Reporting results
- H. Test

ACT 214: *Introduction to Bonds and Debt Planning*

- A. Demographic analysis of Texas
 - 1. Changing populations
 - 2. Student density
 - 3. Change in property values
 - 4. Operating tax capacity
 - 5. Student performance
 - 6. Construction
 - 7. Debt
- B. District demographic analysis
 - 1. Student enrollment

2. Property value history
3. Tax history
4. Debt history
- C. District facility information
 1. Campus
 2. Portables
 3. Maintenance schedules
 4. Land site history
 5. Other district facilities
- D. Bond project planning
 1. Project planning
 2. Facility needs
- E. Bond election strategies
- F. Selling school bonds
 1. Bond basics
 2. Types of bonds
 3. Bond ratings
 4. Financial advisor
 5. Underwriters
 6. Bond counsel
 7. General rules
 8. Primary and secondary markets
- G. Attorney General tests and approval
- H. Overview of debt structure, permanent school fund, bond insurance and bond portfolio management
- I. Test

ACT 301: Activity Fund Accounting

- A. Legal basis
- B. Sources of funds
- C. Management of funds
- D. Expenditure of funds
- E. Accounting provisions
- F. Centralized and decentralized accounting methods
- G. Internal controls
- H. Fundraising and use of funds
- I. Test

ACT 302: Service Efforts and Accomplishments Reporting

THIS COURSE IS NO LONGER OFFERED

ACT 303: Advanced Financial Concepts

- A. Cost reporting & analysis
 1. Demand for detail in financial reporting and analysis
 2. Concepts of program cost reporting & analysis
 3. Outsourcing & in sourcing
- B. Benchmarking

1. Benchmarking introduction
 2. Functional analysis
 3. Compensation analysis
 4. Staffing analysis
- C. Revenue analysis, human resources support and performance reporting
D. Test

ACT 305: Advanced Governmental Accounting

- A. The financial reporting entity
- B. Statement of cash flows
- C. Accounting for risk financing activities
- D. Arbitrage accounting
- E. Budgeting for compliance with state and federal requirements
- F. Using PEIMS edit checks
- G. Disclosing obligations to current and former employees
- H. Appropriate uses of fund equity classifications
- I. Continuing disclosures for debt under SEC Rule 15c2-12
- J. Comparison of effectiveness and efficiency
- K. Service efforts and accomplishments
- L. Texas School Performance Reviews
- M. Potential cost savings profile
- N. Test

ACT 306: GASB 34

- A. GASB 34 overview
- B. Fund structure
- C. Fund statements
- D. Government-wide financial statements
- E. Capital assets reporting requirements
- F. Reconciliations
- G. MD&A
- H. Budgetary reporting
- I. Changes in the financial accounting and reporting (FAR) module
- J. Implementation of GASB 34
- K. GASB 34 reporting module
- L. Test

ACT 314: Advanced Debt Planning and Management

- A. Review of demographic analyses, district facility information, bond project planning and bond election strategies
- B. Selling school bonds
 1. Bond basics
 2. Types of bonds
 3. Bond ratings
 4. Financial advisor
 5. Underwriters
 6. Bond counsel
 7. General rules

- 8. Primary and secondary markets
- C. Attorney General tests and approval
- D. Debt structure
- E. Permanent school fund
- F. Bond insurance
- G. Bond portfolio management
- H. Test

ACT 315: Property Taxation and Texas Schools

- A. Taxation in general
- B. Property tax law
- C. Stakeholder roles in the property tax system
- D. The tax calendar
- E. Appraisal methods, special appraisals and exemptions
- F. Equalization
- G. Assessing
- H. Collections
- I. The property value (ratio) study
- J. What the future holds
- K. Test

ACT 402: The Project (optional)

The title and description of the project must be approved by the Accounting Review Panel. Refer to Project Guidelines and Requirements in Section II.

B. Distribution and Inventory Curriculum

DIS 101: Materials Management for School Districts

- A. Overview of materials management
 - 1. Business functions
 - 2. Logistics
 - 3. Materials management
- B. Customer service
 - 1. Goals and objectives
 - 2. Time factors
 - 3. Dependability factors
 - 4. Convenience factors
 - 5. Communication factors
- C. Purchasing interface
- D. Inventory
 - 1. Inventory systems
 - 2. Economic order quantity
 - 3. Inventory reordering procedures
- E. Warehouse
 - 1. Warehouse/distribution centers
 - 2. Warehouse designs
 - 3. Space requirements
 - 4. Warehouse operations
- F. Test

DIS 102: Distribution Design and Equipment

- A. Physical plant design
 - 1. New construction versus existing facility
 - 2. Space management
 - 3. Shipping area
 - 4. Receiving area
 - 5. Storage area
 - 6. Administrative support area
- B. Recordkeeping
 - 1. Manual system
 - 2. Automation
- C. Storage aids
- D. Locator system
 - 1. Types of locator systems
 - 2. Establishing location system
 - 3. Maintaining location system
- E. Equipment
 - 1. Material handling equipment
 - 2. Fixed equipment
 - 3. Miscellaneous equipment
- F. Safety
- G. Test

DIS 104: Overview of Textbook Management

(Same as Textbooks 101)

- A. Cover the complete annual cycle of textbook management
- B. Review TEA requirements regarding sampling and selection of new books
- C. Determining allocation
- D. Completing the TEA report
- E. Recommendations for receiving, processing and distribution for schools with and without loading docks
- F. Money-saving tips for replacing books
- G. Information on decreasing textbook losses
- H. Test

DIS 105: Overview of Distribution Functions

- A. Delivery services: warehouse, mail, textbooks, payroll and others
- B. Customer service
- C. Auctions
- D. Donations
- E. Copy centers
- F. Food service
- G. Fixed assets
- H. Test

DIS 201: Distribution Personnel Issues

- A. Job descriptions and ADA.
- B. Hiring practices/staff selection/dismissals
- C. Employee rights and benefits
- D. Training and development
- E. Counseling
- F. Safety
- G. Test

DIS 202: Warehouse Shipping/Receiving

(Same as Textbooks 202)

- A. Receiving operations
- B. Storage functions
- C. Shipping operations
- D. Developing schedules and daily routines
- E. Warehouse-keeping functions
- F. Standards
- G. Material handling
- H. Test

DIS 204: Inventory Management

- A. Overview of inventory management
- B. What to order, when to order, and how much
- C. The Store Keeping Unit (SKU)
- D. Location systems
- E. Inventory accuracy
- F. Physical inventories
- G. Cycle counting
- H. Non-moving inventory
- I. Appendix
- J. Test

DIS 301: Specialty Warehousing

- A. Basic concepts and principles
- B. School/Office supplies
- C. Maintenance/Custodial/Transportation
- D. Records storage
- E. Textbooks
- F. Child nutrition
- G. Miscellaneous specialty products
- H. Test

DIS 302: Purchasing/Stock Management

(Same as Purchasing 302)

- A. Purchasing process
 - 1. Elements of a contract
 - 2. Purchasing process
 - a. Needs/requirements determination
 - b. Solicitation
 - c. Evaluation
 - d. Award
 - e. Administration
- B. Selecting items for stock
- C. Establishing levels
- D. Stock review
- E. Test

DIS 303: Foundations for New or Existing Distribution Centers

THIS COURSE IS NO LONGER OFFERED

DIS 402: The Project (optional)

The title and description of the project must be approved by the Distribution and Inventory Review Panel. Refer to Project Guidelines and Requirements in Section II.

C. Graphics Communications Management (currently inactive)

Graphics Communications Management 101: Overview

- A. Definition
- B. Scope of publication and printing services
- C. Pros and cons of an in-plant operation
- D. Qualifications for an in-plant manager
- E. Departmental goals and objectives
- F. Tools and techniques of program evaluation
- G. Test

Graphics Communications Management 102: Technical Skills

- A. Technical skills for an in-plant operation
 - 1. Computer applications
 - 2. Layout and design
 - 3. Electronic pre-press
 - 4. Camera and platemaking
 - 5. Offset printing
 - 6. Copiers
 - 7. Bindery
 - 8. Shipping
- B. Test

Graphics Communications Management 103: Personnel Management

- A. Organizational role of the department
- B. Attracting, developing and retaining qualified employees
- C. Federal, state and local policies
- D. Acceptable personnel practices and standards
- E. Leadership and motivational skills
- F. Test

Graphics Communications Management 201: Production Management

- A. Human resource requirements for a publications and printing department
- B. Manufacturing processes for an in-plant operation
- C. Aspects of facilities planning
- D. Production control systems
- E. Inventory and warehousing needs and practices
- F. Production standards of quality
- G. In-plant safety requirements
- H. Test

Graphics Communications Management 202: Financial Management

- A. Accounting and financial practices
- B. Cost accounting objectives and methodology
- C. Budget processing cycle

- D. Inventory management skills
- E. Analyzing and interpreting operating results
- F. Test

Graphics Communications Management 402: The Project (optional)

The title and description of the project must be approved by the Graphics Communications Management Review Panel. See Project Guidelines and Requirements in Section II.

D. Information Technology Curriculum (formerly MIS)

ITC 101: Fundamentals of Data Processing

THIS COURSE NO LONGER OFFERED.

ITC 105: Internet Fundamentals

THIS COURSE NO LONGER OFFERED.

ITC 106: Introduction to Web Page Development

- A. Introduces concepts needed for web page development
- B. Using current software products, produce web pages and learn techniques for web page design
- C. Test

ITC 201: Administrative and Education Applications

THIS COURSE NO LONGER OFFERED.

ITC 202: Basic Spreadsheet

- A. Introduction to basic spreadsheet
- B. Specific skill development in:
 - 1. Building, modifying and printing a spreadsheet
 - 2. Working with ranges of text
 - 3. Using special function keys
 - 4. Formula development
- C. Creation of multiple spreadsheets and summaries
- D. Understanding macro uses
- E. Executing prepared macros
- G. Preview and printing
- F. Test

ITC 203: Advanced Spreadsheet

An advanced course for persons already using spreadsheets. Knowledge and experience with basic spreadsheets is required.

- A. Viewing and printing various types of graphs
- B. Creating and using macros
- C. Data commands - data query/data sort
- D. Advanced functions and formulas-math functions, statistical functions, logical functions, financial functions, using lookup tables
- E. Importing data
- F. Test

ITC 204: Intermediate Word Processing

This is an intermediate course for those already using a word processing application.

- A. Formatting
 - 1. Borders and shading
 - 2. Bullets and numbering (multilevel)
 - 3. Styles

- B. Templates
- C. Wizards
- D. Tables and columns
- E. Footnotes and endnotes
- F. Grammar, thesaurus, word count, and statistics
- G. Mail merge, labels, and envelopes
- H. Test

ITC 205: Introduction to Relational Databases

A beginning course for those wanting to learn about relational databases.

- A. Identify basic database concepts and learn database terminology
- B. Move through tables in datasheet view and form view
- C. Sort and search for records
- D. Edit, add, and delete records in datasheet view and form view
- E. Enhance table views and replace specific data
- F. Create and modify table structures with Table Wizards
- G. Create a query and display specific records
- H. Build a customized report with Report Wizards
- I. Test

ITC 206: Intermediate Relational Databases

An intermediate to advanced course for persons wanting to learn more advanced relational database skills

- A. Use the Add-In manager
- B. Open an external database using a query tool Add-In
- C. Create, save and edit a query
- D. Work with query results
- E. Use the Scenario Add-In
- F. Create and manage scenarios
- G. Summarize scenarios
- H. Consolidate worksheets
- I. Create, edit and run a slideshow that uses worksheet data
- J. Test

ITC 207: Current Networking Options

A course designed for those who wish to survey current networking options.

- A. Present samples of most commonly used network wiring and fiber cables.
- B. Present a working vocabulary of commonly used networking protocols involved in current installations of data networks
- C. Demonstrate how one network may integrate with another (one vendor to another)
- D. Explanation of what is involved in routing and switching today's networks from LANS to WANS
- E. Base introduction into client to server communications and peer to peer networks and what protocols/packages are necessary to perform each
- F. Explanation of the difference between the LAN and the WAN
- G. Present concepts of network flow and the importance of good network design
- H. Test

ITC 208: Introduction to Presentation Software

This course is designed to help make meeting presentations consisting of electronic slide shows through the use of presentation software. This course will cover how to make presentations, incorporate data from spreadsheets, databases and word processing files, and add special effects such as color and motion to screens. Tips on creating presentations that help to attract and keep the audience's attention will be shared.

- A. Introduction to presentation software
 - 1. Presentation overviews
 - 2. Design ideas
 - 3. Content software
- B. Creating presentations
 - 1. Wizard/template/blank
 - 2. Overview of slide/outline mode
 - 3. Adding transitions and builds
- C. Changing the features on each slide
 - 1. Add color/shading
 - 2. Add clip art to presentation
 - 3. Add graphs, charts, Excel spreadsheets
- D. Changing views/masters
 - 1. Change slide master to include typed text on each page
 - 2. Changing font of title for each page
 - 3. Changing slide color scheme
- E. Test

ITC 209: Multi-media Presentation Tools and Development

- A. Learn how to design and develop multimedia presentations for colleagues and constituents using:
 - 1. Presentation software
 - 2. Digital scanning
 - 3. Digital camera
- B. Test

ITC 211: Intermediate Web Page Development

- A. Use of web development software
- B. Content management tools
- C. Use of style sheets
- D. Test

ITC 300: Survey of MIS Software Toolkits

THIS COURSE NO LONGER OFFERED - CURRICULUM MERGED WITH ITC 207.

ITC 302: Integrating Microsoft Office Applications

- A. Discover the features of Microsoft Office, which includes:
 - 1. Word

2. Excel
 3. Outlook
 4. PowerPoint
 5. Publisher
- B. Test

ITC 303: MIS Management Issues

Covers areas of ITC operations that require management and how to formulate a progressive and planned approach to those issues.

- A. Personnel management issues
 1. Hiring technical staff
 2. Time management
 3. Salary structures (position structures)
- B. Project management
 1. Software engineering
 2. Code maintenance procedures (flowcharts, documentation)
 3. Meeting timelines
- C. User request procedures
 1. Request procedure manual/guidelines
 2. Task assignment
 3. Testing cycles
 4. Customer notification
- D. Disaster recovery plans
 1. Samples with points of interest
 2. Financial concerns-insurance/collateral/lead-times
 3. Offsite backups
 4. Peer district agreements
- E. Security issues
 1. Security authorization procedures
 2. Monitoring/auditing of security
- F. Test

ITC 304: District Wide Networking

THIS COURSE NO LONGER OFFERED.

ITC 305: Microsoft Project

- A. Define the project
- B. Define and modify tasks
- C. Specify and assign resources
- D. Track progress
- E. View and report project status
- F. Manage multiple projects
- G. Creating a project plan
- H. Tracking a project
- I. Communicating project information
- J. General project management concepts

- K. Customizing a project
- L. Multi-project management
- M. Test

ITC 402: The Project (optional)

The title and description of the project must be approved by the Information Technology Review Panel. See Project Guidelines and Requirements in Section II.

E. Information Technology Management

ITM 101: IT Service Operations

Gain an understanding of the technology program in school business. Includes primary functions such as:

- A. Student accounting
- B. Financial management
- C. Technology support and service operations
- D. Network infrastructure and integration
- E. Facilities
- F. Test

ITM 102: Technology Workforce Improvement

- A. Provide employees with the skills, knowledge and resources necessary for success.
- B. Reinforce skills and knowledge on the job.
- C. Encourage collaboration and innovation.
- D. Measure and improve employee involvement and satisfaction.
- E. Test

ITM 201: Technology Leadership

- A. Integrate the district's mission and values into the organization.
- B. Create a sustainable organization.
- C. Set performance expectations and monitor progress.
- D. Use feedback to improve leadership effectiveness.
- E. Test

ITM 202: Technology Planning

- A. Develop and deploy the strategic plan.
- B. Budget and performance projection and acquisition.
- C. Set strategic goals, action plans, and performance measures.
- D. Identify and integrate ethics and regulatory requirements.
- E. Test

ITM 301: Technology Process Management

- A. Examine and improve the technology organization's way of performing work and providing services (Plan-Do-Study-Act)
- B. Collaborate with partners and suppliers to improve services.
- C. Incorporate emerging technologies into work processes.
- D. Improve core competencies.
- E. Test

ITM 302: Managing Technology Needs and Expectations

(to be developed)

ITM 303: Technology Measurement, Analysis and Knowledge Management
((to be developed))

ITM 304: Managing Technology Results

- A. To become aware of how results are evaluated.
- B. To become aware of the challenges and activities required when transitioning to a results based management system.
- C. To become aware of the factors that are vital for a results based strategy to be successful.
- D. To become aware of how organizational alignment affects the ability to support key organization-wide goals.
- E. To become aware of how results are used to create and balance value for students and key stakeholders, using the TASBO PEP program model.
- F. To become aware of what good reporting of results looks like and the various methods for doing so.
- G. To become aware of how the TASBO Performance Excellence Program (PEP) results are measured by maturity, gauged by results and the processes that have produced those results.
- H. To become aware of benchmarking and best practices as a means to the best possible way of doing something.
- I. To develop a knowledge of how best practices are embedded beliefs and behaviors found in high performing organizations.
- J. To develop a knowledge of how to define key benchmarks in the area of Technology Results.
- K. Test

ITM 402: The Project (optional)

The title and description of the project must be approved by the Information Technology Review Panel. See Project Guidelines and Requirements in Section II.

F. Maintenance & Operations Curriculum

MAO100: Basic Systems Overview

- A. Heating, ventilation & air conditioning
- B. Preventative maintenance
- C. Roofing systems
- D. Floor coverings
- E. Key lock systems
- F. Grounds - equipment and maintenance
- G. Kitchen facilities
- H. Fire alarm systems
- I. Intercom systems
- J. Paints
- K. Plumbing
- L. Electrical
- M. Test

MAO101: Introduction to Plant Maintenance and Operations

- A. The role of MAO in the education process
- B. Relationship with educational staff
- C. Custodial staffing
- D. Staff scheduling
- E. Methods of administrating supervisors
- F. Inspections and evaluations
- G. Budgeting
- H. Technology, equipment, materials, and supplies
- I. Inventory management of equipment and supplies
- J. Community use of facilities
- K. In-House vs. contract service
- L. Test

MAO102: Introduction to Plant Maintenance

THIS COURSE NO LONGER OFFERED; CURRICULUM COMBINED WITH MAO 101 ABOVE

MAO103: Custodial Staffing and Organization

- A. How to assess the job
- B. Key elements in developing standards
- C. Work schedules/job assignments
- D. Methods for organizing custodial service
- E. The essential elements in training
- F. Managing and motivating
- G. Computer model(s) for staffing
- H. Contracting vs. in-house vs. combination
- I. Test

MAO104: Custodial Management

THIS COURSE IS NO LONGER OFFERED

**MAO201: Planning & Administering
School Construction Projects**

- A. TEA facility standards
- B. Educational specifications
- C. Selecting the architect
- D. Construction administration
- E. Problem avoidance during the construction
- F. Construction of special facilities
- G. Bringing construction to a close
- H. Total building commissioning
- I. Test

MAO202: Customizing your Energy Management

- A. Energy costs in Texas schools; potential for savings; energy management
- B. Setting up an energy management program
- C. Understanding utility bill technology and rate schedule
- D. Utility deregulation: the potential for impact on schools
- E. Energy accounting
- F. Financing energy controls
- G. Students and staff involvement in the energy plan
- H. Test

MAO203: Understanding and Applying Building Energy Technology

- A. Understanding building energy use
- B. Light fundamentals
- C. Heating, ventilation, and air conditioning systems
- D. Indoor air quality and refrigeration phase-out issues
- E. Energy management controls
- F. Master planning energy management projects
- G. Roof management, inspections and repairs
- H. Test

MAO204: Environmental and Regulatory Compliance

- A. Haz/Com and Right to Know
- B. Indoor air quality (IAQ)/Indoor environments
- C. Waste management
- D. Blood-borne pathogens
- E. Clean Air Act
- F. Integrated pest management

- G. Americans with Disabilities Act (ADA)
- H. Asbestos awareness training
- I. Test

MAO301: Emergency Planning and Management

- A. School emergency plans
 - 1. Development and writing of the district emergency plan
 - a. Assessment of the problem
 - b. Emergency response agencies
 - c. Personal intervention team
 - d. Reaction to emergencies
 - e. Evacuations
 - f. Shelter management
 - g. Coordination of the emergency plan
 - 2. Response to emergencies
 - a. Fire
 - b. Snow and ice
 - c. Hurricanes
 - d. Dealing with the media
 - e. Terroristic threats
- B. Test

MAO302: Environmental Maintenance

THIS COURSE IS NO LONGER OFFERED - *See MAO 204*

MAO303: Human Resource Management for M&O

- A. Aspects of the job; how it fits into the district's objectives
- B. Hiring and training process and programs
- C. Evaluations
- D. Legal aspects of supervision
 - 1. Equal Employment Opportunities
 - 2. Grievances-civil and criminal
 - 3. Affirmative action
 - 4. Discipline and termination
 - 5. Guidelines to follow
- E. Important management aspects
- F. Development of operations manual/procedure book
- G. Test

MAO304: Management of Maintenance Activities

- A. Mission of the maintenance department
- B. Repair of buildings and equipment
- C. Maintenance policy
- D. Organizational approaches
 - 1. Shops by trade
 - 2. Multi-trade zone shop
 - 3. Multi-skill trades

- 4. Contracted services
- 5. Satellite facilities
- E. Manning of maintenance functions
- F. Warehouse standardization
- G. Test

MAO305: Technical Applications of Energy Management & Engineering

THIS COURSE IS NO LONGER OFFERED

MAO306: Setting Up an Energy Management Program

THIS COURSE IS NO LONGER OFFERED - *See MAO 202*

MAO307: Long Range Maintenance & Operations Planning

- A. State profile
- B. National Clearinghouse for Educational Facilities
- C. Facilities assessments
- D. State guidelines for facilities
- E. Performance review template
- F. Test

MAO402: The Project (optional)

The title and description of the project must be approved by the MAO Review Panel. See Project Guidelines and Requirements in Section II.

G. Management Curriculum

MGT 301: Functions and Duties of School Business Administrators

- A. School business official competency studies
- B. Components and competencies for school business and support service personnel in Texas
- C. Organization of non-instructional services
- D. General goals and strategies for non-instructional areas
- E. Long range planning
- F. Financial management problems in Texas
- G. Financial management tools
- H. Ethics
- I. Future trends in school business management
- J. Test

MGT 302: Introduction to Education for School Business Officials

THIS COURSE IS NO LONGER OFFERED

MGT 303: Approaches to Leadership & Management

- A. TASBO Components and Competencies
- B. Role of leadership and management in school business and operations
- C. Challenges faced by school business officials
- D. Approaches to leadership
- E. Attendees self-assessment using Gregorc Style Delineator
- F. Supervisor as leader
- G. Approaches to motivation of staff
- H. Approaches to management
- I. Management of subordinates, supervisors and others
- J. Time management for effective leaders
- K. Test

MGT 304: Real Estate Management

THIS COURSE IS NO LONGER OFFERED

MGT 305: Compensation Management

- A. Basis and policy
- B. Legal aspects and considerations (FSLA, FMLA, etc.)
- C. Methods of distribution
- D. Budgeting for compensation
- E. Sample plans
- F. Administration of benefits
- G. Trends in compensation
- H. Long-range planning
- I. Test

MGT 306: Board Policies and Administrative Procedures

- A. Board policies

- B. Types of policies
- C. Regulations
- D. Board minutes and board meetings
- E. Guidelines for videotaping and tape recording open meetings
- F. Effectively communicating the budget to stakeholders
- G. Test

MGT 307: Business Ethics

- A. Definition
- B. How ethical values are developed
- C. Ethical values vs. the law
- D. Identifying organizational and/or community ethical standards
 - 1. Determining legality
 - 2. Determining ethical practices
- E. Coping with unethical people
- F. Ethical guidelines for decision making
- G. Test

MGT 308: Effective Communications

- A. Five basic elements of the communications process
- B. Four styles of communication patterns
- C. Communication preferences and adaptability
- D. Active listening
- E. Clarifying feedback
- F. Creating a powerful image
- G. It's how you say it
- H. Time talks
- I. Presentation power
- J. Public relations
- K. Open meetings act
- L. Tips for presentations
- M. Test

MGT 309: Business Administration and the Law

- A. Education is function of state
- B. Employee hiring procedures
- C. Use of independent contractors
- D. Access to personnel records
- E. Political/union and professional organization activities
- F. The Texas Whistleblower Act
- G. Legal issues concerning reductions in force (RIF)
- H. Special education hearings
- I. School accidents: handling liability issues relating to school district-owned vehicles
- J. Harassment in the workplace
- K. Test

MGT 310: Long Range Planning

- A. Goal setting
- B. Needs assessment
- C. Major construction and maintenance
- D. Enrollment and staffing projections
- E. Capital asset plans
- F. Long-range budget and financial models
- G. Test

MGT 311: Administering School Elections

THIS COURSE IS NO LONGER OFFERED

MGT 312: Property Tax Management- Impact on School Funding

THIS COURSE IS NO LONGER OFFERED - SEE ACT315

MGT 313: Service Efforts & Accomplishments Reporting

THIS COURSE IS NO LONGER OFFERED

MGT 314: Managing School Bonds

THIS COURSE IS NO LONGER OFFERED - SEE ACT314.

MGT 315: Planning and Administering School Construction Projects

THIS COURSE IS NO LONGER OFFERED- SEE MAO 201.

MGT 316: Site-based Management Overview

THIS COURSE IS NO LONGER OFFERED

MGT 317: Financial Essentials for Non-Accountants

(For students with no accounting background)

Surveys common essential accounting topics including:

- A. Overview
 - 1. Mission
 - 2. Goals
 - 3. Objectives
- B. Account coding
- C. Employee/independent contractor determination
- D. Managing budgets
- E. Replacement schedules
- F. Cost accounting
- G. Financial reporting
- H. Internal controls
- I. Test

MGT 318: Cost Accounting for Accountants

(For students with accounting background)

- A. Introduction

- B. Cost control and analysis
- C. Cost accounting system
- D. Federal/state administrative requirements and cost principles
- E. Special population funds
- F. Application of GASB statements
- G. Enterprise/internal service funds
- H. Test

MGT 319: Records Management in Texas Schools

- A. Local Government Records Act
- B. District policies and records management responsibilities
- C. Records management plan
- D. Compliance
- E. Retention/disposition of records
- F. Electronic records program
- G. Disaster recovery plan
- H. File management
- I. Test

MGT 402: The Project (optional)

The title and description of the project must be approved by the Professional Certification Review Panel. Refer to Project Guidelines and Requirements in Section II.

H. Payroll Curriculum

PAY 101: Introduction to Payroll

- A. The payroll process
- B. Payroll balancing
- C. Budget coding
- D. Payroll accounting
- E. Using sample forms
- F. Legal requirements for payroll
- G. Glossary of terms
- H. Test

PAY 201: Federal Payroll Taxes

- A. Verification of employment eligibility
- B. Worker classification for taxing purposes
- C. Employee withholding and advanced earned income credit
- D. Wages and other compensation
- E. Calculating and withholding tax
- F. Depositing federal employment taxes
- G. Employer's quarterly federal tax return, Form 941
- H. Wage and tax statements, Form W-2
- I. Miscellaneous income statement, Form 1099 MISC
- J. Federal tax levy
- K. Social Security and Medicare-local government employees
- L. Test

PAY 203: Bridging the Gap between Payroll and Personnel

(Same as Personnel 203)

- A. Communication between departments
 - 1. Diversity
 - 2. Team concept
 - 3. Conflict resolution
 - 4. Non-verbal communication
- B. Forms and procedures developed from communication between departments
- C. Communication role playing
- D. Test

PAY 204: Year-end Reporting Process

- A. Calendars
 - 1. Timelines
 - 2. Deadlines
- B. Reporting
 - 1. Federal
 - 2. State
 - 3. Local
- C. Balancing
- D. Texas Employment Commission reporting
- E. Test

PAY 205: Leaves and Absences

(Same as Personnel 205)

- A. Legal requirements related to leaves and absences.
- B. Legal requirements related to the Family and Medical Leave Act.
- C. Uniformed Services Employment and Reemployment Rights Act of 1994 (USERRA)
- D. Mandated state leave programs and local programs.
- E. Managing leave and absences programs and legal requirements as they relate to the programs.
- F. Test

PAY 206 TRS/TRAQS Reporting

- A. Function and purpose of Teacher Retirement System (TRS)
- B. Identification and completion of TRS forms
- C. Different types of TRS service credit
 - a. Applying
 - b. Processing
 - c. Obtaining
- D. Laws regulating employment after retirement
- E. TRAQS reporting system
- F. Test

PAY 301: Employee Benefits Plan

- A. Examination of Section 403(b) tax sheltered annuities; Section 457 Deferred Compensation plans of state and local governments; Section 125 Cafeteria Plans; and Social Security and Medicare issues for local-government employees.
- B. Class participation in calculating exclusions amounts for Section 403(b) annuities and annual ceiling amounts for Section 457 plans.
- C. Test

PAY 302: Payroll Administration

- A. Fair Labor Standards - wage and hour
- B. Family Medical Leave Act issues/workers' compensation/unemployment
- C. Employee benefits
- D. Garnishments
- E. Worker classifications
- F. Employment eligibility
- G. Withholding and reporting rules for nonresident aliens
- H. Payroll records retention
- I. Payroll aspects of workers' compensation
- J. Test

PAY 303: COBRA/HIPAA Compliance

- A. Compliance responsibilities
- B. HIPAA

1. Purpose
 2. Enrollment
 3. Administration
 4. Privacy
 5. Types of insurance plans
- C. COBRA
1. Basics
 2. COBRA plans
 3. Qualifying events
 4. Timeline
- D. Test

PAY 304: Fair Labor Standards Act Administration

(Same as Personnel 304)

- A. History of the FLSA
- B. Major provisions
- C. What the FLSA does not require
- D. Hours worked
- E. FLSA E-laws
- F. Minimum wage provisions
- G. Overtime
- H. Compensatory time off
- I. Determining exempt status and exemption tests
- J. Child labor
- K. Recordkeeping and required records
- L. Common errors to avoid
- M. Enforcement, investigations, and penalties
- N. Test

PAY 402: The Project (optional)

The title and description of the project must be approved by the Payroll Review Panel. See Project Guidelines and Requirements in Section II.

I. Personnel Curriculum

PER 101: Introduction to Personnel

- A. Types of school personnel
 - 1. Professional
 - 2. Paraprofessional
 - 3. Auxiliary
- B. Classifications of school personnel
 - 1. Full-time/part-time regular vs. temporary
 - 2. Staff to student ratios
 - 3. Position control
 - 4. Exempt vs. nonexempt
 - 5. Employment at will
 - 6. Notification to employee
- C. Legal & policy issues
- D. Employee compensation
 - 1. Salary determination
 - 2. Work schedule, recording work hours, and overtime compensation
 - 3. Types of reimbursements
 - 4. Pay procedures
- E. Employee benefits
 - 1. Elements of the group health benefit package
 - 2. Workers' compensation
 - 3. Unemployment compensation
 - 4. COBRA coverage
 - 5. Teacher Retirement System
 - 6. Time-off benefits: types of leaves
- F. Performance vs. conduct
- G. Complaint resolution procedures
- H. Employee privacy and personnel records management
- I. Communication between personnel and the business office
- J. Test

PER 102: Employee Handbook

THIS COURSE IS NO LONGER OFFERED

PER 201: Certification of Professional Employees

- A. Governmental agencies that control certification
- B. Overview of certification types
 - 1. Administrative
 - 2. Teacher
 - 3. Paraprofessional
- C. EXCET overview, application procedures
- D. Alternative certification programs
- E. Teaching outside area of certification
- F. Emergency/hardship certification/permits
- G. Additional certification endorsements
- H. Recertification requirements

- (if/when new state certification program is adopted)
- I. Credentials and how to read them
(GPA, sem/qtr hours accredited/unaccredited)
 - J. Verifying service records, criminal history, drug testing
 - K. Renewal/non-renewal of teaching contract
 - L. Revocation/suspended of teaching certification
 - M. Certification records management
 - N. Test

PER 202: The Employment Process

- A. Recruitment and applications
- B. Selection, probation, and placement
- C. Staff development
- D. Job descriptions
- E. Employee handbook
- F. Job performance and evaluation
- G. Contract and certification status
- H. Test

PER 203: Bridging the Gap between Personnel and Payroll

(Same as Payroll 203)

- A. Communication between departments
 - 1. Diversity
 - 2. Team concept
 - 3. Conflict resolution
 - 4. Non-verbal communication
- B. Forms and procedures developed from communication between departments
- C. Communication role playing
- D. Test

PER 204: Personnel Management

- A. Employee classification
- B. FLSA requirements
- C. Employee conduct and documentation
- D. Change in status
 - 1. Advancement
 - 2. Transfers
 - 3. Disciplinary
 - 4. Termination of service
 - 5. Reduction in force
- E. Complaints and grievances
- F. Test

PER 205: Leaves & Absences

(Same as Payroll 205)

- A. Legal requirements related to leaves and absences.
- B. Legal requirements related to the Family and Medical Leave Act.

- C. Uniformed Services Employment and Reemployment Rights Act of 1994 (USERRA)
- D. Mandated state leave programs and local programs.
- E. Managing leave and absences programs and legal requirements as they relate to the programs.
- F. Test

PER 301: Personnel Policies

- A. Personnel policies summarized in employee handbook
 - 1. Purpose of handbook
 - 2. Components of handbook
 - 3. Resources to use when compiling a handbook
- B. Purpose of personnel policies
- C. Roles of administration and board
- D. Overview of policy structure
- E. Amending policies
- F. Personnel policies
 - 1. Employment objectives
 - 2. Employment requirements and restrictions
 - 3. Employment practices
 - 4. Compensation and benefits
 - 5. Termination of employment
 - 6. Employee rights and privileges
 - 7. Employee standards of conduct
 - 8. Employee welfare
 - 9. Employee recognition and awards
 - 10. Assignment and schedules
 - 11. Work load
 - 12. Professional development
 - 13. Performance appraisal
 - 14. Personnel positions
- G. Test

PER 302: Fundamentals of Management

THIS COURSE IS NO LONGER OFFERED.

PER 303: School Personnel Law

- A. Introduction to Texas school personnel law
- B. Insurance protection
- C. Hiring
- D. Buying people's time
 - 1. Shared services agreements
 - 2. Third party contracts
 - 3. Independent contractors
- E. Employee benefits
- F. Terminations

- G. Employee policies, procedures and handbooks
- H. Test

PER 304: Fair Labor Standards Act Administration

(Same as Payroll 304)

- A. History of the FLSA
- B. Major provisions
- C. What the FLSA does not require
- D. Hours worked
- E. FLSA E-laws
- F. Minimum wage provisions
- G. Overtime
- H. Compensatory time off
- I. Determining exempt status and exemption tests
- J. Child labor
- K. Recordkeeping and required records
- L. Common errors to avoid
- M. Enforcement, investigations, and penalties
- N. Test

PER 305: Personnel Issues & Service Credit

- A. Creditable years of service for classroom teachers, full-time librarians, full-time counselors, and full-time registered nurses
- B. Private schools, colleges and universities accreditation, and the difference between public and private schools, colleges and universities;
- C. Full-time teachers, full-time librarians, full-time counselors, and full-time registered nurses placement on the minimum salary schedule and salary calculation
- D. Teacher service record
- E. Various leave policies and transferability of leaves
- F. Military service
- G. Substitute teaching experience
- H. Teaching aide experience
- I. Procedures for verifying years of professional experience outside the U.S.
- J. Test

PER 402: The Project (optional)

The title and description of the project must be approved by the Personnel Review Panel. Refer to Project Guidelines and Requirements in Section II.

J. Public Education Information Management Systems (PEIMS) Curriculum

PEI 101: PEIMS Accuracy: Preparation (Student Attendance Accounting Handbook)

- A. Overview
- B. Audit requirements
- C. General attendance
- D. Quality assurance
- E. Data usage
- F. Timelines
- E. Test

PEI 102: PEIMS Accuracy: Reporting (PEIMS Data Standards)

- A. Data usage
- B. Quality assurance
- C. TEA PEIMS Data Standards
- D. Responsibilities, timelines and checklists
- E. EDIT +
- F. Test

PEI 103: PEIMS Accuracy: Special Populations and Programs

- A. Special education
- B. Career and Technical education
- C. Bilingual/English as a Second Language
- D. Prekindergarten
- E. Gifted and Talented
- F. PRS
- G. Nontraditional school
- H. Nontraditional programs
- I. Test

PEI 104 Focus on EDIT+

- A. EDIT+
- B. EDIT + External Homepage
- C. EDIT + Internal Process
- D. Test

PEI 201: Techniques for Improving PEIMS Data Quality

Course prerequisites: PEI101 and PEI102 or working knowledge of SAAH and PEIMS Data Standards)

- A. The need for a PEIMS master plan
- B. Timelines
- C. Checklists
- D. Sample forms
- E. Resources
- F. Test

PEI 202: Excel®-ing Your PEIMS Data

- A. Recognize how to utilize the PEIMS EDIT+ table download to 3rd party spreadsheet
- B. Understand how to perform an EDIT+ table download
- C. Understand how to import a PEIMS data file into Excel®
- D. Learn how to create a report in Excel® using PEIMS data
- E. Understand how to utilize Excel® reports to increase data quality
- F. Test

PEI 203: PEIMS Focus Topic: Discipline Details

- A. Understand the components of the 425 record.
- B. Learn details of Discipline Data elements.
- C. Learn details of Discipline Code Tables.
- D. Understand how to read and understand Discipline Edits.
- E. Learn how discipline reporting links to accountability.
- F. Learn how to read the reports.
- G. Learn how to improve discipline data quality.
- H. Test

PEI 204: Focus on Finance

- A. Understanding PEI MS
- B. Required budget and actual date for Submissions 1 & 2
- C. PEIMS Data Standards
- D. PEIMS Edit +
- E. Test

PEI 301: Administrator Overview of PEIMS

- A. Requirements
- B. Financial implications
- C. Elements of the source of state and federal funds
- D. Data-driven decision making
- E. Accountability ratings
- F. PEIMS Data Standards
- G. EDIT + reports
- H. Data quality assurance, audits and compliance issues
- I. Test

PEI 302: PEIMS: The Foundation for Accountability

- A. Accountability Umbrella
- B. State Accountability system regarding financial data
- C. State Accountability system regarding student data
- D. Accountability system for Federal Accountability regarding student data
- E. Indicators for Performance Based Monitoring (PBM)
- F. Reviewing PEIMS Edit + Reports as they reflect accountability data

PEI402: The Project (optional)

The title and description of the project must be approved by the PEIMS Review Panel. Refer to Project Guidelines and Requirements in Section II.

K. Purchasing and Supply Management Curriculum

PUR 101: Introduction to Purchasing and Supply Management

- A. The purchasing department
- B. Legal basis in Texas
- C. Texas Attorney General's opinion
- D. Ethics in purchasing
- E. Test

PUR 102: The Purchasing Law (Non-construction)

- A. Legislative laws
- B. Formal bid procedures
- C. Quotation and telephone procedures
- D. Advertising requirements
- E. Criteria for awarding bids
- F. Attorney General's opinion
- G. Test

PUR 103: Purchasing Contracts

- A. Uniform Commercial Code
- B. Negotiating/managing/comparing contracts and resolving conflicts
- C. Types of contracts
- D. Examples of contracts
- E. Lengths of contracts
- F. e-Rate contracts
- F. Test

PUR 104: Purchasing for Buyers and Purchasing Support Personnel

THIS COURSE IS NO LONGER OFFERED

PUR 201: Purchasing Standards and Specifications

- A. Standards
 - 1. Definitions
 - 2. Benefits
- B. Specifications
 - 1. Definitions
 - 2. Advantages & disadvantages
 - 3. Requirements
 - 4. Methods of describing quality
 - 5. Outline
 - 6. Sources
- C. Examples of specifications
- D. Bid documents
 - 1. Cover letter
 - 2. General terms & conditions
 - 3. Specifications
 - 4. Bid form
 - 5. Other forms

- E. Examples of bids
- F. Test

PUR 202: Inventory and Fixed Asset Control

THIS COURSE IS NO LONGER OFFERED

PUR 203: The Purchase of Insurance and Related Services

(Same as Risk Management 203)

- A. Risk management overview
- B. Legal requirements related to purchasing insurance
- C. Insurance marketplace
- D. Brokers and agents - services and selection
- E. Bidding for insurance
 - 1. Purpose of bidding
 - 2. Drawbacks of bidding
 - 3. Frequency of bidding
 - 4. Bidding timeline
- F. Types of bids and specification content
- G. Guidelines for bid specifications and request for proposals
 - 1. Property and casualty coverage
 - 2. Medical coverage
 - 3. Workers' compensation coverage
 - 4. Flexible benefits
- H. Evaluating insurance carriers, pools, and third party administrators
 - 1. Financial stability
 - 2. Insurance rating services
 - 3. Reinsurance
 - 4. Exclusions
- I. Test

PUR 204: Construction Law

(To be developed)

PUR 301: Cooperative Purchasing

- A. Local cooperatives
- B. State contracts
- C. Role of a cooperative purchasing program
- D. Program benefits
- E. Legal basis and governance of the program
 - 1. Review of interlocal agreements
 - 2. Board authorization
- F. Leadership role of cooperative purchasing board
- G. Organization of a cooperative program
 - 1. Development of item specifications
 - 2. Program calendar
- H. Test

PUR302: Purchasing/Stock Management

(Same as Distribution & Inventory 302)

- A. Purchasing process
 - 1. Elements of a contract
 - 2. Purchasing process
 - a. Needs/requirements determination
 - b. Solicitation
 - c. Evaluation
 - d. Award
 - e. Administration
- B. Selecting items for stock
- C. Establishing levels
- D. Stock review
- E. Test

PUR 303: Competitive Sealed Proposal/ Request for Proposals

- A. Overview of competitive sealed proposal process and request for proposals
- B. Components of an RFP
- C. Advertising requirements
- D. Similarities/differences from an invitation for bids
- E. How to prepare the scope of work
- F. Establishing and evaluating factors for evaluation
- G. Methods of negotiation
- H. Examples of RFP's
- I. Sample guidelines from the federal government
- J. Test

PUR304: Evaluating the Purchasing Operation in Texas School Districts

- A. Scope of where purchasing operations fit into school district audits
- B. Audit procedural operations
- C. Evaluation of the organizational structure
- D. Evaluation of departmental budgets
- E. Components of the purchasing manual
- F. Staff training for skill improvement
- G. Using technology for more efficient and effective operations
- H. Component parts of the contracting process
- I. Auditing the warehouse
- J. Applying evaluation findings to purchasing operations
- K. Test

PUR305: Purchasing for Business Management

- A. Purchasing basics
- B. Legal requirements
- C. Methods of purchasing
- D. Ethical misconduct
- E. Construction guidelines
- F. Use of technology
- G. Sale of public real estate

- H. Capital assets
- I. Test

PUR 402: The Project (optional)

The title and description of the project must be approved by the Purchasing Review Panel. Refer to Project Guidelines and Requirements in Section II.

L. Risk Management Curriculum

RMG 101: Fundamentals of the Risk Management Process

- A. The process and techniques of risk management
- B. Insurance and the structure of the insurance marketplace
- C. Types of insurance contracts:
 - 1. Property insurance
 - 2. Commercial general liability insurance
 - 3. Errors and omissions insurance
 - 4. Automobile liability and physical damage insurance
 - 5. Boiler and machinery insurance
 - 6. Fidelity bonds insurance
 - 7. Umbrella/excess insurance
 - 8. Employee benefits
 - 9. Workers' compensation
 - 10. Unemployment compensation
 - 11. Miscellaneous insurance
- D. Non-insurance issues
 - 1. Americans with Disabilities Act 1990
 - 2. Hazardous Communication Programs
 - 3. Asbestos Hazard Emergency Response Act (AHERA)
 - 4. Other environmental issues
 - 5. Use of pesticides
- E. Glossary of insurance terms
- F. Test

RMG 201: Insurance as a Risk Management Tool

THIS COURSE IS NO LONGER OFFERED

RMG 201A: Property Insurance as a Risk Management Tool

- A. Review of the risk management process
- B. Insurance as a risk financing tool
- C. Comprehensive review of insurance contracts
 - a. Property/casualty insurance
 - b. Boiler and machinery insurance
 - c. Fidelity bonds/crime insurance
 - d. Umbrella/excess insurance
 - e. Crime
- D. Test

RMG 201B: Liability Insurance as a Risk Management Tool

- A. Review of the risk management process
- B. Insurance as a risk financing tool
- C. Comprehensive review of insurance contracts
 - a. Commercial general liability insurance

- b. School Board professional liability insurance
 - c. Automobile liability and physical damage insurance
 - d. Bonds
- D. Test

RMG 202: Risk Financing Alternatives and Methods

- A. Review risk management process
- B. Risk financing
 - 1. Risk retention
 - 2. Risk transfer
- C. Risk financing plans
 - 1. Cash flow plans
 - a. Pain loss retrospective rating plans
 - b. Incurred loss retrospective rating plans
 - c. Compensating balance plans
 - d. Self-insurance
 - e. Pooling
 - f. Fronting plans
 - g. Captives
 - 2. Banking plans
 - 3. Participating insurance
 - 4. Reciprocal contributions
 - 5. Excess aggregate insurance
- D. Case studies
 - 1. Self-Insurance of employee benefit plans
 - 2. Self-Insurance of workers' compensation
 - 3. Other coverage that warrants self-insurance
- E. Test

RMG 203: The Purchase of Insurance and Related Services

(Same as Purchasing 203)

- A. Risk management overview
- B. Legal requirements related to purchasing insurance
- C. Insurance marketplace
- D. Brokers and agents - services and selection
- E. Bidding for insurance
 - 1. Purpose of bidding
 - 2. Drawbacks of bidding
 - 3. Frequency of bidding
 - 4. Bidding timeline
- F. Types of bids and specification content
- G. Guidelines for bid specifications and request for proposals
 - 1. Property and casualty coverage
 - 2. Medical coverage
 - 3. Workers' compensation coverage
 - 4. Flexible benefits
- H. Evaluating insurance carriers, pools, and third party administrators
 - 1. Financial stability

2. Insurance rating services
 3. Reinsurance
 4. Exclusions
- I. Test

RMG 303: Procedures and Techniques of Risk Management Safety/Loss Control

(Same as SAF 303)

- A. Evaluation of loss control/safety needs
- B. Organization and administration of a loss control/safety program
- C. Evaluation of insurance carriers and third-party administrators
- D. Safety for instructional areas
- E. Vehicle loss control
- F. Disaster planning/fire protection
- G. Test

RMG 304: Workers' Compensation and Texas School Districts

- A. Basics of law
 1. Options of school district
 2. What is/is not covered
 3. Networks overview
 4. Time lines and fines
 5. Other (construction contracts, independent contractors)
- B. Structure of Texas Workers' Compensation Commission
 1. Organization
 2. Ombudsman
 3. BRC-CCH-Appeal Panel
 4. Loss control
 5. Medical dispute process
 6. Fines/enforcement mechanism
- C. Types of financing mechanism-advantages/disadvantages
 1. Fully insured plans
 2. Pools
 3. Self-funded
 4. Excess insurance
- D. Purchasing coverage and services
 1. Bid specifications for coverage
 2. Bid specifications for third party administrators
 3. Selecting a third party administrator or insurance
 4. Networks
 5. Miscellaneous services
 - a. Attorneys
 - b. Medical auditors
 - c. Case managers
 - d. Investigators
 - e. Provider services
 - f. Claims adjuster
- E. Claims management

1. Investigating injuries
 2. Subrogation
 3. Fraud
 4. Recordkeeping and audits
 5. Return to work programs
 6. Leave of absence administration
- F. Test

RMG 305: Employee Health Insurance

- A. Basic requirements of state insurance law
- B. Plan design
 1. Coverage and coverage limits
 2. Exclusions
 3. Deductibles, out of pocket maximums
 4. Pre-existing exclusions or limitations
 5. Multiple option plans
 6. Dental plans
 7. Prescription programs
 8. Mental health provisions
 9. Retirees
- C. Provider arrangements
 1. Health maintenance organizations
 2. Preferred provider organizations
 3. Exclusive provider organizations
 4. Point of service
- D. Basics of claims management
 1. Cost containment techniques
 - a. Second opinions
 - b. Bill auditing
 2. Utilization reviews
 - a. Pre-admission
 - b. Discharge planning
 - c. Medical case management
 3. Coordination of benefits
- E. Subrogation
- F. Financing mechanisms
 1. Fully-insured plans
 2. Pools
 3. Self-funding
 4. Stop-loss insurance-specific and aggregate
- G. Purchasing coverage and services
 1. Bid specifications for coverage (fully insured)
 2. Bid specifications for third party administrators
 3. Bid specifications for stop-loss insurance
- H. Wellness programs
- I. Employee assistance programs
- J. COBRA Guidelines
- K. Family Medical Leave Act Requirements in health insurance

L. Test

RMG 306: Managing Risk in Public School Retirement Plans

- A. Public School Retirement Plan Comparison
- B. Common Retirement Plan Terms and Conditions
- C. IRS Enforcement and Correction
- D. Identifying Risk
- E. Records Retention and Maintenance
- F. General Plan Design
- G. 403(b) Plan Design
- H. Plan Design 457(b)
- I. FICA Code 3121
- J. Selecting a Qualified TPA
- K. E&O Vendor Policies and Board Paid Risk Insurance
- L. Plan Continuous Oversight
- M. Review IRS 403(b) /457(b) Checklist
- N. Test

RMG 402: The Project (optional)

The title and description of the project must be approved by the Risk Management Review Panel. Refer to Project Guidelines and Requirements in Section II.

M. Safe Schools Curriculum

SAF 101: Building a Framework

- A. Providing a safe environment
- B. Strategies for mitigation, preparedness, response and recovery
- C. Emergency management
- D. Emergency evacuations, training and drills
- E. Training - who, what, where, when and how
- F. Test

SAF 102: Emergency Management Plan Development

- A. Legislative requirements
- B. Plan overview
 - 1. Incident command system
 - 2. Steps of emergency management
- C. Format for an emergency plan
 - 1. Questions to be answered
 - 2. Establishing the team
 - 3. Communications plan
 - a. internal
 - b. external
 - c. emergency notification
 - 4. Training
 - 5. Provisions for special populations
- D. District-specific emergency guidelines
- E. Campus plans
- F. Board policies and administrative guidance
- G. Test

SAF 201: Safety and Security Management of School Facilities

- A. Departmental roles in emergency management
- B. Relevant safety codes
- C. Systems and procedures to enhance safety and security
- D. Management strategies
 - 1. Texas Hazard Communication Act (HAZMAT)
 - 2. Indoor air quality
 - 3. Integrated pest management (IPM)
 - 4. AHERA
 - 5. Building design
- E. Test

SAF 202: Integrated School Security Strategies and Tactics

THIS COURSE IS NO LONGER OFFERED

SAF 203: School-Centered Emergency Management

- A. Working with other entities
- B. Emergency use of district property
- C. Continuity of operations
- D. Comprehensive after-action review procedures
- E. Documentation and forms
- F. Test

SAF204: Mandated Safety & Security Audits

- A. State and federal authority
- B. Assembling the audit team
- C. Using audit tools to guide the process
- D. Establishing audit timeline and executing the steps
- E. Collecting and analyzing the data
- F. Writing and presenting the findings
- G. Using data to affect positive change
- H. Test

SAF 301: Administration of District Safety and Security Programs

- A. Development of risk assessment protocols
- B. Security and safety tactics and planning
- C. Emergency management strategies (SB11)
 - 1. Mitigation
 - 2. Preparedness
 - 3. Response
 - 4. Recovery
- D. Compliance
 - 1. Board policies and administrative guidance
 - 2. Facility assessments and safety audits
 - 3. Building renovations and new construction
- E. Training
- F. Mutual aid agreements
- G. Test

SAF 302: National Incident Management System for Schools (NIMS)

- A. National incident response system
- B. Crisis planning for schools
- C. Command and management under NIMS
- D. Preparedness
- E. Resource management and communication
- F. Test

SAF303: Procedures and Techniques of Risk Management Safety/Loss Control

(Same as Risk Management 303)

- A. Evaluation of loss control/safety needs
- B. Organization and administration of a loss control/safety program
- C. Evaluation of insurance carriers and third-party administrators
- D. Safety for instructional areas
- E. Vehicle loss control
- F. Disaster planning/fire protection
- G. Test

SAF 402: The Project (optional)

The title and description of the project must be approved by the Safe Schools Review Panel. Refer to Project Guidelines and Requirements in Section II.

N. School Nutrition Curriculum

SNC101: Introduction to School Nutrition

- A. Legal basis-federal and state regulations
- B. Finance provisions
- C. District-operated programs
 - 1. Forms of organizations
 - a. Decentralization
 - b. Centralization
 - c. Satellite programs
 - d. Automation
 - e. Efficiency foods
 - 2. Administration
 - 3. Operation
 - 4. Personnel management
- D. Contracted food services
- E. Systems and cost analysis
- F. Budget and finance
- G. Accounting and recordkeeping
- H. Innovative programs
- I. Purchasing and inventory control
- J. Policies, rules, regulations and procedures
- K. Menus, prices, and portion control
- L. Staffing, supervision, and in-service training
- M. Test

SNC 102: Day-to-Day Operations

This class is being developed.

SNC 104: School Nutrition Accounting

- A. Fund types
- B. Inventory accounting
- C. Accounting issues
 - 1. Fund codes
 - 2. Basis of accounting
 - 3. Measurement focus
 - 4. Budget requirements
 - 5. Capital assets and depreciation
 - 6. Long-term debt
 - 7. Profit and loss measurement
 - 8. Recognition of federal assistance
 - 9. Recognition of revenue
 - 10. Fund balance
- D. Account code structure
- E. How free and reduced lunch figures into state revenue for instruction
- F. Inventory Systems
- G. Test

SNC 201: School Nutrition Purchasing and Specification Writing

- A. Quality characteristics of various purchase forms of food
- B. Receiving and inspection of food and supplies
- C. Food storage procedures
- D. Resource and energy conservation
- E. Ethical purchasing practices and the use of purchasing references
- F. Food purchase specifications
- G. Purchasing and inventory control
- H. Test

SNC 202: School Nutrition Receiving, Storage and Distribution

This class is no longer offered.

SNC 203: Nutrition Awareness

- A. Dietary Guidelines
 - 1. Food guide pyramid
 - 2. Food guide pyramid for young children
 - 3. Vitamins and minerals in the food guide pyramid
 - 4. Cultural awareness of pyramids
 - 5. Food diary
 - 6. Consumption of food servings
- B. Nutrition fact sheets
- C. Healthy menus and habits for adults and families
- D. Texas Dept. of Agriculture –current resources available
- E. Texas public school nutrition policy overview
- F. Wellness policy/programs
- G. Test

SNC202: Implementation of Required School Nutrition Programs

This course is no longer offered

SNC205: Implementation of HACCP (Hazard analysis critical control points) Principles

- A. District warehouse advantages
- B. Receiving and storing properly
- C. Inventory calendar
- D. Equipment for handling frozen foods
- E. Walk-in freezer/refrigerator
- F. Warehouse staff and distribution
- G. HACCP overview
- H. Developing HACCP plans
- I. Test

SNC301: School Nutrition Financial Management

- A. Controlling and analyzing income and expenses
- B. Using commodities to control costs
- C. Budgeting and finance
- D. Productivity and labor cost

- E. Recordkeeping and accounting
- F. Security assets
- G. Innovative programs
- H. Loss control
- I. Test

SNC 302: School Nutrition Personnel Management

- A. Recruitment
- B. Selection, probation, and placement
- C. Job descriptions and work schedules
- D. Training, job performance, remediation-documentation
- E. Change in status
 - 1. Transfers
 - 2. Termination of service
- F. Policies, rules, regulations, and procedures
- G. Staffing, supervision, and in-service training
- H. Emergency training
- I. Test

SNC303: School Nutrition Design & Equipment

- A. Overview
- B. Space guidelines
- C. Equipment and technical guidelines
- D. Equipment specifications – Modular v. Stationary
- E. Renovations and additions
- F. New construction
- G. Working with architects,
- H. Bond packages
- I. Test

SNC304: USDA Commodity Awareness

- A. Eligibility and application
- B. Types of commodities
- C. Commodity processing
- D. Pass-through/net-off invoice
- E. Fee for service
- F. Commodity co-ops
- G. Processor link/ K-12
- H. Cash-in-lieu of commodities
- I. Test

SNC 305: Maximizing School Nutrition Dollars

- A. Identify the major CNP revenue sources
- B. List methods and available programs to increase revenue
- C. Maximize commodity usage
- D. List marketing ideas to increase cash sales
- E. Monitor effects of changes in participation

- F. Understand key concepts in balancing revenue with expenditures
- G. List ways to reduce expenditures if revenue falls short in:
 - 1. Labor
 - 2. Food
 - 3. Equipment
 - 4. Service ware
 - 5. Paper
 - 6. Indirect costs
- H. Demonstrate understanding of the value of inventory control.
- I. List concepts important in marketing to young customers.
- J. Review basic concepts of Texas Department of Agriculture Nutrition Policy.
- K. Discuss the value of computerized point-of-sale systems.
- L. List tools commonly used for financial accountability in CNP programs.
- M. Test

SNC 402: The Project (optional)

The title and description of the project must be approved by the School Nutrition Review Panel. Refer to Project Guidelines and Requirements in Section II.

O. Instructional Materials Curriculum

TXT101: Overview of Textbook Management

(Same as DIS 104)

- A. Cover the complete annual cycle of textbook management
- B. Review TEA requirements regarding sampling and selection of new books
- C. Determining allocation
- D. Completing the TEA report
- E. Recommendations for receiving, processing and distribution for schools with and without loading docks
- F. Money-saving tips for replacing books
- G. Information on decreasing textbook losses
- H. Test

TXT 102: Textbook Management Procedures

- A. Textbook selection process
- B. Fiscal management
- C. District-level procedures
- D. Campus-level procedures
- E. Test

TXT 201: Implementation of Textbook Administration

- A. Creating a chain of responsibility
- B. Inspiring successful textbook managers
- C. Establish a procedures manual
- D. Create consistency
- E. Documentation
- F. Handling & preventing loss
- G. Lean on your friends
- H. Handling the unexpected
- I. Planning for the future
- J. Test

TXT 202: Warehouse Shipping/Receiving

(Same as DIS 202)

- A. Receiving operations
- B. Storage functions
- C. Shipping operations
- D. Developing schedules and daily routines
- E. Warehouse-keeping functions
- F. Standards
- G. Material handling
- H. Test

TXT 301: Managing the Curriculum Change Process

- A. Connection between textbook department and other departments when creating new course curriculum
- B. Textbook department involvement during the exploring and planning stages
- C. How and where to obtain textbooks once new curriculum is approved
- D. Researching textbooks
- E. Options for acquiring new textbooks
- F. Communication between textbook department and curriculum department
- G. Test

TXT 402: The Project (optional)

The title and description of the project must be approved by the Textbooks Review Panel. Refer to Project Guidelines and Requirements in Section II.

P. Transportation Curriculum

TRN101: Introduction to Transportation

- A. Introduction of duties of transportation director
- B. Rules and regulations of Texas Education Agency
- C. State reports
- D. School bus and tire purchasing procedures
- E. Bus driver requirements
- F. Test

TRN 102: Student Safety Management

- A. Student management plan
- B. Driver training
- C. Safety equipment
- D. Classroom training
- E. Student conduct and safety
- F. Evaluation of program
- G. Test

TRN 201: Routing and Scheduling

- A. Development of bus routes
- B. Use of computer routing
- C. Bus routing scheduling
- D. Extracurricular scheduling
- E. Test

TRN 202: Bus Inspection and Maintenance

- A. Development of preventive maintenance schedules
- B. Bus replacement and recycling schedules
- C. Long range planning and equipment replacement
- D. Bus equipment standards and specifications
- E. Test

TRN 205: Transporting Special Needs Students

- A. Driver training
- B. IEP
- C. Parent interaction
- D. State and national guidelines
- E. Special needs equipment
- F. Test

TRN 301: Personnel Management

- A. Staff selection
- B. Staff training (probation period)
- C. Supervision
- D. Evaluation
- E. Test

TRN 305: Evaluation of Transportation

- A. Evaluate policies and procedures for operating a school transportation program
- B. Review of a module on evaluation of transportation program
- C. Test

TRN 306: Preparation of State Reports and Department Budgeting

- A. Route services report
- B. School transportation operation report
- C. Hazardous transportation funding
- D. Annual updates
- E. Transportation department budgeting
 - 1. Account codes
 - 2. Assess needs
 - 3. Manage funds
 - 4. Protect investment
- F. Test

TRN 309: Effective and Efficient Transportation

- A. Analyzing transportation programs using Baldrige management techniques
- B. Best practices for your district
- C. Route design for safety and efficiency
- D. Techniques for improving driver morale
- E. Evaluate transportation program and determine baselines for continuous improvement
- F. Use data to monitor and improve daily operations
- G. Productivity timeline tips
- H. Test

TRN 402: The Project (optional)

The title and description of the project must be approved by the Transportation Review Panel. Refer to Project Guidelines and Requirements in Section II.

TASBO Online Courses

TASBO's online education courses count towards certification credit, and also provide 6 hours of continuing education credit. All course materials, including the exam, are provided online. Registration information is available on the training page of TASBO's website (www.tasbo.org) or contact the TASBO Professional Development Department for more information.

SECTION IV

TRANSMITTAL LETTERS AND APPLICATIONS

OFFICIAL LETTER OF TRANSMITTAL
CERTIFIED TEXAS SCHOOL BUSINESS SPECIALIST
(Effective January 1, 2006)

Date _____

To: Certification Department
TASBO
2538 South Congress Avenue
Austin, Texas 78704

This is a letter of transmittal to accompany my application for the status of Certified Texas School Business Specialist. I have enclosed with this letter of application, or will have sent under separate cover, or will use as a checklist the following:

- ___ Application signed and notarized
- ___ TASBO Code of Ethics signed
- ___ My job description
- ___ Official Texas Service Record or personnel record showing years of employment
- ___ Letter(s) of recommendation (to be mailed under separate cover to above address)
- ___ Registration check (TASBO Members: \$40.00; Non-Members: \$155.00)

APPLICATION PLAN

- ___ Two (2) years of school business experience
- ___ Completion of required coursework

Submitted by: _____
(Type or print name as it should appear on official certificate)

OPTIONAL

I would like TASBO to send a press release to the following newspaper about the certification I have obtained. Newspaper name and mailing or email address: _____

**APPLICATION FOR THE STATUS OF
CERTIFIED TEXAS SCHOOL BUSINESS SPECIALIST
(Effective January 1, 2006)**

ADDRESS REPLY TO:

**Certification Department
TASBO
2538 South Congress Avenue
Austin, Texas 78704**

This is to certify that I, the undersigned, have complied with all the requirements for the status of Certified Texas School Business Specialist, and have, through proper affidavit and documentation, submitted this evidence below; and, in addition, I have demonstrated high standards of ethics, service, management, and professional responsibilities by my achievements in the profession of school business administration, and have made and/or will continue to make contributions to this profession and to the Texas Association of School Business Officials, in witness whereof I submit:

1. I have taken the required courses in ONE specific area of school business operations. The specific area of specialization is indicated below (refer to Professional Certification Manual, Section II):

2. I have a minimum of two (2) years of school business experience during the following school years:
_____ and _____ at _____ School District,
(Address) _____

3. My Superintendent or the President of my Board of Trustees or Chief School Business Administrator or equivalent supervising administrator will send a letter concerning my integrity, character, and competence as a school business specialist--as he/she honestly evaluated me. This statement is not to be signed below, but sent under separate cover. Further, permission is granted to the Texas Association of School Business Officials, its staff, and/or its Board of Directors to investigate me and verify the information contained in, or in connection with, this application.

Signing the statement at the bottom of the following page is in addition to the letter specified in No. 3 above, and does NOT take the place of the separate letter described above.

Application for Certified Texas School Business Specialist

This is to certify that I, (name of applicant) _____ meet the required school business experience as outlined in the TASBO Certification Manual and, being duly sworn, depose and state that the information in the application is accurate and correct to the best of my knowledge.

Signature _____ Type Name _____
Title _____ District _____
District Address, City, State, ZIP _____

Subscribed and sworn to before me this _____ day of _____, _____.

Signature of Notary Public, State of Texas _____

Certificate by the Superintendent or Chief School Business Administrator

This is to certify that I, the undersigned, have carefully inspected the information contained in this completed application; and that all other information supplied is, to the best of my knowledge, a true and accurate statement; further, I certify that said applicant is known by me to possess a high degree of character and integrity, and has demonstrated competence and proficiency in his/her school business assignments and responsibilities in this school district.

Signature _____ Type Name _____
Title _____ District _____
District Address, City, State, ZIP _____

Enclosure: Check or money order made payable to:
TEXAS ASSOCIATION OF SCHOOL BUSINESS OFFICIALS

For: Professional Registration Fee, CTSBS^{cm}

APPROVED _____ DATE _____
TASBO Executive Director

TASBO Code of Ethics

Texas Association of School Business Officials certified individuals subscribe to the following statements of ethics and standards of conduct.

The Texas School Business Official:

1. Makes the quality of education for students and the reasonable ability of taxpayers to pay the cost of education, the basic values in all decisions and actions.
2. Fulfills all professional responsibilities with honesty and integrity.
3. Obeys all local, state and federal laws which govern his activities and does not knowingly belong to any organization which advocates the overthrow of our form of democratic government.
4. Implements to the best of his ability the policies of the Board of Trustees and the administrative regulations of his superiors.
5. Avoids the use of his position for personal gain through influence politically, socially, or economically.
6. Maintains the highest degree of professional training possible through continuing educational programs and personal research.
7. Accepts academic degrees or professional certification only from accredited and legally constituted institutions.
8. Honors all contracts until fulfillment or legally released.

TASBO Standards of Conduct

In relationships within the school district it is expected that the School Business Official will:

1. Support the goals and objectives of the employing school system.
2. Interpret the policies and practices of the district to subordinates and the community fairly and objectively.
3. Implement, to the best of the official's ability, the policies and administrative regulations of the district.
4. Assist fellow administrators as appropriate in fulfilling their obligations.
5. Build the best possible image of the school district.
6. Refrain from publicly criticizing board members, administrators or other employees.
7. Help subordinates to achieve their maximum potential through fair and just treatment.

In the conduct of business and discharge of responsibilities, the School Business Official will:

1. Conduct business honestly, openly and with integrity.
2. Avoid conflict of interest situations by not conducting business with a company or firm which the official or any member of the official's family has a vested interest.
3. Avoid preferential treatment of one outside interest group, company or individual over another.
4. Uphold the dignity and decorum of the office in every way.
5. Avoid using the position for personal gain.
6. Never accept or offer illegal payment for services rendered.
7. Refrain from accepting gifts, free services or anything of value for or because of any act performed or withheld.
8. Permit the use of school property only for officially authorized activities.

In relationships with colleagues in other districts and professional associations, it is expected that the School Business Official will:

1. Support the actions of a colleague whenever possible, never publicly criticizing or censuring the official.
2. Offer assistance and/or guidance to a colleague when such help is requested or when the need is obvious.
3. Actively support appropriate professional associations aimed at improving school business management and encourage colleagues to do likewise.
4. Accept leadership roles and responsibilities when appropriate, but refrain from "taking over" any association.
5. Refrain from using any organization or position of leadership in it for personal gain.

Applicant Signature: _____ Date: _____

**OFFICIAL LETTER OF TRANSMITTAL
CERTIFIED TEXAS SCHOOL BUSINESS OFFICIAL
(Effective January 1, 2006)**

Date _____

**To: Certification Department
 TASBO
 2538 South Congress Avenue
 Austin, Texas 78704**

This is a letter of transmittal to accompany my application for the status of Certified Texas School Business Official. I have enclosed with this letter of application, or will have sent under separate cover, or will use as a checklist the following:

- ___ Application signed and notarized
- ___ TASBO Code of Ethics signed
- ___ My job description
- ___ Official Texas Service Record or personnel record showing years of employment
- ___ Letter(s), of recommendation (to be mailed under separate cover to above address)
- ___ Registration check (TASBO Members: \$40.00 , Non-Members: \$155.00)

APPLICATION PLAN

- ___ Three (3) years of school business experience
- ___ Served two (2) consecutive years in one school district
- ___ Completion of required coursework

Submitted by: _____
(Type or print name as it should appear on official certificate)

OPTIONAL

I would like TASBO to send a press release to the following newspaper about the certification I have obtained. Newspaper name and mailing or email address: _____

**APPLICATION FOR THE STATUS OF
CERTIFIED TEXAS SCHOOL BUSINESS OFFICIAL
(Effective January 1, 2006)**

ADDRESS REPLY TO:

**Certification Department
TASBO
2538 South Congress Avenue
Austin, Texas 78704**

This is to certify that I, the undersigned, have complied with all the requirements for the status of Certified Texas School Business Official, and have, through proper affidavit and documentation, submitted this evidence below; and, in addition, I have demonstrated high standards of ethics, service, management, and professional responsibilities by my achievements in the profession of school business administration, and have made and/or will continue to make contributions to this profession and to the Texas Association of School Business Officials, in witness whereof I submit:

1. I have taken a minimum of three (3) courses from three (3) specific areas of school business operations. The three specific areas of specialization (refer to Professional Certification Manual, Section II) are as follows:
1 _____
2 _____
3 _____

2. I have a minimum of three (3) consecutive years of school business experience, with at least two (2) consecutive years during the following school years:
_____ and _____ at _____
School District, (address) _____

3. My Superintendent or the President of my Board of Trustees or Chief School Business Administrator or equivalent supervising administrator will send a letter concerning my integrity, character, and competence as a school business official--as he/she honestly evaluated me. This statement is not to be signed below, but sent under separate cover. Further, permission is granted to the Texas Association of School Business Officials, its staff, and/or its Board of Directors to investigate me and verify the information contained in, or in connection with, this application.

Signing the statement at the bottom of the following page is in addition to the letter specified in No. 3 above, and does NOT take the place of the separate letter described above.

Application for Certified Texas School Business Official

This is to certify that I, (name of applicant) _____, meet the required school business experience as outlined in the TASBO Certification Manual and, being duly sworn, depose and state that the information in the application is accurate and correct to the best of my knowledge.

Signature _____ Type Name _____
Title _____ District _____
District Address, City, State, ZIP _____

Subscribed and sworn to before me this _____ day of _____, _____.

Signature of Notary Public, State of Texas _____

Certificate by the Superintendent or Chief School Business Administrator

This is to certify that I, the undersigned, have carefully inspected the information contained in this completed application; and that all other information supplied is, to the best of my knowledge, a true and accurate statement; further, I certify that said applicant is known by me to possess a high degree of character and integrity, and has demonstrated competence and proficiency in his/her school business assignments and responsibilities in this school district.

Signature _____ Type Name _____
Title _____ District _____
District Address, City, State, ZIP _____

Enclosure: Check or money order made payable to:
TEXAS ASSOCIATION OF SCHOOL BUSINESS OFFICIALS

For: Professional Registration Fee, CTSBO^{cm}

APPROVED _____ DATE _____
TASBO Executive Director

TASBO Code of Ethics

Texas Association of School Business Officials certified individuals subscribe to the following statements of ethics and standards of conduct.

The Texas School Business Official:

1. Makes the quality of education for students and the reasonable ability of taxpayers to pay the cost of education, the basic values in all decisions and actions.
2. Fulfills all professional responsibilities with honesty and integrity.
3. Obeys all local, state and federal laws which govern his activities and does not knowingly belong to any organization which advocates the overthrow of our form of democratic government.
4. Implements to the best of his ability the policies of the Board of Trustees and the administrative regulations of his superiors.
5. Avoids the use of his position for personal gain through influence politically, socially, or economically.
6. Maintains the highest degree of professional training possible through continuing educational programs and personal research.
7. Accepts academic degrees or professional certification only from accredited and legally constituted institutions.
8. Honors all contracts until fulfillment or legally released.

TASBO Standards of Conduct

In relationships within the school district it is expected that the School Business Official will:

1. Support the goals and objectives of the employing school system.
2. Interpret the policies and practices of the district to subordinates and the community fairly and objectively.
3. Implement, to the best of the official's ability, the policies and administrative regulations of the district.
4. Assist fellow administrators as appropriate in fulfilling their obligations.
5. Build the best possible image of the school district.
6. Refrain from publicly criticizing board members, administrators or other employees.
7. Help subordinates to achieve their maximum potential through fair and just treatment.

In the conduct of business and discharge of responsibilities, the School Business Official will:

1. Conduct business honestly, openly and with integrity.
2. Avoid conflict of interest situations by not conducting business with a company or firm which the official or any member of the official's family has a vested interest.
3. Avoid preferential treatment of one outside interest group, company or individual over another.
4. Uphold the dignity and decorum of the office in every way.
5. Avoid using the position for personal gain.
6. Never accept or offer illegal payment for services rendered.
7. Refrain from accepting gifts, free services or anything of value for or because of any act performed or withheld.
8. Permit the use of school property only for officially authorized activities.

In relationships with colleagues in other districts and professional associations, it is expected that the School Business Official will:

1. Support the actions of a colleague whenever possible, never publicly criticizing or censuring the official.
2. Offer assistance and/or guidance to a colleague when such help is requested or when the need is obvious.
3. Actively support appropriate professional associations aimed at improving school business management and encourage colleagues to do likewise.
4. Accept leadership roles and responsibilities when appropriate, but refrain from "taking over" any association.
5. Refrain from using any organization or position of leadership in it for personal gain.

Applicant Signature: _____ Date: _____

OFFICIAL LETTER OF TRANSMITTAL
REGISTERED TEXAS SCHOOL BUSINESS ADMINISTRATOR
(Effective January 1, 2006)

Date _____

To: Certification Department
TASBO
2538 South Congress Avenue
Austin, Texas 78704

This is a letter of transmittal to accompany my application for the status of Registered Texas School Business Administrator. I have enclosed with this letter of application, or will have sent under separate cover, or will use as a checklist the following:

- ___ Application signed and notarized
- ___ TASBO Code of Ethics signed
- ___ My job description
- ___ Official Texas Service Record or personnel record showing years of employment
- ___ Official college transcript (to be mailed by college or university under separate cover to above address, or can be notarized copy from applicant)
- ___ Letter(s), of recommendation (to be mailed under separate cover to above address)
- ___ Registration check (TASBO Members: \$60.00; Non-Members: \$175)

APPLICATION PLAN

- ___ Minimum of a Bachelor's Degree from an accredited college or university
- ___ Five (5) years of school business experience
- ___ Served three (3) consecutive years in one school district
- ___ Completion of required coursework

Submitted by: _____
(Type or print name as it should appear on official certificate)

OPTIONAL

I would like TASBO to send a press release to the following newspaper about the certification I have obtained. Newspaper name and mailing or email address: _____

**APPLICATION FOR THE STATUS OF
REGISTERED TEXAS SCHOOL BUSINESS ADMINISTRATOR
(Effective January 1, 2006)**

ADDRESS REPLY TO:

**Certification Department
TASBO
2538 South Congress Avenue
Austin, Texas 78704**

This is to certify that I, the undersigned, have complied with all the requirements for the status of Registered Texas School Business Administrator, and have, through proper affidavit and documentation, submitted this evidence below; and, in addition, I have demonstrated high standards of ethics, service, management, and professional responsibilities by my achievements in the profession of school business administration, and have made and/or will continue to make contributions to this profession and to the Texas Association of School Business Officials, in witness whereof I submit:

1. I have a Bachelor's Degree from _____, a regionally accredited college or university.
2. I have completed a minimum of five (5) years of satisfactory experience in the field of school business administration during the following years:
_____ ; _____ ; _____ ; _____ ; _____ .
3. As proof of professional and personal competency, I have spent a minimum of three (3) consecutive years in one school district: (Name of District) _____
(Address) _____
4. My Superintendent or the President of my Board of Trustees or Chief School Business Administrator will send a letter concerning my integrity, character, and competence as a school business administrator--as he/she honestly evaluated me. This statement is not to be signed below, but sent under separate cover. Further, permission is granted to the Texas Association of School Business Officials, its staff, and/or its Board of Directors to investigate me and verify the information contained in, or in connection with, this application.

Signing the statement at the bottom of the following page is in addition to the letter specified in No. 4 above, and does NOT take the place of the separate letter described above.

Application for Registered Texas School Business Administrator

This is to certify that I, (name of applicant) _____ meet the required school business experience as outlined in the TASBO Certification Manual and, being duly sworn, depose and state that the information in the application is accurate and correct to the best of my knowledge.

Signature _____ Type Name _____
Title _____ District _____
District Address, City, State, ZIP _____

Subscribed and sworn to before me this _____ day of _____, _____.

Signature of Notary Public, State of Texas _____

Certificate by the Superintendent or Chief School Business Administrator

This is to certify that I, the undersigned, have carefully inspected the information contained in this completed application; and that all other information supplied is, to the best of my knowledge, a true and accurate statement; further, I certify that said applicant is known by me to possess a high degree of character and integrity, and has demonstrated competence and proficiency in their school business assignments and responsibilities in this school district.

Signature _____ Type Name _____
Title _____ District _____
District Address, City, State, ZIP _____

Enclosure: Check or money order made payable to:
TEXAS ASSOCIATION OF SCHOOL BUSINESS OFFICIALS

For: Professional Registration Fee, RTSBA^{cm}

APPROVED _____ DATE _____
TASBO Executive Director

TASBO Code of Ethics

Texas Association of School Business Officials certified individuals subscribe to the following statements of ethics and standards of conduct.

The Texas School Business Official:

1. Makes the quality of education for students and the reasonable ability of taxpayers to pay the cost of education, the basic values in all decisions and actions.
2. Fulfills all professional responsibilities with honesty and integrity.
3. Obeys all local, state and federal laws which govern his activities and does not knowingly belong to any organization which advocates the overthrow of our form of democratic government.
4. Implements to the best of his ability the policies of the Board of Trustees and the administrative regulations of his superiors.
5. Avoids the use of his position for personal gain through influence politically, socially, or economically.
6. Maintains the highest degree of professional training possible through continuing educational programs and personal research.
7. Accepts academic degrees or professional certification only from accredited and legally constituted institutions.
8. Honors all contracts until fulfillment or legally released.

TASBO Standards of Conduct

In relationships within the school district it is expected that the School Business Official will:

1. Support the goals and objectives of the employing school system.
2. Interpret the policies and practices of the district to subordinates and the community fairly and objectively.
3. Implement, to the best of the official's ability, the policies and administrative regulations of the district.
4. Assist fellow administrators as appropriate in fulfilling their obligations.
5. Build the best possible image of the school district.
6. Refrain from publicly criticizing board members, administrators or other employees.
7. Help subordinates to achieve their maximum potential through fair and just treatment.

In the conduct of business and discharge of responsibilities, the School Business Official will:

1. Conduct business honestly, openly and with integrity.
2. Avoid conflict of interest situations by not conducting business with a company or firm which the official or any member of the official's family has a vested interest.
3. Avoid preferential treatment of one outside interest group, company or individual over another.
4. Uphold the dignity and decorum of the office in every way.
5. Avoid using the position for personal gain.
6. Never accept or offer illegal payment for services rendered.
7. Refrain from accepting gifts, free services or anything of value for or because of any act performed or withheld.
8. Permit the use of school property only for officially authorized activities.

In relationships with colleagues in other districts and professional associations, it is expected that the School Business Official will:

1. Support the actions of a colleague whenever possible, never publicly criticizing or censuring the official.
2. Offer assistance and/or guidance to a colleague when such help is requested or when the need is obvious.
3. Actively support appropriate professional associations aimed at improving school business management and encourage colleagues to do likewise.
4. Accept leadership roles and responsibilities when appropriate, but refrain from "taking over" any association.
5. Refrain from using any organization or position of leadership in it for personal gain.

Applicant Signature: _____ Date: _____

SECTION V

APPENDICES

Appendix A

Organizations Approved for Sponsorship of Continuing Education Credit

All persons or organizations seeking to provide Continuing Education (CEU) activities to Texas Association of School Business Officials (TASBO) certified personnel must register and be approved by TASBO. [Application](#) with instructions can be found on the TASBO website.

This list is as of August 2011. [Updated list](#) can also be found on the website.

ID #	Provider
181	Abilene Christian University
268	Alamo Area Council of Governments
312	Alamo Area School Maintenance / Operation / Construction Association
132	Alamo Area TASBO Affiliate
265	Alamo Community College
252	Amarillo Junior College
182	Amber University
300	American Association of Agents and Adjusters
237	American Association of School Administrators
307	American Management Association
355	American Productivity and Quality Center (APQC)
183	American Technological University
144	Angelo State University
285	Applied Computer Technology (ACT)
111	ASBO International
281	Association for Certified Fraud Examiners
266	Association for Compensatory Educators of Texas
245	Association for Educational Communications and Technology (AECI)
184	Austin Community College
280	Bank of America
185	Baylor University
275	Big Country TASBO

301	Building Air Quality
342	Capital Area Maintenance & Operations Affiliate
133	Capital Area TASBO Affiliate
258	Career Track
233	Center for Equity & Adequacy in Public School Finance (Equity Center)
220	Central Systems, Inc.
257	Central Texas College
282	Central Texas Purchasing Coop
134	Central Texas TASBO Affiliate
223	Cisco Junior College (Cisco, TX)
323	Claims Administrative Services
222	Coastal Bend Association of TASBO
276	Coastal Bend Maintenance TASBO Affiliate
294	Computer Transition Services, Inc.
187	Concordia Lutheran College
145	Corpus Christi State University
267	Council of Educational Facility Planners International-Southern Region (CEFPI)
272	Courtenay Thompson & Associates
277	Crossroads Area TASBO Affiliate
135	D/FW Metroplex TASBO Affiliate
188	Dallas Baptist University
238	Dallas County Assoc. of School Administrators
317	Deloitte & Touche, LLP
230	Don Rowlett & Associates, Inc.
189	East Texas Baptist University
136	East Texas TASBO Affiliate
335	Eastfield College of Dallas County Community College
225	EDP Company-Longview, Texas
260	Education Management Information Systems (EdMIS)
228	El Paso Area TASBO Affiliate
284	Federal Agencies
328	Feldman & Rogers, LLP
231	First Southwest Company

234	Flahive, Ogden & Latson, Attorneys at Law
354	Fowler Law Firm, PC (The)
298	Fred Pryor Seminars
303	Gallup Organization
318	GCI Contents Restoration & Remediation
350	Gibson, Ruddock, Patterson LLC
246	Government Finance Officers Association of U.S. and Canada
346	Government Procurement Services
270	Government Treasurers Organization of Texas
293	Governor's Business Executives for Education (GBEE)
244	Gulf Coast Maintenance and Operations Association
137	Gulf Coast TASBO Affiliate
327	Halff Associates, Inc.
190	Hardin-Simmons University
337	Harris County Department of Education
332	Hayes Software Systems
255	Heard, Goggan, Blair & Williams, Attorneys
345	Heart of Texas M&O Affiliate
250	Henslee Schwartz, LLP
340	Hill Country Maintenance & Operations Affiliate
336	Houston Area School District Internal Auditors (HASDIA)
191	Houston Baptist University
192	Howard Payne University
193	Huston-Tillotson College
194	Incarnate Word College
322	Industrial Hygiene and Safety Technology, Inc.
283	Institute of Internal Auditors
241	Institute of Supply Management, formerly NAPM
315	Internal Revenue Service
297	J. D. Edwards & Co. of Dallas
195	Jarvis Christian College
341	Karczewski/Bradshaw, LLP
306	Keye Productivity Center

148	Lamar University at Beaumont
149	Lamar University at Orange
150	Lamar University at Port Arthur
151	Laredo State University
196	LeTourneau College
197	Lubbock Christian University
279	McLennan Community College
198	McMurry University
152	Midwestern State University
313	Moak, Casey and Associates, L.L.P.
289	National Association of Pupil Transportation
286	National Construction Law Center, Inc.
240	National Institute of Governmental Purchasing (NIGP)
254	National School Board Association
356	New Horizons Computer Learning Center of Fort Worth
264	North Central Texas Council of Governments
333	North Harris Montgomery Community College District (NHMCCD)
357	North Texas Horizons, LLC dba New Horizons Computer Learning Center of Dallas
274	North Texas Maintenance and Operations Association
324	North Texas Purchasing & Supply Management TASBO Affiliate
226	Northeast Texas TASBO Affiliate
199	Our Lady of the Lake University of San Antonio
311	Pala Alto College, San Antonio
138	Panhandle TASBO Affiliate
308	Patterson & Associates, Austin
200	Paul Quinn College
139	Permian Basin TASBO Affiliate
349	PFM Asset Management LLC
326	Powell & Leon, LLP
156	Prairie View A&M University
263	Priority Management
310	Productivity Point
316	Prologic Technology Systems, Inc

259	Public Risk Management Association-Texas Chapter
305	R. S. Means Company
242	Raymun Bynum-Todd-McCorkle & Taylor, Inc.
251	Red River Area TASBO Affiliate
112	Region I ESC
113	Region II ESC
114	Region III ESC
115	Region IV ESC
120	Region IX ESC
116	Region V ESC
117	Region VI ESC
329	Region VI Maintenance & Operations TASBO Affiliate
140	Region VI TASBO Affiliate
118	Region VII ESC
119	Region VIII ESC
121	Region X ESC
122	Region XI ESC
123	Region XII ESC
124	Region XIII ESC
125	Region XIV ESC
130	Region XIX ESC
126	Region XV ESC
221	Region XV TASBO Affiliate
127	Region XVI ESC
128	Region XVII ESC
129	Region XVIII ESC
131	Region XX ESC
201	Rice University
290	Rockhurst University
157	Sam Houston State University
325	SchoolDude.com
204	Schreiner College
319	Schwartz & Eichelbaum, PC

309	Skill Path Inc.
321	Skyward, Inc.
338	SmartPros Ltd.
143	South Plains Area TASBO
339	South Texas Association of School Maintenance Officials
330	South Texas College of Law
229	South Texas Cooperative Purchasing Association
142	Southeast Texas TASBO Affiliate
205	Southern Methodist University
206	Southwestern Adventist College
207	Southwestern Christian College
208	Southwestern University
202	St. Edward's University
203	St. Mary's University of San Antonio
159	Stephen F. Austin State University
160	Sul Ross State University
161	Tarleton State University
271	Tarrant County Junior College
248	Teacher Retirement System
352	TEAMS Users Group, Inc.
163	Texas A&M University
146	Texas A&M University at Commerce
164	Texas A&M University at Galveston
162	Texas A&M University at Kingsville
147	Texas A&M University at Texarkana
256	Texas Association for Pupil Transportation
292	Texas Association for School Nutrition
232	Texas Association of Appraisal Districts
235	Texas Association of Assessing Officers
314	Texas Association of Community Schools
320	Texas Association of Impacted Schools
104	Texas Association of School Administrators
102	Texas Association of School Boards

101	Texas Association of School Business Officials
249	Texas Association of School Personnel Administrators
110	Texas Association of Secondary School Principals
219	Texas Business Council
209	Texas Christian University
210	Texas College-Tyler
296	Texas Commerce Bank
353	Texas Community Education Association
347	Texas Computer Education Agency
302	Texas Council of Urban School Districts
269	Texas Crime Prevention Association
105	Texas Education Agency
295	Texas Education Consultative Service, Inc.
291	Texas Educational Support Staff Association (TESA)
107	Texas Elementary Principals & Supervisors Association
236	Texas Foundation for Improvement of Local Government (Texas Municipal League)
343	Texas Integrated Pest Mgt Affiliate for Public Schools
262	Texas Lead Center
211	Texas Lutheran College
236	Texas Municipal League
331	Texas Pentamation User Group, Inc. (TPUG)
278	Texas Political Subdivisions
351	Texas Public Purchasing Association
253	Texas Safety Association
299	Texas School Alliance
109	Texas School Law News
108	Texas Society of Certified Public Accountants
165	Texas Southern University
243	Texas State Departments and/or Agencies
224	Texas State Property Tax Board
247	Texas State Technical College
158	Texas State University
103	Texas Tech University

212	Texas Wesleyan College
167	Texas Women's University
273	Textbook Coordinators' Association of Texas
334	The National Alliance
288	Tomball College
213	Trinity University
214	University of Dallas
177	University of Houston
175	University of Houston-Clear Lake
176	University of Houston-Downtown
178	University of Houston-Victoria
215	University of Mary Hardin-Baylor
153	University of North Texas
344	University of Phoenix
216	University of St. Thomas
168	University of Texas at Arlington
169	University of Texas at Austin
155	University of Texas at Brownsville
170	University of Texas at Dallas
171	University of Texas at El Paso
173	University of Texas at San Antonio
174	University of Texas at Tyler
172	University of Texas of the Permian Basin
154	University of Texas Pan American
179	Uvalde Study Center
141	Valley Association of TASBO Affiliate
348	Walsh, Anderson, Brown, Gallegos and Green PC
217	Wayland Baptist University
287	Weatherford Junior College
180	West Texas A&M University
239	West Texas Association Supervision/Curriculum Development
218	Wiley College

TEXAS ASSOCIATION OF SCHOOL BUSINESS OFFICIALS

Continuing Education Provider Registration Instructions

All persons or organizations seeking to provide Continuing Education (CEU) activities to Texas Association of School Business Officials (TASBO) certified personnel must register and be approved by TASBO.

The following entities are pre-approved as providers of continuing education and are required to fill out Sections A and B of the subsequent form.

- Agencies, commissions, and/or boards of the State of Texas (243)
- Agencies, commissions, and/or boards of the Federal government (284)
- Regional education service centers
- Accredited institutions of higher education
- TASBO regional affiliates
- State and national professional education associations that have offered professional development for at least ten years and have tax exempt status
- ASBO International (111)
- Texas Society of Certified Public Accountants (108)
- American Institute of Certified Public Accountants

All other entities and organizations are not pre-approved and are required to fill out Sections **A**, **B**, and **C** of the subsequent form.

The TASBO Professional Certification Standing Committee shall be the decision-making authority on all questions and issues related to CEU approved providers.

Please submit completed registration form to:

Texas Association of School Business Officials
Director of Professional Development
2538 South Congress
Austin TX 78704

Fax: 512-462-1782
Email: bbunte@tasbo.org

All questions regarding the CEU provider registration process should be directed to the TASBO's Director of Professional Development at 512-462-1711 ext 239.

SECTION B – Provider Assurances

All providers must meet the following requirements:

1. The provider must supply documentation of continuing education to the attendee. Such documentation must include the activity attended, instructor’s name, date of training, total CEU hours earned, provider’s name and provider’s TASBO identification number.
2. The provider’s goals for any training activity must be aligned with the TASBO Mission and Values Statement.
3. The provider must comply fully with the nondiscrimination provisions of all federal and state statutes, laws, and rules and prohibit unlawful discrimination in the provision of CEU activities.
4. Sessions offered by the provider must contribute to the advancement of professional knowledge and skills in school business and operations.
5. The provider must make Texas Association of School Business Officials contact information available to all attendees to facilitate requests for additional information or complaint procedures.
6. Providers who contract with other individuals or entities for the delivery of CEU activities must monitor the quality of those activities.

TASBO reserves the right to revoke approved provider status.

On behalf of the provider designated on this form, I understand and agree to the above requirements and verify that the information provided on this form is true, correct, and complete.

Printed Name of Individual Provider or Authorized Representative

Title of Individual Provider or Authorized Representative

Signature of Applicant or Authorized Representative

Date



TEXAS ASSOCIATION OF SCHOOL BUSINESS OFFICIALS

Continuing Education Attendance Report
for events sponsored by TASBO-approved providers
(For Certified Individuals Only)

This report contains a true and accurate record of continuing education credit hours attended and applicable to the certification program of the Texas Association of School Business Officials. This form must be turned in to the TASBO Certification Department for credit to be posted.

Name _____

TASBO ID Number _____

Activity attended _____

Instructor/presenter _____

Date(s) of attendance _____

Total Continuing Education Credit Hours _____

(Attendance of 50 minutes minimum is required for each one hour)

Approved Provider Name

Provider ID Number

Copies of attendance forms must be retained by the certified TASBO individual for three years.

2538 S. Congress * Austin TX 78704 *
1-800-338-6531/512-462-1711 * fax 512-462-1782

Appendix B

Approved Substitute and Equivalent Courses

Substitute Course Credits

Substitute courses must be approved, in advance, by the appropriate research committee and the TASBO Certification Committee. No more than two substitute or equivalent courses will be allowed for all certification levels combined. All substitute courses must include a test.

Accounting Committee

TASBO Course

Substitution

ACT 203A and ACT 203B

University of North Texas Investment Courses

Equivalent Course Credits

The TASBO Professional Certification Committee, upon petition from another school professional organization, will review the requirements of that organization for certification to determine which, if any, course equivalencies may be granted toward TASBO certification for that professional organization's certified members. The maximum number of equivalent or substitute courses which may be credited towards TASBO certification is two. All equivalent courses must include a test.

TASBO / TAPT Course Cross-Reference

TASBO Transportation Classes			TAPT Certification Classes		
ID	Class Name	Hours	ID	Class Name	Hours
TRN101	Introduction to Transportation	6	01	Introduction to Transportation	6
	A. Introduction of duties of transportation director B. Rules and regulations of Texas Education Agency C. State reports D. School bus and tire purchasing procedures E. Bus driver requirements			Introduce duties of Transportation Director including TEA rules and regulations, state reports, school bus and tire purchasing procedures and bus driver requirements.	
TRN102	Student Safety Management	6	02	Student Management: Behavioral Perspective	6
	A. Student management plan B. Driver training C. Safety equipment D. Classroom training E. Student conduct and safety F. Evaluation of program			Student behavioral training focusing on the concept of leadership, rather than management, and the need for continuing bus driver training. Additional focus is placed on behavioral competencies, societal changes affecting behavior of drivers and students, becoming the best school bus driver, perceptions and behavior, and awareness of differing points of view.	

			14	Advanced Student Management: Behavioral Perspective	6
				Student behavioral training involving disciplinary measures, self analysis, and types of communications styles. A general overview of behavior patterns, human behavior, gender differences, and a progressive attitude toward student management.	
			20.5	Student Safety Management	3
				Covers topics including safe student loading/unloading, safe student ridership, student evacuation procedures, protection of students from further injury following bus accidents, and procedures for students in crisis situations such as hostage, weapons, and weather.	
TRN201	Routing and Scheduling	6	05	Routing and Scheduling	6
	A. Development of bus routes B. Use of computer routing C. Bus routing scheduling D. Extracurricular scheduling			Requirements for establishing school bus routes, understanding computer programs, extra trip scheduling, and staggered school starting times for multiple bus runs.	
TRN202	Bus Inspection and Maintenance	6	06	Inspection and Maintenance	6
	A. Development of preventive maintenance schedules B. Bus replacement and recycling schedules C. Long range planning and equipment replacement D. Bus equipment standards and specifications			Specifications and equipment for school buses, fleet replacement policies, preventative maintenance programs, parts inventory procedures and cost analysis.	
TRN205	Transporting Special Needs Students	6	11	Special Transportation	6
	A. Driver training B. IEP C. Parent interaction D. State and national guidelines E. Special needs equipment			Familiarize with the legal basis for providing special transportation to include definitions of handicapping conditions and understanding terminology. Familiarize with the Individualized Education Program and current trends and court rulings; become aware of regulations governing discipline of handicapped students. Become knowledgeable of the placement process and communications used during placement; understand the role of the parent in special transportation. Develop knowledge of general guidelines and requirements for routing and scheduling of special transportation bus routes. Become aware of resources available for in-service training of special transportation personnel.	

TRN301	Personnel Management	6	08	Personnel Management	6
	A. Staff selection B. Staff training (probation period) C. Supervision D. Evaluation			Selection of staff, in-service training, job descriptions, wages and benefits, and employee award programs.	
TRN305	Evaluation of Transportation	6	10	Evaluation of Transportation Operations	6
	A. Evaluate policies and procedures for operating a school transportation program B. Review of a module on evaluation of transportation program			Study of evaluation models for school transportation programs. Students will perform an evaluation of transportation programs in their districts.	
TRN306	Preparation of State Reports and Department Budgeting	6	12	State Reporting	6
	A. Route services report B. School transportation operation report C. Hazardous transportation funding D. Annual updates E. Transportation department budgeting 1. Account codes 2. Assess needs 3. Manage funds 4. Protect investment			Becoming familiar with state reports and funding, including rider eligibility requirements, eligible route service requirements, and use of the Foundation School Program Payment System.	
			12.5	Budgeting	3
				Becoming familiar with all parts of an account code, assessing and prioritizing the needs of your department, establishing a procedure for managing funds on an annual basis and protecting your investment.	
TRN309	Effective and Efficient Transportation	6	24	Transportation: An Effective & Efficient Business	6
	<ul style="list-style-type: none"> ▪ Analyzing transportation programs using Baldrige management techniques ▪ Best practices for your district ▪ Route design for safety and efficiency ▪ Techniques for improving driver morale ▪ Evaluate transportation program and determine baselines for continuous improvement ▪ Use data to monitor and improve daily operations ▪ Productivity timeline tips 			Takes the basic transportation management techniques and shows how to create and evaluate a super efficient business that is focused on customer satisfaction.	

N/A	No Similar Class	-	15	Exit Interview	6
				<p>Final course for award of <i>Certified Transportation Official</i> designation. Review all operations of transportation services for public schools; discuss elements of routing, scheduling, personnel, purchasing, equipment, budgeting, and public relations, expressing verbally the competence necessary to manage a pupil transportation operation for a public school. A working knowledge of the following:</p> <ul style="list-style-type: none"> ▪ Current National School Transportation Specifications and Procedures ▪ Current Specifications for School Buses, A State of Texas ▪ Senate Bill I – Transportation Laws ▪ School District Transportation Policies ▪ Transporting Students with Disabilities ▪ NAPT Special Transportation Manual ▪ Emergency & Review Procedures: A Guideline for School Bus Involvement 	
402	The Project (Optional)	Sub for 3 Courses in one area	N/A	No Similar Class	-
<p>The title and description of the project must be approved by the Transportation Review Panel. A candidate for certification should be able to solve a problem in school business administration through individual study. The purpose of the project is to demonstrate the applicant's problem solving and analytical abilities.</p> <ul style="list-style-type: none"> • The project should benefit the individual, the school district, or the school business profession. • The project should demonstrate the candidate's ability to study a particular problem. • The project may lend itself to adding to the body of knowledge in school business administration. 					

Appendix C

TASBO Code of Ethics

A school business official in Texas is a professional educator dedicated to public service in the schools of this state. As a professional educator one's professional behavior must conform to a code of ethics. The code must be idealistic and practical as applied to members of our profession. School business officials acknowledge that the schools belong to the public and are created for the purpose of offering equal educational opportunity to all citizens of this state. School business officials shall assume the responsibility of providing leadership and expertise as business officials to maintain exemplary standards of conduct both professionally and morally. It is understood that the business official's actions are observed and appraised by students, fellow professionals and members of the community.

Therefore, and to these ends members of the Texas Association of School Business Officials subscribe to the following statements of standards.

The Texas School Business Official:

1. Makes the quality of education for students and the reasonable ability of taxpayers to pay the cost of education, the basic values in all decisions and actions.
2. Fulfills all professional responsibilities with honesty and integrity.
3. Obeys all local, state and federal laws which govern his activities and does not knowingly belong to any organization which advocates the overthrow of our form of democratic government.
4. Implements to the best of his ability the policies of the Board of Trustees and the administrative regulations of his superiors.
5. Avoids the use of his position for personal gain through influence politically, socially, or economically.
6. Maintains the highest degree of professional training possible through continuing educational programs and personal research.
7. Accepts academic degrees or professional certification only from accredited and legally constituted institutions.
8. Honors all contracts until fulfillment or legally released.

TASBO Standards of Conduct

Now, especially, in this age of accountability, when the activities and conduct of school business officials are subject to greater scrutiny and more severe criticism than ever before, Standards of Conduct are in order. The association cannot fully discharge its obligation of leadership and service to its members short of establishing appropriate standards of behavior.

In relationships within the school district it is expected that the School Business Official will:

1. Support the goals and objectives of the employing school system.
2. Interpret the policies and practices of the district to subordinates and the community fairly and objectively.

3. Implement, to the best of the official's ability, the policies and administrative regulations of the district.
4. Assist fellow administrators as appropriate in fulfilling their obligations.
5. Build the best possible image of the school district.
6. Refrain from publicly criticizing board members, administrators or other employees.
7. Help subordinates to achieve their maximum potential through fair and just treatment.

In the conduct of business and discharge of responsibilities, the School Business Official will:

1. Conduct business honestly, openly and with integrity.
2. Avoid conflict of interest situations by not conducting business with a company or firm which the official or any member of the official's family has a vested interest.
3. Avoid preferential treatment of one outside interest group, company or individual over another.
4. Uphold the dignity and decorum of the office in every way.
5. Avoid using the position for personal gain.
6. Never accept or offer illegal payment for services rendered.
7. Refrain from accepting gifts, free services or anything of value for or because of any act performed or withheld.
8. Permit the use of school property only for officially authorized activities.

In relationships with colleagues in other districts and professional associations, it is expected that the School Business Official will:

1. Support the actions of a colleague whenever possible, never publicly criticizing or censuring the official.
2. Offer assistance and/or guidance to a colleague when such help is requested or when the need is obvious.
3. Actively support appropriate professional associations aimed at improving school business management and encourage colleagues to do likewise.
4. Accept leadership roles and responsibilities when appropriate, but refrain from "taking over" any association.
5. Refrain from using any organization or position of leadership in it for personal gain.

Appendix D

Components and Competencies for School Business and Support Services

The Region 10 Education Service Center in Richardson, Texas, under a project contract to the Texas Education Agency, has developed the following “Components and Competencies for School Business and Support Services.” The purpose of the project was to identify the “best practices” that result in an increased level of proficiency in the business and support areas of outstanding school districts. The project is also viewed as a basis for further projects that will allow individuals to perform self-evaluations of their skills and determine improvement strategies for competencies that may be deficient in the business office arena.

The following process was utilized for developing the “Component and Competencies for School Business and Support Services.” A thorough review of the literature was conducted in November and December 1998, which revealed a list of 28 skill areas and 264 competency statements commonly in use throughout the United States. An Advisory Committee, consisting of 18 prominent educators in Texas (including representatives from TASBO, TASA, TASB, TEA, ESCs, and large and small school districts), reviewed this list for its relevancy to Texas public schools. The Committee reduced this list to 12 components with 105 competencies.

Practitioners throughout Texas provided input on this revised list via three methods. First, the Components and Competencies, along with telephone numbers, email, and mail addresses of contacts, were posted on the Internet for comments. Next, focus group meetings were conducted at the 1999 TASBO Annual Convention and at ten education service centers during which both oral and written input was received. Lastly, a survey was conducted using a stratified, random sampling of public and charter schools in Texas. The survey was statistically analyzed for reliability and validity of the components and competencies. The Advisory Committee met again in May 1999 to review all of the input and to make final adjustments to the list. The final list contains 12 components and 120 competencies.

It should be noted that although some components and competencies may not apply to any single district’s business office at any given time, all of the components and competencies apply to most districts. Because of the operational complexities of Texas school districts, various people within the district perform many of the functions at any given time. Therefore, the list is not meant to be a sample job description or a performance evaluation instrument for any particular position in a district. It is, however, a listing of jobs and skill areas that could be performed by superintendents, other central office administrators, business office personnel, and/or personnel from other departments, depending on the direction of the local district. Instances were found, for example, where all the components and competencies were assigned to the business operations areas in some districts.

It should be noted that all local, state and federal rules, laws and regulations are to be adhered to whether there is or is not specific reference to them in each component and competency statement.

COMPONENTS/COMPETENCIES

GENERAL MANAGEMENT	TASBO CERT. COURSE
<p>1.1 Develop and implement an appropriate plan of operations for the school business program.</p> <p>1.1.1 Develop and implement a plan for the school business operations.</p> <p>1.1.2 The business operations plan identifies the school business operation and its responsibilities for the school district.</p> <p>1.1.3 The business operations plan is based upon the needs of the district and is supported through a system of data-driven analysis and decision-making.</p> <p>1.1.4 The business operations plan includes on-going staff development for the improvement of business office employees' knowledge and skills.</p>	MGT 301
<p>1.2 Formulate an organizational structure for the management of the school business program, where applicable and if required.</p> <p>1.2.1 An organizational chart exists for the business operation indicating all positions and relationships within the program.</p> <p>1.2.2 The organizational chart indicates the relationship of the business operation to the rest of the school district.</p> <p>1.2.3 Employees within the business operation and employees external to the business operation adhere to the organizational structure.</p> <p>1.2.4 Job descriptions exist for each employee within the business operation.</p>	MGT 301 PER 202 MGT 303
<p>1.3 Communicate effectively.</p> <p>1.3.1 A system of internal communications exists within the business operation.</p> <p>1.3.2 A system of internal communications exists between the business operation and the rest of the school district.</p> <p>1.3.3 An external program of communication exists between the business operation and constituents and citizens who may or may not be residents within the school district.</p>	MGT 308
<p>1.4 Exhibit an understanding of the mission and goals of the school district.</p> <p>1.4.1 The mission of the school district is posted in the offices within the business operation.</p> <p>1.4.2 The goals in the operating plan for the business operation reflect strategies to meet the mission and goals of the school district.</p> <p>1.4.3 The budget document reflects and articulates what goals are being addressed for the school year.</p> <p>1.4.4 The head of the business office articulates the mission and goals of the school district and how they are being met to the various stakeholders.</p>	MGT 301 MGT 317 ACT 104 MGT 309
<p>1.5 Establish and implement a system of management based on principles of team building and collaboration.</p> <p>1.5.1 The business operation staff works directly with campus leadership (improvement) teams and district leadership (improvement) teams to provide expertise as needed.</p>	MGT 303 MGT 308 MGT 317

<p>1.6 Follow all local policies as well as state and federal laws and regulations in the operation of the school business program.</p> <ul style="list-style-type: none"> 1.6.1 The school district has a Board Policy Manual that has been approved and adopted by the board of trustees. 1.6.2 The school district has an administrative regulation (procedures) manual that interprets and implements the business operation policies of the board of trustees to the various departments and campuses. 1.6.3 The business operation staff understands the difference between a policy and a regulation (procedures). 1.6.4 The district has an external auditor who provides and discloses, through a management letter or through the external audit process, areas of noncompliance. 1.6.5 The business operation responds to areas of noncompliance with a detailed plan of correction and implementation to ensure compliance in the future. 1.6.6 Each business operation has a calendar of relevant dates and timelines to comply with internal guidelines as well as state and federal laws and regulations. 1.6.7 District adheres to all federal and state laws and local policies regarding employment of personnel. 	<p>MGT 306 ACT 202 PER 202 MGT 309 DIS 303</p>
<p>1.7 Acquire the skills necessary to negotiate contracts and conflicts.</p> <ul style="list-style-type: none"> 1.7.1 Policies and/or procedures are in place granting authority to an individual to negotiate contracts and conflicts on behalf of the district. 1.7.2 Business operation employees have been formally trained in conflict resolution techniques and contract negotiations. 1.7.3 The district has contacted other school districts and entities to determine if they have similar contracts for comparison purposes. 1.7.4 Contracts are continuously monitored to ensure compliance and accurate billing. 	<p>PUR 103</p>
<p>1.8 Develop and maintain business procedure manuals for all school business program departments.</p> <ul style="list-style-type: none"> 1.8.1 Written procedures and guidelines exist for each identified area of the business operation and are found in one location. 1.8.2 Procedures are monitored, reviewed, and updated annually after receiving staff input. 1.8.3 Procedures are communicated throughout the district. 	<p>MGT 301 MGT 306 MGT 308</p>
<p>1.9 Use technology tools effectively.</p> <ul style="list-style-type: none"> 1.9.1 The school district uses a software program in the areas of payroll, accounting, and accounts payable. 1.9.2 School business operation staff has been trained in appropriate software applications. 1.9.3 Data-driven decisions are derived from internal databases that can be queried and sorted in a variety of ways. 1.9.4 The school district has developed software and hardware standards in order to efficiently maintain the technology within the district. 1.9.5 The school district ensures that the district's business operation has adequate hardware to support applicable software. 	<p><i>Refer to ACT PAY & ITM</i></p>
<p>1.10 Exhibit ethical behavior in all actions.</p> <ul style="list-style-type: none"> 1.10.1 The board of trustees has adopted policies that provide appropriate guidance to business operation staff in ethical conduct. 1.10.2 Business operation staff has taken a course in ethics. 	<p>MGT 301 MGT 307</p>

<p>1.11 Administer school elections as required by state law.</p> <ul style="list-style-type: none"> 1.11.1 The board of trustees has called each election and adopted the appropriate election order as part of the district's minutes. 1.11.2 The election has been held within the prescribed time frames. 1.11.3 Proper notice has been given in English and Spanish for the newspaper and for postings. 1.11.4 Candidates for board elections have completed the appropriate forms and have submitted their financial disclosure forms at the appropriate times. 1.11.5 Political Action Committees have registered with the school district and have filed the required forms in a timely manner. 1.11.6 Pre-clearance from the United States Department of Justice has been obtained for any election changes. 1.11.7 Election judges and clerks have been named and approved by the board of trustees. 1.11.8 The board of trustees has canvassed and certified the election results within the required time frame after the election. 1.11.9 In situations where another governmental entity conducts the election for the school district, appropriate interlocal governmental agreements must be prepared and approved by the governing board of each entity. 1.11.10 Training hours for board members are reported as required by law. 	
---	--

ACCOUNTING AND FINANCIAL REPORTING	TASBO CERT. COURSE
<p>2.1 Utilize the Financial Accountability System Resource Guide as the financial accounting system for the school district.</p> <ul style="list-style-type: none"> 2.1.1 Appropriate staff has access to the FASRG. 2.1.2 Documented operating procedures reflect FASRG compliance. 	ACT 106
<p>2.2 Require that the accounting system complies with the requirements of the Governmental Accounting Standards Board (GASB) and the Financial Accounting Standards Board (FASB).</p> <ul style="list-style-type: none"> 2.2.1 The basis of accounting is in compliance with GASB and FASB requirements for the specific type of fund or financial statements. 2.2.2 All information required for external and internal financial reporting purposes is maintained in the appropriate format. 2.2.3 Information is maintained from year to year to comply with Generally Accepted Accounting Principles (GAAP). 	ACT 106 ACT 202 ACT 205A

<p>2.3 Utilize an encumbrance system of accounting.</p> <p>2.3.1 Appropriate staff has read Encumbrance Accounting, Section 1.1.6-1.1.6.2, of the Financial Accountability System Resource Guide's (FASRG) Financial Accounting and Reporting Module.</p> <p>2.3.2 Appropriate staff understands the relationship between the encumbrance accounting concept/guidelines and their accounting software.</p> <p>2.3.3 Purchase orders are sequentially numbered and accounted for in district administrative guidelines.</p> <p>2.3.4 All purchase orders are issued and funds encumbered prior to purchasing the service or item.</p> <p>2.3.5 Appropriate level(s) of approval or authorization for purchases are set by administrative guidelines or board policy and followed.</p> <p>2.3.6 Acknowledgment of receipt of goods and/or services and authorization to pay for any or all items on a purchase order are established by administrative guidelines.</p> <p>2.3.7 Purchase orders are partially or fully liquidated when canceled or paid.</p> <p>2.3.8 Purchase orders are appropriately reflected in the general ledger, subsidiary ledger(s), and applicable accounts payable reports at all stages of the encumbrance process.</p>	<p>ACT 104 ACT 105B ACT 106 ACT 205A</p>
<p>2.4 Maintain a system of checks and balances (i.e., internal controls).</p> <p>2.4.1 Appropriate staff has read Internal Control, Section 1.5, of the Financial Accountability System Resource Guide's (FASRG) Financial Accounting and Reporting Module and all of its related sub-topics.</p> <p>2.4.2 District accounting policy and operating procedures include a district-applicable internal control system, complete with review and revision standards and implementation guidelines.</p> <p>2.4.3 The district's internal control system is followed.</p> <p>2.4.4 Effectiveness of the district internal control system is analyzed both internally (periodic in-house review) and externally (independent audit review). Appropriate changes are implemented when necessary.</p>	<p>ACT 202</p>
<p>2.5 Recognize revenue and expenditures in the appropriate accounting period.</p> <p>2.5.1 All revenues and expenditures/expenses are recorded in the appropriate accounting period for the basis of accounting required and in compliance with Generally Accepted Accounting Principles (GAAP).</p> <p>2.5.2 All cash receipts are recorded in the appropriate accounting period.</p> <p>2.5.3 All disbursements are recorded in the appropriate accounting period.</p> <p>2.5.4 All receivables are recorded in the appropriate accounting period.</p> <p>2.5.5 All liabilities are recorded in the appropriate accounting period.</p>	<p>ACT 105 ACT 205A</p>
<p>2.6 Utilize modified and full accrual accounting in accordance with generally accepted accounting principles for classifying fund and receipt accounts.</p>	<p>ACT 205A</p>
<p>2.7 Reconcile bank statements on a monthly basis.</p> <p>2.7.1 All bank accounts are reconciled to the general ledger within 30 days after receipt of bank statements.</p> <p>2.7.2 Reconciling items that are not timing differences are posted to the general ledger in an acceptable time period.</p> <p>2.7.3 Outstanding reconciling items are periodically reviewed and adjustments made when necessary.</p>	<p>ACT 100 ACT 105A</p>
<p>2.8 Ensure that a sequential system for check numbers is maintained.</p> <p>2.8.1 All checks are issued in sequential order and are pre-numbered or sequentially numbered by the computer.</p> <p>2.8.2 A log or other appropriate method is used to account for all checks.</p>	<p>ACT 100 ACT 105A</p>

<p>2.9 Establish and maintain a fixed asset accounting system.</p> <p>2.9.1 District accounting policy and/or board policy (formal or informal) includes a capitalization policy for fixed/capital assets, complete with review and revision standards and implementation guidelines.</p> <p>2.9.2 A detailed list of the district's fixed assets is maintained.</p> <p>2.9.3 Reconciled detail is available to substantiate the fixed/capital assets included in the general ledger and on the district financials.</p> <p>2.9.4 The fixed asset/capital asset capitalization policy is reflected in the assets recorded for depreciation purposes in proprietary funds and/or district-wide financial statements (GASB 34).</p> <p>2.9.5 District accounting policy and/or board policy (formal or informal) includes asset receipt tracking, accountability, recording of donated items, and disposal guidelines.</p> <p>2.9.6 Annual verification of location and condition of applicable assets is performed.</p>	<p>PUR 101 ACT 105A ACT 105B ACT 106 ACT 205A ACT 205B ACT 306</p>
<p>2.10 Prepare accurate periodic financial reports for all stakeholders.</p> <p>2.10.1 Appropriate system reports are available to applicable campus personnel and other budgetary components as needed.</p> <p>2.10.2 System and/or custom reports are available to management on a monthly basis or upon request.</p> <p>2.10.3 Appropriate system and/or customized reports are provided to the board of trustees on a monthly basis.</p>	<p>ACT 205A ACT 205B</p>
<p>2.11 Submit accurate financial reports to Texas Education Agency (TEA) through the Public Education Information Management System (PEIMS).</p> <p>2.11.1 PEIMS "Actual Financial" (032 Record) data are balanced to the appropriate audited financial statements prior to submission.</p> <p>2.11.2 PEIMS "Budgeted Financial" (030 Record) data are balanced to the district's board approved budget as of the snapshot date in the PEIMS data standards prior to submission.</p> <p>2.11.3 Other PEIMS submissions that impact funding and accountability are verified for accuracy prior to submission.</p>	<p>ACT 106 PEI 101 PEI 102</p>
<p>2.12 Keep the superintendent and board of trustees informed of the financial condition of the school district.</p> <p>2.12.1 Cash position status is reported to the superintendent and/or board of trustees (or designated committee) on a monthly basis.</p> <p>2.12.2 Balance Sheet status for applicable funds is reported to the superintendent and/or board of trustees (or designated committee) on a monthly basis.</p> <p>2.12.3 Status of current year revenue in comparison to budgeted revenue is reported to the superintendent and/or board of trustees (or designated committee) on a monthly basis.</p> <p>2.12.4 Status of current year expenditures in comparison to appropriations is reported to the superintendent and/or board of trustees (or designated committee) on a monthly basis.</p> <p>2.12.5 Superintendent and/or board of trustees are informed of situations that might affect the financial condition of the district.</p> <p>2.12.6 Annual audited financial statements are reviewed with the administration and the board of trustees.</p> <p>2.12.7 Annual report to management is reviewed with the board of trustees (or designated committee).</p> <p>2.12.8 Investment reports required by the Public Funds Investment Act (PFIA) are presented to the Board.</p>	<p>ACT 202 ACT 203A ACT 203B ACT 205A ACT 205B</p>

<p>2.13 Maintain a chart of accounts in accordance with district needs.</p> <p>2.13.1 All codes are in compliance with the codes in the Financial Accountability System Resource Guide (FASRG).</p> <p>2.13.2 Local option and locally defined codes are documented in the operating procedures.</p>	<p>ACT 106</p>
<p>2.14 Continuously monitor the accounting system and make adjustments as necessary.</p>	<p>ACT 100 ACT 105A ACT 205</p>
<p>2.15 Process financial transactions on a timely basis.</p>	<p>ACT 100 ACT 105A ACT 205</p>
<p>2.16 Plan for the acceptance of special revenue funds and assure that expenditures are accounted for properly.</p> <p>2.16.1 SRF awards follow district guidelines, comply with district policy, and are authorized by the proper administrative channels and/or the board of trustees.</p> <p>2.16.2 Project budgets are appropriately reflected in the general ledger prior to encumbering funds.</p> <p>2.16.3 SRF revenues and expenditures are recorded in accordance with Generally Accepted Accounting Principles (GAAP).</p> <p>2.16.4 SRF expenditures comply with the guidelines of the funding organization.</p> <p>2.16.5 SRF budget amendments are posted in accordance with district policy.</p> <p>2.16.6 SRF reimbursement requests are processed in accordance with district policy.</p> <p>2.16.7 Communication and administrative guidelines exist to ensure appropriate documentation and reconciliation of the financial aspects with the application, implementation, and reporting aspects of SRF.</p>	<p>ACT 208 MGT 309</p>
<p>2.17 Establish proper procedures for the acceptance of donations and gifts and assure that expenditures are made in accordance with the purposes and requests of the donor, when appropriate and legal.</p> <p>2.17.1 Guidelines and/or policies are established and followed for the receipt of donated merchandise and/or funds.</p> <p>2.17.2 Guidelines and/or policies comply with federal, state, and local regulations.</p> <p>2.17.3 Documentation is maintained to show compliance with guidelines, donor restrictions or requests, and any federal, state, or local regulations.</p>	<p>ACT 105</p>
<p>2.18 Develop, implement, and continuously monitor a district wide plan to ensure a system of checks and balances for the accounting and auditing of student activity funds.</p> <p>2.18.1 Appropriate staff has read Financial Accountability System Resource Guide's (FASRG) Activity Fund Accounting, Section 5.5, of the Site-Based Decision-Making (SBDM) Module and all of its related sub-topics.</p> <p>2.18.2 FASRG guidelines, administrative policy, and site-based needs (formal or informal) serve as the basis for the receipting and disbursing, recording, reporting, and monitoring campus, department, and student activity funds.</p> <p>2.18.3 Receipting procedures are designed, implemented, and monitored to ensure complete, accurate, and timely deposits of activity funds.</p> <p>2.18.4 Disbursement procedures are designed, implemented, and monitored to ensure that when funds are released it complies with campus/department/student activity fund guidelines, is properly authorized, and does not exceed available resources.</p> <p>2.18.5 Reports are provided various campuses/departments/students groups on a consistent basis to ensure recording accuracy.</p> <p>2.18.6 Control procedures to monitor decentralized activity fund accounting and reporting are in place and functioning as designed.</p>	<p>ACT 301</p>

<p>2.19 Adhere to the standards for financial accounting and reporting for shared services arrangements, when applicable.</p> <p>2.19.1 Appropriate staff has read Financial Accountability System Resource Guide's (FASRG) Special Accounting Treatments-Shared Service Arrangements (SSA), Section 1.3, of the Financial Accounting and Reporting Module and all of its related sub-topics.</p> <p>2.19.2 The SSA contract is on file and serves as the basis for financial accounting and reporting decisions made by both fiscal agent and member districts.</p> <p>2.19.3 The proper SSA coding is used for recording purposes.</p> <p>2.19.4 The SSA budget on the fiscal agent's books reflects the SSA board of director's adopted budget with subsequent amendments.</p> <p>2.19.5 The expenditures of the SSA comply with the guidelines and budget approved by the SSA board of directors.</p> <p>2.19.6 The fiscal agent of the SSA ensures that the SSA revenue, whether federal funding, state funding, or member district contribution(s), is adequate to cover SSA expenditures.</p> <p>2.19.7 The fiscal agent provides to member districts, either directly or through the board of directors, accurate financial reports on a timely basis.</p> <p>2.19.8 The fiscal agent complies with the reporting requirements of federal and/or state grants.</p> <p>2.19.9 The fiscal agent submits accurate Public Education Information Management System (PEIMS) SSA (033 Record) expenditure data to Texas Education Agency (TEA) within the required time frame.</p> <p>2.19.10 The fiscal agent provides member districts with the appropriate PEIMS expenditure report to allow member districts to analyze their 85% compliance within specific programs.</p> <p>2.19.11 Member districts perform a cost/benefit analysis of participation in the SSA.</p>	<p>ACT 205A ACT 205B ACT 208</p>
<p>2.20 Identify and implement appropriate instruments for both short-term and long-term capital financing, including lease/purchase of real property.</p> <p>2.20.1 Capital financing contracts and/or lease purchase agreements are approved in accordance with local board policy.</p> <p>2.20.2 Financial advisors and bond counsel have necessary information to submit required legal documents with appropriate filing agencies.</p> <p>2.20.3 Auditors are furnished copies of both short-term and long-term financing instruments for inclusion in audit.</p> <p>2.20.4 District's attorney has reviewed financing instruments for legal and compliance requirements.</p> <p>2.20.5 District complies with 60-day notice requirement for lease/purchase of real property.</p>	<p>ACT 214 ACT 314</p>

<p>2.21 Adhere to all legal requirements for issuing and servicing long-term general obligation bonds.</p> <ul style="list-style-type: none"> 2.21.1 Board has approved bond issuance documents. 2.21.2 Bond principal and interest payments are paid on time and per the debt schedules. 2.21.3 Bond related fees are monitored and reviewed for accuracy and paid in a timely fashion. 2.21.4 Annual audit data is submitted to the appropriate agencies per bond requirements. 2.21.5 SEC (Continuing Disclosure) reports comply with bond requirements and are filed on time with the appropriate agency. 2.21.6 Arbitrage requirements are calculated and reviewed at least on an annual basis. 2.21.7 Arbitrage liabilities are recorded when necessary. 	<p>ACT 214 ACT 314</p>
<p>2.22 Assist with district participation in the bond rating process.</p> <ul style="list-style-type: none"> 2.22.1 Information is prepared for rating agencies prior to receiving ratings. 2.22.2 Information is prepared for official statement for bonds. 2.22.3 Information requested by bond rating agencies is provided. 2.22.4 Bond refunding is considered periodically when market conditions indicate a favorable cost benefit 	<p>ACT 314</p>
<p>2.23 Provide information to the community relating to bond issues.</p> <ul style="list-style-type: none"> 2.23.1 Periodic meetings and/or published brochures are used to update the community on the status of the bond program before and during construction of facilities. 	<p>ACT 314</p>
<p>2.24 Assist in the process of securing financial professionals for capital improvement financing projects.</p> <ul style="list-style-type: none"> 2.24.1 Qualified financial advisors are selected through appropriate proposal method for the district. 2.24.2 Qualified bond counsel is selected through appropriate proposal method for the district. 	<p>ACT 314</p>

<p>AUDITING AND REPORTING</p>	<p>TASBO CERT. COURSE</p>
<p>3.1 Identify potential problem areas and develop an internal audit program, if applicable.</p> <ul style="list-style-type: none"> 3.1.1 Administration and board of trustees internal control policies and procedures. 3.1.2 Judgment is exercised in deciding the extent of internal controls according to size and complexity of the school district. 3.1.3 Chief financial officer periodically conducts an internal audit to assure that procedures are being conducted according to established internal control guidelines. 3.1.4 Board employs an internal auditor to report directly to the Board or jointly to the Board and ISD administration and establish an internal audit charter, if appropriate. 	<p>ACT 201</p>

<p>3.2 Assist in the process of securing an external auditor.</p> <ul style="list-style-type: none"> 3.2.1 The Board has the district’s fiscal accounts audited annually at district expense. 3.2.2 The district chooses to re-engage the prior year external auditor or seeks new auditors through the Request for Proposal process. 3.2.3 District considers experience and qualifications of the auditor, costs, and continued support to the district prior to auditor engagement. 3.2.4 Board engages the services of the external auditor by acknowledging and signing an engagement letter that outlines the scope of the audit engagement to include annual financial report, compliance with Public Funds Investment Act (PFIA) and financial data reported through Public Education Information Management System (PEIMS). 	ACT 202
<p>3.3 Facilitate the external audit process.</p> <ul style="list-style-type: none"> 3.3.1 The financial audit is conducted according to state and federal guidelines. 3.3.2 The external auditor has access to various financial and non-financial documents maintained by the district. 3.3.3 School business office personnel assists in the preparation of schedules and in the collection of documents for the external auditor during the engagement to assure timely completion. 	ACT 202
<p>3.4 Adhere to all legal and contractual requirements regarding submission of the audit to the superintendent, school board, public, Texas Education Agency (TEA), and appropriate federal agencies.</p> <ul style="list-style-type: none"> 3.4.1 The external auditor prepares and presents the annual audit to the Superintendent and Board for approval and is available at the board meeting for comments and questions. 3.4.2 A school district submits a copy of the Annual Financial and Compliance Report with accompanying reports and management letter to TEA and the Municipal Advisory Council of Texas within 150 days following the end of the school district’s fiscal year. 3.4.3 A school district that expends \$300,000 or more in a year in direct/indirect federal funds has a single audit performed and submits audit copies and Form SF-SAC to the Single Audit Clearinghouse. 3.4.4 The president of the district’s board of trustees submits audited financial information to a newspaper for publication as required by law. 	ACT 202
<p>3.5 Review and respond to the audit findings and management letter.</p> <ul style="list-style-type: none"> 3.5.1 School administrator(s) review(s) findings and questioned costs with the external auditor and seek(s) suggestions for correction. 3.5.2 The school district files comments with the Texas Education Agency (TEA) on any areas of noncompliance or insufficient internal controls cited in the audit report. 3.5.3 District takes corrective action on significant inadequacies cited in the audit report. 	ACT 202

BUDGET AND FINANCIAL PLANNING	TASBO CERT. COURSE
<p>4.1 Utilize the Financial Accountability System Resource Guide as the basis for the budget process.</p> <ul style="list-style-type: none"> 4.1.1 The superintendent prepares or causes the budget to be prepared. 4.1.2 The budget is reflective of the district's educational plan. 4.1.3 Budget is balanced so that current revenues are sufficient to pay for current services. 4.1.4 The budget is prepared in accordance with Generally Accepted Accounting Principles (GAAP) and state guidelines. 	ACT 104
<p>4.2 Direct and/or assist school district personnel in the planning and preparation of the district budget.</p> <ul style="list-style-type: none"> 4.2.1 The budget preparation process is established through interaction between the school board, superintendent, and the budget preparation team. 4.2.2 District administrators and the superintendent are responsible for preparation of district budget guidelines and the budget calendar. 4.2.3 Teams or committees are organized to review budgets at the campus and district levels. 	ACT 104
<p>4.3 Serve as a resource to the District-Level and Campus-Level Decision-Making Committees.</p> <ul style="list-style-type: none"> 4.3.1 Campuses and departments are involved in the budget process. 4.3.2 Budget training is provided to site-based committee members. 4.3.3 Information is provided to committees regarding local goals and objectives, available resources, and local, state, and federal rules and regulations. 	ACT 104
<p>4.4 Reconcile available resources and expected revenues with the fiscal needs of the school district.</p> <ul style="list-style-type: none"> 4.4.1 The official district budget includes budgets for the General Fund, the Food Service Fund and the Debt Service Fund, at least at the fund and function levels. 4.4.2 Available resources are forecasted based on historical data, non-certified values, and current economic indicators. 4.4.3 Available property tax revenues are forecasted using estimated values received from the County Appraisal District. 	ACT 104
<p>4.5 Prepare the budget document in accordance with prescribed timelines.</p> <ul style="list-style-type: none"> 4.5.1 The district's budget is prepared by a date set by the State Board of Education. 4.5.2 The president of the board of trustees calls a public meeting of the board of trustees, giving required public notice, for a budget hearing and the adoption of the district budget. 4.5.3 The budget must be legally adopted before the adoption of the tax rate. 4.5.4 The budget is adopted by the board of trustees prior to the beginning of the fiscal year. 	ACT 104

<p>4.6 Adhere to all legal and contractual requirements for the development of the budget.</p> <ul style="list-style-type: none"> 4.6.1 The budget is in compliance with other financial obligations or contractual requirements. 4.6.2 The budget is prepared in accordance with all applicable federal, state, and local legal mandates and requirements. 4.6.3 The Administrative Cost Ratio is less than the standard prescribed in state law or by the Commissioner of Education. 	ACT 104
<p>4.7 Recommend a budget and periodic budget amendments to the superintendent and school board that continue to maintain a positive fund balance.</p> <ul style="list-style-type: none"> 4.7.1 Monthly financial reports provide information to determine whether current-year revenues are sufficient to pay for current-year services. 4.7.2 Financial reports demonstrate whether resources were obtained and used in accordance with the entity's legally adopted budget. 4.7.3 The General Fund Balance is greater than zero. 4.7.4 The Fund Balance in the General Fund is more than 50% and less than 150% of optimum, as calculated in the annual audit report. 4.7.5 The undesignated, unreserved Fund Balance does not decrease by more than 20% over two fiscal years. 	ACT 104
<p>4.8 Ensure that budget amendments are approved by the school board prior to the expenditure of funds, and that the official minutes of the school board meeting record this action, when appropriate.</p> <ul style="list-style-type: none"> 4.8.1 The Board amends the budget or adopts a supplementary emergency budget to cover unforeseen expenditures. 4.8.2 The Board amends the official budget before exceeding a functional expenditure category in the total district budget. 4.8.3 The district follows local policies for other budget amendments, as applicable. 	ACT 104
<p>4.9 Operate a fiscal control system, which monitors school expenditures and verifies that expenditures are made in accordance with budgeted expectations.</p> <ul style="list-style-type: none"> 4.9.1 An accounting system is established that compares actual expenditures with budgeted expenditures. 4.9.2 Administrative approval is required for expenditures or encumbrances that exceed limits defined by state law and local policy. 4.9.3 No funds are expended in any manner other than as provided for in the adopted budget. 	ACT 104
<p>4.10 Prepare multi-year budget projections when appropriate for financial planning.</p> <ul style="list-style-type: none"> 4.10.1 Appropriate student attendance projections are used to accurately estimate future state revenues. 4.10.2 Other forecasts are used including changes in property tax bases, tax revenues, costs associated with salary adjustments, and contractual obligations such as lease purchase agreements, repayments of loans, and bonded obligations. 4.10.3 Budget projections extend three to five years into the future. 	MGT 310

<p>4.11 Compare financial data with data from comparable school districts.</p> <p>4.11.1 Comparable data available from the Texas Education Agency Standard Financial Reports and Snapshots are used.</p> <p>4.11.2 Financial Excellence Indicator System of Texas - Information about Educational Resources (FEISTIER) is used.</p>	<p>MGT 310</p>
<p>4.12 Continuously monitor the resource allocation and utilization for all district programs.</p> <p>4.12.1 An annual spending plan is developed that recognizes cash flow potential correlated with other obligations (salaries, benefits, maintenance, capital projects, supplies, etc.)</p> <p>4.12.2 Budget is monitored on a monthly basis at the district and campus level.</p> <p>4.12.3 Cash flow forecasts are used to monitor the timing of expenditures and investments.</p> <p>4.12.4 Instructional expenditures meet or exceed the percentage recommended by the Financial Integrity Rating System of Texas (FIRST).</p>	<p>MGT 310</p>
<p>4.13 Periodically communicate and inform the school board, the staff, the community and others about budgets and their changing status.</p> <p>4.13.1 The officially adopted district budget, as amended, must be filed with Texas Education Agency (TEA) through Public Education Information Management System (PEIMS) by the prescribed date.</p> <p>4.13.2 Monthly budget status reports are provided to campuses and departments.</p> <p>4.13.3 Budget status reports showing percentages of revenue realized and expenditures made at the district level are provided in summary format to the Board on a monthly basis.</p>	<p>ACT 104</p>
<p>4.14 Apply current state funding formulas.</p> <p>4.14.1 Tier I, Tier II, Existing Debt Allotment, Instructional Facilities Allotment, and other program aid are accurately estimated.</p> <p>4.14.2 The effect of local tax effort limits on Foundation School Program (FSP) revenues at the \$1.50 level or the school district's effective rate the second year of the previous biennium is recognized.</p>	<p>ACT 101</p>
<p>4.15 Utilize Texas Education Agency (TEA) "Summary of Finance" templates.</p> <p>4.15.1 Uses Legislative Payment Estimate (LPE) for cash flow projections after adjusting for prior-year "settle up," if applicable.</p> <p>4.15.2 LPE and District Planning Estimate (DPE) on the SOF are compared with the district's SOF calculation to determine overpayments or underpayments.</p> <p>4.15.3 Computes SOF periodically at the end of each student attendance accounting period or when other significant data elements, (such as tax collection efforts) become known and differ from those assumptions used in the TEA produced SOF.</p> <p>4.15.4 Decreases spending when revenue estimates decrease significantly from what was budgeted.</p> <p>4.15.5 The district does not spend overpayments from the state.</p>	<p>ACT 101</p>

<p>4.16 Analyze and understand the implications of “Summary of Finance” documents.</p> <p>4.16.1 Understands Tier I, Tier II, Existing Debt Allotment, Instructional Facilities Allotment, and other program aid.</p> <p>4.16.2 Analyzes updated SOF documents when received from Texas Education Agency (TEA).</p>	<p>ACT 101</p>
<p>4.17 Adhere to all requirements of the “Texas Property Tax Code.”</p> <p>4.17.1 Calculates the school maintenance and operations component of the rollback rate, and publishes the rate as required by law.</p> <p>4.17.2 Understands the implications of calling a rollback election if the adopted tax rate exceeds the calculated rollback rate.</p> <p>4.17.3 Follows all publication requirements prescribed by law.</p>	<p>ACT 101 ACT 104</p>
<p>4.18 Establish a relationship with the County Appraisal District to accurately secure and use local property evaluations.</p> <p>4.18.1 Assistance is sought from the CAD in forecasting property values prior to the release of the certified tax roll.</p>	<p>ACT 104</p>
<p>4.19 Adhere to all legal requirements regarding the setting of the district tax rate.</p> <p>4.19.1 The budget is adopted before the adoption of the tax rate.</p> <p>4.19.2 Effective rollback tax rate is calculated and published prior to the adoption of the district tax rate.</p> <p>4.19.3 Tax rate is adopted before the date prescribed in law.</p> <p>4.19.4 Maintains the limit of \$1.50 (or a lower amount as approved by district voters) per \$100.00 property valuation for maintenance and operations purposes.</p> <p>4.19.5 The tax rate is approved by board ordinance or resolution.</p> <p>4.19.6 The tax rate is approved in two parts, debt service Interest and Sinking (I&S) and Maintenance and Operations (M&O).</p>	<p>ACT 104</p>
<p>4.20 Implement procedures to maximize tax collections.</p> <p>4.20.1 The percent total tax collections (including delinquent) is greater than 97%.</p> <p>4.20.2 Delinquent tax collection methods are established that may include the employment of a delinquent tax collection legal firm.</p>	<p>ACT 104</p>

<p>CASH MANAGEMENT</p>	<p>TASBO CERT. COURSE</p>
<p>5.1 Implement cash handling procedures and internal controls over all cash handling locations.</p> <p>5.1.1: District management supports and regularly monitors internal controls.</p> <p>5.1.2: Procedural controls are in place for all cash handling transactions.</p> <p>5.1.3: There are appropriate segregation of duties in all cash handling responsibility areas.</p> <p>5.1.4: General ledger records are regularly reconciled to bank or other outside records.</p>	<p>ACT 203A ACT 203B ACT 301</p>

<p>5.2 Develop and monitor monthly cash flow projections for the current fiscal year and, when appropriate, multiple years.</p> <p>5.2.1: The cash flow instrument provides a systematic approach for determining and coordinating the cash needs of the district.</p> <p>5.2.2: Variances between actual cash flow and forecast cash flow are evaluated and used to revise subsequent forecasts.</p> <p>5.2.3: The cash flow process is tied to the overall financing and investment plan of the district.</p>	<p>ACT 203</p>
<p>5.3 Develop, implement, and monitor the cash investment program, in compliance with the board-approved investment policy and requirements of the <u>Public Funds Investment Act</u>.</p> <p>5.3.1: The board shall adopt legal policy as well as local policy adhering to the Public Funds Investment Act.</p> <p>5.3.2: Local policy identifies what particular investments and restrictions apply to the local district.</p> <p>5.3.3: The investment officer(s) is (are) identified in the investment policy.</p> <p>5.3.4: Interest rates on permissible investments are monitored regularly and investments adjusted accordingly.</p> <p>5.3.5: Training requirements are met by all staff as required.</p> <p>5.3.6: Collateralization is appropriate, when required.</p> <p>5.3.7: Arbitrage procedures meet legal requirements, when applicable.</p>	<p>ACT 203</p>
<p>5.4 Establish procedures to safeguard the management of funds invested on behalf of the school district.</p> <p>5.4.1: A safekeeping contract with the trust department of a bank for all purchased investments is established.</p> <p>5.4.2: Safekeeping receipts from the bank and trade confirmation tickets are reconciled for each transaction.</p> <p>5.4.3: Statements from investment pools are reconciled monthly.</p>	<p>ACT 203</p>
<p>5.5 Provide at least quarterly and annual updates on the investment program to the superintendent and school board.</p> <p>5.5.1: Quarterly and annual investment reports are submitted to the board as required by the Public Funds Investment Act.</p> <p>5.5.2: Annual reviews of the investment policies, training of the investment officer(s), and a list of brokers with whom the district does business are conducted as required by the Public Funds Investment Act.</p>	<p>ACT 203</p>
<p>5.6 Adhere to all legal requirements regulating bank depository bids and contracts.</p> <p>5.6.1: The district bids depository contracts every two years or extends the contract for no more than two years when agreed upon between the district and the bank, as required by law.</p>	<p>ACT 203</p>

DATA MANAGEMENT	TASBO CERT. COURSE
<p>6.1 Assist in the development of a long-range plan for district data management.</p> <ul style="list-style-type: none"> 6.1.1: The superintendent (or designee) assembles a committee charged with developing a long-range plan for management of district data. 6.1.2: A data management (technology) plan is implemented. 6.1.3: Long-range plan is reviewed annually and updated at least every three to five years. 6.1.4: Policies and/or guidelines that protect the privacy and security of student and employee data and information are in place. 6.1.5: Plan incorporates a process for budgeting, evaluating, and acquiring hardware, software and infrastructure. 6.1.6: Plan incorporates user support/technical services and user training. 6.1.7: Plan includes strategies relating to disaster recovery. 6.1.8: Data management is considered when developing the district improvement plan. 	ITC 303 MGT 309
<p>6.2 Acquire, develop, and/or lease management information systems that will adequately maintain data to meet federal, state, and PEIMS mandated requirements.</p> <ul style="list-style-type: none"> 6.2.1: Annual district budget provides for the purchase, lease or development of an appropriate data management system. 6.2.2: Hardware and equipment are selected based upon requirements of the software and applications. 6.2.3: Software and applications are selected based upon requirements of data management activities. 6.2.4: Systems for the specific tasks of both financial and student data management are integrated and maintained. 6.2.5: Information systems are able to generate, analyze, and communicate reports in the format required by Texas Education Agency (TEA) and other regulatory entities. 6.2.6: Information systems provide for data redundancy and fault tolerance. 6.2.7: Annual district budget provides for consulting, training, and support services for data management. 	ITC303 ITM202 ITM301
<p>6.3 Arrange for the maintenance of hardware, security, and information for efficient collection, storage, and utilization of district data.</p> <ul style="list-style-type: none"> 6.3.1: Annual budget reflects service and support for data management, as well as any needed software/hardware upgrades or replacement of obsolete equipment. 6.3.2: Software is upgraded when changes or additions are needed. 6.3.3: Hardware and software are routinely maintained, upgraded, or replaced. 6.3.4: Access to data is restricted to authorized users via appropriate password protection. 6.3.5: Electronic data are secure through the use of firewalls. 6.3.6: File servers and data servers are kept in secure locations. 6.3.7: Temperature and humidity of the physical environment are within suggested limits. 	ITC 303 ITM 301
<p>6.4 Adhere to legal requirements for records management.</p> <ul style="list-style-type: none"> 6.4.1: Data records are kept for the length of time required by local, state, and federal laws and/or guidelines. 6.4.2: Physical and electronic records are collected, organized, transferred, and archived in a safe and secure environment. 6.4.3: Efforts are made to digitize printed records and convert information to electronic format whenever feasible and appropriate. 	MGT 309 MGT 319

FACILITY CONSTRUCTION AND MANAGEMENT	TASBO CERT. COURSE
<p>7.1 Develop a long-range plan for the construction, improvement, and modernization of school plants in the school district.</p> <p>7.1.1: The superintendent prepares or causes to be prepared an accurate plan for construction and renovation to meet the instructional needs of the district</p> <p>7.1.2: A long-range plan based on a needs assessment is developed and evaluated annually.</p> <p>7.1.3: Use of historical data as well as projected data is incorporated into the plan.</p> <p>7.1.4: Guidelines are established to differentiate between maintenance projects and capital projects.</p> <p>7.1.5: Facility renovations and/or construction project(s) are coordinated with the facility administrator and other users.</p>	<p>DIS 102 DIS 303 MAO 201 MAO 307</p>
<p>7.2 Weigh alternatives and their financial consequences when making decisions about the school plant maintenance and construction program.</p> <p>7.2.1: All appropriate types of construction are investigated.</p> <p>7.2.2: Maintenance department is involved in any and all plans for renovation and new construction.</p> <p>7.2.3: The chief financial officer and construction team (e.g. architect, engineer, contractor, construction manager, etc.) work together to ensure accurate cost estimates are compared to available funds.</p> <p>7.2.4: Projects and their values that may be completed by district's staff rather than through competitive procurement are identified.</p> <p>7.2.5: A building program recognizes the importance of selecting materials and equipment that contribute to the efficiency of the custodial and maintenance program.</p> <p>7.2.6: The impact upon the Maintenance and Operating (M&O) budget of operation of a new facility is considered.</p> <p>7.2.7: Identifies energy saving measures when designing/remodeling school buildings.</p> <p>7.2.8: Automated energy management systems are used, where feasible, to regulate energy consumption.</p>	<p>DIS 303 MAO 201 MAO 307</p>
<p>7.3 Adhere to appropriate procurement and contract laws.</p> <p>7.3.1: District complies with procurement laws as stated in Texas Education Code.</p> <p>7.3.2: District seeks guidance of appropriate staff or other resources regarding which method it will use to procure the contractor.</p> <p>7.3.3: Contract(s) are administered by appropriate staff.</p> <p>7.3.4: All bonding requirements are met and verified by staff.</p> <p>7.3.5: The district ensures the contractor maintains proper insurance coverage.</p>	<p>PUR 303</p>

<p>7.4 Adhere to all local, state, and federal facilities regulations (ADA, environmental, architectural, engineering, etc.).</p> <p>7.4.1: District engages an architect/architectural engineer if the dollar value of the contract exceeds \$50,000 for renovation and \$100,000 for new construction.</p> <p>7.4.2: The architect is selected according to requirements of the Texas Government Code.</p> <p>7.4.3: Assistance of a registered professional engineer is sought when required.</p> <p>7.4.4: Involves other governing entities to ensure compliance with local codes and requirements.</p> <p>7.4.5: Plans for a new facility or renovated facility are submitted to the state Architectural Barriers Commission for compliance with ADA codes.</p> <p>7.4.6: District adheres to all federal, state, and local environmental regulations.</p>	<p>DIS 302 DIS 303 MAO 201 MAO 204</p>
<p>7.5 Determine school plant needs of the district by utilizing pupil projections, demographic studies, educational requirements, facilities requirements, and financial projections.</p> <p>7.5.1: Facility needs survey is conducted involving staff, parents, community and board.</p> <p>7.5.2: Historical, current and projected growth patterns/records are developed.</p> <p>7.5.3: Architect works with instructional and building administrators to determine programmatic needs.</p> <p>7.5.4: District and construction team works together to develop budgets for construction, furniture and equipment.</p>	<p>ACT 314 DIS 303 MGT 310</p>
<p>7.6 Coordinate sale and acquisition of real property in accordance with state and federal laws.</p> <p>7.6.1: District is familiar with laws concerning sale of public real property.</p> <p>7.6.2: When purchasing property with public funds, the district's attorney reviews the contract.</p> <p>7.6.3: The district obtains a new metes and bounds survey, site survey, appraisal, owner's title policy and an environmental study.</p> <p>7.6.4: Architectural/engineering professionals should be involved before a site is selected, if possible.</p>	<p>PUR 101 PUR 102 DIS 301 DIS 303 MGT 310</p>
<p>7.7 Seek outside professional consultants in specialized areas.</p> <p>7.7.1: District uses financial advisor/investment banker, bond attorney and board attorney on construction projects involving bonds.</p> <p>7.7.2: Outside professional consultants assist the architect.</p> <p>7.7.3: Assistance of financial advisor/investment banker is used to direct district in financial and legal matters and credit ratings involving the project.</p> <p>7.7.4: Construction attorney and/or bond attorney are used to direct district in legal matters involving the project.</p>	<p>PUR 102 DIS 201 DIS 303</p>

<p>7.8 Prepare a comprehensive plan for the management of the school plant maintenance, operations, and security programs.</p> <p>7.8.1: The district has a short-term and long-term facility maintenance plan.</p> <p>7.8.2: The maintenance and custodial departments have written plans and procedures for upkeep of all buildings.</p> <p>7.8.3: Security procedures for each building are established with the assistance of each building administrator.</p> <p>7.8.4: Maintenance department assists risk management with various insurance requirements for district property.</p> <p>7.8.5: Records of all maintenance performed within the district are kept.</p> <p>7.8.6: The board has an approved energy policy.</p> <p>7.8.7: The district allots an energy management budget that is directly linked to expected savings.</p> <p>7.8.8: The district has district-level and campus-level energy management plans that are collaboratively prepared with input from various campus and departmental staff from all levels.</p> <p>7.8.9: The district reduces energy rates by applying for and participating in energy rate reduction programs.</p> <p>7.8.10: The district negotiates favorable energy rates with local utility companies.</p> <p>7.8.11: Energy awareness campaigns and training programs are conducted to involve students, teachers, support staff and administrators in energy conservation measures.</p> <p>7.8.12: A systematic approach is used to replace high-use, energy inefficient equipment such as lighting and heating and air conditioning equipment.</p> <p>7.8.13: Preventative maintenance is done on machinery and equipment to improve operating efficiency.</p>	<p>MAO 202 MAO 301 MAO 304 SAF 102 SAF 201</p>
<p>7.9 Continuously monitor the school plant, maintenance, operations, and security programs, and make adjustments as needed.</p> <p>7.9.1: Maintenance and custodial staffing levels are reviewed as renovations and additions are made.</p> <p>7.9.2: Adequate training of maintenance and custodial staff is provided and required.</p> <p>7.9.3: District level management uses a process to monitor upkeep of district facilities.</p> <p>7.9.4: Master plans for facility maintenance are reviewed annually.</p> <p>7.9.5: Maintenance and custodial procedures are reviewed annually.</p> <p>7.9.6: The district conducts energy audits of buildings.</p> <p>7.9.7: Energy bills are regularly monitored to determine use trends, erroneous billings and to identify facilities in need of attention.</p>	<p>MAO 103 MAO 202 MAO 304 SAF 102 SAF 201</p>
<p>7.10 Manage community use of school facilities.</p> <p>7.10.1: District has a facilities use policy that is administered at the district level.</p> <p>7.10.2: A facility use fee is addressed in local policy.</p> <p>7.10.3: District administration and board are aware of potential costs for use of district facilities and makes an intentional decision regarding recouping of costs.</p> <p>7.10.4: Insurance is required of facility users.</p>	<p>MAO 101 MAO 301</p>

<p>7.11 Maintain an up-to-date inventory record of property, facilities, furniture, and equipment owned and/or used by the school district.</p> <p>7.11.1: Fixed assets inventories are maintained and reconciled with the financial record.</p> <p>7.11.2: Procedures for maintaining fixed assets inventories exist and are followed.</p> <p>7.11.3: An annual physical inventory review is performed.</p> <p>7.11.4: Adequate insurance coverage for fixed assets is maintained.</p> <p>7.11.5: Procedures exist for the timely and legal disposal of obsolete, surplus, and salvage equipment.</p> <p>7.11.6: District has guidelines addressing employee use of school owned equipment.</p>	<p>PUR 101 DIS 303</p>
--	--

<p>HUMAN RESOURCES PLANNING</p>	<p>TASBO CERT. COURSE</p>
<p>8.1 Establish procedures that communicate payroll changes to the business office in a timely manner.</p> <p>8.1.1: Procedures have been established for communicating payroll changes to the business office in a timely manner.</p> <p>8.1.2: These procedures are written in a manual or exist in written format and are periodically reviewed and updated as necessary.</p>	<p>PER/PAY 203 PAY 303</p>
<p>8.2 Prepare job descriptions and evaluation instruments of business operations personnel.</p> <p>8.2.1: Job descriptions have been prepared for business operation personnel.</p> <p>8.2.2: Evaluation instruments have been prepared for business operations personnel.</p>	<p>PER 202</p>
<p>8.3 Assist with recruitment, recommending, and assignment of personnel to business/support service positions.</p> <p>8.3.1: The business office assists with the recruitment of candidates for business/support service position vacancies.</p> <p>8.3.2: The business manager, chief financial officer, or administrator responsible for business office operations reviews applications, selects applicants to be interviewed, interviews candidates for business/support positions, and recommends employment of his/her selection.</p> <p>8.3.3: The business manager, chief financial officer, or administrator responsible for business office operations assigns business/support service personnel in accordance with district policies, guidelines, and/or administrative regulations.</p>	<p>PER 101 PER 202 DIS 303</p>
<p>8.4 Provide an appropriate staff development program for business/support services personnel.</p> <p>8.4.1: The district has a staff development program for business/support personnel.</p> <p>8.4.2: Staff development is driven by needs of staff to improve and enhance skills.</p>	<p>PER 202 PER 204 MGT 309 DIS 303</p>

<p>8.5 Assist in the development, design, implementation, and communication of salary and benefit systems.</p> <p>8.5.1: The business office assists as delegated in the development and design of salary structures for professional and nonprofessional positions.</p> <p>8.5.2: The business office assists as delegated in the development and design of employee benefit programs.</p> <p>8.5.3: The business office assists in implementing the district's salary and benefit systems and in presenting and explaining details of those systems.</p>	<p>PER/PAY 304 PAY 303 RMG 203</p>
<p>8.6 Monitor staff-to-student ratios for all employee classifications.</p> <p>8.6.1: Staff-to-student ratios are monitored by the business office.</p> <p>8.6.2: Changes in staff-to-student ratios are reported on a periodic basis.</p> <p>8.6.3: Mandated maximum class sizes are in compliance or the necessary waiver has been obtained.</p>	<p>PER 101</p>
<p>8.7 Develop and implement a position control system as appropriate.</p> <p>8.7.1: The district has developed and implemented a position control system.</p> <p>8.7.2: The business office is responsible for managing the district's position control system, shares that responsibility with another management department, or has a role in monitoring that system.</p>	<p>PER 101</p>
<p>8.8 Coordinate planning for Human Resource allocations with all departments to effectively meet instructional and operational needs of the district.</p> <p>8.8.1: The business office coordinates planning for staffing allocations with all departments and campuses to meet instructional and operational needs of the district.</p> <p>8.8.2: Staffing allocations are reviewed annually and recommended staffing levels are based on predetermined needs.</p> <p>8.8.3: District has a board-approved reduction-in-force (RIF) policy in place and wording to this effect is found in contracts.</p>	<p>ACT 104 PER 101 PER 204 PER 301 PER 303 MGT 309</p>

<p>INSURANCE AND RISK MANAGEMENT</p>	<p>TASBO CERT. COURSE</p>
<p>9.1 Determine the insurance and risk management needs of the district.</p> <p>9.1.1 The superintendent or designee has identified and analyzed the district's exposures to loss.</p> <p>9.1.2 The superintendent or designee has applied risk management techniques appropriate to manage the district's exposures to loss.</p>	<p>RMG 203</p>

<p>9.2 Adhere to legal requirements for insurance coverage for the district’s property, fleet, loss, errors and omissions, unemployment, workers compensation, and health insurance.</p> <p>9.2.1 The district has unemployment coverage either as a taxing employer or a reimbursing employer.</p> <p>9.2.2 The district has workers' compensation coverage or participates in a pool for worker's compensation coverage.</p> <p>9.2.3 The district offers employees health insurance coverage that is comparable to the state employees' plan as prescribed by law.</p> <p>9.2.4 The district adheres to legal requirements in the administration of its health care benefits.</p> <p>9.2.5 The district meets its statutory vehicle liability with automobile insurance coverage at the statutory limits or by a self-funding plan with adequate reserves to meet statutory limits of liability.</p> <p>9.2.6 The district maintains coverages under local policy for other identified risks.</p>	<p>RMG 201 RMG 203 RMG 304 RMG 305 PAY 303 MGT 309</p>
<p>9.3 Identify and evaluate alternative methods of funding and managing district risks.</p> <p>9.3.1 The district has a process for identifying available methods of risk financing and determining which method is most appropriate for each identified risk.</p> <p>9.3.2 The district applies control techniques to reduce the number of losses that may occur or to lessen the severity of losses that do occur.</p>	<p>RMG 201 RMG 202</p>
<p>9.4 Assess current coverage and recommend any changes consistent with district needs.</p> <p>9.4.1 The district's risk management plan includes periodic assessment of current coverage and, when district exposures dictate, adjustment or changes in coverages appropriate to the risk exposure identified.</p> <p>9.4.2 The district's insurance policies are current, and the contracts are readily accessible.</p> <p>9.4.3 The district has a procedure for adjusting coverages as facilities, equipment or vehicles are added or deleted.</p> <p>9.4.4 The values assigned for property coverages are current as to replacement costs.</p> <p>9.4.5 Insurance policies have been provided by contracted service providers as required by law, board policy and for contractual obligations.</p>	<p>RMG 101 RMG 202 RMG 203</p>
<p>9.5 Direct the process of selecting/employing an insurance consultant or risk manager.</p> <p>9.5.1 The superintendent or designee is responsible for selecting/employing an insurance consultant or risk manager for the district.</p> <p>9.5.2 Qualifications necessary for an insurance consultant or risk manager are formally evaluated by established criteria in a job description or a request for qualifications.</p>	<p>RMG 203</p>

<p>9.6 Assist in the implementation of a district-wide safety program.</p> <p>9.6.1 The superintendent has recommended and the board of trustees has adopted a safety program policy consistent with loss control objectives of the district.</p> <p>9.6.2 An effective staff safety-training program has been implemented, and supervisory personnel and teachers are responsible for safe practices of their employees or assigned students.</p> <p>9.6.3 The district has defined and adheres to procedures for reporting and tracking accidents and injuries to both employees and students.</p> <p>9.6.4 Observance of safe practices and safety procedures is emphasized at all levels with employees and students.</p> <p>9.6.5 Safety drills are conducted in accordance with State law, board policy, and standard safety practices.</p> <p>9.6.6 The district's insurance consultant or risk manager conducts periodic safety inspections of facilities and work sites.</p> <p>9.6.7 The district's insurance consultant or risk manager routinely reviews reports of accidents and of safety inspections, analyzes those reports for trends, and recommends or implements corrective action as needed.</p>	<p>RMG 303 DIS 303</p>
<p>9.7 Arrange for the bonding of appropriate school personnel</p> <p>9.7.1 The district has secured surety bonds for those personnel and/or contracted service providers who are required by state law or board policy to be bonded and in the required amount of surety.</p> <p>9.7.2 The district has assessed the risk exposure for dishonest or fraudulent acts by employees by position and as a group, and has selected an appropriate risk management strategy for that exposure, either by intentionally retaining the risk or covering it with insurance.</p>	<p>RMG 201</p>

<p>PAYROLL MANAGEMENT</p>	<p>TASBO CERT. COURSE</p>
<p>10.1 Develop the schedule of salary payments.</p> <p>10.1.1 Written procedures are in place to accurately update the employee database in a timely manner.</p> <p>10.1.2 Prior to the beginning of each school year, or new contract year, salary/pay rate files are updated with the pay plan approved by the board.</p> <p>10.1.3 Prior to the beginning of each school year, or new contract year, information on returning employees is reviewed and updated to accurately reflect current status and is made available to the payroll department in a timely manner.</p> <p>10.1.4 Files of newly hired employees are created to include all pertinent information.</p> <p>10.1.5 The payroll office receives updated information each pay period.</p> <p>10.1.6 Salary history for each employee is maintained to comply with federal, state, and local laws and guidelines.</p>	<p>PAY 101 PER/PAY 203 PAY 302 PER/PAY 304</p>

<p>10.2 Prepare checks for salary payments.</p> <p>10.2.1 Pay dates are reflected on the official school calendar that is distributed to all employees.</p> <p>10.2.2 A departmental payroll calendar reflects cutoff dates for reporting of employee changes, payroll changes, absences, hours/days worked for nonexempt employees, substitute/temporary employees and any supplemental payments.</p> <p>10.2.3 Adequate processing time is allowed for transmission of files for electronic transfers or direct deposits.</p> <p>10.2.4 The departmental payroll calendar and payroll process are communicated to individuals at the campus/department level who are responsible for reporting changes and hours/days worked to the payroll office.</p>	<p>PAY 101 PER/PAY 203 PER/PAY 304</p>
<p>10.3 Prepare payroll deductions and corresponding deposits and reports in a timely manner and in accordance with legal and regulatory requirements.</p> <p>10.3.1 Accurate and timely payroll documents are received from departments and campuses.</p> <p>10.3.2 A system of checks and balances is in place in the payroll office to accomplish accurate and timely preparation of payrolls.</p> <p>10.3.3 The payroll is balanced each month prior to final processing.</p> <p>10.3.4 Payroll totals are compared with payroll journals, check registers and other reports at the end of each pay period.</p> <p>10.3.5 Beginning and ending numbers on checks are compared with the check register at the end of each pay period.</p> <p>10.3.6 Checks, or earnings statements for direct deposit employees, are distributed in an appropriate manner.</p>	<p>PAY 101 PAY 201 PAY 301 PAY 303</p>
<p>10.4 Maintain salary data.</p> <p>10.4.1 Payroll checks reflect proper voluntary and mandatory deductions.</p> <p>10.4.2 Timely deposits of all deductions are made.</p> <p>10.4.3 Reports of wages pensions and other deductions are submitted to the various agencies on a timely basis.</p> <p>10.4.4 Employees are notified if they qualify for the Earned Income Credit.</p> <p>10.4.5 District complies with requirements of Section 125, Cafeteria Plan, if appropriate.</p>	<p>PAY 101 PAY 201 PAY 301 PAY 302 PER/PAY 304</p>
<p>10.5 Assure compliance with all payroll laws and regulations.</p> <p>10.5.1 Payroll staff is properly trained in federal and state payroll laws and regulations and local policies/procedures.</p> <p>10.5.2 Payroll office has access to most recent payroll laws and regulations.</p>	<p>PAY 301 PAY 302 PER/PAY 304 PAY 303</p>
<p>10.6 Maintain leave and absence data. Continuously monitor the payroll system and modify the system as required</p> <p>10.6.1 District has and follows clearly written policies/procedures that comply with federal, state and local regulations and instructions on the types(s) of leave the school district provides.</p> <p>10.6.2 The payroll software provides the applications necessary to process all payroll records.</p> <p>10.6.3 District's payroll software is monitored and evaluated frequently to determine that it meets all the needs of the district.</p>	<p>PAY 101 PAY/PER 203 PAY 302 PER/PAY 304</p>

PURCHASING AND SUPPLY/WAREHOUSE MANAGEMENT		TASBO CERT. COURSE
<p>11.1 Develop a comprehensive purchasing and supply management program that fulfills the educational goals, instructional needs, and service requirements of the school district.</p> <p>11.1.1 The board has adopted purchasing policies that, at a minimum, comply with state and federal laws.</p> <p>11.1.2 A purchasing procedures manual guides district staff in the implementation of the district’s purchasing and supply management policies.</p> <p>11.1.3 The purchasing procedures are widely disseminated and training is provided to promote consistency in the purchasing application throughout the district.</p> <p>11.1.4 Procedures are developed with input from district personnel and vendors to make the system as user-friendly as possible.</p> <p>11.1.5 Procedures ensure that services, supplies and equipment are obtained within a reasonable time frame.</p> <p>11.1.6 Emergency purchasing processes are clearly defined in the procedures manual.</p> <p>11.1.7 Alternative purchasing procedures are clearly defined.</p>	<p>PUR 101 PUR 104 PUR 304 DIS 302</p>	
<p>11.2 Adhere to the legal requirements for competitive procurement of property, facilities, supplies, and equipment.</p> <p>11.2.1 Files contain documentation of original requests and specifications, legal advertisements, vendor contacts, vendor responses, tabulations and board awards.</p> <p>11.2.2 Appropriate internal control structures are in place to assure all contracts issued are within the legal requirements and board policy.</p> <p>11.2.3 The purchasing staff remains current in developing purchasing methodology and evolving legislation.</p> <p>11.2.4 A code of ethics is in place that holds district personnel to standards commensurate with community expectations, board policy and state law.</p> <p>11.2.5 Purchases are tracked by commodity and vendor to ensure that aggregate totals do not exceed thresholds established in law.</p> <p>11.2.6 Affidavits are on file disclosing conflict of interest in accordance with local government code and minutes of board meetings indicate compliance with non-participation involving conflicts of interest.</p>	<p>PUR 102 PUR 303 DIS 101 DIS 303</p>	
<p>11.3 Cooperate with and assist all levels of the school district organization to determine the supply and equipment needs of the school district.</p> <p>11.3.1 The district uses planning and budget documents to predict and prepare for compliance with competitive procurement requirements.</p> <p>11.3.2 The district considers competitive procurement options available to obtain the best value to meet the needs of the district.</p> <p>11.3.3 Campus and department needs drive the ordering, shipping, receiving and warehousing of supplies and equipment.</p> <p>11.3.4 The procurement process is user-friendly, and procedures are developed that will allow for the acquisition of products and services within a reasonable amount of time within legal and policy requirements.</p>	<p>PUR 201 DIS 102 DIS 303</p>	

<p>11.4 Develop an efficient procurement system for requisitioning and purchasing supplies and equipment.</p> <p>11.4.1 A purchasing calendar is developed showing realistic bid award timelines and annual contract awards.</p> <p>11.4.2 Requisitions are used by campuses, departments and the warehouse.</p> <p>11.4.3 An approved purchase order is sent to a vendor as a result of a properly initiated and approved requisition.</p> <p>11.4.4 Technology is used, where possible, to streamline processes and eliminate redundant, error-prone manual processes.</p> <p>11.4.5 All purchase order numbers are tracked.</p> <p>11.4.6 Receiving department or campus checks the quality and quantity of the merchandise received against the purchase order and submits the appropriate documentation to accounting.</p> <p>11.4.7 Costs and benefits are weighed to determine the validity of warehousing versus just-in-time delivery.</p> <p>11.4.8 Warehouse delivery operations ensure that goods are delivered to campuses and departments in a timely manner.</p> <p>11.4.9 The district has investigated the benefits of joining purchasing consortiums.</p>	<p>PUR 101 PUR 304</p>
<p>11.5 Coordinate the preparation of specifications for supplies and equipment with budget requirements and the needs of users.</p> <p>11.5.1 Assists all departments in developing adequate specifications for supplies and equipment.</p> <p>11.5.2 Assists all departments in developing budget estimates.</p> <p>11.5.3 Assists departments and campuses in selecting the legal and optimum competitive procurement option to offer the best value and the needed flexibility of meeting the needs of the user department.</p>	<p>PUR 201</p>
<p>11.6 Properly dispose of obsolete and surplus personal property.</p> <p>11.6.1 An individual is designated to act as the manager for personal property.</p> <p>11.6.2 Procedures define obsolete or surplus property.</p> <p>11.6.3 Procedures ensure the timely disposal of salvage, obsolete or surplus property in a manner that results in the best value for the district.</p> <p>11.6.4 The appropriate oversight entity or entities are contacted before disposal of personal property purchased with federal funds.</p> <p>11.6.5 When disposing of real property, state laws and guidelines are followed regardless of the source of funds used to purchase the property.</p>	<p>PUR 101 DIS 301 DIS 303</p>
<p>11.7 Continuously monitor the purchasing and supply management programs and make adjustments as needed.</p> <p>11.7.1 Feedback is received from users on the effectiveness and efficiency of the purchasing program.</p> <p>11.7.2 A system exists to evaluate vendor and product quality.</p>	<p>PUR 101 PUR 304</p>

STUDENT-RELATED SERVICES	TASBO CERT. COURSE
<p>12.1 Establish procedures for the implementation and operation of the food service program.</p> <ul style="list-style-type: none"> 12.1.1 Child Nutrition Services staff adheres to guidelines defined in the TEA Administrator’s Reference Manual. 12.1.2 Staff complies with United States Department of Agriculture (USDA) School Meals Initiative for Healthy Children. 12.1.3 Staff complies with district procurement policies and regulations. 12.1.4 Staff develops ordering, receiving and inventory procedures. 12.1.5 Appropriate training is provided to Child Nutrition Services employees. 	SNC 101
<p>12.2 Adhere to the legal requirements of the free and reduced lunch/breakfast program.</p> <ul style="list-style-type: none"> 12.2.1 The school district follows all guidelines of the School Lunch and Breakfast Agreement. 12.2.2 School district furnishes meals to all students regardless of their ability to pay, if participating in the federal food services programs. 12.2.3 All revenue received by or accruing to the Child Nutrition Department is only used for the operation of the program. 	SNC 101
<p>12.3 Continuously monitor the food service program, and make adjustments as needed.</p> <ul style="list-style-type: none"> 12.3.1 District considers all costs and community expectations when setting meal prices. 12.3.2 Child Nutrition Services maintains a safe and sanitary environment. 12.3.3 Child Nutrition Services encourages student participation. 12.3.4 Child Nutrition Services maintains accurate financial records. 12.3.5 Child Nutrition Services complies with all items listed within the Coordinated Review Effort (CRE). 	SNC 301
<p>12.4 Develop a student transportation program that adheres to all legal requirements.</p> <ul style="list-style-type: none"> 12.4.1 District complies with all legal requirements regarding school bus transportation. 12.4.2 Information/training and communication are provided to all transportation employees concerning federal, state, and local laws, board policies and community expectations. 	TRN 101 TRN 102 TRN 205 TRN 305 TRN 309 MGT 309
<p>12.5 Organize the school bus maintenance and replacement program.</p> <ul style="list-style-type: none"> 12.5.1 Accurate maintenance records are kept on all district vehicles. 12.5.2 The district maintains a vehicle replacement schedule. 12.5.3 Vehicle repairs are performed in a timely manner. 	TRN 101 TRN 202 TRN 305 TRN 309
<p>12.6 Continuously monitor the student transportation program, and make adjustments as needed.</p> <ul style="list-style-type: none"> 12.6.1 The superintendent/designee is responsible for monitoring the school transportation program. 12.6.2 Annual Transportation Reports include all applicable expenses. 12.6.3 Monitor all safety issues involving student transportation. 12.6.4 Plan and manage bus routes to maximize operating efficiency. 	TRN 201 TRN 205 TRN 301 TRN 305 TRN 306 TRN 309 MGT 309

<p>12.7 Manage printing operations, as appropriate.</p> <p>12.7.1 The printing operation is reviewed annually to determine cost effectiveness.</p> <p>12.7.2 Appropriate training is provided to printing operations personnel.</p> <p>12.7.3 The printing operation meets the needs of the users in a timely and responsible manner.</p>	<p>GCM 101</p>
<p>12.8 Maintain textbook inventories as required by state law, when applicable.</p> <p>12.8.1 Procedures are in place to order, distribute and track all textbooks furnished by the state or owned by the district.</p> <p>12.8.2 The textbook coordinator conducts an annual physical inventory for currently adopted instructional material.</p> <p>12.8.3 The textbook coordinator oversees the disposal of all state adopted textbooks within state law.</p>	<p>TXT 101 TXT 102</p>
<p>12.9 Assist with the development and implementation of a district-wide security and emergency management plan.</p> <p>12.9.1 A district security and emergency management plan exists and on-going training is provided.</p> <p>12.9.2 Security and emergency management plan is reviewed annually.</p> <p>12.9.3 Security and emergency drills are conducted on a scheduled basis.</p>	<p>SAF 101 SAF 102 SAF 201 SAF 301 SAF 302</p>
<p>12.10 Coordinate district police/security operations, when applicable.</p> <p>12.10.1 District works with security personnel and/or law enforcement agencies to provide a safe and secure environment in the school.</p> <p>12.10.2 District considers qualifications of personnel providing security services.</p>	<p>SAF 101 SAF 102 SAF 203 SAF 301</p>