



HELP

HUMAN RESOURCES IN EDUCATION
LEADERSHIP PROGRAM

2017-18
ACTIVITY HANDBOOK
LEVEL I, II & III

ACTIVITY HANDBOOK

HOW TO USE THIS HANDBOOK

This handbook is designed to outline the required and optional activities for individuals enrolled in the Human Resource in Education Leadership Program. To make the most effective use of this handbook, persons considering an internship and persons considering supervision of perspective interns should utilize the information in a way that expands their awareness of the program.

The handbook is divided into several sections. **Section One** provides the Purpose of HELP. **Section Two** addresses responsibilities of all parties involved in the activities for the participant, including the participant, the district, the mentor, and the HELP Coordinator/Advisory Board. **Section Three** lists the specific HELP participant activities; both required and suggested for program participants in all three levels of the program. **Section Four** provides required program forms, including the authorization to participate form (due by September 30) and the final mentor report (due with Portfolio June 30) and checklists and HELP activity log for the participants to track their program from start to finish. Finally, **Section Five** addresses activity completion and essay writing.

Any persons seeking assistance in reviewing this material should contact the HELP Coordinator for assistance. We hope all participants in the activities program will find this a useful tool.

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Purpose

This handbook was written to provide a framework for participant activities in HELP. It is designed to outline a core of required and common experiences. The booklet also includes necessary application forms as well as a section designed to facilitate planning and the recording of activity experiences.

It is known that people learn and understand roles best by practicing the everyday operational aspects of the field of study. That is the purpose for this component of HELP, to afford **participants** the opportunity to apply their academic learning in a real working environment. It is through these experiences that participants will have the opportunity to learn how to put theory into practice, combine and extend past experiences to their new areas of learning, acquire new competencies, and to profit from on-the-job experience with skilled, experienced administrators who effectively utilize these skills in the current work-world.

Participants must obtain a commitment from a **district** for the purpose of conducting the activities outlined in this handbook. Likewise, it is important for districts to commit to assisting in the development of future human resource leaders. For many participants, the work will provide a vital laboratory setting in which academic knowledge can be explored and integrated as part of this professional preparation program, thus the significance of the commitment from the district.

Likewise, the role of the **mentor** is significant. The mentor must make time available to review the participant's progress on an on-going basis; to provide feedback and support as necessary; and to complete the authorization to participate and final mentor report forms, required prior to the commencement of activities.

While it is recommended that each intern spend the majority of his or her time in one district so as to observe, and contribute to, the continuity of an operation, the participant may also visit other districts for specific activities, subject to approval by the mentor. Careful observation and analysis of the techniques and behavior of several administrators involved in similar activities can be essential to the development of a broad perspective of administration and administrative styles. In this way, the prospective personnel/human resource administrator will have a broader experience to draw from when that person is faced with issues to resolve.

RESPONSIBILITIES

RESPONSIBILITIES OF THE HELP PARTICIPANT

- Participant identifies district(s) in which they wish to perform required and optional activities and secures a mentor by September 30th. The mentor must be a school human resource professional who is a knowledgeable, experienced and skilled administrator.
- Participant reviews options and activity plan with mentor ongoing.
- Participant discusses the program with selected district(s).
- Participant and district(s) complete required forms and return to HELP Coordinator
- It is the responsibility of the participant to assure ongoing, meaningful contact with their mentor.
- Participant commences activities, maintaining a log of their accomplishments.
- Participant will complete a required-activity report each HELP year. The report is reviewed by the mentor, who completes a final mentor report. This form accompanies the report and is submitted for review by the HELP Advisory Committee.
- The HELP Advisory Committee and HELP Coordinator is responsible for ensuring participants have completed each course requirement.
- Complete a minimum of ninety (90) hours in the mentor/activity program for each of the three HELP program levels.

Emergency Absence

In the event a participant has an emergency and is unable to attend a class activity, the HELP Coordinator will collaborate with the participant and assign a make-up task designed to replicate the hours missed in class. All absences must receive an official approval if students are taking the class for credit.

Required Make-up Assignments

- ***Obtaining materials/resources from the session***
- ***Contact at least one individual that attended the session by phone to review***
- ***Write a minimum of a five-page report and submit to the HELP Coordinator for review and approval.***
- ***The HELP Coordinator will determine if the participant has met the make-up requirements.***

RESPONSIBILITIES OF THE DISTRICT(S)

- Discuss and agree with the participant on a schedule that will allow the participant to perform their current duties as well as time to perform the activities required of HELP participants.
- Provide support to the HELP participant by way of meeting time with applicable administrators and other staff.
- Dependent on the district's policies and fiscal abilities, provide the HELP participant with release time to participate in specific and agreed-upon activities.
- Complete required forms.

RESPONSIBILITIES OF THE MENTOR

The mentor will be responsible for:

- Agreeing to the mentor assignment by completion of required forms to be returned to with the portfolio for review by HELP Advisory Committee/HELP Coordinator.
- Ensuring that the participant has scheduled learning experiences from each area of the curriculum activities.
- Meeting/conferencing with the participant before September 30th of the activity year to review the participant's activity plan and provide support/information for plan activities.
- Assisting the participant to the extent possible in seeking approval from district(s) to participate in HELP activities.
- Guiding the participant to become involved in experiences that will permit meaningful interaction with a variety of people in districts.
- Monitoring the participant's progress and providing regular and informative feedback to intern. The participant is responsible for scheduling meeting/conference times with the mentor. Minimally there should be three conferences (in-person, telephone, e-mail, etc.) during the activity year.
- Completing a final mentor report that honestly reflects conclusions about the participant's successful completion of the HELP activities and requirements, and the HELP participant's level of learning and ability to perform in a human resource in education leadership role.

HELP PARTICIPANT ACTIVITIES

INTRODUCTION

The planning of the Intern activities is one of the most important functions of the Activity function. It is crucial to the overall success to the program. **Serious effort must be given to this task.**

For each course taken in the program, there are **required** activities that are specifically outlined in this handbook. These tasks should be scheduled and planned to allow sufficient time to complete these requirements. Additionally, participants may select from the **optional** activities list to include in your personal learning reflection.

The success of the participant is highly dependent on transferring the theory and knowledge learned in course work into the practical everyday administrative applications. The participant should participate with the district staff in various departments who hold expertise in the particular fields.

The participant shall also be responsible for completing a log of activities. The participant and mentor will review the log of activities during scheduled discussion times.

The participant shall be responsible for submission of a final report as evidence they have completed the required activities for each HELP course as follows:

- A minimum five-page essay for each course section, inclusive of the required activities, resources, and log of activities.
- The report shall be first submitted to the mentor, who will attach the mentor final report to the participant's portfolio upon completion.
- The HELP Coordinator and HELP Advisory Committee will review final reports prior to submission of a list to the sponsoring institution of those candidates who have successfully completed the program.
- The HELP Coordinator will be responsible for making communications between the participant and the advisory committee in the event there are questions regarding the completeness of the activity program.

Authorization To Participate (District and Mentor)

YEAR _____ **LEVEL** _____

HELP PARTICIPANT: _____
Last Name First Name

DISTRICT: _____

District Authorization

As a representative of the above-named district, I certify that our district has reviewed the requirements for the HELP mentor and hereby authorize the above-named HELP participant to perform his/her HELP activities in our district. I also certify that our district has reviewed the requirements for the participating district and will support this participant to the extent of our staff and fiscal ability.

Authorizing Person's Name Title

Authorizing Signature Date

Mentor Authorization

I certify that I have reviewed the requirements for the HELP mentor and hereby agree to serve as a mentor for the above-named HELP participant while he/she is performing HELP activities. I also certify that I have reviewed the requirements for the mentor, including the requirement for a final mentor report, and agree to those requirements.

Mentor Name Title

Signature Date

Due with submission of portfolio Final Mentor Report

HELP Participant Instructions:

This form should be completed, signed by your mentor, and included with your portfolio materials for review during the summer HELP program.

YEAR _____

LEVEL _____

HELP PARTICIPANT: _____

Last Name

First Name

DISTRICT: _____

Mentor Instructions:

Please share your comments regarding the above HELP participant based on discussions and interactions during the year. Include feedback on participant's strengths and areas for continued professional growth.

COMMENTS

Participant Strengths:

Areas for Continued Professional Growth:

Mentor Name

Title

Signature

Date

Portfolio Development

From HELP Advisory Committee

Portfolio Development Guidelines

Titled separately on a flash drive.

Forms (folder)

- Activity Time Log
- Forms - Authorization to Participate and Final Mentor Report

Reports (folder)

- Each individual block (i.e., Taking Care of Yourself, Basic Legal Aspects, Recruitment & Selection, etc.)

HELPFUL HINTS

1. Beginning

- Find a mentor.
- Solicit support and assistance from your district and supervisor.
- Develop timelines and a log to plan and document your activities and learning.
- Activity log should include:
 - o Task/Activity
 - o Date and who you met with (if applicable)
 - o Hours/time it took to complete
 - o Activity - Documentation
- List the activity completed.
- Reports should include an abstract, the report and references. Report must be a minimum of five pages. The abstract and references are not included as part of these five pages.
- Include evidence of new learning in your report.

2. Mentors

- Meet by September 30 to begin initial strategy and brainstorming for portfolio/writing development ideas/suggestions. It is preferable to meet in person, but if that is not possible, have a phone conversation.
- Your mentor is a great resource for information, suggestions, materials and ideas. Meet as often as possible.
- Communication may be in person, by phone, and or email.

3. District/Supervisor

- Ensure someone in your district agrees to provide meaningful support (time and assistance).
- Identify who you want to meet with and schedule a time to meet.
- Let your supervisor or administrator know in advance what information or topic you will want to discuss. Plan ahead!
- Ask your supervisor for suggested reading materials on Leadership.
- Let your coworkers know what you are doing. They can provide encouragement and assistance.

4. HELP participants

- Share ideas and resources with each other.
- Network, network, network! AND Have fun!



HELP

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Help Participant Name:

Mandatory Items Included:

- Time Log
- Authorization to Participate
- Mentor Report
- Completion of Course Requirements (see page 12)

Summary of final report upon completion of HELP Level _____:

(To be reviewed by mentor, HELP advisory committee, HELP Coordinator)

**LEVEL I ACTIVITIES
HELP ADVISORY COMMITTEE
PORTFOLIO ASSESSMENT**

HELP Participant Name/Title: _____

Remember: The activities listed in the HELP Activity Book serve as a way to document learning via the portfolio. It is **NOT** a checklist. Each of the activities is aligned with each and every course in the program. The definitions below further provide assistance in refining the documentation of your learning.

- **Write a minimum of five-page essay using APA format to record completion of the required activities for each course. Include personal learning reflections and a minimum of five references.**
- **Review - Review topic, listing resources by title, website, etc.**
- **Develop - Plan, construct and document.**
- **Meet & Discuss - Note who you met with and when, and include a summary of your discussion with your essay.**
- **Read - Note source.**
- **Participate/Attend - Note meeting date and topic.**

<u>Course</u>	<u>Complete</u>	<u>Incomplete</u>
Teaming/Self-Care Comments:	<input type="checkbox"/>	<input type="checkbox"/>
History of Human resources Comments:	<input type="checkbox"/>	<input type="checkbox"/>
Basic Legal Aspects Comments:	<input type="checkbox"/>	<input type="checkbox"/>
Personnel Records Comments:	<input type="checkbox"/>	<input type="checkbox"/>
Disclosure of Records Comments:	<input type="checkbox"/>	<input type="checkbox"/>

<u>Course</u>	<u>Complete</u>	<u>Incomplete</u>
School Finance Comments:	<input type="checkbox"/>	<input type="checkbox"/>
Leadership: Recruitment/Selection/Induction Comments:	<input type="checkbox"/>	<input type="checkbox"/>
Recruitment/Selection of Substitutes Comments:	<input type="checkbox"/>	<input type="checkbox"/>
HR Basic Writing Skills Comments:	<input type="checkbox"/>	<input type="checkbox"/>
Current HR Topics (Webinar, Region Meeting, etc.) Comments:	<input type="checkbox"/>	<input type="checkbox"/>

Help Participant Name/Title:

ADDITIONAL COMMENTS/FEEDBACK:

HELP Advisory Committee Portfolio Reviewer: _____

My rating of the participant's portfolio is:

Complete

Incomplete

because...

**LEVEL II ACTIVITIES
HELP ADVISORY COMMITTEE
PORTFOLIO ASSESSMENT**

HELP Participant Name/Title: _____

Remember: The activities listed in the HELP Activity Book serve as a way to document learning via the portfolio. It is **NOT** a checklist. Each of the activities is aligned with each and every course in the program. The definitions below further provide assistance in refining the documentation of your learning.

- **Write a minimum of five-page essay using APA format to record completion of the required activities for each course. Include personal learning reflections and a minimum of five (5) references.**
- **Review - Review topic, listing resources by title, website, etc.**
- **Develop - Plan, construct and document.**
- **Meet & Discuss - Note who you met with and when, and include a summary of your discussion with your essay.**
- **Read - Note source.**
- **Participate/Attend - Note meeting date and topic.**

<u>Course</u>	<u>Complete</u>	<u>Incomplete</u>
<p>Conflict in the Workplace Comments:</p>	<input type="checkbox"/>	<input type="checkbox"/>
<p>Due Process Comments:</p>	<input type="checkbox"/>	<input type="checkbox"/>
<p>Misconduct/Investigations Comments:</p>	<input type="checkbox"/>	<input type="checkbox"/>
<p>HR Legal Writing Skills Comments:</p>	<input type="checkbox"/>	<input type="checkbox"/>
<p>Employee Benefits Comments:</p>	<input type="checkbox"/>	<input type="checkbox"/>

Course

Complete

Incomplete

Grievance/Arbitration

Comments:

Quantitative Analysis

Comments:

Technology

Comments:

Leadership: Ethics

Comments:

**Current HR Topics
(Webinar, Region Meeting, etc.)**

Comments:

School Employee Mandatory Training and Licensing

Comments:

Help Participant Name/Title:

ADDITIONAL COMMENTS/FEEDBACK:

HELP Advisory Committee Portfolio Reviewer: _____

My rating of the participant's portfolio is:

Complete

Incomplete

because...

**LEVEL III ACTIVITIES
HELP ADVISORY COMMITTEE
PORTFOLIO ASSESSMENT**

HELP Participant Name/Title: _____

Remember: The activities listed in the HELP Activity Book serve as a way to document learning via the portfolio. It is **NOT** a checklist. Each of the activities is aligned with each and every course in the program. The definitions below further provide assistance in refining the documentation of your learning.

- **Write a minimum of five-page essay using APA format to record completion of the required activities for each course. Include personal learning reflections and a minimum of five (5) references.**
- **Review - Review topic, listing resources by title, website, etc.**
- **Develop - Plan, construct and document.**
- **Meet & Discuss - Note who you met with and when, and include a summary of your discussion with your essay.**
- **Read - Note source.**
- **Participate/Attend - Note meeting date and topic.**

<u>Course</u>	<u>Complete</u>	<u>Incomplete</u>
Labor Relations Comments:	<input type="checkbox"/>	<input type="checkbox"/>
Negotiations Comments:	<input type="checkbox"/>	<input type="checkbox"/>
Supervision/Evaluation (Certificated & Classified) Comments:	<input type="checkbox"/>	<input type="checkbox"/>
Oral Presentation Overview Comments:	<input type="checkbox"/>	<input type="checkbox"/>

Course

Complete

Incomplete

Oral Communications

Comments:

Accountability

Comments:

Cultural Competency

Comments:

Equity/Civil Rights

Comments:

Leadership: HR Investigative Writing Skills

Comments:

Leadership Case Studies: Group Facilitation Skills

Comments:

Leadership: Group Presentations

Comments:

Help Participant Name/Title:

ADDITIONAL COMMENTS/FEEDBACK:

HELP Advisory Committee Portfolio Reviewer: _____

My rating of the participant's portfolio is:

Complete

Incomplete

because...



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COURSE LISTINGS

COURSE LISTING BREAKOUT BY YEAR/LEVEL

	<i>Level I</i>	<i>Level II</i>	<i>Level III</i>
HELP I			
Teaming/Self-Care	X		
History of Human resources	X		
Basic Legal Aspects	X		
Personnel Records	X		
Disclosure of Records	X		
School Finance	X		
Leadership: New Employee Recruitment/Selection/Induction	X		
Substitute Employee Recruitment/Selection	X		
Portfolio and Handbook Activities Review	X		
HR Writing – Basic (Fall Session)	X		
WSPA Webinar, WSPA Region Meeting, Observe HELP III Spring HELP Session	X		
HELP II			
Benefits		X	
Conflict in the Workplace		X	
Due Process		X	
Misconduct/Investigations		X	
Leadership: Ethics		X	
Employee Benefits		X	
Grievance/Arbitration		X	
School Employee Mandatory Training And Licensing		X	
Quantitative Analysis/Technology		X	
HR Writing – Legal (Fall Session)		X	
WSPA Webinar, WSPA Region Meeting, Observe HELP III Spring HELP Session		X	
HELP III			
Equity/Civil Rights			X
Labor Relations			X
Negotiations			X
Supervision/Evaluation			X
Oral Presentation Overview			X
Oral Communications			X
Accountability			X
Cultural Competency			X
Leadership Case Studies/Group Facilitation			X
HR Investigatory Writing (Fall Session)			X
Leadership: HELP III Group Presentations			X



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LEVEL I ACTIVITIES

- **Review** – Review topic, listing resources by title, website, etc.
- **Develop** – Plan, construct and document.
- **Meet & Discuss** – Note who you met with and when, and a summary of your discussion.
- **Read** – Note source.
- **Participate/Attend** – Note meeting date and topic.
- **Reflection** – Write a 3-5 page report using APA format, of personal learning reflections from each course. Include a minimum of five references.

ACTIVITIES – LEVEL I

Course: SELF CARE/TEAMING

Reflection – Write a 3-5 page report using APA format, of personal learning reflections.

Include information from the following activities required in this course and a minimum of five references.

Required:

1. Review resources online, books, professional materials, etc. that enhance your awareness of self-care and team building and would be of use to you personally and/or professionally in the workplace. List your resources by title, website, etc.
2. Develop a plan for managing your own well-being.
3. Develop a suggestion for helping your office team support each other. This could be by changing a procedure; it could be a team-building activity or some other form of change for the group.
4. Review the materials from the HELP class on self care/teaming.
5. Meet with your mentor to discuss team-building activities. Exchange ideas and experiences for effective team building skills. Note who you met with and when, and a summary of your discussion.
6. Read team-building materials and discuss with your mentor how what you read will help you to be a more effective individual and an effective team member/leader. Note source.
7. Identify the makeup or organization of your department or office team in your workplace. Conduct a fun activity using a personality test. Develop your workplace mission statement. Review job descriptions and responsibilities for the individuals that are part of your workplace team.

Optional activities to include in your personal learning reflection:

	Share the resources you compiled in #1 with others in your office.
	Review any wellness type activities provided by your district.
	Attend workshops related to personal well-being.
	Talk with former HELP graduates and report on their experience.
	Read materials related to team building, organizational development, organizational culture, etc. Share the information with coworkers, employees.
	Develop and lead a team-building activity for your office staff or another group.
	Attend a training seminar on some element of teaming.

ACTIVITIES – LEVEL I

Course: HISTORY OF HUMAN RESOURCES

Reflection – Write a 3-5 page report using APA format, of personal learning reflections.

Include information from the following activities required in this course and a minimum of five references.

Required:

1. Meet with a human resources administrator to review the set up/organization for the district’s personnel/human resource functions. Discuss with the administrator the topic of how the human resource function impacts and/or works within the district framework. If possible, obtain copies of an organizational chart, human resource activities calendar, operational goals, etc.
2. Meet with individual human resource staff members (at least two) to review the components of their particular job functions.
3. Participate in a district-level management meeting where the human resources administrator is presenting or discussing a human resources related topic.
4. Read materials related to leadership and the human resources function. Review your findings with your mentor. Be sure to list your resources by title, website, etc.
5. Design your ideal human resources office based on best practice.

Optional activities to include in your personal learning reflection:

	Participate in a human resources staff meeting.
	Review the human resources section of the district’s policy book.
	Review the WSPA Personnel Operations Guide and/or attend an ABC/POG Workshop.
	Read and/or research human resources models.
	Meet with building/department administrators to learn how personnel/human resources operations can affect or support their work.
	Develop an individual personal growth plan specifically related to expanding your knowledge in the field of human resources.

ACTIVITIES – LEVEL I

Course: BASIC LEGAL ASPECTS

Reflection - Write a 3-5 page report using APA format, of personal learning reflections. Include information from the following activities required in this course and a minimum of five references.

Required:

1. Meet with the human resources administrator to review the district's structure for legal responsibilities of personnel issues. For example, who handles EEOC, FMLA, ADA, FLSA, Title IX, etc. and discuss related issues with each of these legal requirements in hiring, promoting, and terminating employees.
2. Review all district policies regarding human resource laws.
3. Review the district's Equal Employment Opportunity and Affirmative Action policies and/or plans. Discuss your review with your mentor.
4. Familiarize yourself with the Common School Manual. This is available online at <https://apps.leg.wa.gov/rcw>. Meet with your district's human resources administrators (or an assistant superintendent or superintendent) and discuss with that person(s) how the Common School Manual is used to support their work operation.
5. Review the Fair Labor Standards Act and discuss your learning about the workweek, overtime, exempt or non-exempt status for overtime pay, etc. with a human resources and/or payroll supervisor.

Optional activities to include in your personal learning reflection:

	Attend a workshop or webinar related to legal issues in human resources.
	Read articles related to employee misconduct such as sexual harassment.
	Review district policies and/or procedures related to employee behavior and expectations such as civility, harassment, boundaries with students, etc.
	Assist with or process an employee misconduct/sexual harassment complaint.
	Review with payroll the district's procedures for ensuring compliance with the Fair Labor Standards Act.
	Meet with your district's safety officer. Review what is done to provide a safe workplace and to meet legal requirements (OSHA/WISHA, etc.)
	Participate in processing an employee disciplinary matter. Review with the administrator in charge of the process, the communication issues, confidentiality and processing strategies. Review documentation procedures.
	Update a district policy or procedure in a related area (FLSA, FMLA, EEO, etc.)
	Identify your district's Title IX Officer. Meet with the Title IX Officer to review his/her role and activities related to that role.

ACTIVITIES – LEVEL I

Course: PERSONNEL RECORDS

Reflection - Write a 3-5 page report using APA format, of personal learning reflections. Include information from the following activities required in this course and a minimum of five references.

Required:

1. Meet with the staff member(s) responsible for maintenance of your district's certificated and non-certificated staff records. Review the 1) electronic and 2) paper records by checking personnel files and the electronic human resource information system. Discuss the process used to ensure required certification is obtained and appropriate salary placement of certificated staff and non-certificated staff. What similarities and differences did you find with certificated vs. non-certificated?
2. Review the regulations for teacher certification (classroom placement, area of endorsement, etc.) Discuss with the staff member responsible for monitoring this information how this activity impacts staff placement in your district and what is being done to 1) maintain records and 2) provide information to staff regarding the certification and re-certification requirements.
3. Review the WACs found online at <https://apps.let.wa/wac> regarding teacher certification and assignment procedures. List your resources by title, website, etc.
4. Review the department's process for scheduling and tracking federal and state mandated training i.e., HIB, sexual harassment, blood borne pathogens, etc. What system is used for tracking? What are the pros and cons to the system? Examine sample letters and notices sent to staff regarding required training.
5. Meet with staff members who have responsibility for completing the S-275 process (both certificated and classified). Discuss the responsibilities and process used to ensure accuracy of reporting data. Review the district's final S-275 report to see the type of information provided to OSPI for state funding. Discuss requirements for reporting both certificated and classified staff with the staff member(s) responsible for submitting S275 data to OSPI.
6. Review the documents in a certificated employee file to calculate transcripts (degree and credits) and experience for salary placement. Discuss this activity with your mentor.

Optional activities to include in your personal learning reflection:

	If an electronic human resource system is used, run sample reports to familiarize you with the type of information available. Review OSPI's online system used to track certification.
	Meet with payroll to discuss coordination of salary topics.
	Review the Professional Code of Conduct as it applies to application for certification in Washington State.

ACTIVITIES – LEVEL I

Course: DISCLOSURE OF RECORDS

Reflection - Write a 3-5 page report using APA format, of personal learning reflections. Include information from the following activities required in this course and a minimum of five references.

Required:

1. Research the topic of disclosure of personnel records.
2. Review materials obtained through the HELP class and other resources related to the disclosure and retention of personnel records. Discuss what you have learned with another HELP student, pushing each other to ensure that you have explored key areas and are well informed on this topic.
3. Find and document specific resources related to candidate reference checking and the issues related to disclosure of data on former employees. Hint: What written document must you have from a former employee before releasing employment information to any other potential employer? Why?
4. Review your district's policies and procedures on records and retention. Check with Washington State Archives Record Retention Schedules online at <http://www.sos.wa.gov/archives/RecordsRetentionSchedules.aspx> Consider checking with your district's attorney for recommendations regarding retention of personnel records related to job applications, hiring recommendations, promotions, etc.
5. Find and review one article related to utilizing automation for the retention of public records. Include the article in your portfolio.

Optional activities to include in your personal learning reflection:

	Update or develop your district policy and procedure on records disclosure and/or retention.
	Review with HR office personnel the key elements of records disclosure and/or retention.
	Present a related topic to a leadership team group (disclosure of applicant information, employee information, etc. – to a group of principals, administrators, etc.)
	Talk with a school attorney about recent cases or developments in this topic area.
	Develop a specific procedure for your HR operation related to disclosure of employment information (verification of employment, or names/addresses of employees, etc.)

ACTIVITIES – LEVEL I

Course: SCHOOL FINANCE

Reflection - Write a 3-5 page report using APA format, of personal learning reflections. Include information from the following activities required in this course and a minimum of five references.

Required:

1. Meet with your district's finance administrator(s) to review the organization and assignment of financial functions in your district's operation. Discuss how the human resources department interacts with fiscal operations; how the budgeting process works; and how the S-275 impacts school finances in your district.
2. Review fiscal reports for your district with your district's finance administrator (F-195 Budget, F-196 Year End, grant funding, etc). Review your findings with your mentor.
3. Review the current state funding rules and regulations/legislation. Review your findings with your mentor.
4. Participate in a management-level meeting where staffing is reviewed or discussed. Discuss this activity with your mentor.
5. Create a list of benchmark districts that you might utilize if conducting a salary and/or benefit survey for your district.
6. Meet with a person chiefly responsible for negotiations and discuss how salary analysis data is used in the negotiations process.

Optional activities to include in your personal learning reflection:

	Attend a budget-planning meeting.
	Meet with the superintendent to discuss his/her philosophy of school budgets and school finance operations.
	Meet with ESD personnel to learn how they support your local fiscal operations.
	Meet with a state auditor to review their role; how they go about their task. Sit in on an audit exit meeting.

ACTIVITIES – LEVEL I

Course: LEADERSHIP - RECRUITMENT/SELECTION/INDUCTION

Reflection - Write a 3-5 page report using APA format, of personal learning reflections. Include information from the following activities required in this course and a minimum of five references.

Required:

1. Meet with the district's human resource office staff (as applicable) to review the district's recruitment, selection, and induction process and procedures.
2. Meet with district human resources personnel to discuss matters specific to recruitment of high needs areas (i.e. math/science, special education, ELL, highly qualified requirements).
3. Research information/articles related to effective hiring processes. Discuss your readings with your mentor.
4. Review your district's application materials. Discuss suggestions you might have for improvements to those materials with your mentor.
5. Meet with a secondary school administrator to discuss the impact of certification and endorsement restrictions on master schedule building.
6. Work with a group and prepare a complete job analysis. Use the job analysis to develop an up-to-date job description and job posting.
7. Meet with the individuals who are responsible for bringing new employees into your organization. Ask them to reflect on why they induct employees the way they do.
8. Review online research on employee induction vs. orientation. Define both and note the similarities and differences.
9. Interview a building administrator and discuss their role in inducting new employees into their building or department. How might a human resources department coordinate the district induction with the building or department to maximize the induction benefits for the new employee? Write a one-page summary of your personal learning/reflection.

ACTIVITIES – LEVEL I

Course: LEADERSHIP - RECRUITMENT/SELECTION/INDUCTION

Optional activities to include in your personal learning reflection:

	Participate in developing and planning a recruitment model for your district.
	Attend a career/job fair. Observe how different districts recruit. Evaluate the effectiveness of what you experience. Read some research on job fairs.
	Spend time with the person in your district who has the responsibility for maintaining applicant data. Review the processes used, including communications with applicants.
	Meet with union representative(s) to discuss internal transfer processes – employee perceptions. Review pertinent contract language.
	Review the EEOC guidelines. Discuss with your mentor.
	Research and identify best practices related to the recruitment, selection, and retention of high quality staff.
	Review a new employee activity in your organization. Document your findings in a power point presentation.
	Visit/experience how another organization inducts employees. Document your learning.
	Volunteer to assist with new employee induction in your district.
	Write a poem on how you think leadership is related to the induction of new employees into an organization.
	Develop a cost analysis for doing new employee induction.

ACTIVITIES – LEVEL I

Course: RECRUITMENT/SELECTION OF SUBSTITUTES

Reflection - Write a 3-5 page report using APA format, of personal learning reflections. Include information from the following activities required in this course and a minimum of five references.

Required:

1. Meet with your substitute facilitator and review their functions and activities.
2. Discuss the impacts of any substitute shortages or overages with the substitute facilitator and human resources supervisor. Solicit their ideas and strategies for finding solutions.
3. Research sources for providing staff development support to substitutes. Discuss your readings with your mentor.
4. Find information related to successful substitute programs in other school districts.
5. Research programs in your district for recruitment, hiring, induction, training, of classified substitutes. Note any issues or related concerns. Discuss your findings with your mentor.
6. Research statistical data related to absences in your district and the number of substitutes secured to fill employee absences as well as the cost of substitutes for the district as a whole.

Optional activities to include in your personal learning reflection:

	Observe the process of securing both certificated and classified substitutes.
	Attend a staff development activity designed for substitute employees.
	Spend time with the person in your district who has the responsibility for maintaining applicant data for substitutes. Review the processes used, including communications with applicants and persons interested in substitute work.
	Interview substitute employees and determine what their needs would be for making improvements.

ACTIVITIES – LEVEL I

Course: HUMAN RESOURCE WRITING SKILLS

Reflection - Write a 3-5 page report using APA format, of personal learning reflections. Include information from the following activities required in this course and a minimum of five references.

Required:

1. Refer to the information presented in class and reflect on what you learned to be the key elements of effective human resources writing styles and/or writing skills.
2. Meet with a district public relations officer to discuss the importance of written communication activities for school districts in today's environment.
3. Develop a self-assessment of your writing skills. Identify your strengths and areas that you would like to improve. Include your assessment in your report.
4. Read materials related to improving writing skills and discuss with your mentor how what you read will help you be a more effective written communicator.

Optional activities to include in your personal learning reflection:

	Critique the writing skills of applicants by reviewing application materials.
	Gather written communications from your district public relations office and analyze what you found to be effective or not.
	Practice your human resources writing skills through email communication, development of brochures, writing letters addressing misconduct/discipline, writing bargaining language, etc.
	Volunteer to prepare written materials for a committee or group (work or otherwise).
	Meet with school administrators and discuss their approach to writing styles.

ACTIVITIES – LEVEL I

Course: CURRENT HUMAN RESOURCE TOPICS

Reflection - Write a 3-5 page report using APA format, of personal learning reflections. Include information from the following activities required in this course and a minimum of five references.

Required:

1. Attend at least one WSPA region meeting.
2. Participate in at least one WSPA webinar.
3. Read human resources materials, articles, district board policies and other information related to the topics presented at the WSPA region meeting and WSPA webinar.
4. Discuss your learning of the human resources topics presented at the WSPA region meeting and WSPA webinar with your mentor.

Optional activities to include in your personal learning reflection:

	Use the internet to find additional information on specific human resources topics
	Attend a training session on employee recruitment, selection and/or induction



HELP

HUMAN RESOURCES IN EDUCATION
LEADERSHIP PROGRAM

LEVEL II ACTIVITIES

- **Review** – Review topic, listing resources by title, website, etc. .
- **Develop** – Plan, construct and document.
- **Meet & Discuss** – Note who you met with and when, and a summary of your discussion.
- **Read** – Note source.
- **Participate/Attend** – Note meeting date and topic.
- **Reflection** – Write a 3-5 page report using APA format, of personal learning reflections from each course. Include a minimum of five references.

ACTIVITIES – LEVEL II

Course: CONFLICT IN THE WORKPLACE

Reflection - Write a 3-5 page report using APA format, of personal learning reflections. Include information from the following activities required in this course and a minimum of five references.

Required:

1. Discuss what you learned from the HELP class on this topic with your mentor. Solicit input/suggestions regarding this topic from your mentor.
2. Research the topic of improving your skills in addressing conflict in a manner that results in a positive outcome.
3. Consider a conflict situation you have either been involved in or observed. Reflect on the situation, how it was addressed, who was involved, and was the outcome successful? Consider what went well and where improvement was needed.
4. Read conflict skill-building materials and discuss with your mentor how these skills will help you be a more effective individual.
5. Meet with a human resources or school administrator and ascertain what skills they believe are the most critical for addressing conflict/mediation.

Optional activities to include in your personal learning reflection:

	Discuss the topic at a staff meeting and gather ideas from others on skill building in this area.
	Attend a workshop or training activity on this topic.
	Conduct a self-assessment of your conflict resolution skills.

ACTIVITIES – LEVEL II

Course: DUE PROCESS

Reflection - Write a 3-5 page report using APA format, of personal learning reflections. Include information from the following activities required in this course and a minimum of five references.

Required:

1. Select one of the sample cases presented in class and consider how you would handle the situation. Use a different case than one that is discussed in class. Make assumptions based on data you collect. Consider your recommendation for action to the superintendent and the data/background information you would use in making your recommendation.
2. Review the due process/discipline provisions of the collective bargaining agreements for a district and discuss the processes with your mentor.
3. Meet with a human resources administrator, a supervisor or your mentor and discuss with them the due process procedures for certificated and classified employees. Include what they see as critical to being successful with these tasks. Research and discuss the different rules and legal guidelines for classified vs. certificated employees. Include processes that are different as well as similar.

Optional activities to include in your personal learning reflection:

	Read materials related to due process procedures and write a report of your findings.
	Research current school district case law topics and document your learning.
	Write a report about due process procedures in your district.
	Meet with a union representative to discuss due process from his/her perspective.
	Attend workshops on due process, discipline procedures, investigation procedures, etc.

ACTIVITIES – LEVEL II

Course: MISCONDUCT/INVESTIGATIONS

Reflection - Write a 3-5 page report using APA format, of personal learning reflections. Include information from the following activities required in this course and a minimum of five references.

Required:

1. Discuss a specific misconduct case with a personnel administrator (leaving out name and confidential information as appropriate). The goal is to expose you to the process of handling the allegation from start to completion of the investigation.
2. Find the relevant RCW/WAC regarding due process, discipline and termination of employment procedures. What are the similarities and differences with addressing certificated or classified staff misconduct? Discuss with a personnel administrator.
3. Read the laws pertaining to the identification and reporting of unprofessional conduct to the Office of Professional Practices, OSPI. Note whether the laws relate to certificated and/or classified staff. Does your district have related policies/procedures? Collective bargaining agreement language? What other procedures do you need to follow, i.e., in addition to notifying OSPI, who “needs to know”? Other legal or district requirements?
4. Research the Hoagland factors and write a two-page report on what you find.
5. Research the Federal Way School District v. Vinson decision regarding the standard for teacher discharge.

Optional activities to include in your personal learning reflection:

	Attend an in-service activity on this topic.
	Make a presentation to a management group (or similar group) regarding this topic. You might share an article or other information you have learned.
	Read materials regarding “due process rights.”
	Meet with a school attorney to gain their view of successful practices for processing complaints.

ACTIVITIES – LEVEL II

Course: HUMAN RESOURCE LEGAL WRITING SKILLS

Reflection - Write a 3-5 page report using APA format, of personal learning reflections. Include information from the following activities required in this course and a minimum of five references.

Required:

1. Refer to the information presented in class and other resources. Consider the key elements of effective human resources writing styles and skills.
2. Meet with the Administrator(s) in your District responsible for writing legal human resources documents to discuss their approach to legal human resources writing, including important elements, format and guidelines.
3. Develop a self-assessment of your legal human resources writing skills. Identify your strengths and areas of growth needed.
4. Practice your legal human resources writing skills through email communication and/or writing letters and memos. Read materials related to improving legal human resources writing skills and discuss with your mentor how what you read has helped you be a more effective written communicator.

Optional activities to include in your personal learning reflection:

	Gather written legal documents from the PERC website regarding rulings of employee/employer issues and analyze what you found to be effective legal documentation.
	Discuss human resources legal writing with a school attorney and their views on key elements of effective human resources legal written documents.

ACTIVITIES – LEVEL II

Course: EMPLOYEE BENEFITS

Reflection - Write a 3-5 page report using APA format, of personal learning reflections. Include information from the following activities required in this course and a minimum of five references.

Required:

1. Review the employee benefit provisions for your district's employees and identify the mandatory and non-mandatory benefits provided. If this varies by employee groups, provide a summary of the differences and similarities. For example, union dues, health benefits, life insurance, etc.
2. Meet with your District fiscal administrator to review the current apportionment for employee benefits, including carve-out provisions. Consider the impact of employee benefit costs.
3. Reflect on the steps your district takes to prepare for unemployment hearings, how claims are processed, and what the district can do to reduce costs.
4. Meet with payroll and human resources staff to review processes for communicating benefits to employees, such as employee orientations, handbooks, etc.
5. Participate in a presentation of employee benefits to new employees (either an individual or a group).
6. Obtain and read three articles related to ADA accommodations in the workplace. Consider referring to each article and the key lessons learned from in your report.
7. Review leave of absence policies and collective bargaining agreement language for your district, including employee usage patterns, light duty options, and the impact of medical conditions on employee performance.

Optional activities to include in your personal learning reflection:

	Attend an insurance committee meeting and or meet with committee members.
	Attend a retirement planning workshop.
	Talk with the person who processes worker's compensation claims in your district. Discuss the issue of light-duty assignments.

ACTIVITIES – LEVEL II

Course: GRIEVANCE/ARBITRATIONS

Reflection - Write a 3-5 page report using APA format, of personal learning reflections. Include information from the following activities required in this course and a minimum of five references.

Required:

1. Meet with a person who is responsible for handling grievances and arbitrations regarding their views of the skills necessary for successfully addressing such matters.
2. Locate a grievance that has gone to arbitration. This may be a case in your district/agency or a case that involved a PERC ruling. Read the case with a focus on determining what options there may have been, if any, to settle the matter prior to arbitration.
3. Read the RCW/WAC applicable to the union and/or employee rights to process grievances.
4. Review the grievance procedures in at least two collective bargaining agreements. Reflect on the similarities and differences of the processes. Consider which grievance language you find to be most reasonable and concise for both union and district compliance i.e., timelines, procedures, etc.
5. Consider the “dos and don’ts” of being an effective witness in an arbitration hearing. Speak with the human resources administrator in your district who handles grievances and arbitrations, or your district’s legal counsel, to solicit their ideas regarding this issue. Refer also to information obtained in your HELP presentation.

Optional activities to include in your personal learning reflection:

	Research and read articles related to grievance processing, including ones that focus on listening and other communication skills.
	Research and read articles related to grievance processing, including ones that focus on conflict resolution skills.
	Assist with the processing of a grievance.
	Meet with a union representative to discuss with them their perspective on processing grievances and/or arbitrations.
	Find an article on utilizing mediation or dispute resolution activities as an alternative to settling a dispute.

ACTIVITIES – LEVEL II

Course: QUANTITATIVE ANALYSIS

Reflection - Write a 3-5 page report using APA format, of personal learning reflections. Include information from the following activities required in this course and a minimum of five references.

Required:

1. Quantitative analysis is a technique used to understand data and behaviors by using simple and complex mathematical and statistical factors. Consider all of the job functions you are involved with that involve the application of data, i.e., total number of job applicants, number of employee absences requiring substitutes, salary comparisons, etc. For each function, consider the level of data skills required (basic, intermediate, advanced).
2. Meet with an administrator from your district or another district who is responsible for data. Discuss the specific data skills applied in those job functions.
3. Conduct a self-assessment of your data skills. Consider areas of professional growth, although it is not required.
4. Create and include in your report exemplars that show how data is being used in human resources.
5. Review how data is used in the labor relations process in your district. List your resources by title, website, etc.
6. Research wage and benefit data resources that are available to create a wage survey report. Consider how you would use and apply the data provided by those resources.

Optional activities to include in your personal learning reflection:

	Review how data is utilized in the staffing process in your district.
	Discuss data applications and skill development with a building administrators or program coordinator.
	Stretch your data level by taking a data class that is relevant to human resources. Share you learning with your supervisor or a colleague.
	Review the data process used to calculate blended pay rates under the FLSA.

ACTIVITIES – LEVEL II

Course: SCHOOL EMPLOYEE TRAINING REQUIREMENTS AND LICENSES

Reflection - Write a 3-5 page report using APA format, of personal learning reflections. Include information from the following activities required in this course and a minimum of five references.

Required:

1. Meet with the athletic director in your district in charge of tracking coaching requirements and trainings. Note what information they are reviewing for compliance and what they do with the results.
2. Meet with the human resource administrator in charge of tracking certificates and licenses. Note what information they are reviewing for compliance, how they track it, and what they do with the information.
3. Review personnel policies related to training. What trainings are mandatory each year? Every other year? Every three years? How does your district conduct the training and how do they track it?
4. Research which certificate holders require a state license as well as a certificate. How do CEU's work in conjunction with clock hours?

Optional activities to include in your personal learning reflection:

	Use the resources available on the WIAA website.
	Research websites for tracking occupational licenses.
	Attend a workshop/in-service on coaching requirements.
	Research RCW's and WAC's related to ESA's.

ACTIVITIES – LEVEL II

Course: TECHNOLOGY

Reflection - Write a 3-5 page report using APA format, of personal learning reflections. Include information from the following activities required in this course and a minimum of five references.

Required:

5. Conduct a self-assessment of your own technology skills.
6. Conduct a technology audit of your personnel office or a section within your operation.
7. Learn at least one new technology skill and discuss your new skill with your mentor. Discuss how your new skill has helped improve your job performance and has been beneficial to your department/office.
8. Meet with the individual in your district who is in charge of technology operations. Discuss what this person sees as the future for technology in schools in both 1) the office/operation aspect and 2) the classroom aspect.

Optional activities to include in your personal learning reflection:

	Use the resources available on the WSPA website.
	Attend a workshop/in-service on technology.
	Join the AASPA Listserv and use this resource to gather data.
	Join SHRM to access information and gather data

ACTIVITIES – LEVEL II

Course: LEADERSHIP-ETHICS

Reflection - Write a 3-5 page report using APA format, of personal learning reflections. Include information from the following activities required in this course and a minimum of five references.

Required:

1. Develop a personal plan and goals for developing your leadership style, including a self-assessment of situations you have been involved in that required a high level of ethics. Monitor the progress on your goals and growth throughout year two of HELP.
2. Read at least one book on ethical leadership.
3. Participate in instructional activities related to leadership development and ethics such as attending workshops, WSPA meetings/trainings, district activities, etc.
4. Meet with a building administrator to document and discuss their view and perspective of ethical leadership.

Optional activities to include in your personal learning reflection:

	Ask that this topic be discussed at your staff or administrative meeting and share what you learned in your HELP program.
	Engage in a personal ethical leadership assessment tool.
	Research additional information on ethics/leadership topics.
	Participate in community leadership activities.

ACTIVITIES – LEVEL II

Course: CURRENT HUMAN RESOURCE TOPICS

Reflection - Write a 3-5 page report using APA format, of personal learning reflections. Include information from the following activities required in this course and a minimum of five references.

Required:

1. Attend at least one WSPA region meeting.
2. Participate in at least one WSPA webinar.
3. Read human resource materials, articles, district board policies and other information related to the topics presented at the WSPA region meeting and WSPA webinar.
4. Discuss your learning of the human resource topics presented at the WSPA region meeting and WSPA webinar with your mentor.

Optional activities to include in your personal learning reflection:

	Use the internet to find additional information on specific HR topics
	Attend a training session on the uses of technology in human resources, including information systems, electronic application systems, information about salary and benefits comparisons, etc.
	Research a human resources topic that you are not very familiar with such as teacher and principal evaluation criteria, Washington State legislative issues, etc.



HELP

HUMAN RESOURCES IN EDUCATION
LEADERSHIP PROGRAM

LEVEL III ACTIVITIES

- **Review** – Review topic, listing resources by title, website, etc. Provide a minimum of one paragraph of personal learning reflection.
- **Develop** – Plan, construct and document. Provide a minimum of one paragraph of personal learning reflection.
- **Meet & Discuss** – Note who you met with and when, and a summary of your discussion. Provide a minimum of one paragraph of personal learning reflection.
- **Read** – Note source. Provide a minimum of one paragraph of personal learning reflection.
- **Participate/Attend** – Note meeting date and topic. Provide a brief paragraph describing content.
- **Reflection** – Write a 3-5 page report using APA format, of personal learning reflections from each course. Include a minimum of five references.

ACTIVITIES – LEVEL III

Course: LABOR RELATIONS

Reflection - Write a 3-5 page report using APA format, of personal learning reflections. Include information from the following activities required in this course and a minimum of five references.

Required:

1. Discuss with your mentor what you learned from the HELP class on this topic.
2. Reflect on the importance of establishing effective labor relations processes and why.
3. Meet with the chief negotiator for your district and/or the union negotiator. Discuss the status of the negotiations and labor relations process.
4. Read three articles related to negotiations and the labor-relations process. The articles should be related to the materials presented in class on the structure of negotiations process and/or the impact of negotiations and labor relationships.

Optional activities to include in your personal learning reflection:

	Participate in negotiation activities.
	Meet with the school superintendent to discuss perspectives on labor relations.
	Interview principals or site administrators to obtain their perspective on responsibilities for contract management.
	Attend an ERNN conference
	Attend labor relations, collaborative bargaining training.

ACTIVITIES – LEVEL III

Course: EQUITY/CIVIL RIGHTS

Reflection - Write a 3-5 page report using APA format, of personal learning reflections. Include information from the following activities required in this course and a minimum of five references.

Required:

1. Meet with the administrator in your district in charge of overseeing the Title IX Athletic Equity Assurance Report. Note what information they are reviewing for compliance and what they do with the results.
2. Review the investigation/complaint procedures in your district for discrimination and sexual harassment complaints and discuss the processes with your mentor.
3. Meet with a building administrator to discuss how they handle student complaints that are discriminatory or sexual harassment. What considerations are taken into account when discipline is involved?
4. Research both student and personnel policies related to equity. What are the similarities? Discuss how your district is addressing these policies.
5. Review your district's CRDC Report. What information is reported? How is this information utilized?

Optional activities to include in your personal learning reflection:

	Use the resources available on the OSPI website.
	Research of Department of Education OCR website.
	Attend a workshop/in-service on Equity and Civil Rights.
	Research RCW's and WAC's related to Equity and Civil Rights

ACTIVITIES – LEVEL III

Course: NEGOTIATIONS

Reflection - Write a 3-5 page report using APA format, of personal learning reflections. Include information from the following activities required in this course and a minimum of five references.

Required:

1. Meet with the person responsible for your district's labor relations to discuss the role of the negotiator in the negotiations process. Ask them to describe the information that would be included in a negotiations planning session. Who would be involved and why?
2. Read the collective bargaining agreements for your district (If a large district, this activity can be limited to two or three contracts). Consider the differences and similarities of employee leave language in the collective bargaining agreements.
3. Read an article related to the collaborative or interest-based bargaining process. What are the benefits of using collaborative or interest-based bargaining processes?
4. Meet with a person in your district who is responsible for maintaining negotiation documents. What is the system used by your district to retain and track the documents electronically or hard copy and how long are the documents kept.

Optional activities to include in your personal learning reflection:

	Participate in negotiations.
	Review additional collective bargaining agreements in your district.
	Review collective bargaining agreements from other districts and compare them to yours.
	Read materials related to the history of labor relations in the United States.

ACTIVITIES – LEVEL III

Course: SUPERVISION AND EVALUATION

Reflection - Write a 3-5 page report using APA format, of personal learning reflections. Include information from the following activities required in this course and a minimum of five references.

Required:

1. Review the state RCWs and WACs related to discharge and non-renewal of certificated employees and those related to evaluation of certificated employees.
2. Review the evaluation provisions of the collective bargaining agreements for a district and document this discussion with your mentor.
3. Meet with a supervisor other than your mentor to discuss the evaluation procedures for certificated and classified employees, including what they see as critical to being successful with these tasks.
4. Write a one-page report about employee performance evaluation systems and procedures used in your district. Include experiences from your own personal evaluations.
5. Meet with an HR administrator and discuss with that person what tools they find particularly effective in processing difficult employee issues.

Optional activities to include in your personal learning reflection:

	Read materials related to successful supervision techniques
	Conduct an employee evaluation.
	Participate in a negotiations session or joint committee meeting where evaluation procedures are being reviewed.

ACTIVITIES – LEVEL III

Course: ORAL PRESENTATION OVERVIEW

Reflection - Write a 3-5 page report using APA format, of personal learning reflections. Include information from the following activities required in this course and a minimum of five references.

Required:

1. Develop a checklist of all the things you would need to take into consideration if you were going to conduct a two-hour training to district administrators on a self-chosen HR topic. Include the checklist with your report.
2. Read additional materials on this topic. Include in your report how you might use this information with your presentation, and what information you might use to implement in your district. Note your resources.

Optional activities to include in your personal learning reflection:

	Read additional materials on this topic.
	Attend or join a public speaking group (e.g. Toastmasters).
	Make oral presentations to small and/or large groups.
	Present at a WSPA or other organizational workshop, conference or regional meeting.
	Attend workshops on oral communication skills.
	Attend training on giving great presentations/workshops.

ACTIVITIES – LEVEL III

Course: ORAL COMMUNICATION

Reflection - Write a 3-5 page report using APA format, of personal learning reflections. Include information from the following activities required in this course and a minimum of five references.

Required:

1. Selecting any related human resource or HELP topic, develop and design a specific presentation to be made to the HELP class during the HELP yearly session. This work must be done with at least one other HELP student, but no more than three to a group. The presentation should be a minimum of 10 and no more than 30 minutes (per person) in presentation. Utilize effective presentation skills, including the use of technology and group facilitation skills where applicable.
2. On this same topic, prepare a curriculum outline, including specific expected student outcomes and curriculum guide as if you were preparing a one-hour presentation on this topic. Include cited resource materials with your outline. The curriculum outline shall be included with your presentation and submitted with your portfolio in July of the completion of HELP year III.
3. Meet with a respected presenter in your district. Discuss what they see as keys to successful presentations.

Optional activities to include in your personal learning reflection :

	Read additional materials on this topic.
	Make oral presentations to small and/or large groups.
	Present at a WSPA or other organizational workshop, conference or regional meeting.
	Attend workshops on oral communication skills.
	Attend training on giving great presentations/workshops.

ACTIVITIES – LEVEL III

Course: ACCOUNTABILITY

Reflection - Write a 3-5 page report using APA format, of personal learning reflections. Include information from the following activities required in this course and a minimum of five references.

Required:

1. Discuss what you learned from the HELP class on this topic with your mentor. Include a summary of your discussion with your mentor in your report.
2. Reflect on one of the human resource functions and its effect on the workplace.
3. Attend a school board meeting where school finance is discussed or a curriculum proposal is being made.
4. Read articles about employee accountability on the job. Identify your own personal accountability to your district as well as your department team.

Optional activities to include in your personal learning reflection:

	Discuss what you learned in an office staff meeting or other group meeting.
	Attend a WSPA regional meeting.
	Volunteer for a WSPA committee or workshop activity.
	Attend a WSPA conference.
	Write up an evaluation of human resource capital management effectiveness in your district.
	Read additional materials on specific HR topics.
	Review district policies and procedures for HR procedures.

ACTIVITIES – LEVEL III

Course: CULTURAL COMPETENCY

Reflection – Write a 3-5 page report using APA format, of personal learning reflections. Include information from the following activities required in this course and a minimum of five references.

Required:

1. From what is presented in class, prepare a short one-page outline of what you learned about a cultural competency framework. Note your resources.
2. Meet with the person in your district, or another district in your area, who is responsible for professional development. Discuss training opportunities for employees focused on valuing and developing cross-cultural relationships with other employees, students and parents. Note who you met with and when, and a summary of your discussion. Write a short one or two paragraph summary of your discussion and findings.
3. Diversity of Welcome: What does it look like?
 - a) Identify strengths, challenges and specific action steps you will take to create culturally responsive relationships and environments.
 - b) How will you apply these action steps to improve your own personal cultural competency?
 - c) How will you apply these action steps to influence the cultural competency in your department/workplace environment?
4. Find and review your district’s policy related to cultural competency or cultural diversity. Discuss with one of your HELP III classmates. Discuss the differences and similarities between your district policy and your classmate’s district policy. Write a one or two paragraph summary of your discussion and findings.
5. Discuss with your mentor what you learned from the HELP class on this topic. Write a minimum one paragraph of personal learning reflection, including the discussion with your mentor.

Optional activities to include in your personal learning reflection:

	Discuss this topic at your staff or administrative meeting.
	Research additional information on cultural competency
	Review your District’s new employee orientation information related to cultural awareness and competency.

ACTIVITIES – LEVEL III

Course: HUMAN RESOURCE INVESTIGATORY WRITING SKILLS

Reflection - Write a 3-5 page report using APA format, of personal learning reflections. Include information from the following activities required in this course and a minimum of five references.

Required:

1. Refer to the information presented in class and other resources to reflect on the key elements of effective HR writing styles and/or writing skills.
2. Meet with administrator(s) in your district responsible for the investigation and written documentation of various HR matters. Discuss their approach to documenting employee investigations including key elements, format and guidelines.
3. Develop a self-assessment of your investigative HR writing skills. Identify your strengths and areas that you would like to improve. Include your assessment in your report.
4. Read materials related to improving the documentation of investigations and related writing skills. Discuss with your mentor how what you read will help you be a more effective written communicator.

Optional activities to include in your personal learning reflection:

	Gather written documents from the PERC website regarding rulings of employee/employer issues based on the documentation provided through the employee investigative process and analyze what you found to be effective documentation.
	Practice your investigative HR writing skills through email communication, writing letters addressing misconduct/discipline, reviewing board policy, COLLECTIVE BARGAINING AGREEMENT language, etc.
	Discuss the documentation of employee investigations with a school attorney or another experienced investigator to obtain their views on key elements of effective writing and related documentation.

ACTIVITIES – LEVEL III

Course: LEADERSHIP - CASE STUDIES

Reflection - Write a 3-5 page report using APA format, of personal learning reflections. Include information from the following activities required in this course and a minimum of five references.

Required:

1. Practice utilizing the group facilitation skills learned in the HELP program. You are encouraged to do this in a work-related activity. If this is not possible, you can invite a group of friends or family to join you to practice your skills.
2. Make an oral presentation to a group related to the key elements of group facilitation skills.
3. Read additional articles/information related to conflict resolution skills development..
4. Meet with a chief school administrator or trainer to discuss with them the skills they employ that lead to successful group facilitation.
5. Observe a group meeting where another person is leading the discussion. Observe the skills of the facilitator.

Optional activities to include in your personal learning reflection:

	Meet with a school board member to review their role in conflict resolution activities.
	Using the Internet, locate resources on this topic. Create a resource file for yourself.
	Place this topic on an HR or other organization meeting agenda. Discuss its importance and relevance to the related job functions.



HELP

HUMAN RESOURCES IN EDUCATION
LEADERSHIP PROGRAM

HELP Graduate Certification Maintenance Requirements



HELP

HUMAN RESOURCES IN EDUCATION
LEADERSHIP PROGRAM

Certification Maintenance Requirements

After completing the first full three years of the program, and every three years thereafter, HELP graduates are required to complete the following activities in order to maintain an active School Human Resource Program (SHRP) certification.

- A minimum of fifty hours of professional development within the three-year period.
- All course work must be professional. Time will count for actual sessions attended during conferences, but not for an overall conference (e.g., four and one-half hours for sessions vs. an eight-hour day for a conference).
- Professional development may include, but is not limited to, WSPA conferences, WSPA regional meetings, leadership seminars or trainings. Conferences, webinars, and other professional development focusing on human resources, employee or employment law issues. Reading materials such as books, articles or internet research is acceptable if the student submits a short synopsis of the content and its relationship to human resources, employees, leadership, or legal human resources issues. The synopsis must be attached to the log.

To qualify for certification maintenance, HELP graduates shall complete the attached HELP Certification Maintenance Form and forward it to the HELP coordinator on or before June 30th of the year that is three years following graduation (e.g., June 30, 2019 for the first class of graduates, June 30, 2016). Documentation such as registration forms, certificates of attendance, etc., should be maintained by the graduate UNTIL the renewed certificate is received. The HELP coordinator may ask for this information if clarification is needed.

Hint: Do not submit your Maintenance Report and documentation until the third full year after your graduation and/or renewal as the requirements are for every three years.



HELP
HUMAN RESOURCES IN EDUCATION
LEADERSHIP PROGRAM

**HELP GRADUATE (LEVEL IV)
CERTIFICATION MAINTENANCE
APPLICATION FORM**

HELP PARTICIPANT _____
Last Name First Name

Mailing/Street Address: _____

City State Zip

Contacts: _____
(Area Code)/Telephone E-Mail

Year of HELP Graduation: _____

Instructions: Attach to this form a log of activities to support the required 50 hours of professional development. **Submit this report after completion of ALL required hours and at or near the end of the three-year period following graduation and/or your last renewal.**

- Total your hours at the bottom of your log to ensure the minimum 50 hours are logged.
- Sign your log.
- Your signature will certify your 50 hours of professional development are accurate.

SUBMIT THIS COMPLETED FORM, LOG AND OTHER MATERIALS TO:

Jane Rausch, Help Coordinator
34515 N. Newport Hwy.
Chattaory, WA 99003
Email: jrausch@wspa.net
Cell: (509) 979-0572