



# HELP

HUMAN RESOURCES IN EDUCATION  
LEADERSHIP PROGRAM

**2013-14**  
**ACTIVITY HANDBOOK**  
**LEVEL I, II & III**

## ACTIVITY HANDBOOK

# HOW TO USE THIS ACTIVITY 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 portfolio development.

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

Society's mandate to the educational community is clear: children deserve, and must receive, the best possible educational experience. The role of the school human resource administrator is to provide support to the activities within the school district that contribute toward the quality education of children. The effective human resources administrator must promote a vision of systemic excellence while fostering teamwork and collaboration.

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 activity 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. While the district provides the setting and support for the activities, involvement in this program is not, in any way, viewed as an automatic step toward a human resource position in that or any other school district.

Likewise, the role of the **mentor** is significant. The mentor must make time available to review the student's plan of activities; to review their 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.

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.

## ***RESPONSIBILITIES***

### **RESPONSIBILITIES OF THE HELP PARTICIPANT**

- Participant suggests district(s) in which they wish to perform required and optional activities and suggests mentor to HELP Coordinator.
- Participant reviews options with mentor.
- Participant discusses program with selected district(s).
- Participant and district(s) complete required forms and return to HELP Coordinator
- A mentor will be assigned as part of the HELP summer program. It is the responsibility of the participant to assure ongoing, meaningful contact with their mentor.
- Participant reviews activity plan with mentor.
- Participant commences activities, keeping a log of their accomplishments.
- Participants review activities on an on-going basis with their mentor.
- Participant will complete an activity-ending report/portfolio. The portfolio is reviewed by the mentor, who completes a final mentor report. This form is attached to the portfolio for review by the HELP Advisory Committee.
- 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. Any absence 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 three-page report and submit to the HELP Coordinator for review and approval.***
- ***It is up to the Coordinator to determine if the participant has met the make-up requirements.***

## **RESPONSIBILITIES OF THE DISTRICT(S)**

- To discuss and agree with the participant on a schedule that will allow the participant to do their current duties as well as time to perform the activities required of HELP participants.
- To 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, reimbursement for mileage/travel to participate in specific and agreed-upon activities.
- To 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, including the required activities and if possible, optional 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 ability to function as a school human resource administrator or other 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 be dedicated to thoughtfully completing these requirements. Additionally, participants shall select from the **optional** activities list for each activity to ensure knowledge and practice in each category.

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 a final report of the activities. Participants are encouraged to utilize a portfolio approach when submitting their final report. This report, inclusive of the required activities checklist, 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 Activity 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 Activity 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

**Email confirmation of mentor authorization  
to HELP Coordinator by September 30**

**Submit this signed form with your 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

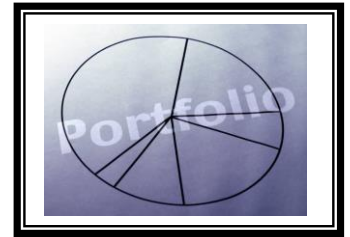
\_\_\_\_\_  
Signature Date

**Due with submission of your Portfolio**



# Portfolio Development

From HELP Advisory Committee



## Portfolio Development Guidelines

### 1. Title a separate divider for:

- Activity Time Log
- Forms – Authorization to Participate and Final Mentor Report
- Each individual block (i.e., Taking Care of Yourself, Basic Legal Aspects, Recruitment & Selection, etc.)

### 2. Behind divider, put activities list (required and optional) for each block.

### 3. On colored paper, make a separate header sheet for each activity and place behind the activity list.

### 4. On the colored sheet, type up a summary of what you did for each activity.

For example, if the activity is to meet with the HR administrator to review set up/organization for district's HR functions, write up a summary of the meeting, who you met with, what you learned, and any reflections you might have.

### 5. Place any evidence you gathered for the activity behind the colored header sheet.

For example, if the HR administrator gave you copies of the organizational chart, goals, etc., place them behind the colored header sheet.

\*\*\*\*\*

## 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.
- Include evidence of new learning.
- If instructed to meet with your mentor or another individual to review and discuss a topic, write a short summary of your discussion and what you learned.
- Utilize color-coding.
- Use color tabs or dividers to organize materials.

### 2. Mentors

- Meet by 9/30 to begin initial strategy and brainstorming for portfolio 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 I participants

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



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## Portfolio Summary

*Help Participant Name:*

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**Mandatory Items Included:**

- Time Log
- Authorization to Participate
- Mentor Report
- Completed Handbook Activities

**Summary of my portfolio content and learning 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.

- **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.

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

Course

Complete

Incomplete

**School Finance**

Comments:

**Leadership: Recruitment/Selection/Induction**

Comments:

**Recruitment/Selection of Substitutes**

Comments:

**HR Basic Writing Skills**

Comments:

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

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 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.

- **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.

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

*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.

- **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.

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

Course

Complete

Incomplete

**Accountability**

Comments:

**Cultural Competency**

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...



# HELP

HUMAN RESOURCES IN EDUCATION  
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## **COURSE LISTINGS**

## COURSE LISTING BREAKOUT BY YEAR/LEVEL

	Level I	Level II	Level III
<b>HELP I</b>			
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 Group Presentations	X		
<b>HELP II</b>			
Conflict in the Workplace		X	
Due Process		X	
Misconduct/Investigations		X	
Leadership: Ethics		X	
Employee Benefits		X	
Grievance/Arbitration		X	
Quantitative Analysis/Technology		X	
HR Writing – Legal (Fall Session)		X	
WSPA Webinar, WSPA Region Meeting, Observe HELP III Spring Group Presentations		X	
<b>HELP III</b>			
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



# HELP

HUMAN RESOURCES IN EDUCATION  
LEADERSHIP PROGRAM

## LEVEL I 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.

## ACTIVITIES – LEVEL I

### Course: SELF CARE/TEAMING

#### **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. Provide a minimum of one paragraph of personal learning reflection.
2. Develop a plan for managing your own well-being. Provide a minimum of one paragraph of personal learning reflection.
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. Write a short statement of your activities, the group's response to your suggestions, and the results. Provide a minimum of one paragraph of personal learning reflection.
4. Review the materials from the HELP class. Select one or more pieces and write a two-page report indicating why you found that information both interesting and helpful to you. List your resources by title, website, etc. Provide a minimum of one paragraph of personal learning reflection.
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. Provide a minimum of one paragraph of personal learning reflection.
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. Provide a minimum of one paragraph of personal learning reflection.
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. Write a paragraph of your personal learning reflection.

#### **Optional:**

	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

#### **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. Note who you met with, when, and the topic of discussion. Provide a minimum of one paragraph of personal learning reflection.
2. Meet with individual human resource staff members (at least two) to review the components of their particular job functions. Note who you met with and when, and a summary of your discussion. Provide a minimum of one paragraph of personal learning reflection.
3. Participate in a district-level management meeting where the human resources administrator is presenting or discussing a human resources related topic. Note the meeting date and topic. Provide a brief paragraph describing the content.
4. Read materials related to leadership and the human resources function. Review your findings with your mentor. List your resources by title, website, etc. Provide a minimum of one paragraph of personal learning reflection and note discussion with mentor.
5. Design your ideal human resources office based on best practice. Provide a paragraph of personal learning reflection.

#### **Optional:**

	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

#### **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. Note the person who you met with, when, and a summary of your discussion. Provide a minimum of one paragraph of personal learning reflection.
2. Review all district policies regarding human resource laws. List your resources by title, website, etc. Provide a minimum of one paragraph of personal learning reflection.
3. Review the district's Equal Employment Opportunity and Affirmative Action policies and/or plans. Discuss your review with your mentor. List your resources by title, website, etc. Provide a minimum of one paragraph of personal learning reflection.
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. Note meeting, date and topic. Provide a brief paragraph describing content.
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. Document your learning by listing resources and provide a minimum of one paragraph of personal learning reflection.

#### **Optional:**

	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

#### **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? Note whom you met with, when you met, and write a summary of your discussion. Provide a minimum of one paragraph of your personal learning reflection.
2. Review the regulations for teacher certification (classroom placement, highly qualified, 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. List your resources by title, website, etc. Provide a minimum of one paragraph of personal learning reflection.
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. Provide a minimum of one paragraph of personal learning reflection.
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. List your resources by title, website, etc. Provide a minimum of one paragraph of personal learning reflection.
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. Make a note of whom you met with and when and provide a summary of your discussion. Include a minimum of one paragraph of your personal learning reflection.
6. Review the documents a certificated employee file to calculate transcripts (degree and credits) and experience for salary placement. Discuss this activity with your mentor. Note meeting date and topic. Provide a brief paragraph describing content and learning reflection.
7. Write a two-page report of what you learned about the importance of accurately maintaining personnel records. Note any resources you used.

#### **Optional:**

	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

#### **Required:**

1. Research the topic of disclosure of personnel records. Write a paragraph of personal learning reflection and note any resources used.
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. List your resources by title, website, etc. Provide a minimum of one paragraph of personal learning reflection.
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? Write a one-page summary of your personal learning reflection and note any resources used.
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. List your resources by title, website, etc. Provide a minimum of one paragraph of personal learning reflection.
5. Find and review one article related to utilizing automation for the retention of public records. Include the article in your portfolio. List your resources by title, website, etc. Provide a minimum of one paragraph of personal learning reflection.

#### **Optional:**

	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

#### **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. Note who you met with, when, and a summary of the discussion. Provide a minimum of one paragraph of personal learning reflection.
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. List your resources by title, website, etc. Provide a minimum of one paragraph of personal learning reflection.
3. Review the current state funding rules and regulations/legislation. Review your findings with your mentor. List your resources by title, website, etc. Provide a minimum of one paragraph of personal learning reflection.
4. Participate in a management-level meeting where staffing is reviewed or discussed. Discuss this activity with your mentor. Note the meeting date and topic. Write a brief paragraph describing content and learning reflection.
5. Create a list of benchmark districts that you might utilize if conducting a salary and/or benefit survey for your district. Provide a paragraph of personal learning reflection.
6. Meet with a person chiefly responsible for negotiations and discuss how salary analysis data is used in the negotiations process. Note who you met with and when, and the topic of discussion. Provide a minimum of one paragraph of personal learning reflection.

#### **Optional:**

	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

#### **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. Note who you met with and when, and a summary of your discussion. Provide a minimum of one paragraph of personal learning reflection.
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). Note who you met with and when, and a summary of your discussion. Provide a minimum of one paragraph of personal learning reflection.
3. Research information/articles related to effective hiring processes. Discuss your readings with your mentor. Note your resources. Write a paragraph of personal learning reflection, including the discussion with your mentor.
4. Review your district's application materials. Discuss suggestions you might have for improvements to those materials with your mentor. List your resources by title, website, etc. Provide a minimum of one paragraph of personal learning reflection.
5. Meet with a secondary school administrator to discuss the impact of certification and endorsement restrictions on master schedule building. Note who you met with and when, and a summary of your discussion. Provide a minimum of one paragraph of personal learning reflection.
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. Write a paragraph of personal learning reflection.
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. Write a one-page reflection on your thoughts related to how this process is done.
8. Review online research on employee induction vs. orientation. Define both and note the similarities and differences. Complete a bulleted one-page summary of what your research shows and your personal learning reflection. List your resources by title, website, etc.
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:**

	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

#### **Required:**

1. Meet with your substitute facilitator and review their functions and activities. Note who you met with and when, and a summary of your discussion. Provide a minimum of one paragraph of personal learning reflection.
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. Note who you met with and when, and a summary of your discussion. Provide a minimum of one paragraph of personal learning reflection.
3. Research sources for providing staff development support to substitutes. Discuss your readings with your mentor. Write a paragraph of personal learning reflection, including the discussion with your mentor.
4. Find information related to successful substitute programs in other school districts. Note resources. Write a paragraph of personal learning reflection.
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. Provide a minimum of one paragraph of personal learning reflection, including the discussion 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. List suggestions for reducing employee absenteeism and reducing substitute costs. Write a two-page paper on your findings.

#### **Optional:**

	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

#### **Required:**

1. Refer to the information presented in class and prepare a short one-page outline of 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. Note who you met with and when, and a summary of your discussion. Provide a minimum of one paragraph of personal learning reflection.
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 portfolio. Provide a minimum of one paragraph of personal learning reflection.
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. Note your resources. Write a personal learning reflection paragraph.

#### **Optional:**

	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

#### **Required:**

1. Attend at least one WSPA region meeting. Use the materials and resources provided at a region meeting to prepare a minimum two-page report of what you learned to be the key elements of the presentation.
2. Participate in at least one WSPA webinar. Use the information and materials presented in the webinar to prepare a minimum two-page report of what you learned to be the key elements of the topic presented in the 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. Document and summarize your findings. Note your resources. Include a paragraph on your personal learning reflection.
4. Discuss your learning of the human resources topics presented at the WSPA region meeting and WSPA webinar with your mentor. Provide a minimum of one paragraph of personal learning reflection including the discussion with your mentor.

#### **Optional:**

	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. 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.

## ACTIVITIES – LEVEL II

### Course: CONFLICT IN THE WORKPLACE

#### **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. Write a minimum of one paragraph personal learning reflection that includes your discussion with your mentor.
2. Research the topic of improving your skills in addressing conflict in a manner that results in a positive outcome. Write a two-page report on the importance of this skill as it relates to your role in the workplace. Note your resources.
3. Develop a conflict situation and then write a report on how you would address the situation. You may utilize a real-life example, but be sure to use fictitious names, etc. This report should be two-three pages.
4. Read conflict skill-building materials and discuss with your mentor how these skills will help you be a more effective individual. Note your resources. Write a personal learning reflection paragraph, including the discussion with your mentor.
5. Meet with a human resources or school administrator and ascertain what skills they believe are the most critical for addressing conflict/mediation. Note who you met with and when, resources they provided, and write a one-page report of your personal learning and how you will apply it to your work with addressing conflict.

#### **Optional:**

	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

#### **Required:**

1. Select one of the sample cases presented in class to write a two-page report of how you would handle the situation. Use a different case than one that is discussed in class. Make assumptions based on data you collect. Your report should include your recommendation for action to the superintendent and the data/background information you used 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. List your resources by title, website, etc. Provide a minimum of one paragraph of personal learning reflection and include your discussion 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. Note who you met with and when, and a summary of your discussion. Provide a minimum of one-page of personal learning reflection.

#### **Optional:**

	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

#### **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. Note who you met with and when, and a summary of your discussion. Provide a minimum of one paragraph of personal learning reflection.
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. Note who you met with and when, and write a summary of your discussion and personal learning reflection.
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? Write a two-page summary that identifies key information obtained from your research. Note your resources.
4. Research the Hoagland factors and write a two-page report on what you find. Note your sources.
5. Research the Federal Way School District v. Vinson decision regarding the standard for teacher discharge. Write a one-page report on what you find. Note your sources.

#### **Optional:**

	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

#### **Required:**

1. Refer to the information presented in class and other resources to prepare a one-page outline of the key elements of effective human resources writing styles and skills. Note your sources.
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. Note who you met with and when, and a summary of your discussion. Provide a minimum of one paragraph of personal learning reflection.
3. Develop a self-assessment of your legal human resources writing skills. Identify your strengths and areas of growth needed. Include your assessment in your portfolio. Provide a minimum of one paragraph of personal learning reflection and goals.
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. Provide a minimum of one paragraph of personal learning reflection, including the discussion with your mentor.

#### **Optional:**

	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

#### **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. List your resources by title, website, etc. Provide a minimum of one paragraph of your personal learning reflection.
2. Meet with your District fiscal administrator to review the current apportionment for employee benefits, including carve-out provisions. Discuss the impact of employee benefit costs. Note who you met with and when, and a summary of your discussion. Provide a minimum of one paragraph of personal learning reflection.
3. Research and write a minimum of one-page report 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. Note who you met with and when, and a summary of your discussion. Provide a minimum of one paragraph of personal learning reflection.
5. Participate in a presentation of employee benefits to new employees (either an individual or a group). Provide a minimum of one paragraph of personal learning reflection.
6. Obtain and read three articles related to ADA accommodations in the workplace. Create a list of each article and the key lessons learned from each. Provide a minimum of one paragraph of personal learning reflection for each article and lessons learned. Note your resources.
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. Provide a minimum of one-page summary of your personal learning reflection.

#### **Optional:**

	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

#### **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. Note who you met with and when, and a summary of your discussion. Provide a minimum of one paragraph of personal learning reflection.
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. Write a minimum of one paragraph of personal learning reflection.
3. Read the RCW/WAC applicable to the union and/or employee rights to process grievances. Note your resources. Include a minimum one-page of personal learning reflection.
4. Review the grievance procedures in at least two collective bargaining agreements. Write a short report summarizing the similarities and differences of the processes. Document the grievance language that you find to be most reasonable and concise for both union and district compliance i.e., timelines, procedures, etc. List your resources by title, website, etc.
5. Write a one-page report identifying 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. Note your resources.

#### **Optional:**

	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

#### **Required:**

1. Quantitative analysis is a technique used to understand data and behaviors by using simple and complex mathematical and statistical factors. Create a list of 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, list the level of data skills required (basic, intermediate, advanced). Write a one-page report of your personal learning reflection.
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. Note who you met with and when, and a summary of your discussion. Provide a minimum of one paragraph of personal learning reflection.
3. Conduct a self-assessment of your data skills and write a one-page paper that defines those skills. You may also include a statement of professional growth in this area, although it is not required.
4. Create and include in your portfolio exemplars that show how data is being used in human resources. Include a minimum of one paragraph of personal learning reflection. Note your resources.
5. Review how data is used in the labor relations process in your district. List your resources by title, website, etc. Provide a minimum of one paragraph of personal learning reflection.
6. Research wage and benefit data resources that are available to create a wage survey report. Note the resources you found and identify how you would use and apply the data provided by those resources. Provide a minimum of one-page of personal learning reflection.

#### **Optional:**

	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: **TECHNOLOGY**

### **Required:**

1. Conduct a self-assessment of your own technology skills. Provide a minimum of one paragraph of personal learning reflection.
2. Conduct a technology audit of your personnel office or a section within your operation. Write a two-page report of your findings.
3. 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. Provide a minimum of one paragraph of personal learning reflection, including the discussion with your mentor.
4. 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. Note who you met with and when, and a summary of your discussion. Provide a minimum of one paragraph of personal learning reflection.

### **Optional:**

	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

#### **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. Write a two-page report to document your strengths and areas of focus for your growth. Monitor the progress on your goals and growth throughout year two of HELP.
2. Read at least one book on ethical leadership. Prepare a five-seven page paper reflecting on your learning, citing specific references from the book and other additional online or hard-copy resources.
3. Participate in instructional activities related to leadership development and ethics such as attending workshops, WSPA meetings/trainings, district activities, etc. Provide a minimum of one paragraph of the content and personal learning reflection.
4. Meet with a building administrator to document and discuss their view and perspective of ethical leadership. Note who you met with and when, and a summary of your meeting content. Provide a minimum of one paragraph of personal learning reflection.

#### **Optional:**

	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

#### **Required:**

5. Attend at least one WSPA region meeting. Use the materials/resources provided at a region meeting to prepare a minimum two-page report of what you learned to be the key elements of the presentation. Note your resources.
6. Participate in at least one WSPA webinar. Use the information and materials presented in the webinar to prepare a minimum two-page report of what you learned to be the key elements of the topic presented in the webinar.
7. Read human resource materials, articles, district board policies and other information related to the topics presented at the WSPA region meeting and WSPA webinar. Document and summarize your findings. Note your resources.
8. Discuss your learning of the human resource topics presented at the WSPA region meeting and WSPA webinar with your mentor. Provide a minimum of one paragraph of personal learning reflection, including the meeting with your mentor.

#### **Optional:**

	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.

## ACTIVITIES – LEVEL III

### Course: LABOR RELATIONS

#### **Required:**

1. Discuss with your mentor what you learned from the HELP class on this topic. Provide a minimum of one paragraph of personal learning reflection that includes your discussion with your mentor.
2. Write a short two-page report on the importance of establishing effective labor relations processes and why. Note your resources.
3. Meet with the chief negotiator for your district and/or the union negotiator. Discuss the status of the negotiations and labor relations process. Note who you met with and when, and a summary of your discussion. Provide a minimum of one paragraph of personal learning reflection.
4. Read three articles related to negotiations and the labor-relations process. Write a two-page report on your findings. 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. Note your resources.

#### **Optional:**

	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: NEGOTIATIONS

#### **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? Note who you met with and when, and a summary of your discussion. Provide a minimum of one paragraph of personal learning reflection.
2. Read the collective bargaining agreements for your district (If a large district, this activity can be limited to two or three contracts). Document the differences and similarities of employee leave language in the collective bargaining agreements. Note your resources. Write a minimum one paragraph of personal learning reflection.
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? Note your resources. Write a minimum one-page summary of the content and personal learning reflection.
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. Note who you met with and when, and a summary of your discussion. Provide a minimum of one paragraph of personal learning reflection.

#### **Optional:**

	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**

#### **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. List your resources by title, website, etc. Provide a minimum of one paragraph of personal learning reflection.
2. Review the evaluation provisions of the collective bargaining agreements for a district and document this discussion with your mentor. List your resources by title, website, etc. Provide a minimum of one paragraph of personal learning reflection.
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. Note who you met with and when, and a summary of your discussion. Provide a minimum of one paragraph of personal learning reflection.
4. Write a one-page report about employee performance evaluation systems and procedures used in your district. Include experiences from your own personal evaluations. Note your resources. Include a summary of your personal learning reflection.
5. Meet with an HR administrator and discuss with that person what tools they find particularly effective in processing difficult employee issues. Note who you met with and when, and a summary of your discussion. Provide a minimum of one paragraph of personal learning reflection.

#### **Optional:**

	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

#### **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 portfolio. Provide a minimum of one paragraph of personal learning reflection.
2. Read additional materials on this topic. Write a one or two page summary to document your learning, how you might use this information with your presentation, and what information you might use to implement in your district. Note your resources.

#### **Optional:**

	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

**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. Note who you met with and when, and a summary of your discussion. Provide a minimum of one paragraph of personal learning reflection.

**Optional:**

	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

#### **Required:**

1. Discuss what you learned from the HELP class on this topic with your mentor. Write a minimum one paragraph of personal learning reflection. Include a summary of your discussion with your mentor in your report.
2. Write a two-page assessment report that documents one of the human resource functions and its effect on the workplace. Note your resources.
3. Attend a school board meeting where school finance is discussed or a curriculum proposal is being made. Write a minimum one paragraph of content and personal learning reflection.
4. Read articles about employee accountability on the job. Identify your own personal accountability to your district as well as your department team. Write a minimum of one page of personal learning reflection and goals. Note your resources.

#### **Optional:**

	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

#### **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:**

	Discuss this topic at your staff or administrative meeting and share what you learned in your HELP program.
	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

#### **Required:**

1. Refer to the information presented in class and other resources to prepare a one-page outline of the key elements of effective HR writing styles and/or writing skills. Note your sources.
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. Note who you met with and when, and a summary of your discussion. Provide a minimum of one paragraph of personal learning reflection.
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 portfolio. Provide a minimum of one paragraph of personal learning reflection.
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. Write a minimum of one paragraph of personal learning reflection, including the discussion with your mentor.

#### **Optional:**

	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

#### **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. Write a short two-page statement regarding your activity. Note your resources.
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. Note your resources. Write a minimum one paragraph of personal learning reflection.
4. Meet with a chief school administrator or trainer to discuss with them the skills they employ that lead to successful group facilitation. Write a minimum one paragraph of personal learning summary and reflection.
5. Observe a group meeting where another person is leading the discussion. Observe the skills of the facilitator. Write a short two-page statement regarding the meeting or activity and what you observed.

#### **Optional:**

	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 50 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 30<sup>th</sup> of the year that is three years following graduation (e.g., June 30, 2006 for the first class of graduates, June 30, 2003). 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:**

Jeff Drayer  
Help Coordinator  
12640 Eagle Drive  
Burlington, WA 98233  
Email: [jdrayer@wspa.net](mailto:jdrayer@wspa.net)  
Work: (360) 757-3311  
Cell: (360) 770-4064