



Course Syllabus: EDLE 6153 District Financial Leadership

West College of Education
EDLE 6153 Section Y20
Spring Semester 2025

Contact Information

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Instructor Communication

The best way to contact me is through email. I usually respond quickly. You can expect a response within 24 hours; however, it could be a little longer on weekends or holidays.

Textbook and Resource Materials

American Public School Finance, 3rd Edition

Owings, W.A., & Kaplan, L.S. (2020). *American Public School Finance*, 3rd Edition. Routledge.
ISBN-13: 978-1138499966

Course Description

This course provides an in-depth examination of public-school finances. Some topics to be examined include: reading account ledgers, developing budgets, income paths, and leading bond proposals, among others.

Syllabus Changes or Updates

This syllabus is subject to change based on a variety of factors that may impact the hybrid course design.

Course Objectives/Learning Outcomes/Course Competencies

Specific learning objectives for the course derive from the standards outlined below. Satisfactory completion of the course will document that students have demonstrated the ability to satisfy the following standards:

NELP Standards for District Financial Leadership

Component 1.2 Program completers understand and demonstrate the capacity to lead district strategic planning and continuous improvement processes that engage diverse stakeholders in data collection, diagnosis, design, implementation, and evaluation.

Component 2.1 Program completers understand and demonstrate the capacity to reflect on, communicate about, and cultivate professional dispositions and norms (i.e., equity, fairness, integrity, transparency, trust, collaboration, perseverance, reflection, lifelong learning, digital citizenship) and professional district and school cultures.

Component 4.1 Program completers understand and can demonstrate the capacity to evaluate, design, and implement high-quality curricula, the use of technology, and other services and supports for academic and non-academic student programs.

Component 6.1 Program completers understand and demonstrate the capacity to develop, communicate, implement, and evaluate data-informed and equitable management, communication, technology, governance, and operation systems at the district level to support schools in realizing the district's mission and vision.

Component 6.2 Program completers understand and demonstrate the capacity to develop, communicate, implement, and evaluate a data-based district resourcing plan and support schools in developing their school-level resourcing plans.

Component 6.3 Program completers understand and demonstrate the capacity to develop, implement, and evaluate coordinated, data-informed systems for hiring, retaining, supervising, and developing school and district staff in order to support the district's collective instructional and leadership capacity.

Texas Superintendent Certification Domains and Competencies

District Financial Leadership Texas Competencies

Domain I: Leadership of the Educational Community

Competency 001: The superintendent knows how to act with integrity, fairness and in an ethical manner in order to promote the success of all students.

Domain III: Administrative Leadership

Competency 008: The superintendent knows how to apply principles of effective leadership and management in relation to district budgeting, personnel, resource utilization, financial management and technology applications.

Competency 009: The superintendent knows how to apply principles of leadership and management to the district's physical plant and support systems to ensure a safe and effective learning environment.

Competency 010: The superintendent knows how to apply organizational, decision-making and problem-solving skills to comply with federal and state requirements and facilitate positive change in varied contexts.

Grading/Assessment

Table 1: Points allocated to each assignment –

Assignments	Points	Calculated
Participation, Weekly: Making and Responding to Discussion Posts	70	(14 weeks X 5 pts)
Ethical Analyses (4 scenarios)	40	(4 X 10 points)
Case Studies (4 case studies)	40	(4 X 10 points)
Participation: Saturday Live Sessions	30	(3 sessions X 10 pts)
Projects (20 points apiece):		
• Enrollment Projections	20	February 16
• Business Official Interview	20	March 9
• Superintendent Bond Issue Interview	20	April 13
Final District Financial Health Presentation	60	March 22 or May 3
Final Written Financial Health Report – Assessment #9	100	May 9
TOTAL POINTS	400	

Table 2: Total points for final grade.

Grade	Points
A	360 to 400
B	320 to 359
C	280 to 319
D	240 to 279
F	Fewer than 240

Attendance and Participation

Regular online participation is required. Please attend to discussions in a timely manner. Professional dialogue opportunities are part of this class; participation will be considered part of the grade.

Saturday Attendance Policy

Our projected dates for the Saturday classes this fall are

Saturday, January 25, 2025:	9:00-12:00 Noon or 1:00-4:00 P.M.
Saturday, March 22, 2025:	9:00-12:00 Noon or 1:00-4:00 P.M.
Saturday, May 3, 2025:	9:00-12:00 Noon or 1:00-4:00 P.M.

Locations of the Saturday sessions are yet to be determined.

Regular attendance is expected. If a class must be missed, please discuss it with the professor beforehand. If an emergency arises, please either telephone or email the professor, if possible.

One of the cornerstones to the WCOE Ed.D. experience is the opportunity to interact with colleagues from across other campuses, districts, and professions. To this end, we hold Saturday classes three times per long semester. Students are expected to maintain a physical and professional engagement in these experiences. However, we do understand some circumstances cannot be avoided. Therefore, we have established the following policy:

- 1 absence = make up required experiences/coursework with colleagues
- 2 absences = final grade will be lowered by one letter and make up required experiences/coursework with colleagues
- 3 absences = Failing

COVID policy – if a student is quarantined due to COVID, that student may Zoom a Saturday class. Under these circumstances a student will be required to provide documentation of quarantine requirements from his/her public health district or health care provider.

Projects Required

All class participation, presentations, and written assignments will sequentially prepare students for the key NELP assessment:

- TEA Assessment #11 District Budget Presentation and Report
This assessment will begin with March 22 class presentations and will be fully completed as part of your final grade.

The assessment will be based on the NELP framework (see course attachments) that include students' written and oral presentations. Final artifacts will synthesize leadership principles with best practices in district financial leadership within the NELP assessment standards.

Saturday Presentations

Due to the size of the class and the anticipated length of the budget presentations, the presentations will take place over two Saturday session with roughly half of the class presenting at each of the sessions. The projected dates for the Saturday course presentations are

- | | |
|---------------------------|-----------------------------------|
| Saturday, March 22, 2025: | 9:00-12:00 Noon or 1:00-4:00 P.M. |
| Saturday, May 3, 2025: | 9:00-12:00 Noon or 1:00-4:00 P.M. |

Big Questions for Social Justice – MSU Texas EdD Courses

EDLE 6153 District Financial Leadership

- *What equity issues should be considered in leading bond proposals?*
- *What equity issues should be considered in developing district budgets?*

Student Handbook

Refer to: [Student Handbook](#)

Academic Misconduct Policy & Procedures

Academic Dishonesty: Cheating, collusion, and plagiarism (the act of using source material of other persons, either published or unpublished, without following the accepted techniques of crediting, or the submission for credit of work not the individual's to whom credit is given). Additional guidelines on procedures in these matters may be found in the Office of Student Conduct. [Office of Student Conduct](#)

Artificial Intelligence

Advances in Artificial Intelligence (AI) have now provided generative and creative applications such as Chat GPT, Google Bard, Guru, Microsoft Copilot, and others. Certainly, these tools can be quite useful in the learning process; however, the content they generate does not represent the effort and learning of the student. Submitting AI generated work in place of the original and genuine work of the student will be considered a form of academic misconduct.

Important Dates

Last day for term schedule changes: Check date on [Academic Calendar](#).
Deadline to file for graduation: Check date on [Academic Calendar](#).
Last Day to drop with a grade of "W:" Check date on [Academic Calendar](#).
Refer to: [Drops, Withdrawals & Void](#)

Desire-to-Learn (D2L)

Extensive use of the MSU D2L program is a part of this course. Each student is expected to be familiar with this program as it provides a primary source of communication regarding assignments, examination materials, and general course information. You can log into [D2L](#) through the MSU Homepage. If you experience difficulties, please contact the technicians listed for the program or contact your instructor.

Refund and Repayment Policy

A student who withdraws or is administratively withdrawn from Midwestern State University (MSU) may be eligible to receive a refund for all or a portion of the tuition, fees and room/board charges that were paid to MSU for the semester. HOWEVER, if the student received financial aid (federal/state/institutional grants, loans and/or scholarships), all or a portion of the refund may be returned to the financial aid programs. As described below, two formulas (federal and state) exists in determining the amount of the refund. (Examples of each refund calculation will be made available upon request).

Services for Students with Disabilities

In accordance with Section 504 of the Federal Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990, Midwestern State University endeavors to make reasonable accommodations to ensure equal opportunity for qualified

persons with disabilities to participate in all educational, social, and recreational programs and activities. After notification of acceptance, students requiring accommodations should make application for such assistance through Disability Support Services, located in the Clark Student Center, Room 168, (940) 397-4140. Current documentation of a disability will be required in order to provide appropriate services, and each request will be individually reviewed. For more details, please go to [Disability Support Services](#).

College Policies

Campus Carry Rules/Policies

Refer to: [Campus Carry Rules and Policies](#)

Smoking/Tobacco Policy

College policy strictly prohibits the use of tobacco products in any building owned or operated by MSU TEXAS. Adult students may smoke only in the outside designated-smoking areas at each location.

Alcohol and Drug Policy

To comply with the Drug Free Schools and Communities Act of 1989 and subsequent amendments, students and employees of Midwestern State are informed that strictly enforced policies are in place which prohibits the unlawful possession, use or distribution of any illicit drugs, including alcohol, on university property or as part of any university-sponsored activity. Students and employees are also subject to all applicable legal sanctions under local, state and federal law for any offenses involving illicit drugs on University property or at University-sponsored activities.

Campus Carry

Effective August 1, 2016, the Campus Carry law (Senate Bill 11) allows those licensed individuals to carry a concealed handgun in buildings on public university campuses, except in locations the University establishes has prohibited. The new Constitutional Carry law does not change this process. Concealed carry still requires a License to Carry permit, and openly carrying handguns is not allowed on college campuses. For more information, visit [Campus Carry](#).

Active Shooter

The safety and security of our campus is the responsibility of everyone in our community. Each of us has an obligation to be prepared to appropriately respond to threats to our campus, such as an active aggressor. Please review the information provided by MSU Police Department regarding the options and strategies we can all use to stay safe during difficult situations. For more information, visit [Safety / Emergency Procedures](#). Students are encouraged to watch the video entitled "Run. Hide. Fight." which may be electronically accessed via the University police department's webpage: ["Run. Hide. Fight."](#)

Obligation to Report Sex Discrimination under State and Federal Law

Midwestern State University is committed to providing and strengthening an educational, working, and living environment where students, faculty, staff, and visitors are free from sex discrimination of any kind. State and federal law require University employees to report sex discrimination and sexual misconduct to the University's Office of Title IX. As a faculty member, I am required to report to the Title IX Coordinator any allegations, personally observed behavior, or other direct or indirect knowledge of conduct that reasonably may constitute sex discrimination or sexual misconduct, which includes sexual assault, sexual harassment, dating violence, or stalking, involving a student or employee. After a report is made, the office of Title IX will reach out to the affected student or employee in an effort to connect such person(s) with resources and options in addressing the allegations made in the report. You are also encouraged to report any incidents to the office of Title IX. You may do so by contacting:

Laura Hetrick
Title IX Coordinator
Sunwatcher Village Clubhouse
940-397-4213
laura.hetrick@msutexas.edu

You may also file an online report 24/7 at
https://cm.maxient.com/reportingform.php?MSUTexas&layout_id=6

Should you wish to visit with someone about your experience in confidence, you may contact the MSU Counseling Center at 940-397-4618. For more information on the University's policy on Title IX or sexual misconduct, please visit <https://msutexas.edu/titleix/>

Grade Appeal Process

Update as needed. Students who wish to appeal a grade should consult the Midwestern State University [MSU Catalog](#)

Notice

Changes in the course syllabus, procedure, assignments, and schedule may be made at the discretion of the instructor.

Course Schedule

Notice

Changes in the course schedule may be made at the discretion of the instructor.

Week or Module	Activities/Assignments/Exams	Due Date
Week 1 1/21 to 1/26	Texas School Finance	Jan 26
<i>Saturday Class</i> <i>01/25/2025</i>	Class meets 1:00 to 4:00 (apprx.). Texas School Finance Explained, Discussed.	Jan 25
Week 2 1/26 to 2/2	Misconceptions about School Finance Read Owings & Kaplan Chapter 1. Video Defense of Public Schools	Feb 2
Week 3 2/2 to 2/9	History of School Finance in the US Read Owings & Kaplan Chapter 2. Enrollment Projection Videos; Enrollment Projection Project Assigned.	Feb 9
Week 4 2/9 to 2/16	Legal Framework for Financing Public Educ Read Owings & Kaplan Chapter 3. Videos: <i>Serrano, Rodriguez</i> Enrollment Projections Due	Feb 16
Week 5 2/16 to 2/23	Education as an Investment in Human Capital Read Owings & Kaplan Chapter 4. Employee Cost Ratios; Revenues to Expenses. Case Study #4.	Feb 23
Week 6 2/23 to 3/2	Taxation Issues Read Owings & Kaplan Chapter 5. Reserve Fund; Solvency Ratio. Ethics Scenario: The Snowblower.	Mar 2
Week 7 3/2 to 3/16	Fiscal Capacity and Fiscal Effort Read Owings & Kaplan Chapter 6. The Auditor and the Audit Report. SBO Interview Report Due March 9	Mar 16
<i>Spring Break</i>		
Week 8 3/16 to 3/23	Equity, Adequacy, and Efficiency Read Owings & Kaplan Chapter 7. School Bond Issues. Case Study #7.	Mar 23
<i>Saturday Class</i> <i>03/22/2025</i>	Class meets 1:00 to 4:00 (apprx.). District Financial Health Report presented, Group 1.	Mar 22
Week 9 3/23 to 3/30	Structure of School Finance Systems Read Owings & Kaplan Chapter 8. Budget Calendar; Budget Publication Timeline. Case Study #8.	Mar 30

Week or Module	Activities/Assignments/Exams	Due Date
Week 10 3/30 to 4/6	Demographics: Student Risk Factors Read Chapter 9: "Student Risk Factors." Internal Controls; Red Flags. Case Study #9.	Apr 6
Week 11 4/6 to 4/13	Demographics: Teacher and Administrator Read Chapter 9: "Teacher and Administrator." Texas Schools FIRST Report. Supt Bond Issue Interview Due April 13.	Apr 13
Week 12 4/13 to 4/20	Budgeting: Applying Policy Values Read Owings & Kaplan Chapter 10. Line Item Budget Development. Ethics Scenario: Home Improvement. (Easter Break)	Apr 20
Week 13 4/20 to 4/27	Spending and Student Achievement Read Owings & Kaplan Chapter 11. P-Cards. Ethics Scenario: A Perk of the Job.	Apr 27
Week 14 4/27 to 5/4	Critical School Finance Issues Read Chapter 12: Critical Issues. Crowd-Source Funding. Ethics Scenario: The Grant Writer.	May 4
<i>Saturday Class</i> <i>05/03/2025</i>	Class meets 1:00 to 4:00 (apprx.). District Financial Health Report presented, Group 2.	May 3
Week 15 5/3 to 5/9	Emerging School Finance Issues Read Chapter 12: Emerging Issues. Assessment #11: District Budget Project due.	May 9

Appendix A: Standards/Competencies

NELP Standards

- Component 1.1 Program completers understand and demonstrate the capacity to collaboratively design, communicate, and evaluate a district mission and vision that reflects a core set of values and priorities that include data use, technology, values, equity, diversity, digital citizenship, and community.
- Component 1.2 Program completers understand and demonstrate the capacity to lead district strategic planning and continuous improvement processes that engage diverse stakeholders in data collection, diagnosis, design, implementation, and evaluation.
- Component 2.1 Program completers understand and demonstrate the capacity to reflect on, communicate about, and cultivate professional dispositions and norms (i.e., equity, fairness, integrity, transparency, trust, collaboration, perseverance, reflection,

lifelong learning, digital citizenship) and professional district and school cultures.

- Component 2.2 Program completers understand and demonstrate the capacity to evaluate and advocate for ethical and legal decisions.
- Component 2.3 Program completers understand and demonstrate the capacity to model ethical behavior in their personal conduct and relationships and to cultivate ethical behavior in others.
- Component 3.1 Program completers understand and demonstrate the capacity to evaluate, cultivate, and advocate for a supportive and inclusive district culture.
- Component 3.2 Program completers understand and demonstrate the capacity to evaluate, cultivate, and advocate for equitable access to safe and nurturing schools and the opportunities and resources, including instructional materials, technologies, classrooms, teachers, interventions, and adult relationships, necessary to support the success and well-being of each student.
- Component 3.3 Program completers understand and demonstrate the capacity to evaluate, advocate, and cultivate equitable, inclusive, and culturally responsive instructional and behavior support practices among teachers and staff.
- Component 4.1 Program completers understand and can demonstrate the capacity to evaluate, design, and implement high-quality curricula, the use of technology, and other services and supports for academic and non-academic student programs.
- Component 4.2 Program completers understand and can demonstrate the capacity to collaboratively evaluate, design, and cultivate coherent systems of support, coaching, and professional development for educators, educational professionals, and school and district leaders, including themselves, that promote reflection, digital literacy, distributed leadership, data literacy, equity, improvement, and student success.
- Component 4.3 Program completers understand and can demonstrate the capacity to design, implement, and evaluate a developmentally appropriate, accessible, and culturally responsive system of assessments and data collection, management, and analysis that support instructional improvement, equity, student learning and well-being, and instructional leadership.
- Component 4.4 Program completers understand and demonstrate the capacity to design, implement, and evaluate district-wide use of coherent systems of curriculum, instruction, assessment, student services, technology, and instructional resources that support the needs of each student in the district.
- Component 5.1 Program completers understand and demonstrate the capacity to represent and support district schools in engaging diverse families in strengthening student learning in and out of school.
- Component 5.2 Program completers understand and demonstrate the capacity to understand, engage, and effectively collaborate and

communicate with, through oral, written, and digital means, diverse families, community members, partners, and other constituencies to benefit learners, schools, and the district as a whole.

- Component 5.3 Program completers understand and demonstrate the capacity to communicate through oral, written, and digital means within the larger organizational, community, and political contexts and cultivate relationships with members of the business, civic, and policy community in support of their advocacy for district, school, student, and community needs.
- Component 6.1 Program completers understand and demonstrate the capacity to develop, communicate, implement, and evaluate data-informed and equitable management, communication, technology, governance, and operation systems at the district level to support schools in realizing the district's mission and vision.
- Component 6.2 Program completers understand and demonstrate the capacity to develop, communicate, implement, and evaluate a data-based district resourcing plan and support schools in developing their school-level resourcing plans.
- Component 6.3 Program completers understand and demonstrate the capacity to develop, implement, and evaluate coordinated, data-informed systems for hiring, retaining, supervising, and developing school and district staff in order to support the district's collective instructional and leadership capacity.
- Component 7.1 Program completers understand and demonstrate the capacity to represent the district, advocate for district needs, and cultivate a respectful and responsive relationship with the district's board of education focused on achieving the district's shared mission and vision.
- Component 7.2 Program completers understand and demonstrate the capacity to design, implement, cultivate, and evaluate effective and collaborative systems for district governance that engage multiple and diverse stakeholder groups, including school and district personnel, families, community stakeholders, and board members.
- Component 7.3 Program completers understand and demonstrate the capacity to evaluate, engage in decision making around, implement, and appropriately communicate about district, state, and national policy, laws, rules, and regulations.
- Component 7.4 Program completers understand the implications of larger cultural, social, economic, legal, and political interests, changes, and expectations and demonstrate the capacity to evaluate and represent district needs and priorities within larger policy conversations and advocate for district needs and priorities at the local, state, and national level.

Instrument Information: TEA Assessment #11 District Budget Presentation and Report

– REVISED BY D. FRAZIER 2024

Administration and Purpose: District Budget Presentation and Report

The District Budget Presentation Assessment is administered in EDLE 6153 District Financial Management. The purpose of the assessment is to evaluate a candidate's leadership skills in administrative leadership.

Informing Candidates: District Budget Presentation and Report

Candidates are informed of the assessment in the course syllabus for EDLE 6153 District Financial Management which provides candidates with the following instructions:

Instructions:

You will examine a current school district budget in terms of effective leadership and management in relation to district budgeting, personnel, resource utilization, financial management, and technology applications (Dom III Comp 008). You will focus on student enrollment trends and projections, employee cost ratio, cash reserves, solvency ratio, and financial forecast. You will prepare a presentation that describes the financial conditions identified above and evaluate the financial health of the school system. The target audience for the presentation is the school board and other interested stakeholders. The presentation should be created in PowerPoint. You will present your PowerPoint to the class during a live, in-person class.

Then you will revise the presentation into a written report. You will submit your written report to both D2L and TK20.

Content: District Budget Presentation and Report

Candidates are evaluated on one criterion. Each of the criterion is scored with one of four possible ratings: Accomplished 4, Proficient 3, Developing 2, or Needs Improvement 1. The criteria evaluated measures candidates' abilities related to the following TExES standards:

- **Domain III-Competency 008 *The superintendent knows how to apply principles of effective leadership and management in relation to district budgeting, personnel, resource utilization, financial management, and technology applications.***

Candidates are expected to have the majority of criteria at proficient or above. A candidate must receive a minimum of 2 points on this assessment. A candidate receiving less than the minimum on the assessment will need to make revisions based on instructor feedback.

Instrument: District Budget Presentation and Report

District Budget Presentation and Report	Accomplished 4	Proficient 3	Developing 2	Needs Improvement 1
<p>Domain III Competency 008 <i>The superintendent knows how to apply principles of effective leadership and management in relation to district budgeting, personnel, resource utilization, financial management, and technology applications.</i></p>	<p>The candidate knows how to apply principles of effective leadership and management in relation to district budgeting, personnel, resource utilization, financial management and technology applications. The knowledge includes ALL of the following:</p> <ul style="list-style-type: none"> a) Apply procedures for effective budget planning and management. b) Work collaboratively with board of trustees and appropriate personnel to develop district budgets. c) Facilitate and evaluate effective account auditing and monitoring that complies with legal requirements and local district policy. d) Establish district procedures for accurate, effective, ethical purchasing and financial record keeping and reporting. e) Acquire, allocate and manage resources according to district vision and priorities, including obtaining and using funding from various sources. f) Use district and staff evaluation data for personnel policy development and decision making. g) Apply knowledge associated with personnel management, including requirements related to certifying, recruiting, screening, selecting, evaluating, disciplining, reassigning and dismissing personnel. h) Manage one's own time and the time of others to enhance district operations. i) Develop and implement plans for using technology and information systems to enhance efficiency and effectiveness of school district operations. 	<p>The candidate can apply principles of effective leadership OR management in relation to district budgeting, personnel, resource utilization, financial management OR technology applications. The knowledge includes most BUT not all of the following:</p> <ul style="list-style-type: none"> a) Apply procedures for effective budget planning and management. b) Work collaboratively with board of trustees and appropriate personnel to develop district budgets. c) Facilitate and evaluate effective account auditing and monitoring that complies with legal requirements and local district policy. d) Establish district procedures for accurate, effective, ethical purchasing and financial record keeping and reporting. e) Acquire, allocate and manage resources according to district vision and priorities, including obtaining and using funding from various sources. f) Use district and staff evaluation data for personnel policy development and decision making. g) Apply knowledge associated with personnel management, including requirements related to certifying, recruiting, screening, selecting, evaluating, disciplining, reassigning and dismissing personnel. h) Manage one's own time and the time of others to enhance district operations. i) Develop and implement plans for using technology and information systems to enhance efficiency and 	<p>The candidate can apply principles of leadership OR management but may not apply to district budgeting, personnel, resource utilization, financial management OR technology applications. Evidence demonstrates inclusion of only 1-3 of the following sub-competencies:</p> <ul style="list-style-type: none"> a) Apply procedures for effective budget planning and management. b) Work collaboratively with board of trustees and appropriate personnel to develop district budgets. c) Facilitate and evaluate effective account auditing and monitoring that complies with legal requirements and local district policy. d) Establish district procedures for accurate, effective, ethical purchasing and financial record keeping and reporting. e) Acquire, allocate and manage resources according to district vision and priorities, including obtaining and using funding from various sources. f) Use district and staff evaluation data for personnel policy development and decision making. g) Apply knowledge associated with personnel management, including requirements related to certifying, recruiting, screening, selecting, evaluating, disciplining, reassigning and dismissing personnel. h) Manage one's own time and the time of others to enhance district operations. i) Develop and implement plans for using technology and information systems to enhance efficiency and effectiveness of school district operations. 	<p>The candidate does not know how to apply principles of effective leadership and management in relation to district budgeting, personnel, resource utilization, financial management and technology applications. The knowledge includes:</p> <ul style="list-style-type: none"> a) Apply procedures for effective budget planning and management. b) Work collaboratively with board of trustees and appropriate personnel to develop district budgets. c) Facilitate and evaluate effective account auditing and monitoring that complies with legal requirements and local district policy. d) Establish district procedures for accurate, effective, ethical purchasing and financial record keeping and reporting. e) Acquire, allocate and manage resources according to district vision and priorities, including obtaining and using funding from various sources. f) Use district and staff evaluation data for personnel policy development and decision making. g) Apply knowledge associated with personnel management, including requirements related to certifying, recruiting, screening, selecting, evaluating, disciplining, reassigning and dismissing personnel. h) Manage one's own time and the time of others to enhance district operations. i) Develop and implement plans for using technology and information systems to enhance efficiency and effectiveness of school district operations.

**District Budget
Presentation
and Report**

	Accomplished 4	Proficient 3	Developing 2	Needs Improvement 1
	<ul style="list-style-type: none"> j) Apply legal concepts, regulations and codes as required. k) Use revenue forecasting and enrollment forecasting to address personnel and budgetary needs accurately. 	<ul style="list-style-type: none"> effectiveness of school district operations. j) Apply legal concepts, regulations and codes as required. k) Use revenue forecasting and enrollment forecasting to address personnel and budgetary needs accurately. 	<ul style="list-style-type: none"> j) Apply legal concepts, regulations and codes as required. k) Use revenue forecasting and enrollment forecasting to address personnel and budgetary needs accurately. 	<ul style="list-style-type: none"> j) Apply legal concepts, regulations and codes as required. k) Use revenue forecasting and enrollment forecasting to address personnel and budgetary needs accurately.