# 400 Leadership

Stable and consistent leadership by the superintendent is vital to the success of the public school system.

- 400.1 Licensure for Administrators
- 400.2 Portability of Professional Credentials and Pensio
- 400.3 Professional Compensation
- 400.4 Highly Effective Teachers and Leaders
- 400.5 Health & Wellness
- 400.6 Leadership/Professional Development
- 500 Student Learning and Accountability

All public schools must provide a quality educational experience to student, which necessitates a framework of rigorous academic standards infused with life and career, **skitls** ding critical thinking, problem solving, collaboration, communication, innovation and selfection. A system of **a**ountability, which **c**arly demonstrates, through multiple measures, the level of progress attained by stuisteestsential to fulfilling the mission of schools to increase student achievement and equip graduates with the skills required to be college and workforce ready.

- 500.1 Preparation for Living in an Interdependent Global Society
- 500.2 High School Completion
- 500.3 School and District Accountability and Assessment of Student Performance
- 500.4 Equity in Accountability
- 5005 Supporting Students withi Sabilities
- 500.6 Supporting Undocumented Students
- 600 Community Collaborative and Partnerships for Eduction

Building partnerships and supporting the education of all students is the responsibility of the entire community. Those partnerships and the contributions made by all stakeholder groups in the community contribute to the educatonal success and welleing of our children. Communities are responsible for the health, safety, welfare and education of each child. Schools are but one partner in the commwhitch includes many domains of public and private agencies. AASA urges and supports collaborative, communide programs and partnerships to deliver full services and programs to address the needs of the whole child. AASA supports quality toomide programs and services designed to break the cycle of poverty and address the readiness and wellness needs of all children.

- 600.1 Communicating Effectively with the Public
- 600.2 Leaving Decisions Regarding Commercial Affiliations with Local School Districts
- 600.3 Parent Engagement Matters

# 100.4 PUBLIC SCHOOL CHOICE AND CHARTER SCHOOLS

AASA supports public school choice, which includes discortimination and unconditional enrollment for all children. Common regulations and accountability should apply to all schools in ecountability funding.

AASA supports charter schools that operate under the governance of local public school boards.

The manner in which charter schools are financed must be standardized and aligned so that their creation does not have an adverse effect on the quality of existing public schools.

# 100.5 SCHOOL FINANCE SYSTEMS FOCUSED ON TRANSFORMATIONAL SUCCESS FOR ALL STUDENTS

AASA supports creating stable, equitable, predictable and adequate funding for schools based on local, state and federal revenues that will meet the challenges of equitable opportunity and provide the funding base needed to support a system which leads to success for all students.

AASA supports legislation and litigation at the federal and state level that results in increased student achievem while looking to the future.

### 100.6 LOCAL FUNDING

AASA encourages and endorses the efforts of local administrators and boards of education to challenge funding systems that result in inequitable and inadequate funding.

### 100.7 UNFUNDED MANDATES

Federaland statemandates must be full funded.

# 200 BELONGING, EQUITY AND DIVERSITY

(Scheduled Review: 20) (Updated February 202)

School and District leaders have a responsibility to cultivate and nurture school/district cultures where diversity and belonging is valued and recognized by promoting policies and practices ensuring equity and access for all students and employees.

# 200.1 EQUITY FOR ALL

AASA promotes equity, access and excellence for all students, educators, staff members and administrators by

# 300 LEARNING ENVIRONMENTS

(Scheduled Review: 2024) (Updated:February2023)

Environmentsconducive todearning require that all variables that influence a student's ability to succeed should be addressed.

# 300.1 ADVOCATES FOR CHILDREN

AASA is an advocate for the health and **wein**g of our nation's children. Children haveight to live and learn in a safe and nurturing environment. Research demonstrates that learning is enhanced when children feel safe and have their physical, mental and **sa**cand emotional needs met in a healthy school environment. This includes access to healthy foods, oportunities eycp(I)-1 ()12.1 (cd)-3.2 (o)1.9ea

connectivity and fully integrate technology into the instructional program. One of a his effort should include the expansion of  $\Xi$ 

### 400 LEADERSHIP

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#### (Scheduled Review: 262) (Updated: Feruary 2020)

AASA believes ethical and effective school leadership in the superintendency is vitalutoress of the public school system.

# 400.1 LICENSURE FOR ADMINISTRATORS

Only graduate degreeand licensures, endorsements or certificates in etlanal administration, supervision and leadership issued by approved state licensing agencies through accrediteges and universities or AASA should be recognized for the preparation, appointment and promotion of school leaders.

# 400.2 PORTABILITY OF PROFESSIONAL CREDENTIALS AND PENSIONS

AASA supports pension portability and licensure reciprocity to enarge uthe free flow of professional leadership.

Every state should provide educators with a means to transfer from state to state with experience and pension plan(s) intact. AASA supports complete mobility within public education for educators.

# 400.3 PROFESSIONAL COMPENSATION

AASA believeshe stability and longevity of effective educational leaders are essential for improving outcomes for students.

Professional compensation for superintendents and school administrators should be a locanderaisis consistent with eduational preparation, performance, position, and responsibility.

Educational leaders' effectiveness is enhanced blaimae employment contracts which attract and retain high quality leadership for the public schools.

# 400.4 HIGHLY EFFECTIVE TEACHERS AND LEADERS

Attracting and retaining highly effective teachers, principals, district administrators and superinterfinderntall backgrounds, should become a primary goal for all stakeholders including our professional organizations, our state legislators, the federal government and the business community.

AASA supports efforts to provide incentives designed to encourage highly effective teachers and administrators to enter rural, highe

# 500 STUDENT LEARNING AND ACCOUNTABILITY

(Scheduled Review: **25**) (Updated:February2020)

All public schools must priore a quality educational experience for each student, which necessitates a framework of rigorous academictandards infused with life and career skills including critical thinking, problem solving,

internationaly, must be utilized for reporting pgress to studentandto parents/guardians, in order to measure performance of schools and districts, and report results to the general ublic. These assessments should promote student performance and monitor grow, the promote learning and drive improvement in schools.

AASA supports staff accountability for curriculum content, certification, professionaintgaind student achievement.

# 500.4 EQUITY IN ACCOUNTABILITY

AASA supports the application of any public school accountability systems for alloadional institutions receiving state or federal funding including, but not limited to: virtual schools, rtehaschools, independent school home school accountability systems for alloadional institutions receiving state or federal funding including, but not limited to: virtual schools, rtehaschools, independent school accountability systems for alloadional institutions receiving state or federal funding including, but not limited to: virtual schools, rtehaschools, independent school accountability systems for alloadional institutions receiving state or federal funding including, but not limited to: virtual schools, rtehaschools, independent school accountability systems for alloadional institutions receiving home school accountability systems for alloadion and home school accountability systems for alloadion alloadion and school accountability systems for alloadion alloadion alloadion alloadion accountability systems for alloadion alloadion accountability systems for alloadion alloadion alloadion accountability systems for alloadion alloadion accountability systems for alloadion alloadion accountability systems for alloadion accountabi

### 500.5 SUPPORTING STUDENTS WITH DISABILITIES

(First Adopted:February 2020)

To be sccessfustudents with disabilities must have early access to a continuum of coordinated supports and services, weltrained educators, highquality instruction, and advanced and inclusive learning opportunities. Special education is not a placit is a service, and districts should strive to educate students with disabilities in safe, physically and developmentally appropriate learning environments in their neighborhood school and fully integrate them into the culture of the school. Districts must havengt patnerships with parents and communities to ensure students with disabilities are well supported inside and outside of school.

The lack of federal funding to support students with disabilities greatly hinders the ability of districts to be more successfulin educating students with disabilities, but AASA believes district leaders must continue to prioritize increasing achievement for students with disabilities and ensuring they are college, career and life ready.

500.6

### 600 COMMUNITY COLLABORATIVE AND PARTNERSHIPS FOR EDUCATION (Scheduled Review: 26) (Updated: Februar 2023)

Building partnerships and supporting the education of all students is the responsibility of the certainenity. Those partners bis and the contributions made by all stakeholder groups in the community contribute to the educational success and wbb ing of our children. Communities are responsible for the health, safetgarevend education of each child. Schools are but one paetr in the community which includes many domains of public and private agencies. AASA urges and supports collaborative, communidely programs and partnerships to deliver full services and programs to address the needs of the evchild. AASA supports quality more unity-wide programs and services designed to break the cycle of poverty and address the readiness and wellness needs of all children.

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