

I. INTRODUCTION

The Ohio Association of Elementary School Administrators (OAESA), (hereafter known as The Association), believes the school environment should afford every student opportunities to receive a high quality education and to develop to his/her fullest potential. This Platform is designed to be a formal guide providing information of an official nature in order for the membership to initiate, support, or oppose a variety of proposals on various issues as well as to convey to legislators, policymakers, and the public issues politically relevant to school administrators working with students in preschool, after school programs, and in grades kindergarten through eighth grade. OAESA will advocate for legislation that supports the building principal as the educational leader responsible for leading school improvement, developing staff members and evaluating progress.

II. Early Childhood Education

1. Definition

For the purpose of this platform, “early childhood” shall be defined as the period from birth through the end of Grade 3.

2. Recognition of Need

While the OAESA understands that families are the primary caregivers for children, we also recognize the increasing need for high-quality early childhood education programs for all of Ohio’s children.

3. Early Childhood – School Connections

High quality early childhood experiences provide the foundation for higher levels of student achievement, future successes in school, and economic benefits to society. OAESA believes that early childhood programs should be school-connected and available for all children. OAESA recommends, supports, and encourages schools to implement developmentally appropriate programs that provide social, physical, emotional, and academic experiences for pre-kindergarten and kindergarten children.

OAESA supports a continuum of learning from birth through grade 3. Principals have a unique opportunity to facilitate the collaboration with community early learning programs in the areas of professional development, standards alignment, curriculum, and developmentally appropriate assessments.

4. Funding

OAESA believes that state funding for high quality early childhood programs must be a legislative priority and supports collaboration between entities to promote a seamless continuum of services from birth to grade 3. All children, but especially children at risk, should have access to high-quality, full-day learning experiences.

(Source: NAESP platform)

III. ELEMENTARY AND MIDDLE-LEVEL ADMINISTRATOR

1. Evaluation of Administrators

OAESA believes all public school administrators should be evaluated based on multiple indicators such as professional preparation, school culture surveys, parent satisfaction surveys, peer evaluations, size of school, performance reviews, developmentally appropriate student achievement data, goal attainment, experience, complexity of job requirements, and length of contract year.

Principal evaluation should be based upon the Ohio Principal Standards with a strong focus on the instructional leadership role of the principal. OAESA believes a principal evaluation system should be aligned to the following features as designed by the National Association of Elementary School Administrators (NAESP):

- Be designed with the direct involvement of principals and other constituents
- Be educative
- Be connected to district and state level systems
- Be rigorous, fair, and equitable
- Include multiple rating categories to differentiate performance
- Gather evidence of performance through multiple measures of practice.
- Communicate results to principals with consistency and transparency
- Include training, support, and evaluation of principal evaluators

(Designing Principal Evaluation Systems: Research to Guide Decision-Making, 2011)

OAESA believes more weight should be focused on the criteria as found in the *Ohio Standards for Principals* when determining principal effectiveness.

Our Association also supports a legislative change to ORC 3319.02 which would require a board of education to comply with all of the evaluation requirements set forth in ORC 3319.02 and for a provision that would entitle the automatic re-employment of the administrator if the board of education and the administration fail to comply with all of the due process requirements set forth in the statute.

2. Job Security

OAESA believes job security and protection of rights and personal welfare is essential for a principal to carry out professional responsibilities without fear of reprisal. OAESA believes rating and ranking based on student test scores should not be the sole or

primary criterion in the evaluation, dismissal, reassignment, or compensation of principals. R.C. 3319.02, which governs, among other things, principal and assistant principal contracts, specifically provides that: "No contract may be terminated by a board except pursuant to section 3319.16 of the Revised Code."

The Association believes all public school administrators should be employed under written contracts that include a defined hold-harmless clause, salary and benefits, methods used in determining salary, due process, and length of contract.

The Association supports the provisions set forth in R.C. 3319.16, which, as applied to principals and other administrators under contract, prohibit a board of education terminating an employment contract except for good and just cause. At the present time, if an administrator facing a termination challenges the Board's reasons, a referee will be assigned, and the a referee's recommendation may be accepted or rejected by a board of education. It is the Association's position that the referee's decision should be final and binding on the board of education and the employee in the same way that an arbitrator's decision is final and binding.

3. Merit Pay

Our Association recognizes public interest in and supports the concept of merit pay. However, our Association can support merit pay only if:

- its purpose is to reward excellence
- an adequate base salary be in place before a plan is considered
- merit pay is not the sole determinant in all pay raises
- the plan is developed with the cooperation of a representative group of district administrators
- the merit plan is a part of a comprehensive compensation plan
- the benefit for meritorious service is of a substantial nature
- there is enough latitude in the administrator's salary schedule to allow for merit increments
- merit benefit decisions are based on the results of a broad-based, objective evaluation procedure that can be documented
- merit benefits do not adversely affect the collegial relationship between/among administrators and their supervisors
- the plan does not promote the tendency to create a facade with little change in productivity
- the superintendent or his/her designee has final authority in determining who receives merit
- all administrators have an equal opportunity to receive the merit benefit
- full funding is budgeted to support the merit benefit.

4. Legal Counsel and Liability Protection

Our Association supports the Sovereign Immunity Act of 1985 that requires school boards to furnish legal counsel to the administrator against whom charges have been filed as a result of that administrator's upholding board policy or as a result of his/her performance of other professional responsibilities. Furthermore, our Association believes the selection of the legal counsel must be satisfactory to the involved administrator. School boards should also be required to furnish liability insurance coverage to protect school administrators from legal action filed against them.

5. Due Process

Our Association supports the concept of due process in all areas of human relations. Each administrator must be guaranteed the security of due process in all aspects of his/her professional life. Likewise, administrators should observe due process in all relationships with fellow educators, students, and the public.

6. Retirement

Our Association believes that retirement benefits provided by STRS should be maintained in a manner to be reflective of the demands of the profession and the reduced compensation of the educators compared to other professionals requiring similar educational levels, etc. Our Association continually seeks to secure retirement benefits that take into consideration the administrator's responsibilities and length of service. Our Association understands changes will be made to the retirement system and will continue to work with the Healthcare and Pension Advocates (HPA) Committee to provide the best possible retirement options for school administrators.

Our Association believes that provisions should be made within STRS to provide for continued health insurance coverage for the surviving spouse/dependents of deceased STRS members.

OAESA believes efforts at the state level to shift the defined benefit pension plan option to a defined contribution pension plan option are contrary to the best interests of Ohio educators.

Our Association believes efforts at the federal level to place all public employees under Social Security will, in Ohio, be contrary to the best interests of school administrators who are now covered under separate state retirement plans.

7. Salary

A salary commensurate with the responsibilities of the job must be provided to every elementary, middle-level, and central office administrator. Our Association believes all elementary, middle-level, and central office administrators should receive a salary which reflects a significant per diem differential above the teacher's maximum salary and which compensates them at the same rate for extended time.

OAESA will support incentive pay for principals committing to working in hard to staff schools.

8. Collective Bargaining

Collective bargaining has become an integral part of educational decision making. Therefore, our Association believes building administrators should serve as a part of the management team in all negotiations with teachers and other employee groups. Furthermore, our Association urges boards of education to support and defend administrators who are faced with grievance procedures, charges, pressures, and allegations that stem from negotiated agreements.

9. Strikes

The building administrator and other members of the district team should determine in advance their strategy for dealing with a strike.

When a strike is threatened or occurs, our Association will remind its members they are management personnel and have management contractual obligations to fulfill. In no case will our Association recommend that its members participate in a work stoppage nor will it support them if they choose to participate in a work stoppage against their board of education.

Our Association expects all state-level management associations to work cooperatively in helping local management teams resolve conflicts among their members through mediation and arbitration.

10. Private and/or Community School Educators

Our Association believes that administrators and other educators serving Private and Community Schools should hold an appropriate educator's license for their position.

11. Educator Quality and Professional Development

All administrators have a responsibility to continually upgrade their skills to meet the ever-changing demands of school administration. Our Association urges its members to regularly participate in professional development opportunities that are aligned to the Ohio Standards for Principals and Ohio's Professional Development Standards. Our Association believes each board of education has the responsibility to provide time and funds for administrators to attend conferences and seminars that will upgrade their skills.

Boards of Education should provide adequate funding and support for principal professional development and active participation in professional organizations. In addition OAESA supports Board funding to cover tuition reimbursement, registration fees, travel, and lodging associated with professional development for principals.

12. Legislative Action

Since state and national laws have had an increasing impact on the operation of schools, elementary and middle-level administrators have the responsibility to be informed of pending legislation. Our Association believes each administrator must become politically active by giving time, effort, and resources to direct the course of legislation affecting schools.

13. Principal Health and Wellness

OAESA recognizes the duties and responsibilities of the school principal are increasingly complex and demanding without reciprocal support for the role. Therefore, OAESA recognizes the importance of fitness, nutrition, use of leisure time, and stress management for all principals. The health and well-being of principals is imperative to the school's success.

OAESA believes principals must take care of themselves in order to take care of the intricacies of the school community. OAESA recognizes the amount of time allocated for the demands of the job must be balanced with stress-reducing activities.

OAESA believes the state and local school district must provide principals with the time, support, and resources to effectively meet their professional responsibilities. OAESA further believes such support can foster a balance between work, personal life and other responsibilities. This will allow principals to build resiliency, refresh, and rejuvenate themselves in order to perform their duties effectively.

OAESA believes when health, wellness, and job satisfaction are aligned, principal retention increases. This directly impacts the success of the school.

IV. CONTROL OF EDUCATION

Our Association believes that public education is the cornerstone of our democracy. In order to fully meet the needs of a diverse community of learners, Our Association believes educators and the community should take a proactive approach to meeting the needs of individual students and groups of students. Our Association further believes that all schools—public, private, community (charter)—receiving public funds should be required to operate under a consistent set of educational standards adopted by the State Board of Education. New school structures, such as community (charter) schools, should be evaluated by non-partisan, non-biased assessors to determine their effect on student achievement and local school districts. Any specific structure should be limited in the number of operating sites until legitimate, research-based data demonstrating effectiveness is available.

1. Funding of Schools

Although our Association recognizes that local communities must maintain major control of the schools in their district, our Association also believes the state must accept the basic responsibility for the assurance of a thorough and efficient system of public education, as required by Ohio's Constitution.

It has become increasingly evident that the work place and the global market place require persons with increasing academic and technological competencies. Our schools must continue to ensure that Ohio and the nation will be able to compete favorably in the international market. A high quality education must take place in each school in Ohio. It is essential to maintain and enhance our social and economic systems through appropriately funded public schools.

The current system of school funding in Ohio fails to provide a thorough and efficient system of common public schools as mandated by the Ohio Constitution. It is, therefore, the belief of our Association that the thorough and efficient system of common public schools can be realized only through the provision of additional revenue to enhance the opportunities of pupils in those school districts disadvantaged by the present funding system rather than by a reduction of, or the reallocation of revenue from those school districts that have been willing and able to provide a greater level of local support.

In view of the financial crises faced by numerous school systems and the repeated failure of communities to approve additional tax issues, our Association urges the state to investigate and adopt effective methods of funding public education in Ohio.

Our Association further believes that any state or federal legislation that mandates schools to provide programs, services, or facilities should provide funds commensurate with those mandates. Our Association urges all legislative bodies to provide full funding for all mandated programs.

OAESA is strongly opposed to any legislative effort intended to minimize the state's responsibility to provide the children of Ohio with a "thorough and efficient system of public common schools". We oppose any effort to remove this language from the State Constitution, as it provides reasonable protection for our students. Further, we are in favor of strengthening this protection by the addition of a Constitutional provision that guarantees each student the fundamental right to a high quality educational opportunity.

Our Association does not favor proposals, such as TABOR/TEL/SAL, that restrict the ability of elected officials to determine spending priorities and revenue needs.

2. Vouchers

OAESA does not favor diverting public dollars to support private schools especially when funding shortfalls are impacting schools across the State of Ohio.

OAESA believes vouchers detract from the goal of comprehensive improvement of public schools and do not significantly affect student achievement levels.

Therefore, be it resolved that the Ohio Association of Elementary School Administrators, by action of its Representative Assembly, is opposed to the transfer of public funds to private schools by such means as vouchers, scholarships, etc. which may have the effect of weakening the constitutionally mandated system of common (public) schools, provide religious or other sects with a right to, or control of, a portion of the state school fund and hinder the public schools' efforts to reform in order to meet present and future challenges.

Be it further resolved that our Association encourages the Governor and the members of the General Assembly to focus their efforts, energy, and resources toward providing for adequate and efficient common (public) schools, and supporting Ohio's public schools as they seek to create new opportunities for children to learn to their fullest potential.

3. State Governance

Our Association advocates for an elected State Board of Education and a State Superintendent of Public Instruction who is appointed by that elected State Board.

4. Operation of Schools

Our Association believes the following:

- A. Public schools are a public trust; therefore, control should remain with the public.
- B. In educational decision making, all personnel affected by the decision should have a voice in the decision. The administrator's responsibility is to carry out board policy, administer negotiated contracts, and provide educational leadership to continually improve the quality of instruction. The teacher's responsibility is to assist in formulating educational programs and procedures and to adhere to board policy in terms of the negotiated contract.
- C. The operation of the educational enterprise should be a cooperative endeavor shared equally by the public and by professional educators. Each has its specific area of function and responsibility. Appropriate lines of communication and influence must exist to provide input on the major educational issues. The building administrator's primary responsibility as the educational leader of the individual school community is with the ultimate outcome of the educational process and its effect upon each child.

5. Art, Music, and Physical Education

Our Association believes a well-balanced educational program offering students instruction in both core academic subject areas and non-core academic subjects is

essential. Educators understand the positive impact that instruction in art, music, and physical education have on learning in the core areas. As a result, school districts should be required to provide all students with a well-rounded instructional program by licensed specialists in the areas of art, music, and physical education.

6. School Records

Our Association believes that it is important for the public to have access to those school records upon which public decisions are made. Our Association further believes, however, that personally identifiable employee information such as address, phone numbers, social security numbers, bank information, etc. that have no impact on public decisions should not be public information.

7. School Year

Our Association believes that traditional public schools and private schools should be afforded flexibility in scheduling student learning opportunities similar to that which is afforded to community schools. Our Association endorses increasing the length of the school year beyond 180 instructional days or equivalent number of hours provided the state fully funds the total additional operational costs incurred by local districts.

Our Association further believes that incentives should be made available that provide for year-round schooling and other educational innovations that redefine time, space, and structure to better tailor instruction to the needs and interests of students.

The two previous positions can only be achieved when appropriate facilities and climate control exist. In addition, any increase in instructional offerings will necessitate an increase in the instructional day and/or instructional year.

V. ACCOUNTABILITY

Our Association recognizes and supports the basic concept of accountability. Accountability, however, should be expected only to the degree that decision-making responsibility rests with those being held accountable. The application of accountability should encourage the opportunity for educational experimentation, research, and individualization designed to meet special needs in a particular school or community.

1. Educational Standards

OAESA believes all students deserve opportunities for a high-quality public education program that aligns instruction with effective standards.

OAESA believes principals must have a role in the evolving discussion regarding the development of all educational standards. OAESA believes effective standards should be content based and created by qualified practitioners, including building principals.

2. Assessments

OAESA believes children have diverse abilities and learning potential that should be identified and developed. Educators, families, and students need multiple, fair, effective formative and summative assessments that should be used for determining the needs of children. An effective system of assessment is one that measures student progress using multiple indicators so that the unique learning styles and needs of students can be taken into account, and includes growth models as well as formative and summative assessment.

Educators should be involved in the design and use of assessments. Data must be reported in an understandable, timely manner within the context of other relevant school information. Assessments should inform instruction, be fair, flexible, authentic, and reflect students' progress toward proficiency.

OAESA opposes the use of standardized assessments as the sole or primary criterion to measure student performance, to rate, grade, or rank principals, teachers, or school effectiveness; to allocate funds; or to take punitive measures against schools and/or school personnel.

Our Association supports requiring state-wide tests to be validated for the purpose for which they are given. Further, the assessment process must be understood by those who use it. Appropriate professional development and supports to educators must be provided in order to administer and analyze assessment results.

Our Association believes that the Ohio Department of Education state testing experts/contractors should consult with field educators to establish the most optimum testing schedule for state mandated examinations which recognizes student needs and complies with the requirements of Ohio Revised Code.

3. State Report Card

Our Association believes that a child's educational success is a shared partnership between the school and home. Our Association recognizes the State Report Card as an accountability tool. However, our Association opposes the use of the State Report Card data as the sole measure of accountability or as a basis of comparison between schools and school districts. Current state report cards reflect measures of school accountability, but other measures should be added to reflect parent engagement and

accountability, as well, such as participation in school programs/activities, steps to correct student attendance issues, etc.

The report card data reflects student attendance rates. Therefore, the state should set consistent criteria for calculating attendance.

4. Teacher Competency

The most competent highly qualified teachers available should be in the nation's classrooms. Therefore, our Association supports the following procedures:

- A. The building administrator must be directly involved in the selection of staff.
- B. The building administrator must assist teachers in experiencing classroom success. Professional development should be individualized to meet the needs of the school, district and students. Professional development opportunities should be planned and implemented in accordance with Ohio's Professional Development Standards.
- C. To attract the most competent teachers, salaries must be commensurate to those salaries paid comparably trained employees in the private sector. The Association supports a two-year, fully funded, mentoring and induction program for teachers new to the profession.
- D. The building administrator must carefully evaluate teachers so that they clearly understand their deficiencies as well as their strengths. A teacher whose performance is substandard and remains unimproved by professional development efforts should be removed from the profession. The building administrator is obligated to document the effect the teacher's deficiencies have on children and to be prepared to present this documentation effectively at a dismissal hearing.
- E. The association supports teacher development through the Master Teacher Process as developed by Ohio's Education Standards Board and the National Board Certification Process. The Association supports full funding for these programs.

5. Technology

Our Association believes that boards of education should have procedures in place that will:

- A. Specify guidelines for internet use, electronic communications and electronic devices.
- B. Utilize programs that will block or limit the availability of non-educational material or content.
- C. Employ qualified personnel to monitor, instruct, and maintain a quality program.
- D. Specify guidelines for cyber bullying and sexting.

Our Association believes that technology should be used to enhance an instructional program delivered by a professional educator.

6. Retention

Our Association understands educational research does not provide sufficient evidence supporting the educational benefits of retention; however the association does believe decisions regarding student retention should be thoughtfully considered in collaboration with the school principal, the classroom teacher(s), parents and other involved professionals.

OAESA believes the use of multiple measures is essential and opposes the use of standardized test scores as the sole criterion to measure student performance. Multiple criteria must take into consideration the social, emotional, behavioral, and physical needs, as well as the academic progress of the child.

Retention tied to reading scores:

According to the non-partisan **Education Commission of the States**, holding a student back is not the solution for improving reading education. Our association advocates strengthening early childhood education by creating a state-supported universal pre-school system for ages 3 through 5, smaller K-3 class sizes, and a comprehensive system of early intervention and intensive, one on one reading instruction for our at-risk students.

7. School Staff

Our Association believes that all students, regardless of the economic status of their families or school system, should have access to high quality education programs and staff. Further, regardless of the economic status of the districts or communities, educators should have access to high quality instructional materials, supplies, and professional development.

VI. RELATIONSHIP WITH OTHER EDUCATIONAL GROUPS

Our Association believes the total development of the child is of prime concern to parents/guardians, teachers, administrators, school superintendents, and other school personnel. Our vision of a high quality educational program for every child can best be achieved through a united effort of all educational groups.

1. Parent Groups

Parent groups, as student-interest organizations, not only have stimulated parental concern with student needs but also have taken legislative positions on the basis of student benefit. Our Association advocates cooperation with the support of parent groups at the local, state, and national levels. Building administrators of schools with parent groups should encourage their involvement in and support of legislation that is of benefit to students.

2. School Personnel Organizations

Our Association seeks close alliances with those school personnel organizations that have common concerns and interests. Such alliances will help to promote a better education for all students.

3. Administrator Associations

The building administrator has an obligation to the local, state, and national administrator associations. These associations become the administrator's voice in meeting with other professional organizations that are of mutual benefit to the cause of quality education.

The new diversity of professional groups helps to promote the growth of all aspects of professionalism. A concerted effort needs to be made to integrate the many organizational segments within education.

Our Association seeks close alliance with those educational administrator associations who have common concerns and interests. Such alliances will help to promote and enhance the leadership role of all school administrators.

4. Colleges of Education

Our Association seeks close alliances with colleges of education. Our Association believes that all administrators have the obligation to collaborate with those institutions that prepare future teachers and aspiring administrators.

5. After School Programs

Afterschool programs keep children and youth safe, support learning and help working parents. OAESA supports legislation that ensures federal 21st Century Community Learning Centers (CCLC) are maximized to provide afterschool and summer programming through school and community based programs.

VII. CURRICULUM

Our Association recommends the creation and implementation of viable and flexible curricula to provide for the optimum growth of children.

1. **School Improvement**

OAESA recognizes the recruitment, selection, and retention of staff as an integral component in school improvement. Therefore, principals should have a critical role in the final recommendation regarding staff selection.

OAESA believes the principal is responsible for formative and summative evaluation of staff members. Observations and evaluations should use established instruments and procedures that are directed toward improved professional performance leading to improved student learning and academic achievement.

Principals should have the opportunity to participate in professional development opportunities to develop and enhance effective staff evaluation techniques.

OAESA maintains that the instructional leadership role of school administrators is vital to school improvement. OAESA supports legislation that would insure school administrators have sufficient time to plan, coordinate, and provide instructional leadership.

2. **Special Needs (including gifted)**

Our Association supports federal, state, and local efforts to provide an education that addresses students' unique situations and helps them achieve at their highest levels of ability. Our Association recognizes that schools are responsible for programs that provide for the needs of all children. These programs should address academic ability, language, race, and socio-economic status as it impacts student progress.

The inclusion of special needs students into the regular classroom should be accomplished without harmful impact upon the education of any student(s) or upon the school curriculum. The successful implementation of any form of inclusion must be accompanied by appropriately trained personnel. The assessment of students with special needs should be based on growth model progress from year to year. Our Association urges both the Ohio General Assembly and the U.S. Congress to fully meet their commitments for funding the education of students with special needs. In addition, our Association believes funding should be available for professional development of principals and teachers in positive behavioral supports and other widely accepted supports for special needs students.

3. **English Language Learners**

Students arriving in Ohio schools lacking the ability to speak English are at an immediate educational disadvantage. Our Association believes these students must have access to experiences that bolster the English language acquisition. Funding to hire quality language teachers, professional development to general education teachers, and needed resources to promote language acquisition should be provided. Students should be assessed in their native language and in their progress towards English proficiency.

4. Guidance

A successful elementary and middle-level program requires the services of certified guidance counselors. Our Association urges all school districts to provide full time guidance counselors to every elementary and middle-level school.

5. Educational Support Personnel

- A. A minimum of six full-time equivalent educational service personnel should be employed on a district-wide basis for each 1,000 pupils in average daily membership. Said ratios should be calculated in accordance with sections 3317.02 and 3317.023 of the Revised Code. Educational service personnel should be assigned to at least six of the following seven areas: counselor, librarian, school nurse, social worker, and elementary art, music, and physical education. Educational service personnel should hold the special teaching certificate/license in the subject or area assigned.
- B. The current emphasis on student academic achievement, school accountability, and the development and maintenance of a high-quality teacher workforce requires school districts to employ a new type of school support personnel – the academic specialist. Educators trained in such diverse areas as literacy coaches, remedial reading teachers, subject area curriculum specialists, etc., are able to provide students with targeted instruction. In addition, such specialists are able to assist classroom teachers to diagnose student-learning needs and develop strategies to meet those needs. Our Association therefore believes that school systems should employ such specially trained educators to enable the district to meet the needs of staff and students.

VIII. SCHOOL/COMMUNITY RELATIONS

The building administrator occupies a significant position in school and community relations. This position affords the opportunity for direct contact with people in the community. Our Association urges building administrators to use this contact to stimulate and strengthen support of schools in their communities.

Our Association urges building administrators to use this position to create an environment that provides students and staff with greater awareness of the community. They should also encourage activities that provide citizens with increased awareness of the educational process. They should view the schools as a reflection of the total community.

1. **Family Engagement and Community Involvement**

As leaders of educational development in a community, school personnel must be aware of the feelings and expectations of the community. Furthermore, community members tend to be more supportive when they are involved in the operation of their school.

Therefore, our Association recommends that building administrators initiate, lead, and support parent-school-community groups. Additionally, administrators must be provided training to accomplish this task.

2. **Volunteers**

Volunteers serve a dual purpose: to provide additional services to the school that can enhance the instructional process and to provide opportunities for community members to learn about their schools through direct involvement. Our Association supports the use of volunteers in the schools and encourages building administrators to initiate orientation and training programs that will increase the productivity and personal rewards of the volunteer. Our Association believes that all individuals working directly with children should be subject to a criminal background check.

3. **Communications with the Public**

Our Association realizes that each building administrator must keep the public aware of the dynamics of the instructional program. The building administrator must assume the responsibility for interpreting the school program through activities that involve the interest, participation, and support of the public.

Our Association recommends that administrators use a variety of communications media. Regular newsletters, other means of communicating via email or websites, various forms of social media, and educational meetings for the public should be utilized to create a better understanding of school policies and procedures; problems and concerns of education; and how children learn and grow in the educational process.