

legislative policy orientation packet



association of california school administrators
governmental relations department
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the vision of the
**ASSOCIATION OF CALIFORNIA
SCHOOL ADMINISTRATORS**

Mission of ACSA

- ◆ **Support California's educational leaders;**
- ◆ **Ensure all students have the essential skills and knowledge needed to excel; and**
- ◆ **Champion public education.**

Core Values

- ◆ **PUBLIC EDUCATION** - Strengthening of democracy through public education
- ◆ **LEADERSHIP** - Belief in the importance of leadership and integrity
- ◆ **SERVICE** - Commitment to supporting administrators and serving students
- ◆ **UNITY AND DIVERSITY** - Belief in inclusiveness and a unified purpose
- ◆ **CONTINUOUS IMPROVEMENT** - Always striving to be better and causing positive change
- ◆ **ENJOYMENT** - Enjoyment in working together and celebrating the profession

Core Purpose

To preserve and improve the quality of life through public education.

Our Huge Goal

TO BE THE MOST INFLUENTIAL, RESPECTED STUDENT-FOCUSED AND SERVICE-ORIENTED EDUCATIONAL ASSOCIATION IN EXISTENCE.

Vivid Description

ACSA will be well known for being the most dominant influence on public education in California and throughout the nation. Advancement of the interests, needs and well-being of California students will be the hallmark of ACSA action. ACSA will advocate for California schools to be once again the best in the nation, and the envy of schools worldwide.

ACSA will seek positive alliances with all major educational associations and serve as a catalyst, unifying all interested persons in our educational systems. ACSA will drive the implementation of a comprehensive master plan and appropriate funding for public education. ACSA will be a primary and most trusted resource to California's Governor and Legislature concerning educational matters through a united voice.

Ninety percent of all school administrators will belong to ACSA, and its membership will be regarded as virtually indispensable. ACSA will cultivate and mentor California's administrative leaders, and be the primary provider of their professional development and networking opportunities. ACSA will utilize state of the art technology. Benefits and resources will be available to members any time, and in a variety of formats. ACSA communication networks will provide instantaneous dissemination of reliable, in-depth information. ACSA member services and benefits will be consistently outstanding.

**Legislative Policy Committee
2012 Orientation Packet
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Purpose of ACSA's Legislative Policy Committee

The purpose of ACSA's Legislative Policy Committee is as follows:

- To identify and study areas of needed legislation affecting ACSA members and public education.
- To solicit sponsorship requests from ACSA members and to sponsor bills that will improve conditions in California schools.
- To study proposed legislation and, based on ACSA's Legislative Platform and additional input from the Board of Directors, establish ACSA's position on state and federal legislation.
- To assist in the establishment of the ACSA Legislative Platform.

Only the delegate assembly, board of directors, or legislative policy committee can establish legislative positions (Article IV, V, Bylaws). In the event a position is unable to be reached or there is a disagreement on a particular piece of legislation, the board of directors has the authority to take a final position for the association.



Legislative Policy Committee 2012 Meeting Dates

Date	Meeting Type	Location	Meeting Time
January 23	Webinar	Login information to follow	9:00 a.m. – 11:00 a.m.
March 9	In Person	ACSA Sacramento 3 rd Floor	9:30 a.m. – 2:00 p.m.
March 29	In Person	ACSA Sacramento 3 rd Floor	9:30 a.m. – 2:00 p.m.
April 27	Conference Call	Call in information to follow	9:30 a.m. – 11:30 a.m.

Operating Rules for the Legislative Policy Committee

Membership of the Legislative Policy Committee consists of one representative from each job-alike council/committee and one representative from each region. The Chair is elected to serve a four-year term and the committee is staffed by ACSA's Governmental Relations Department.

Committee Member Responsibilities

As a member of the Legislative Policy Committee, you provide guidance to the Governmental Relations staff on legislative issues of interest to the association and serve as a conduit between your region or job-alike council/committee and state ACSA.

You are expected to attend all meetings of the Committee throughout the year. **If a committee member misses three** meetings, the Committee Chair will recommend a replacement from either the Region President or job-alike council/committee president/chair/.

Please come to the meeting prepared, having read the analyses for your sub-committee, read suggested positions and the proposed consent calendar.

Report back to your region or job-alike council/committee decisions made by the Legislative Policy Committee.

Respond to email or alerts from the ACSA Governmental Relations Department in a timely manner.

Stay informed on key legislative issues identified by ACSA.

Assist in the presentation of policy and legislative issues of importance to ACSA region, charter, job-alike meetings.

Approve legislative proposals to be sponsored by ACSA.

Recommend changes to the Legislative Platform to the Board of Directors. This occurs in even numbered years.

Transmit reactions, suggestions, and other communications from the region or job-alike to the Legislative Policy Committee. This includes legislative sponsorship suggestions.

It is desirable that Legislative Policy Committee members participate as part of the region delegation to Legislative Action Day.

Region Member Responsibilities:

In the event you are unable to attend a meeting, you shall ensure an alternate from your region will attend the meeting. An alternate must be a current member of ACSA and to the extent possible, active in ACSA region activities.

Member should be actively involved in your region's legislative policy committee counterpart to review legislation during the week prior to the ACSA Legislative Policy Committee. Remember to include your region's Vice President for Legislative Action and any council/committee job-alike members of the Legislative Policy Committee from your region.

Where a local region legislative policy committee has not been established, create one to review legislative proposals prior to the ACSA Legislative Policy Committee.

Develop a region email distribution list to share information from state ACSA (governmental relations alerts, updates, legislative positions, etc.)

Region Legislative Policy Committee members periodically report to their region board, delegate assembly, or charters (where they exist) and when appropriate, to members via workshops or region newsletters or email updates.

Committee/Council Job-Alike Members:

If you are unable to attend a meeting of the Legislative Policy Committee, you shall ensure your alternate is an ACSA member of your job-alike committee or council.

Job-alike representatives shall report Legislative Policy Committee activities to their respective committee/council. In addition, job-alike representatives should facilitate communication between the committee/council and the Legislative Policy Committee.

Create a committee/council email list to solicit information on legislation the week prior to a Legislative Policy Committee and to share information from state ACSA.

Consider the creation of an email distribution list to ACSA members in your specific job-alike in order to share legislative updates, legislative positions, alerts, and to solicit input on specified legislation, etc.

Participate in your region's legislative policy committee meeting prior to the ACSA Legislative Policy Committee meeting.

Legislative Policy Agenda and Analysis Procedures

The Friday prior to the scheduled Legislative Policy Committee, you will receive an email notification from either Suzanne Caffrey or Liza Morris in ACSA's Governmental Relations Department. The email will notify you that the materials for the Legislative Policy Committee may be obtained on the ACSA Website.

All materials are in Adobe Acrobat format and available to all ACSA members. To access the analysis and additional materials, to the ACSA web site at <http://www.acsa.org>.

It is your responsibility to print the analysis to prepare for the meeting.

Region representatives are encouraged to have coordinated a regional meeting the week leading up to the Legislative Policy Committee to obtain input from other ACSA administrators in your region. The depth of discussion at the Legislative Policy Committee is enhanced by the inclusion of additional viewpoints. Please include your Region's Vice President for Legislative Action and any Legislative Committee job-alike council/committee member(s) from your region in these meetings.

If you are a job-alike representative, you are responsible to email the analysis of interest to your Committee/Council to solicit their input prior to the Legislative Policy Committee meeting.

Please refer to the Operating Rules for the Legislative Policy Committee for additional information on reporting back to your ACSA Regions and job-alike council/committee.

Legislative Policy Committee Subcommittees

The Legislative Policy Committee is divided into three **subcommittees** based on each lobbyist’s legislative assignments. Every meeting agenda will list the bills for each subcommittee and often include a recommended position for a bill. When a recommended position is placed on the analysis, it is just that, a recommended position. Please feel free to suggest a change in the position whenever it is necessary. You are the expert that staff relies upon.

Whenever possible, there will be a recommended consent agenda to allow each subcommittee to focus on the more substantive and/or controversial pieces of legislation. **Consent Agenda** items are based on prior positions on similar bills, bills that are non-controversial, bills that we want to watch to see if they are going to be amended, or where we have clear direction from our **Policy Platform**. Committee members should review the bills on the consent agenda and if necessary, suggest the removal of bills that may need more discussion or clarification when the subcommittee meets.

At the end of our meeting, the full committee will reconvene and the chair of each subcommittee will provide his/her subcommittee’s recommended positions on selected bills. The major issues that each subcommittee focuses on and the advocate responsible are outlined below.

Subcommittee 1	Subcommittee 2	Subcommittee 3
<i>Sherry Skelly Griffith/ Sal Villasenor</i>	<i>Laura Preston/ Sal Villasenor</i>	<i>Adonai Mack</i>
Academic Accountability Alternative Education Assessment Common Core/Curriculum Credentialing Data Systems ELL ESEA Instructional Materials Supplemental Instruction	Adult Ed Charter Schools CIF CTE Employee/Employer Relations Facilities/Prop 39/Bonds Governance (Brown Act, Elections, Conflict of Interest, Mayoral Takeovers, transparency) Green Technology Healthcare Professional Development/Leadership Retirement/Pensions ROP School Safety/ Fingerprinting/ Cyber Issues Teacher/Principal Evaluations	Budget/Finance Fiscal Accountability Lottery Preschool Pupil Services QEIA School Business Special Education Tax Credit/Tax Policy Technology Transportation

- 1) Committee members will be asked to serve on one of the subcommittees.
- 2) Committee members are asked to prioritize their subcommittee requests.
- 3) While every effort is made to accommodate first priority requests, we are sometimes unable to do so in order to achieve a subcommittee balance.

Legislative Advocates Areas Of Responsibility

Adonai Mack, Legislative Advocate –
amack@acsa.org

- ◆ After School / Supplemental Instruction
- ◆ Budget / Finance
- ◆ Fiscal Accountability (AB 1200/AB 2756)
- ◆ Lottery
- ◆ Preschool & Kindergarten
- ◆ Pupil Services (Counseling/Student Health)
- ◆ QEIA
- ◆ School Business (Accounting / Attendance / Mandate Claims)
- ◆ Special Education
- ◆ Tax Credit / Tax Policy
- ◆ Technology
- ◆ Transportation

Laura W. Preston, Legislative Advocate -
lpreston@acsa.org

- ◆ Administrative Credential Legislation
- ◆ Adult Education
- ◆ Career Tech/ ROC/P's / Workforce Prep / STEM
- ◆ Charter Schools / Charter School Professional Development Project
- ◆ CIF / PE
- ◆ Employee/Employer Relations
- ◆ Governance (Brown Act/District Organization/Elections/Vouchers/Mayoral Takeovers/Conflict of Interest/ Public records Act / Transparency)
- ◆ Green Technology
- ◆ Healthcare
- ◆ Legal Issues & ACSA Education Legal Support Fund
- ◆ Professional Development /Leadership
- ◆ School facilities / class size reduction / school bonds / Parcel taxes / Proposition 39
- ◆ School safety / Fingerprinting / Cyber Issues
- ◆ Teacher / Principal Evaluations

Karen Stapf Walters, Asst. Executive Director –
kstapfwalters@acsa.org

- ◆ ACSA PAC
- ◆ Endorsements, Elections and Initiatives
- ◆ Legislative Policy Committee
- ◆ Vice Presidents for Legislative Action

Sal Villasenor, Legislative Advocate -
svillasenor@acsa.org

- ◆ Appointments – CTC, STRS, PERS
- ◆ CALSA Executive Director
- ◆ Credentialing
- ◆ English Language Learners
- ◆ Retirement / Pensions

Sherry Skelly Griffith, Legislative Advocate -
sgriffith@acsa.org

- ◆ Accountability
- ◆ Achievement Gap
- ◆ Alternative Ed / Foster Ed / Continuation / Independent Study / County & Community Schools / Dropouts
- ◆ Assessment / Student testing
- ◆ English Language Learner instruction
- ◆ ESEA / No Child Left Behind
- ◆ Federal Issues
- ◆ Instructional materials
- ◆ State & Federal Accountability
- ◆ State Board of Education & SBE Appointments
- ◆ Student/Accountability Data – CSIS; CALPADS
- ◆ Teacher/Administrator Data Systems – CALTIDES
- ◆ Title 5 Regulations

Legislative Policy Committee Legislative Positions

Sponsor	ACSA will cause a bill to be prepared, secure an author, have it introduced, and support it through the legislative process.
Co-Sponsor	Work with Sponsor to assure successful passage
Support	ACSA will strongly back any bill that receives this endorsement. ACSA governmental relations staff actively lobbies for the bill.
Support if Amended	ACSA will support the bill only if it is amended to address ACSA's concerns.
Support & Seek Amendments	ACSA supports the bill and will pursue amendments to improve it.
Approve	ACSA is in favor of the bill but does not wish to lend the time and energy required to support.
Watch	This is a "no position" attitude, but the governmental relations staff will watch to see if the bill is amended. A change in the position may be required at a later date.
Seek to Amend	ACSA approves the bill in principle, but has objections to a specific part or parts, which it will seek to amend.
Disapprove	ACSA is opposed to the bill but not so strongly as to wish to expend time and energy in opposing it.
Oppose	Strong, full-scale opposition.
Oppose Unless Amended	ACSA opposes the bill and will seek defeat of the measure unless it is amended to address ACSA concerns.
Neutral	The Committee neither supports nor opposes the measure.
Staff Approval	Staff took Approval Position w/o LPC reviewing
Staff Support	Staff took Support Position w/o LPC reviewing
Staff Watch	Staff took Watch Position w/o LPC reviewing



Governmental Relations Department Staff Contacts

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Liza Morris

Legislative Assistant
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lmorris@acsa.org

TRAVEL EXPENSE CLAIM INSTRUCTIONS

GENERAL

This form is to be used by individuals traveling on ACSA business. In order to expedite your claim, please follow the steps below:

- 1) **Sign** the expense claim **after completing form** and **attaching receipts**.
- 2) **Submit for approval** to the **committee chair/ council president** immediately after each trip.
- 3) **The chair/ president will then forward** the claim to ACSA's Business Office in Burlingame.

All expense claims should be submitted within five working days from the time incurred in order to be reimbursed on a timely basis. Expense claims for all other ACSA business must be approved by the appropriate individual before submitting to the Business Office for reimbursement.

RECEIPTS FOR ALL EXPENSES MUST BE ATTACHED TO THE EXPENSE VOUCHER

AIR TRAVEL

Using the Internet is an excellent way to obtain reduced airfares and some airlines give extra flight credits for making online reservations. Some websites to investigate are travelocity.com, lowestfare.com, travelzoo.com, and also the individual carrier websites such as iflyswa.com (Southwest Airlines). ACSA will reimburse.

Another alternative for members who fly is to make your reservations through **American Express One**. Options for reservations are as follows:

Phone (Rez Express) at 1 (888) 543-5946 – You will need to complete the Traveler Profile form and fax it to American Express **prior** to making your **first** reservation. Let them know you're traveling on behalf of the Association of California School Administrators (ACSA) and give them the program code to charge.

MILEAGE

As a matter of policy, the use of common carrier is encouraged. If it is impractical to travel via common carrier, personal automobile mileage will be reimbursed at the approved mileage allowance.

LODGING

Normally, committee/ council meetings are scheduled so that members can arrive at the meeting and return in one day. **Reimbursement for overnight hotel accommodations is authorized only if the meeting is more than one day or if travel arrangements necessitate staying overnight.** Please attach all receipts.

MEALS

While traveling on ACSA business, **reasonable** expenses for meals will be reimbursed. **All receipts must be attached.**

OTHER

For incidentals such as, postage; bridge tolls and gratuities other than for meals, **receipts for \$25 or more are required.** An explanation must be provided on the expense report as to the nature of the expense.

PERSONAL EXPENSES WILL NOT BE REIMBURSED



2010-2012 Legislative Platform

Mission Statement

The mission of ACSA is to:

- Support California's educational leaders.
- Ensure all students have the essential skills and knowledge needed to excel.
- Champion public education.

Platform

Introduction

The Association of California School Administrators (ACSA) is the professional organization of educational leaders at all levels of school management in the state's over 1,000 school districts and 58 county offices of education. With a membership of more than 15,000, ACSA is a major stakeholder and key player in shaping educational policy and finance at the state and federal level.

Growth and Change

ACSA has a responsibility to meet the ever-changing needs of California's growing and diversifying population of 37 million citizens, over 6 million of whom are enrolled in public schools. California school enrollments have become a majority of minorities. Immigration is bringing an increasingly diverse population to the state's classrooms. Demographic changes challenge school leaders in all areas of their professional work and open the way to further educational reform, growth and achievement for a new generation of life-long learners. Responding to the diversity of needs of our students and providing adequate funding to address these needs continues to be a challenge.

Local Control

ACSA holds steadfast to the principle that local control is fundamental to establishing and operating sound programs for students. Locally elected governing boards know their communities well, and are empowered to set educational standards and priorities for schools. Because local boards and their management staff are accountable to their communities, they must be free from unwarranted intrusion by state and federal authorities.

Resources

Recognizing that in the California of today, approximately 54 percent of all public school money comes from the state, with approximately 10 percent from the federal government, ACSA calls on state and federal governments to provide funds in an equitable manner that builds excellence in public education, supports quality teaching and leadership, and to foster parent, business and community involvement on behalf of California students.

Master Plan

A California Master Plan for Education should map out the policy, fiscal, and governance needs of the state's public schools, using our standards-based system as a foundation. A Master Plan should emphasize how California's academic and content standards will be used to improve student learning, how decision-making at the local level will accompany local accountability, how a Master Plan will guide the implementation of education policy as opposed to a piecemeal approach to change, and how it prioritizes its recommendations.

Leadership

The future of California's public education system depends upon the quality of its leadership. School administrators serve in various leadership capacities and have different responsibilities, but their core values are the same. School administration is a public service that provides quality support to ensure student success. School administrators are leaders, managers and facilitators. They are responsible for identifying student needs, improving student achievement, closing the achievement gap and developing leadership in others. Recruitment, retention and professional learning opportunities require long-term commitments from the state Legislature, higher education institutions, school districts and the private sector to develop and support strategic initiatives to address the changing nature of school leadership.

Priorities

State – We must address the fact that the state has allowed its per-student funding level to fall far below that of other states while the relative wealth of California has increased. The association believes that the Legislature must exercise responsibility by providing an on-time and realistic budget and making its top priority the funding of public education, preschool through adult.

Federal – The federal government is a partner with the state in providing certain educational services and programs to districts and students. Among federal responsibilities is special education, migrant, immigrant and language education; federal impact aid; and now systemic reform. ACSA calls on each representative and each of the state's two senators to coalesce around ways that the Congress, the administration, and the federal agencies can help serve California students.

The following state and federal educational priorities detail ACSA's commitment to educational excellence for California's public school students.

Curriculum/Instruction

ACSA firmly believes that every student can succeed in school. School districts need sufficient resources and local discretion to provide a balanced program of education that enables every student in California to reach his/her full potential.

Additionally, ACSA seeks and/or supports legislation to accomplish the following:

- 1) Support local control to strengthen curriculum and instructional practices, including the use of technology, emphasizing practices that are researched based and that have demonstrated improved student achievement and resulted in closing the achievement gap.
- 2) Integrate statewide academic standards with a system of assessment and accountability which is aligned with the standards, which contain multiple valid and reliable measures in order to actively promote student progress and which maximize instructional time.
- 3) Support alternative education settings, as well as programs for students with special needs to ensure that all students succeed.
- 4) Support expansion of state programs and funding for early childhood education to ensure that young children are prepared for learning.
- 5) Support career technical education programs as part of the overall educational experience.

- 6) Support adult education programs as necessary and effective in helping parents and guardians ensure achievement of school-aged children and actively address lifelong learning needs of individual students.
- 7) Support and enhance language-appropriate instructional practices which ensure educational achievement for all English language learners.
- 8) Support cooperation between Pre-K-adult education and higher education to align college admission and placement assessments to Pre-K-adult education standards.
- 9) Support efforts that give students the physical, social, emotional, intellectual and health support needed to learn.
- 10) Support a moratorium on all punitive aspects of No Child Left Behind (NCLB) until Congress and the President can reach consensus on changes to Elementary and Secondary Education Act (ESEA).
- 11) Support a reauthorization of ESEA that includes federal accountability based on individual student, school, district and state progress in increasing academic achievement; supports the work of local school districts but does not dictate interventions or methodologies; and funding must be targeted and delivered primarily through pupil weighted formulas based on percentage of poverty.
- 12) Support early warning systems for all grade levels to address the needs of at-risk students to stem the student drop-out challenge in our schools.

Finance

While Proposition 98 placed in the state Constitution responsible provisions for adequate, stable, long-range funding for operation of the public schools, it must be recognized that the measure provides a floor beneath which funding must not fall and should not be used as a ceiling for education expenditures. ACSA's highest priority for allocation of Proposition 98 funds is full funding of existing programs, including adjustments for inflation and enrollment growth, mandated programs, and deficits.

ACSA seeks and/or supports legislation to accomplish the following:

- 13) Provide adequate and stable funding for all preschool through adult education at the level necessary to support a quality education for every public school student.
- 14) Redesign California's public school funding system to address issues of complexity, equity, need, and increased local discretion.
- 15) Equalize funding among similar types of school districts and similar types of county offices of education while addressing geographic cost differences.
- 16) Allow for increased local funding options, both for programmatic support and for school construction and modernization.
- 17) Support continuance of the state's participation in school construction, modernization, and maintenance through revamped programs that provide a high degree of local flexibility, similar application processes and minimal state oversight.
- 18) Protect against public money being used in support of vouchers or for providing education in non-public schools for general education purposes.
- 19) Fund instructional materials, including library materials, at appropriate levels and allow more flexibility in use of funds.
- 20) Provide full funding and local control in decisions to allow districts to adopt programs that reduce the pupil/teacher ratio
- 21) Support investment in, and maintenance of, technology in public education to enhance California's economic competitiveness and to ensure that information can be accessed and shared in each classroom, including school libraries.
- 22) Provide full funding for mandated programs, both state and federal, annually.
- 23) Support block granting certain categorical areas to achieve consolidation, but protect program integrity, and guaranteeing COLA and growth funding.
- 24) Fully funding the Individuals with Disabilities Education Act (IDEA) at the authorized federal level of 40% for pass through to local education agencies.

Governance

The role of the local school district and county offices in governance must be maximized while the role of the state should be to set clear expectations for the performance of the public schools, but not to prescribe how the expectations should be met. These roles should serve as the foundation of a statewide master plan for preschool through adult education.

Additionally, ACSA seeks and/or supports legislation to accomplish the following:

- 25) Reduce state mandates and simplify reporting procedures for all state-required reports.
- 26) Charter schools and districts are provided greater local control that allows for innovation and flexibility. This concept should be supported for all public schools and districts. Base any expansion of the public charter school program on measureable data regarding student progress in order to validate the effectiveness of charter schools. Require rigorous academic accountability to maximize student learning. Require adequate fiscal accountability by requiring charter schools and districts to comply with the Brown Act and Education and Government Code conflict of interest laws in place for all publicly funded entities. Facilities for charter schools should be provided by the charter granter.
- 27) Evolve the state accountability system so that all targets are based on the growth of individual students.
- 28) Create a statewide data system that allows access and use of individual student information wherever that child may be enrolled.

Human Resources

The recruitment, training and retention processes for school personnel have a fundamental impact on all aspects of education in California. The professional learning of school leaders directly through ACSA, our relationship with county offices of education, institutes of higher education, school districts and others is important for the recruitment of future school leaders.

ACSA seeks and/or supports legislation to accomplish the following:

- 29) Increase the pool of qualified, competent, and diverse personnel.
- 30) Provide funding to increase professional learning opportunities for school leaders – confidential, classified and certificated – and all other school employees, especially outside of the student instructional year to support our educational leaders and the important work they do. This should include support for beginning administrators.
- 31) Provide all ACSA members with sufficient protections against arbitrary and capricious decisions affecting their employment.
- 32) Improve management's ability to evaluate, assign, assist and hold employees accountable.
- 33) Limit the scope of representation (collective bargaining) for school employees, except where local control would facilitate effective management, support local efforts to reduce the adversarial nature of school employee relations, and promote collegiality and partnerships between management and other school employees.

Educational Environment

ACSA believes that students and employees should have the opportunity to work and learn in an educational environment that is conducive to human growth and development.

ACSA seeks and/or supports legislation to accomplish the following:

- 34) Provide schools with adequate resources and effective program options to assure a safe environment for all students and staff.
- 35) Modernize and rehabilitate buildings and equipment to assure a safe physical environment and to provide an atmosphere that is conducive to learning.

Retirement

Retirement issues are of fundamental importance to both active and retired ACSA members. Using the association's Retirement Committee as a natural advisory resource, ACSA seeks and/or supports legislation to accomplish the following:

- 36) Improve and preserve employee retirement system's benefits, including health benefits, to make them comparable to the best systems available to other public employees in order to retain and attract the best qualified people.
- 37) Ensure adequate funding of STRS and PERS, and protect retirement funds from being diverted by the state to non-retirement purposes.
- 38) Protect and enhance retiree's purchasing power as measured against original retirement allowances.
- 39) Eliminate the government pension offset and windfall elimination provision as penalties on social security earnings for school leaders.