



# ASCD Policy Recommendations 2017

The federal government, states, districts, and schools have a collective responsibility to care for, support, and educate the whole child. Each entity plays a role in ensuring an equitable education for all students, promoting excellence in all schools, and supporting educators throughout the career continuum.

## ENSURING EQUITY

### THE FEDERAL GOVERNMENT MUST

- Ensure that all students' civil rights are protected and collaborate with states, districts, and communities to enhance efforts to safeguard all students.
- Ensure that the federal investment in education is sufficient to help students meet high standards, including robust funding for Title I of the Every Student Succeeds Act (ESSA) for students most in need and meeting the full federal funding obligation for the Individuals with Disabilities Education Act for students with disabilities.
- Provide the necessary oversight of ESSA implementation to hold states accountable for providing an equitable, well-rounded education for all students.

### STATES SHOULD

- Establish and enforce education policies and procedures that do not discriminate among educators and students, and adopt restorative justice discipline practices for schools.
- Provide the necessary structure and support, both fiscal and programmatic, to help districts and schools ensure all students are healthy, safe, engaged, supported, and challenged.

### DISTRICTS CAN

- Implement practices that ensure safe, supportive, and welcoming learning environments for all students and engage and inform families and communities in efforts to enhance these practices.
- Ensure the equitable distribution of resources and services to best meet the needs of students, especially those living in poverty and those with disabilities.

## PROMOTING EXCELLENCE

### THE FEDERAL GOVERNMENT MUST

- Invest in a well-rounded education for all students through robust funding for the Student Support and Academic Enrichment Grant in ESSA's Title IV, Part A.
- Provide guidance and support for states and districts to create safe and healthy learning environments that enable all students to succeed and thrive.

### STATES SHOULD

- Create and implement accountability systems that incorporate multiple measures of performance for students, educators, and schools, include data beyond test scores, and publicly report on the conditions for learning.

## PROMOTING EXCELLENCE (continued)

- Provide incentives to encourage meaningful partnerships between local districts and businesses and community organizations.
- Encourage a whole child approach to education that includes the components necessary to prepare all students for college, career, citizenship, and lifelong learning.

### DISTRICTS CAN

- Ensure that all students have access to safe and healthy learning environments, mental health services, and counseling professionals.
- Support the whole child by ensuring all students have access to advanced educational opportunities, experiential learning, extracurricular activities, apprenticeships, and any other programs or activities that improve their academic outcomes and prepare them for lifelong learning.
- Use an evaluation process for students, educators, and schools that drives continuous improvement in teaching and learning.

## SUPPORTING EDUCATORS

### THE FEDERAL GOVERNMENT MUST

- Make significant financial investments in all of ESSA's Title II programs to support personalized, job-embedded, and ongoing professional development for educators.
- Recognize the important role that effective teachers and school leaders play in student academic achievement and work with states and districts to create pathways to recruit, train, and retain highly effective educators, particularly in economically disadvantaged communities.

### STATES SHOULD

- Offer flexibility in routes to licensure while maintaining rigorous professional standards.
- Foster collaboration between institutions of higher education and local districts regarding educator preparation programs.
- Ensure that educators are evaluated using multiple measures of effectiveness, including parent and student surveys, peer observations, and student growth.

### DISTRICTS CAN

- Help ensure that each student has access to an effective educator by providing opportunities for personalized professional development that is strengths based and needs aligned, encourages collaboration and a culture of ongoing learning, and drives continuous improvement.
- Recognize the potential of all educators and offer leadership opportunities that contribute to their growth while allowing them to remain in the classroom.
- Help retain effective educators by providing induction, mentoring, and coaching, particularly for those new to the profession.

Visit [www.educatoradvocates.org](http://www.educatoradvocates.org) for information about policy resources and to become an ASCD Educator Advocate. Educator Advocates are kept informed about education issues and engage with decision makers at all levels and in a variety of ways to promote the policies that best support students and schools.

ASCD is a global community dedicated to excellence in learning, teaching, and leading. Comprising 125,000 members—superintendents, principals, teachers, and advocates from more than 138 countries—the ASCD community also includes 52 affiliate organizations. ASCD's innovative solutions promote the success of each child.

To learn more about how ASCD supports educators as they learn, teach, and lead, visit [www.ascd.org](http://www.ascd.org). Printer-friendly copies of the 2017 Legislative Agenda are available at [www.ascd.org/legislativeagenda](http://www.ascd.org/legislativeagenda). For additional information, contact ASCD Government Relations at [gr@ascd.org](mailto:gr@ascd.org).