

Superintendent Perceptions of School Safety and Arming Teachers in Public Schools in Nebraska

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Abstract

The safety of students and staff is one of the most important responsibilities of a superintendent. This mixed-method study examined school security and emergency management protocols in Nebraska public schools. This study used qualitative perceptual data to compare the importance school superintendents place on safety and security emergency management protocols. This study also sought to identify any relationships between the size of school district and the level of preparedness for an emergency situation. The study solicited feedback using a quantitative survey on superintendent perceptions of arming teachers in Nebraska Public Schools.

Key Words

arming teachers, school security, school safety, emergency preparedness, emergency management protocols.

Emergency management protocols for public schools in the United States have changed and evolved rapidly as a result of a growing number of school shootings that have occurred during the past two decades. School shootings and terroristic events that have occurred in recent history have increased the need for public schools to prepare a response to tragic events, but also to seek ways to attempt to prevent tragedies from occurring. The idea of prevention of school violence is also part of the scope that public school systems must deal with as emergency management plans are established. While it is not possible for schools to predict when a crisis may come about, having an organized and systemic emergency management plan prior to a crisis will allow the school to handle the emergency situation effectively (Kennedy, 1999).

Overview of Emergency Management Protocols in K-12 Public Schools in United States

Schools across the United States are entrusted with the safety and the security of the millions of children who attend public and non-public schools. Parents and families expect schools to maintain a safe and positive learning environment, free of threats and harm. According to the Centers for Disease Control and Prevention, since the year 2000, there have been more than 130 shootings at K-12 public schools in the United States that have occurred in 43 out of 50 states. From those 130 shootings, 250 students and staff have been killed. Parents depend on schools to provide a safe learning environment free of violence and danger.

Despite the increase in school violence and shootings, a large majority of schools in the United States remain safe for students and staff (Office of Safe and Drug-Free Schools U.S. Department of Education, 2007). Cornell and

Sheras (1998) claim successful school crisis management plans are dependent upon the qualities of leadership, teamwork, and responsibility. Effective crisis management teams must learn to function in a manner that is responsive and does not concern itself with fear or blame (Cornell & Sheras, 1998).

Overview of Emergency Management Protocols in K-12 Public Schools in Nebraska

In 2014, the Nebraska State Legislation passed Nebraska Statute 79-2,144(2) which requires the Commissioner of Education to appoint a state-wide School Security Director. As part of the duties and responsibilities of the School Security Director, minimum security standards were presented to the State Board of Education. The Statute also requires the director to collect safety and security plans from each school in the state, conduct an assessment of security for each school building in the state, identify deficiencies, and establish security awareness and training programs for public school staffs (Nebraska Statute 79-2,144).

Safety and security standards adopted by the State Board of Education include four classifications: prevention, preparedness, response, and recovery (Nebraska Department of Education Safety and Security Standards, 2016). The safety director outlined the work of the departments to the four areas in response to State Statute 79-2,144. The four areas are (a) School Safety Standards, (b) School Security Assessments, (c) School Security Deficiencies, and (d) School Safety and Security Plans.

The State of Nebraska has also provided guidance to schools on threat assessment. According to Scalora and Bulling (2018), there are several benefits of an effective threat assessment school management process. An effective process focuses on troubling behavior rather than troubled persons, is preventative

versus reactive, allows for assessment and monitoring of patterns of contact, allows for a coordinated response with other agencies, and uses interventions that promote and emphasize dignity and respect.

Prevention Strategies

One of the key factors for crisis prevention in k-12 public schools is a positive environment conducive to learning that focuses on the positive relationship between staff and students. Fostering positive relationships among students and staff, community involvement and support, and the availability of a variety of extra-curricular programs to students are some factors that help engage students and staff in a positive school environment (Poland, Pitcher, & Lazarus, 2002). In her book review of *The Truth About School Violence: Keeping Healthy Schools Safe* by Jared M. Scherz, Holyoke (2009) analyzes school district strategies to address violence. “Schools often adopt policies to prevent violence without proper acknowledgement of the context in which the violence occurs; such policy establishment ignores the root of the problem” (p. 57).

According to Palmer (2016), a school system should assess school climate and culture on a regular basis and implement practices that encourage a positive and safe learning environment. There should also be a process in place to assist students and to identify students who display at-risk behaviors. A threat assessment team or student assistance team should institute a process to provide help for students and their families.

Preparedness

At any point and time, a crisis may occur at a school. Regardless of efforts taken to prevent a crisis, having an effective and well-planned emergency response will help with a rapid, coordinated, and effective response during a

crisis (The Office of Safe and Drug Free Schools U.S. Department of Education, 2007). A school system should establish an emergency management plan that provides structure and well-outlined responsibilities for all members of the emergency management team. Within the emergency management plan, several procedures consistent with incident command procedures should be established.

Response

Response to an emergency situation defines “the capabilities necessary to stabilize an emergency once it has already happened or is certain to happen in an unpreventable way; establish a safe and secure environment; save lives and property; and facilitate the transition to recovery” (United States Department of Education, 2013, p. 2). MacNeil and Topping (2009) outline three objectives of emergency response. The objectives indicated are developing options based on information, selecting the appropriate response, and implementing the response accordingly. According to Cole, Henry, Tyson, Fitzgerald, and Hopkins (2008), the goal of the response must be “rapid, effective containment of the incident, while preserving life, property, and the environment” (p. 4).

Incident Command During An Emergency

The importance of a comprehensive emergency response team and coordinated response system is critical for schools. Planning prior to an event and having documented plans and extensive training for staff will help schools alleviate an emergency situation efficiently. While the terminology may differ, school emergency response and incident command response have many similarities. Incident command and school emergency response teams are hierarchical and typically have one person who is the coordinator and responsible for the overall management of the emergency.

Most incidents at schools are handled internally by the school emergency response team, however, in more serious incidents, coordination and involvement of public agencies that incorporates a unified response are necessary (Nickerson, Brock, & Reeves, 2006).

Communication During an Emergency

One of the most important roles a school administrator or crisis team leader will encounter during an emergency response is effective communication. In the modern-day world of social media, rumors and misconceptions can spread quickly. A key component to effectively handling a crisis situation is being prepared to respond with accurate and timely information (Agozzino & Kaiser, 2014). Benoit (1997) outlines three steps to effective communication during a crisis. The first step is effective pre-crisis planning of contingency plans for an initial response. The second step is to identify the nature of the crisis and ensure an accurate account of the situation is available. And the third step is to identify the appropriate audience and ensure accurate information is communicated in a timely manner.

Recovery

The main concern for schools during and after a crisis is not only their physical safety, but also their mental well-being. This is also a concern for school staff who endure a tragic event or crisis emergency. It is important for school administrators to ensure the system has a well-prepared recovery plan that address these important mental and emotional needs. As teachers transition back to the classroom and attempt to bring normalcy back to the school system, they may notice students showing signs of distress. When these signs are noticed, teachers should refer students to counselors. Administrators can assist this

process by providing training for teachers prior to an emergency that will assist them in recognizing students in distress (Cole, Henry, Tyson, Fitzgerald, & Hopkins, 2008).

Arming School Staff and Teachers

With the recent school shootings that have occurred in 2018, there has been much public discussion and debate about allowing teachers and staff at schools to be trained and allowed to carry guns. On February 14, 2018, a mass shooting occurred at Marjory Stoneman Douglas High School in Parkland, Florida. Seventeen people were killed and 14 more were taken to hospitals, making it one of the world's deadliest school massacres. Currently, Nebraska Statute 69-2441 has in law that it is unlawful to carry weapons on K-12 public school grounds. Additionally, as stated in Nebraska Statute 28-1204.04, "any person who possesses a firearm in a school, on school grounds, in a school-owned vehicle, or at a school-sponsored activity or athletic event is guilty of the offense of unlawful possession of a firearm at a school." Unlawful possession of a firearm at a school is a Class IV felony (Unlawful Possession of a Firearm at School, 2018). The State of Iowa has similar laws prohibiting firearms on school grounds as outlined in Iowa Code section 724.4B which specifically states that bringing weapons onto the grounds of a school is a class D felony.

According to Thomsen (2018), there was a considerable amount of legislation on arming teachers in classrooms in 2013. Since 2013, several states have taken legislative action to some degree in allowing school personnel to carry guns in school. Specifically, Kansas, South Dakota, and Tennessee have legislation that allows local school boards to permit staff to carry weapons. Wyoming, Texas, and Georgia have legislation that permits specific personnel to carry weapons in schools. Arizona, Idaho, Ohio, and Utah, grant

permission to specific individuals who may or may not be school personnel to carry weapons (Council of State Governments Justice Center, 2014).

According to Shah (2013), while teachers and national associations have rejected the concept of arming teachers, some safety experts say it should still be considered, especially in remote and rural areas of states that do not have immediate access to law enforcement. School resource officers may be a tasteful alternative for school districts that provides a safe environment without having teachers or staff armed. According to Dickmann and Cooner (2007), “A school resource officer can help protect teachers from issues and influences that detract from their teaching time or focus and may ultimately affect student achievement” (p. 18).

Population

The study took place with the 245 K-12 public school districts in the State of Nebraska. The sizes of the school districts were broken down into four classifications by enrollment numbers generated from the Nebraska Department of Education Finance and Organizational Services website (Finance and Organizational Services, n.d.). Large school districts included populations of 1500 students or higher, mid-size school districts included populations of 700-1499 students, small school districts included populations of 300-699 students, and very small school districts included populations of 299 students and fewer. The school superintendents from each school district were asked to participate in responding to the survey questions.

Instrumentation

A survey instrument was used to gather the data for this research study. The survey questions were developed by the researchers

based on a review of literature, current practices of emergency management protocols in K-12 public schools, information from a variety of presentations on the topic, and the relevant experience of the researchers. The instrument was piloted by area Educational Service Unit Administrators, all of whom have an extensive background as school superintendents.

The respondents were asked to use a five-point Likert scale to rate the importance of emergency management plan preparedness in four areas: prevention, preparedness, response, and recovery. The respondents were then asked to use an additional five-point Likert scale to rate the superintendent’s perception of their school district emergency management plan in the four areas: prevention, preparedness, response, and recovery.

As part of the survey, the demographic data that was requested was the school district enrollment in the 2017-18 school year, regional location based on the Educational Service Unit of the school district, total number of years as the superintendent at the current school district, and total number of years as a school superintendent in the State of Nebraska.

Finally, open-ended questions for superintendent comments on their opinion of allowing staff to carry weapons as part of the district safety plan were provided. Content validity was established by using a research matrix linking items on the survey to the review of related literature and best practices as established by the Nebraska Department of Education Safety and Security Standards. The closing section of the survey included open-ended questions on the superintendent’s perception of potential legislation that may allow teachers and staff to carry weapons as part of a school safety plan.

Open-ended Questions: Qualitative Clusters

Three themes emerged from the qualitative open-ended responses: superintendents not in favor of arming teachers, superintendents in favor of arming teachers, and superintendents in favor of having a trained student resource officer or local police authority in school and armed.

Superintendents not in favor of arming teachers and staff

When analyzing the open-ended comments from the question of allowing teachers and staff to carry weapons at school as part of the emergency management plan, the researchers discovered three themes. Of the 111 participants in the survey, 73 (66%) superintendents were not in favor of arming teachers.

Of the 73 superintendents not in favor of arming teachers and staff, a large majority had concerns about the safety factor of having weapons such as guns in schools. Some of the responses include the following;

- “No way in hell. My teachers are more unstable when compared to most of the students.”
- “Absolutely not! No amount of training can prepare them for the responsibility of trying to safely shoot while an active shooter is shooting at them with students running in a panic.”
- “Absolutely NOT. There are too many possible adverse scenarios with teachers carrying guns.”
- “This will not happen in any of the facilities where I am the Superintendent.”
- “That is not a good idea. Staff are focused on students in their classroom and not the location of an active

shooter. The thought of a staff member accidentally shooting a child is something that would devastate a teacher.

Superintendents in favor of arming teachers and staff

Twenty-one (19%) superintendents in favor of arming teachers. Of the 21 superintendents in favor of arming teachers and staff, a majority felt it would be acceptable assuming there is adequate training. Some of the responses include the following:

- “If a high level of training and certification was in place, it is perhaps a viable option.”
- “I was 100% against it until the past couple of years. Sadly, I'm afraid society may have spiraled to the point that armed staff members may become a possibility that schools should consider.”
- “With reservation assuming adequate training. However, I have concerns about fostering a RAMBO type mentality with guns on campus.”
- “If a staff member is trained they should be able to bring the gun into the school. Small schools do not have Resource Officers and it may take up to 20 minutes before law enforcement can reach the school.”

Superintendents in favor of a trained armed officer

Seventeen (15%) superintendents in favor of having a trained student resource officer or local police authority in school and armed. Some of the responses include the following:

- “Staff carrying weapons would not be a preference for me, unless it is by law enforcement. Use of weapons in a stressful situation is something that

requires extensive training and in my opinion should be left to the professionals.”

- “It is not a good idea to have armed teachers, though we are in favor of having other, trained personnel such as security personnel be able to carry in school.”
- “I believe trained law enforcement officers are the best to carry a weapon on their person. When schools have this conversation, they must think about liability insurance, training, what type of weapon might be considered to be carried.”

Conclusions

As the State of Nebraska continues to develop state-wide standards and for school district emergency management protocols, there are several considerations school administrators and emergency management teams will need to take into consideration. The four standards for school security, as outlined in the Nebraska State Safety and Security Standards, provide an excellent framework for school districts to develop, improve, and enhance their safety and security plans for emergency management.

The study on the four standards of emergency management (prevention, preparedness, response, and recovery) was focused on situations that could occur at school districts that involved a violent act requiring law enforcement, namely a school shooting. The researchers examined the importance school superintendents placed on the four standards and followed with examining the perception superintendents have on the effectiveness of their school district emergency management plan, based on the same four standards. Secondly, the researchers looked to examine the correlation between size of school districts in Nebraska and their perceived effectiveness of their emergency management

plans, based on the four standards. Finally, the researchers asked for open-ended comments on whether or not superintendents believe teachers and staff should be armed as a component of their safety and security measures.

The outcomes of the study include:

- Superintendents place an equally high value on the importance of all four components of emergency management protocols.
- Superintendents perceptions of the effectiveness of their school district emergency management plans are lower than the importance placed on them.
- There is a statistically significant difference between the size of school and the level of emergency preparedness and response.
- There is no statistically significant difference between the longevity of a superintendent’s years of experience and effectiveness of emergency management protocols.
- Nineteen percent of superintendents believe it would be acceptable to arm teachers and staff due to proximity to local law enforcement and lengthy response time.

Of particular note, 81% of superintendents believe it would not be good practice to arm teachers in schools as part of an emergency management plan.

Discussion

It is clear that superintendents who responded place an equally high value of importance on all four components of emergency management protocol and safety and security measures. Analyzing the perception superintendent’s place on school district effectiveness of emergency management protocol, a high value of effectiveness is reported in most of the four

categories, with recovery and response protocols having the lowest value.

Considering the complexity of the four standards, it is important for school superintendents to develop strong emergency management teams, and to develop solid relationships with local law enforcement and other agencies that can be of assistance during an emergency.

With prevention, schools should have structured systems in place to develop positive relationships with students and staff. Students in every school must have one adult advocate that they trust. Having a trusted adult allows a student to feel they can discuss situations in a non-threatening and secure environment and provides a venue for a student to report something that could result in a dangerous situation at school.

Schools must also have processes in place to assess and encourage positive school climate, have a threat assessment process in place to assist at-risk students, and provide support and help for students and families. Preparedness efforts should include a well-planned and outlined emergency management system with established roles for everyone on the response team. The procedures should be flexible and applicable to many situations. Communication ahead of time with local agencies such as police, fire and rescue, and public health should take place. Finally, schools should practice a variety of drills including a communication plan with stakeholders.

The key to response is stabilizing the emergency once it has occurred, establishing a safe and secure environment, and facilitating the transition to recovery. Ensuring effective containment of the incident, making determinations of the standard response to the

incident, and coordinating the incident with incident command and law enforcement are important components of the response.

Concerns for staff and students regarding their emotional well-being after a tragic event, with long-term follow-up for counseling and referral services are all part of the recovery phase. Academic recovery, physical recovery, fiscal recovery, and physical and emotional recovery are all considerations school districts need to take during recovery.

It is clear that there is a discrepancy between importance and effectiveness of protocols. Superintendents place a clear and high value on all four of the components, however, when responding to the effectiveness of their school district, it is clear that the perception superintendents have on the effectiveness of their emergency management protocols is lower than the importance placed.

Since the establishment of a state security director in 2016, the State of Nebraska has increased their emphasis on school safety and security. Over the past three years, the state has sent a trained official to each school building in the state to conduct assessments of the emergency management protocol, as well as the safety and security measures. While the results of the assessment were not yet available at the time of this publication, training has occurred across the state for school districts to develop their emergency management plans and their safety and security protocols. The researchers believe the results of the assessments, and the state-wide training opportunities will enhance school district plans and will provide more effective response to emergencies.

Using a paired samples correlation between the responses of importance and effectiveness, the results reported two of the four protocols having a positive correlation.

The positive correlation between school district enrollment with preparedness and response suggests school districts with larger enrollment are more effective being prepared and responding to emergencies that involve a weapon and/or law enforcement response. The findings also suggested there was no significant correlation between school district enrollment with prevention and recovery.

The researchers consider two factors that influenced the correlations reported. Larger school districts in Nebraska have more staff resources to commit to school district safety and security. Often times, in smaller districts, the superintendent and school administration act as the emergency management team and play a major role on safety security. While this may have advantages, small school administrators also wear many hats and have complex jobs that require them to conduct most of the administrative tasks of the district. With availability of a larger staff, large school districts may be able to focus staff positions to address safety and security measures.

The key component for any school district, large or small, is to have a system that promotes positive relationships between staff and students, and the ability for a student to have at least one adult advocate in their school that they can trust and rely on. This factor may be simpler to accomplish in smaller schools, but large schools must consider developing a system to provide those important relationships.

Larger school districts in Nebraska have more resources to their availability due to their proximity to more densely populated areas in the state. Many smaller, rural districts are in remote areas that do not provide immediate access to resources. With this proximity to resources, larger districts have much quicker and immediate response time for emergencies

as compared to smaller rural districts that may have a 20-30 minute or more response time from law enforcement. This became evident to the researchers as the responses to the open-ended questions were considered. Several superintendents responded to the question of arming teachers and staff in a supportive manner due to the rural nature and geographic location of their school district.

Finally, the researchers conducted open-ended questions addressing the issue of arming teachers and staff as part of school district emergency management protocols. Overwhelmingly, 90 (81%) of the 111 responses, were not in favor of arming staff. Of those 90 responses, 73 indicated there should be no weapons in schools, and 17 indicated they are not comfortable with teachers and staff being armed, however would accept a school resource officer or a law enforcement officer being armed. 21(19%) of the responses, indicated they are in favor of having teachers and staff armed in schools, but only with proper training. Many of these superintendents indicated access to resources for an immediate response from law enforcement are limited, due to their geographic location.

During the time this research was being conducted, several incidents across the nation occurred that involved school shootings. The topic of arming teachers and staff came to the forefront of discussions for solutions to the issue of school shootings after these emergencies occurred at schools in 2018. Analyzing the responses provided, it became clear to the researchers that schools in more remote and rural areas of the state were more inclined to be in favor of arming trained staff at schools. Concerns about the safety of having trained teachers armed without understanding the responsibility of firing at an active shooter were mentioned.

The possibility of many adverse scenarios that could come about if teachers were armed, along with concerns about teachers having such a large responsibility, made superintendents skeptical of arming teachers. Some of the respondents however did indicate they would be comfortable having armed law enforcement present as school resource officers. Superintendents commented that some of their districts are very remote and law enforcement response time could be up to 30 minutes. These superintendents were more in favor of either arming staff or having a trained school resource officer available at their schools. While the response rate of having no armed staff at schools was high, the discussion and debate continues.

Mitchell (2018) quotes in the spring 2018 *AASA Journal of Scholarship and Practice* from a position paper adopted in July 2013 by the American Association of School Administrators Governing Board and subsequently reiterated at a 2018 governing board meeting:

If we hope to prevent future tragedies at schools, we must comprehensively address both school safety and gun safety. Increased mental health services, community supports for youth, and new attitudes about violence in our entertainment must all be part of this approach. We must be willing to spend the time and resources necessary to make sustainable changes. (p. 5)

The safety of students and staff is one of the most important aspects of a superintendent. While having staff armed at schools may be a short-term measure to resolve a violent occurrence, there are many more proactive measures that should take place at schools to ensure a safe school environment.

School districts must take appropriate measures in the prevention and preparedness areas prior to a violent emergency that involves weapons.

A positive school culture in which every student has an adult that they know, and trust is extremely important for school administrative staff to cultivate and nurture.

Threat assessment teams must be in place to watch for behaviors that are considered at-risk, and provide resources for students, staff, and parents to intervene and ensure students are cared for. Communication using a variety of venues including school messaging systems, media, Twitter, Facebook, and other forms of social media, can be of great benefit prior to, during, and after a violent situation occurs at school.

Communication with local law enforcement prior to emergencies to develop action plans and to be part of drill practice is critical in making sure all resources are involved in the prevention and preparedness phase. Facility requirements including controlled access, locked classroom doors, and security cameras that can be accessed by law enforcement are critical components of a school emergency plan. Practicing lock down, lock out, shelter, and reunification drills will help students and all stakeholders become familiar with safety protocols necessary in case an emergency situation occurs.

The measures taken by the State of Nebraska for school safety and security have already had a positive influence on planning for schools. School districts are also anxiously awaiting the results of the state-wide school building assessments to help them improve their emergency management plans and safety and security measures.

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Ethics

The *AASA Journal of Scholarship and Practice* uses a double-blind peer-review process to maintain scientific integrity of its published materials. Peer-reviewed articles are one hallmark of the scientific method and the *AASA Journal of Scholarship and Practice* believes in the importance of maintaining the integrity of the scientific process in order to bring high quality literature to the education leadership community. We expect our authors to follow the same ethical guidelines. We refer readers to the latest edition of the APA Style Guide to review the ethical expectations for publication in a scholarly journal.

Themes and Topics of Interest

Below are themes and areas of interest for publication cycles.

1. Governance, Funding, and Control of Public Education
2. Federal Education Policy and the Future of Public Education
3. Federal, State, and Local Governmental Relationships
4. Teacher Quality (e.g. hiring, assessment, evaluation, development, and compensation of teachers)
5. School Administrator Quality (e.g. hiring, preparation, assessment, evaluation, development, and compensation of principals and other school administrators)
6. Data and Information Systems (for both summative and formative evaluative purposes)
7. Charter Schools and Other Alternatives to Public Schools
8. Turning Around Low-Performing Schools and Districts
9. Large Scale Assessment Policy and Programs
10. Curriculum and Instruction
11. School Reform Policies
12. Financial Issues

Submissions

Length of manuscripts should be as follows: Research and evidence-based practice articles between **2,800** and **4,800** words; commentaries between **1,600** and **3,800** words; book and media reviews between **400** and **800** words. Articles, commentaries, book and media reviews, citations and references are to follow the *Publication Manual of the American Psychological Association*, latest edition. Permission to use previously copyrighted materials is the responsibility of the author, not the *AASA Journal of Scholarship and Practice*.

Cover page checklist:

1. title of the article:
identify if the submission is original research, evidence-based practice, commentary, or book review
2. contributor name(s)
3. terminal degree
4. academic rank
5. department
6. college or university
7. city, state
8. telephone and fax numbers
9. e-mail address
10. 120-word abstract that conforms to APA style
11. six to eight key words that reflect the essence of the submission
12. 40-word biographical sketch

Please do not submit page numbers in headers or footers. Rather than use footnotes, it is preferred authors embed footnote content in the body of the article. Articles are to be submitted to the editor by e-mail as an electronic attachment in Microsoft Word, Times New Roman, 12 Font. The editors have also determined to follow APA guidelines by adding two spaces after a period.

Acceptance Rates

The *AASA Journal of Scholarship and Practice* maintains of record of acceptance rates for each of the quarterly issues published annually. The percentage of acceptance rates since 2010 is as follows:

| | |
|-----------|-----------|
| 2012: 22% | 2016: 19% |
| 2013: 15% | 2017: 20% |
| 2014: 20% | 2018: 19% |
| 2015: 22% | 2019: 19% |

Book Review Guidelines

Book review guidelines should adhere to the author guidelines as found above. The format of the book review is to include the following:

- Full title of book
- Author
- Publisher, city, state, year, # of pages, price
- Name and affiliation of reviewer
- Contact information for reviewer: address, city, state, zip code, e-mail address, telephone and fax
- Reviewer biography
- Date of submission

Publication Timeline

| Issue | Deadline to Submit Articles | Notification to Authors of Editorial Review Board Decisions | To AASA for Formatting and Editing | Issue Available on AASA website |
|--------|-----------------------------|---|------------------------------------|---------------------------------|
| Spring | October 1 | January 1 | February 15 | April 1 |
| Summer | February 1 | April 1 | May 15 | July 1 |
| Fall | May 1 | July 1 | August 15 | October 1 |
| Winter | August 1 | October 1 | November 15 | January 15 |

Additional Information

Contributors will be notified of editorial board decisions within eight weeks of receipt of papers at the editorial office. Articles to be returned must be accompanied by a postage-paid, self-addressed envelope.

The *AASA Journal of Scholarship and Practice* reserves the right to make minor editorial changes without seeking approval from contributors.

Materials published in the *AASA Journal of Scholarship and Practice* do not constitute endorsement of the content or conclusions presented.

The Journal is listed in Cabell's Directory of Publishing Opportunities. Articles are also archived in the ERIC collection. The Journal is available on the Internet and considered an open access document.

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AASA Journal of Scholarship and Practice


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- ✓ For **Resources on COVID-19**, see <https://bit.ly/2xyrcQV>
- ✓ For information on AASA's **Community Emergency Management, School Safety and Crisis Planning** go to <https://bit.ly/2xyrcQV>
- ✓ **Resources for School Administrators** may be viewed at www.aasa.org/welcome/resources.aspx
- ✓ Learn about AASA's **books program** where new titles and special discounts are available to AASA members. The AASA publications catalog may be downloaded at www.aasa.org/books.aspx.
- ✓ The **AASA's Leadership Network** drives superintendent success, innovation and growth, shaping the future of public education while preparing students for what's next. Passionate and committed, the Network connects educational leaders to the professional learning, leadership development, relationships and partnerships through a variety of ongoing academies, cohorts, consortiums, and programs needed to ensure a long career of impact. Summary of the more than 30 programs is found in the graphic below:



**THE AASA
LEADERSHIP
NETWORK**

PROGRAMS & SERVICES

| | | | |
|---|--|---|--|
| <p>JOIN THE AASA LEADERSHIP NETWORK!</p> <p>We offer more than 30 programs</p> <p>Enroll today in one of the more than 30 professional learning programs for district and school leaders.</p> <p>Who Should Join? The Leadership Network provides programming for School Superintendents, District Team Members, School Administrators, and those who aspire to central office positions, school leadership roles, and the superintendency.</p> <p>For more information about AASA's Leadership Network, contact Mort Sherman, Associate Executive Director at msherman@aasa.org</p> | PROGRAMS | | |
| | PREPARE | Aspiring Superintendents Academy® | Early Learning Summit |
| | | Aspiring Superintendents Academy®: Blended Learning | Eastern States Consortium |
| | | Aspiring Superintendents Academy®: Female Leaders | Future Focused Schools Collaborative |
| | | Aspiring Superintendents Academy®: Latino Leaders | Large Countywide Suburban District Collaborative |
| | | Collaborative State Aspiring Superintendents Academies (MS, MT, MN and others) | National Women's Leadership Consortium |
| | | Urban Superintendents Academy Howard University Cohort & University of Southern California Cohort | Personalized Learning Cohort |
| | COLLABORATE & LEARN | National Aspiring Principal Academy in collaboration with NAESP | Personalized Learning Summit |
| | | AASA National Superintendent Certification Program® East 2022, Midwest 2022, West 2021 | Redefining Ready! Summit |
| | | AASA National Superintendent Certification Program® States (PA, MN, AZ and others) | Social and Emotional Learning Summit |
| National Principal Supervisor Academy | | Southeastern Women in School Leadership Conference | |
| CERTIFY | AASA National Superintendent Certification Program® States (PA, MN, AZ and others) | Urban Superintendents Academy Summit | |
| | National Principal Supervisor Academy | Women in School Leadership Forums Regional & States | |
| | National Principal Supervisor Academy | Youth Apprenticeship Summits | |
| INNOVATE | AASA National Superintendent Certification Program® East 2022, Midwest 2022, West 2021 | Early Learning Cohort | |
| | AASA National Superintendent Certification Program® States (PA, MN, AZ and others) | Equity Cohort | |
| | National Principal Supervisor Academy | Redefining Ready! Cohort | |
| | National Principal Supervisor Academy | STEM Leadership Consortia | |
| | | Transformational Leadership Consortium | |

To ensure each child has access to equitable, rigorous, and relevant educational opportunities, the AASA Leadership Network is committed to supporting a pipeline of diverse school superintendents and educational leaders as they refine the knowledge, skills, and dispositions for highly effective leadership.

For additional information on leadership opportunities and options visit contact Mort Sherman at msherman@asa.org or Valerie Truesdale at vtruesdale@asa.org.

Upcoming AASA Events

AASA 2021 VIRTUAL National Conference on Education, Feb. 18-19, 2021