



NAESP's 2020-2021 Proposed Resolutions

Attached are the proposed resolutions developed by the Resolutions Committee during their winter meetings. All NAESP members are encouraged to review the proposed changes and offer comments and suggestions by **January 10, 2020**.

Please send your comments and suggestions to jshannon@naesp.org.

The timeline to review the proposed Resolution is as follows:

- The Resolutions Committee will review member feedback between January 11, 2021 and January 15, 2021, and determine if further revisions are necessary.
- On January 20, 2021 at 4:00 p.m. EST, the Resolutions Committee will hold an Open Hearing conference call where any NAESP member may discuss the modification of any proposed resolution. To participate, call 866-290-3067 and enter conference code 02489.
- One week later, on January 27, 2021 at 4:00 p.m. EST, NAESP members may join a Committee conference call to learn the Committee's decisions on the proposed changes presented during the Open Hearing conference call. To participate, call 866-290-3067 and enter conference code 02489.

The NAESP Board of Directors will review the proposed and recommended changes and inform the General Assembly of the resolutions and the board's actions at the [National Leaders Conference](#) on February 21-24, 2021.

Should you have any questions about the proposed resolutions, the Platform or the process for reviewing the document, please contact your Resolutions Committee member or contact Jennifer Shannon (jshannon@naesp.org) at NAESP.

Thank you.

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INTRODUCTION

1 The NAESP landmark publications, *Leading Learning Communities: Pillars, Practices, and Priorities for*
2 *Effective Principals*, Third Edition (NAESP, 2019), *Leading Pre-K-3 Learning Communities: Competencies*
3 *for Effective Principal Practice- A Principal's Guide to Early Learning and the Early Grades* (NAESP,
4 *2015/2021*), *Leading After School Communities* (NAESP, 2006), *The Principal's Guide to Building Culturally*
5 *Responsive Schools* (NAESP, 2018), and *The 10-Year Pre-K-8 School Leadership Study* (NAESP, 2018)
6 provide a comprehensive framework outlining the major responsibilities of the school principal.

7 Principal preparation and mentoring is integral to the success of the principal and their leadership to the
8 school. Principal preparation programs should be grounded in the Professional Standards for
9 Educational Leaders (2015) to ensure building capacity of effective school leaders.

10 NAESP maintains that the instructional leadership role of the principal and assistant principal is vital to
11 sound educational programs in each elementary and middle school. Responsibilities created by state
12 and federal mandates place tremendous demands on the principal; the principal must have sufficient
13 time to plan, coordinate, and provide instructional leadership.

14 Principals are the primary instructional leaders in the schools and communities in which they serve. Due
15 to the magnitude of this responsibility, it is imperative that principals have authority over the myriad of
16 responsibilities associated with the job including decisions for personnel assignment, staff evaluation,
17 expenditure of funds, discipline, curriculum design, and program/staff development, to mention just a
18 few. Because of the complexity of their work, principals are expected to be lifelong learners and must be
19 provided funding and professional growth opportunities to improve instructional leadership and actively
20 participate in professional organizations.

21 The recruitment, selection, and retention of staff is an integral component in quality schools. Principals
22 are encouraged to include current school staff when selecting new personnel, but the final
23 recommendation must be the responsibility of the principal. In addition, the principal is responsible for
24 the formative and summative evaluation of staff, and observations should utilize established procedures
25 and instruments directed toward improved professional performance with the ultimate goal being
26 improved student learning and academic achievement.

27 NAESP strongly recommends the employment of a full-time, certified principal for each elementary and
28 middle school and in some instances the employment of full-time assistant principals in every school.

29 With district support, principals are encouraged to be active in national, state, and local associations and
30 exert leadership by collaborating with other professional organizations, soliciting the support of business
31 and other community groups, and enlisting legislative support for public education.

32 Principals play a critical role in communicating and implementing the decisions of policy-makers.
33 Therefore, all federal or state-funded agencies, committees, and other groups must include practicing
34 principals in the development of education policies, guidelines, rules, and regulations. ('14, '17, '19, '20,
35 "'20, '21)

Rationale: Updates NAESP publications

Impact: Updates Platform

1. Principal Leadership (A)

1 NAESP believes that principals are the primary instructional leaders in the schools and communities they
2 serve. It is imperative that principals have the authority and autonomy for building-level decision
3 making, including but not limited to personnel assignment, staff evaluation, budget and resource
4 allocation, discipline, curriculum design and implementation, student assessment, program and staff
5 development, and other areas of responsibility.

6 NAESP believes the recruitment, selection, evaluation, and retention of staff are integral components of
7 quality schools. The final recommendation regarding staff selection must remain with the principal.

8 NAESP believes the principal is responsible for formative and summative evaluation of staff.

9 Observations and evaluations should use ~~established~~ instruments and procedures based on best
10 practices for improved professional performance leading to improved student learning and academic
11 achievement. Principals must have adequate training, resources and time to effectively implement the
12 evaluation process. The evaluation process must be achievable, realistic, and lead to high quality
13 teaching and learning.

14 NAESP believes school principals should be active in local, state, and national associations for access to
15 resources, best practices, advocacy, networking, and professional development.

16 NAESP believes principals have a critical role in communicating and implementing the decisions of
17 policy-makers. All federal- or state-funded agencies, committees, and other groups should include
18 practicing principals in the development of education policies, guidelines, rules, and regulations.

19 NAESP believes that principals, should be quality instructional leaders, educated on the most current
20 best practices and policies affecting student learning.

21 NAESP believes elementary and middle schools should have a full-time certified principal and in some
22 instances a full-time assistant principal. Based on the growing complexity of the role of principals,
23 including increased responsibilities for accountability, teacher evaluation, addressing diverse student
24 needs, student safety, and mental health, additional school building personnel should be employed.
('02, '07, '10, '11, '12, '14, '15, '16, '17, '20, '21)

Rationale: Updated language

Impact: Strengthens platform by providing additional options

2. Principal Preparation (B)

1 NAESP believes that the role of the principal demands a high level of professional preparation and
2 continuing growth.

3 NAESP believes all states should require principals to be licensed or certified according to the recognized
4 Professional Standards for Education Leaders, or a set of state generated standards that align with
5 research on effective school leadership.

6 NAESP recommends that beginning principals should have at least five years of successful teaching
7 experience and an advanced degree and certification in educational leadership that includes a
8 residency/internship and study of effective school leadership. Alternate pathways to certification must
9 include a one year school-based residency/internship under the guidance of an effective mentor
10 principal and study of effective school leadership.

11 The competencies of effective school leadership include:

- 12 1. Mission, Vision, and Core Values
- 13 2. Ethics and Professional Norms
- 14 3. Equity and Cultural Responsiveness
- 15 4. Curriculum, Instruction, and Assessment
- 16 5. Community of Care and Support for Students
- 17 6. Professional Community for Teachers and Staff
- 18 7. Professional Capacity of School Personnel
- 19 8. Meaningful Engagement of Families and Communities
- 20 9. Operations and Management
- 21 10. School Improvement

22 NAESP believes standards for the preparation, certification, selection, and professional learning of
23 principals should result from cooperative efforts among state and local principals' associations, state
24 departments of education, higher education institutions, and local school districts. Criteria to assess
25 aspiring principal candidates should be developed collaboratively based on multiple indicators to
26 determine an individual's strengths and areas needed for growth.

27 NAESP believes it is the professional responsibility of every principal to identify, encourage, recruit, and
28 nurture educators with outstanding talent, leadership, knowledge, and interpersonal skills to consider
29 the principalship as a career.

30 NAESP believes that school districts and preparation programs should provide opportunities for
31 additional internships, peer coaching, job shadowing, networking, and mentorships for aspiring
32 principals.

33 NAESP believes that early career principals and administrators changing levels (e.g. high school to
34 elementary) should receive mentoring, professional learning opportunities, and be expected to become
35 active members in professional associations. NAESP recommends new principals participate in an
36 induction program provided by the district, state, or professional organization for a minimum of three
37 years.

38 NAESP supports legislation and national reciprocal agreements among states for certification, full
39 benefits, and retirement benefits for administrators.
(’86, ’96, ’01, ’06, ’10, ’11, 12, ’13, ’14, ’15, ’16, ’17, ’18, ’19, ’20)

No changes

3. Well-Rounded and Complete Education (C)

- 1 NAESP believes that children must be the nation's number one priority and the focal point of education.
- 2 NAESP believes in a well-rounded and complete education for the whole child. As educators, we have
3 consistently addressed the physical and mental health, safety, social, emotional, and educational needs
4 that are components of every child's success. NAESP urges principals to eagerly partner with all agencies
5 (local, state and federal) to develop transition plans among preschool, elementary, middle, high schools,
6 and colleges.
- 7 NAESP believes in the continual professional learning of all school employees, which would include
8 content, in addition to understanding and responding to the social and emotional needs of children.
- 9 NAESP believes that quality before and after-school programs can have a positive impact on student
10 achievement, social interaction, and safety.
- 11 NAESP believes federal, state and local leaders, including principals, should provide vision and support
12 for effective extended-day learning that includes a variety of enrichment opportunities.
- 13 NAESP recognizes the individual accountability and collective responsibility of all school staff, parents,
14 and other community members for the education of the child. NAESP supports the use of public schools
15 as community centers to bring together many partners offering a range of support and opportunities to
16 children, youth, families, and communities.
- 17 NAESP will continue to collaborate and work in partnership with local, state and national organizations
18 for the total development of the whole child.
('71, '72, '86, '94, '95, '00, '05, '06 '09, '10 '12, '13, '14, '15, '16, '17, '18, '19)

No changes

4. Educational Equity (A)

- 1 NAESP supports the right of each and every student regardless of race, ethnicity, gender, family income,
- 2 homelessness, language, disability, sexual orientation, gender identification, and other demographics
- 3 every child to access fair and equitable educational opportunities.

- 4 NAESP believes that the rights of all students especially those who are marginalized and in underserved
- 5 communities should be protected.

- 6 NAESP believes school culture, climate and social-emotional development should support equity and
- 7 diversity for all students.

- 8 NAESP believes educational opportunities should recognize and respect all people stakeholders within
- 9 our local, state, national, and global communities. ('82, '92, '00, '10, '13, '16, '18, '21)

Rationale: Strengthens resolution with specific language

Impact: Strengthens platform

5. Positive School Climate and Culture (B)

1 NAESP believes that principals must establish a positive school climate and culture that nurtures the
2 emotional, mental, social, and physical safety of each member of the school community. Principals must
3 be inherently involved in the design of developmentally and educationally appropriate code of conduct
4 policies.

5 NAESP believes that positive school climate and culture are shared responsibilities of principals,
6 students, parents/guardians, educators, and the community. NAESP supports federal and state funding
7 of social emotional learning (including trauma informed practices) and other elements of positive school
8 culture.

9 NAESP believes each child has the right to learn in school without interference from unacceptable
10 behaviors such as, but not limited to, fighting, physical violence, bullying, cyber bullying, harassment,
11 intimidation, and hazing.

12
13 Principals should ensure that each child has the necessary tools to be successful during both face-to-face
14 and virtual learning, to provide an equitable education for all. Resources should include, but are not
15 limited to, technology, nutrition, transportation, and social emotional learning supports.

16 NAESP believes all disciplinary measures for students who engage in a pattern of unacceptable behavior
17 should be developmentally appropriate and focused on learning and growth opportunities. Alternative
18 options, within the scope of state and local regulations, must be available for students who exhibit
19 unacceptable behavior.

20 NAESP supports legislation that would prohibit all forms of corporal punishment in schools.
('73, '75, '77, '90*, '00*, '05, '10 '12, '13, '14, '15, '17, '18, '19, ~~'20~~, '21)

Rationale: Strengthens the resolution

Impact: Updates and strengthens the platform

6. School Safety (C)

1 NAESP believes that schools must be safe and secure and that all stakeholders and agencies must be
2 vigilant in the development, implementation, training and refinement of policies, procedures, facilities
3 infrastructure, and plans that foster a safe, secure, and orderly environment.

4 NAESP recognizes that situations may threaten student and staff safety and welfare during natural,
5 environmental, or man-made disasters. NAESP advocates for the development and dissemination of
6 routine safety practices along with specific contingency plans that are coordinated with district and local
7 authorities.

8 NAESP also believes each child has the right to learn in school without interference from violence,
9 including gun violence. NAESP endorses that school safety needs to be adequately funded by federal and
10 state governments.

11 NAESP believes no policy should be enacted allowing educators to carry firearms in schools. NAESP
12 believes arming educators would produce more harm than good. NAESP believes School Resource
13 Officers who work in collaboration with educators should be trained in current culturally responsive and
14 trauma informed practices funding should support School Resource Officers who are fully trained in
15 accordance with NASRO standards. ~~law enforcement officers who work in collaboration with educators.~~

16 NAESP believes efforts to improve school climate, safety, and learning must be collaborative endeavors.
17 They must be designed, funded, and implemented as part of a comprehensive school-wide approach.

18 NAESP believes safe schools offer school-based mental health supports and ensure adequate funding
19 and resources. We support the improvement of the student to school counselor ratio. We believe
20 school counselors and mental health professionals should infuse prevention and intervention services
21 into the learning process and integrate services provided through school-community partnerships.
22 ('86, '89, '90, '94, '95, '01, '06, '10, '13, '14, '15, '16, '18, '19, '21)

Rationale: Strengthens and clarifies statement regarding SRO's in schools

Impact: Strengthens platform

7. Selection and Use of Instructional Materials (A)

- 1 NAESP believes principals must uphold the rights of freedom of responsible expression and free access
2 to information. Principals must affirm the right of students and teachers the availability of a variety of
3 curricular materials to explore divergent points of view.
- 4 NAESP believes each student must have appropriate and equitable access to resources and technology.
5 NAESP supports funding for a full-time certified media/technology specialist in every elementary and
6 middle school.
- 7 NAESP believes the selection of instructional materials and curriculum programs should be locally
8 controlled. Principals should provide leadership in the selection and adoption of instructional materials,
9 including digital resources.
- 10 NAESP believes we must teach the ethical, responsible and safe use of technology and other media
11 resources, especially as they relate to copyright law, the internet and other social media. NAESP
12 supports fair procedures for selecting educational materials, including protocols for challenge and
13 review.
- 14 NAESP believes the full funding of instructional materials and professional development is the shared
15 responsibility of federal, state, and local governments. ('82, '92*, '02*, '10, '17, '19, '20, '21)

Rationale: Strengthens resolution

Platform Impact: Strengthens platform

8. Principal Retirement (B)

- 1 NAESP believes principals and their spouses should receive full benefits from all retirement systems into
2 which contributions are made on their behalf, and supports legislation that protects full benefits for
3 principals and their spouses.

- 4 NAESP believes all retirement plans should be portable from state to state and include cost-of-living
5 increases. As a minimum, retirement benefits without penalty should be provided after completion of
6 25 years of service.

- 7 NAESP believes retired principals should be encouraged to continue participation in professional
8 activities of principals' associations, and that local, state, and national education organizations should
9 utilize the expertise and talents of retired principals to further their goals.

No changes

9. Discriminatory Practices (C)

- 1 NAESP values diversity in our culture and believes discrimination, racial inequities, and biases must be
- 2 eliminated.
| ('70, '71, '72, '73, '75, '90*, '00*, '05, '10, '16, '21)

Rationale: These additional words expand the definition in a clearer manner.

Impact: Based on the national climate on racial equity, we need to look very closely at this.

10. Contribution of Non-profit Private Schools (A)

- 1 NAESP recognizes the contributions of non-profit private schools and believes that all personnel and
- 2 curriculum must be held to the same levels of accountability and licensure required for public schools.
- 3 ('72, '75, '85, '95, '05, '10, 14)

No changes

11. Public Schools and Media (B)

- 1 NAESP believes media and social media coverage should celebrate school successes, build public
- 2 understanding and strengthen confidence in public education. NAESP encourages principals to establish
- 3 positive relationships with the media and to use social media to promote the value of public education.

- 4 NAESP believes all principals must be assertive and active in publicizing and advocating for the interests,
- 5 activities, and successes of public schools across America. ('82, '88, '97, '03, '08, '10, '13, '15, '18)

No changes

12. School Construction and Renovation (C)

- 1 NAESP believes federal and state legislators must provide adequate funding to assist local communities
- 2 in the construction and modernization of school facilities.

- 3 NAESP believes that charter schools using public funding for construction and/or renovation should be
- 4 required to meet all regulatory and statutory requirements that public schools are required to meet.

- 5 NAESP believes construction and/or renovation of school buildings is necessary to ensure safe
- 6 environments, maintain appropriate school and class sizes, and provide appropriate and functional
- 7 space with current technology to support instruction.

- 8 NAESP believes principals, teachers, students, parents, and community members must be involved in
- 9 the design process of school buildings. ('00, '05, '10, '13, '15, '17, '18)

No changes

In light of (hopefully) post-COVID realities, construction and renovations will consider pandemic impacts (i.e. HVAC circulation and sanitization needs/issues).

13. Employment Rights of the Principal (A)

- 1 NAESP believes job security, protection of rights and personal welfare are essential for a principal to
2 carry out professional responsibilities without fear of reprisal.
- 3 NAESP believes all employees have the right to engage in contract negotiations and advocate for all
4 matters affecting conditions of their employment.
- 5 NAESP fully supports the right of principals on the local school district level to organize and negotiate.
- 6 NAESP believes all public school administrators should be employed under written contracts and a
7 defined hold-harmless clause. Salary and benefits, methods used in determining salary, due process, and
8 length of contract should be included as conditions of employment.
- 9 NAESP believes principals have a right to resources and support, as well as compensation, based upon
10 multiple indicators including but not limited to professional preparation, size of school, experience,
11 complexity of job requirements, and length of contract year.
- 12 NAESP supports incentive pay, for principals who commit to working in hard-to-staff schools.
- 13 NAESP believes that professional negotiation laws and procedures should protect the due process rights
14 of all employees.
- 15 NAESP advocates that impasses in contract negotiations must be resolved through fair mediation and
16 arbitration. NAESP does not support strikes or other work stoppages.
- 17 NAESP recognizes that reductions or reassignment of administrative personnel may occur. Clear criteria
18 and procedures must be used. Fair and objective criteria must be non-discriminatory and consider job
19 performance and evaluation, seniority, professional preparation and certification. Procedures must
20 include timely notification, access to all pertinent records and materials, and adequate time and
21 opportunity for the employee to respond to the proposed reduction or reassignment. Reassignment
22 should include the option of moving to a comparable administrative assignment.
- 23 Legislation, regulations, and policies must provide reasonable job security for school principals and must
24 prevent transfer or removal without just cause and due process.
(’72, ’74, ’90*, ’96, ’01, ’06, ’11, ’12, ’16, ’17, ’19)

No changes

14. Principal Performance and Evaluation (B)

1 NAESP believes that principal evaluation should develop the professional capacity of principals, be used
2 as a collaborative school improvement tool, be part of a comprehensive system of support and consider
3 the context of the learning community, the resources available, and the authority and autonomy given
4 to the principal.

5 NAESP expects principals to be held accountable for ~~increasing~~ student achievement. NAESP believes
6 rating and ranking based on student test scores should not be the sole or primary criterion in the
7 evaluation, dismissal, reassignment, or compensation of principals. No more than 25% of a principal's
8 evaluation should be based on student standardized test scores since test scores reflect a narrow
9 definition of student success.

10 NAESP believes an effective principal evaluation process is: created with significant involvement of
11 principals; focused on professional learning; flexible enough to accommodate differences in principals'
12 experience; based on accurate, valid and reliable information gathered through multiple measures; fair
13 in that priority is placed on outcomes principals can control; and useful for informing principals' learning
14 and progress.

15 The following six key areas of principal influence should be considered in any fair evaluation system
16 informed by research, retaining the flexibility to focus on one area, or as many as all six.

- 17 1. Professional learning and growth
- 18 2. Student growth and achievement

- 20 4. School culture
- 21 5. Professional qualities and instructional leadership
- 22 6. Stakeholder support and engagement

('12, '13, '14, '15, '16, '17, '18, ~~'19~~, '21)

Rationale: Clarifies the resolution by updating the language

Impact: Updates platform

15. Principal Health and Wellness (C)

- 1 NAESP believes the health and well-being of the principal is imperative to a school's success.
- 2 NAESP recognizes the duties and responsibilities of the school principal are increasingly complex and
3 demanding. Therefore, NAESP recognizes the importance of fitness, nutrition, use of leisure time, and
4 stress management for all principals.
- 5 NAESP believes principals must take care of themselves in order to take care of the intricacies of the
6 school community. NAESP recognizes the amount of time allocated for the demands of the job must be
7 balanced with stress-reducing activities.
- 8 NAESP believes the state and local school district must provide principals with the time, support, and
9 resources to effectively meet professional responsibilities. NAESP further believes such support can
10 foster a balance between work, personal life and other responsibilities. This will allow principals to build
11 resiliency, refresh, and rejuvenate themselves in order to perform their duties effectively.
- 12 NAESP believes when health, wellness, and job satisfaction are aligned, principal retention increases.
13 This directly impacts the success of the school. ('15, '16)

No changes

16. United State Department of Education (C)

- 1 NAESP believes that the United States Department of Education should strongly support and promote
- 2 public education as the cornerstone of American democracy. NAESP believes in sustaining the Cabinet-
- 3 level status of the U.S. Department of Education.

- 4 NAESP believes educators with experience and training in elementary and middle school administration
- 5 should staff a representative number of decision-making positions in the U.S. Department of Education.

- 6 NAESP believes the U.S. Department of Education should maintain the Principal-in-Residence program
- 7 to inform national policy.

- 8 NAESP is committed to a reciprocal relationship with the U.S. Department of Education. NAESP supports
- 9 the ongoing focus on research and development to collaboratively meet the educational needs of our
- 10 nation's children and the concerns of school principals. ('80, '84, '94*, '04, '09, '13, '14, '15, '17, '18)

No changes

17. Prayer in Public School (A)

- 1 NAESP believes that public schools must respect the rights and religious beliefs of all students, staff, and
- 2 stakeholders. In accordance with the law, schools must not initiate or organize religious prayer or
- 3 practice. ('84, '94*, '04*, '16)

No changes

18. Charter Schools (B)

- 1 NAESP believes that in order for a charter school to receive state and/or federal funds, it must:
- 2 1. be led by a certified principal with at least 5 years of successful teaching experience and a
3 degree in educational leadership;
 - 4 2. employ highly qualified and appropriately certified staff;
 - 5 3. be nonprofit and tuition free;
 - 6 4. be supported by a funding source that does not divert funds from other public schools;
 - 7 5. be governed by an elected board;
 - 8 6. meet the same accountability standards as other public schools which include health and
9 safety, fiscal responsibility, curriculum content, academic achievement, state-mandated testing,
10 and disclosure;
 - 11 7. adhere to the same accreditation standards as other public schools;
 - 12 8. be non-discriminatory in enrolling or dismissing students and hiring or dismissing staff;
 - 13 9. be required to serve students with disabilities and English Language Learners to the same
14 extent as other public schools;
 - 15 10. provide the same level of support services required of other public schools; and
 - 16 11. provide its employees the same state benefits as other public schools.
- 17 NAESP believes charter schools should not supplant a comprehensive school reform program.
18 ('00, '05, '14, '15, '17, '18, '21)

Rationale: Strengthens the resolution

Impact: Strengthens the platform

19. Virtual and Distance Learning (C)

1 NAESP recognizes that technological advances are expanding educational options for students.

2 Virtual Schools

3 NAESP believes that while definitions of the term “virtual schools” vary, NAESP supports online
4 education programs that maintain strong teacher/student relationships and a high level of
5 accountability without diverting funds from traditional public schools. Schools receiving state and
6 federal funds must maintain proven elements of quality education. These elements include, but are not
7 limited to:

- 8 1. Certified principals and certified instructors who support and guide the learning process;
- 9 2. Educator-developed curricula based on current evidence-based research and best practice;
- 10 3. A focus on developing students’ interpersonal, social, collaborative, problem-solving, and
11 communication skills, as well as global citizenship; and
- 12 4. Assessment that is valid, reliable, and appropriate to the curricula.

13 Distance Learning

14 NAESP is committed to promoting educational systems that support every child’s wellbeing and
15 strengths. Decisions regarding distance learning should keep in mind marginalized and underserved
16 communities. Distance learning should provide students with equitable access to learning devices,
17 platforms, hotspots, and Wi-Fi to access instruction.

18
19 In situations such as a pandemic and natural/manmade disasters, NAESP encourages:

20 **Ensuring safety and wellness:** The decision to return to school settings must be driven by health and
21 safety considerations. In planning, prioritize basic needs such as food, shelter, and wellness and support
22 the mental, social, and emotional health of students and staff.

23 **Cultivating connection and relationship.** Quality learning experiences require deep interpersonal
24 relationships and a learning environment where people feel safe, seen, and valued. Especially in the
25 midst of returning to school settings from an extended school closure, supporting students and families
26 should begin with connection and relationship.

27 **Centering on equity:** Recognize the disproportionate challenges that distance/remote learning poses for
28 Black, American Indian/Alaska Native, and Latino/a/x, Pacific Islander communities; students
29 experiencing disabilities; and students and families navigating poverty. Apply an equity-informed, anti-
30 racist, and anti-oppressive lens to promote culturally sustaining and revitalizing educational systems
31 that support every child.

32 **Innovating:** The complex circumstances in which learning is currently situated requires ongoing
33 reflection and iteration to assure deep learning for every student.

34 Opening opportunities for students to learn and connect with other schools or classrooms for a variety
35 of reasons such as: lack of qualified and/or available instructors/teachers in one’s school/district,
36 medical issues. (’02, ’07, ’12, ’13, ’14, ’15, ’16, ’17, ’18, ’20, ’21)

Rationale: Strengthens the resolution with new knowledge and specifics

Impact: Addressing pandemic and add language around equity and new learning

20. Home Schooling (A)

- 1 NAESP acknowledges the right of parents to choose home schooling. NAESP believes it is the
 - 2 responsibility of the state education agency to be accountable for monitoring the education of the
 - 3 home-schooled child.

 - 4 NAESP believes the following safeguards should be in place for each child:
 - 5 1. learning in a healthy and safe environment;
 - 6 2. participation in appropriate social experiences;
 - 7 3. interaction with students from other social/racial/ethnic groups;
 - 8 4. aligning the full range of curricular experiences and materials with state standards;
 - 9 5. guaranteeing instruction by certified and highly qualified persons;
 - 10 6. participation in state-mandated assessments. The results of these assessments should not be
 - 11 included in the local public school scores; and
 - 12 7. compliance with state and federal laws addressing children with special needs.
- ('93, '03, '04, '09, '13)

No changes

21. Privatization and Outsourcing (B)

- 1 NAESP acknowledges that private, for-profit corporations may be contracted to provide educational
- 2 programs and school services for children attending public schools. When privatization or outsourcing
- 3 occurs, local, state, and federal laws and guidelines must be followed. ('95, '05, '06, '13, '18)

No changes

22. Programs of Choice (C)

- 1 NAESP believes public schools are the cornerstone of American democracy.
 - 2 NAESP believes that students learn most effectively in a school setting that reflects American society
 - 3 and culture.
 - 4 NAESP believes that programs of choice should not be federally mandated nor draw resources away
 - 5 from public education funding.
 - 6 Programs of choice should:
 - 7 1. be locally developed, locally controlled, and carefully constructed;
 - 8 2. have a clear statement of guidelines, procedures, and academic goals;
 - 9 3. be held to the same accountability measures as all public schools in the state;
 - 11 5. be an opportunity for local schools, given sufficient and equitable funding, to provide unique
 - 12 programs;
 - 13 6. take into account “equal access” for all students such as gifted, special education, English
 - 14 Language Learners, students with social emotional challenges or behavior concerns.
 - 15 7. not exceed state and local determinations of class size;
 - 16 8. not negatively impact racial or socioeconomic balance;
 - 17 9. not divert money from public schools to private schools;
 - 18 10. have as their foundation the approval of the state and local boards of education and be staffed
 - 19 by certified teachers and principals who are highly qualified; and
 - 20 11. be subject to the same laws and regulations as are all public schools in the state.
- (’93, ’97, ’02, ’07, ’14, 15, ’17)

No changes

23. Tuition Tax Credits and Vouchers (A)

- 1 NAESP believes that the welfare of this nation's future is dependent on a strong public education
- 2 system. While recognizing the contribution and value of private schools, tuition tax credits reduce tax
- 3 revenues designed to support public education for all. Both vouchers and tuition tax credits adversely
- 4 affect financial support for public education.

- 5 NAESP strongly opposes tuition tax credits, portability and education voucher plans that divert public
- 6 monies to private institutions including private for-profit schools and programs of choice.

- 7 NAESP rejects all proposals reducing financial support preventing high quality public education.
- 8 ('82, '92*, '94, '04*, '14, '17, '18, '20)

No changes

24. Legal Protection for School Personnel (B)

- 1 NAESP acknowledges that lawsuits are filed against school personnel as they carry out their assigned
- 2 responsibilities as agents of the state or school district in interpreting and implementing policies and
- 3 regulations.

- 4 NAESP believes school districts must provide adequate liability protection, financial support, and legal
- 5 representation for school personnel.

- 6 NAESP supports legislation to penalize those who file frivolous lawsuits. ('79, '90*, '96, '06, '12, '15)

No changes

25. Government Support and Accountability for Education (C)

- 1 NAESP believes that each child must receive a free and appropriate public education.
- 2 NAESP believes federal, state, and local governments must assume accountability and take aggressive
3 action to address social and economic issues arising from such factors as race, ethnicity, health,
4 unemployment, immigration, poverty, drugs and alcohol, and other challenges facing the American
5 family.
- 6 NAESP believes sufficient and equitable funding for public education is necessary to support an
7 educated, skilled workforce that can compete in a global economy. NAESP opposes referenda,
8 initiatives, and other governing actions that reduce funding for public education. Federal funding should
9 be dispersed through targeted formula grants, not competitive grants. Formula grants ensure that
10 federal funds are spent on disadvantaged students and districts in need, and constitute a reliable source
11 of funds for schools.
- 12 NAESP believes principals, national, state, and local leaders, and other interested groups must promote
13 public awareness of the detrimental effects of reducing public education funding.
- 14 NAESP believes any federal or state legislation requiring schools to provide programs, services, and/or
15 facilities must provide full funding for those mandates and guarantee funding at the school level.
- 16 NAESP believes a system of coordinated services, in which health and human services agencies work to
17 support schools, students, and parents should be established in every state and funded by state and
18 federal resources.
- 19 NAESP believes legislative bodies should work with local, state, and national associations to provide
20 information regarding requisite funding.
- 21 NAESP believes financial support for public education must be shared by local, state, and federal
22 governments.
- 23 NAESP recommends increasing financial support that is predictable and continuous with greater
24 building-level authority in the initial allocation, distribution and use of funds at the school level. District
25 administration must include principals in the determination of how state and federal funds will be
26 allocated.
- 27 NAESP believes local, state, and federal governments should reexamine tax structures and revise
28 allotment formulas to equalize and increase financial support for education among school districts.
('82, '92, '94, '96, '01, '06, '12, '13, '14, '15, '16, '17, '20, '21)

Rationale: Expands our definition

Impact: Aligns with our current circumstance and focus

26. Every Student Succeeds Act (B)

- 1 NAESP recognizes that implementation of ESSA according to a vision of providing a well-rounded and
2 complete education for every student is vital.
- 3 NAESP supports principals as they fulfill the requirements of ESSA.
- 4 NAESP supports principal leadership of the state and local development of ESSA plans. Parents and local
5 leaders must be at the forefront of ESSA implementation to ensure that all students are college or
6 career ready.
- 7 NAESP recognizes that state and local plans must include the following:
- 8 •Differentiate and support the role of principals, including focused efforts on recruiting, preparing,
9 retaining and providing job embedded on-going support.
- 11 policies put an end to the overuse of standardized assessments by focusing on issues such as
12 climate and safety and how schools are meeting the non-academic factors that contribute to
13 student achievement.
- 14 •Include early childhood education and support Pre-K-3 continuum by alignment of standards,
15 curriculum, and instruction as a vision for improving student outcomes, and provide the necessary
16 support for all educators to be effective.
- 17 •Set authorization levels and fully fund programs proven to provide schools with the means theneed
18 to improve student academic outcomes and fill equity gaps. This includes access to a curriculum
19 that supports arts-integration, learning outside the school day, positive school climate, student
20 well-being and mental health.
- 21 •Invest in a principal and assistant principal pipeline including a state set-aside of 3% of
22 Title II Part A allocations to support professional learning opportunities. ('17, '18, '19, '20)

No changes

27. Curriculum Content and Standards (A)

- 1 NAESP believes that elementary and middle school curricula, standards and instruction must be aligned
- 2 with current research-based best practices.

- 3 NAESP believes principals must be involved in the planning, development, implementation, and
- 4 evaluation of curriculum content and standards. ('10, '13, '17, '21)

Rationale: Updates and clarifies best practices

Impact: Assures most recent research is used

28. Arts in Education (A)

1 NAESP believes that a well-rounded, complete education must include a strong focus on arts integration
2 across a Pre-K-8 curriculum. The arts engage teachers and students in shared learning goals, and foster
3 creativity, collaboration, communication and critical thinking skills that are the foundation of student
4 academic success.

5 NAESP believes principals must promote ~~assess the school's curriculum and instruction to ensure~~ the
6 inclusion of arts integration and the use of effective instructional strategies. ~~to provide a complete Pre-~~
7 ~~K-8 continuum of learning.~~ The arts ~~component~~ provides students with multiple opportunities ~~modes~~ of
8 learning and understanding.

9 NAESP believes arts integration intensifies academic rigor as students engage problem-solving skills to
10 draw connections across disciplines and demonstrate competency through creative endeavors.

11 NAESP believes afterschool and summer learning programs should embrace arts-enhanced learning
12 activities that are aligned with the school curriculum. ('16, '17, ~~'19,~~ '21)

Rationale: Strengthen and clarify

Impact: Reads more clearly

29. Student Disabilities (B)

- 1 NAESP supports the Individuals with Disabilities Education Act (IDEA) and Section 504 of the
2 Rehabilitation Act of 1973. Our emphasis is in the early identification beginning at birth, guaranteeing
3 that all students, irrespective of disabilities and/or other health impairments, are entitled to a free
4 appropriate public education in the least restrictive environment.
- 5 NAESP believes IDEA must be fully funded to meet the needs of all students with disabilities. IDEA
6 authorizes the federal contribution at 40% of the excess cost of educating students with disabilities.
- 7 NAESP believes that the rights of students with disabilities to an appropriate education are
8 commensurate to those of other students. When appropriate, NAESP supports inclusion of students
9 with disabilities in classrooms with their peers in their neighborhood schools. To facilitate the successful
10 inclusion of students with disabilities, NAESP believes that appropriate financial resources, professional
11 learning, and support services must follow the student with disabilities.
- 12 NAESP supports continuation and expansion of related services to local districts by appropriate state
13 and community service agencies. Full and expedient funding from the state and federal levels is
14 imperative for local school districts to be able to comply with the provisions of these laws.
15 ('76, '77, '79, '90, '91, '93, '94, '99, '01, '02, '07, '10, '13, '15, '16, '17, '18, '19)

No changes

30. Principal Professional Growth and Learning (C)

- 1 NAESP believes all principals, first year or veterans of the profession need ongoing support to build
2 capacity for a job that is constantly changing.
- 3 NAESP believes all principals must have access to a wide range of relevant, high-quality, and capacity
4 building professional learning opportunities. Professional learning experiences must be aligned with the
5 necessary core competencies of school leadership, and based on research-supported standards of
6 practice to effectively lead schools.
- 7 NAESP advocates for programs and funding that provide high-quality professional learning opportunities
8 for principals. NAESP believes districts must provide sufficient time and resources for principal
9 professional learning opportunities.
- 10 NAESP believes federal and state governments as well as school districts must allocate funds and
11 resources specifically for principal professional learning opportunities. These may include but are not
12 limited to job-embedded learning, utilization of technology, access to mentoring and coaching, and
13 professionally-delivered content outside their schools.
- 14 NAESP supports sustained, intensive, collaborative, job-embedded, data-informed, and classroom-
15 focused professional development.
- 16 NAESP believes school districts must provide principals the time, support, resources and discretion
17 needed for collaboration, networking and participation in professional organizations.
(’02, ’07, ’10, ’11, ’12, ’13, ’14, ’15, ’16, ’17, ’18, ’20)

No changes

31. Early Childhood Education (A)

- 1 NAESP believes quality early childhood experiences provide a strong foundation for future academic and
2 personal achievement.
- 3 NAESP believes that early childhood programs and experiences should be available for all children and if
4 possible within the elementary setting.
- 5 NAESP recommends, supports, and encourages schools to implement developmentally appropriate
6 practice that includes social, physical, emotional, and academic experiences for pre-kindergarten
7 through grade 3.
- 8 NAESP supports a continuum of learning from early childhood through third grade. NAESP believes early
9 childhood curriculum should include robust standards and instruction, purposeful play, and age
10 appropriate assessment that create a consistent framework for learning from age three to grade 3.
11 Principals must be provided individualized professional learning to strengthen their knowledge of early
12 childhood education.
- 13 NAESP believes full-day kindergarten programs are essential and should be mandatory.
- 14 NAESP believes that federal and state funding for school-connected early childhood programs must be a
15 legislative priority and supports collaboration between entities to promote a seamless continuum of
16 services from Pre-K to grade 3 without impinging on current funding for public education.
(’60, ’62, ’67, ’68, ’84 ’85, ’88, ’90, ’93, ’98, ’01, ’05, ’08, ’09, ’10, ’11, ’12, ’13, ’14, ’15, ’17, ’19, ’20)

No changes

32. School and Class Size (B)

- 1 NAESP recognizes the research that indicates small schools are more likely to foster a sense of nurturing,
- 2 belonging, and school community. NAESP endorses elementary school populations of not more than
- 3 400. If an elementary/middle school is larger than 400, NAESP recommends that additional
- 4 administrators support the school.

- 5 NAESP advocates that appropriate state agencies and school districts develop plans to facilitate the
- 6 implementation of a class-size ratio of not more than 20:1 in the elementary grades.
('90, '98, '01, '06, '18, '20)

No changes

33. Drug and Substance Abuse (C)

- 1 NAESP recognizes the serious effects of substance abuse on the school community.
- 2 NAESP recommends increased efforts to improve existing drug and substance abuse education and
- 3 prevention in schools to provide information about the harmful effects of the improper use of drugs.
- 4 These elements include, but not limited to: tobacco, alcohol, electronic nicotine delivery device, and
- 5 illegal substances.
- 6 NAESP supports the elimination of smoking, vaping and all e-cigarettes in schools and all educational
- 7 facilities.
- 8 NAESP recommends cooperative action by appropriate groups to prevent access to and use of these
- 9 substances in the school community.
- 10 NAESP recommends the availability of lifesaving emergency resources for drug overdoses.

('78, '86, '88, '93, '98, '03, '08, '15, '16, '18, '19, '20)

No changes

34. Student Health and Wellness (A)

- 1 NAESP believes that health and wellness are lifelong pursuits that contribute to overall well-being.
- 2 NAESP recognizes the importance of instruction and support in the areas of fitness, nutrition, use of
3 leisure time, mental health and stress management.
- 4 NAESP believes in supplying schools with lifesaving resources and training for personnel.
- 5 NAESP believes that parents, educators, social agencies, community groups, and health professionals
6 should address students' physical and mental health and wellness issues to minimize disruptions to their
7 education.
- 8 NAESP supports the elimination of smoking, vaping and all e-cigarettes in schools and all educational
9 facilities.
- 10 NAESP recognizes the importance of good nutrition. The school meal program should provide
11 nutritious, well-balanced breakfasts and lunches in accordance with federal and state regulations.
12 NAESP believes that sufficient federal and state monies must be provided for school meal programs.
- 13 NAESP believes that students should participate in supervised structured and unstructured physical
14 activities. Daily physical education and recess are important components of a child's physical and social
15 development.
- 16 NAESP believes every school should have a full-time certified school counselor or other qualified
17 personnel to ensure guidance for students' emotional, mental and social needs. Every school should
18 have a certified school nurse to attend to students' medical, health and wellness needs.
('93, '97, '02, '07, '08, '09, '13, 14, '17, '19, 20)

No changes

35. Retention and Social Promotion (B)

- 1 NAESP believes that retention and promotion should be based on individual student needs.
- 2 NAESP believes that the decision to promote or retain students should be based on multiple measures
- 3 and opposes the use of standardized test scores as the sole criterion. Multiple criteria must take into
- 4 consideration the social, emotional, behavioral, and physical needs, as well as the academic progress of
- 5 the child.
- 6 NAESP recommends a collaborative approach that includes families and school personnel when making
- 7 a retention decision. ('91, '92, '00, '01, '06, '11, '15, '20)

No changes

36. Assessment (C)

1 NAESP recognizes children have diverse abilities, learning potential, and language proficiency that
2 should be identified and developed. To determine the individualized needs of students, multiple
3 measures, including fair, valid and reliable formative and summative assessments must be utilized.
4 Global language learners should not be required to take state assessments until they are proficient in
5 English.

6 NAESP believes before assessment procedures are developed, and for assessment information to be
7 valid and useful, educational standards specifying what students are expected to know and be able to do
8 must be clearly defined.

9 NAESP believes it is necessary to reduce the number of annual assessments required by the federal and
10 state accountability systems. States and local systems should have the flexibility to determine the
11 number of assessments and ensure they are developmentally appropriate.

12 NAESP believes educators should be involved in state and local assessment audits as well as the design
13 and implementation of assessment plans. Data must be reported in a usable format and prior to the end
14 of the school year in which the assessment was administered for both formative and summative
15 assessments. Assessment data should inform instruction, be fair, flexible, authentic, and reflect
16 students' academic growth over time.

17
18 NAESP supports flexibilities of state assessments as an accountability measure in extenuating
19 circumstances, such as natural disasters, manmade disasters, and pandemics.

20 NAESP believes that prior to the implementation of any technology-based assessments, students must
21 be able to effectively use the technology to ensure that content knowledge rather than proficiency with
22 technology tools is assessed. Adequate and equitable support and resources, including infrastructure,
23 must be provided to staff and students before and during the administration of any assessment.

24 NAESP opposes the use of standardized assessments as the sole or primary criterion to measure student
25 performance; to rate, grade or rank principal, teacher, student or school effectiveness; to allocate funds;
26 or to take punitive measures against schools and/or school personnel.
('72, '76, '85, '89, '97, '01, '02, '07, '11, '12, '14, '15, '16, '17, '18, '21)

Rationale: Strengthens resolution

Impact: Encourages flexibility in situations when needed

37. American and Global Citizenship (A)

- 1 NAESP believes public schools are the cornerstone of American democracy.
- 2 NAESP believes public schools must work to assure that every child demonstrates critical-thinking,
3 communication, collaboration, creativity, and compassion as well as an understanding of democracy,
4 citizenship, and the significance of living in a global society.
- 5 NAESP encourages principals to foster an environment that honors and respects diversity.
- 6 NAESP believes schools play a key role in encouraging students to participate in programs that foster
7 ~~good~~positive citizenship and develop a sense of responsibility to the community. NAESP endorses the
8 principles of democracy found in strong and active elementary or middle school student leadership
9 opportunities.
- 10 NAESP recommends strong home/school partnership programs be developed that encourage positive
11 citizenship and ~~good~~ character.
- 12 NAESP believes all schools should embrace service learning opportunities and character education
13 including social-emotional learning to promote academic achievement, character development, and
14 global citizenship.
- 15 NAESP encourages building a strong American and global identity by enhancing children’s understanding
16 of our nation’s shared culture and appropriate interactions throughout the world.
(’02, ’03, ’08, ’10, ’13, ’14, ’16, ’17, ~~’20~~, ’21)

Rationale: To ensure consistency of language

Impact: To strengthen platform

38. Relationships with Other Educational Groups (B)

- 1 NAESP is a leader in the advocacy and support for elementary and middle-level principals and other
- 2 national and international education leaders in their commitment to all children.

- 3 NAESP believes it is essential to enlist support from, and to work consistently with, other education
- 4 groups. NAESP encourages the development of processes and structures that will ensure continued
- 5 collaboration among professional organizations.

- 6 NAESP believes the autonomy of each association must be preserved.

('73, '74, '90*, '00*, '05, '10, '14, '17)

No changes

39. Changing Demographics-Impact on Educational Programming (C)

- 1 NAESP recognizes that changing demographics have a critical impact on the delivery of educational
2 programs and the ability of schools to meet state and federal standards.
- 3 NAESP believes the federal government must provide adequate financial assistance for programs and
4 services to meet the changing demographics of schools and the needs of each student. Special
5 consideration should be given to those districts and schools with the highest density of disadvantaged
6 and high need students. This increased federal funding is needed, with flexibility, for individual districts
7 and schools to design appropriate programs.
- 8 NAESP believes that principals should be involved in careful planning with boards of education, staff,
9 parents, and members of the community to meet the challenges of changing enrollments and the
10 resulting budget implications. Principals should exercise a leadership role in devising alternative ways of
11 utilizing staff and maintaining local school programs to meet the needs of students. ('74, '75, '84, '94*,
12 '04, '09, '10, '13, '14, '15, '17, '18)

No changes

40. Community Involvement in Schools (A)

- 1 NAESP believes principals should actively support coordinated local efforts for community involvement
- 2 to strengthen educational opportunities for students.

- 3 NAESP believes schools are community centers and should be utilized for instructional, childcare, civic,
- 4 social and recreational programs as deemed acceptable by individual school district policies and
- 5 procedures.

- 6 NAESP believes that schools should promote the use of quality volunteers who have been properly
- 7 screened according to state laws and regulations to support school programs.
('85, '95, '02, '07, '12, '14, '15, '16, '17, '20)

No changes

41. ~~National Special Observance Days~~ Culturally Responsive and Relevant Teaching (B)

1 ~~NAESP encourages principals to support the planning of programs and curricular experiences~~
2 ~~commemorating people and events of historical and cultural significance to the United States.~~

3
4 NAESP believes that a well-rounded elementary and middle school curriculum is one that is diverse,
5 equitable, and inclusive. NAESP respects values, and celebrates the unique characteristics and
6 perspectives of the diverse populations within our schools. We believe that effective collaboration
7 of all stakeholder groups provides the necessary and unique voices that bring cultural
8 responsiveness and inclusivity needed for student success.
(~~'78, '84, '94*~~, '02, '07, '13, '16, '21)

Rationale: Updates and strengthens platform

Impact: Adds a new position on an issue and updates the platform

42. Parent/Guardian and Community Engagement (C)

- 1 NAESP believes schools should reach out to the parents/guardians and the broader community for
2 partnerships in education. Parents/guardians bear the primary responsibility to assist children in developing
3 their full potential.
- 4 NAESP believes that the broader school community has a responsibility to positively assist children in
5 developing their full potential and actively engage with schools by promoting and assisting student
6 achievement and learning.
- 7 NAESP maintains that principals should take an active role in assisting parents/guardians in accessing the
8 resources that support the development of the child's intellectual reasoning, personal, physical, social,
9 emotional, and mental health.
- 10 NAESP advocates that parents/guardians be active participants in the education of their children at home and
11 at school. Parents/guardians and school personnel must work cooperatively in fostering a deep respect for
12 achievement and learning.
- 13 NAESP commends the efforts of volunteers and parent/teacher groups and alliances within schools. These
14 individuals and groups serve as child advocates and provide valuable support to the success of all learners.
15 ('84, '92, '95, '05, '08, '16, '17, '18, '20)

No Changes