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1 **INTRODUCTION**

2 The NAESP landmark publications, *Leading Learning Communities: Standards for What*
3 *Principals Should Know and Be Able to Do, Second Edition* (NAESP, 2008), *Leading After School*
4 *Communities* (NAESP, 2006), and *Early Childhood Learning Communities: What Principals*
5 *Should Know and Be Able to Do* (NAESP, 2014) provide a comprehensive framework outlining
6 the major responsibilities of the school principal.

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

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

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

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

30 NAESP strongly recommends the employment of a full-time, certified principal for each
31 elementary and middle school and the employment of full-time assistant principals in every
32 school.

33 With district support, principals are expected to be active in national, state, and local
34 associations and exert leadership by collaborating with other professional organizations,

35 soliciting the support of business and other community groups, and enlisting legislative support
36 for public education.

37 Principals play a critical role in communicating and implementing the decisions of policy-
38 makers. Therefore, all federal or state-funded agencies, committees, and other groups must
39 include practicing principals in the development of education policies, guidelines, rules, and
40 regulations. ('14, '17)

41

National Association of Elementary School Principals

Proposed Resolution

Leading: Resolution No. 1 (A)

Principal Leadership

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 making,
3 including but not limited to personnel assignment, staff evaluation, budget and resource allocation, discipline,
4 curriculum design and implementation, student assessment, program and staff development, and other areas
5 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. Observations and
9 evaluations should use established instruments and procedures based on best practices for improved
10 professional performance leading to improved student learning and academic achievement. Principals must
11 have adequate training, resources and time to effectively implement the evaluation process. The evaluation
12 process must be achievable, realistic, and lead to high quality teaching and learning. NAESP believes school
13 principals must be active in local, state, and national associations for access to resources, best practices,
14 advocacy, networking, and professional development.

15 NAESP believes principals have a critical role in communicating and implementing the decisions of policy-
16 makers. All federal- or state-funded agencies, committees, and other groups must include practicing principals
17 in the development of education policies, guidelines, rules, and regulations. NAESP believes that principals, as
18 instructional leaders, must be calculated risk takers and entrepreneurial reformers of education. As part of
19 that role, NAESP urges principals to investigate and determine the legitimacy of change to ensure that the
20 change is designed according to research-based best practice for student learning.

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

25 | '18 - No Changes

National Association of Elementary School Principals
Proposed Resolution

Leading: Resolution No. 2 (B) **Principal Preparation**

1 | NAESP believes that the role of the principal demands a high level of professional preparation and
2 continuing growth. NAESP believes all states should require principals to be licensed or certified
3 according to the recognized Professional Standards for Education Leaders, or a set of state generated
4 standards that align with research on effective school leadership.

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

10 The competencies of effective school leadership include:

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

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

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

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

32 | NAESP believes that Early career principals and administrators changing levels (e.g. high school to
33 elementary) should receive mentoring, professional development opportunities, and be expected to
34 become active members in professional associations. New principals should participate in an induction
35 program for a minimum of three years.

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

Rationale: Updates Language

Platform Impact: Updates platform

**National Association of Elementary School Principals
Proposed Resolution**

Leading: Resolution No. 3 (C) ~~Focus on the Whole Child~~ Well-Rounded and Complete Education

1 NAESP believes that children must be the nation’s number one priority and the focal point of
2 education.

3 NAESP ~~has always supported~~ believes in the concept of a well-rounded and complete education for the
4 whole child. As educators, we have consistently addressed the physical and mental health, safety,
5 social, emotional, and educational needs that are components of every child’s success. NAESP urges
6 principals to eagerly partner with all agencies (local, state and federal) to develop transition plans
7 among preschool, elementary, middle, high schools, and colleges.

8 NAESP believes that qQuality before and after-school programs can have a positive impact on student
9 achievement, social interaction, and safety. NAESP believes federal, state and local leaders, including
10 principals, should provide vision and support for effective extended-day learning that includes a variety
11 of enrichment opportunities.

12 NAESP recognizes the individual accountability and collective responsibility of all school staff, parents,
13 and other community members for the education of the child. NAESP supports the use of public
14 schools as community centers to bring together many partners offering a range of support and
15 opportunities to children, youth, families, and communities.

16 NAESP will continue to work in partnership with all involved for the total development of the whole
17 child. ('71, '72, '86, '94, '95, '00, '05, '06 '09, '10 '12, '13, '14, '15, '16, '17, '18)

18
Rationale: Strengthens and clarifies

Platform Impact: strengthens platform

**National Association of Elementary School Principals
Proposed Resolution**

Leading: Resolution No. 4 (A) **Educational Equity**

1 NAESP supports the right of every child to access fair and equitable educational opportunities. NAESP
2 believes that the rights of all students should be protected.

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

5 NAESP believes eEducational opportunities should recognize and respect all people within our local,
6 state, national, and global communities. ('82, '92, '00, '10, '13, '16, '18)

Rationale: Strengthens and clarifies resolution

Platform Impact: Strengthens platform

**National Association of Elementary School Principals
Proposed Resolution**

Leading: Resolution No. 5 (B) **POSITIVE SCHOOL CLIMATE AND CULTURE**

- 1 | NAESP believes that principals must establish a positive school climate and culture that ~~fosters~~nurtures
2 | the emotional, mental, social, and physical safety of each child. Principals must be inherently involved
3 | in the design of developmentally and educationally appropriate code of conduct policies.
- 4 | NAESP believes that pPositive school climate and culture are shared responsibilities of principals,
5 | students, parents/guardians, educators, and the community.
- 6 | NAESP believes each child has the right to learn in school without ~~undue~~ interference from
7 | unacceptable behaviors such as bullying, cyber bullying, harassment, intimidation, and hazing.
- 8 | NAESP believes all disciplinary measures for students who engage in a pattern of unacceptable
9 | behavior should be developmentally appropriate. Alternative options, within the scope of state and
10 | local regulations, must be available for students who exhibit unacceptable behavior.
- 11 | ~~The practice of corporal punishment as a form of discipline must be abolished and~~ NAESP supports
12 | legislation that would prohibit all forms of corporal punishment in schools.
- 13 | ('73, '75, '77, '90*, '00*, '05, '10 '12, '13, '14, '15, '17, '18)

Rationale: strengthens and clarifies resolution

Platform Impact: streamlines and strengthens platform

**National Association of Elementary School Principals
Proposed Resolution**

Leading: Resolution No. 6 (C) **School Safety**

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
7 local authorities.

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

11 NAESP believes safe schools offer school-based mental health supports and ensure adequate funding
12 and resources. This includes school counselors and mental health professionals who infuse prevention
13 and intervention services into the learning process and integrate services provided through school-
14 community partnerships.

(’86, ’89, ’90, ’94, ’95, ’01, ’06, ’10, ’13, ’14, ’15, ’16, ’18)

Rationale: Strengthens resolution

Platform Impact: Strengthens platform

**National Association of Elementary School Principals
Proposed Resolution**

Leading: Resolution No. 7 **(A) Selection and Use of Instructional Materials**

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 the student and the teacher to use a wide variety of
3 curriculum and literary materials and 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 information literacy programs with a full-time certified media/technology
6 specialist in every elementary and middle school.

7 NAESP believes the selection of instructional materials should be locally controlled. Principals should
8 provide leadership in the selection and adoption of instructional materials, including digital resources.

9 NAESP believes we must teach the ethical, responsible and safe use of technology and other media
10 resources, especially as they relate to copyright law, the internet and other social media.

11 NAESP supports fair procedures-for selecting educational materials, including mechanisms for
12 challenge and review.

13 NAESP believes the full funding of instructional materials is the shared responsibility of federal, state,
14 and local governments. ('82, '92*, '02*, '10, '17)

'18 – No Changes

**National Association of Elementary School Principals
Proposed Resolution**

Leading: Resolution No. 8 (B) Principal Retirement Legislation

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

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

7 NAESP believes that retired ~~educators~~ principals should be encouraged to continue participation in
8 professional activities of principals' associations, and that local, state, and national education
9 organizations should utilize the expertise and talents of retired principals to further their goals. ('80,
10 '86, '89, '99*, '04, '09, '10, '13, '14, ~~'16~~, '18)

Rationale: Clarifies Resolution

Platform Impact: Strengthens platform

**National Association of Elementary School Principals
Proposed Resolution**

Leading: Resolution No. 9 (C) **Discriminatory Practices**

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

'18–No Changes

**National Association of Elementary School Principals
Proposed Resolution**

Leading: Resolution No. 10 (A) **Contribution of Non-profit Private Schools**

- 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)

'18 – No Changes

**National Association of Elementary School Principals
Proposed Resolution**

Leading: Resolution No. 11 (B) **Public Schools and ~~the~~ Media**

1 NAESP believes media ~~coverage~~ and social media coverage should that celebratescelebrate school successes, ~~and~~
2 builds public understanding and strengthens confidence in public education. NAESP encourages principals to
3 establish positive relationships with the media and to use social media to promoteto promote the value of
4 public education.

5 NAESP believes all principals must be assertive and active in publicizing and advocating for the interests,
6 activities, and successes of public schools across America.

('82, '88, '97, '03, '08, '10, '13, '15, '18)

Rationale: Strengthen the Resolution

Platform Impact: Strenthens and updates the platform

**National Association of Elementary School Principals
Proposed Resolution**

Leading: Resolution No. 12 (C) **School Construction and Renovation**

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

Rationale: strengthens resolution, clarifies resolution

Platform Impact: Updates platform

**National Association of Elementary School Principals
Proposed Resolution**

Leading: Resolution No. 13 (A) **Employment Rights of the Principal**

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. NAESP strongly supports the right of principals on
5 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,
8 and 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
14 rights 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
18 criteria and procedures must be used. Fair and objective criteria must be non-discriminatory and
19 consider job performance and evaluation, seniority, professional preparation and certification.
20 Procedures must include timely notification, access to all pertinent records and materials, and
21 adequate time and opportunity for the employee to respond to the proposed reduction or
22 reassignment. Reassignment should include the option of moving to a comparable administrative
23 assignment.

24 Legislation, regulations, and policies must provide reasonable job security for school principals and
25 must prevent transfer or removal without just cause and due process. ('72, '74, '90*, '96, '01, '06, '11,
26 '12, '16, '17)

| '18 – No Changes

**National Association of Elementary School Principals
Proposed Resolution**

Leading: Resolution No. 14 (B) **Principal Performance and Evaluation**

1 NAESP believes that principal evaluation should develop the professional capacity of principals, be
2 used as a collaborative school improvement tool, be part of a comprehensive system of support and
3 consider the context of the learning community, the resources available, and the authority and
4 autonomy given 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 development; flexible enough to accommodate differences in
12 principals' experience; based on accurate, valid and reliable information gathered through multiple
13 measures; fair in that priority is placed on outcomes principals can control; and useful for informing
14 principals' learning 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
- 19 3. School planning and progress
- 20 4. School culture
- 21 | 5. Professional qualities and instructional leadership
- 22 6. Stakeholder support and engagement

| ('12, '13, '14, '15, '16, '17, '18)

Rationale: clarifies the resolution

| Platform Impact: updates platform

**NATIONAL ASSOCIATION OF ELEMENTARY SCHOOL PRINCIPALS
PROPOSED RESOLUTION**

Resolution No. 15 **(C)** **Principal Health and Wellness**

1 NAESP believes the health and well-being of the principal is imperative to a school’s success. NAESP
2 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
11 build 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)

| '18 No changes

**National Association of Elementary School Principals
Proposed Resolution**

Leading: Resolution No. 16 (C) **United States Department of Education**

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 recognizes that elementary education is the foundation for all formal education and~~
5 ~~therefore believes~~ educators with experience and training in elementary and middle school
6 administration should staff a representative number of decision-making positions in the U.S.
7 Department of Education. NAESP believes the U.S. Department of Education should maintain the
8 Principal-in-Residence program to inform national policy.

9 NAESP is committed to a reciprocal relationship with the U.S. Department of Education. NAESP
10 supports the ongoing ~~with an increased~~ focus on research and development to collaboratively meet
11 the educational needs of our nation’s children and the concerns of school principals. ('80, '84, '94*,
12 '04, '09, '13, '14, '15, '17, '18)

Rationale: Strengthens and clarifies resolution

Platform Impact: Streamlines and strengthens platform

**National Association of Elementary School Principals
Proposed Resolution**

Leading: Resolution No. 17 (A) **Prayer in Public School**

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

('84, '94*, '04*, '16)

| '18 – No Changes

**National Association of Elementary School Principals
Proposed Resolution**

LEADING: Resolution No. 18 (B) Charter Schools

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~~who has~~ teaching experience
- 3 | and a 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. ~~b~~Be non-discriminatory in enrolling students and hiring 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.

| ('00, '05, '14, '15, '17, '18)

| Rationale: –strenthens and clarifies the resolution

| Platform Impact: – strengthens platform

**National Association of Elementary School Principals
Proposed Resolution**

Leading: Resolution No. 19 (C)

Virtual Schools

- 1 | NAESP recognizes that technological advances are expanding educational options for ~~our~~ students.
- 2 | NAESP believes that-while definitions of the term “virtual schools”, NAESP supports online education
- 3 | programs that maintain strong teacher/student relationships and a high level of accountability without
- 4 | diverting funds from traditional public schools. Schools receiving state and federal funds must
- 5 | maintain proven elements of quality education. These elements include, but are not limited to:
- 6 | 1. Certified principals and certified instructors who support and guide the learning process;
- 7 | 2. Educator-developed curricula based on current evidence-based research and best practice;
- 8 | 3. A focus on developing students’ interpersonal, social, ~~collaboration~~ collaborative, problem-solving,
- 9 | and communication skills, as well as global citizenship; and
- 10 | 4. Assessments ~~s~~ that ~~are~~ is valid, reliable, and appropriate to the curricula.

(’02, ’07, ’12, ’13, ’14, ’15, ’16, ’17, ’18)

Rationale: Updates language

Platform impact: Updates platform

**National Association of Elementary School Principals
Proposed Resolution**

Leading: Resolution No. 20 (A)

Home Schooling

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,
13 '09, '13)

'18 – No Changes

**National Association of Elementary School Principals
Proposed Resolution**

Leading: Resolution No. 21(B) **Privatization and Outsourcing**

- 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. ~~Supplemental service providers~~
- 4 ~~must be held to the same level of accountability as public schools.~~ ('95, '05, '06, '13, '18)

Rationale: Clarifies resolution

**National Association of Elementary School Principals
Proposed Resolution**

LEADING: Resolution No. 22 (C) Programs of Choice

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;

10 4. include parent involvement in the planning and development of local programs;

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,
21 '07, '14, 15, '17)

22 | '18 – No changes

**National Association of Elementary School Principals
Proposed Resolution**

LEADING: Resolution No. 23 (A) Tuition Tax Credits and Vouchers

1 | NAESP believes that the welfare of this nation is dependent on a strong public education system. While
2 | recognizing the contribution and value of private schools, ~~t~~Tuition tax credits reduce ~~gross~~-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 | ~~While recognizing the contribution and unique value of private schools,~~ NAESP rejects all proposals
8 | that would reduce financial support, and consequently the potential for achieving a high quality of
9 | education, in public schools. ('82, '92*, '94, '04*, '14, '17, '18)

Rationale: Strengthens and clarifies resolution

Platform Impact: Strengthens platform

**National Association of Elementary School Principals
Proposed Resolution**

LEADING: Resolution No. 24 (B) **Legal Protection for School Personnel**

- 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)

| '18 No Changes

**National Association of Elementary School Principals
Proposed Resolution**

Learning: Resolution No. 25 **(C)** **Government Support and Accountability for Education**

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 unemployment, immigration,
4 poverty, drugs and alcohol, and other challenges facing the American family.

5 NAESP believes sufficient and equitable funding for public education is necessary to support an
6 educated, skilled workforce that can compete in a global economy. NAESP opposes referenda,
7 initiatives, and other governing actions that reduce funding for public education. Federal funding
8 should be dispersed through targeted formula grants, not competitive grants. Formula grants ensure
9 that federal funds are spent on the most disadvantaged students, and constitute a reliable source of
10 funds for schools.

11 NAESP believes principals, national, state, and local leaders, and other interested groups must promote
12 public awareness of the detrimental effects of reducing public education funding.

13 NAESP believes any federal or state legislation requiring schools to provide programs, services, and/or
14 facilities must provide full funding for those mandates and guarantee funding at the school level.

15 NAESP believes a system of coordinated services, in which health and human services agencies work to
16 support schools, students, and parents should be established in every state and funded by state and
17 federal resources.

18 NAESP believes legislative bodies should work with local, state, and national associations to provide
19 information regarding requisite funding.

20 NAESP believes financial support for public education must be shared by local, state, and federal
21 governments.

22 NAESP recommends increasing financial support that is predictable and continuous with greater
23 building-level authority in the initial allocation, distribution and use of funds at the school level.

24 District administration must include principals in the determination of how state and federal funds will
25 be allocated.

26 NAESP believes local, state, and federal governments should reexamine tax structures and revise
27 allotment formulas to equalize and increase financial support for education among school districts.

28 ('82, '92, '94, '96, '01, '06, '12, '13, '14, '15, '16, '17)

29 '18 No changes

NATIONAL ASSOCIATION OF ELEMENTARY SCHOOL PRINCIPALS
PROPOSED RESOLUTION

Resolution No. 26 (B) Every Student Succeeds Act (ESSA) Resolution

1 NAESP recognizes that implementation of ESSA according to a vision of providing well-rounded and
2 complete education for every student is vital.

3 NAESP supports principal leadership of the state and local development of ESSA plans. Parents and
4 local leaders must be at the forefront of ESSA implementation to ensure that all students are college or
5 career ready.

6 NAESP recognizes that state and local plans must include the following:

- 7 • Differentiate and support the role of principals, including focused efforts on recruiting,
8 preparing, retaining and providing job embedded on-going support.
- 9 • Base accountability systems on student growth that include multiple measures and ensure
10 any new policies put an end to the overuse of standardized assessments by focusing on issues
11 such as climate and safety and how schools are meeting the non-academic factors that
12 contribute to student achievement.
- 13 • Include early childhood education and support ~~for~~ Pre-K-3 continuum by alignment of
14 standards, curriculum, and instruction as a vision for improving student outcomes, and provide
15 the necessary support for all educators to be effective.
- 16 • Set authorization levels and fully fund programs proven to provide schools with the means
17 they need to improve student academic outcomes and fill equity gaps. This includes access to
18 a curriculum that supports arts-integration, learning outside the school day, positive school
19 climate, student well-being and mental health.
- 20 • Invest in a principal pipeline and leadership including a state set-aside of 3% of Title II Part A
21 allocations to support professional learning opportunities. ('17, '18)

22 Rationale: Strengthens and clarifies resolution

23 Platform impact: Strengthens platform

**National Association of Elementary School Principals
Proposed Resolution**

Learning: Resolution No. 27 (A) **Curriculum Content and Standards**

1 NAESP believes that elementary and middle school curricula, standards and instruction must be aligned
2 with research-based best practices. NAESP believes principals must be involved in the planning,
3 development, implementation, and evaluation of curriculum content and standards.

4 | ('10, '13, '17)

5 | '18 – No

**NATIONAL ASSOCIATION OF ELEMENTARY SCHOOL PRINCIPALS
2016-2017 RESOLUTION**

Learning Resolution No. 28 (A) **Arts in Education**

1 NAESP believes that a well-rounded, complete education must include a strong focus on arts
2 integration across a Pre-K-8 curriculum. The arts engage teachers and students in shared
3 learning goals, and foster creativity, collaboration, communication and critical thinking skills
4 that are the foundation of student academic success. As a matter of priority, principals must
5 assess the school’s curriculum and instruction to ensure the inclusion of arts integration and
6 use of effective instructional strategies to provide a complete Pre-K-8 continuum of learning.
7 The arts component provides students with multiple modes of learning and understanding. Arts
8 integration intensifies academic rigor as students engage problem-solving skills to draw
9 connections across disciplines and demonstrate competency through creative endeavors.

10

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

13 '18 – No Changes

**National Association of Elementary School Principals
Proposed Resolution**

Learning: Resolution No. 29 (B) **Student Disabilities**

1 NAESP supports the Individuals with Disabilities Education Act (IDEA) and Section 504 of the
2 Rehabilitation Act of 1973, with emphasis in early identification beginning at birth, guaranteeing that
3 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 legislation puts the federal contribution at 40% of the excess cost of educating students with
7 disabilities.

8 NAESP believes that the rights of students with disabilities to an appropriate education are
9 commensurate to those of other students. When appropriate, NAESP supports inclusion of students
10 with disabilities in classrooms with their peers in their neighborhood schools. To facilitate the
11 successful inclusion of students with disabilities, NAESP believes that appropriate financial resources,
12 professional learning, and support services must follow the student with disabilities.

13 NAESP supports continuation and expansion of related services to local districts by appropriate state
14 and community service agencies. Full and expedient funding from the state and federal levels is
15 imperative for local school districts to be able to comply with the provisions of these laws. ('76, '77,
16 '79, '90, '91, '93, '94, '99, '01, '02, '07, '10, '13, '15, '16, '17, '18)

Rationale: strengthens language

Platform Impact: strengthens language

**National Association of Elementary School Principals
Proposed Resolution**

Learning: Resolution No. 30 (C) **Principal Professional Growth and Learning**

- 1 | NAESP believes all principals, first year or veterans of the profession need ongoing support to build
2 | capacity for succeed in 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
5 | the 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
8 | opportunities for principals. NAESP believes districts must provide sufficient time and resources for
9 | principal professional learning opportunities.
- 10 | NAESP believes federal and state governments ~~and~~ as well as school districts must allocate funds and
11 | resources specifically for principal professional learning opportunities. These may include ~~ing~~ but are
12 | not limited to job-embedded learning, utilization of technology, access to mentoring and coaching, and
13 | professionally-delivered content outside their schools.
- 14 | NAESP believes school districts must provide principals the time, support, resources and discretion
15 | needed for collaboration, networking and participation in professional organizations.
- 16 | ('02, '07, '10, '11, '12, '13, '14, '15, '16, '17, '18)

Rationale: Strengthens and clarifies resolution

Platform Impact: Strengthens platform

**National Association of Elementary School Principals
Proposed Resolution**

LEARNING: Resolution No. 31 (A) **Early Childhood Education**

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

6 NAESP supports a continuum of learning from early childhood through third grade. Principals have a
7 unique opportunity to facilitate the collaboration with community early learning programs in the areas
8 of professional development, standards alignment, curriculum, and developmentally appropriate
9 assessments. Principals must be provided individualized professional learning to strengthen their
10 knowledge of early childhood education.

11 NAESP believes full-day kindergarten programs are essential and should be mandatory. NAESP believes
12 that federal and state funding for school-connected early childhood programs must be a legislative
13 priority and supports collaboration between entities to promote a seamless continuum of services
14 from pre-K to grade 3 without impinging on current funding for public education.

15 ('60, '62, '67, '68, '84 '85, '88, '90, '93, '98, '01, '05, '08, '09, '10, '11, '12, '13, '14, '15, '17)

'18-No Changes

**National Association of Elementary School Principals
Proposed Resolution**

Learning: Resolution No. 32 (B) **School and Class Size**

1 NAESP recognizes the research that indicates small schools are more likely to foster a sense of
2 nurturing, belonging, and school community. NAESP endorses elementary school populations of not
3 more than 400.

4 NAESP advocates that appropriate state agencies and school districts develop plans to facilitate the
5 implementation of a class-size ratio of not more than ~~2015~~:1 in the elementary grades. ('90, '98, '01,
6 '06, '18)

Rationale: Updates language

Platform Impact: Updates platform

**National Association of Elementary School Principals
Proposed Resolution**

LEARNING: Resolution No. 33 (C) Drug and Substance Abuse

1 | NAESP recognizes the serious effects of substance abuse ~~by students and others who influence those~~
2 | ~~students.~~ on the school community.

3 | NAESP recommends increased efforts to improve existing drug and substance abuse prevention
4 | programs in schools to provide information about the harmful effects of the improper use of drugs,
5 | ~~including performance-enhancing drugs, tobacco products, alcohol, and other substances.~~

6 | NAESP recommends cooperative action by appropriate groups to prevent access to and use of these
7 | substances ~~by students.~~ in the school community.

8 | NAESP strongly encourages the media and entertainment industry to eliminate any glorification of
9 | substance use and abuse portrayed in programming and advertising. ('78, '86, '88, '93, '98, '03, '08,
10 | '15, '16, '18)

Rationale: Strengthens and clarifies the resolution

Platform Impact: Streamlines and strengthens platform

**National Association of Elementary School Principals
Proposed Resolution**

Learning: Resolution No. 34 (A) **Student Health and Wellness**

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 that parents, educators, social agencies, community groups, and health professionals
5 should address students' physical and mental health and wellness issues to minimize disruptions to
6 their education.

7 NAESP recognizes the importance of good nutrition. The school meal program should provide
8 nutritious, well-balanced breakfasts and lunches in accordance with state and federal regulations.

9 NAESP believes that sufficient state and federal monies must be provided for school meal programs.

10 NAESP believes that students should participate in supervised structured and unstructured physical
11 activities. Daily physical education and recess are important components of a child's physical and social
12 development.

13 NAESP believes every school should have a full-time certified school counselor or other qualified
14 personnel to ensure guidance for students' emotional and social needs. Every school should have a
15 certified school nurse to attend to students' medical, health and wellness needs.

16 ('93, '97, '02, '07, '08, '09, '13, 14, '17)

'18 – No Changes

**National Association of Elementary School Principals
Proposed Resolution**

Learning: Resolution No. 35 (B) **Retention and Social Promotion**

- 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,
- 5 | of the child.
- 6 | NAESP recommends a collaborative approach that includes families and school personnel when making
- 7 | a retention decision.
- 8 | ('91, '92, '00, '01, '06, '11, '15)

| '18- No Changes

**National Association of Elementary School Principals
Proposed Resolution**

LEARNING: Resolution No. 36 (C) Assessment

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
8 do must be clearly defined.

9 NAESP believes it is necessary to reduce the number of annual assessments required by the federal
10 and 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
14 end 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 NAESP believes that pPrior to the implementation of any technology-based assessments, students
18 must be able to effectively use the technology to ensure that content knowledge rather than
19 proficiency with technology tools is assessed. Adequate and equitable support and resources, including
20 infrastructure, must be provided to staff and students before and during the administration of any
21 assessment.

22 NAESP opposes the use of standardized assessments as the sole or primary criterion to measure
23 student performance; to rate, grade or rank principal, teacher, student or school effectiveness; to
24 allocate funds; or to take punitive measures against schools and/or school personnel.

25 ('72, '76, '85, '89, '97, '01, '02, '07, '11, '12, '14, '15, '16, '17, '18)

Platform Impact: Updates platform

**National Association of Elementary School Principals
Proposed Resolution**

Community: Resolution No. 37 (A) **American and Global Citizenship**

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. NAESP
6 believes schools play a key role in encouraging students to participate in programs that foster good
7 citizenship and develop a sense of responsibility to the community. NAESP endorses the principles of
8 democracy found in strong and active elementary or middle school student leadership opportunities.

9 NAESP recommends strong home/school partnership programs be developed that encourage positive
10 citizenship and good character.

11 NAESP believes all schools should embrace curriculum-linked service learning and character education
12 to promote academic achievement, character development, and global citizenship.

13 NAESP encourages building a strong American and global identity by promoting children's
14 understanding of our nation's shared culture and how we interact with other people throughout the
15 world. ('02, '03, '08, '10, '13, '14, '16, '17)

'18 – No changes

**National Association of Elementary School Principals
Proposed Resolution**

Community: Resolution No. 38 (B) **Relationships with Other Educational Groups**

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.

7 ('73, '74, '90*, '00*, '05, '10, '14, '17)

8 | '18 No Changes

**National Association of Elementary School Principals
Proposed Resolution**

Community: Resolution No. 39 (C) **Changing Demographics - Impact on Educational Programming**

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
11 of utilizing staff and maintaining local school programs to meet the needs of students.

12 ('74, '75, '84, '94*, '04, '09, '10, '13, '14, '15, '17, '18)

Rationale: clarifies resolution

Platform Impact: strengthens platform

**National Association of Elementary School Principals
Proposed Resolution**

1 **COMMUNITY:** Resolution No. 40 (A) **Community Involvement in Schools**

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

4 NAESP believes schools are community centers and should be utilized for instructional, child
5 care, civic, social and recreational programs as deemed acceptable by individual school district
6 policies and procedures. NAESP believes that schools should promote the use of volunteers to
7 support school programs. ('85, '95, '02, '07, '12, '14, '15, '16, '17)

8 | '18 – No Changes

**National Association of Elementary School Principals
Proposed Resolution**

Community: Resolution No. 41 (B) **National Special Observance Days**

- 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. ('78, '84,
- 3 '94*, '02, '07, '13, '16)

'18 No Changes

**National Association of Elementary School Principals
Proposed Resolution**

Resolution No. 42 (C) **Parent/Guardian and Community InvolvementEngagement**

1 NAESP believes parents/guardians bear the primary responsibility to assist children in developing their
2 full potential.

3 NAESP believes that the broader school community has a responsibility to positively assist children in
4 developing their full potential and actively engage with schools by promoting and assisting student
5 achievement and learning.

6 NAESP maintains that principals should take an active role in assisting parents/guardians in accessing
7 the resources that support the development of the child’s intellectual reasoning, personal, physical,
8 social, emotional, and mental health.

9 NAESP advocates that parents/guardians be active participants in the education of their children at
10 home and at school. Parents/guardians and school personnel must work cooperatively in fostering a
11 deep respect for achievement and learning.

12 NAESP commends the efforts of volunteers and parent/teacher groups and alliances within schools.
13 These individuals and groups serve as child advocates and provide valuable support to the success of
14 all learners. ('84, '92, '95, '05, '08, '16, '17, '18)

Rationale: updates language

Platform Impact: updates platform