



NAESP 2009-2010 PLATFORM

INTRODUCTION

The NAESP Platform consists of a summary of all resolutions adopted by business meetings and, since 1974, by Delegate Assemblies.

Each resolution presented for action by the Delegate Assembly carries with it a rationale for its adoption as well as the specific area and section of the Platform to which it will be assigned. Upon adoption, each resolution is then placed in its designated location.

In addition to presenting resolutions for action by the Delegate Assembly, the Resolutions Committee annually reviews the entire NAESP Platform, with special attention to all resolutions that are five (5) or ten (10) years old, suggesting editing changes where appropriate and new or revised resolutions when needed. The numbers following each Platform statement indicate the year(s) action was taken by the Delegate Assembly.

Statements for which no new action has been recommended for ten years shall be identified as having been reviewed by the Resolutions Committee. An asterisk appears beside the year in which the Committee reviewed the statements and found no change to be necessary.

Through this process, the NAESP Platform has been maintained as a living document, constantly reflecting the current beliefs and positions of NAESP members.

Created, monitored, and revised by the Association membership through its chosen representatives, the NAESP Platform serves as a basis for NAESP strategic action planning in continuing to meet the needs of NAESP members and the principalship.

PREAMBLE

The National Association of Elementary School Principals believes that the child is the focal point of the educational program and that education in our society must assist each child to realize his or her potential as a functioning and contributing member of that society. The Association believes that each child should have an equal opportunity to attain self-realization.

The National Association of Elementary School Principals further believes that the elementary and middle-level school is the foundation of all educational efforts on behalf of the child, and that the primary responsibility for the development of an effective program in each elementary and middle-level school is vested in the principal.

Therefore, the National Association of Elementary School Principals dedicates itself to achieving the recognition of the principal as the authority in the supervision and administration of the elementary and middle-level school.

NAESP PLATFORM

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I. THE CHILD

A. THE CHILD

1. Focus on the Whole Child

NAESP has always supported the concept of the whole child. As educators, we have consistently addressed the health, safety, social, emotional and educational needs that components of every child's success. NAESP urges principals to eagerly partner with all agencies (local, state and federal) who collaborate to support the success of every child.

Children must be the nation's number one priority and the focal point of education. NAESP recognizes the individual accountability and collective responsibility of all school staff, parents, and other community members for the education of the child.

NAESP will continue to work in partnership with all involved for the total development of the whole child. ('71, '72, '86, '94, '95, '00, '05, '06, '09)

2. The Child and the American Culture

NAESP encourages building a strong American identity by promoting children's understanding of our nation's shared culture. NAESP proudly supports displays of patriotism, including the recitation of the Pledge of Allegiance, in our nation's schools. As a nation, we are strengthened by our diversity and proud of our multiculturalism. Therefore, public schools must work to assure that every child understands good character, problem solving, and compassion as well as democracy, citizenship, and the significance of living in a global society. ('02, '03, '08)

B. RIGHTS

1. Equal Education Opportunity

NAESP supports the removal of all barriers that inhibit the right of every child to an equal education opportunity.

Principals must provide leadership within the school community in developing programs aimed at creating constructive and cooperative relationships, teaching tolerance, and appreciating similarities and differences among all people. ('82, '92*, '00)

2. Government Accountability for Student Welfare

NAESP values the public trust placed in schools to provide each student an appropriate education and to remove barriers to learning. However, schools cannot accomplish these tasks alone.

NAESP is concerned about the derogatory political portrayal of schools as inadequately addressing problems facing students.

NAESP implores government officials and agencies to assume accountability and take aggressive action to address social and economic issues arising from such factors as unemployment, immigration, poverty, drugs and alcohol, and other challenges facing the American family.

A system of coordinated services, in which health and human services agencies work to support schools and students, should be established in every state and funded by state and federal resources. ('08)

3. Student Disabilities

NAESP encourages school systems to provide educational programs that will permit all children to develop their abilities and aptitudes to the fullest extent possible.

NAESP endorses and supports the basic concepts embodied in the Individuals with Disabilities Education Act (IDEA) and Section 504 of the Rehabilitation Act of 1973, with emphasis in early identification beginning at birth, guaranteeing that all youngsters, irrespective of disabilities and/or other health impairments, are entitled to a free appropriate public education in the least restrictive environment.

NAESP supports inclusion of students with disabilities in regular classrooms with their peers in their neighborhood schools, when appropriate. To facilitate the successful inclusion of students with disabilities, NAESP recognizes that appropriate financial resources, staff development, and support services must follow the child with disabilities.

NAESP also recognizes that compliance with legal mandates presents additional managerial and administrative duties that can impede the orderly and efficient delivery of educational services to all students. NAESP believes that the rights of students with disabilities to an appropriate education are commensurate to those of other students. NAESP urges legislators to review IDEA and establish clear and reasonable parameters that focus on providing appropriate educational services for individual students with disabilities by funding at the authorized 40 percent federal share to meet the needs of all students.

NAESP recognizes that some student disabilities require medical diagnosis. Medical diagnosis is the responsibility of medical professionals. NAESP encourages close communication between the medical community and school.

Since standards of discipline promote a safe school environment, NAESP recommends appropriate disciplinary measures for all students who engage in a pattern of violent or seriously disruptive behavior. All students should be held consistently to school and district codes of conduct.

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

4. Student Records

NAESP recognizes that accurate record keeping is an essential part of the educational process in fulfilling the goals and objectives of the local school district and in promoting the welfare of the student.

NAESP believes that parents/guardians, in partnership with schools, are responsible for the maintenance of permanent school record data necessary for their child's attendance in a school. Parents/guardians have the obligation to provide school record data to the school in a timely fashion in order to prevent the potential exclusion of a child.

NAESP also believes principals must ensure that student records are maintained with confidentiality and professional objectivity. Principals should follow the requirements set out by the Family Educational Rights and Privacy Act (FERPA) and the impact they have on the day-to-day operation of the school and classroom procedures. Student records should contain only documented information including a copy of the child's birth certificate, immunization records, and the home language survey.

NAESP urges the development of improved procedures for the sharing of student records between social service agencies and schools, and the use of a national standardized form to expedite the transfer of all student records to provide for the continuity of educational growth and appropriate program placement. ('75, '80, '89, '92, '01, '02, '07)

5. Student Rights and Responsibilities

The exercise of student rights and responsibilities is an important part of students' total education since it equips them to function effectively in a democratic society.

NAESP believes students have the right to learn in school without undue interference, including that resulting from seriously disruptive students. Such interference shall be regarded as an infringement upon the right to learn.

NAESP strongly supports the rights of students to due process in circumstances where they may be suspended or expelled from school. NAESP believes that principals must be involved on the local level to assist boards of education in the design of discipline policies that will ensure due process and humane treatment of all students. ('73, '75, '77, '90*, '00*, '05)

C. WELFARE

1. Students at Risk

NAESP recognizes there are barriers to learning that place students at risk of failure. NAESP also recognizes that collaboration among families, school, and community helps develop resilient and successful children.

To help students achieve their highest potential, NAESP encourages schools to:

1. implement early intervention, transition, and enrichment programs;
2. partner with families and community agencies to provide support for students; and

3. maintain academic, social, and emotional support as long as necessary. ('87, '90, '00, '03, '05)

2. Child Abuse and Neglect

NAESP believes that state and local leaders must recognize and take immediate steps to seek solutions to the increasingly serious problems of psychological and physical abuse, including sexual abuse, and neglect of children.

NAESP supports federal and state legislation that requires educational personnel to report suspected child abuse and neglect and that holds harmless such personnel.

NAESP urges immediate compliance with state and school district policies and procedures for coordinating human services in reporting suspected child abuse. Inservice training must be provided to all school personnel. ('79, '85 '86, '95*, '05)

3. Communicable Diseases

NAESP believes that all children should be protected from communicable diseases and encourages school officials to work with local, state, and federal health agencies responsible for development and enforcement of uniform immunization requirements. NAESP recommends that educators establish and implement comprehensive information programs on communicable diseases appropriate to the children's level of understanding. For the protection of all, the application of universal precautions is essential.

NAESP believes that the dignity and well-being of the individual child should be maintained at all times. Further, NAESP believes the educational placement of a child having a communicable disease should be made on a case-by-case basis by a team composed of school officials, the child's parent or guardian, the child's physician, and other qualified health officials. ('80, '88, '95, '00, '05)

4. Compulsory School Attendance

NAESP recognizes that daily and punctual school attendance on a daily basis is vital to maximize a student's academic achievement. NAESP also recognizes that attendance patterns set in the early years of school often continue through secondary schooling and the workplace. Therefore, it is the parents'/guardians' responsibility to get their children to school on time every day.

NAESP reaffirms the value of daily and punctual school attendance and urges local and state associations to support legislation that enforces compulsory school attendance. ('83, '86, '93, '98, '99, '04, '09)

5. Safety, Crisis, and Disaster Plans

NAESP believes an important role of principals is to provide leadership in preserving the safety and welfare of students entrusted to their care during the school day. To that end, NAESP advocates the development and dissemination of routine safety practices along with specific

contingency plans for situations that may threaten student and staff safety and welfare during natural or man-made disasters.

NAESP recommends that all school systems establish safety, crisis and disaster plans. This would require:

1. establishing a comprehensive step-by-step plan for crises and disasters;
2. appropriately disseminating the plan;
3. training of school personnel and students; and
4. conducting scheduled and non-scheduled crisis and disaster drills. ('86, '89, '90, '94, '95, '01, '06)

6. Discipline

NAESP recognizes that school discipline is a shared responsibility of students, parents/guardians, educators, and the community. NAESP urges school principals to become involved in the design of discipline policies that are developmentally and educationally appropriate, are consistently applied, and follow due process.

NAESP believes the practice of corporal punishment as a form of discipline must be abolished. Research indicates corporal punishment may adversely affect a student's self-image and achievement and may contribute to disruptive and violent student behavior. NAESP supports legislation that would prohibit all forms of corporal punishment in schools.

('80, '89, '91, '94, '99, '04, '09)

7. Environmental Hazards

NAESP believes that every child and adult has a right to an environmentally safe and healthy learning environment. School facilities and property should be free of pollutants such as dust, mold, asbestos, lead, and other environmental hazards.

NAESP encourages schools and school districts to develop policies and procedures to eliminate conditions that are potentially harmful to the school community.

NAESP supports state and federal legislation to provide funds and resources for these purposes. ('04, '09)

8. Homeless Students

NAESP encourages school districts to work collaboratively with federal, state, and local agencies to best serve the needs of homeless students and their families and ensure student success. ('03, '08)

9. Pornography

NAESP abhors pornography in all forms and deplors the fact that children may be exposed to pornographic materials. NAESP urges local, state, national education, and law enforcement

authorities to continue efforts to prevent any pornographic materials from reaching children. ('86, '95, '00, '05)

10. Safe Schools

NAESP believes that schools must be safe and secure. NAESP believes all stakeholders and agencies must be vigilant in their efforts to develop and implement policies and procedures that foster a safe, secure, and orderly environment. These should include:

1. establishing and implementing a comprehensive crisis management plan;
2. implementing bullying prevention programs;
3. requiring criminal background checks on all persons working with children; and
4. supporting legislation prohibiting vandalism and the presence of guns and weapons of any kind on or near school property. ('84, '93, '94, '96, '01, '03, '08, '09)

11. School-age Pregnancies

NAESP is concerned about pregnancies among school-age children. School-age pregnancy interrupts the educational process and has adverse effects upon the health and psychological welfare of school-age children.

NAESP is also concerned about the education, health, and welfare of babies born to school-age children.

NAESP believes parents, educators, social agencies, and community groups must plan cooperatively to address this issue. ('87, '95, '05)

12. School Bus Safety

Safe transportation of children to and from school is imperative. NAESP urges states and local districts to identify and enforce safety measures including, but not limited to:

1. background and driving record checks for all drivers
2. mandatory safety and evacuation drills
3. regular vehicle maintenance and inspections
4. personnel training for effective management of students. (90, '00, '05)

II. THE PRINCIPAL

A. THE ROLE AS INSTRUCTIONAL LEADER

1. What Principals Should Know and Be Able To Do

NAESP believes that principals are the primary instructional leaders in the schools and communities in which they serve. Because of the magnitude of this responsibility, it is imperative that principals have authority in the decision-making process as it involves personnel assignment and evaluation, expenditure of funds, discipline, curriculum design, program evaluation, and other areas affecting this role.

Principals are strongly urged to use the NAESP document, *Leading Learning Communities: Standards For What Principals Should Know and Be Able To Do* (NAESP, 2001). As identified in that document, the six standards for what principals should know and be able to do are:

1. lead schools in a way that places student and adult learning at the center;
2. set high expectations and standards for the academic and social development of all students and the performance of adults;
3. demand content and instruction that ensure student achievement of agreed-upon academic standards;
4. create a culture of continuous learning for adults tied to student learning and other school goals;
5. use multiple sources of data as diagnostic tools to assess, identify, and apply instructional improvement; and
6. actively engage the community to create shared responsibility for student and school success.

Implementation of these standards requires supporting the principal with adequate time, resources and staff. NAESP urges national, state, and local associations to take appropriate steps, through developing and supporting legislative action, to maintain and strengthen the leadership of the principal. ('02, '07)

2. Principal Professional Development and Evaluation

NAESP believes that it is incumbent upon school principals to continue their professional growth in order to improve instructional leadership and model lifelong learning. We further believe that the evaluation of principals must be connected to their roles, responsibilities, and professional growth. Therefore, NAESP urges principals to:

1. maintain professional membership and participate actively in their local, regional, state, and national principals' associations;

2. Influence local and state professional development programs to improve the proficiencies needed for the principalship, as supported in the NAESP document *Leading Learning Communities: Standards For What Principals Should Know and Be Able To Do* (NAESP, 2001);
3. attend professional growth conferences, workshops, academies, and seminars planned and sponsored by their regional, state, and national associations;
4. develop a personal professional growth plan;
5. participate in planning and implementing school staff development focused on student learning; and
6. participate in the development of evaluation procedures based on state and/or national standards that include role expectations, promotion of student achievement, and goals for professional development.

NAESP endorses full funding and/or support of ongoing professional growth opportunities and active participation in professional organizations. ('83, '93*, '96, '02, '07)

3. Staff Selection and Evaluation

NAESP recognizes the recruitment, selection, and retention of staff as an integral component in quality schools. Principals are encouraged to select staff using an identified process involving relevant school personnel. The final recommendation regarding staff selection must remain with the principal.

NAESP believes the principal is responsible for continuous staff observation and evaluation. Observations and evaluations should use established instruments and procedures that are directed toward improved professional performance that enhances student learning and academic achievement.

NAESP believes that school districts provide professional development opportunities for principals to develop and enhance effective staff evaluation techniques. ('80, '90*, '00*, '02, '03, '08)

4. Quality Use of the School Day

NAESP believes that a major responsibility of the principal is to devise a creative and imaginative deployment of both professional and non-certified staff to support student learning.

NAESP encourages principals to exercise leadership in protecting and providing uninterrupted instructional time in the classroom, and to provide opportunities for collaboration and common planning time.

NAESP further urges principals to assume the leadership role in developing and implementing equitable and effective schedules that allow for maximum quality instructional time. Principals must communicate to legislative and educational leaders the vital need to review the demands made on schools to implement non-instructional activities during the school day and to minimize the number of such tasks. ('85, '88, '98, '99, '02, '07)

5. School-Based Decision Making

NAESP believes that successful implementation of school-based decision making will enhance instructional programs for children. The success of school-based decision making is improved when responsibility, authority, and accountability both within schools and districts are accompanied by appropriate staff development and a long-term commitment by the administration and policy-makers. Issues to be resolved in implementation of school-based management include:

1. distribution and clarification of responsibilities;
2. authority commensurate with accountability;
3. articulation and planning on issues that impact student achievement across buildings and levels;
4. expectations for staff, parent, and community involvement in decision making;
5. impact on school culture and team relationships;
6. effect on student learning;
7. congruence with school board/central office goals; and
8. training in group processes and collaborative decision making.

Because the principal has the unique perspective of seeing all aspects of the school, the principal's leadership role is essential in the responsible implementation of school-based decision making.

NAESP urges federal, state, and local leaders to ensure that the leadership of the building principal is maintained in all school-based programs.

NAESP further urges elementary and middle school principals to actively participate in studies of school-based decision making implementation issues and in continuing professional development programs that enhance their ability to implement necessary restructuring within their schools. ('91, '92, '97, '02, '07)

6. Promoting Public Education as a National Priority

NAESP urges that educational reform be based on the findings and recommendations of current research.

NAESP encourages school principals and local and state associations to exert leadership in:

1. seeking solutions appropriate to the evidence-based needs of local schools and districts;
2. opening and maintaining dialogues on issues addressed in research;

3. building consensus among school, community, and district personnel on appropriate actions for the improvement of public education; and
4. maintaining education as a high priority in the nation's conscience by collaborating with other professional organizations, soliciting the support of business and other community groups, and enlisting legislative support for public education. ('84, '91, '94, '02, '07)

7. Full-time Principalship

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

NAESP strongly urges the employment of a full-time, certified principal for each elementary and middle school. Furthermore, NAESP recommends the employment of full-time assistant principals in schools with more than 400 students. ('83, '87, '97, '03, '08)

8. The Assistant Principalship

NAESP strongly recommends districts establish elementary schools of no more than 400 students. Where circumstances dictate larger or specialized school populations, NAESP endorses the employment of an assistant principal. NAESP believes the assistant principal is essential to achieving the mission of the school.

NAESP encourages local, state, and national associations to:

1. support the assistant principalship as a viable administrative position;
2. study requirements for the assistant principal position and develop programs to upgrade standards where necessary;
3. involve assistant principals in all aspects of school leadership; and
4. provide opportunities for assistant principals to participate in mentoring and professional development activities unique to that position. ('86, '96, '01, '06)

9. Aspiring Principals

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

NAESP encourages local and state organizations to offer and promote association memberships, professional development, and exploration of the principalship for those who aspire to school leadership.

NAESP recommends that districts and preparation programs, including higher education partners, provide opportunities for internships, peer coaching, job shadowing, networking, and mentorships for aspiring principals. ('94, '99, '04, '09)

10. Principal Preparation

The expanding role of the principal demands a high level of professional preparation and continuing growth. NAESP believes all states should require all principals to be licensed or certified according to recognized standards, as in *Leading Learning Communities: Standards For What Principals Should Know and Be Able To Do* (NAESP, 2001).

NAESP believes standards for the preparation, certification, selection, and professional development of principals should result from cooperative efforts among state and local principals' associations, state departments of education, higher education institutions, and local school districts. NAESP encourages the development of partnerships with the private/business sectors to support these efforts.

NAESP strongly recommends that persons entering the principalship have at least five years of successful elementary and/or middle school teaching experience. Training programs or certification components should require a master's degree, with academic preparation focusing on those administrative competencies that have been identified and validated through research.

NAESP urges each state or local association to form a certification committee that will:

1. provide an ongoing review of current certification practices and procedures;
2. monitor closely proposed changes in certification requirements; and
3. support certification requirements that are responsive to the developmental needs of elementary and middle-level students.

NAESP encourages the appropriate state agencies to work with principals and other groups to establish pre-certification programs that include, in addition to teaching experience and appropriate academic course work, competencies in the following areas (from *Leading Learning Communities: Standards For What Principals Should Know and Be Able To Do*, NAESP, 2001):

1. leading schools in a way that places student and adult learning at the center;
2. setting high expectations and standards for the academic and social development of all students and the performance of adults;
3. demanding content and instruction that ensure student achievement of agreed-upon academic standards;
4. creating a culture of continuous learning for adults tied to student learning and other school goals;
5. using multiple sources of data as diagnostic tools to assess, identify, and apply instructional improvement; and
6. actively engaging the community to create shared responsibility for student and school success.

NAESP recommends that districts and training organizations provide opportunities for internships, peer coaching, job shadowing, and mentorships for new building principals. ('54, '72, '81, '84, '86, '87, '89, '90, '00*, '02, '03)

B. RIGHTS AND RESPONSIBILITIES

1. Legal Status and Rights of the Principal

NAESP believes job security and protection of rights and personal welfare are essential for an educational leader to carry out professional responsibilities without fear of reprisal.

NAESP believes rating and ranking based on student test scores should not be the sole criterion in the dismissal, reassignment or compensation of principals.

NAESP urges all administrators' associations to seek the enactment of legislation, regulations, and policies that provide security in the principalship and legal status for school principals. Such policies must prevent their transfer or removal without just cause and due process, not impairing any of their rights already in effect. ('72, '74, '90*, '96, '01, '06)

2. Professional Codes of Ethics

NAESP believes that one of the guarantees a profession makes to the public it serves is that its members will meet certain standards. These standards are usually identified in an organization's code of ethics.

The NAESP Code of Ethics is such a document, stating the standards of behavior expected of NAESP members.

NAESP encourages state associations, local associations, and individual members to review the NAESP Code of Ethics and to adhere to its intent in both principle and practice. ('63, '70, '71, '84, '94*, '04*)

3. School Evaluation and Accreditation

NAESP believes that continuous school improvement with standards-based evaluation and/or voluntary accreditation of elementary and middle schools are essential ingredients of effective schools.

NAESP believes that quality educational programs for all students are determined by examining their individual needs. A comprehensive evaluation program, including standards-based assessment of the school, can guide the school's response to the educational needs of students.

Therefore, NAESP urges principals to:

1. communicate to parents and the public the value of evaluation and accreditation of elementary and middle schools;
2. initiate and maintain comprehensive school evaluation programs;
3. work with boards of education and other agencies responsible for financing schools to provide the funds necessary to remediate identified deficiencies
4. seek accreditation as a means of recognition for quality in their schools; and
5. use NAESP'S document *Leading Learning Communities: Standards For What Principals Should Know and Be Able To Do* (NAESP, 2001) to identify components necessary for achieving educational excellence. ('72, '79, '84, '85, '95, '02, '07)

4. Accountability

NAESP believes that all stakeholders, agencies, and governing bodies are collectively responsible for the successful performance of each student on local, state, and federal accountability measures. At each of these levels, principals must assume leadership in the development of these accountability models along with the methods for disseminating results.

Therefore, NAESP strongly believes state and federal agencies must include principals in their decision-making. ('70, '74, '89, '99, '04, '09)

III. CURRICULUM AND INSTRUCTION

A. GENERAL

1. Censorship and Academic Freedom Related to Selection of Instructional Materials

NAESP affirms the right of the student and the teacher to use a wide variety of curriculum and literary materials and to explore divergent points of view.

The Association further believes that, while choosing what students shall read and learn can never be free from controversy, principals must uphold the rights of freedom of responsible expression and of free access to information.

Therefore, the Association will take a leadership role to encourage the adoption of procedures ensuring that the process for selecting educational materials, including mechanisms for challenge and review, will be carried on professionally and equitably, and that the range of materials and learning experiences available to students will reflect established professional criteria, as well as the values and needs of the community. ('82, '92*, '02*)

2. Coordination of the Instructional Program

NAESP believes a planned sequential developmental process is critical to each child's education. School principals must provide leadership in the curriculum planning, implementation, and evaluation of this process.

Recognizing the many transitions that occur while children are enrolled in schools, NAESP encourages the development of transition plans that ensure the coordination and continuity of the learning process.

Special emphasis should be placed on the development of the necessary skills of cooperation, academic competence, and confidence in order to prepare today's youth for the future.

NAESP urges local districts to recognize and encourage the principal's leadership role in planning and coordinating the early childhood through secondary school curriculum. ('79, '90*, '93, '95, '05)

3. Early Childhood Education and Care

NAESP recognizes parents/guardians as the primary caregivers for their children. NAESP also recognizes the increasing need for quality child care services outside the home.

Quality early childhood experiences provide the foundation for higher levels of student achievement, future success in school, and economic benefits to society. NAESP believes that early childhood programs should be school-connected and available for all children on a voluntary basis. NAESP recommends schools implement developmentally appropriate programs that provide social, physical, emotional, and academic experiences for pre-kindergarten and kindergarten children. NAESP urges states to offer full-day kindergarten programs. NAESP further believes early childhood educators and programs should meet the

standards recommended in *Leading Early Childhood Learning Communities: What Principals Should Know and Be Able to Do* (NAESP, 2005).

NAESP believes that federal and state funding for school-connected early childhood programs must be a legislative priority. NAESP urges principals to advocate for the financial support necessary to implement such programs. ('60, '62, '67, '68, '84 '85, '88, '90, '93, '98, '01, '05, '08, '09)

4. Educational Reform

NAESP recognizes that change or restructuring is an integral and desired process to achieve an effective educational program. NAESP believes that effective change can best be accomplished if restructuring efforts are supported by adequate funding and free from the constraints of rigid federal and state programs and powerful special interest groups.

Principals, as instructional leaders, must be calculated risk takers and entrepreneurial reformers of education. As part of that role, NAESP urges principals to investigate and determine the legitimacy of change to ensure that the change is designed according to research-based best practice for student learning. ('85, '92, '02, '07)

5. Guidance and Counseling

NAESP recognizes the importance of the early years in a child's development. There is sufficient evidence that children can avoid or overcome problems when interventions are provided during these formative years.

We further recognize that educators and parents are in the most advantageous position to guide children toward maximum growth. To assist teachers, parents, and principals in meeting the individual needs of children, specialized guidance and counseling services should be available in every school.

NAESP strongly recommends the employment of full-time, certified guidance counselors in every school who are specifically trained in age-appropriate guidance and counseling. ('78, '87, '95, '00, '05)

6. Instructional Materials

NAESP believes the selection of instructional materials should be locally controlled. NAESP urges principals to provide leadership in the selection and adoption of instructional materials, including technology-based resources. NAESP recommends vigilance in the alignment of all instructional materials with research-based curricula and standards.

NAESP believes the full funding of instructional materials is the shared responsibility of federal, state, and local governments. ('85, '93, '98, '03, '08)

7. Media Centers

NAESP recognizes the importance of a comprehensive, adequately staffed media center in every elementary and middle school to support and enrich the curriculum and educational opportunities of the school community.

The media center should provide the learner with a richness of resources and technology that will enable the learner to access, evaluate, and utilize current resources to enhance student learning.

NAESP encourages principals to demonstrate leadership at the local, state, and national levels to secure funding for the establishment and continuation of a strong media program with a full-time certified media specialist and additional technical support personnel in every elementary and middle school. ('65, '85, '94, '99, '09)

8. School and Class Size

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

NAESP advocates that appropriate state agencies and school districts develop plans to facilitate the implementation of a class-size ratio of not more than 15:1 in the elementary grades. This ratio is in compliance with the NAESP document entitled *Leading Learning Communities: Standards For What Principals Should Know and Be Able To Do* (NAESP, 2001). Research shows that, with effective instruction, more learning takes place when class enrollment does not exceed the recommended ratio. ('90, '98, '01, '06)

9. Stereotyping in Educational Materials

To avoid portraying people in stereotyped roles, NAESP urges principals to promote instructional materials that reflect various career and personal roles as acceptable and attainable for people in today's society.

NAESP believes that educational materials should be sensitive to the varying family structures and the contributions of adults and children from all ethnic backgrounds, both in the past and in the present. ('82, '92, '97, '02, '07)

B. CONTENT

1. The Arts in Education

NAESP believes that the arts are vital to the elementary and middle school curricula, and therefore affirms that the arts are an integral component of all subject areas.

NAESP views the arts—which include expressive movement, drama, the visual arts, music, and literature—as essential to the quality of life, a sense of personal expression and communication, aesthetic awareness, and individual growth. Therefore, NAESP urges that programs in the arts be fully funded. ('78, '90, '99, '02, '07)

2. Career Education

NAESP firmly believes that schools should provide programs that create an awareness of various career opportunities and insight into their dignity and worth.

NAESP encourages principals to play a leadership role while cooperating with local and state organizations in investigating and disseminating information about career education opportunities for lifelong learning. ('73, '90*, '92, '02)

3. Drug and Substance Abuse

NAESP recognizes serious effects of substance abuse by students and others who influence those students.

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

NAESP further urges cooperative action by appropriate groups to prevent access to and use of these substances by students. NAESP strongly encourages the media to eliminate any glorification of substance use and abuse portrayed in programming and advertising. ('78, '86, '88, '93, '98, '03, '08)

4. Family Life Education

NAESP believes a strong family unit is essential to the success of each child's education. The school, in conjunction with the family and community, must seek to build attitudes that will help raise the quality of family life and strengthen family relationships.

Fundamental to this issue are efforts designed to promote a comprehensive understanding of human sexuality. NAESP encourages the inclusion of education about AIDS and other sexually transmitted diseases in family life and sex education programs. NAESP believes that principals should promote collaboration among schools, families, and community agencies to support programs that help students attain knowledge to make informed and appropriate choices. ('70, '73, '88, '98, '03, '08)

5. Gifted and Talented Education

NAESP recognizes the importance of providing enriching environments for all children and meeting the unique needs of students identified as gifted and talented.

NAESP urges principals to assume leadership roles at local, state, and federal levels in the development and implementation of programs for gifted and talented students. ('80, '90, '00, '05)

6. Global Language Learners

NAESP recognizes the importance of language in preparing children for success in a global society.

NAESP recognizes that children with limited English proficiency need support. School districts should provide instruction and opportunities that reflect current research about English language acquisition.

NAESP encourages districts to provide all children with the opportunity to acquire multiple languages.

NAESP urges principals to take a leadership role in advocating for adequate funding of language instruction at the elementary and middle school levels. ('75, '84, '94*, '96, '99, '01, '06, '08)

7. Health, Wellness, and Nutrition

NAESP believes that health and wellness are lifelong pursuits that contribute to overall well-being. Childhood is the time to begin the development of an active, healthy lifestyle. NAESP recognizes the importance of instruction on fitness, nutrition, use of leisure time, and stress management.

NAESP recognizes the importance of good nutrition. The school meal program should provide nutritious, well-balanced breakfasts and lunches in accordance with state and federal regulations. Principals should take an active role in promoting participation in federal free/reduced lunch programs for eligible participants, but should not be responsible for determining eligibility.

NAESP believes the sale of snack foods and beverages in schools should reinforce proper nutrition habits and should not be in competition with the school meal programs.

NAESP believes that students should participate in supervised structured and unstructured physical activities. Daily physical education and recess are important components of a child's physical and social development. NAESP recognizes that the amount of time allocated for physical activity must be developmentally appropriate.

NAESP encourages elementary and middle-level principals to work with parents, teachers, and local community groups to promote health, wellness and nutrition.

NAESP urges principals to continue a leadership role in the development of good school nutrition practices and supports all efforts to see that sufficient state and federal monies are provided for school meal programs. ('93, '97, '02, '07, '08, '09)

8. Language Arts Education

NAESP recognizes that communication is one of the highest priorities in a global society. Communication skills, as taught through language arts, include the ability to read, write, listen, speak, and effectively utilize technology and other communication methods. These skills are vital to a full and productive life for individuals and groups as they meet the social and economic challenges of our nation.

NAESP believes proficiency in communication skills and technology literacy should be an essential goal of education in America today. School principals are urged to work with staff, community, and legislators at all levels to implement research-based, developmentally appropriate practices and to ensure that such initiatives are adequately and consistently funded.

Principals should remain knowledgeable about effective language arts instruction. NAESP urges principals to assert their instructional leadership role by providing continuous and systematic professional development that enhances instruction and creates a learning environment leading to improved student achievement.

Reading

NAESP believes the purpose of literacy instruction is to help students become fluent, strategic readers who enjoy reading and use it to learn. NAESP supports a balanced approach to literacy instruction that includes a variety of research-based best practices and ongoing assessment.

NAESP believes every child deserves a high-quality literacy program that promotes reading across content areas and aligns grade-level instruction in a logical sequence with increasing complexity. NAESP urges principals to know what constitutes effective literacy instruction and what it looks like as it is practiced in the classroom. NAESP urges principals to share with teachers and parents/guardians their knowledge of the various strategies that can be used to improve student achievement (*What Principals Need To Know About Teaching Reading*, NAESP, 2001).

NAESP believes the purpose of reading instruction must be to help students become proficient in the major components (fluency, vocabulary, comprehension, phonemic awareness, and phonics).

Writing

NAESP believes reading and writing are reciprocal processes. Principals should support teachers as they help students view themselves as both readers and writers engaged in authentic activities. Writing instruction should begin with emergent literacy; become increasingly complex with instruction in the writing process.

NAESP believes an effective writing program must enable students to communicate their thoughts clearly, as well as focus on legibility, grammar, and mechanics.

Speaking and Listening

NAESP believes principals and teachers should incorporate opportunities for students to develop effective speaking and listening skills as part of daily literacy instruction and school life. ('70, '72, '84, '94, '96, '03, '04, '09)

9. Mathematics Education

NAESP urges principals to take a strong leadership role in mathematics education by providing appropriate materials, technology, and staff development to update the mathematics backgrounds of school personnel. Particular attention should be given to national, state, and local standards.

NAESP believes that mathematical competence must be the central concern of mathematics education. Mathematical instruction should be presented within the context of sound mathematical thinking, a clear understanding of concepts, and the mastery of mathematical communication skills.

NAESP recognizes that great expansion in technology intensifies the vital need for high levels of proficiency in elementary and middle school mathematics instruction, particularly as it builds a foundation for secondary and higher education. ('84, '93, '97, '02)

10. Multiethnic, Multicultural Education

NAESP recognizes that today's children bring a rich mix of experiential, ethnic, racial, linguistic, religious, socioeconomic, and cultural backgrounds to the classroom. These differences need to be recognized, appreciated, and accommodated by the instructional program.

NAESP recognizes the need for high-quality professional development programs for school personnel that will assist them in fostering recognition of and respect for learners from varied ethnic and cultural backgrounds. NAESP advocates the use of appropriate multiethnic/multicultural instructional strategies to accommodate all students. ('74, '90*, '97, '07)

11. Science Education

NAESP believes that students must be provided learning opportunities including fundamental concepts of science through inquiry, discovery, and other researched-based methods.

NAESP encourages principals to assume leadership roles in planning, implementing, and monitoring science curricula, including environmental education that emphasizes global interdependence of humans with the environment. ('84, '94*, '98, '03, '08)

12. Social Studies Education

NAESP believes that students must be provided learning opportunities including fundamental social studies concepts.

Social studies education develops students' understanding of their place in community, country, and society. NAESP encourages principals to foster an awareness of diverse cultures. ('78, '88, '98, '03, '08)

13. Student Leadership

NAESP believes that students should be provided multiple opportunities for leadership experiences that foster good citizenship and develop a sense of responsibility to the community.

NAESP supports and encourages activities that foster an understanding of and appreciation for our democracy and an abiding interest in future participation as informed and active citizens.

NAESP endorses the principles of democracy found in a strong and active elementary or middle school student council or similar student leadership opportunities. ('87, '89, '90, '98, '99, '09)

14. Technology in Education

NAESP endorses the effective use of technology in education and recognizes the need for policies to control and monitor the use of technology in the schools. NAESP recommends written plans and policies addressing copyright laws, privacy issues, and acceptable use of technology by students and staff. Further, NAESP recommends that policies require safeguards to protect the rights, identity, and safety of children and staff.

NAESP recognizes a legitimate need to apply technology to curriculum development and implementation, productivity, and communication. Appropriate goals and instructional content should be implemented to make the best use of time, personnel, equipment, and software.

NAESP urges principals to seek increased funding to enhance the role of technology in our nation's schools. ('84, '91, '97, '00, '01, '06)

C. PROCESS

1. Recognizing and Celebrating the Contributions of Diverse Population Groups

NAESP believes that the greatness of the United States of America is a result of the many contributions and sacrifices of its diverse population groups. Helping children understand these significant contributions is best developed through many varied experiences embedded within the curriculum and a school environment that fosters these concepts.

To this end, NAESP encourages principals to foster an environment that honors and respects diversity by exerting leadership in the development of instructional programs that:

1. include the contributions and sacrifices of various racial, ethnic, and cultural populations;
2. utilize current instructional materials that accurately portray these diversities; and
3. provide professional development opportunities that celebrate diversity and create awareness and appreciation for the contributions and sacrifices of all segments of the population. ('84, '94*, '99, '04, '09)

2. Integration of Curricula

NAESP believes that students learn best when curricula and instruction are related and relevant. Instruction that is based on the integration of all subject areas has proven to have many educational benefits for students. The integrated approach allows students to see the interrelatedness of learning in all subject areas, to transfer learning from one discipline to another, and apply learning to real-life situations. ('91, '97, '01, '02)

3. School Transitions

NAESP supports the development of transition plans among preschool, elementary, middle, and high schools. These transitions need to ensure continuity in the curriculum, provide for developmentally appropriate instruction, and create a sense of belonging for students. These plans build upon the relationships established between the home and other agencies serving students and their families. NAESP encourages principals to refer to *Early Childhood Education and the Elementary School Principal: Standards for Quality Programs for Young Children and Leading Learning Communities: Standards For What Principals Should Know and Be Able To Do* (NAESP, 2001). ('94, '98, '02)

4. The Art and Science of Teaching and Learning [relocate?]

NAESP believes the cornerstone of every profession is the accumulated knowledge and research it possesses. NAESP recognizes effective classroom instruction as the foundation of the education profession and believes all students can learn when provided multiple opportunities based on individual student needs.

NAESP believes the principal is the instructional leader who encourages, monitors, and supports teachers as they use research to differentiate instruction to improve student growth and learning.

NAESP supports collaborative research with other associations, institutions of higher education, government agencies, and foundations to realize the successful pursuit of the art and science of teaching and learning. ('89, '99, '04, '09)

5. Student Expectations

NAESP believes that, with the support of a collaborative partnership of the administration, staff, parents and community, all students, regardless of gender, ability, and cultural or economic background, are accountable for their academic achievement and personal behavior. NAESP encourages principals to provide leadership to ensure the establishment of high expectations for all students. ('87, '97, '02)

D. EDUCATIONAL ASSESSMENT

1. Assessment

NAESP believes that, for assessment information to be valid and useful, educational standards specifying what students are expected to know and be able to do must be clearly defined through a broad-based consensus process before assessment procedures are developed.

Assessment focused on student performance has as its primary purpose the advancement of student learning and the improvement of instruction. This process must be fair, flexible, and authentic in that it reflects the students' demonstration of competence. The procedures utilized must be valid and appropriate representations of the expectations placed on students. NAESP recognizes that assessment is an integral part of curriculum and instruction, which includes the teaching and learning of test-taking skills. NAESP encourages the alignment of curriculum, instruction, and assessment to maintain a balance between teaching and formal assessment.

The assessment process must involve educators in its design and use, and include procedures that ensure accessibility, data analysis, continuous review, and improvement. Test results must be accessible and reported in an understandable, timely manner within the context of other relevant information affecting the school.

NAESP urges its members to become involved in state and local activities establishing the design and implementation of assessment processes. ('92, '94, '01, '06)

2. Standards-based Education

NAESP believes principals must have a role in the evolving discussion of the issue of national standards.

NAESP stresses the need for a high-quality public education for every student that aligns instruction with effective standards.

NAESP believes effective standards should be content based. These standards should be created by independent commissions of qualified practitioners which must include Pre-K-12 principals and teachers.

('77, '89, '99, '01, '02, '07, '09)

3. National Assessment Programs

NAESP believes the purpose of national testing programs, such as National Assessment of Educational Progress (NAEP), is to gather longitudinal data to inform educational decision making related to student achievement, professional development, and allocation of resources for state school systems and not to be used for comparative purposes, promotion and retention of staff, or determination of salary. ('88*, '98, '02, '07, '09)

4. Retention and Promotion

NAESP believes that retention and promotion should be considered on the basis of individual student needs. NAESP opposes the use of test results as the sole criterion for the retention or promotion of students. NAESP believes that the progress of students must be measured using multiple criteria.

NAESP urges state and local associations to work cooperatively with legislative bodies, state departments of education, local school boards, and local administrators to provide the programs, resources and time students need to demonstrate success. ('91, '92, '00, '01, '06)

5. Standardized Tests

NAESP believes children have diverse abilities and learning potential that should be identified and developed. Educators, parents, and children need multiple, fair, and effective assessment opportunities that can be used for determining the needs of children in order to design appropriate instruction.

NAESP opposes the use of standardized test scores as the sole criterion to measure student performance; to rate, grade or rank school effectiveness; to allocate funds; or to take punitive measures against schools and/or school personnel.

NAESP recognizes that some uses of standardized testing are detrimental to education.

It is imperative that the limitations of standardized tests are clearly understood by decision makers:

1. Standardized tests, by design, generate data that are valid for specific purposes.
2. Interpretation and use of the data must be limited to those purposes.

Therefore, multiple, non-discriminatory, and longitudinal measures must be employed if the data are used to:

1. Make educational decisions for each student;
2. Adequately assess the achievement level of student subgroups; or

3. Monitor student progress and/or program effectiveness over time.

NAESP also believes that, in reporting assessment results to the public, explanations of the proper interpretations of the data must be included.

NAESP urges principals and their local, state, and national associations to use assessment data to improve instruction and help students learn.

NAESP also urges principals to actively educate policy-makers and the public about the proper interpretation and use of standardized test data. ('72, '76, '85, '89, '97, '01, '02, '07)

IV. RELATIONSHIPS

A. INTERNATIONAL RELATIONS

1. International Relationships

NAESP believes that working cooperatively with educational leaders from other countries provides opportunities for mutual learning, understanding, sharing of ideas, and development of relationships enabling people everywhere to live in a peaceful and productive global society.

NAESP encourages principals to develop knowledge, understanding, and appreciation of international education and engage in ongoing, meaningful relationships with counterparts all over the world. ('02)

B. ASSOCIATION

1. Affiliation of Merged Principals' Associations

NAESP is aware that in some states, elementary and secondary school principals have joined in one professional association. NAESP urges its Board of Directors to continue to seek ways of cooperating and working with merged school principals' associations to ensure the continued support of all state affiliates, whether jointly or individually organized. ('79, '90*, '00*, '05)

2. Association and Employment Freedom of Choice

NAESP encourages educational personnel to join and participate in organizations of their choice. NAESP respects the right of each individual to choose organizations that have goals and objectives representative of the best interest of the profession and the individual.

NAESP believes that the union security practices of closed shop, union shop, and agency shop can be contrary to the democratic concept of the inalienable right to freedom of choice.

Therefore, NAESP urges local and state governing bodies to protect the rights of individuals to join and participate in educational organizations, while at the same time ensuring that all individuals have the right not to join or participate if they so choose. ('76, '90*, '00*, '05)

3. Joint Membership Agreement

NAESP believes the efforts of state associations and NAESP to serve their members are significantly enhanced when those services are cooperatively developed and implemented.

A state association voluntarily agreeing to require NAESP membership of its members may enter into a reciprocal agreement with NAESP, wherein NAESP will require its members in that state to join their state association in order to be NAESP members.

Believing that such agreements strengthen state association/NAESP relationships and lead to improved services to members, NAESP urges state associations to consider a joint membership agreement with NAESP.

NAESP encourages state associations to work with local school districts to provide funds for principals' memberships in state and national principal organizations. ('84, '94*, '99, '09)

4. Relationship with Other Educational Groups

The mission of NAESP is to lead in the advocacy and support for elementary and middle level principals and other education leaders in their commitment to all children.

As NAESP strives to accomplish its mission, it is essential to enlist support from, and to work consistently with, other education groups. NAESP encourages the development of processes and structures that will ensure continued cooperation among professional organizations. NAESP believes the autonomy of each association must be preserved. ('73, '74, '90*, '00*, '05)

5. Retired School Principals

Many principals retire from active employment each year. NAESP believes that former educators should be encouraged to continue participation in professional activities of principals' associations and that local, state, and national education organizations should utilize the expertise and talents of retired principals to further their goals.

NAESP urges all principals' associations to develop ways for retired principals to contribute to the profession by mentoring, coaching and volunteering, such as the Principals' Advisory Leadership Services (PALS). ('72, '90*, '00, '05)

C. GOVERNMENTAL

1. American Overseas Schools

NAESP recommends that the membership encourage local and state authorities to enable and encourage teachers and administrators to serve in American-sponsored overseas schools without loss of tenure and other fringe benefits. ('73, '90*, '00*)

2. Contradictions in State and Federal Program Regulations

NAESP recognizes there are contradictory rules and regulations, as well as overlapping jurisdictions, of various local, state, and federal agencies.

NAESP urges all local, state, and national associations to strive to resolve such contradictions and overlapping jurisdictions. ('80, '90*, '00*, '05)

3. Equal Rights Amendment

NAESP supports an Equal Rights Amendment to the United States Constitution that states: "Equality of rights under the law shall not be denied or abridged by the United States or by any State on account of sex." NAESP urges local and state associations to support ratification of such an amendment. ('77, '90*, '00*, '05)

4. Excessive Paperwork

NAESP is concerned with the increasing burden of excessive paperwork that is imposed on personnel. Much of the data requested by state and federal agencies is repetitive.

NAESP urges all persons, agencies, and governing bodies dealing with the schools to request only information that is vital for the maintenance or improvement of programs that benefit the growth of children.

NAESP supports the use of technology to help consolidate and expedite the necessary data requests. ('77, '91, '96, '06)

5. Interstate Principal Licensure

NAESP urges its Board of Directors and state and local associations to promote national reciprocal agreements to effect an exchange of certification and full benefits, including retirement, and to seek legislation to secure such reciprocity among states for administrators. ('74, '90*, '97, '03, '08)

6. Principal's Role in Developing State and Federal Policies

NAESP recognizes the unique role of principals in implementing and communicating the decisions of policy-makers and urges all federal- or state-funded agencies, committees, and other groups to include practicing principals in the development of education policies, guidelines, rules, and regulations.

NAESP urges principals to become informed about and advocate for policies that enhance and ensure quality education in our nation's schools. ('78, '81, '91*, '01*, '06)

7. Retirement Legislation

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

NAESP further urges that all retirement plans include a cost-of-living adjustment. As a minimum, retirement benefits without penalty should be provided after completion of 25 years' service. ('80, '86, '89, '99*, '04, '09)

8. Transfer of Student Records

NAESP recognizes the necessity for maintaining student records and believes it is essential for children's educational benefit that these records follow them to a new school placement.

NAESP objects to the financial burden placed on the schools when these records must be sent by first-class mail. NAESP supports a change in postal regulations that would allow the mailing of school records at a lower postal rate and urges its members to actively pursue this change with their legislators.

NAESP supports legislation that enables schools to use electronic transfer of student records. ('79, '90*, '00, '05)

9. United States Department of Education

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

NAESP recognizes that elementary education is the foundation for all formal education and therefore believes educators with experience and training in elementary and middle school administration should staff a representative number of decision-making positions in the U.S. Department of Education including the principals in resident program.

NAESP is committed to a reciprocal relationship with the U.S. Department of Education with an increased focus on research and develop to collaboratively meet the educational needs of our nation's children and the concerns of elementary and middle school administrators. ('80, '84, '94*, '04, '09)

D. HUMAN

1. Citizenship, Character Development, and Service Learning

NAESP recognizes the importance of promoting responsible citizenship and supports the primary responsibility of the family in the moral teaching and character development of children. NAESP believes schools play a key role in encouraging students to participate in programs that foster good citizenship and develop a sense of responsibility to the community. Traits of positive citizenship and good character include, but are not limited to, trustworthiness, respect, responsibility, justice, fairness, integrity, and caring. NAESP recommends strong home/school partnership programs be developed that encourage positive citizenship and good character.

NAESP believes service learning helps students develop a sense of civic and social responsibility while acquiring an ethic of caring and community connectedness. NAESP believes all schools should embrace curriculum-linked service learning as a proven methodology that promotes academic achievement, character, and citizenship. ('98, '08)

2. Discriminatory Practices

NAESP is dedicated to the principle of equal rights and the elimination of prejudice, bigotry, and discrimination in classroom assignments, school admission practices, professional association membership, and appointment or promotion to principalships and other administrative positions.

NAESP supports the development of local plans for implementation of affirmative action as suggested within guidelines established by federal legislation. These plans must contain equal opportunity for the employment and training of all individuals in all categories of school district employment.

Therefore, NAESP recommends that principals be actively involved in developing and implementing local affirmative action plans. ('70, '71, '72, '73, '75, '90*, '00*, '05)

3. Ethnically Diverse Administrators

NAESP values diversity in our culture and urges the recruitment of ethnically diverse persons for administrative positions. The diversity of our culture must be represented throughout education in order to establish positive role models for all students.

NAESP promotes strategies that address this issue at the local, state, and national levels. ('80, '88, '98, '03, '08)

4. Sexual Harassment

NAESP takes the position that sexual harassment is a form of misconduct that undermines the integrity of the school and creates an intimidating, hostile, offensive employment and educational environment. NAESP urges policy makers to develop appropriate consequences for specific incidents. NAESP believes that principals should utilize adopted policies and provide leadership and training to ensure that sexual harassment is never tolerated. ('94, '97, '02, '07)

5. Varying Family Patterns

NAESP recognizes that changing societal attitudes have produced a variety of family patterns. These changes may impact the educational process of the children involved. School personnel must continue to support, respect and demonstrate sensitivity to children and their family patterns.

NAESP endorses efforts made by schools and social service agencies to assist families in decision making devoted to improving child care and the creation or maintenance of a safe, nurturing, and stable home life for children.

NAESP encourages principals to consider the work patterns of parents/guardians in scheduling conferences, parent meetings, open house, and other activities.

NAESP urges administrators to maintain a school climate supportive of all children and families, regardless of family patterns. ('77, '81, '88, '89, '90, '00*, '05)

E. SCHOOL AND COMMUNITY

1. Administrative Team

Each community has a right to expect quality leadership from the total administrative staff of its school system. An administrative team, consisting of building and district level administrators, establishes a culture of shared decision making.

NAESP strongly urges that the administrative team concept be adopted in each school system to facilitate the formulation, implementation, and attainment of mutually agreed upon goals. ('73, '81, '91*, '96, '01, '06)

2. After-school Programs

NAESP believes that creating a seamless learning day is essential to support children's learning. The benefits of quality after-school programs are evident in student achievement, social interaction and safety.

NAESP encourages federal, state and local leaders to provide vision and support for effective extended-day learning that includes a variety of enrichment opportunities. Principals serve a critical role in their community to likewise create meaningful connections and relationships with either school-based or school-connected programs. Programs should follow the standards identified in *Leading After-school Learning Communities* (NAESP, 2006). ('07)

3. Changing Demographics

NAESP recognizes that changing demographics have a critical impact on the delivery of educational programs and the ability of schools to meet state and federal standards.

NAESP urges that principals be involved in careful planning with boards of education, staff, parents, and members of the community to meet the challenges of changing enrollments and the resulting budget implications. Principals should exercise a leadership role in devising alternative ways of utilizing staff and maintaining local school programs to meet the needs of students. ('74, '75, '84, '94*, '04, '09)

4. Community Involvement in School Activities

NAESP believes that there should be a strong collaborative relationship between the school and all facets of the community.

NAESP encourages school districts and individual schools to provide access and opportunity for community members to participate in a network of services, resources, and support for the total educational process.

Therefore, NAESP recommends that principals provide leadership and actively support coordinated local efforts toward community involvement. ('83, '92, '02)

5. Community Use of Schools

The use of school facilities presents an opportunity for people of all ages to more fully utilize school sites for instructional, child care, social, and recreational programs reflecting the needs

and interests of the community. Clear and uniform policies for the use of district facilities are essential.

NAESP believes that the efficient and effective utilization of such facilities is needed to ensure maximum return from the public's investment and that such utilization would enhance community-school relationships. ('73, '91, '96, '01, '02, '07)

6. Contribution of Private Schools

NAESP recognizes the contributions of private schools in educating today's youth. To ensure developmentally appropriate education for all children, NAESP advocates that all private and public school personnel meet the same licensure and certification requirements.

NAESP believes all private and public schools receiving federal funding must meet student achievement and accountability standards as defined by each state under current federal law.

NAESP urges all school principals to work together in areas of common interest and recommends that state associations establish appropriate means of assisting the strengthening of public school/private school communications. ('72, '75, '85, '95, '05)

7. Delivery of Educational Services to Children

NAESP believes every child is entitled to receive a full range of educational services that meet his or her individual needs. NAESP firmly supports the position that such services should be provided within the public school system and that neither the service nor the system should be diluted by diverting public monies to support private education.

NAESP believes it is incumbent upon the public and non-public schools to cooperatively structure and operate the most effective means of delivering those services to all entitled children. ('70, '71, '80, '90*, '99, '04, '09)

8. Fundraising

NAESP recognizes that programs in elementary and middle schools are not fully funded. In order to support the implementation and enhancement of educational programs and facilities, student and parent groups often assist in raising funds. These funds are not intended to replace needed education appropriations.

NAESP believes instructional time should be protected during fundraising initiatives. Furthermore, NAESP strongly believes the safety and health of students should not be compromised when they participate in fundraising events. ('99, '04, '09)

9. Higher Education

NAESP believes that it is essential for institutions of higher learning and public schools to collaborate to improve schools and promote student success.

NAESP also encourages higher education personnel to become directly involved in teaching/learning experiences at the local building level to ensure that higher education programs are aligned with the needs of schools. ('85, '93, '96, '06)

10. National Special Observance Days

NAESP encourages principals to support the planning of programs and curricular experiences commemorating people and events of historical and cultural significance to the United States. These may include but are not limited to:

1. Martin Luther King, Jr. Day
2. Presidents' Day
3. Memorial Day
4. Independence Day
5. Labor Day
6. September 11
7. Constitution Day
8. Columbus Day
9. Veterans' Day
10. Thanksgiving Day
('78, '84, '94*, '02, '07)

11. Media and Marketing

The media exercise a pervasive influence on children and society. They have the potential for being a positive educational force. However, the media portrayal of violence, sex, substance abuse, and the use of obscenities negatively influences young and impressionable minds.

NAESP urges educators to develop programs for teaching students, families and other caregivers to become discriminating users of media.

NAESP urges the media and the public to accept an obligation to bring about constructive, accurate, nonviolent, and well-balanced presentations. NAESP urges those who produce media to be sensitive to the age, gender, and maturity of children.

NAESP recommends that educators, parents, other community members, agencies, and associations seek to influence media and marketing policies and practices. ('76, '83, '93, '94, '96, '01, '06)

12. Parent/Guardian Involvement

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

NAESP maintains that principals should take an active role in assisting parents/guardians with the acquisition of skills and knowledge of resources that support children's intellectual reasoning abilities and personal, social, and emotional development.

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

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

13. Prayer in the Public Schools

NAESP recognizes that the public schools include students and staff who embrace a plurality of religious beliefs, as well as those who hold no religious beliefs. NAESP contends that public schools must respect the rights and beliefs of all students, staff, and patrons.

Based on the constitutional doctrine of separation of church and state and related court decisions, NAESP supports the position that prayer and other religious practices are family responsibilities and should be left to the home and church. ('84, '94*, '04*)

14. Public Schools and the Media

NAESP believes that an important way to strengthen confidence in public education is through sound media coverage that celebrates school successes and builds public understanding in times of crisis. NAESP urges principals to establish open relationships with the media by inviting coverage of school events while being mindful that student confidentiality must be protected.

NAESP, therefore, urges local, state, and national leaders to become active in publicizing the achievements of public education through media reporting, presentations to groups of parents and citizens, and other communications with the public. NAESP further encourages local, state, and national education organizations to promote dissemination of the accomplishments of their organizations.

NAESP encourages principals to focus on longitudinal data and better communications to avoid negative coverage that results from the release of isolated data. In reporting test scores principals are also encouraged to present an accurate interpretation of data including its limitations and implications.

NAESP believes that by building their own communications, public relations, marketing, and promotional skills, principals will strengthen public confidence in schools. NAESP urges principal preparation programs to include public relations strategies. NAESP urges principals to work closely with district, local, state, and national school public relations professionals to acquire these skills for themselves and for their staffs.

NAESP urges all principals to be assertive in publicizing the interests, activities, and successes of public schools across America. ('82, '88, '97, '03, '08)

15. School and Community Relations

NAESP believes the school principal occupies the most important leadership position in the structure of education—a position that affords opportunity for improvement of instruction and for direct contact with people of the community.

Each principal should keep the community aware of the instructional program and the importance of education. Thus, the school principal must assume the responsibility for interpreting the school program through techniques that involve the interest, participation, and support of the public. In this role the principal must communicate with the public, keeping them informed of the instructional needs of children and of the resources necessary to meet such needs.

NAESP believes the success of the nation's schools rests with its people. However, principals should guard against the pressures of special interest groups that cannot be reconciled with the best interests of all children and the betterment of education. ('79, '90*, '00*, '05)

16. School/Community/Business Partnerships

NAESP firmly supports the concept of partnerships among schools, communities, and businesses. NAESP further believes improved communication and collaboration among these groups will result in strengthening educational opportunities.

NAESP urges principals to initiate school/community/business partnerships in their school districts and in their individual schools. Mutually beneficial partnerships offer students a significant increase in knowledge and skills necessary for a successful future.

NAESP recommends school districts and principals assume a clearance role in ensuring that any distribution of materials is in harmony with the school's curriculum, mission, or goals.

NAESP calls upon school leaders to use extreme caution and professional discretion in maintaining a clear and distinct separation between commercial advertising, in any medium, and the learning programs in their schools.

NAESP calls upon businesses and schools to continue to work together, carefully weighing the benefits to the student. ('84, '90, '99, '04, '09)

17. School Employment Incentives

NAESP believes qualified teachers and administrators are critical to the delivery of comprehensive educational programs. NAESP also recognizes that some school districts have difficulty attracting and retaining qualified educators.

Therefore, NAESP supports efforts by states and local districts to provide incentives to attract and retain effective teachers and administrators to meet the needs of their educational programs. ('89, '99*, '04)

18. School Health Services

NAESP believes that all children must have access to quality health care services. NAESP urges all governmental entities to support collaborative efforts requiring and providing appropriate health care services for all children.

NAESP strongly recommends that school districts ensure proper health care, including the dispensing of medication, for all children by providing every school with a full-time school nurse.

NAESP believes that school health services provided by a qualified school nurse are essential to the education of children. The school nurse is trained to recognize the complexity of physical, social, and psychological factors that interact in the total growth of children. Also, the school nurse is trained to work with parents, school personnel, and community agencies to assess student health needs and initiate appropriate action to meet those needs. ('79, '89, '99, '02, '04)

19. Volunteers

NAESP believes that the community-school partnership is a unique and vital feature of American education and that there is a need for volunteers in every school. NAESP encourages school districts and individual schools to provide access and opportunity for community members to participate in a network of services, resources, and support for the total educational process.

Therefore, NAESP recommends that principals actively support coordinated local efforts for community involvement. Further, NAESP urges principals to ensure that volunteers work under the direct supervision of appropriate school personnel, but do not diagnose, prescribe, or formally evaluate the work of children.

NAESP urges all of its members to reexamine the status of their own schools and take steps toward revitalizing and extending the effectiveness of volunteer groups, including providing appropriate training. NAESP recommends background checks be required for volunteers working in our schools. ('85, '95, '02, '07)

F. SCHOOL ALTERNATIVES

1. Alternative Disciplinary Options

NAESP believes that the rights of all students should be protected. NAESP opposes the cessation of educational services for any student. Common sense must be applied when implementing policies and programs that impact the lives of students (i.e., zero-tolerance policies).

NAESP recommends that individually appropriate alternative options, within the scope of state and local regulations, be available for all students whose ongoing dangerous or seriously disruptive behavior requires their removal from the regular classroom. This may include short- or long-term placement in an alternative setting with interventions designed to develop behaviors enabling the student to return to the regular classroom setting. ('02)

2. Charter Schools

NAESP realizes that many states allow the development of charter schools. Charter schools should not supplant a comprehensive school reform program.

NAESP believes that in order for a charter school to receive public funds, it must:

1. be led by a certified principal who has teaching experience;
2. employ qualified staff who are appropriately certificated;
3. be nonprofit and tuition free;

4. be supported by a funding source that does not divert funds from other public schools;
5. be governed by an elected board;
6. be accountable to the public, adhering to the same accreditation/approval standards to which all public schools must adhere, i.e., health and safety, fiscal responsibility, curriculum content, academic achievement, testing accountability, and disclosure;
7. be nondiscriminatory with regard to students and staff;
8. be required to serve students with disabilities in the same ways as are other public schools;
9. provide the same level of support services required of other public schools; and
10. provide its employees the same state benefits as other public schools. ('00, '05)

3. “Cyber Schools”

NAESP recognizes that technology is expanding educational options, including online learning.

While definitions of the term “cyber schools” vary, NAESP strongly opposes online education programs that bypass the teacher/student relationship, lack accountability, and divert funds from public schools. NAESP believes that integrating future technology into effective educational practices and options can be beneficial. At the same time, any school receiving public funds must maintain proven elements of quality education. These elements include but are not limited to:

1. certified principals and instructors who support and guide the learning process;
2. educator-developed curricula based on current research and practice;
3. human relations skills developed through social interactions and communication within a diverse population; and
4. assessments that are valid, reliable, and appropriate to the curricula. ('02, '07)

4. Home Schooling

NAESP is concerned with the increasing number of individuals and groups choosing home schooling in lieu of public education. When alternative options such as home schooling have been authorized by state legislation, resources and authority should be provided to make certain that those who exercise these options are held strictly accountable for the academic achievement and social/emotional growth of children. NAESP believes it is the responsibility of the state education agency to be accountable for monitoring the education of the home-schooled child.

When home schooling options are exercised, NAESP strongly recommends that state governments establish safeguards to ensure each child:

1. Learns in a healthy and safe environment;
2. participates in appropriate social experiences;
3. interacts with students from other social/racial/ethnic groups;
4. receives the full range of curricular experiences and materials aligned with state standards;
5. is guaranteed instruction by certified and highly qualified persons; and
6. is required to participate in state-mandated assessments. The results of these assessments should not be included in the local public school scores.

NAESP strongly urges states to require home schools to comply with state and federal laws addressing children with special needs. ('93, '03, '04, '09)

5. Privatization and Outsourcing

NAESP acknowledges that private, for-profit corporations have been engaged to direct the educational programs and school services for children attending public schools. When privatization occurs, local, state, and federal laws and guidelines must be followed. Supplemental service providers must be held to the same level of accountability as public schools. ('95, '05, '06)

6. Programs of Choice

NAESP believes public schools are the cornerstone of American democracy. In order to guarantee an enlightened electorate capable of governing itself, the American people must ensure quality education for each citizen. NAESP believes that students learn most effectively in a school setting that reflects American society and culture.

NAESP believes that programs of choice should not be federally mandated nor draw resources from public education funding.

Programs of choice should:

1. be locally developed, locally controlled, and carefully constructed;
2. have a clear statement of guidelines, procedures, and academic goals;
3. include parent involvement in the planning and development of local programs;
4. be an opportunity for local schools, given sufficient and equitable funding, to provide unique programs;
5. take into account "equal access" for all students in a district;
6. not exceed class size limits;

7. not negatively impact racial or socioeconomic balance;
8. not divert money from public schools to private schools;
9. have as their foundation the approval of the state and local boards of education and be staffed by licensed teachers and principals; and
10. be subject to the same laws and regulations as are all public schools in the state. ('93, '97, '02, '07)

7. Tuition Tax Credits and Vouchers

NAESP believes that the welfare of this nation is dependent on a strong public education system. Tuition tax credits reduce gross tax revenues designed to support public education for all. Both vouchers and tuition tax credits adversely affect financial support for public education.

NAESP strongly opposes tuition tax credits and education voucher plans that divert public monies to private institutions.

While recognizing the contribution and unique value of private schools, NAESP rejects all proposals that would reduce financial support, and consequently the potential for achieving a high quality of education, in public schools. ('82, '92*, '94, '04*)

V. PERSONNEL RELATIONS

1. Legal Protection for School Personnel

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

NAESP urges school districts to provide adequate liability protection, financial support, and legal representation for school personnel.

NAESP urges local and state associations to work cooperatively with state legislative bodies to pass appropriate legislation to penalize those who file frivolous lawsuits. ('79, '90*, '96, '06)

2. Pay for Performance

NAESP believes principals must have a role in the evolving discussion on the issue of pay for performance.

Considering the magnitude of the principal's responsibility as the instructional leader, it is imperative that principals have significant role in designing any plan that considers pay for performance. NAESP strongly opposes any pay-for-performance initiatives that are based solely on standardized test scores.

NAESP supports incentive pay, also known as pay for assignment, for principals and teachers who commit to working in hard-to-staff schools. ('09)

3. Professional Negotiations for the Principalship

NAESP strongly supports the right of principals on the local school district level to organize and negotiate in matters affecting their conditions of employment, whenever they deem it appropriate. NAESP urges that district officials and boards of education formally recognize the representatives selected by principals in all negotiations dealing with the professional service of principals. ('70, '71, '72, '81, '91*, '96, '06)

4. Professional Negotiations Laws

NAESP believes that final determination of professional negotiation laws and procedures affecting principals and other educational personnel should be determined by each state. ('77, '90*, '00*)

5. Professional Salary Discrimination

NAESP believes that recognition of the importance of elementary education has led to the abolishment of most compensation differentials between elementary and secondary educators, the exception being the principalship.

NAESP strongly urges that all discriminatory practices that exist in the compensation of principals be terminated and that compensation must be based primarily on professional preparation, experience, complexity of job requirements, and length of contract year.

NAESP further recognizes that inequities exist in the compensation of principals across the nation and urges principals, along with their local, state, and national associations, to seek to implement measures for the elimination of such inequities. ('76, '85, '95, '05)

6. Reduction of Administrative Personnel

NAESP recognizes that declining enrollment, diminishing financial resources, and other factors may cause reductions of administrative personnel.

The Association urges its members to develop and secure the adoption of criteria and procedures to be used in a reduction of administrative personnel. Criteria should include such considerations as seniority, non-discrimination, objectivity, uniformity of application, and professional preparation. Procedures should include timely notification, access to all pertinent records and materials, and an opportunity to respond. Reassignment should include the option of moving to a comparable administrative assignment or to a teaching position. ('82, '92*, '97, '02)

7. Sanctions and Work Stoppages

In an effort to produce changes in school systems, education associations have applied sanctions and, on occasion, strikes and other work stoppages. Such work stoppages should not and cannot be condoned, because of their harmful effects on students, on the morale of teachers, and on the image of education held by most members of the general public. NAESP believes impasses in employment negotiations can be resolved by use of mediation and arbitration.

NAESP urges states to act in support of children's education by making work stoppages illegal and requiring peaceful mediation and/or binding arbitration of the grievances. ('71, '72, '90, '00*, '05)

8. Written Contracts

NAESP believes all public school administrators should be employed under written contracts and a defined hold-harmless clause.

In addition to a written or continuing contract, NAESP urges school boards to provide principals with conditions of employment such as: salary and benefits, methods used in determining salary, due process, and length of contract. ('83, '84, '94*, '04, '09)

VI. FINANCE

1. Disruption of Educational Services

NAESP believes the disruption of educational services to children brought about by either decision or indecision of legislatures, courts, or policy-making bodies is unacceptable.

NAESP urges all members, state associations, and other concerned groups to work together to maintain services and keep schools in regular session without interruption. ('78, '90*, '00*, '05)

2. Educational Equity

The primary responsibility for providing public education lies with the states.

In light of judicial decisions highlighting disparities in providing equitable educational opportunities for all children, NAESP urges local and state associations to work cooperatively with state legislative bodies to develop plans and/or formulas that ensure the equitable distribution of resources for public education. ('91, '96, '06)

3. Financial Support for Education

NAESP believes that financial support for public education must be shared by local, state, and federal governments. However, NAESP urges an increase in the amount of federal support with greater local and building-level flexibility in the allocation and use of federal funds.

While recognizing the need for reform in the methods of financing educational expenditures, NAESP strongly opposes any reduction of public school funding.

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

NAESP also urges local, state, and federal governments to provide funding that is predictable and continuous so that educational leaders have the opportunity to plan for the future of public schools. ('82, '92, '94, '96, '01, '06)

4. Funds for Mandated Programs

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

NAESP urges legislative bodies to consult with local, state, and national associations to determine program costs and provide requisite funding.

Principals should be granted the authority to allocate resources to address individual school needs. ('80, '90, '94, '04, '09)

5. Impact of Immigration

NAESP recognizes that immigration continues to impact the entire public school system of the nation.

NAESP believes all students, including immigrant children, deserve the opportunity to receive an equitable education. NAESP urges the federal government to provide additional financial assistance for programs and services for these students. Special consideration should be given to those districts with the highest density of immigrant students. This increased federal funding is needed, with flexibility, for individual districts to design appropriate programs. ('95, '00, '05)

6. School Construction and Renovation

NAESP recognizes that construction and/or renovation of school buildings is necessary to ensure safe environments, maintain appropriate class sizes, and provide functional space for all curricular offerings.

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

NAESP recommends the involvement of principals, teachers, students, and community members in the design of school buildings. ('00, '05)

7. Tax Referenda

NAESP believes sufficient funding for public education is essential to the well-being of our nation and its citizens. Moreover, NAESP opposes referenda, initiatives, and other governing actions that reduce funding for public education.

NAESP urges principals; national, state, and local leaders; and other interested groups to promote public awareness of the detrimental effects of reducing public education funding. ('82, '91, '01*, '06)

RESOLUTIONS COMMITTEE — POLICY STATEMENT 400.3.3

The Resolutions Committee shall consist of the President-elect as Chairman and nine members, one from each zone, who shall be appointed by the President for three-year terms, three members to be appointed each year.

Powers and Duties

The Resolutions Committee shall encourage members to initiate resolutions and shall review, prepare, and submit resolutions to the Delegate Assembly and update the Platform.

Scope of Policy

Defines the composition, powers and duties of the Resolutions Committee.

Guidelines for Implementation

It is the responsibility of the Resolutions Committee to:

1. Review the Platform for any necessary revisions or deletions. Statements for which no new action has been recommended for ten years shall be identified as having been reviewed by the Resolutions Committee. Identification will be an asterisk beside the year in which the Committee reviewed the statements and found no change to be necessary.
2. Review resolutions submitted through the solicitation process.
3. Develop new resolutions to be presented to the subsequent Delegate Assembly.
4. Prepare or refine a rationale for each resolution.
5. Identify the impact on the current Platform of proposed resolutions, specifically whether they: 1) address a totally new issue, 2) constitute a change in philosophy or intent, or 3) further support or describe a previous plank in the Platform.
6. Specify deletions to be made in the Platform and prepare a rationale for each.
7. Present the proposed resolutions and deletions to the Delegate Assembly for action.
8. Review the Platform to include resolutions and deletions approved by the Delegate Assembly.

Procedures

Resolutions are solicited from members, states, zones and committees. All proposed resolutions must be received by the Resolutions Committee no later than thirty (30) days prior to the opening day of the National Convention. Resolutions proposed to the Resolutions Committee will be mailed to delegates and will be made available to the membership through a regular or special publication at least thirty (30) days prior to the Delegate Assembly.

Proposed resolutions will be reviewed at an open hearing of the Resolutions Committee on the opening day of the Convention. Any NAESP member may attend the open meeting and seek to modify any proposed resolution. The following procedures for amending and approving the proposed NAESP resolutions will be strictly observed.

RESOLUTIONS COMMITTEE — POLICY STATEMENT 400.3.3 (continued)

Members of the Resolutions Committee will review the proposed resolutions singularly and request suggestions for modifications. Any NAESP member may propose changes to Committee resolutions either verbally or in writing, *but no changes will be considered at the Delegate Assembly that have not been presented at the open hearing.*

On the following day NAESP members may meet with the Resolutions Committee to learn the decision of the Committee on proposed changes. If the requested change is accepted by the Committee, no further action by the member is necessary. If the Committee declines to sponsor the requested change and the member wishes the Delegate Assembly to consider that change, the member should request the NAESP Executive Director to prepare sufficient copies of the change to be distributed to the delegates a minimum of twenty-four hours in advance of the Delegate Assembly.

(Resolutions process during the Delegate Assembly is covered in Policy 200.2.)

Authority Level

Action

Resolutions Committee **As stated above.**

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